

Grade 3

ENGLISH

First Additional Language



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Term 1

Lesson Plan

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Resources Provided

Please note that all resources provided belong to the school.

In Term 1, the PSRIP provides you with the following resources:

ITEM	QUANTITY	NOTES
Handwriting Chart	2	Please display the handwriting charts at the front of the classroom where all learners can see them. This helps learners to correctly form letters if they forget.
Display Boards	4	Use these coloured boards to display your work for the week. At a glance, you will be able to see what to cover for phonics, theme vocabulary, sight words and your writing frame.
Term 1 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. For the first two weeks of Term 1, you will follow an orientation programme.
Term 1 Management Document	1	Use this document to complete your ATP and Term Planner. Tick off and date each activity as it is done. Reflect on your teaching. The Programme of Assessment can be found at the back of this document.
Term 1 Big Book	1	Use the big book stories during Shared Reading lessons. There are 4 stories for the term – one story per cycle.
Term 1 Resource Pack	1	All flashcard words and theme word illustrations are included in the Resource Pack. Cut them up and store them in an orderly fashion. You will use these resources with the display boards.
Term 1 Worksheet Pack	8 Worksheets	In this pack there is one worksheet per week to be used during group guided reading. Please make additional copies if required, so that every learner has access to a worksheet. Train learners to keep these worksheets in a plastic sleeve, so that you can collect and reuse them.

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: 4 hours per week.
3. Please display this routine in your classroom and try to learn it off by heart!

GRADE 3 WEEKLY ROUTINE

MONDAY		TUESDAY		WEDNESDAY		THURSDAY		FRIDAY	
Daily Activities	10			Daily Activities	10			Daily Activities	10
		Shared Reading Pre-Read / Second Read	15			Shared Reading First Read / Post-Read	15		
Phonemic Awareness & Phonics	5			Phonemic Awareness & Phonics	5			Phonemic Awareness and Phonics	5
		Writing Plan & Draft / Edit	30			Writing Plan & Draft / Publish & Present	30		
								Language Use	30
Group Guided Reading	15	Group Guided Reading	15	Group Guided Reading	15	Group Guided Reading	15	Group Guided Reading	15
Total	30	Total	60	Total	30	Total	60	Total	60

Themes and Reading Schedule

WEEK NUMBER	THEME	SHARED READING TEXT	GROUP GUIDED READING TEXT	INDEPENDENT READING TEXT
1	Orientation			
2				
3	What is friendship?	Wendy Whale to the rescue	Select a reading text to suit the level of each group. Use the Group Guided Reading Tracker to carefully note what each group has read.	Worksheet 3
4				Worksheet 4
5	Determination	Zodwa’s new shoes		Worksheet 5
6				Worksheet 6
7	Me and my siblings	Bear gets a haircut		Worksheet 7
8				Worksheet 8
9	Imagination	Jack and the beanstalk		Worksheet 9
10				Worksheet 10

Daily Activities

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

Daily Activities: Greetings

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

Daily Activities: Song / Rhyme / Finger Play

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

Daily Activities: Theme Vocabulary

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

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

Daily Activities: The Question of the Day

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

The purpose of the question of the day:

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

Getting ready for the question of the day:

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

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

For example:

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

my family	my friends	my teacher

Filling out the graph:

Modelling:

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

Learners:

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

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

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

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

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

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

Discussing the question of the day:

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

Daily Activities: Sight words

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

Shared Reading with Comprehension Strategies

In Grade 3, a new story is read every second week.

Shared Reading is done as follows:

- Week 1 Tuesday: Pre-Read
- Week 1 Thursday: First Read
- Week 2 Tuesday: Second Read
- Week 2 Thursday: Post-Read

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

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

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

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

Comprehension strategies

The table below provides information on each strategy.

Strategy 1: Predict	
Explanation	When learners predict, they say what they <u>think</u> will happen in a story. Learners can predict what will happen by looking at the pictures in a book. They can also predict what will happen next after they have read a page of the text. Finally, learners can predict how they think the story might end.
Purpose	By getting learners to predict, you are getting them to think about the story before they have even read it. Learners must use clues to try and work out who the characters are, and what main events will take place. By predicting, learners are developing their comprehension skills by thinking about the story.
Steps (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 Shared Reading lessons: Pre-Read; First Read; Second Read; and Post-Read. Read these descriptions to get a clear understanding of the flow of each lesson.

Shared Reading: Pre-Read

Comprehension Strategy: Predict

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

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

Shared Reading: First Read

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

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

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

Shared Reading: Second Read

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

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

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

Shared Reading: Post-Read

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

In Grade 3 during the post-read, you will do one of the following activities:

- Act out the story
- Recount the story
- Illustrate the story
- Written comprehension

Act out the story (oral activity)

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

Recount the story (oral activity)

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

Illustrate the Story (written activity)

Modelling

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

Oral Instructions:

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

Writing:

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

Turn and Talk:

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

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

Phonemic Awareness and Phonics

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

Monday example lesson and purpose

INTRODUCE THE SOUND AND WORDS

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

ship	shell
shop	shack
shut	shock
shed	shall

PURPOSE OF THE ACTIVITY

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

Wednesday example lesson and purpose

SEGMENTING AND BLENDING (I DO)

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

SEGMENTING AND BLENDING (WE DO)

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

SEGMENTING AND BLENDING (YOU DO)

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

ship	shop	shut	shed	shell	shack	shock	shall
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6. Uncover the Phonics Display Board. Instruct learners to check their words against the flashcard words on the Phonics Display Board.
7. Instruct learners to practise reading the phonic words for **homework**.

PURPOSE OF THE ACTIVITY

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

Friday example lesson and purpose

WORD FIND

Write the following table on the chalkboard:

bl-	i	p
oo	d	a
nk	e	m

MODEL

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

LEARNERS DO

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

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 blend and segment on their own in order to form new words.

Group Guided Reading

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

What to do with the rest of the class:

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

Structure of the Reading Worksheets:

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

Assigning groups and text selection for Group Guided Reading:

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

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

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

I think this learner reads at: Level 1	I think this learner reads at: Level 2	I think this learner reads at: Level 3	I think this learner reads at: Level 4	I think this learner reads at: Level 5
• This learner knows no or very few words. • This learner does not seem to recognise many letter-sound relationships.	• This learner knows just a few common words. • This learner does not seem to recognise some letter-sound relationships, OR this learner needs a lot of help to read previously unseen words.	• This learner knows many common words. • This learner needs help to decode previously unseen words.	• This learner knows many common words and can decode most previously unseen words. • This learner occasionally needs help to decode more challenging words. • This learner reads with some fluency.	• This learner knows many common words. • This learner can decode previously unseen words. • This learner reads with fluency and expression. • This is one of the best readers in the class.

What to do with each group during Group Guided Reading:

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

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

Care of the Reading Worksheets:

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

Writing Strategies

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

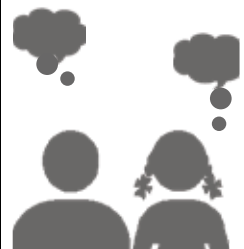
STRATEGY 1: TEACHER MODELS WRITING FIRST

- 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 3 - TERM 1

WEEK
1

THEME:
ORIENTATION

"The secret of your future is hidden in your daily routine."
– Mike Murdock

ORIENTATION: WEEK 1 MONDAY	
MONDAY	
GREETING (oral)	- Teacher asks 3 – 4 learners individually. - Teacher: Good Morning! How are you? - Learner: I am fine thanks, how are you? - Instruct learners to TURN and TALK to their neighbour and say: - Good morning! How are you? - I am fine thanks, how are you?
QUESTION OF THE DAY	- Today, you will need to assign learners into QUESTION of the DAY GROUPS. - You will need 6 groups. - It is a good idea to seat each group together – these can be mixed-ability groups. - Each group will answer the question of the day ONCE per week. - Learners need to KNOW which group they are in. - Today, assign groups, like: red group; orange group; green group; blue group; purple group; pink group, OR Monday 1 group; Wednesday 1 group; Friday 1 group; Monday 2 group; Wednesday 2 group; Friday 2 group. - Play a game with the learners to help them to remember their groups. - Call different groups to STAND UP and then SIT DOWN.
VOCABULARY	- Teach learners the word: same. - Hold up 1-5 fingers. - Explain that learners must hold up the SAME number of fingers. - Repeat 4-5 times.
SONG (and PHONEMIC AWARENESS)	Names, names are not the same Clap your hands and say your name! <i>(learners clap the SYLLABLES in name, like: Si-phi-we)</i>

WRITING AND LISTENING TO READING	1. Explain that today, learners will draw themselves and write two sentences about themselves. 2. Use MODELLING to draw yourself on the chalkboard. 3. Use MODELLING to add a sentence to your drawing. 4. Hand out learner books. 5. Give learner 10 minutes to draw themselves and write their names and sentences. 6. Explain that learners must keep writing for the entire time. 7. If learners are finished, they can add more to their pictures and add more sentences! 8. Instruct learners to TURN and TALK. Instruct learners to describe their drawing to a partner. <i>The purpose of this activity is to teach TURN AND TALK. Learners may discuss their drawings in HOME LANGUAGE.</i> GROUP GUIDED READING 1. While the learners are busy with the writing, call learners up individually to read to you. 2. Have three Home Language texts available (DBE books can be used) a. One average text b. One easier text c. One harder text 3. This will allow you to group learners according to their abilities for Group Guided Reading. 4. Use the follow rubric to help you.
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I think this learner reads at: Level 1	I think this learner reads at: Level 2	I think this learner reads at: Level 3	I think this learner reads at: Level 4	I think this learner reads at: Level 5
This learner knows no or very few words. This learner does not seem to recognise letter-sound relationships.	This learner knows just a few common words. This learner does not seem to recognise letter-sound relationships OR this learners needs a lot of help to read previously unseen words.	This learner knows some common words. This learner needs help to decode previously unseen words.	This learner knows many common words and can decode most words. This learner occasionally needs help to decode words.	This learner knows many common words. This learner can decode previously unseen words. This learner reads with fluency and expression. This is one of the best readers in the class.

ORIENTATION: WEEK 1 TUESDAY

TUESDAY

GREETING (oral)	- Teacher asks 3 – 4 learners individually. - Teacher: Good morning, how do you feel today? - Learner: Good morning, I feel happy / I feel sad - Instruct learners to TURN AND TALK to their neighbour and say: - Good morning, how do you feel today? - Good morning, I feel happy / Good morning, I feel sad.
QUESTION OF THE DAY	- Today, you will remind learners of their QUESTION of the DAY groups. - Play a game with the learners by calling different groups to do different tasks, like: - Red group: stand up - Orange group: clap three times - Green group: spin around - Etc.
VOCABULARY	- Teach learners the word: same. - Hand out learner books. - Draw a SIMPLE shape on the board. - Explain that learners must draw the SAME thing in their own book. - Repeat 4-5 times.
SONG (and PHONEMIC AWARENESS)	Names, names are not the same Clap your hands and say your name! <i>(learners clap the SYLLABLES in name, like: Bu-si-si-we)</i>
GROUP GUIDED READING AND WORKSHEETS	- Teach routines for Group Guided Reading. - Appoint monitors to keep learners quiet. - Appoint reading book monitors. - Explain the toilet pass. - Teach learners the icons on the reading worksheets.

ORIENTATION: WEEK 1 WEDNESDAY	
WEDNESDAY	
GREETING (oral)	- Teacher asks 3 – 4 learners individually. - Teacher: Hi, where do you live? - Learner: Hi, I live in ____. - Instruct learners to TURN and TALK to their neighbour and say: - Hi, where do you live? - Hi, I live in ____
QUESTION OF THE DAY	- Today, you will remind learners of their QUESTION of the DAY groups. - Call different groups up to the front of the room. - Instruct learners to line up by the chalkboard. - Explain that when you touch a learner on the head, they must walk quietly back to their seat.
VOCABULARY	- Teach learners the word: different. - Hold up 1-5 fingers. - Explain that learners must hold up a DIFFERENT number of fingers. - Repeat 4-5 times.
SONG (and PHONEMIC AWARENESS)	Names, names are not the same, Clap your hands and say your name! <i>(learners clap the SYLLABLES in name, like: Zin-hle)</i>

WRITING AND LISTENING TO READING	1. Explain that today, learners will draw their feelings on the first day of school. 2. Learners will write two sentences about their feelings on the first day of school. 3. Use MODELLING to draw yourself on the chalkboard. 4. Use MODELLING to add two sentences to your drawing. 5. Hand out learner books. 6. Give learner 10 minutes to draw themselves and write their names and the sentences. 7. Explain that learners must keep writing for the entire time. 8. If learners are finished, they can add more to their pictures and add more sentences! 9. Instruct learners to TURN and TALK. Instruct learners to describe their drawing to a partner. <i>The purpose of this activity is to teach learners to KEEP WORKING for the entire work period, to work independently and to TURN AND TALK.</i> GROUP GUIDED READING 1. Continue to listen to individual learners read from a Home Language text. 2. Place learners into groups using the rubric provided on Monday.
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ORIENTATION: WEEK 1 THURSDAY	
THURSDAY	
GREETING (oral)	- Teacher asks 3 – 4 learners individually. - Teacher: Hello, what is your name? - Learner: Hello, my name is ____. - Teacher: Nice to meet you! - Learner: Nice to meet you, too! - Instruct learners to TURN and TALK to their neighbour and say: - Hello, what is your name? - My name is ____. - Nice to meet you. - Nice to meet you, too.
QUESTION OF THE DAY	- Today, you will remind learners of their QUESTION of the DAY groups. - Call different groups up to the front of the room. - Instruct learners to line up by the chalkboard. - Explain that when you say a learner's name, they must come to you. - Teacher: What is your name? - Learner: My name is ____. - Teacher (asks class) What is his/her name? - Class: His/her name is ____. - Then, they must WALK quietly back to their seat.
VOCABULARY	- Teach learners the word: different. - Hand out learner books. - Draw a SIMPLE shape on the board. - Explain that learners must draw a DIFFERENT shape in their own book. - Repeat 4-5 times.
SONG (and PHONEMIC AWARENESS)	Names, names are not the same Clap your hands and say your name! <i>(learners clap the SYLLABLES in name, like: Ca-ro-line)</i>
GROUP GUIDED READING AND WORKSHEETS	- Practice routines for Group Guided Reading. Teach learners: - What the quiet monitors need to do. - What the reading book monitors need to do. - How to use the toilet pass. - Teach learners the icons on the reading worksheets.

ORIENTATION: WEEK 1 FRIDAY

FRIDAY

GREETING (oral)	- Instruct learners to GREET EACH OTHER using the greetings they have learned during the week. - Instruct learners to stand up. - Instruct learners to turn to a partner. - Instruct learners to use any greeting to greet each other. - Instruct learners to find a new partner. - REPEAT.
QUESTION OF THE DAY	- Today, you will remind learners of their QUESTION of the DAY groups. - Call different groups up to the front of the room. - Instruct learners to line up by the chalkboard. - Explain that when you say a learner's name, they must come to you. - Teacher: What is your name? - Learner: My name is ____. - Teacher (asks class) What is his/her name? - Class: His/her name is ____. - Then, they must WALK quietly back to their seat.
VOCABULARY	- Same or different. - Collect some objects, like: 2 DBE workbooks, a pencil, 2 pieces of chalk, an eraser. - Show learners any two of the objects. - Explain that if the objects are the SAME, learners should give THUMBS UP. - If the objects are not the same, they should give THUMBS DOWN.
SONG (and PHONEMIC AWARENESS)	Names, names are not the same Clap your hands and say your name! <i>(learners clap the SYLLABLES in name, like: (Them-bi-ki-le)</i>

GRADE 3 – TERM 1



THEME: ORIENTATION

"Routines are normal, natural, healthy things. By teaching your children good routines, you are setting them up for life."

– Mark Bucksworth

ORIENTATION: WEEK 2 MONDAY

MONDAY

GREETING (oral)

1. Ask 3 – 4 learners individually.
 - a. Teacher: Good day, what is the weather like today?
 - b. Learner: Good day, the weather today is__.
2. Instruct learners to TURN AND TALK and practise their greetings.

QUESTION OF THE DAY

1. Have the following question and graph drawn on the chalkboard:
What is your favourite colour?

orange	purple	green

2. Use MODELLING to show learners how to answer the question.
3. Call GROUP 1 to come and line up.
4. Explain that each child must use the CHALK to make an X in the graph.
5. Then, they must pass the chalk to the next person in line.
6. Next, they must step over to the teacher to answer a question.
 - a. Teacher: What is your favourite colour?
 - b. Learner: My favourite colour is__.
 - c. Teacher (asks class): What is his/her favourite colour?
 - d. Class: His/her favourite colour is__.
7. Then, they must walk quietly back to their seat.
8. All other learners must watch quietly.

QUESTION	What is your favourite colour?
GRAPH	3 column graph
OPTIONS	orange / purple / green
FOLLOW UP QUESTIONS	
QUESTION	What is your favourite colour?
ANSWER	I like orange.
ANSWER	I like purple.
ANSWER	I like green.

VOCABULARY	1. Teach learners the word: more. a. Instruct THREE learners to come stand on one side of you. b. Instruct ONE learner to come stand on the other side of you. c. Ask learners: which group of learners has MORE learners in it? d. REPEAT with different numbers of learners. <i>Note: This same activity will be repeated every day this week, but with different groups. The purpose of this activity is to teach learners the routine for the question of the day.</i>
SONG (and PHONEMIC AWARENESS)	1. Teach an ATTENTION GETTER, like: 1-2-3 EYES ON ME. 1-2 EYES ON YOU! 2. Instruct learners to talk to their neighbours. 3. When they hear “1-2-3 EYES ON ME” they must STOP TALKING. 4. They must say “1-2 EYES ON YOU.” 5. They must sit quietly in their seat with their eyes on the teacher.
WRITING AND LISTENING TO READING	1. Explain that today, learners will draw something they like to do. 2. Then, learners will write two sentences about something they like to do. 3. Use MODELLING to draw yourself doing something you like to do. 4. Use MODELLING to add two sentences to your drawing. 5. Hand out learner books. 6. Give learner 15 minutes to draw themselves and write their names and the sentences. 7. Explain that learners must keep writing for the entire time. 8. If learners are finished, they can add more to their pictures and add more sentences! 9. Instruct learners to TURN and TALK. Instruct learners to describe their drawing to a partner. <i>The purpose of this activity is to teach learners to KEEP WORKING for the entire work period, to work independently and to TURN AND TALK.</i> GROUP GUIDED READING 1. While the learners are busy with the writing, call learners up individually to read to you. 2. Have three Home Language texts available (DBE books can be used) • One average text • One easier text • One harder text 3. This will allow you to group learners according to their abilities for Group Guided Reading. 4. Use the follow rubric to help you.

I think this learner reads at: Level 1	I think this learner reads at: Level 2	I think this learner reads at: Level 3	I think this learner reads at: Level 4	I think this learner reads at: Level 5
This learner knows no or very few words. This learner does not seem to recognise letter-sound relationships.	This learner knows just a few common words. This learner does not seem to recognise letter-sound relationships OR this learners needs a lot of help to read previously unseen words.	This learner knows some common words. This learner needs help to decode previously unseen words.	This learner knows many common words and can decode most words. This learner occasionally needs help to decode words.	This learner knows many common words. This learner can decode previously unseen words. This learner reads with fluency and expression. This is one of the best readers in the class.

ORIENTATION: WEEK 2 TUESDAY

TUESDAY

GREETING (oral)

1. Ask 3-4 learners to respond.
 - a. Teacher: Hello, what is the date today?
 - b. Learner: Hello, the date today is ____.
2. Instruct learners to TURN AND TALK and practise their greetings.

QUESTION OF THE DAY

1. Have the following question and graph drawn on the chalkboard:
What is your favourite colour?

orange	purple	green

2. Use MODELLING to show learners how to answer the question.
3. Call GROUP 2 to come and line up.
4. Explain that each child must use the CHALK to make an X in the graph.
5. Then, they must pass the chalk to the next person in line.
6. Next, they must step over to the teacher to answer a question.
 - a. Teacher: What is your favourite colour?
 - b. Learner: My favourite colour is ____.
 - c. Teacher (asks class): What is his/her favourite colour?
 - d. Class: His/her favourite colour is ____.
7. Then, they must walk quietly back to their seat.
8. All other learners must watch quietly.

QUESTION	What is your favourite colour?
GRAPH	3 column graph
OPTIONS	orange / purple / green
FOLLOW UP QUESTIONS	
QUESTION	What is your favourite colour?
ANSWER	I like orange.
ANSWER	I like purple.
ANSWER	I like green.

VOCABULARY	1. Teach learners the word: more. a. Draw a line down the middle of the chalkboard. b. Draw FOUR CIRCLES on one side. c. Draw TWO CIRCLE on the other side. d. Ask learners which side has MORE. e. REPEAT with different numbers of circles.
SONG (and PHONEMIC AWARENESS)	1. Teach an ATTENTION GETTER, like: 1-2-3 EYES ON ME. 1-2 EYES ON YOU! 2. Instruct learners to talk to their neighbours. 3. When they hear “1-2-3 EYES ON ME” they must STOP TALKING. 4. They must say “1-2 EYES ON YOU.” 5. They must sit quietly in their seat with their eyes on the teacher.
GROUP GUIDED READING AND WORKSHEETS	1. Practice routines for Group Guided Reading. Teach learners: a. What the quiet monitors need to do. b. What the reading book monitors need to do. c. How to use the toilet pass. d. How groups move to the carpet and back to their desks. e. Teach learners the icons on the reading worksheets.

ORIENTATION: WEEK 2 WEDNESDAY

WEDNESDAY

GREETING (oral)

1. Ask 3-4 learners to respond.
 - a. Teacher: Good morning, what is the day today?
 - b. Learner: Good morning, the day today is ____.
2. Instruct learners to TURN AND TALK and practise their greetings.

QUESTION OF THE DAY

1. Have the following question and graph drawn on the chalkboard:
What is your favourite colour?

orange	purple	green

2. Use MODELLING to show learners how to answer the question.
3. Call GROUP 3 to come and line up.
4. Explain that each child must use the CHALK to make an X in the graph.
5. Then, they must pass the chalk to the next person in line.
6. Next, they must step over to the teacher to answer a question.
 - a. Teacher: What is your favourite colour?
 - b. Learner: My favourite colour is ____.
 - c. Teacher (asks class): What is his/her favourite colour?
 - d. Class: His/her favourite colour is ____.
7. Then, they must walk quietly back to their seat.
8. All other learners must watch quietly.

QUESTION	What is your favourite colour?
GRAPH	3 column graph
OPTIONS	orange / purple / green
FOLLOW UP QUESTIONS	
QUESTION	What is your favourite colour?
ANSWER	I like orange.
ANSWER	I like purple.
ANSWER	I like green.

VOCABULARY	1. Teach learners the word: fewer. a. Instruct THREE learners to come stand on one side of you. b. Instruct ONE learner to come stand on the other side of you. c. Ask learners: which group of learners has FEWER learners in it? d. REPEAT with different numbers of learners.
SONG (and PHONEMIC AWARENESS)	1. Teach a NEW ATTENTION GETTER, like: If you can hear me <u>clap once</u>. (clap) 2. Instruct learners to talk to their neighbours. 3. When they hear “IF YOU CAN HEAR ME CLAP ONCE” they must stop talking. 4. They must clap once. 5. Do this with different numbers until you have the attention of all the learners. 6. They must sit quietly in their seat with their eyes on the teacher.
WRITING	1. Explain that today, learners will draw their favourite animal. 2. Then, learners will write two sentences about their favourite animal. 3. Use MODELLING to draw your favourite animal on the chalkboard. 4. Use MODELLING to add two sentences sentence to your drawing. 5. Hand out learner books. 6. Give learner 15 minutes to draw themselves and write their names and the sentences. 7. Explain that learners must keep writing for the entire time. 8. If learners are finished, they can add more to their pictures and add more sentences! 9. Instruct learners to TURN and TALK. Instruct learners to describe their drawing to a partner. <i>The purpose of this activity is to teach learners to KEEP WORKING for the entire work period, to work independently and to TURN AND TALK.</i> GROUP GUIDED READING 1. Continue to listen to individual learners read from a Home Language text. 2. Place learners into groups using the rubric provided on Monday.

ORIENTATION: WEEK 2 THURSDAY

THURSDAY

GREETING (oral)

1. Ask 3-4 learners to respond.
 - a. Teacher: Hi, how old are you?
 - b. Learner: Hi, I am ____ years old.
2. Instruct learners to TURN AND TALK and practise their greetings.

QUESTION OF THE DAY

1. Have the following question and graph drawn on the chalkboard:
What is your favourite colour?

orange	purple	green

2. Use MODELLING to show learners how to answer the question.
3. Call GROUP 4 to come and line up.
4. Explain that each child must use the CHALK to make an X in the graph.
5. Then, they must pass the chalk to the next person in line.
6. Next, they must step over to the teacher to answer a question.
 - a. Teacher: What is your favourite colour?
 - b. Learner: My favourite colour is__.
 - c. Teacher (asks class): What is his/her favourite colour?
 - d. Class: His/her favourite colour is__.
7. Then, they must walk quietly back to their seat.
8. All other learners must watch quietly.

QUESTION	What is your favourite colour?
GRAPH	3 column graph
OPTIONS	orange / purple / green
FOLLOW UP QUESTIONS	
QUESTION	What is your favourite colour?
ANSWER	I like orange.
ANSWER	I like purple.
ANSWER	I like green.

VOCABULARY	1. Teach learners the word: fewer. a. Draw a line down the middle of the chalkboard. b. Draw FOUR CIRCLES on one side. c. Draw TWO CIRCLE on the other side. d. Ask learners which side has FEWER. e. REPEAT with different numbers of circles.
SONG (and PHONEMIC AWARENESS)	1. Teach a ATTENTION GETTER, like: If you can hear me <u>clap twice</u>. (<u>clap twice</u>) 2. Instruct learners to talk to their neighbours. 3. When they hear “IF YOU CAN HEAR ME CLAP TWICE” they must stop talking. 4. They must clap twice. 5. Do this with different numbers until you have the attention of all the learners. 6. They must sit quietly in their seat with their eyes on the teacher.
GROUP GUIDED READING AND WORKSHEETS	1. Practice routines for Group Guided Reading. Teach learners: a. What the quiet monitors need to do. b. What the reading book monitors need to do. c. How to use the toilet pass. d. How groups move to the carpet and back to their desks. e. Teach learners the icons on the reading worksheets.

ORIENTATION: WEEK 2 FRIDAY

FRIDAY

GREETING (oral)

1. Instruct learners to GREET EACH OTHER using the greetings they have learned during the week.
 - a. Instruct learners to stand up.
 - b. Instruct learners to find a partner.
 - c. Instruct learners to GREET EACH OTHER.
 - d. Instruct learners to ASK THEIR PARTNER A QUESTION.
 - e. Instruct learners to find a new partner.
 - f. REPEAT.

QUESTION OF THE DAY

1. Have the following question and graph drawn on the chalkboard:
What is your favourite colour?

orange	purple	green

2. Use MODELLING to show learners how to answer the question.
3. Call GROUP 5 to come and line up.
4. Explain that each child must use the CHALK to make an X in the graph.
5. Then, they must pass the chalk to the next person in line.
6. Next, they must step over to the teacher to answer a question.
 - a. Teacher: What is your favourite colour?
 - b. Learner: My favourite colour is__.
 - c. Teacher (asks class): What is his/her favourite colour?
 - d. Class: His/her favourite colour is__.
7. Then, they must walk quietly back to their seat.
8. All other learners must watch quietly.

QUESTION	What is your favourite colour?
GRAPH	3 column graph
OPTIONS	orange / purple / green
FOLLOW UP QUESTIONS	
QUESTION	What is your favourite colour?
ANSWER	I like orange.
ANSWER	I like purple.
ANSWER	I like green.

VOCABULARY	- More or less. - Use DBE BOOKS OR learner exercise books. - Ask two learners to come up to the front of the classroom. - Give the learner different amounts of books. - Ask learners: Who has more books? Who has fewer books? - Repeat with different learners and different amounts of books.
SONG (and PHONEMIC AWARENESS)	Practice BOTH of your new ATTENTION GETTERS. (<i>'One, two three, eye on me...'</i> and <i>'If you can hear me...'</i>)
WRITING AND LISTENING TO READING	- Explain that today, learners will draw their home. - Then, learners will write two sentences about their home. - Use MODELLING to draw your home on the chalkboard. - Use MODELLING to add two sentences to your drawing. - Hand out learner books. - Give learner 15 minutes to draw themselves and write their names and the sentences. - Explain that learners must keep writing for the entire time. - If learners are finished, they can add more to their pictures and add more sentences! - Instruct learners to TURN and TALK. Instruct learners to describe their drawing to a partner. <i>The purpose of this activity is to teach learners to KEEP WORKING for the entire work period, to work independently and to TURN AND TALK.</i> GROUP GUIDED READING - Continue to listen to individual learners read from a Home Language text. - Place learners into groups using the rubric provided on Monday.

GRADE 3 - TERM 1



THEME:
WHAT IS FRIENDSHIP?

"A friend is someone who gives you total freedom to be yourself."

- Jim Morrison

WEEK 3: CLASSROOM PREPARATION

1. At the start of each week, ensure that your classroom is neat and tidy.
2. Update your DISPLAY BOARDS, by removing items that are no longer relevant, and storing them carefully.
3. Then, prepare the flashcard words and theme word illustrations that you will need.
4. Find and prepare items for your theme wall and table that will be of interest to learners, for instance: picture of friends playing a game, picture of friends holding hands, cardboard cut-out of heart/friends holding hands, teddy-bear, thank you letter to a friend in a child's handwriting.
5. Do some research on the internet to prepare for the theme. For example: how to help socially isolated children as a teacher or how to teach children the importance of friendship.
6. Make sure all learner exercise books and DBE Workbooks are marked, and neatly packed where they belong.
7. Make sure all your big books, graded readers and classroom library books are in good order.
8. Adjust your group guided reading groups if necessary.
9. Plan your informal and formal assessment activities for the week.

EXTENSION ACTIVITIES

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

Activity 1	DBE Workbook 1: Let's talk, page 2
Activity 2	DBE Workbook 1: Let's write, page 3
Activity 3	DBE Workbook 1: Let's do and write, page 4
Activity 4	Draw and write about you and your friends.

TERM 1: WEEK 3		
OVERVIEW		
THEME	What is friendship?	
THEME VOCABULARY	friendship, trustworthy, honest, kind, best friend, secret, promise, whisper, tease, defend, unkind, threaten	
SIGHT WORDS	let's, went, whale, what, bully	
PHONICS	/bl-/ bloom, blood, bloody, blush, blend, blink, blinked, blank	
WRITING FRAME	Topic: Write a paragraph about being a good friend	
	Tuesday	Thursday
	Being a good friend means... I am a good friend because... I am also a good friend because...	I like when my friends... I also like when my friends... Being a good friend is important because...

TERM 1: WEEK 3	
INTRODUCE THE THEME	
PICTURE	The picture of friends making food: DBE Workbook 1, page 38
SHOW	Show the picture of the friends to all the learners. Explain that these are friends!
SAY	1. Explain that for the next two weeks, learners will think about friendship. 2. Ask learners: What do you think it means to be a good and helpful friend? 3. Listen to learner responses. This will help you understand what learners already know. 4. Explain that in this theme, we will think more deeply about friendship. We will think about what makes someone a real friend!
TEACH	Teach learners the sight words for the week. Explain that learners will see these words in their independent reading. Teach learners the sight words for the week: 1. Learners copy down the sight words into their books. 2. Learners practise reading the sight words at home.

WEEK 3: MONDAY: DAILY ACTIVITIES (10 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	Five good friends went out to play,	Hold up <u>five</u> fingers
	On a bright and sunny day,	Hold your hands up like a sunshine
	One good friend said, 'I can't stay!'	Wave goodbye
	So there were four friends left to play.	Put one finger down, wiggle the four remaining fingers
	Repeat with <u>four</u> , <u>three</u> , <u>two</u>	
	One lonely friend went out to play,	Hold up <u>one</u> finger
	On a bright and sunny day,	Hold your hands up like a sunshine
	One lonely friend said, 'I can't stay!'	Wave goodbye
	Then there were no friends left to play.	Put one finger down
THEME VOCABULARY	friendship, trustworthy, honest, kind	
QUESTION OF THE DAY		
Question	What do you think is the most important thing about friendship?	
Graph	3 COLUMN GRAPH	
Options	being trustworthy / being honest / being kind	
Follow up questions		
Question	How many learners think being trustworthy is the most important thing about friendship?	
Answer	__ learners think being trustworthy is the most important thing about friendship.	
Question	How many learners think being honest is the most important thing about friendship?	
Answer	__ learners think being honest is the most important thing about friendship.	

Question	How many learners think being kind is the most important thing about friendship?
Answer	__ learners think being kind is the most important thing about friendship.
Question	What do most learners think is the most important thing about friendship?
Answer	Most learners think being __ is the most important thing.
Question	What do fewest learners think is the most important thing about friendship?
Answer	Fewest learners think being __ is the most important thing.
Question	What do you think is the most important thing about friendship?
Answer	I think being trustworthy is the most important thing.
Answer	I think being honest is the most important thing.
Answer	I think being kind is the most important thing.
READING	Practise reading the sight words for the week.

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

SOUND	/bl-/								
FLASHCARDS	bloom, blood, bloody, blush, blend, blink, blinked, blank								
ACTIVITY	INTRODUCE THE SOUND AND WORDS 1. Say the sound and hold up the flashcard /bl/ for learners to see. 2. Say the sound and instruct learners to repeat the sound. Do this three times. 3. Explain that when we see the letters b and l together in a word, we must not say the sounds separately. We must say one sound: /bl/ 4. Show each flashcard and help learners break the word up into individual sounds: /bl/ - /oo/ - /m/ /bl/ - /oo/ - /d/ (oo makes an /u/ sound) /bl/ - /oo/ - /d/ - /y/ (oo makes an /u/ sound) /bl/ - /u/ - /sh/ /bl/ - /e/ - /nd/ /bl/ - /i/ - /nk/ /bl/ - /i/ - /nk/ - /ed/ /bl/ - /a/ - /nk/ 5. Ask learners to repeat each word after you. 6. Stick up the flashcards on the Phonics Display Board. 7. Call on a different learner to read each of the phonic words: <table border="1"> <tbody> <tr> <td>bloom</td><td>blend</td></tr> <tr> <td>blood</td><td>blink</td></tr> <tr> <td>bloody</td><td>blinked</td></tr> <tr> <td>blush</td><td>blank</td></tr> </tbody> </table>	bloom	blend	blood	blink	bloody	blinked	blush	blank
bloom	blend								
blood	blink								
bloody	blinked								
blush	blank								

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

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

WEEK 3: TUESDAY: SHARED READING (15 minutes)

TITLE	<u>Wendy Whale to the rescue</u>
ACTIVITY	PRE-READ
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: Wendy Whale to the rescue
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: TUESDAY: WRITING (30 minutes)	
TOPIC	Write a paragraph about being a good friend.
TASK	PLANNING AND DRAFTING
WRITING FRAME	Being a good friend means... I am a good friend because... I am also a good friend because...
	Modelling: 1. Explain that this week, learners will write a short paragraph about being a good friend. Learners will think about the different ways they believe they are a good friend. 2. Remind learners that a paragraph is a group of sentences that are all about the same topic. 3. Explain that today, learners will write the topic sentence. This tells the reader what the paragraph will be all about. Then, learners will add two supporting sentence. These are sentences that help explain the topic sentence. 4. Read the writing frame to learners. 5. Use modelling to show learners that you think before you write. 6. Tell learners some ideas you have for filling in the writing frame, like: I think the most important thing about being a good friend is being trustworthy. I am a good and trustworthy friend because I keep my friend's secrets. I am nice to my friends. 7. Explain which words you will write. Draw a line for each word. 8. Use modelling to complete the writing frame: <u>Being a good friend means</u> being trustworthy. <u>I am a good friend because</u> I keep my friends' secrets. <u>I am also a good friend because</u>, I try to help my friends whenever I can. Say words slowly like a tortoise and write the sounds you know. 9. Use resources, like sight words and theme vocabulary words. 10. Erase your example from the board. Explain this was just an example, but learners must write their own ideas. Oral Instructions: 1. Ask learners: What do you think is the most important thing about being a good friend? 2. Instruct learners to think before they write. 3. Explain that learners should come up with their own ideas – they should not copy your idea! 4. Call on 2-3 learners to tell you the most important thing about being a good friend. They must say: <u>Being a good friend means...</u>

5. Explain that this will be learners' topic sentence.
6. Ask learners: What makes you a good friend?
7. Instruct learners to **think before they write**. Remind learners they must think of two things they will write.
8. Call on 2-3 learners to tell you one thing that makes them a good friend. They must say: I am a good friend because...
9. Explain that learners will now use the writing frame to draw and write their own ideas!

Writing:

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

Being a good friend means being kind.
I am a good friend because I share with
my friends. I am also a good friend
because I always help my friends

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

WEEK 3: WEDNESDAY: DAILY ACTIVITIES (10 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	<u>Five</u> good friends went out to play,	Hold up <u>five</u> fingers
	On a bright and sunny day,	Hold your hands up like a sunshine
	One good friend said, 'I can't stay!'	Wave goodbye
	So there were four friends left to play.	Put one finger down, wiggle the four remaining fingers
	Repeat with <u>four</u> , <u>three</u> , <u>two</u>	
	<u>One</u> lonely friend went out to play,	Hold up <u>one</u> finger
	On a bright and sunny day,	Hold your hands up like a sunshine
	One lonely friend said, 'I can't stay!'	Wave goodbye
	Then there were no friends left to play.	Put one finger down
THEME VOCABULARY	best friend, secret, promise, whisper	
QUESTION OF THE DAY		
Question	Do you tell your best friend your secrets?	
Graph	2 COLUMN GRAPH	
Options	yes / no	
Follow up questions		
Question	How many learners tell their best friend their secrets?	
Answer	__ learners tell their best friend their secrets.	
Question	How many learners do not tell their best friend their secrets?	
Answer	__ learners do not tell their best friend their secrets.	
Question	Do more learners tell their secrets or not?	
Answer	More learners __	

Question	Do fewer learners tell their secrets or not?
Answer	Fewer learners __
Question	Do you tell your best friend your secrets?
Answer	Yes, I tell my best friend my secrets.
Answer	No, I do not tell my best friend my secrets.
READING	Practice reading the sight words for the week.

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

SOUND	/bl/
ACTIVITY	SEGMENTING AND BLENDING (I DO) 1. Say the word bloom 2. Segment the word into the individual sounds: /bl/ - /oo/ - /m/ 3. Say the beginning sound of the word: /bl/ 4. Say the middle sound of the word: /oo/ 5. Say the end sound of the word: /m/ 6. Write the word on the board: bloom 7. Model pointing and blending the sounds to make a word: /bl/ - /oo/ - /m/ = bloom 8. Remind learners that in English, when b and l are together in a word they must be read together as one sound: /bl/ 9. Repeat this with the word blink SEGMENTING AND BLENDING (WE DO) 1. Say the word blend 2. Ask learners: What is the first sound in the word? /bl/ 3. Ask learners: What is the middle sound in the word? /e/ 4. Ask learners: What is the last sound in the word? /nd/ 5. Ask learners to segment the word into each individual sound: /bl/ - /e/ - /nd/ 6. Write the word: blend 7. Instruct learners to blend the sounds in the word with you: /bl/ - /e/ - /nd/ = blend 8. Repeat this with the word blush

SEGMENTING AND BLENDING (YOU DO)

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

bloom	blood	bloody	blush	blend	blink	blinked	blank
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6. Uncover the Phonics Display Board. Instruct learners to check their words against the flashcard words on the Phonics Display Board.
7. Instruct learners to practise reading the phonic words for **homework**.

ALTERNATE PROGRAMME: PHONEMIC AWARENESS & PHONICS (5 minutes)

SOUND	
ACTIVITY	

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

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

INDEPENDENT READING (WHOLE CLASS)

Learners use worksheet for independent reading.

WEEK 3: THURSDAY: SHARED READING (15 minutes)	
TITLE	<u>Wendy Whale to the rescue</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	First Read
A little family of clownfish lived on a coral reef in the deep blue sea.	Where do the clownfish live? Oh, they live on a coral reef.
The little clownfish family were very happy living in the sea. They found lots to eat on the coral reef. They had lots of friends in their little coral community. They usually felt very safe.	
But one day, while the little clownfish family were eating dinner, they heard someone screaming loudly: 'Help! Help! Help!' 'Oh no! Who is screaming like that?' Papa Clownfish asked. 'What is happening?' cried the three little children, feeling scared. 'I will go find out!' Mama Clownfish said bravely.	What did the little clownfish family hear? Oh no! They heard someone screaming for help! I wonder who it could be?
Mama Clownfish swam to the edge of the coral reef. The little children and Papa Clownfish swam behind her, curious about what was happening. There, they saw Shady Shark chasing their friend, Angie Angelfish. He was threatening to eat her! Mama Clownfish called for Angie to come into the safety of the coral. But poor Angie was so frightened that she swam deeper and deeper into the sea to get away from Shady Shark.	Who was it that was screaming for help? Oh no! It was their friend Angie Angelfish! I wonder if Shady Shark will get her?

'Oh no!' cried the little clownfish children. 'What if our friend Angie gets eaten?' 'We will help!' said Papa Clownfish. 'We can't swim after her, or Shady Shark might eat us too!' said Mama Clownfish. So, the clownfish family put their heads together. They worked together to make a plan. They knew there was only one creature in the sea who could defend Angie against Shady Shark: they had to find Wendy Whale!	The little clownfish want to help! What will they do to help? Oh! They will find Wendy Whale! The clownfish are too small, but Wendy can help Angie!
Papa Clownfish swam quickly back to their coral home. He found his little fishy phone. Then, he called Wendy Whale. 'Wendy, Wendy, please help!' said Papa Clownfish. 'Shady Shark is after Angie Angelfish. Our friend is in real trouble!' 'That bully can't hurt me! I'm not scared!' Wendy said. 'I'm coming!'	Who did Papa Clownfish call? Oh! He called Wendy Whale to come and help! I wonder if Wendy will be able to save Angie?
Wendy Whale swam to her little friend Angie Angelfish right away. With a flip of her tail, she scared Shady Shark. Then, she put herself in front of little Angie so that Angie could swim away. 'You are a big mean bully!' Wendy Whale shouted. 'Just because you are big and strong doesn't mean you have to threaten smaller creatures!' said Wendy.	How did Wendy Whale save Angie? Oh! She scared Shady Shark and shouted at him!
Later that day, Angie Angelfish found Wendy. Angie handed her a special crown she had made for her. 'You are the kindest friend!' Angie said. Wendy Whale wore her friendship crown proudly as she swam through the sea.	Why did Angie make Wendy a crown? Oh! She made her a crown for being such a kind friend.
Follow up questions	Possible responses
Who needs help?	Angie Angelfish needs help.
Who does Papa Clownfish call for help?	He calls Wendy Whale.

Why question	Possible responses
“Children seldom needs a good talking to as much as they need a good listening to.” Robert Brault did Papa Clownfish phone Wendy Whale?	• Because he wants to help his friend Angie. • Because the clownfish are too small to help – they might get eaten! • Because he knows Wendy Whale is a kind friend. • Because Papa Clownfish wants Wendy Whale to help Angie Angelfish. • Because Wendy Whale is big and Shady Shark can’t hurt her.

WEEK 3: THURSDAY: WRITING (30 minutes)	
TOPIC	Write a paragraph about being a good friend.
TASK	PLANNING & DRAFTING
WRITING FRAME	I like when my friends... I also like when my friends... Being a good friend is important because...
	Modelling: 1. Explain that today, learners will add sentences to their paragraphs. Remind learners that we wrote our topic sentence and two supporting sentences on Tuesday. Today, we will add two more supporting sentences. Then we will add a conclusion sentence. 2. Explain that a conclusion sentence summarises the paragraph. 3. Read the new writing frame to learners. 4. Use modelling to show learners that you think before you write. 5. Explain some ideas you have for filling in the writing frame, like: I like talking with my friends. I like when my friends ask me how I am. I also like when my friends call me on the phone. 6. Explain which words you will write. Draw a line for each word. 7. Use modelling to complete the writing frame, like: <u>I like when my friends</u> ask me how I feel. <u>I also like when my friends</u> call me on the phone. <u>Being a good friend is important because</u> having friends is the best part of life! 8. Say words slowly like a tortoise and write the sounds you know. 9. Use resources, like sight words and theme vocabulary words. 10. Say words slowly like a tortoise and write the sounds you know. 11. Use resources, like sight words and theme vocabulary words. 12. Erase your example from the board. Explain this was just an example, but learners must write their own ideas.

Oral Instructions:

1. Remind learners on Tuesday, we began to write about being good friends. Today we will add sentences to our paragraphs.
2. Explain that learners should come up with their own ideas – they should **not** copy your ideas.
3. Ask learners: What nice things do your friends do for you? What do you like about your friends?
4. Instruct learners to **think before they write**.
5. Instruct learners to **turn and talk** with a partner about some things their friends do that they like.
6. Give learners 2-3 minutes to turn and talk.
7. Call on 2-3 learners to tell you about something they like. They must say: **I like when my friends...**
8. Ask learners: Why is it important to be a good friend?
9. Instruct learners to **think before they write**.
10. Explain that this sentence will be the **concluding sentence**.
11. Call on 2-3 learners to tell you about why it is important to be a good friend. They must say: **Being a good friend is important because...**
12. Explain that learners will now use the writing frame to draw and write their own ideas!

Writing:

1. **Hand out learner books.** Instruct learners to find their writing from Monday. Remind learners that they will add to what they wrote to complete their whole paragraph.
2. As learners are writing, walk around the room and complete **mini conferences**.
3. Ask learners to **read their writing**.
4. Help learners complete the writing frame.
5. Help learners **say words slowly like a tortoise** and **use resources**.
6. **Encourage learners.**

Being a good friend means being kind.
I am a good friend because I shar with
my friends. I am also a good friend
because I always help my friends

Thursday

I like when my friends play with me. I
also like when my friends are kind and
shar. Being a good friend is important
because it is nis to have friends.

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

GROUP GUIDED READING (SMALL GROUP)

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

INDEPENDENT READING (WHOLE CLASS)

Learners use worksheet for independent reading.

WEEK 3: FRIDAY: DAILY ACTIVITIES (10 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	Five good friends went out to play,	Hold up <u>five</u> fingers
	On a bright and sunny day,	Hold your hands up like a sunshine
	One good friend said, 'I can't stay!'	Wave goodbye
	So there were four friends left to play.	Put one finger down, wiggle the four remaining fingers
	Repeat with <u>four</u> , <u>three</u> , <u>two</u>	
	One lonely friend went out to play,	Hold up <u>one</u> finger
	On a bright and sunny day,	Hold your hands up like a sunshine
	One lonely friend said, 'I can't stay!'	Wave goodbye
	Then there were no friends left to play.	Put one finger down
THEME VOCABULARY	tease, defend, unkind, threaten	
QUESTION OF THE DAY		
Question	Explain that in the story, Shady Shark is being unkind to Angie Angelfish. He is threatening her and scaring her! Ask learners: What would you do if someone was threatening your friend?	
Graph	3 COLUMN GRAPH	
Options	defend my friend / get an adult for help / both	
Follow up questions		
Question	How many learners would defend their friend?	
Answer	__ learners would defend their friend.	
Question	How many learners would get an adult for help?	
Answer	__ learners would get an adult for help.	

Question	How many learners would do both?
Answer	__ learners would do both.
Question	What would most learners do if someone was threatening their friend?
Answer	Most learners would __ if someone was threatening their friend.
Question	What would fewest learners do if someone was threatening their friend?
Answer	Fewest learners would __ if someone was threatening their friend.
Question	What would you do if someone was threatening your friend?
Answer	I would defend my friend.
Answer	I would get an adult for help.
Answer	I would do both. I would defend my friend AND get an adult for help.
READING	Practise reading the sight words for the week.

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

SOUND	/bl/									
ACTIVITY	WORD FIND Write the following table on the chalkboard: <table><tr><td>bl-</td><td>i</td><td>p</td></tr><tr><td>oo</td><td>d</td><td>a</td></tr><tr><td>nk</td><td>e</td><td>m</td></tr></table> MODEL 1. Remind learners of the sound of the week: /bl/ 2. Review all of the sounds and blends on the chalkboard. 3. Explain that learners will have three minutes to make as many words as they can using the sounds and blends above. 4. Show learners how to make a word using the target sound, like: /bl/ - /oo/ - /d/ 5. Remind learners they can make a word using any of the sounds – they do not need to use /bl/. 6. Show learners how to make another word, like: /p/ - /i/ - /nk/ 7. Remind learners they can make words using the target sound, like blood, or words without the target sound, like pink. LEARNERS DO 1. Tell learners to open their exercise books and write the heading: bl words. 2. Instruct learners to begin writing. 3. Give learners 3 minutes to find and build as many words as they can. 4. Allow learners to correct their own work. Show learners how to build these words (and others): blood, blink, blank, bloom, pink, map, dam, doom, pad, dip, mood	bl-	i	p	oo	d	a	nk	e	m
bl-	i	p								
oo	d	a								
nk	e	m								

ALTERNATE PROGRAMME: PHONEMIC AWARENESS & PHONICS (5 minutes)

SOUND	
ACTIVITY	

WEEK 3: FRIDAY: LANGUAGE USE (30 minutes)

TOPIC	POSSESSIVE NOUNS
ACTIVITY	
EXPLANATION 1. Explain that today, learners will learn about possessive nouns. 2. Explain that we use possessive nouns to show that an item belongs to someone. 3. Explain that we add apostrophe and s to the end of a noun to make a possessive noun. I DO (Teacher models) 1. Explain that learners will draw three things that belong to their best friend. 2. Use modelling to draw a quick picture of three things belonging to your best friend, like: a ball, a cat, and shoes. 3. Explain that learners will add labels using possessive nouns. 4. Use modelling to add a label to one, like: My friend<u>d's</u> ball. WE DO (Teacher and learners do together): 1. Next, ask learners for help to add labels to the other two, like: Mrs Dlamini<u>i's</u> cat. My friend<u>d's</u> shoes. 2. Ask learners to think before they write about three items that belong to their friend. 3. Call on 2-3 learners to share one item they will draw and write about, like: a book. 4. Help the learner orally use the possessive pronoun, like: My friend's book. YOU DO (Learners do independently): 1. Hand out learner books. 2. As learners are writing, walk around the room and complete mini conferences. 3. Ask learners to read their writing to you. 4. Help learners correctly use possessive nouns. 5. Encourage learners.	

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

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

INDEPENDENT READING (WHOLE CLASS)

Learners use worksheet for independent reading.

WEEK 3: FRIDAY: END OF WEEK LEARNING REVIEW

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

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

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

GRADE 3 - TERM 1



THEME:
WHAT IS FRIENDSHIP?

"My best friend is the one who brings out the best in me."
- Henry Ford

WEEK 4: CLASSROOM PREPARATION

1. At the start of each week, ensure that your classroom is neat and tidy.
2. Update your DISPLAY BOARDS, by removing items that are no longer relevant, and storing them carefully.
3. Then, prepare the flashcard words and theme word illustrations that you will need.
4. Find and prepare items for your theme wall and table that will be of interest to learners, for instance: picture of friends playing a game, picture of friends holding hands, cardboard cut-out of heart/friends holding hands, teddy-bear, thank you letter to a friend in a child's handwriting.
5. Do some research on the internet to prepare for the theme. For example: how to help children learn positive friendship skills.
6. Make sure all learner exercise books and DBE Workbooks are marked, and neatly packed where they belong.
7. Make sure all your big books, graded readers and classroom library books are in good order.
8. Adjust your group guided reading groups if necessary.
9. Plan your informal and formal assessment activities for the week.

EXTENSION ACTIVITIES

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

Activity 1	DBE Workbook 1: Let's read, page 6
Activity 2	DBE Workbook 1: Let's write, page 7
Activity 3	DBE Workbook 1: Let's do, page 8
Activity 4	Draw and write about giving your friend a gift or letter.

TERM 1: WEEK 4		
OVERVIEW		
THEME	What is friendship?	
THEME VOCABULARY	friendly, shy, outgoing, meet, thoughtful, generous, patient, trait, positive, negative, forgive, adventurous	
SIGHT WORDS	every, made, from, then, night	
PHONICS	/y/ (long I) cry, fry, try, my, dry, guy, buy	
WRITING FRAME	Topic: Write a paragraph about being a good friend	
	Tuesday	Thursday
	Editing	Publishing & Presenting

TERM 1: WEEK 4		
INTRODUCE THE THEME		
PICTURE	The picture of friends making food: DBE Workbook 1, page 38	
SHOW	Show the picture of the friends to learners. Remind learners that we are learning about what friendship is.	
SAY	- Ask learners: What is friendship all about? - Listen to learner responses. Help learners revise some of the theme vocabulary from WEEK 3. - Remind learners that in this theme, we will think about what it means to be a great friend!	
TEACH	Teach learners the sight words for the week. Explain that learners will see these words in their independent reading. Teach learners the sight words for the week: - Learners copy down the sight words into their books. - Learners practise reading the sight words at home.	

WEEK 4: MONDAY: DAILY ACTIVITIES (10 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	If you're friendly and you know it clap your hands,	<i>Clap your hands twice</i>
	If you're friendly and you know it clap your hands,	<i>Clap your hands twice</i>
	If you're friendly and you know it and you really want to show it,	<i>Shake hands with a friend</i>
	If you're friendly and you know it clap your hands!	<i>Clap your hands twice</i>
	Repeat with other words, like: outgoing , shy	
THEME VOCABULARY	friendly, shy, outgoing, meet	
QUESTION OF THE DAY		
Question	How do you feel when you meet someone new?	
Graph	3 COLUMN GRAPH	
Options	friendly / shy / outgoing	
Follow-up questions		
Question	How many learners feel friendly when they meet someone new?	
Answer	___ learners feel friendly when the meet someone new.	
Question	How many learners feel shy when they meet someone new?	
Answer	___ learners feel shy when the meet someone new.	
Question	How many learners feel outgoing when they meet someone new?	
Answer	___ learners feel outgoing when the meet someone new.	
Question	How do you feel when you meet someone new?	
Answer	I feel friendly when I meet someone new.	
Answer	I feel shy when I meet someone new.	
Answer	I feel outgoing when I meet someone new.	
READING	Practise reading the sight words for the week.	

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

SOUND	/y/ - (long i)								
FLASHCARDS	cry, fry, try, my, dry, guy, buy								
ACTIVITY	INTRODUCE THE SOUND AND WORDS 1. Say the sound and hold up the flashcard /y/ for learners to see. 2. Say the sound and instruct learners to repeat the sound. Do this three times. 3. Explain that when we see the letter y at the end of a word, it often says the long i sound 4. Show each flashcard and help learners break the word up into individual sounds: /cr/ - /y/ /fr/ - /y/ /tr/ - /y/ /m/ - /y/ /dr/ - /y/ /gu/ - /y/ /bu/ - /y/ 5. Ask learners to repeat each word after you. 6. Stick up the flashcards on the Phonics Display Board. 7. Call on a different learner to read each of the phonic words: <table border="1"> <tbody> <tr> <td>cry</td><td>dry</td></tr> <tr> <td>fry</td><td>guy</td></tr> <tr> <td>try</td><td>buy</td></tr> <tr> <td>my</td><td></td></tr> </tbody> </table>	cry	dry	fry	guy	try	buy	my	
cry	dry								
fry	guy								
try	buy								
my									

ALTERNATE PROGRAMME: PHONEMIC AWARENESS & PHONICS (5 minutes)

SOUND	
FLASHCARDS	
ACTIVITY	

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

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

INDEPENDENT READING (WHOLE CLASS)

Learners use worksheet for independent reading.

WEEK 4: TUESDAY: SHARED READING (15 minutes)	
TITLE	<u>Wendy Whale to the rescue</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	Second Read
A little family of clownfish lived on a coral reef in the deep blue sea.	
The little clownfish family were very happy living in the sea. They found lots to eat on the coral reef. They had lots of friends in their little coral community. They usually felt very safe.	Why did the clownfish like living on the coral reef? Oh, they had lots to eat, and lots of friends, and they felt safe.
But one day, while the little clownfish family were eating dinner, they heard someone screaming loudly: 'Help! Help! Help!' 'Oh no! Who is screaming like that?' Papa Clownfish asked. 'What is happening?' cried the three little children, feeling scared. 'I will go find out!' Mama Clownfish said bravely.	Why were the little children feeling scared? Oh! Because they heard someone screaming loudly, and they don't know what is happening!
Mama Clownfish swam to the edge of the coral reef. The little children and Papa Clownfish swam behind her, curious about what was happening. There, they saw Shady Shark chasing their friend, Angie Angelfish. He was threatening to eat her! Mama Clownfish called for Angie to come into the safety of the coral. But poor Angie was so frightened that she swam deeper and deeper into the sea to get away from Shady Shark.	Why did Angie swim deeper and deeper into the sea? Oh! It is because she is so frightened. She really wants to get away from Shady Shark!

‘Oh no!’ cried the little clownfish children. ‘What if our friend Angie gets eaten?’ ‘We will help!’ said Papa Clownfish. ‘We can’t swim after her, or Shady Shark might eat us too!’ said Mama Clownfish. So, the clownfish family put their heads together. They worked together to make a plan. They knew there was only one creature in the sea who could defend Angie against Shady Shark: they had to find Wendy Whale!	Why can’t the clownfish swim after Angie themselves? Oh! It is because they are too small – they might get eaten!
Papa Clownfish swam quickly back to their coral home. He found his little fishy phone. Then, he called Wendy Whale. ‘Wendy, Wendy, please help!’ said Papa Clownfish. ‘Shady Shark is after Angie Angelfish. Our friend is in real trouble!’ ‘That bully can’t hurt me! I’m not scared!’ Wendy said. ‘I’m coming!’	Why isn’t Wendy Whale scared? Oh! Because she thinks that Shady Shark cannot hurt her.
Wendy Whale swam to her little friend Angie Angelfish right away. With a flip of her tail, she scared Shady Shark. Then, she put herself in front of little Angie so that Angie could swim away. ‘You are a big mean bully!’ Wendy Whale shouted. ‘Just because you are big and strong doesn’t mean you have to threaten smaller creatures!’ said Wendy.	Why did Wendy Whale shout at Shady Shark? Oh! Because the shark is mean and threatens smaller creatures. Wendy doesn’t think he should do this!
Later that day, Angie Angelfish found Wendy. Angie handed her a special crown she had made for her. ‘You are the kindest friend!’ Angie said. Wendy Whale wore her friendship crown proudly as she swam through the sea.	Why did Wendy Whale feel proud? Oh! Because Angie made her a special friendship crown.
Follow up questions	Possible responses
Where is it safe?	It is safe in the coral reef.

How does Wendy Whale help her friends?	• She comes as soon as Papa Clownfish calls her. • She scares Shady Shark away with her tail. • She swims in front of Angie so that Shady Shark can't get her. • She shouts at Shady Shark and tells him not to threaten the smaller fish.
Why question	Possible responses
Why were the clownfish scared?	• They were scared when they heard someone screaming • They were scared because they didn't know what was happening. • They were scared that Angie might get eaten! • They were scared of Shady Shark! • They were scared to go after Angie themselves, because they might get eaten.
Formulating questions	
• Teach the learners some simple question words, together with their meanings. For example: what, who, when, where, how. • Next ask learners to think about the story, and to try and formulate their own question. • Tell learners to 'turn and talk' and ask each other their questions. • Ask a few learners to share their questions with the whole class. • Correct any errors with the form or content of the questions. • Praise learners for their efforts and remind them that we must always ask questions about everything that we read or hear.	

WEEK 4: TUESDAY: WRITING (30 minutes)

TOPIC	Write a paragraph about being a good friend
TASK	EDITING

Write the following **checklist** on the chalkboard OR photocopy for learners.

I used capital letters.	
I used punctuation (.!?)	
I read my sentences out loud.	
I checked my possessive nouns	

Getting Ready:

Write your sentences from Tuesday on the board. **Make** 3-4 mistakes in your sentences, like: **being** a good friend means being **trustwoothy**. I am a good friend because I keep my **friends** secrets. I am also a good friend because I try to help my friends whenever I can.

Modelling:

1. Explain that today, learners will **edit** their paragraphs.
2. Read the **checklist** out loud to learners.
3. Use **modelling** to read each of your example sentences out loud to learners.
4. After reading each sentence, instruct learners to look for the **mistake**.
5. Fix each mistake on the chalkboard with learners. Explain each mistake, like:
 - a. **being** a good friend means being **trustwoothy** trustworthy. (*The first word must be capitalised. Also, we must check for spelling. Sometimes, reading sentences out loud helps us find words that haven't been spelled right.*)
 - b. I am a good friend because I keep my **friend's** secrets. (*It is a secret belonging to a friend, so it is a possessive noun. Remember we need an apostrophe before the 's.'*)
 - c. I am also a good friend because I try to help my friends whenever I can. (*We must check for punctuation at the end of a sentence.*)

Oral Instructions:

1. Tell learners that they will:
 - a. Read their writing **out loud** to a partner.
 - b. Help their partner look for and fix mistakes.
 - c. Read the checklist and make sure all items have been completed.

Writing:

1. **Hand out learner books** with completed paragraphs from Tuesday and Thursday. Instruct learners to find their writing from Monday and Thursday.
2. Instruct learners to **turn and talk**.
3. Instruct learners to find and fix their mistakes with a partner.
4. As learners talk and fix mistakes, walk around the room and complete **mini conferences**.
5. Ask learners to **read their writing**.
6. Help learners who are struggling to find and fix their mistakes.
7. Instruct any learners who finish early to add more details or sentences to their paragraphs.
8. Encourage learners.

Being a good friend means being kind.
I am a good friend because I ^{share} with
my friends. I am also a good friend
because I ^{always} always help my friends

I like when my friends play with me. I
also like when my friends are kind and
share. Being a good friend is important
because it ^{is} is to have friends.
it nice

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

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

INDEPENDENT READING (WHOLE CLASS)

Learners use worksheet for independent reading.

WEEK 4: WEDNESDAY: DAILY ACTIVITIES (10 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	If you're generous and you know it spin around,	<i>Spin around</i>
	If you're generous and you know it spin around,	<i>Spin around</i>
	If you're generous and you know it and you really want to show it,	<i>Pretend to give a gift to a friend</i>
	If you're generous and you know it spin around,	<i>Spin around</i>
	Repeat with other words, like: <u>caring</u> , <u>adventurous</u>	
THEME VOCABULARY	thoughtful, generous, patient, trait	
QUESTION OF THE DAY		
Question	What trait do you think makes you a good friend?	
Graph	4 COLUMN GRAPH	
Options	thoughtful / generous / caring / adventurous	
Follow-up questions		
Question	How many learners think they are thoughtful?	
Answer	__ learners think they are thoughtful.	
Question	How many learners think they are generous?	
Answer	__ learners think they are generous.	
Question	How many learners think they are patient?	
Answer	__ learners think they are patient.	
Question	How many learners think they are adventurous?	
Answer	__ learners think they are adventurous.	
Question	What do most learners think makes them a good friend?	
Answer	Most learners think they are a good friend because they are__	
Question	What do fewest learners think makes them a good friend?	
Answer	Fewest learners think they are a good friend because they are__	

Question	What trait do you think makes you a good friend?
Answer	I think I am a good friend because I am thoughtful.
Answer	I think I am a good friend because I am generous.
Answer	I think I am a good friend because I am caring.
Answer	I think I am a good friend because I am adventurous.
READING	Practise reading the sight words for the week.

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

SOUND	/y/ - (long i)
ACTIVITY	SEGMENTING AND BLENDING (I DO) 1. Say the word cry 2. Segment the word into the individual sounds: /cr/ - /y/ 3. Say the beginning sound of the word: /cr/ 4. Say the end sound of the word: /y/ 5. Write the word on the board: cry 6. Model pointing and blending the sounds to make a word: /cr/ - /y/ = cry 7. Repeat this with the word fry SEGMENTING AND BLENDING (WE DO) 1. Say the word dry 2. Ask learners: What is the first sound in the word? /dr/ 3. Ask learners: What is the last sound in the word? /y/ 4. Ask learners to segment the word into each individual sound: /dr/ - /y/ 5. Write the word: dry 6. Instruct learners to blend the sounds in the word with you: /dr/ - /y/ = dry 7. Repeat this with the word try 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 1-7. 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>cry</td><td>try</td><td>fry</td><td>my</td><td>guy</td><td>buy</td><td>dry</td></tr></table>	cry	try	fry	my	guy	buy	dry
cry	try	fry	my	guy	buy	dry		
	6. Uncover the Phonics Display Board. Instruct learners to check their words against the flashcard words on the Phonics Display Board. 7. Instruct learners to practise reading the phonic words for homework.							

ALTERNATE PROGRAMME: PHONEMIC AWARENESS & PHONICS (5 minutes)

SOUND	
ACTIVITY	

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

GROUP GUIDED READING (SMALL GROUP)

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

INDEPENDENT READING (WHOLE CLASS)

Learners use worksheet for independent reading.

WEEK 4: THURSDAY: SHARED READING (15 minutes)		
TITLE	<u>Wendy Whale to the rescue</u>	
ACTIVITY	ACT OUT THE STORY	
PURPOSE	To give learners a chance to act out what is happening in the story.	
TEXT	TEACHER SAYS	LEARNERS DO
A little family of clownfish lived on a coral reef in the deep blue sea.	Let's swim in the sea like fish!	Pretend to swim.
The little clownfish family were very happy living in the sea. They found lots to eat on the coral reef. They had lots of friends in their little coral community. They usually felt very safe.	The clownfish family feels happy and safe. Let's look happy and safe like the clownfish family.	Learners look happy and safe.
But one day, while the little clownfish family were eating dinner, they heard someone screaming loudly: 'Help! Help! Help!' 'Oh no! Who is screaming like that?' Papa Clownfish asked. 'What is happening?' cried the three little children, feeling scared. 'I will go find out!' Mama Clownfish said bravely.	Call one learner up to the front of the room to scream 'help' Tell all the other learners: Let's all pretend to be scared like the little clownfish.	One learner: scream 'help' All other learners: - Look scared - Say: 'What is happening?'
Mama Clownfish swam to the edge of the coral reef. The little children and Papa Clownfish swam behind her, curious about what was happening. There, they saw Shady Shark chasing their friend, Angie Angelfish. He was threatening to eat her!	Let's pretend to be Mama Clownfish. Let's call Angie to come to the coral!	Say: 'Come this way Angie!'

Mama Clownfish called for Angie to come into the safety of the coral. But poor Angie was so frightened that she swam deeper and deeper into the sea to get away from Shady Shark.		
‘Oh no!’ cried the little clownfish children. ‘What if our friend Angie gets eaten?’ ‘We will help!’ said Papa Clownfish. ‘We can’t swim after her, or Shady Shark might eat us too!’ said Mama Clownfish. So, the clownfish family put their heads together. They worked together to make a plan. They knew there was only one creature in the sea who could defend Angie against Shady Shark: they had to find Wendy Whale!	Let’s pretend to be the clownfish family. Let’s try to think of a plan, just like them!	- Put their head together with their neighbours. - Say: ‘How can we help Angie Angelfish?’ - Say: ‘Let’s find Wendy Whale!’
Papa Clownfish swam quickly back to their coral home. He found his little fishy phone. Then, he called Wendy Whale. ‘Wendy, Wendy, please help!’ said Papa Clownfish. ‘Shady Shark is after Angie Angelfish. Our friend is in real trouble!’ ‘That bully can’t hurt me! I’m not scared!’ Wendy said. ‘I’m coming!’	Let’s pretend to be Papa Clownfish. We will swim home and call Wendy Whale.	- Pretend to swim home - Pretend to call Wendy Whale on the phone. - Say: ‘Wendy, Wendy, please help!’

Wendy Whale swam to her little friend Angie Angelfish right away. With a flip of her tail, she scared Shady Shark. Then, she put herself in front of little Angie so that Angie could swim away. ‘You are a big mean bully!’ Wendy Whale shouted. ‘Just because you are big and strong doesn’t mean you have to threaten smaller creatures!’ said Wendy.	Let’s pretend to be Wendy Whale!	- Look big like Wendy Whale - Say: ‘You are a big mean bully! Just because you are big and strong doesn’t mean you have to threaten smaller creatures!’
Later that day, Angie Angelfish found Wendy. Angie handed her a special crown she had made for her. ‘You are the kindest friend!’ Angie said. Wendy Whale wore her friendship crown proudly as she swam through the sea.	Let’s look proud like Wendy!	- Pretend to put on a crown. - Pretend to swim with our crown on, looking proud.

WEEK 4: THURSDAY: WRITING (30 minutes)	
TOPIC	Write a paragraph about being a good friend.
WRITING FRAME	Being a good friend means... I am a good friend because... I am also a good friend because... I like when my friends... I also like when my friends... Being a good friend is important because...
TASK	PUBLISHING and SHARING
	Getting Ready: - Write one of your sentences on the board, with a corrected mistake, like: <u>being</u> a good friend means being trustwoothy <u>trustworthy</u>. Modelling: - Explain that today, we will publish our work so that people can read it. - Remind learners that when we publish, we rewrite our sentences without mistakes. - Explain that learners must look at the corrections they made with their partners yesterday. - Explain that learners can illustrate (add pictures) to their work if they have time. - Use modelling to show learners how to publish. You must rewrite your sentence and fix your mistake, like: - Being a good friend means being trustworthy. Turn and Talk: - When there are 2-3 minutes left, instruct learners to put their pencils away. - Instruct learners to turn and talk with a partner about their paragraphs. <i>Hang up learner drawings at LEARNER EYE-LEVEL around the room. This helps learners have conversations about the story.</i>

Being a good friend means
being kind. I am a good
friend because I share with
my friends. I am also a
good friend because I always
help my friends. I like
when my friends play with
me. I also like when my
friends are kind and
share with me. Being a
good friend is important
because it is nice to have
friends. me friends



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

GROUP GUIDED READING (SMALL GROUP)

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

INDEPENDENT READING (WHOLE CLASS)

Learners use worksheet for independent reading.

WEEK 4: FRIDAY: DAILY ACTIVITIES (10 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	If you're <u>thoughtful</u> and you know it hop around,	Hop on one leg
	If you're <u>thoughtful</u> and you know it hop around,	Hop on one leg
	If you're <u>thoughtful</u> and you know it and you really want to show it,	Show that you are thinking
	If you're <u>thoughtful</u> and you know it hop around,	Hop on one leg
	Repeat with other words, like: <u>caring</u> , <u>shy</u>	
THEME VOCABULARY	positive, negative, forgive, adventurous	
QUESTION OF THE DAY		
Question	Which do you think is a positive trait?	
Graph	3 COLUMN GRAPH	
Options	adventurous / trustworthy / forgiving	
Follow-up questions		
Question	How many learners think being adventurous is a positive trait?	
Answer	__ learners thing being adventurous is a positive trait.	
Question	How many learners think being trustworthy is a positive trait?	
Answer	__ learners thing being trustworthy is a positive trait.	
Question	How many learners think being forgiving is a positive trait?	
Answer	__ learners thing being forgiving is a positive trait.	
Question	Which trait do most learners think is positive?	
Answer	Most learners think being __ is positive.	
Question	Which trait do fewest learners think is positive?	
Answer	Fewest learners think being __ is positive.	

Question	Which do you think is a positive trait?
Answer	I think being adventurous is a positive trait.
Answer	I think being trustworthy is a positive trait.
Answer	I think being forgiving is a positive trait.
READING	Practise reading the sight words for the week.

WEEK 4: FRIDAY - PHONEMIC AWARENESS & PHONICS (5 minutes)

SOUND	/y/ - (long i)									
ACTIVITY	WORD FIND Write the following table on the chalkboard: <table><tr><td>y</td><td>sh</td><td>a</td></tr><tr><td>cr</td><td>tr</td><td>e</td></tr><tr><td>fr</td><td>dr</td><td>m</td></tr></table> MODEL 1. Remind learners of the sound of the week: /y/ 2. Review all of the sounds and blends on the chalkboard. 3. Explain that learners will have three minutes to make as many words as they can using the sounds and blends above. 4. Show learners how to make a word using the target sound, like: /cr/ - /y/ 5. Remind learners they can make a word using any of the sounds – they do not need to use /y/. 6. Show learners how to make another word, like: /m/ - /a/ - /sh/. 7. Remind learners they can make words using the target sound, like cry, or words without the target sound, like mash. LEARNERS DO 1. Tell learners to open their exercise books and write the heading: y words. 2. Instruct learners to begin writing. 3. Give learners 3 minutes to find and build as many words as they can. 4. Allow learners to correct their own work. Show learners how to build these words (and others): cry, fry, try, dry, my, shy, trash, mash, crash, tram, cram	y	sh	a	cr	tr	e	fr	dr	m
y	sh	a								
cr	tr	e								
fr	dr	m								

ALTERNATE PROGRAMME: PHONEMIC AWARENESS & PHONICS (5 minutes)

SOUND	
ACTIVITY	

WEEK 4: FRIDAY: LANGUAGE USE (30 minutes)

TOPIC	- Pronouns - Subject-verb agreement
EXPLANATION 1. Explain that today, we will revise pronouns. These are the words we use to talk about people or groups of people. 2. We will revise what verb endings we use with pronouns in the simple present tense. 3. This is especially important to remember this week, because in our thank you card messages, we must write like we are talking to someone else, using the word: you I DO (Teacher models) 1. Point to yourself. Explain the pronoun you use when talking about yourself is 'I'. 2. Write 'I' on the board. 3. Ask learners: What other pronouns can you think of? 4. Help learners think of all the English pronouns. Make a list on the board, like: • I • you • he • she • we • they 5. Then, explain that we will use the verb 'talk'. We will figure out how this verb ends with each of the pronouns. 6. Model the first answers for learners, like: • I talk (there is no ending – the verb stays the same)	

WE DO (Teacher and learners do together):

1. Go through each item on the list, and let learners try to figure out the ending. Help make sure learners reach the correct answers,
2. Write down the correct answers:
 - I talk
 - You talk
 - He talks
 - She talks
 - We talk
 - They talk

YOU DO (Learners do independently):

1. **Hand out learners books.**
2. Write the verbs: **run, play, read** on the board.
3. Instruct learners to conjugate each of these verbs (to write the verb for each of the pronouns)
4. Instruct learners who have extra time to think of more verbs they can use.
5. When there are 5 minutes remaining, call learners back together.
6. Call on learners to read what they have written. Make sure learners have the correct answers.

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

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

INDEPENDENT READING (WHOLE CLASS)

Learners use worksheet for independent reading.

WEEK 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 3 - TERM 1

WEEK 5

THEME:
DETERMINATION

"Failure will never overtake me if my determination to succeed is strong enough." - Og Mandino

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: a picture of someone winning something, cardboard cut-out of a medal or trophy, a face showing determination, big red ribbon to show the finish line, a picture of someone dusting themselves off.
5. Do some research on the internet to prepare for the theme. For example: how to encourage self-determination in young children.
6. Make sure all learner exercise books and DBE Workbooks are marked, and neatly packed where they belong.
7. Make sure all your big books, graded readers and classroom library books are in good order.
8. Adjust your group guided reading groups if necessary.
9. Plan your informal and formal assessment activities for the week.

EXTENSION ACTIVITIES

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

Activity 1	DBE Workbook 1: Let's write, page 10
Activity 2	DBE Workbook 1: Let's write, page 11
Activity 3	DBE Workbook 1: Let's read, page 12 and Let's write (first activity), page 13
Activity 4	Draw and write about something you want to win.

TERM 1: WEEK 5		
OVERVIEW		
THEME	Determination	
THEME VOCABULARY	determination, determined, important, talent, prize, race, ribbon, trophy, barrier, free, owner, bare	
SIGHT WORDS	happy, will, small, because, going	
PHONICS	/pr-/ pry, pried, proud, prop, prank, proof, prick, prod	
WRITING FRAME	Topic: Write a list of things you are determined to do. Then write a short paragraph about one of those things.	
	Tuesday	Thursday
	Things I am determined to do: 1. I am determined to... 2. I am determined to... 3. I am determined to...	I am determined to... I am determined because... I will...

TERM 1: WEEK 5		
INTRODUCE THE THEME		
PICTURE	The picture of Zodwa practising at the track, Big Book page 16	
SHOW	Show the picture of Zodwa practising to all the learners. Explain that Zodwa is determined to be a good runner. She is also determined to win the big race!	
SAY	1. Explain that for the next two weeks, learners will think about determination. 2. Ask learners: What do you feel determined to win or to achieve? 3. Listen to learner responses. This will help you understand what learners already know. 4. Explain that in this theme, we will think more deeply about determination.	
TEACH	Teach learners the sight words for the week. Explain that learners will see these words in their independent reading . Teach learners the sight words for the week: 1. Learners copy down the sight words into their books. 2. Learners practise reading the sight words at home.	

WEEK 5: MONDAY: DAILY ACTIVITIES (10 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	Zodwa ran, she didn't play	<i>Pretend to run in place</i>
	She practised both night and day	<i>Pretend to sleep and then make your arms into a sunshine</i>
	She ran at a lighting pace	<i>Run your fingers as fast as you can</i>
	She was determined to win her race!	<i>Cheer like you have just won</i>
THEME VOCABULARY	determination, determined, important, talent	
QUESTION OF THE DAY		
Question	What do you think is most important to winning?	
Graph	3 COLUMN GRAPH	
Options	determination / practise / talent	
Follow-up questions		
Question	How many learners think determination is most important to winning?	
Answer	__ learners think determination is most important to winning.	
Question	How many learners think practise is most important to winning?	
Answer	__ learners think practise is most important to winning.	
Question	How many learners think talent is most important to winning?	
Answer	__ learners think talent is most important to winning.	
Question	What to most learners think is important to winning?	
Answer	Most learners think __ is important to winning.	
Question	What to fewest learners think is important to winning?	
Answer	Fewest learners think __ is important to winning.	
Question	What do you think is most important to winning?	
Answer	I think determination is most important to winning.	
Answer	I think practise is most important to winning.	
Answer	I think talent is most important to winning.	

READING	Practise reading the sight words for the week.

WEEK 5: MONDAY - PHONEMIC AWARENESS & PHONICS (5 minutes)									
SOUND	/pr/								
FLASHCARDS	pry, pried, proud, prop, prank, proof, prick, prod								
ACTIVITY	INTRODUCE THE SOUND AND WORDS 1. Say the sound and hold up the flashcard /pr/ for learners to see. 2. Explain that when we see the letters p and r together in a word, we must not say the sounds separately. We must say one sound: /pr/ 3. Show each flashcard and help learners break the word up into individual sounds: /pr/ - /y/ /pr/ - /i/ - /ed/ /pr/ - /ou/ - /d/ /pr/ - /o/ - /p/ /pr/ - /a/ - /nk/ /pr/ - /oo/ - /f/ /pr/ - /i/ - /ck/ /pr/ - /o/ - /d/ 4. Ask learners to repeat each word after you. 5. Stick up the flashcards on the Phonics Display Board. 6. Call on a different learner to read each of the phonic words: <table border="1"> <tbody> <tr> <td>pry</td><td>prank</td></tr> <tr> <td>pried</td><td>proof</td></tr> <tr> <td>proud</td><td>prick</td></tr> <tr> <td>prop</td><td>prod</td></tr> </tbody> </table>	pry	prank	pried	proof	proud	prick	prop	prod
pry	prank								
pried	proof								
proud	prick								
prop	prod								

ALTERNATE PROGRAMME: PHONEMIC AWARENESS & PHONICS (5 minutes)

SOUND	
FLASHCARDS	
ACTIVITY	

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

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

INDEPENDENT READING (WHOLE CLASS)

Learners use worksheet for independent reading.

WEEK 5: TUESDAY: SHARED READING (15 minutes)	
TITLE	<u>Zodwa's new shoes</u>
ACTIVITY	PRE-READ
COMPREHENSION STRATEGY	Predict
PURPOSE	By getting learners to predict, you are getting them to think about the story before they have even read it. By predicting, learners are developing their comprehension skills by thinking about the story.
PRE-READING ACTIVITY	
1. Show learners the front cover of the story: <u>Zodwa's new shoes</u> 2. Read the title of the story. 3. Ask learners: What do you think will happen in this story? 4. Display the Big Book for learners to see. Make sure all learners can see the pictures in the book. 5. Show learners the first picture. 6. Ask learners: What do you think is happening here? 7. Discuss the picture with learners. 8. Ask learners: What do you think might happen next? 9. Go through each picture in the book and ask learners these questions. 10. When you get to the last picture, ask learners: How do you think this story will end? 11. Thank learners for their predictions. 12. Read through the story once.	

WEEK 5: TUESDAY: WRITING (30 minutes)	
TOPIC	Write a list of things you are determined to do. Then write a short paragraph about one of those things.
TASK	PLANNING & DRAFTING
WRITING FRAME	Things I am determined to do: 1. I am determined to... 2. I am determined to... 3. I am determined to...
	Modelling: 1. Explain to learners that today, learners will write a list with a heading. A heading tells us what the list will be about. 2. Explain that today, we will make a list about some things we feel determined to do. 3. Read the writing frame to learners. 4. Use modelling to show learners that you think before you write. 5. Tell learners some ideas you have for filling in the writing frame, like: I feel determined to help support all of you learners in the class to become better readers. I also feel determined to be a good runner and to be able to run very far. Finally, I feel determined to help my daughter get to university. 6. Explain that today we will make a list. This means we will choose three things that we are determined to do and write each of them next to a number. 7. Explain which words you will write. Draw a line for each word. 8. Use modelling to complete the first sentence: 1. <u>I feel determined to</u> teach all my learners to read well. 9. Use modelling to complete the second sentence: 2. <u>I feel determined to</u> be able to run far. 10. Use modelling to complete the third sentence: 3. <u>I feel determined to</u> help my daughter get to university. 11. Say words slowly like a tortoise and write the sounds you know. 12. Use resources, like sight words. 13. Erase your example from the board. Explain this was just an example, but learners must write their own ideas. Oral Instructions: 1. Ask learners: What are some things you are determined to do? 2. Explain that learners can think of any three things they feel determined to do. 3. Instruct learners to think before they write. 4. Explain that learners must think of their own ideas – they must not copy your ideas!

5. Call on 6-7 learners to tell you one thing that they will write on their list. They must say: **I am determined to...**
6. Explain that learners will now use the writing frame to make their lists.

Writing:

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

Things I am determined to do:

1. I am determined to read better.

2. I am determined to learn to sew.

3. I am determined to pass grade 3.

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

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

INDEPENDENT READING (WHOLE CLASS)

Learners use worksheet for independent reading.

WEEK 5: WEDNESDAY: DAILY ACTIVITIES (10 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	Zodwa ran, she didn't play	Pretend to run in place
	She practised both night and day	Pretend to sleep and then make your arms into a sunshine
	She ran at a lighting pace	Run your fingers as fast as you can
	She was determined to win her race!	Cheer like you have just won
THEME VOCABULARY	prize, race, ribbon, trophy	
QUESTION OF THE DAY		
Question	What do you want if you win a race?	
Graph	2 COLUMN GRAPH	
Options	a ribbon / a trophy	
Follow-up questions		
Question	How many learners want a ribbon?	
Answer	__ learners want a ribbon.	
Question	How many learners want a trophy?	
Answer	__ learners want a trophy.	
Question	What do more learners want if they win a race?	
Answer	More learners want a __ if they win a race.	
Question	What do fewer learners want if they win a race?	
Answer	Fewer learners want a __ if they win a race.	
Question	What do you want if you win a race?	
Answer	I want a ribbon if I win.	
Answer	I want a trophy if I win.	
READING	Practise reading the sight words for the week.	

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

SOUND	/pr/								
ACTIVITY	SEGMENTING AND BLENDING (I DO) 1. Say the word proud 2. Segment the word into the individual sounds: /pr/ - /ou/ - /d/ 3. Say the beginning sound of the word: /pr/ 4. Say the middle sounds of the word: /ou/ 5. Say the end sound of the word: /d/ 6. Write the word on the board: proud 7. Model pointing and blending the sounds to make a word: /pr/ - /ou/ - /d/ = proud 8. Remind learners that in English, when we see the letters p and r together in a word, we say it as one sound /pr/. 9. Repeat this with the word proof SEGMENTING AND BLENDING (WE DO) 1. Say the word prank 2. Ask learners: What is the first sound in the word? /pr/ 3. Ask learners: What is the middle sound in the word? /a/ 4. Ask learners: What is the last sound in the word? /nk/ 5. Ask learners to segment the word into each individual sound: /pr/ - /a/ - /nk/ 6. Write the word: prank 7. Instruct learners to blend the sounds in the word with you: /pr/ - /a/ - /nk/ = prank 8. Repeat this with the word prick SEGMENTING AND BLENDING (YOU DO) 1. Instruct learners to take out their exercise books. 2. Instruct learners to write the heading: pr words. 3. Instruct learners to write the numbers 1-8. 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>pry</td><td>pried</td><td>proud</td><td>prop</td><td>prank</td><td>prick</td><td>proof</td><td>prod</td></tr></table> 6. Uncover the Phonics Display Board. Instruct learners to check their words against the flashcard words on the Phonics Display Board. 7. Instruct learners to practise reading the phonic words for homework.	pry	pried	proud	prop	prank	prick	proof	prod
pry	pried	proud	prop	prank	prick	proof	prod		

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

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

WEEK 5: THURSDAY: SHARED READING (15 minutes)

TITLE	<u>Zodwa's new shoes</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	First Read
	Zodwa loved to run. She practised running every day. She loved the way the wind felt on her face. She loved the sound her feet made on the ground. She loved that she was always the fastest runner. But Zodwa didn't love when she ran over stones and cut her feet. She didn't love the way the hot ground made her feet burn. And she especially didn't love the way the other children laughed at her bare feet. But, Zodwa's family didn't have money to buy her shoes. 'No matter what, shoes or no shoes, I will run every day!' Zodwa decided.	I can visualise Zodwa running in the hot sun with her bare feet. I can visualise how hot her feet must feel as she runs!
	One Saturday, Zodwa went early to the athletics field. The big race was coming up, and she wanted to practise extra hard. She ran around the track. She ran around again. She ran around the track ten times, trying to go faster and faster each time. When she stopped to take a water break, she noticed an older woman watching her run. 'Come here,' the woman called her, smiling. Zodwa ran over to her. 'I see you are a very good runner!' the woman said to Zodwa. 'And, you are a hard worker! But where are your shoes? Your feet must hurt!	

Zodwa looked down. Her cheeks felt hot. 'I don't have money for shoes,' she said quietly. 'Well, I own the shoe store in town,' the woman said. 'Come visit my shop. I will give you a free pair of shoes!' Zodwa ran home to tell her mother the good news. Then, she and her mother walked to the shoe store. Zodwa found a pair of new green shoes. 'Oh, thank you Ma'am!' Zodwa said gratefully. 'I hope these will help you to be the best runner at school!' the nice woman replied. 'Oh! And I will be there to see you run the big race!'	I can visualise the shop owner watching Zodwa at the track. I can visualise her thinking that Zodwa is such a hard-working and determined runner.
Zodwa felt so nervous for the shoe shop owner to watch her. 'What if I lose and she makes me give the shoes back!' Zodwa worried. 'What if she wishes she never gave me shoes!' Zodwa worried. 'I don't want to disappoint her!' Zodwa thought. 'I want to win so I can give her my ribbon!' So Zodwa practised day and night. She ran and ran until her legs ached. 'I will win!' she thought. 'I must not give up.' Zodwa had never worked so hard in her whole life!	I can visualise Zodwa waking up early and getting to the field while the sun is rising. I can visualise her getting tired and sweaty, but she keeps practising.

The day of the big race finally came. Zodwa was shaking as she walked to the starting line.

But as soon as she began to run, she forgot all of her worries. All she could think about was the ribbon at the finish line.

She ran like the wind; faster than she had ever run!

When she got to the finish line, she saw that she was far ahead of any of the other runners.

'I won! I won!' she shouted joyfully. She looked around and saw the shoe shop owner waving and cheering. Zodwa beamed.

As soon as she got her winning ribbon, she ran over to the nice shoe shop owner. 'The ribbon is for you!' Zodwa said. 'I couldn't have won without your help!'

The kind woman took the ribbon. 'But, I think you would have won with or without shoes,' she said.

I can **visualise** Zodwa getting to the finish line and looking around. I can **visualise** her seeing that she has won, and jumping up and down!

Follow up questions

Possible responses

Who gave Zodwa new shoes?

The shoe shop owner gave Zodwa new shoes.

What colour shoes does Zodwa get?

She gets green shoes.

Why question

Possible responses

Why did the shoe shop owner give shoes to Zodwa?

- Because Zodwa's family didn't have enough money to buy her shoes.
- Because the shoe shop owner saw how hard-working Zodwa was.
- Because Zodwa was a fast runner.
- Because the shoe shop owner wanted to help Zodwa when she saw her running with bare feet.

WEEK 5: THURSDAY: WRITING (30 minutes)	
TOPIC	Write a list of things you are determined to do. Then write a short paragraph about one of those things.
TASK	PLANNING & DRAFTING
WRITING FRAME	I am determined to... I am determined because... I will...
	Getting ready <i>Before the lesson begins, write your list from Monday on the board.</i> Modelling: 1. Explain that today, learners will choose one thing from the list they wrote on Tuesday. They will write a very short paragraph about the thing they choose. 2. Read the new writing frame to learners. 3. Explain which item from your list you will choose to write a short paragraph about, like: I am determined to teach all my learners to read well. 4. Use modelling to show learners that you think before you write. 5. Explain some ideas you have for filling in the writing frame, like: I feel determined to work hard to help make sure all of the learners in our class can become better readers this year. I want all the learners to go to grade 4 ready to read the more difficult stories there. I will work before school and after school to make sure everyone here becomes a better reader! 6. Explain which words you will write. Draw a line for each word. 7. Use modelling to complete the writing frame, like: <u>I am</u> determined to help all my learners read well. <u>I am determined</u> because reading is important for learning! <u>I will</u> work before and after school to help all learners! 8. Say words slowly like a tortoise and write the sounds you know. 9. Use resources, like sight words and theme vocabulary words. 10. Erase your example from the board. Explain this was just an example, but learners must write their own ideas.

Oral Instructions:

1. Remind learners on Tuesday, we wrote a list. Today we will choose one thing from the list to write a very short paragraph about.
2. **Hand out learner books.** Instruct learners to find their list from Tuesday. Instruct learners to read their lists and to choose one thing they will write about today.
3. Give learners 2-3 minutes to read through their lists and choose one thing to write about.
4. **Ask learners:** What will you write about today?
5. Call on 2-3 learners to tell you what they chose from their list. They must say: **I am determined to...**
6. **Ask learners:** Why do you feel determined to do the thing you chose?
7. Instruct learners to **think before they write.**
8. Explain that learners should come up with their own ideas – they should **not** copy your ideas.
9. Instruct learners to **turn and talk** with a partner about what they will write.
10. Call on 2-3 learners to tell you one reason they feel determined. They must say: **I am determined because ...**
11. Explain that learners will now use the writing frame to draw and write their own ideas!

Writing:

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

Turn and Talk:

1. When there are 2-3 minutes left, instruct learners to put their pencils away.
2. Instruct learners to **turn and talk** and read their list and short paragraphs to a partner.

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

Things I am determined to do:

1. I am determined to read better.
2. I am determined to learn to sew.
3. I am determined to pass grade 3.

I am determined to pass grade 3. I am determined because I want to go to grade 4 and learn lot of new thing. I will work hard at school and listen to my teacher.

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

GROUP GUIDED READING (SMALL GROUP)

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

INDEPENDENT READING (WHOLE CLASS)

Learners use worksheet for independent reading.

WEEK 5: FRIDAY: DAILY ACTIVITIES (10 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	Zodwa ran, she didn't play	<i>Pretend to run in place</i>
	She practised both night and day	<i>Pretend to sleep and then make your arms into a sunshine</i>
	She ran at a lightning pace	<i>Run your fingers as fast as you can</i>
	She was determined to win her race!	<i>Cheer like you have just won</i>
THEME VOCABULARY	barrier, free, owner, bare (feet)	
QUESTION OF THE DAY		
Question	Explain that in the story, Zodwa faces a barrier because her family doesn't have enough money to buy her shoes. She is such a good runner, but not having shoes makes it harder for her to be the best runner. She gets lucky when someone in her community gives shoes to her for free. There are lots of learners who face barriers like Zodwa. Ask learners: Do you think Zodwa would have won with bare feet?	
Graph	2 COLUMN GRAPH	
Options	yes / no	
Follow-up questions		
Question	How many learners think Zodwa would have won with bare feet?	
Answer	___ learners would have won with bare feet.	
Question	How many learners think Zodwa wouldn't have won with bare feet?	
Answer	___ learners would have won with bare feet.	
Question	What do more learners think?	
Answer	More learners think that Zodwa ___ have won with bare feet.	
Question	What do fewer learners think?	
Answer	Fewer learners think that Zodwa ___ have won with bare feet.	
Question	Do you think Zodwa would have won with bare feet?	
Answer	Yes, I think Zodwa would have still won with bare feet.	
Answer	No, I don't think Zodwa would have won with bare feet.	

READING	Practise reading the sight words for the week.
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WEEK 5: FRIDAY - PHONEMIC AWARENESS & PHONICS (5 minutes)

SOUND	/pr/									
ACTIVITY	WORD FIND Write the following table on the chalkboard: <table><tr><td>pr</td><td>d</td><td>p</td></tr><tr><td>e</td><td>nk</td><td>t</td></tr><tr><td>o</td><td>a</td><td>ou</td></tr></table> MODEL 1. Remind learners of the sound of the week: /pr/ 2. Review all of the sounds and blends on the chalkboard. 3. Explain that learners will have three minutes to make as many words as they can using the sounds and blends above. 4. Show learners how to make a word using the target sound, like: /pr/ - /o/ - /p/ 5. Remind learners they can make a word using any of the sounds – they do not need to use /ow/. 6. Show learners how to make another word, like: /p/ - /e/ - /t/ 7. Remind learners they can make words using the target sound, like prop, or words without the target sound, like pet. LEARNERS DO 1. Tell learners to open their exercise books and write the heading: pr. 2. Instruct learners to begin writing. 3. Give learners 3 minutes to find and build as many words as they can. 4. Allow learners to correct their own work. Show learners how to build these words (and others): prod, prep, prop, proud, prank, out, pout, pet, pat, pot, tap, top	pr	d	p	e	nk	t	o	a	ou
pr	d	p								
e	nk	t								
o	a	ou								

ALTERNATE PROGRAMME: PHONEMIC AWARENESS & PHONICS (5 minutes)

SOUND	
ACTIVITY	

WEEK 5: FRIDAY: LANGUAGE USE (30 minutes)

TOPIC	PLURAL WORDS
Explanation: 1. Explain that today, learners will learn about plural words. 2. Explain that plural means there is more than one of something. 3. Explain that in English, we usually add an 's' at the end of a word to make a word plural. Explain how this is different from Home Language. 4. Explain that when a word ends in 'y', we change the 'y' to ie and then add an 's'. For example, we change puppy → puppies; city → cities I DO (Teacher models) 1. Write the following list of words on the chalkboard: • cat • plate • girl • brother • kitty 2. Use modelling to change the words on the list into plurals. • cats • plates • girls • brothers • kitties WE DO (Teacher and learners do together): 1. Write the following list of words on the chalkboard: • kid • book • nappy • sky • tree	

2. Explain that this time, you will need the learners' help to change the words.
3. Call on learners to come up to the board and add / change the endings of the word.
4. Help learners to write the proper plural ending, as follows:
 - kids
 - books
 - nappies
 - skies
 - trees

YOU DO (Learners do independently):

1. **Hand out learner books.**
2. Instruct learners to work with a partner who is next to them.
3. Explain that learners must make a list of **five** things they can see in the classroom.
4. Explain that they must write the singular word (the word when there is just one), like:
desk
5. Then they must work together to write the plural word, like: desks
6. Give learners time to work with their partner to make a list of words.
7. Explain that if learners finish early, they can add more words to their lists.
8. Call the learners back together as a whole class. Ask learners to share one item from their list. Instruct them to read the singular word, and then the plural word. Call on as many learners as possible.
9. Correct learners wherever necessary.
10. *You may need to explain that not all words have a plural form. For example, if we see one pair of scissors, we say scissors. This is the same as if we see many pairs of scissors.

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

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

INDEPENDENT READING (WHOLE CLASS)

Learners use worksheet for independent reading.

WEEK 5: FRIDAY: END OF WEEK LEARNING REVIEW

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

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

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

GRADE 3 - TERM 1

WEEK

6

THEME:
DETERMINATION

"A dream doesn't become reality through magic; it takes sweat,
determination and hard work."

- Colin Powell

WEEK 6: CLASSROOM PREPARATION

1. At the start of each week, ensure that your classroom is neat and tidy.
2. Update your DISPLAY BOARDS, by removing items that are no longer relevant, and storing them carefully.
3. Then, prepare the flashcard words and theme word illustrations that you will need.
4. Find and prepare items for your theme wall and table that will be of interest to learners, for instance: a picture of someone winning something, cardboard cut-out of a medal or trophy, a face showing determination, big red ribbon to show the finish line, a picture of someone dusting themselves off.
5. Do some research on the internet to prepare for the theme. For example: teaching children the value of hard work.
6. Make sure all learner exercise books and DBE Workbooks are marked, and neatly packed where they belong.
7. Make sure all your big books, graded readers and classroom library books are in good order.
8. Adjust your group guided reading groups if necessary.
9. Plan your informal and formal assessment activities for the week.

EXTENSION ACTIVITIES

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

Activity 1	DBE Workbook 1: Let's read, page 16
Activity 2	DBE Workbook 1: Let's write, page 16
Activity 3	DBE Workbook 1: Let's do, page 17
Activity 4	Draw and write about the time you won something.

TERM 1: WEEK 6		
OVERVIEW		
THEME	Determination	
THEME VOCABULARY	ahead, behind, thankful, donate, attitude, decision, decide, goal, ignore, complain, fix, energy	
SIGHT WORDS	children, look, who, lots, came	
PHONICS	/-tch/ thatch, catch, patch, match, sketch, fetch, witch, stitch	
WRITING FRAME	Topic: Write a paragraph about a goal you feel determined to achieve.	
	Tuesday	Thursday
	My goal is to... I will... I will also...	I feel determined to achieve this goal because... It is important to me because... I think I will feel...when my goal is achieved.

TERM 1: WEEK 6	
INTRODUCE THE THEME	
PICTURE	The picture of Zodwa practising at the track in the big book: <u>Zodwa's new shoes</u>
SHOW	Show the picture of Zodwa practising to all the learners. Remind learners that Zodwa is determined to be a good runner and to win the big race!
SAY	1. Remind learners that we are learning about feeling determined. 2. Ask learners: Have you ever worked hard like Zodwa? 3. Listen to learner responses. Help learners revise theme vocabulary from WEEK 5. 4. Explain that in this theme, we will think more deeply about determination.
TEACH	Teach learners the sight words for the week. Explain that learners will see these words in their independent reading. Teach learners the sight words for the week: 1. Learners copy down the sight words into their books. 2. Learners practise reading the sight words at home.

WEEK 6: MONDAY: DAILY ACTIVITIES (15 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	Determination wins the race,	Hold your arms up in victory
	But if I'm last there's no disgrace!	shake your hands to indicate 'no'
	'Cause if I'm last then I can say,	Hold your hand to your mouth
	'At least I've tried my best today!'	Jump up into the air
THEME VOCABULARY	ahead, behind, thankful, donate	
QUESTION OF THE DAY		
Question	Remind learners that in our story, a shoe shop owner gives a free pair of shoes to Zodwa after she sees how determined Zodwa is. Then, on the day of the big race, the shoe shop owner comes to watch Zodwa run. Ask learners: How do you think Zodwa feels when the shoe shop owner watches her run?	
Graph	3 COLUMN GRAPH	
Options	nervous / determined / thankful	
Follow-up questions		
Question	How many learners think Zodwa feels nervous?	
Answer	__ learners think Zodwa feels nervous.	
Question	How many learners think Zodwa feels determined?	
Answer	__ learners think Zodwa feels determined.	
Question	How many learners think Zodwa feels thankful?	
Answer	__ learners think Zodwa feels thankful.	
Question	How do most learners think Zodwa feels?	
Answer	Most learners think she feels __	
Question	How do fewest learners think Zodwa feels?	
Answer	Fewest learners think she feels __	

Question	How do you think Zodwa feels when the shoe shop owner watches her run?
Answer	I think she feels nervous.
Answer	I think she feels determined.
Answer	I think she feels thankful.
READING	Practise reading the sight words for the week.

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

SOUND	/-tch/																
FLASHCARDS	thatch, catch, patch, match, sketch, fetch, witch, stitch																
ACTIVITY	INTRODUCE THE SOUND AND WORDS 1. Say the sound and hold up the flashcard /tch/ for learners to see. 2. Say the sound and instruct learners to repeat the sound. Do this three times. 3. Explain that when we see the letters t, c and h together in a word, we must not say the sounds separately. We must say one sound: /tch/ 4. Show each flashcard and help learners break the word up into individual sounds: <th>/th/ - /a/ - /tch/</th> <th>/c/ - /a/ - /tch/</th> <th>/p/ - /a/ - /tch/</th> <th>/m/ - /a/ - /tch/</th> <th>/sk/ - /e/ - /tch/</th> <th>/f/ - /e/ - /tch/</th> <th>/w/ - /i/ - /tch/</th> <th>/st/ - /i/ - /tch/</th> 5. Ask learners to repeat each word after you. 6. Stick up the flashcards on the Phonics Display Board. 7. Call on a different learner to read each of the phonic words: <table border="1"> <tr> <td>thatch</td><td>sketch</td></tr> <tr> <td>catch</td><td>fetch</td></tr> <tr> <td>patch</td><td>witch</td></tr> <tr> <td>match</td><td>stitch</td></tr> </table>	/th/ - /a/ - /tch/	/c/ - /a/ - /tch/	/p/ - /a/ - /tch/	/m/ - /a/ - /tch/	/sk/ - /e/ - /tch/	/f/ - /e/ - /tch/	/w/ - /i/ - /tch/	/st/ - /i/ - /tch/	thatch	sketch	catch	fetch	patch	witch	match	stitch
thatch	sketch																
catch	fetch																
patch	witch																
match	stitch																

ALTERNATE PROGRAMME: PHONEMIC AWARENESS & PHONICS (5 minutes)

SOUND	
FLASHCARDS	
ACTIVITY	

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

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

INDEPENDENT READING (WHOLE CLASS)

Learners use worksheet for independent reading.

WEEK 6: TUESDAY: SHARED READING (15 minutes)	
TITLE	<u>Zodwa's new shoes</u>
ACTIVITY	READ TWO
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.
SECOND READ (15 minutes)	
Story	Read Two
Zodwa loved to run. She practised running every day. She loved the way the wind felt on her face. She loved the sound her feet made on the ground. She loved that she was always the fastest runner. But Zodwa didn't love when she ran over stones and cut her feet. She didn't love the way the hot ground made her feet burn. And she especially didn't love the way the other children laughed at her bare feet.	--
But, Zodwa's family didn't have money to buy her shoes. 'No matter what, shoes or no shoes, I will run every day!' Zodwa decided.	I can visualise how determined Zodwa must feel. Even though her feet hurt, she still wants to be a good runner.
One Saturday, Zodwa went early to the athletics field. The big race was coming up, and she wanted to practise extra hard. She ran around the track. She ran around again. She ran around the track ten times, trying to go faster and faster each time. When she stopped to take a water break, she noticed an older woman watching her run. 'Come here,' the woman called her, smiling. Zodwa ran over to her. 'I see you are a very good runner!' the woman said to Zodwa. 'And, you are a hard worker! But where are your shoes? Your feet must hurt!'	--

Zodwa looked down. Her cheeks felt hot. 'I don't have money for shoes,' she said quietly.	
'Well, I own the shoe store in town,' the woman said. 'Come visit my shop. I will give you a free pair of shoes!' Zodwa ran home to tell her mother the good news. Then, she and her mother walked to the shoe store. Zodwa found a pair of new green shoes. 'Oh, thank you Ma'am!' Zodwa said gratefully. 'I hope these will help you to be the best runner at school!' the nice woman replied. 'Oh! And I will be there to see you run the big race!'	I can visualise Zodwa looking down at her shoes. I can visualise how happy she must feel that she finally has shoes to run in. I think she must be feeling very lucky.
Zodwa felt so nervous for the shoe shop owner to watch her. 'What if I lose and she makes me give the shoes back!' Zodwa worried. 'What if she wishes she never gave me shoes!' Zodwa worried. 'I don't want to disappoint her!' Zodwa thought. 'I want to win so I can give her my ribbon!' So Zodwa practised day and night. She ran and ran until her legs ached. 'I will win!' she thought. 'I must not give up.' Zodwa had never worked so hard in her whole life!	--
--	I can visualise the way Zodwa feels tired as she runs and runs. But, I visualise her thinking about the shoe shop owner. She is thinking that she wants to impress her! I can visualise the way she keeps running, even when she is tired.

The day of the big race finally came. Zodwa was shaking as she walked to the starting line. But as soon as she began to run, she forgot all of her worries. All she could think about was the ribbon at the finish line. She ran like the wind; faster than she had ever run! When she got to the finish line, she saw that she was far ahead of any of the other runners. ‘I won! I won!’ she shouted joyfully. She looked around and saw the shoe shop owner waving and cheering. Zodwa beamed.	--
As soon as she got her winning ribbon, she ran over to the nice shoe shop owner. ‘The ribbon is for you!’ Zodwa said. ‘I couldn’t have won without your help!’ The kind woman took the ribbon. ‘But, I think you would have won with or without shoes,’ she said.	I can visualise Zodwa walking up to begin the race, feeling so nervous because she really wants to win! I can visualise her running to the shoe shop owner after the race. I can visualise how proud she feels when she gives the ribbon to her!
Follow up questions	Responses
When did Zodwa practise running?	She practised running day and night.
What did Zodwa get when she won?	She got a ribbon.
Why question	Possible response
Why did Zodwa want to win the race?	• Because she loved to run. • Because she wanted to impress the shoe shop owner, who gave her new shoes. • Because she was worried about what the shoe shop owner might think if she didn’t win. • She was worried that the shoe shop owner might want to take the shoes back or might wish she hadn’t given Zodwa the shoes. • Because she wanted to win the ribbon to give it to the shoes shop owner (to say thank you).

Formulating questions

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

WEEK 6: TUESDAY: WRITING (30 minutes)

TOPIC	Write a list of things you are determined to do. Then write a short paragraph about one of those things.
TASK	EDITING

Write the following **checklist** on the chalkboard OR photocopy for learners.

I used capital letters.	
I used punctuation (.!?)	
I read my sentences out loud.	
I checked my plurals	

Getting Ready:

Write your sentences from TUESDAY on the board. **Hide** 3-4 mistakes in your sentences, like:

I am determined to help all my **learner** read well. I **is** determined because reading is important. I will before and after school to help all learners!

Modelling:

1. Explain that today, learners will **edit** their paragraphs.
2. Read the **checklist** out loud to learners.
3. Use **modelling** to read each of your example sentences out loud to learners.
4. After reading each sentence, instruct learners to look for the **mistake**.
5. Fix each mistake on the chalkboard with learners. Explain each mistake, like:
 - a. I am determined to help all my **learners** read well. (*This word should be plural because there are many learners.*)
 - b. I **is am** determined because reading is important. (*We say 'I am' and 'He / she is'*)
 - c. I will **work** before and after school to help all learners. (*This sentence is missing a verb. We can find mistakes like this when we read our sentences out loud!*)

Oral Instructions:

1. Tell learners that they will:
 - a. Read their writing **out loud** to a partner.
 - b. Help their partner look for and fix mistakes.
 - c. Read the checklist and make sure all items have been completed.

Writing:

1. **Hand out learner books** with completed writing from Monday and Tuesday. Instruct learners to find their writing from Monday and Tuesday.
2. Instruct learners to **turn and talk**.
3. Instruct learners to find and fix their mistakes with a partner.
4. As learners to talk and fix mistakes, walk around the room and complete **mini conferences**.
5. Ask learners to **read their writing**.
6. Help learners who are struggling to find and fix their mistakes.
7. Instruct any learners who finish early to add more details or sentences to their paragraphs.
8. Encourage learners.

My goal is to get in the ^{soccer team} soca team.
 I will ^{practice} practi s playing ^{soccer} soca every day.
 I will also ask my friend to help me.

I feel determined to achieve this goal because
 I love ^{soccer} soca. It is important to me because
 I want to be a ^{soccer} soca player when I am
big. I think I will feel happy when
my goal is achieved.

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

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

INDEPENDENT READING (WHOLE CLASS)

Learners use worksheet for independent reading.

WEEK 6: WEDNESDAY: DAILY ACTIVITIES (15 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	Determination wins the race,	Hold your arms up in victory
	But if I'm last there's no disgrace!	shake your hands to indicate 'no'
	'Cause if I'm last then I can say,	Hold your hand to your mouth
	'At least I've tried my best today!'	Jump up into the air
THEME VOCABULARY	attitude, decision, decide, goal (revise: positive, negative)	
QUESTION OF THE DAY		
Question	What kind of attitude do you have about school?	
Graph	3 COLUMN GRAPH	
Options	positive / negative	
Follow-up questions		
Question	How many learners have a positive attitude about school?	
Answer	__ learners have a positive attitude about school.	
Question	How many learners have a negative attitude about school?	
Answer	__ learners have a negative attitude about school.	
Question	What kind of attitude do more learners have about school?	
Answer	More learners have a __ attitude about school.	
Question	What kind of attitude do fewer learners have about school?	
Answer	Fewer learners have a __ attitude about school.	
Question	What kind of attitude do you have about school?	
Answer	I have a positive attitude about school.	
Answer	I have a negative attitude about school.	
READING	Practise reading the sight words for the week.	

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

SOUND	/-tch/								
ACTIVITY	SEGMENTING AND BLENDING (I DO) 1. Say the word patch 2. Segment the word into the individual sounds: /p/ - /a/ - /tch/ 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: /tch/ 6. Write the word on the board: patch 7. Model pointing and blending the sounds to make a word: /p/ - /a/ - /tch/ = patch 8. Remind learners that in English, when t, c and h are together at the end of a word they must be read together as a long sound: /tch/ 9. Repeat this with the word match SEGMENTING AND BLENDING (WE DO) 1. Say the word fetch 2. Ask learners: What is the first sound in the word? /f/ 3. Ask learners: What is the middle sound in the word? /e/ 4. Ask learners: What is the last sound in the word? /tch/ 5. Ask learners to segment the word into each individual sound: /f/ - /e/ - /tch/ 6. Write the word: fetch 7. Instruct learners to blend the sounds in the word with you: /f/ - /e/ - /tch/ = fetch 8. Repeat this with the word sketch SEGMENTING AND BLENDING (YOU DO) 1. Instruct learners to take out their exercise books. 2. Instruct learners to write the heading: tch words. 3. Instruct learners to write the numbers 1-8. 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>thatch</td><td>catch</td><td>patch</td><td>match</td><td>sketch</td><td>fetch</td><td>witch</td><td>stitch</td></tr></table> 6. Uncover the Phonics Display Board. Instruct learners to check their words against the flashcard words on the Phonics Display Board. 7. Instruct learners to practise reading the phonic words for homework.	thatch	catch	patch	match	sketch	fetch	witch	stitch
thatch	catch	patch	match	sketch	fetch	witch	stitch		

ALTERNATE PROGRAMME: PHONEMIC AWARENESS & PHONICS (5 minutes)

SOUND	
ACTIVITY	

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

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

INDEPENDENT READING (WHOLE CLASS)

Learners use worksheet for independent reading.

WEEK 6: THURSDAY: SHARED READING (15 minutes)

TITLE	<u>Zodwa's new shoes</u>
ACTIVITY	WRITTEN COMPREHENSION
COMPREHENSION STRATEGY	Summarise
PURPOSE	Asking a young learner to summarise the main points of a story is the best way to check their understanding.

POST-READING ACTIVITY

Getting Ready:

Before class begins, write the following questions on the board:

1. Why did Zodwa go to the athletics field on Saturday?
Zodwa went to the athletics field on Saturday because...
2. What did the old woman give to Zodwa?
She gave Zodwa...
3. What colour shoes did Zodwa receive?
Zodwa received...

Oral Instructions:

1. Explain that today, learners will think about the story Zodwa's new shoes. They will answer some questions in their exercise books about the story.
2. Instruct learners to **think** about the story.
3. Read the questions out loud to learners.
4. Explain that learners do not need to write the questions. They only need to write the answer next to the correct number in their exercise book.

Writing:

1. Hand out learner books.
2. Instruct learners to write the answers in their books.
3. As learners write, walk around and help struggling learners. Carry the Big Book with you, in case learners need to look for the answer in the text.
 1. Why did Zodwa go to the athletics field on Saturday?
Zodwa went to the athletics field on Saturday because the big race was coming up / she wanted to practice running / she wanted to get ready for the big race.
 2. What did the old woman give to Zodwa?
She gave Zodwa a new pair of shoes for free.
 3. What colour shoes did Zodwa receive?
Zodwa received green shoes.

WEEK 6: THURSDAY: WRITING (30 minutes)

TOPIC	Write a list of things you are determined to do. Then write a short paragraph about one of those things.
TASK	PUBLISHING & SHARING
WRITING FRAME	Things I am determined to do: 1. I am determined to... 2. I am determined to... 3. I am determined to... I am determined to... I am determined because... I will...

Getting Ready:

1. Write one of your sentences on the board, with a corrected mistake, like:
I am determined to help all my **learners** read well.

Modelling:

1. Explain that today, we will **publish** our work so that people can read it.
2. Remind learners that when we **publish**, we rewrite our sentences without mistakes.
3. Explain that learners must look at the corrections they made with their partners yesterday.
4. Explain that learners can **illustrate** (add pictures) their work if they have time.
5. Use **modelling** to show learners how to publish. You must rewrite your sentence and fix your mistake, like:
 - a. I am determined to help all my learners read well.

Writing:

1. Hand out learner books.
2. Instruct learners to find their **drafts** from Tuesday and Thursday and their **editing checklist**.
3. Instruct learners to begin **publishing**.
4. Remind learner to fix their mistakes as they **publish**. They can also add or change their ideas if they think they can make something sound better!
5. Walk around the room and complete **mini conferences**.
6. Help learners to correct their mistakes.
7. Instruct learners who finish early to add more to their writing, or to do silent reading from the DBE Workbook or a book from the reading corner.
8. As you walk around, **encourage writers**.

Turn and Talk:

1. When there are 2-3 minutes left, instruct learners to put their pencils away.
2. Instruct learners to **turn and talk** and read their list and short paragraphs to a partner.

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

Things I am determined to do:

1. I am determined to read better.
2. I am determined to learn to sew.
3. I am determined to pass grade 3.

I am determined to pass grade 3 because I want to go to grade 4 and learn lots of new things. I will work hard at school and listen to my teacher.



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

WEEK 6: FRIDAY: DAILY ACTIVITIES (15 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	Determination wins the race,	Hold your arms up in victory
	But if I’m last there’s no disgrace!	shake your hands to indicate ‘no’
	‘Cause if I’m last then I can say,	Hold your hand to your mouth
	‘At least I’ve tried my best today!’	Jump up into the air
THEME VOCABULARY	ignore, complain, fix, energy,	
QUESTION OF THE DAY		
Question	What do you do when something goes wrong?	
Graph	3 COLUMN GRAPH	
Options	ignore / complain / fix	
Follow-up questions		
Question	How many learners ignore when something goes wrong?	
Answer	___ learners ignore when something goes wrong.	
Question	How many learners complain when something goes wrong.	
Answer	___ learners complain when something goes wrong.	
Question	How many learners fix something when it goes wrong.	
Answer	___ learners fix something when it goes wrong.	
Question	What do most learners do when something goes wrong?	
Answer	Most learners ___	
Question	What do fewest learners do when something goes wrong?	
Answer	Fewest learners ___	
Question	What do you do when something goes wrong?	
Answer	I ignore when something goes wrong.	
Answer	I complain when something goes wrong.	
Answer	I fix something when it goes wrong.	

READING	Practise reading the sight words for the week.

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

SOUND	/-tch/									
ACTIVITY	WORD FIND Write the following table on the chalkboard: <table><tr><td>-tch</td><td>a</td><td>c</td></tr><tr><td>p</td><td>m</td><td>e</td></tr><tr><td>i</td><td>sk</td><td>w</td></tr></table> MODEL 1. Remind learners of the sound of the week: /-tch/ 2. Review all of the sounds and blends on the chalkboard. 3. Explain that learners will have three minutes to make as many words as they can using the sounds and blends above. 4. Show learners how to make a word using the target sound, like: /sk/ - /e/ - /tch/ 5. Remind learners they can make a word using any of the sounds – they do not need to use /-tch/. 6. Show learners how to make another word, like: /sk/ - /i/ - /p/. 7. Remind learners they can make words using the target sound, like sketch, or words without the target sound, like skip. LEARNERS DO 1. Tell learners to open their exercise books and write the heading: -tch- words. 2. Instruct learners to begin writing. 3. Give learners 3 minutes to find and build as many words as they can. 4. Allow learners to correct their own work. Show learners how to build these words (and others): patch, sketch, match, catch, witch, watch, skip, skew, map, cap, paw, skim, pew	-tch	a	c	p	m	e	i	sk	w
-tch	a	c								
p	m	e								
i	sk	w								

ALTERNATE PROGRAMME: PHONEMIC AWARENESS & PHONICS (5 minutes)

SOUND	
ACTIVITY	

WEEK 6: FRIDAY: LANGUAGE USE (30 minutes)

TOPIC	PRESENT AND FUTURE TENSE
EXPLANATION 1. Explain that today, we will learn about the simple present tense. 2. Remind learners that the present tense is what is happening now. 3. We will also learn about the simple future tense. 4. Remind learners that the future tense tells about something that will happen (but hasn't happened yet) 5. Remind learners that verbs change to tell us the tense. 6. Remind learners that a verb is an action word. 7. Explain that the paragraph we are writing this week has lots of sentences that must be in the present tense! I DO (Teacher models) 1. Explain that today, we will look at some verbs. We will think about how to use these verbs in the present tense and the future tense. 2. Ask learners: What are some action words (verbs) you can think of in English? 3. Make a list on the chalkboard with the verbs suggested by learners, like: • walk • watch • read • run • sit 4. Explain that each of these words is in the simple present tense. We can say: I walk, I watch, I read, I run, I sit. If we use the words in that way, it means we are doing those things right now. 5. Then, explain that we will change each of these words to the simple future tense.	

6. Explain that we add the word '**will**' before the verb to make it into the future tense.
7. **Model** changing the verbs for learners, like:
 - walk – will walk
 - watch – will watch
 - read – will read
 - run – will run
 - sit – will sit

WE DO (Teacher and learners do together):

1. Ask learners to list more verbs, like:
 - talk
 - look
 - jump
 - play
 - write
 - hug
 - see
 - speak
2. Go through each item on the list, and let learners try to change the word to the past tense. Help learners decide the right answers, like:
 - talk – will talk
 - look – will look
 - jump – will jump
 - play – will play
 - write – will write
 - speak – will speak

YOU DO (Learners do independently):

1. **Hand out learners books.**
2. Instruct learners to choose three verbs from the board.
3. Instruct learners to write a sentence with each of the verbs they have chosen. They must write their sentences in the present tense.
4. Then, explain that learners must write each of the sentences in the future tense.
5. Instruct learners who have extra time to write more sentences.

TURN AND TALK (Sharing):

1. When there are 5 minutes remaining, call learners back together.
2. Instruct learners to **turn and talk** and read their sentences to a partner.
3. Instruct learners to help their partner fix any mistakes with **present and future tense** as they read.

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

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

INDEPENDENT READING (WHOLE CLASS)

Learners use worksheet for independent reading.

WEEK 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 3 - TERM 1

WEEK
7

THEME:
ME AND MY SIBLINGS

"To have a loving relationship with a sister is to have a soulmate for life."
- Victoria Secunda

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: pictures of siblings, picture of twins, cardboard cut-out of hearts, baby doll, teddy-bear, picture of siblings fighting.
5. Do some research on the internet to prepare for the theme. For example: sibling relations and their impact on childhood development.
6. Make sure all learner exercise books and DBE Workbooks are marked, and neatly packed where they belong.
7. Make sure all your big books, graded readers and classroom library books are in good order.
8. Adjust your group guided reading groups if necessary.
9. Plan your informal and formal assessment activities for the week.

EXTENSION ACTIVITIES

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

Activity 1	DBE Workbook 1: Let's read, page 22
Activity 2	DBE Workbook 1: Let's write, page 23
Activity 3	DBE Workbook 1: Word work, page 23
Activity 4	What positive traits do your siblings have? What negative traits do your siblings have? Draw a picture and write about your siblings' traits!

TERM 1: WEEK 7		
OVERVIEW		
THEME	Me and my siblings	
THEME VOCABULARY	sibling, brother, sister, type, oldest, youngest, younger, older, middle, only, trouble, ruin, annoyed, furious	
SIGHT WORDS	house, goes, works, where, two	
PHONICS	/-er/ her, herd, fern, perch, verb, germ, term, herb	
WRITING FRAME	Topic: Make a list of things you like and dislike about your siblings	
	Tuesday	Thursday
	Things I like about my siblings: 1. I like... 2. I like... 3. I like...	Things I dislike about my siblings: 1. I dislike... 2. I dislike... 3. I dislike...

TERM 1: WEEK 7	
INTRODUCE THE THEME	
PICTURE	The picture of a family in the DBE Workbook 1, page 22
SHOW	1. Show the picture of the family to learners. Explain that for the next two weeks, learners will think about a special part of family: their siblings. 2. Explain that there are three siblings in this picture – one sister and two brothers.
SAY	1. Ask learners: Do you have siblings? Who are your siblings? 2. Listen to learner responses. This will help you understand what vocabulary words learners already might know! 3. Explain that learners will think about things they like to do with their siblings. They will also think about how their siblings sometimes cause trouble or anger them.
TEACH	Teach learners the sight words for the week. Explain that learners will see these words in their independent reading . Teach learners the sight words for the week: 1. Learners copy down the sight words into their books. 2. Learners practise reading the sight words at home.

WEEK 7: MONDAY: DAILY ACTIVITIES (10 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Action
	These are all my siblings Let’s meet all five!	Hold up your five fingers, count them
	I’ve got two brothers, They dance and they jive!	Wiggle your index and middle fingers
	This is my sister She helps and she plays.	Wiggle ring finger
	And this is the baby, He’s growing every day.	Wiggle your small pinkie finger
	And who is this one? He’s standing all alone!	Wiggle thumb
	Our silly brother Jack, Who’s always on the phone!	Make a phone with your thumb and small pinkie finger
THEME VOCABULARY	sibling, brother, sister, type (like a type of something)	
QUESTION OF THE DAY		
Question	Do you have siblings?	
Graph	2 COLUMN GRAPH	
Options	yes / no	
Follow up questions		
Question	How many learners have siblings?	
Answer	___ learners have siblings.	
Question	How many learners do not have siblings?	
Answer	___ learners do not have siblings.	
Question	Do more learners have siblings or not have siblings?	
Answer	More learners ___.	
Question	Do fewer learners have siblings or not have siblings?	
Answer	Fewer learners ___.	

Question	Do you have siblings?
Answer	Yes, I have siblings.
Answer	No, I do not have siblings.
Question	Which type of siblings do you have?
Answer	I have brothers.
Answer	I have sisters.
Answer	I have brothers and sisters.
Answer	I do not have siblings.
READING	Practise reading the sight words for the week.

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

SOUND	/er/								
FLASHCARDS	her, herd, fern, perch, verb, germ, term, herb								
ACTIVITY	INTRODUCE THE SOUND AND WORDS 1. Say the sound and hold up the flashcard /er/ for learners to see. 2. Say the sound and instruct learners to repeat the sound. Do this three times. 3. Explain that when we see the letters e and r together in a word, we must not say the sounds separately. We must say one sound: /er/ 4. Show each flashcard and help learners break the word up into individual sounds: /h/ – /er/ /h/ – /er/ - /d/ /f/ – /er/ - /n/ /p/ - /er/ - /ch/ /v/ - /er/ - /b/ /g/ - /er/ - /m/ - /g/ makes a /j/ sound /t/ - /er/ - /m/ /h/ - /er/ - /b/ 5. Ask learners to repeat each word after you. 6. Stick up the flashcards on the Phonics Display Board. 7. Call on a different learner to read each of the phonic words: <table border="1"> <tbody> <tr> <td>her</td><td>Verb</td></tr> <tr> <td>herd</td><td>germ</td></tr> <tr> <td>fern</td><td>term</td></tr> <tr> <td>perch</td><td>herb</td></tr> </tbody> </table>	her	Verb	herd	germ	fern	term	perch	herb
her	Verb								
herd	germ								
fern	term								
perch	herb								

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

WEEK 7: MONDAY: GROUP GUIDED & INDEPENDENT READING (15 minutes)	
GROUP GUIDED READING (SMALL GROUP)	
GROUP	GROUP 1
TEXT	Use your tracker. Choose a text that is appropriate for the learners in the group.
SIGHT WORDS	Review any sight words that appear in the chosen text.
INDEPENDENT READING (WHOLE CLASS)	
Learners use worksheet for independent reading.	

WEEK 7: TUESDAY: SHARED READING (15 minutes)

TITLE	<u>Bear gets a haircut</u>
ACTIVITY	PRE-READ
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: Bear gets a haircut
2. Read the title of the story.
3. Ask learners: What do you think will happen in this story?
4. Display the Big Book for learners to see. Make sure all learners can see the **pictures** in the book.
5. Show learners the first picture.
6. Ask learners: What do you think is happening here?
7. Discuss the picture with learners.
8. Ask learners: What do you think might happen next?
9. Go through each picture in the book and ask learners these questions.
10. When you get to the **last** picture, ask learners: How do you think this story will end?
11. Thank learners for their predictions.
12. Read through the story once.

WEEK 7: TUESDAY: WRITING (30 minutes)

TOPIC	Make a list of things you like and dislike about your siblings
TASK	PLANNING & DRAFTING
WRITING FRAME	Things I like about my siblings: 1. I like... 2. I like... 3. I like...

Modelling:

1. Explain to learners that this week, learners will write a list with headings. A **heading** tells us what the list will be about.
2. Explain that today, we will make a list about some things we like about our siblings.
3. Read the writing frame to learners.
4. Use **modelling** to show learners that you **think before you write**.
5. Tell learners some ideas you have for filling in the writing frame, like: I love talking to my sister when I am sad. My brother is funny.
6. Explain that today we will make a **list**. This means we will choose three things that we like and write each of them next to a number.
7. Explain which words you will write. **Draw a line for each word.**
8. Use **modelling** to complete the first sentence: **1. I like** talking to my sister.
9. Use **modelling** to complete the second sentence: **2. I like** how funny my brother is.
10. Use **modelling** to complete the third sentence: **3. I like** playing with my baby sister.
11. **Say words slowly like a tortoise and write the sounds you know.**
12. **Use resources**, like sight words.
13. **Erase your example from the board. Explain this was just an example, but learners must write their own ideas.**

Oral Instructions:

1. Ask learners: What are some things you like about your siblings?
2. Explain that learners can think of any **three** things they like about or like to do with their siblings.
3. Explain that learners must think of their own ideas – they must **not** copy your ideas!
4. Instruct learners to **think before they write**.
5. Call on 6-7 learners to tell you one thing that they will write on their list. They must say: **I like...**
6. Explain that learners will now use the writing frame to make their lists.

Writing:

1. **Hand out learner books.**
2. As learners are writing, walk around the room and complete **mini conferences**.
3. Ask learners to **read their writing**.
4. Help learners complete the writing frame.

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

Turn and Talk:

1. When there are 2-3 minutes left, instruct learners to put their pencils away.
2. Instruct learners to turn and talk and read their list and short paragraphs to a partner.

Things I like about my siblings:
1. I like when they play with me.
2. I like when they help me with home work.
3. I like when they buy me sweet.

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

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

INDEPENDENT READING (WHOLE CLASS)

Learners use worksheet for independent reading.

WEEK 7: WEDNESDAY: DAILY ACTIVITIES (10 minutes)

GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Action
	These are all my siblings Let's meet all five!	Hold up your five fingers, count them
	I've got two brothers, They dance and they jive!	Wiggle your index and middle fingers
	This is my sister She helps and she plays.	Wiggle ring finger
	And this is the baby, He's growing every day.	Wiggle your small pinkie finger
	And who is this one? He's standing all alone!	Wiggle thumb
	Our silly brother Jack, Who's always on the phone!	Make a phone with your thumb and small pinkie finger
THEME VOCABULARY	older / oldest, younger / youngest, middle, only (child)	
QUESTION OF THE DAY		
Question	Which type of sibling are you?	
Graph	4 COLUMN GRAPH	
Options	oldest / youngest / middle / only child	
Follow up questions		
Question	How many learners are the oldest sibling?	
Answer	__ learners are the oldest sibling.	
Question	How many learners are the youngest sibling?	
Answer	__ learners are the youngest sibling.	
Question	How many learners are the middle sibling?	
Answer	__ learners are the middle sibling.	
Question	How many learners are the only child?	
Answer	__ learners are the only child.	

Question	Are most learners the oldest sibling, youngest sibling, middle sibling or the only child?
Answer	Most learners are ____.
Question	Are fewest learners the oldest sibling, youngest sibling, middle sibling or the only child?
Answer	Fewest learners are ____.
Question	Which type of sibling are you?
Answer	I am the oldest sibling.
Answer	I am the youngest sibling.
Answer	I am the middle sibling.
Answer	I am the only child.
READING	Practise reading the sight words for the week.

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

SOUND	/er/								
ACTIVITY	SEGMENTING AND BLENDING (I DO) 1. Say the word perch 2. Segment the word into the individual sounds: /p/ - /er/ - /ch/ 3. Say the beginning sound of the word: /p/ 4. Say the middle sound of the word: /er/ 5. Say the end sound of the word: /ch/ 6. Write the word on the board: perch 7. Model pointing and blending the sounds to make a word: /p/ - /er/ - /ch/ = perch 8. Remind learners that in English, when e and r are together in a word they must be read together as a long sound: /er/ 9. Repeat this with the word herd SEGMENTING AND BLENDING (WE DO) 1. Say the word term 2. Ask learners: What is the first sound in the word? /t/ 3. Ask learners: What is the middle sound in the word? /er/ 4. Ask learners: What is the last sound in the word? /m/ 5. Ask learners to segment the word into each individual sound: /t/ - /er/ - /m/ 6. Write the word: term 7. Instruct learners to blend the sounds in the word with you: /t/ - /er/ - /m/ = term 8. Repeat this with the word germ SEGMENTING AND BLENDING (YOU DO) 1. Instruct learners to take out their exercise books. 2. Instruct learners to write the heading: er 3. Instruct learners to write the numbers 1-8. 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>her</td><td>herd</td><td>fern</td><td>perch</td><td>verb</td><td>germ</td><td>term</td><td>herb</td></tr></table> 6. Uncover the Phonics Display Board. Instruct learners to check their words against the flashcard words on the Phonics Display Board. 7. Instruct learners to practise reading the phonic words for homework.	her	herd	fern	perch	verb	germ	term	herb
her	herd	fern	perch	verb	germ	term	herb		

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

WEEK 7: WEDNESDAY: GROUP GUIDED & INDEPENDENT READING (15 minutes)	
GROUP GUIDED READING (SMALL GROUP)	
GROUP	GROUP 3
TEXT	Use your tracker. Choose a text that is appropriate for the learners in the group.
SIGHT WORDS	Review any sight words that appear in the chosen text.
INDEPENDENT READING (WHOLE CLASS)	
Learners use worksheet for independent reading.	

WEEK 7: THURSDAY: SHARED READING (15 minutes)	
TITLE	<u>Bear gets a haircut</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	First Read
Marie's teddy was her most special possession. She had slept with her special teddy bear since she was a tiny baby. Every night, she cuddled with the soft teddy. When she felt sad, she cuddled with her soft teddy. When she was at home, Marie always had her teddy with her.	
Teddy was the one special toy Mom never made Marie share. But, Marie was such a generous big sister – she always let little Josh hold and play with teddy. One afternoon, while Marie and Josh were playing, Josh heard Marie talking to her teddy. 'You are getting so old,' she laughed. She hugged her teddy. 'But I love you anyway!'	I think Marie must be a really kind big sister. She shares her toys even when she doesn't have to!
The next day, while Marie was at school little Josh found some scissors in the kitchen. 'I have an idea!' Josh thought. Josh thought about Marie's old teddy. 'I can make Marie's special teddy as good as new!' he thought. Josh took the scissors and cut all the hair off the top of teddy's head. 'I bet Marie will be so surprised! She will think she got has a brand new bear!' thought Josh.	Why did Josh cut teddy's hair? I think Josh cut teddy's hair because he wants to do something nice for his sister. Maybe he also wants to make teddy new, because he heard Marie call her teddy 'old'.

Josh waited and waited for Marie to come home from school. He couldn't wait for her to see the surprise!	I wonder why Josh couldn't wait for Marie to get home? Oh! It must be because he thinks Marie will be so happy to see bear's haircut.
But when Marie got home and saw her teddy, she gasped. 'What happened to teddy?' she shouted at Josh. Josh held up the scissors, smiling. 'I trusted you! Why would you ruin my special teddy?' Marie cried. 'Sorry!' Josh shouted. 'I thought I was making your old teddy into a new one!' But Marie ran out of the room, crying. Josh sat all alone. 'I thought Marie would love teddy's new haircut!' Josh thought, confused.	I wonder why Josh was confused? Oh! It must be because Josh thought Marie would like bear's new haircut, but instead, Marie was furious!
Marie found her mother. She held her special teddy out for mom to see. 'Look at what Josh has done. He has ruined my special teddy forever! I don't even want this ugly teddy now!' she cried. She threw the bear on the floor.	
Later mom called Marie. 'I am so sorry Josh gave teddy a haircut that he didn't need!' Mom said. 'But teddy isn't ruined,' Mom explained. Mom handed teddy back to Marie wearing a new, red hat. 'The hat covers teddy's bad haircut,' said mom, smiling. 'And, it looks very cool!' Josh came into the room, carrying a little blue jacket. 'I took this from my own teddy,' Josh said. 'I think your teddy needs it more than mine. He gave the blue jacket to mom, who put it onto teddy.' Marie still felt upset, but she took teddy back into her arms. 'Sorry I called you ugly! I love you no matter how you look,' she said. She gave teddy a big hug.	I wonder why Josh brought the blue jacket for teddy? Oh, maybe because he feels so bad that Marie didn't like teddy's haircut. He must want to make Marie feel better.

Follow up questions	Possible responses
What did Josh do to ruin Marie's teddy?	He cut teddy's hair / he gave teddy a haircut
How did mother try to fix Teddy?	• Mother put a red hat and blue jacket on Teddy. • Mother put clothing on Teddy to cover up the cuts.
Why question	Possible responses
Why did Josh give teddy a haircut?	• Because he heard Marie say that her teddy was old. • Because he wanted to make teddy look new. • Because he wanted to do something nice for his sister.

WEEK 2: THURSDAY: WRITING (30 minutes)

TOPIC	Make a list of things you like and dislike about your siblings
TASK	PLANNING & DRAFTING
WRITING FRAME	Things I dislike about my siblings: 1. I dislike... 2. I dislike ... 3. I dislike ...

Modelling:

1. Explain that this week in our Big Book, we will see that sometimes siblings do things that make us angry! Even though we love our siblings, sometimes they do things that we dislike!
2. Explain that today, we will make a list of some things we dislike about our siblings.
3. Read the new writing frame to learners.
4. Use **modelling** to show learners that you **think before you write**.
5. Tell learners some ideas you have to fill in the writing frame, like: It angers me when my sister takes my clothes. It also angers me when my brother eats all the cereal and doesn't leave any for me. Sometimes, my baby brother cries. That is annoying too.
6. Remind learners that today we will add to our **list**. We will add a new **heading**. Then we will write each of our ideas next to a number.
7. Explain which words you will write. **Draw a line for each word**.
8. Use **modelling** to complete the first sentence: **1. I dislike** when my sister takes my clothes.
9. Use **modelling** to complete the second sentence: **2. I dislike** when my brother eats everything.

10. Use **modelling** to complete the third sentence: **3. I dislike** my little brother's crying.
11. **Say words slowly like a tortoise and write the sounds you know.**
12. **Use resources**, like sight words.
13. **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 dislike about your siblings?
2. Explain that learners can think of any **three** things that bother or anger them about their siblings.
3. Explain that learners should come up with their own ideas – they should **not** copy your ideas!
4. Instruct learners to **think before they write.**
5. Call on 6-7 learners to tell you one thing they dislike about their siblings. They must say: **I dislike...**
6. Explain that learners will now use the writing frame to write their own ideas!

Writing:

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

Turn and Talk:

1. When there are 2-3 minutes left, instruct learners to put their pencils away.
2. Instruct learners to turn and talk and read their list and short paragraphs to a partner

Things I like about my siblings:

1. I like when they play with me.
2. I like when they help me with home work.
3. I like when they buy me sweet.

Things I dislike about my siblings:

1. I dislike when we fight.
2. I dislike when they tees me.
3. I dislike when they are to busy to play.

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

GROUP GUIDED READING (SMALL GROUP)

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

INDEPENDENT READING (WHOLE CLASS)

Learners use worksheet for independent reading.

WEEK 7: FRIDAY: DAILY ACTIVITIES (10 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Action
	These are all my siblings Let's meet all five!	<i>Hold up your five fingers, count them</i>
	I've got two brothers, They dance and they jive!	<i>Wiggle your index and middle fingers</i>
	This is my sister She helps and she plays.	<i>Wiggle ring finger</i>
	And this is the baby, He's growing every day.	<i>Wiggle your small pinkie finger</i>
	And who is this one? He's standing all alone!	<i>Wiggle thumb</i>
	Our silly brother Jack, Who's always on the phone!	<i>Make a phone with your thumb and small pinkie finger</i>
THEME VOCABULARY	trouble, ruin, annoyed, furious	
QUESTION OF THE DAY		
Question	Remind learners that in our story, Josh tries to do something nice for his sister. He gives teddy a haircut to make it look new but he ruins it. Teddy was Marie's special toy. Ask learners: How would you feel if your sibling ruined something special?	
Graph	3 COLUMN GRAPH	
Options	upset / furious / annoyed	
Follow up questions		
Question	How many learners would feel upset?	
Answer	___ learners would feel upset.	
Question	How many learners would feel furious?	
Answer	___ learners would feel furious.	
Question	How many learners would feel annoyed?	
Answer	___ learners would feel annoyed.	

Question	How would most learners feel?
Answer	Most learners would feel ____
Question	How would fewest learners feel?
Answer	Fewest learners would feel ____
Question	How would you feel if your sibling ruined something special?
Answer	I would feel upset if my sibling ruined something special.
Answer	I would feel furious if my sibling ruined something special.
Answer	I would feel annoyed if my sibling ruined something special.
READING	Practise reading the sight words for the week.

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

SOUND

/er/

ACTIVITY

WORD FIND

Write the following table on the chalkboard:

er	o	n
d	h	p
b	ch	a

MODEL

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

LEARNERS DO

1. Tell learners to open their exercise books and write the heading: **er words**.
2. Instruct learners to begin writing.
3. Give learners 3 minutes to find and build as many words as they can.
4. Allow learners to correct their own work. Show learners how to build these words (and others): **her, herb, herd, perch, pan, nap, chop, hop, had, chap**

ALTERNATE PROGRAMME: PHONEMIC AWARENESS & PHONICS (5 minutes)

SOUND	
ACTIVITY	

WEEK 7: FRIDAY: LANGUAGE USE (30 minutes)

TOPIC	THERE IS / THERE ARE
EXPLANATION 1. Remind learners that we have learnt about plural words. A plural is when there is more than one of something. 2. Explain that today, we will think about when we use there is and there are. 3. Explain that we use there is if we are talking about one thing OR an uncountable noun, like water or sugar. If it is a singular noun, we must also add 'a', like: There is a book. 4. Explain that we use there are if there is more than one of something. I DO (Teacher models) 1. Ask learners: What are some nouns (people, places or things) you can think of in English? 2. Ask learners for some singular nouns and some plurals. 3. Make a list on the chalkboard with the nouns suggested by learners, like: a. books b. sugar c. dog d. children e. chair f. food g. pencils 4. Explain that we will put 'there is' or 'there are' in front of each of these nouns. 5. Model changing the first two on the list for learners, like: a. There are books (We use 'there are' because 'books' is plural) b. There is sugar (We use 'there is' because 'sugar' is uncountable) c. dog d. children e. chair f. food g. pencils	

WE DO (Teacher and learners do together):

1. Go through each of the remaining nouns on the list, and let learners try to add the correct term. Help learners decide the right answers, like:
 - a. There **is a** dog
 - b. There **are** children
 - c. There **is a** chair
 - d. There **is** food
 - e. There **are** pencils

YOU DO (Learners do independently):

1. Write the following sentence frame on the board:
There is / there are ____ in our classroom.
2. Instruct learners to look around the classroom. They must choose five things that they see. They must write five sentences using the sentence frame.
3. **Hand out learners books.**
4. Instruct learners who have extra time to write more sentences.
5. As learners write, walk around the room and complete **mini conferences**.
6. Ask learners to **read their writing** to you.
7. Help struggling learners.

TURN AND TALK (Sharing):

1. When there are 5 minutes remaining, call learners back together.
2. Instruct learners to **turn and talk** and read their sentences to a partner.
3. Instruct learners to help their partner fix any mistakes with as they read.

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

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

INDEPENDENT READING (WHOLE CLASS)

Learners use worksheet for independent reading.

WEEK 7: FRIDAY: END OF WEEK LEARNING REVIEW

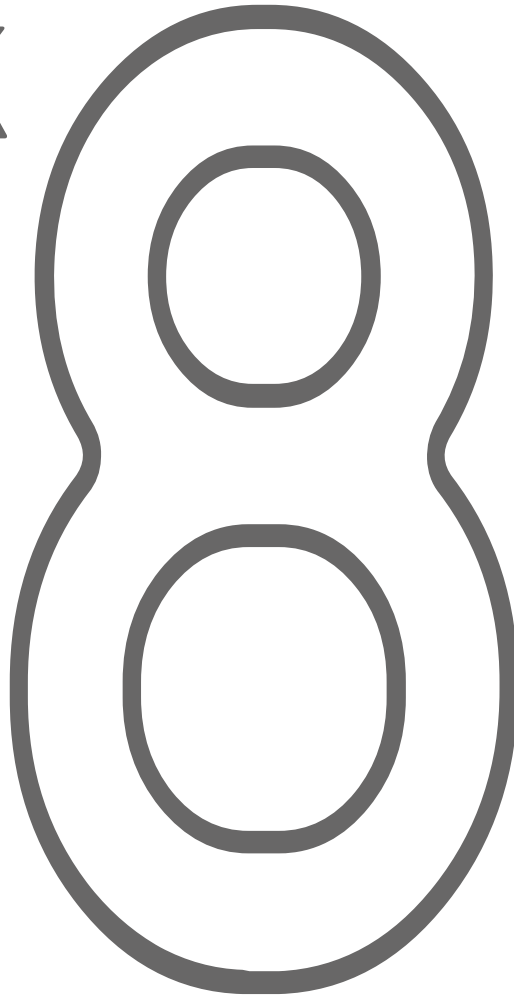
Note: There is no formal time allocated for this activity. Please try to fit it in to your classroom routine at the end of each week.

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 3 - TERM 1

WEEK



THEME:
ME AND MY SIBLINGS

"They love each other. They're brother and sister. It's one for all and all for one."
- Joe Ziemba

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: pictures of siblings, picture of twins, cardboard cut-out of hearts, baby doll, teddy-bear, picture of siblings fighting.
5. Do some research on the internet to prepare for the theme. For example: the importance of sibling relationships.
6. Make sure all learner exercise books and DBE Workbooks are marked, and neatly packed where they belong.
7. Make sure all your big books, graded readers and classroom library books are in good order.
8. Adjust your group guided reading groups if necessary.
9. Plan your informal and formal assessment activities for the week.

EXTENSION ACTIVITIES

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

ACTIVITY 1	DBE Workbook 1: Let's read, - page 26 - page 28
ACTIVITY 2	DBE Workbook 1: Let's write - page 24 - page 25
ACTIVITY 3	DBE Workbook 1: Fun, page 31
ACTIVITY 4	DBE Workbook 1: Word work, - page 27 - page 29

TERM 1: WEEK 8		
OVERVIEW		
THEME	Me and my siblings	
THEME VOCABULARY	anger, argue, argument, shout, often, jealous, attention, confused, relationship, alike, different, similar, behave	
SIGHT WORDS	each, week, nice, sister, home	
PHONICS	/-ay/ stay, pray, play, tray, day, playing, staying, crayon	
WRITING FRAME	Topic: Make a list of things you like and dislike about your siblings.	
	Tuesday	Thursday
	Editing	Publishing & Presenting

TERM 1: WEEK 8		
INTRODUCE THE THEME		
PICTURE	Family in the DBE Workbook 1, page 22	
SHOW	Show the picture of the family to learners.	
SAY	• Ask learners: What did you do with your siblings over the weekend? • Listen to learner responses. Help learners use theme vocabulary from WEEK 7. • Explain that we will continue to think about siblings. We will continue to think about our complicated relationships with our siblings – we love our siblings, but sometimes they do things that make us feel angry and annoyed.	
TEACH	Teach learners the sight words for the week. Explain that learners will see these words in their independent reading. Teach learners the sight words for the week: 1. Learners copy down the sight words into their books. 2. Learners practise reading the sight words at home.	

WEEK 8: MONDAY: DAILY ACTIVITIES (10 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	Two little brothers,	Hold up both of your pointer fingers
	Sitting on a wall.	
	One named Peter,	Hold your left pointer finger out in front of you
	One named Paul.	Hold your right pointer finger out in front of you
	Run away, Peter!	Put your left pointer finger behind your back
	Run away, Paul!	Put your right pointer finger behind your back
	Come back, Peter!	Bring your left pointer finger back in front of you
	Come back, Paul!	Bring your right pointer finger back in front of you
THEME VOCABULARY	argue, argument, shout, often	
QUESTION OF THE DAY		
Question	How often do you argue with your siblings?	
Graph	3 COLUMN GRAPH	
Options	often / sometimes / never	
Follow-up questions		
Question	How many learners often argue with their siblings?	
Answer	___ learners often argue with their siblings.	
Question	How many learners sometimes argue with their siblings?	
Answer	___ learners sometimes argue with their siblings.	
Question	How many learners never argue with their siblings?	
Answer	___ learners never with their siblings.	

Question	How often do you argue with your siblings?
Answer	I often argue with my siblings.
Answer	I sometimes argue with my siblings.
Answer	I never argue with my siblings.
Question	What do you argue with your siblings about?
Answer	Listen to individual learner responses.
READING	Practise reading the sight words for the week.

WEEK 8: MONDAY - PHONEMIC AWARENESS & PHONICS (5 minutes)	
SOUND	/ay/ (long a)
FLASHCARDS	stay, pray, play, tray, day playing, staying, crayon
ACTIVITY	INTRODUCE THE SOUND AND WORDS 1. Say the sound and hold up the flashcard /ay/ for learners to see. 2. Say the sound and instruct learners to repeat the sound. Do this three times. 3. Explain that when we see the letters a and y together in a word, we must not say the sounds separately. We must say one sound: /ay/ (long a) 4. Show each flashcard and help learners break the word up into individual sounds: /st/ – /ay/ /pr/ – /ay/ /pl/ – /ay/ /tr/ – /ay/ /d/ – /ay/ /pl/ - /ay/ - /ing/ /st/ – /ay/ - /ing/ /cr/ – /ay/ - /o/ - /n/ 5. Ask learners to repeat each word after you. 6. Stick up the flashcards on the Phonics Display Board.

	7. Call on a different learner to read each of the phonic words: <table> <tr> <td>stay</td><td>playing</td></tr> <tr> <td>pray</td><td>staying</td></tr> <tr> <td>play</td><td>crayon</td></tr> <tr> <td>tray</td><td></td></tr> <tr> <td>day</td><td></td></tr> </table>	stay	playing	pray	staying	play	crayon	tray		day	
stay	playing										
pray	staying										
play	crayon										
tray											
day											

ALTERNATE PROGRAMME: PHONEMIC AWARENESS & PHONICS (5 minutes)

SOUND	
FLASHCARDS	
ACTIVITY	

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

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

INDEPENDENT READING (WHOLE CLASS)

Learners use worksheet for independent reading.

WEEK 8: TUESDAY: SHARED READING (15 minutes)	
TITLE	<u>Bear gets a haircut</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	Second Read
Marie's teddy was her most special possession. She had slept with her special teddy bear since she was a tiny baby. Every night, she cuddled with the soft teddy. When she felt sad, she cuddled with her soft teddy. When she was at home, Marie always had her teddy with her.	I can infer that Marie must really love her teddy if she carries it around everywhere!
Teddy was the one special toy Mom never made Marie share. But, Marie was such a generous big sister – she always let little Josh hold and play with teddy. One afternoon, while Marie and Josh were playing, Josh heard Marie talking to her teddy. 'You are getting so old,' she laughed. She hugged her teddy. 'But I love you anyway!'	
The next day, while Marie was at school little Josh found some scissors in the kitchen. 'I have an idea!' Josh thought. Josh thought about Marie's old teddy. 'I can make Marie's special teddy as good as new!' he thought. Josh took the scissors and cut all the hair off the top of teddy's head. 'I bet Marie will be so surprised! She will think she got has a brand new bear!' thought Josh.	Josh must have been feeling so helpful and kind while he was cutting teddy's hair. I can infer that Josh must have been thinking he was doing something so nice for his sister by making her bear new!

Josh waited and waited for Marie to come home from school. He couldn't wait for her to see the surprise!	Josh couldn't wait for his sister to get home. I can infer that he was excited to see what Marie would say!
But when Marie got home and saw her teddy, she gasped. 'What happened to teddy?' she shouted at Josh. Josh held up the scissors, smiling. 'I trusted you! Why would you ruin my special teddy?' Marie cried. 'Sorry!' Josh shouted. 'I thought I was making your old teddy into a new one!' But Marie ran out of the room, crying. Josh sat all alone. 'I thought Marie would love teddy's new haircut!' Josh thought, confused.	Marie felt so furious when she saw teddy. That must not be what Josh expected! He I can infer that Josh felt so confused because Marie didn't love teddy's new haircut like he thought she would!
Marie found her mother. She held her special teddy out for mom to see. 'Look at what Josh has done. He has ruined my special teddy forever! I don't even want this ugly teddy now!' she cried. She threw the bear on the floor.	Marie must have felt so upset she didn't even want to look at teddy!
Later mom called Marie. 'I am so sorry Josh gave teddy a haircut that he didn't need!' Mom said. 'But teddy isn't ruined,' Mom explained. Mom handed teddy back to Marie wearing a new, red hat. 'The hat covers teddy's bad haircut,' said mom, smiling. 'And, it looks very cool!' Josh came into the room, carrying a little blue jacket. 'I took this from my own teddy,' Josh said. 'I think your teddy needs it more than mine. He gave the blue jacket to mom, who put it onto teddy.'	At the end, Marie takes teddy and hugs him. She must have felt a little bit better when she saw teddy in the hat. Maybe after some time, she was also feeling calmer and less furious.

Marie still felt upset, but she took teddy back into her arms. 'Sorry I called you ugly! I love you no matter how you look,' she said. She gave teddy a big hug.	
Follow up questions	Possible responses
What did Josh do after he gave teddy a haircut?	• He waited and waited for Marie to come home.
How did Marie feel when she saw teddy's haircut?	• She felt furious!
Why question	Possible responses
Why did Josh feel confused?	• Because he thought he was doing something nice for his sister • Because he thought his sister wanted her bear to look new. • Because he thought she would be excited. • His sister wasn't excited like he expected – instead she was furious!
Formulating questions	
• Teach the learners some simple question words, together with their meanings. For example: what, who, when, where, how. • Next ask learners to think about the story, and to try and formulate their own question. • Tell learners to 'turn and talk' and ask each other their questions. • Ask a few learners to share their questions with the whole class. • Correct any errors with the form or content of the questions. • Praise learners for their efforts and remind them that we must always ask questions about everything that we read or hear.	

WEEK 8: TUESDAY: WRITING (30 minutes)

TOPIC	Make a list of things you like and dislike about your siblings
TASK	EDITING

Write the following **checklist** on the chalkboard OR photocopy for learners.

I used capital letters.	
I used punctuation (.!?)	
I read my sentences out loud.	
I checked my pronouns.	
I checked my verb endings.	

Getting Ready:

- Write your list from TUESDAY on the chalkboard. Make 3-4 mistakes in your sentences, like:
 - I dislike when **me** sister takes my clothes.
 - I dislike when my brother **eat** everything.
 - I dislike my little **brothers** crying

Modelling:

- Explain that today, learners will **edit** their lists.
- Read the **checklist** out loud to learners.
- Use **modelling** to read each of your example sentences out loud to learners.
- After each sentence, instruct learners to look for the **mistake**.
- Fix each mistake on the chalkboard with learners. Explain each mistake, like:
 - I dislike when **me-my** sister takes my clothes. (*The wrong pronoun is used here! We need to use the possessive pronoun my. We can find mistakes like this more easily when we read our sentences out loud!*)
 - I dislike when my brother **eats** everything. (*The verb ending here is wrong. 'Brother' is like saying 'He' so eats must have an 's' at the end!*)
 - I dislike my little **brother's** crying. (*The brother is crying. It is his crying – it is like the crying **belongs** to him. We must make brother's into a **possessive noun** by adding an apostrophe.*)

Oral Instructions:

- Tell learners that they will:
 - Read their writing **out loud** to a partner.
 - Help their partner look for and fix mistakes.
 - Read the checklist and make sure all items have been completed.

Writing:

1. **Hand out learner books** with the completed lists from Tuesday and Thursday. Instruct learners to find their lists from Tuesday and Thursday.
2. Instruct learners to **turn and talk**.
3. Instruct learners to find and fix their mistakes with a partner.
4. As learners talk and fix mistakes, walk around the room and complete **mini conferences**.
5. Ask learners to **read their writing**.
6. Help learners who are struggling to find and fix their mistakes.
7. Instruct any learners who finish early to add more items to their lists.
8. Encourage learners.

Turn and Talk:

1. When there are 2-3 minutes left, instruct learners to put their pencils away.
2. Instruct learners to turn and talk and read their list and short paragraphs to a partner.

Things I like about my siblings:
 1. I like when they play with me.
 2. I like when they help me with home work.
 3. I like when they buy me sweet.

Things I dislike about my siblings:
 1. I dislike when we fight.
 2. I dislike when they tees me.
 3. I dislike when they are to lisy to play.

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

WEEK 8: WEDNESDAY: DAILY ACTIVITIES (10 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	Two little brothers,	Hold up both of your pointer fingers
	Sitting on a wall.	
	One named Peter,	Hold your left pointer finger out in front of you
	One named Paul.	Hold your right pointer finger out in front of you
	Run away, Peter!	Put your left pointer finger behind your back
	Run away, Paul!	Put your right pointer finger behind your back
	Come back, Peter!	Bring your left pointer finger back in front of you
	Come back, Paul!	Bring your right pointer finger back in front of you
THEME VOCABULARY	jealous, attention, confused, relationship	
QUESTION OF THE DAY		
Question	When do you feel jealous of your siblings?	
Graph	3 COLUMN GRAPH	
Options	when my siblings get attention / when my siblings get something new / never	
Follow-up questions		
Question	How many learners feel jealous when their siblings get attention?	
Answer	__ learners feel jealous when their siblings get attention.	
Question	How many learners feel jealous when their siblings get something new?	
Answer	__ learners feel jealous when their siblings get something new.	

Question	How many learners never feel jealous of their siblings?
Answer	___ learners never feel jealous of their siblings.
Question	When do most learners feel jealous of their siblings?
Answer	Most learners feel jealous when ___
Question	When do fewest learners feel jealous of their siblings?
Answer	Fewest learners feel jealous when ___
Question	When do you feel jealous of your siblings?
Answer	I feel jealous when my siblings get attention.
Answer	I feel jealous when my siblings get something new.
Answer	I never feel jealous of my siblings.
READING	Practise reading the sight words for the week.

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

SOUND	/ay/								
ACTIVITY	SEGMENTING AND BLENDING (I DO) 1. Say the word play 2. Segment the word into the individual sounds: /pl/ - /ay/ 3. Say the beginning sound of the word: /pl/ 4. Say the end sound of the word: /ay/ 5. Write the word on the board: play 6. Model pointing and blending the sounds to make a word: /pl/ - /ay/ = play 7. Remind learners that in English, when a and y are together in a word they must be read together as a long sound: /ay/ 8. Repeat this with the word pray SEGMENTING AND BLENDING (WE DO) 1. Say the word staying 2. Ask learners: What is the first sound in the word? /st/ 3. Ask learners: What is the middle sound in the word? /ay/ 4. Ask learners: What is the last sound in the word? /ing/ 5. Ask learners to segment the word into each individual sound: /st/ - /ay/ - /ing/ 6. Write the word: staying 7. Instruct learners to blend the sounds in the word with you: /st/ - /ay/ - /ing/ = staying 8. Remind learners that in English, when a and y are together in a word they must be read together as one sound: /ay/ 9. Repeat this with the word playing SEGMENTING AND BLENDING (YOU DO) 1. Instruct learners to take out their exercise books. 2. Instruct learners to write the heading: ay words. 3. Instruct learners to write the numbers 1-8. 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>stay</td><td>pray</td><td>play</td><td>tray</td><td>day</td><td>staying</td><td>crayon</td><td>playing</td></tr></table> 6. Uncover the Phonics Display Board. Instruct learners to check their words against the flashcard words on the Phonics Display Board. 7. Instruct learners to practise reading the phonic words for homework.	stay	pray	play	tray	day	staying	crayon	playing
stay	pray	play	tray	day	staying	crayon	playing		

ALTERNATE PROGRAMME: PHONEMIC AWARENESS & PHONICS (5 minutes)

SOUND	
ACTIVITY	

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

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

INDEPENDENT READING (WHOLE CLASS)

Learners use worksheet for independent reading.

WEEK 8: THURSDAY: SHARED READING (15 minutes)	
TITLE	<u>Bear gets a haircut</u>
ACTIVITY	RECOUNT THE STORY
COMPREHENSION STRATEGY	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.
POST-READING ACTIVITY	
1. Explain that learners will recount something that happened first and something that happened next in the story <u>Bear gets a haircut</u>. 2. Use modelling to show learners how to give a 2-3 sentence recount that summarises the main points of the story, like: Marie loves her bear. When she goes to school, her brother cuts the bears hair. Marie is very upset. 3. Instruct learners to think about the story. 4. Instruct learners to think about the main points of the story. They must say 2-3 sentences about the most important things that happen. 5. Give learners 1-2 minutes to think. 6. Ask 3-4 learners to share their recount with the class. 7. Help the learners with their recounts. 8. Explain and correct common problems to learners. 9. Instruct learners to turn and talk and share their recount with a partner.	

WEEK 8: THURSDAY: WRITING (30 minutes)

TOPIC	Make a list of things you like and dislike about your siblings
TASK	PUBLISHING & SHARING
WRITING FRAME	Things I like about my siblings: 1. I like... 2. I like... 3. I like... Things I dislike about my siblings: 1. I dislike... 2. I dislike... 3. I dislike...

Getting Ready:

1. Write one of your sentences on the board, with a corrected mistake, like:
 - a. I dislike when ~~me~~my sister takes my clothes.

Modelling:

1. Explain that today, we will **publish** our work so that people can read it.
2. Remind learners that when we **publish**, we rewrite our sentences without mistakes.
3. Explain that learners must look at the corrections they made with their partners yesterday.
4. Explain that learners can **illustrate** (add pictures) their work if they have time.
5. Use **modelling** to show learners how to publish. You must rewrite your sentence and fix your mistake, like:
 - a. I dislike when my sister takes my clothes.

Writing:

1. Hand out learner books. Instruct learners to find their **drafts** and **editing checklist**.
2. Instruct learners to begin **publishing**.
3. Remind learner to fix their mistakes as they **publish**.
4. Walk around the room and complete **mini conferences**.
5. Help learners to correct their mistakes.
6. Instruct learners who finish early to add more to their writing, or to do silent reading from the DBE Workbook or a book from the reading corner.
7. As you walk around, **encourage writers**.

Turn and Talk:

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

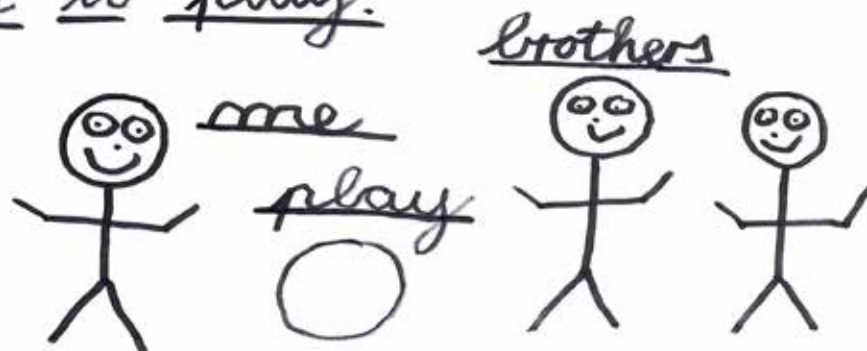
*Hang up learner drawings at **learner eye-level** around the room. This helps learners have conversations about the story.*

Things I like about my siblings:

1. I like when they play with me.
2. I like when they help me with homework.
3. I like when they buy me sweets.

Things I dislike about my siblings:

1. I dislike when we fight.
2. I dislike when they tease me
3. I dislike when they are too busy to play.



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

GROUP GUIDED READING (SMALL GROUP)

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

INDEPENDENT READING (WHOLE CLASS)

Learners use worksheet for independent reading.

WEEK 8: FRIDAY: DAILY ACTIVITIES (10 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	Two little brothers,	<i>Hold up both of your pointer fingers</i>
	Sitting on a wall.	
	One named Peter,	<i>Hold your left pointer finger out in front of you</i>
	One named Paul.	<i>Hold your right pointer finger out in front of you</i>
	Run away, Peter!	<i>Put your left pointer finger behind your back</i>
	Run away, Paul!	<i>Put your right pointer finger behind your back</i>
	Come back, Peter!	<i>Bring your left pointer finger back in front of you</i>
	Come back, Paul!	<i>Bring your right pointer finger back in front of you</i>
THEME VOCABULARY	alike, different, similar, behave	
QUESTION OF THE DAY		
Question	Are you similar to your siblings?	
Graph	3 COLUMN GRAPH	
Options	we look alike / we behave alike / we are different	
Follow-up questions		
Question	How many learners look like their siblings?	
Answer	__ learners look like their siblings.	
Question	How many learners behave like their siblings?	
Answer	__ learners behave like their siblings.	
Question	How many learners are different from their siblings?	
Answer	__ learners are different from their siblings.	

Question	Are you similar to your siblings?
Answer	Yes, we look alike.
Answer	Yes, we act similar.
Answer	No, we are different.
READING	Practise reading the sight words for the week.

WEEK 8: FRIDAY - PHONEMIC AWARENESS & PHONICS (5 minutes)

SOUND	/ay/									
ACTIVITY	WORD FIND Write the following table on the chalkboard: <table><tr><td>ay</td><td>d</td><td>st</td></tr><tr><td>pl</td><td>b</td><td>e</td></tr><tr><td>pr</td><td>ing</td><td>tr</td></tr></table> MODEL 1. Remind learners of the sounds of the week: /ay/ 2. Review all of the sounds and blends on the chalkboard. 3. Explain that learners will have three minutes to make as many words as they can using the sounds and blends above. 4. Show learners how to make a word using the target sounds, like: /pl/ - /ay/ 5. Remind learners they can make a word using any of the sounds – they do not need to use ay/ 6. Show learners how to make another word, like: /b/ - /e/ -/d/ 7. Remind learners they can make words using the target sounds, like play words without the target sound, like bed. LEARNERS DO 1. Tell learners to open their exercise books and write the heading: ay words. 2. Instruct learners to begin writing. 3. Give learners 3 minutes to find and build as many words as they can. 4. Allow learners to correct their own work. Show learners how to build these words (and others): play, day, stay, tray, pray, staying, playing, praying, best, bed	ay	d	st	pl	b	e	pr	ing	tr
ay	d	st								
pl	b	e								
pr	ing	tr								

ALTERNATE PROGRAMME: PHONEMIC AWARENESS & PHONICS (5 minutes)

SOUND	
ACTIVITY	

WEEK 8: FRIDAY: LANGUAGE USE (30 minutes)

TOPIC	PRESENT AND PAST TENSE
EXPLANATION 1. Explain that today, we will learn about the simple present tense. 2. Remind learners that the present tense is what is happening now. 3. We will also learn about the simple past tense. 4. Remind learners that the past tense tells about things that already happened. 5. Remind learners that verbs change to tell us the tense. 6. Remind learners that a verb is an action word. I DO (Teacher models) 1. Explain that today, we will look at some verbs. We will think about how to use these verbs in the present tense and the past tense. 2. Ask learners: What are some action words (verbs) you can think of in English? 3. Make a list on the chalkboard with the verbs suggested by learners, like: • walk • watch • read • run • sit 4. Explain that each of these words is in the simple present tense. We can say: I walk, I watch, I read, I run, I sit. If we use the words in that way, it means we are doing those things right now. 5. Then, explain that we will change each of these words to the simple past tense. 6. Explain that often, we add the ending –ed to the end of a word to show that it is in the past. However, there are lots of irregular verbs (verbs that don't follow that pattern.) 7. Model changing the verbs for learners, like: • walk - walked • watch – watched • read (spelling stays the same but it is pronounced as 'red'!) • run – ran • sit – sat	

WE DO (Teacher and learners do together):

1. Ask learners to list more verbs, like:
 - talk
 - look
 - jump
 - play
 - write
 - hug
 - see
 - speak
2. Go through each item on the list, and let learners try to change the word to the past tense. Help learners decide the right answers, like:
 - talk – talked
 - look – looked
 - jump – jumped
 - play – played
 - write – wrote
 - hug – hugged (must add an extra 'g')
 - see – saw
 - speak – spoke

YOU DO (Learners do independently):

1. **Hand out learners books.**
2. Instruct learners to choose three verbs from the board.
3. Instruct learners to write a sentence with each of the verbs they have chosen. They must
4. write their sentences in the present tense.
5. Then, explain that learners must write each of the sentences in the past tense.
6. Instruct learners who have extra time to write more sentences.

TURN AND TALK (Sharing):

1. When there are 5 minutes remaining, call learners back together.
2. Instruct learners to **turn and talk** and read their sentences to a partner.
3. Instruct learners to help their partner fix any mistakes with **present and past tense** as they read.

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

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

INDEPENDENT READING (WHOLE CLASS)

Learners use worksheet for independent reading.

WEEK 8: FRIDAY: END OF WEEK LEARNING REVIEW

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

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

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

GRADE 3 - TERM 1

WEEK
9

THEME:
IMAGINATION

"A good teacher can inspire hope, ignite the imagination, and instill a love of learning."
- Brad Henry

WEEK 9: CLASSROOM PREPARATION

1. At the start of each week, ensure that your classroom is neat and tidy.
2. Update your DISPLAY BOARDS, by removing items that are no longer relevant, and storing them carefully.
3. Then, prepare the flashcard words and theme word illustrations that you will need.
4. Find and prepare items for your theme wall and table that will be of interest to learners, for instance: cardboard cut-out of stars, a rocket, a cloud. Pictures of imaginary things like; a unicorn, an elf, a castle in the sky, a fairy, etc.
5. Do some research on the internet to prepare for the theme. For example: why imaginative play is important for a child's development.
6. Make sure all learner exercise books and DBE Workbooks are marked, and neatly packed where they belong.
7. Make sure all your big books, graded readers and classroom library books are in good order.
8. Adjust your group guided reading groups if necessary.
9. Plan your informal and formal assessment activities for the week.

EXTENSION ACTIVITIES

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

Activity 1	DBE Workbook 1: Let's read - page 32 - page 36
Activity 2	DBE Workbook 1: Let's write - page 33 - page 34 - page 35 - page 37
Activity 3	DBE Workbook 1: Word work, page 37
Activity 4	Use your imagination to create a magical creature

TERM 1: WEEK 9		
OVERVIEW		
THEME	Imagination	
THEME VOCABULARY	imagination, real, pretend, fairy tale, creature, giant, monster, magic, harp, hen, gold, bean	
SIGHT WORDS	walk, under, drink, food, their	
PHONICS	/ar/ star, start, sharp, shark, dark, card /en/ sharpen, darken	
WRITING FRAME	Topic: Write a list of things you want to find and don't want to find at the top of a magic beanstalk	
	Tuesday	Thursday
	Things I want to find at the top of a beanstalk: 1. I want to find... 2. I want to find... 3. I want to find...	Things I don't want to find the top of a beanstalk: 1. I don't want to find... 2. I don't want to find... 3. I don't want to find...

TERM 1: WEEK 9

INTRODUCE THE THEME

PICTURE	Picture of Jack and his mother looking at the beanstalk from the Big Book story: <u>Jack and the beanstalk</u>
SHOW	Show learners the picture of Jack and his mother looking at the beanstalk
SAY	1. Explain that this week, we will read the story: <u>Jack and the Beanstalk</u> 2. Ask learners: Have you ever read this story? Do you know what the story is about? 3. Listen to learner responses. This will help you understand what learners already know. 4. Explain that in the story, Jack climbs a magical beanstalk. We will find out what he sees at the top! 5. Explain that this story is fiction. It is also fantasy. It is about magical things that can't really happen (like a giant and magic beans!). We have to use our imaginations to think about what is happening in the story! 6. Explain that over the next two weeks, we will learn words to help us use our own imaginations.
TEACH	Teach learners the sight words for the week. Explain that learners will see these words in their independent reading. Teach learners the sight words for the week: 1. Learners copy down the sight words into their books. 2. Learners practise reading the sight words at home.

WEEK 9: MONDAY: DAILY ACTIVITIES (10 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	Jack’s mother gave a cow to Jack	<i>Pretend to give something</i>
	To sell and bring the money back.	<i>Pretend to hold money in your hand</i>
	When he came home with beans she frowned	<i>Frown</i>
	And threw the beans onto the ground.	<i>Pretend to throw the beans on the ground</i>
	A beanstalk grew to the sky	<i>Reach up to the ceiling with both arms</i>
	Jack climbed up so very high.	<i>Pretend to climb</i>
	Jack took back the magic hen and harp,	<i>Pretend to take the hen and harp and sneak away</i>
	And his mother chopped the beanstalk with a blade so sharp!	<i>Pretend to chop with an axe</i>
THEME VOCABULARY	imagination, real, pretend, fairy tale	
QUESTION OF THE DAY		
Question	Which kind of stories do you like to read?	
Graph	2 COLUMN GRAPH	
Options	stories about real people / stories about pretend people	
Follow-up questions		
Question	How many learners like to read stories about real people?	
Answer	__ learners like to read stories about real people.	
Question	How many learners like to read stories about pretend people?	
Answer	__ learners like to read stories about pretend people.	
Question	Which kind of stories do more learners like to read?	
Answer	More learners like to read stories about __	

Question	Which kind of stories do fewer learners like to read?
Answer	Fewer learners like to read stories about ____
Question	Which kind of stories do you like to read?
Answer	I like to read stories about real people.
Answer	I like to read stories about pretend people.
READING	Practise reading the sight words for the week.

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

SOUND	/ar/ /en/
FLASHCARDS	star, start, sharp, shark, dark, card sharpen, darken
	INTRODUCE THE SOUND AND WORDS 1. Say the sound and hold up the flashcard /ar/ for learners to see. 2. Say the sound and instruct learners to repeat the sound. Do this three times. 3. Explain that when we see the letters a and r together in a word, we must not say the sounds separately. We must say one sound: /ar/ 4. Say the sound and hold up the flashcard /en/ for learners to see. 5. Say the sound and instruct learners to repeat the sound. Do this three times. 6. Explain that when we see the letters e and n together in a word, we must not say the sounds separately. We must say one sound: /en/ 7. Show each flashcard and help learners break the word up into individual sounds: /st/ – /ar/ /st/ – /ar/ – /t/ /sh/ – /ar/ – /p/ /sh/ – /ar/ – /k/ /d/ – /ar/ – /k/ /c/ – /ar/ – /d/ /sh/ – /ar/ – /p/ – /en/ /d/ – /ar/ – /k/ – /en/

ACTIVITY	8. Ask learners to repeat each word after you. 9. Stick up the flashcards on the Phonics Display Board. 10. Call on a different learner to read each of the phonic words: <table border="1"> <tr> <td>star</td><td>dark</td></tr> <tr> <td>start</td><td>card</td></tr> <tr> <td>sharp</td><td>darken</td></tr> <tr> <td>shark</td><td>sharpen</td></tr> </table>	star	dark	start	card	sharp	darken	shark	sharpen
star	dark								
start	card								
sharp	darken								
shark	sharpen								

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

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

WEEK 9: TUESDAY: SHARED READING (15 minutes)

TITLE	<u>Jack and the Beanstalk</u>
ACTIVITY	PRE-READ
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: Jack and the beanstalk
2. Read the title of the story.
3. Ask learners: What do you think will happen in this story?
4. Display the Big Book for learners to see. Make sure all learners can see the **pictures** in the book.
5. Show learners the first picture.
6. Ask learners: What do you think is happening here?
7. Discuss the picture with learners.
8. Ask learners: What do you think might happen next?
9. Go through each picture in the book and ask learners these questions.
10. When you get to the **last** picture, ask learners: How do you think this story will end?
11. Thank learners for their predictions.
12. Read through the story once.

WEEK 9: TUESDAY: WRITING (30 minutes)

TOPIC	Write a list of things you want to find and don't want to find at the top of a magic beanstalk
TASK	PLANNING & DRAFTING
WRITING FRAME	Things I want to find at the top of a beanstalk: 1. I want to find... 2. I want to find... 3. I want to find...

Modelling:

1. Explain to learners that this week, learners will write a list with headings. A **heading** tells us what the list will be about.
2. Explain that today, we will make a list about some things we would want to find at the top of a magic beanstalk.
3. Read the writing frame to learners.
4. Use **modelling** to show learners that you **think before you write**.
5. Tell learners some ideas you have for filling in the writing frame, like: I would want to find a beautiful field with unicorns. I would want to find a giant tub of ice cream. I might want to find an amusement park with roller coasters.
6. Explain that today we will make a **list**. This means we will choose three things that we want to find and write each of them next to a number.
7. Explain which words you will write. **Draw a line for each word.**
8. Use **modelling** to complete the first sentence: **1. I want to find** ice cream.
9. Use **modelling** to complete the second sentence: **2. I want to find** unicorns in a field.
10. Use **modelling** to complete the third sentence: **3. I want to find** an amusement park.
11. **Say words slowly like a tortoise and write the sounds you know.**
12. **Use resources**, like sight words.
13. **Erase your example from the board. Explain this was just an example, but learners must write their own ideas.**

Oral Instructions:

1. Ask learners: What are some things you want to find at the top of a magic beanstalk?
2. Explain that learners can think of any **three** things – they should use their imaginations! They can think of anything, real or pretend!
3. Explain that learners must think of their own ideas – they must **not** copy your ideas!
4. Instruct learners to **think before they write**.
5. Call on 6-7 learners to tell you one thing that they will write on their list. They must say: **I want to find...**
6. Explain that learners will now use the writing frame to make their lists.

Writing:

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

Turn and Talk:

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

Things I want to find at the top of the
beanstalk:

1. I want to find lots of money.
2. I want to find a new car.
3. I want to find a geerie.

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

WEEK 9: WEDNESDAY: DAILY ACTIVITIES (10 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	Jack’s mother gave a cow to Jack	<i>Pretend to give something</i>
	To sell and bring the money back.	<i>Pretend to hold money in your hand</i>
	When he came home with beans she frowned	<i>Frown</i>
	And threw the beans onto the ground.	<i>Pretend to throw the beans on the ground</i>
	A beanstalk grew to the sky	<i>Reach up to the ceiling with both arms</i>
	Jack climbed up so very high.	<i>Pretend to climb</i>
	Jack took back the magic hen and harp,	<i>Pretend to take the hen and harp and sneak away</i>
	And his mother chopped the beanstalk with a blade so sharp!	<i>Pretend to chop with an axe</i>
THEME VOCABULARY	creature, giant, monster, magic	
QUESTION OF THE DAY		
Question	Which kind of creature would you like to read about?	
Graph	3 COLUMN GRAPH	
Options	a monster / a giant / a magic frog	
Follow-up questions		
Question	How many learners would like to read about a monster?	
Answer	___ learners would like to read about a monster.	
Question	How many learners would like to read about a giant?	
Answer	___ learners would like to read about a giant.	
Question	How many learners would like to read about a magic frog?	
Answer	___ learners would like to read about a magic frog.	

Question	Which kind of creature would most learners like to read about?
Answer	Most learners would like to read about a ____
Question	Which kind of creature would fewest learners like to read about?
Answer	Fewest learners would like to read about a ____
Question	Which kind of creature would you like to read about?
Answer	I would like to read about a monster.
Answer	I would like to read about a giant.
Answer	I would like to read about a magic frog.
READING	Practise reading the sight words for the week.

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

SOUND	/ar/ /en/								
ACTIVITY	SEGMENTING AND BLENDING (I DO) 1. Say the word shark 2. Segment the word into the individual sounds: /sh/ - /ar/ - /k/ 3. Say the beginning sound of the word: /sh/ 4. Ask learners: What is the middle sound in the word? /ar/ 5. Say the end sound of the word: /k/ 6. Write the word on the board: shark 7. Model pointing and blending the sounds to make a word: /sh/ - /ar/ - /k/ = shark 8. Remind learners that in English, when a and r are together in a word they must be read together as one sound: /ar/ 9. Repeat this with the word start SEGMENTING AND BLENDING (WE DO) 1. Say the word darken 2. Ask learners: What is the first sound in the word? /d/ 3. Ask learners: What are the middle sounds in the word? /ar/ and /k/ 4. Ask learners: What is the last sound in the word? /en/ 5. Ask learners to segment the word into each individual sound : /d/ - /ar/ - /k/ - /en/ 6. Write the word: darken 7. Instruct learners to blend the sounds in the word with you: /d/ - /ar/ - /k/ - /en/ = darken 8. Repeat this with the word sharpen SEGMENTING AND BLENDING (YOU DO) 1. Instruct learners to take out their exercise books. 2. Instruct learners to write the heading: ar and en words. 3. Instruct learners to write the numbers 1-8. 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>star</td><td>start</td><td>sharp</td><td>shark</td><td>dark</td><td>sharpen</td><td>darken</td><td>card</td></tr></table> 6. Uncover the Phonics Display Board. Instruct learners to check their words against the flashcard words on the Phonics Display Board. 7. Instruct learners to practise reading the phonic words for homework.	star	start	sharp	shark	dark	sharpen	darken	card
star	start	sharp	shark	dark	sharpen	darken	card		

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

WEEK 9: WEDNESDAY: GROUP GUIDED & INDEPENDENT READING (15 minutes)	
GROUP GUIDED READING (SMALL GROUP)	
GROUP	GROUP 3
TEXT	Use your tracker. Choose a text that is appropriate for the learners in the group.
SIGHT WORDS	Review any sight words that appear in the chosen text.
INDEPENDENT READING (WHOLE CLASS)	
Learners use worksheet for independent reading.	

WEEK 9: THURSDAY: SHARED READING (15 minutes)

TITLE	<u>Jack and the beanstalk</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		First Read
Once upon a time there was a boy named Jack. Jack lived alone with his mother. His father had died when Jack was just a baby. When his father was still alive, a mean giant stole his magical harp and his magical hen who laid golden eggs.		
Jack and his mother were very poor. They had no food to eat, and no money. Jack’s mother decided that they must sell their only cow.		
The next morning, Jack went off to the market to sell their cow.		
On the way, Jack met the butcher. ‘I will trade you that cow for these five amazing, magic beans,’ the butcher said. Jack wanted those magic beans! He gave the cow to the butcher and took the beans.		I can visualise Jack and the butcher trading items. Jack gives the cow to the butcher. The butcher puts the little beans into Jack’s hand.
When Jack got home, he was so excited to show his mother the magic beans. But, she was not impressed. ‘You were supposed to get money! And all you brought was some silly beans. You have been tricked!’ she said, furious. She threw the beans out of the window.		I can visualise Jack’s mother looking furious. I can visualise her thinking about the money Jack was supposed to bring!

That night, there was no money and no food for supper. Jack and his mother were forced to go to bed hungry. ‘If only I had sold the cow for money,’ he thought, feeling foolish.	
The next morning Jack looked out the window. There was a very tall beanstalk! Jack decided to climb up the giant beanstalk.	I can visualise Jack climbing higher and higher up into the sky.
When Jack got to the top, he saw a magical harp and a hen who laid golden eggs. ‘Those must be my father’s things!’ Jack thought excitedly. ‘This must be the giant who stole from my dad!’ Jack thought. He waited until the giant was sleeping. Then, he quietly took back his father’s things.	I can visualise Jack waiting and waiting for the giant to sleep so he can take back his father’s things.
But as Jack was sneaking back to the beanstalk, he accidentally hit one of the strings on the harp. It made a loud noise! Then, the hen began to cluck too.	I can visualise Jack holding the harp and the hen. He is trying to sneak as carefully as he can. He is tiptoeing so that he will not wake that mean giant up!
The giant woke up. ‘You little thief!’ the giant yelled. The mean giant chased Jack down the beanstalk. ‘Give back that magical harp and that magical hen!’ the giant shouted.	I can visualise the giant’s loud and scary voice. I can visualise Jack running away as fast as he can!
Jack raced down the beanstalk. When he finally saw his house, he called for his mother: ‘Come! quick, quick! I have our hen and our harp!’ His mother ran outside. She was so happy to see their precious things! ‘Now we can have golden eggs every day! We will have all the money we need!’ she said. ‘Yes, but the giant is coming to get us!’ Jack cried.	I can visualise Jack’s mother looking at the hen and the harp and feeling so happy that Jack took back their precious family objects!

His mother ran to get the axe. Then she chopped as fast as she could. Before the giant could catch Jack, the beanstalk fell down. The giant couldn't get them now!	I can visualise Jack's mother chopping as quickly as she can. I can visualise her looking at the giant and trying to chop faster than he could climb!
Jack and his mother lived happily ever after with their magical harp and magical hen.	I can visualise Jack and his mother collecting the golden eggs, and trading them for food!
Follow up questions	Possible responses
What was stolen from Jack's father?	A magic harp and a hen that lays golden eggs.
What did Jack find in the giant's house?	He found his father's harp and the hen that lays golden eggs.
Why question	Possible responses
Why did Jack take the harp and the hen that laid golden eggs?	• Because they belonged to his father. • Because Jack and his mother needed money. • Jack wanted to take back his father's belongings so he and his mother could buy food. • Jack wanted his mother to see that it wasn't a bad decision to trade their cow for the magic beans.

WEEK 9: THURSDAY: WRITING (30 minutes)

TOPIC	Write a list of things you want to find and don't want to find at the top of a magic beanstalk
TASK	PLANNING & DRAFTING
WRITING FRAME	Things I don't want to find the top of a beanstalk: 1. I don't want to find... 2. I don't want to find... 3. I don't want to find...

Modelling:

1. Explain that today, we will make a list of some things we would never want to see at the top of a magic beanstalk. We will use our imaginations to think of scary or frightening things.
2. Read the new writing frame to learners.
3. Use **modelling** to show learners that you **think before you write**.
1. Tell learners some ideas you have to fill in the writing frame, like: I would not want to find a giant like Jack! I don't want to find a monster. I don't want to find a ghost.
4. Remind learners that today we will add to our **list**. We will add a new **heading**. Then we will write each of our ideas next to a number.
5. Explain which words you will write. **Draw a line for each word**.
6. Use **modelling** to complete the first sentence: **1. I don't want to find a giant.**
7. Use **modelling** to complete the second sentence: **2. I don't want to find a scary monster.**
8. Use **modelling** to complete the third sentence: **3. I don't want to find a big ghost.**
9. **Say words slowly like a tortoise and write the sounds you know.**
10. **Use resources**, like sight 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 don't you want to find at the top of a magic beanstalk?
2. Explain that learners can think of any **three** things that might scare or frighten them.
3. Instruct learners to **think before they write**.
4. Explain that learners should come up with their own ideas – they should **not** copy your ideas!
5. Call on 6-7 learners to tell you one thing they will write on their list. They must say: **I don't want to find...**
6. Explain that learners will now use the writing frame to write their own ideas!

Writing:

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

Turn and Talk:

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

Things I want to find at the top of the
beanstalk:

1. I want to find lots of money.
2. I want to find a new car.
3. I want to find a geerie.

Things I don't want to find at the
top of the beanstalk:

1. I don't want to find a big spider.
2. I don't want to find a snake.
3. I don't want to find a witch.

WEEK 9: THURSDAY: GROUP GUIDED & INDEPENDENT READING (15 minutes)	
GROUP GUIDED READING (SMALL GROUP)	
GROUP	GROUP 4
TEXT	Use your tracker. Choose a text that is appropriate for the learners in the group.
SIGHT WORDS	Review any sight words that appear in the chosen text.
INDEPENDENT READING (WHOLE CLASS)	
Learners use worksheet for independent reading.	

WEEK 9: FRIDAY: DAILY ACTIVITIES (10 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	Jack’s mother gave a cow to Jack	<i>Pretend to give something</i>
	To sell and bring the money back.	<i>Pretend to hold money in your hand</i>
	When he came home with beans she frowned	<i>Frown</i>
	And threw the beans onto the ground.	<i>Pretend to throw the beans on the ground</i>
	A beanstalk grew to the sky	<i>Reach up to the ceiling with both arms</i>
	Jack climbed up so very high.	<i>Pretend to climb</i>
	Jack took back the magic hen and harp,	<i>Pretend to take the hen and harp and sneak away</i>
	And his mother chopped the beanstalk with a blade so sharp!	<i>Pretend to chop with an axe</i>
THEME VOCABULARY	harp, hen, gold, bean	
QUESTION OF THE DAY		
Question	Explain that in the story we read this week, there are two magical objects: a magical harp, which plays music all on its own, and a magical hen who lays eggs of gold! Ask learners: Which would you prefer to have?	
Graph	3 COLUMN GRAPH	
Options	a magic harp / a magic hen / magic beans	
Follow-up questions		
Question	How many learners would prefer to have a magic harp?	
Answer	___ learners would prefer to have a magic harp.	
Question	How many learners would prefer to have a magic hen?	
Answer	___ learners would prefer to have a magic hen.	
Question	How many learners would prefer to have magic beans?	
Answer	___ learners would prefer to have magic beans.	

Question	Which would most learners prefer to have?
Answer	Most learners would prefer to have a ____
Question	Which would fewest learners prefer to have?
Answer	Fewest learners would prefer to have a ____
Question	Which would you prefer to have?
Answer	I would prefer to have a magic harp.
Answer	I would prefer to have a magic hen.
Answer	I would prefer to have magic beans.
READING	Practise reading the sight words for the week.

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

SOUND	/ar/ /en/									
ACTIVITY	WORD FIND Write the following table on the chalkboard: <table><tr><td>ar</td><td>i</td><td>sh</td></tr><tr><td>en</td><td>k</td><td>e</td></tr><tr><td>st</td><td>t</td><td>p</td></tr></table> MODEL 1. Remind learners of the sounds of the week: /ar/ and /er/ 2. Review all of the sounds and blends on the chalkboard. 3. Explain that learners will have three minutes to make as many words as they can using the sounds and blends above. 4. Show learners how to make a word using the target sound, like: /st/ - /ar/ 5. Remind learners they can make a word using any of the sounds – they do not need to use /ar/ or /en/. 6. Show learners how to make another word, like: /st/ - /ay/ 7. Remind learners they can make words using the target sound, like star, or words without the target sound, like stay. LEARNERS DO 1. Tell learners to open their exercise books and write the heading: ar and en words. 2. Instruct learners to begin writing. 3. Give learners 3 minutes to find and build as many words as they can. 4. Allow learners to correct their own work. Show learners how to build these words (and others): star, start, part, shark, sharp, sharpen, tart, ship, tip, pet, pest, pit	ar	i	sh	en	k	e	st	t	p
ar	i	sh								
en	k	e								
st	t	p								

ALTERNATE PROGRAMME: PHONEMIC AWARENESS & PHONICS (5 minutes)

SOUND	
ACTIVITY	

WEEK 9: FRIDAY: LANGUAGE USE (30 minutes)

TOPIC	POSSESSIVE PRONOUNS: my, your, his, her, their, our
EXPLANATION 1. Explain that today, we will learn about possessive pronouns. 2. Explain that a possessive pronoun shows that something belongs to someone. 3. Ask learners: Can you think of any possessive pronouns? 4. Explain that the possessive pronouns are: my, your, his, her, their, our 5. Explain that we use these in speech and writing all the time. We must try to use the correct ones when we talk and write. I DO (Teacher models) 1. Write: my, your, his, her, their, our 2. Write the following list of words on the chalkboard: a. Classroom b. Desk c. Pencil d. The grade 2 classroom 3. Go through each of the words on this list, explain what possessive pronoun to use, like: a. This is OUR classroom. It belongs to OUR class. b. Point to the teacher's desk. Say: This is MY desk. Point to a GIRL sitting at a desk. Point to her desk and say: this is HER desk. Point to a BOY sitting at a desk. Point to his desk and say: this is HIS desk. c. Ask one learner to come up to the front of the classroom with a pencil. Drop the pencil on the floor. Ask the learner: Is this your pencil or my pencil? d. The grade 2 classroom is not OUR classroom. The grade 2 classroom belongs to the grade 2 learners. It is THEIR classroom.	

WE DO (Teacher and learners do together):

1. Write the following on the chalkboard:

her	hair	likes learning English
his	brother	is nice
my	class	is brown
our	mother	works hard
their	teacher	wears glasses
your	house	likes chocolate
	school	is big
	bag	is beautiful

2. Explain that learners must mix up the words to make sentences. They can make as many sentences as they can in the time given (10 minutes).
3. Learners must draw a picture to illustrate each sentence they write.
4. Use **modelling** to show learners how to make one sentence, like:
Our school is big.
5. Draw a quick picture to illustrate the sentence.

YOU DO (Learners do independently):

1. **Hand out learners books.**
2. Instruct each learner to begin writing their sentences.
3. As learners write, walk around the classroom and complete **mini conferences**.
4. Ask learners to read a sentence to you. Help learner use the pronouns correctly
5. Ask learners to tell you about their picture. Make sure they understand the meaning of the pronouns.
6. Remind learners to write as many sentences as they can in the given time.

TURN AND TALK

1. When 5 minutes remain, instruct learner to stop writing.
2. Instruct learners to **turn and talk** and read their sentences to a partner.

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

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

INDEPENDENT READING (WHOLE CLASS)

Learners use worksheet for independent reading.

WEEK 9: FRIDAY: END OF WEEK LEARNING REVIEW

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

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

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

GRADE 3 - TERM 1

WEEK 10

THEME:
IMAGINATION

"The true sign of intelligence is not knowledge, but imagination."
- Albert Einstein

WEEK 10: CLASSROOM PREPARATION

1. At the start of each week, ensure that your classroom is neat and tidy.
2. Update your DISPLAY BOARDS, by removing items that are no longer relevant, and storing them carefully.
3. Then, prepare the flashcard words and theme word illustrations that you will need.
4. Find and prepare items for your theme wall and table that will be of interest to learners, for instance: cardboard cut-out of stars, a rocket, a cloud. Pictures of imaginary things like; a unicorn, an elf, a castle in the sky, a fairy, etc.
5. Do some research on the internet to prepare for the theme. For example: how to encourage creativity and imagination in children.
6. Make sure all learner exercise books and DBE Workbooks are marked, and neatly packed where they belong.
7. Make sure all your big books, graded readers and classroom library books are in good order.
8. Adjust your group guided reading groups if necessary.
9. Plan your informal and formal assessment activities for the week.

EXTENSION ACTIVITIES

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

ACTIVITY 1	DBE Workbook 1: Let's read - page 38 - page 40
ACTIVITY 2	DBE Workbook 1: Let's write - page 39 - page 41
ACTIVITY 3	DBE Workbook 1: Let's do, page 41
ACTIVITY 4	DBE Workbook 1: Word work, page 41

TERM 1: WEEK 10		
OVERVIEW		
THEME	Imagination	
THEME VOCABULARY	imagination, real, pretend, people, creature, giant, monster, magic, harp, hen, gold, bean, <i>once upon a time</i> , <i>happily ever after</i> , wish, genie, impressed, trade, butcher, poor, axe, chop, chase, catch	
SIGHT WORDS	best, make, next, money, buy	
PHONICS	REVISION – proud, try, catch, fetch, stay, card, crayon, sharp	
WRITING FRAME	Topic: Write a list of things you want to find and don't want to find at the top of the beanstalk.	
	Tuesday	Thursday
	Editing	Publishing & Presenting
	Try to find some items for your theme table, for example: a fairy tale book, a fairy, a bean, a picture a giant, a hen, gold etc.	

TERM 1: WEEK 10		
INTRODUCE THE THEME		
PICTURE	Page where the giant is sleeping at the top of the beanstalk in the Big Book story: <u>Jack and the beanstalk</u>	
SHOW	Show learners the picture of the giant sleeping (at the top of the beanstalk)	
SAY	- Ask learners: When do you use your imagination? - Listen to learner responses. Help learners revise theme vocabulary words from WEEK 9. - Remind learners that in this theme, we will continue to learn words to discuss using our imaginations.	
TEACH	Teach learners the sight words for the week. Explain that learners will see these words in their independent reading. Teach learners the sight words for the week: - Learners copy down the sight words into their books. - Learners practise reading the sight words at home.	

WEEK 10: MONDAY: DAILY ACTIVITIES (10 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	Jack sold his cow for five magic beans,	Hold up five fingers
	And hoped the beans would fill his dreams.	Put your hands on your heart
	His mother was so very cross,	Cross your arms, look angry
	She threw the beans out with a toss.	Pretend to throw the bean on the ground
	In the morning, a tall beanstalk grew,	Reach your arms up to the sky
	Jack knew what he had to do!	Pretend to think
	He climbed the beanstalk way up high,	Pretend to climb the beanstalk
	And found their gold up in the sky!	Use your arms to cheer
THEME VOCABULARY	once upon a time, happily ever after, wish, genie	
QUESTION OF THE DAY		
Question	Explain that there are lots of times people make wishes. Sometimes, people make a wish when they blow out their birthday candles. Sometimes, people make a wish when they see a star. Sometimes, in fairy tales, there is a magical creature called a genie who gives people wishes. Ask learners: Do you think wishes can come true?	
Graph	2 COLUMN GRAPH	
Options	yes / no	
Follow-up questions		
Question	How many learners think wishes can come true?	
Answer	__ learners think wishes can come true.	
Question	How many learners think wishes cannot come true?	
Answer	__ learners think wishes cannot come true.	
Question	Do more learners think wishes can come true or not?	

Answer	More learners think ____
Question	Do fewer learners think wishes can come true or not?
Answer	Fewer learners think ____
Question	Do you think wishes can come true?
Answer	Yes, I think wishes can come true.
Answer	No, I do not think wishes can come true.
READING	Practise reading the sight words for the week.

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

SOUND	REVISION
FLASHCARDS	/bl-/ /y/ (long I) /pr-/ /-tch/ /er/ /ay/ /ar/ /en/
	Revise sounds 1. Say the sound and hold up the flashcard for all sounds covered in the term: /bl-/ /y/ (long I) /pr-/ /-tch/ /er/ /ay/ /ar/ /en/ 2. Hold up the flashcards in different orders and ask individual learners to read the sounds. 3. Stick up the sound flashcards on the chalkboard. 4. Ask a few different learners to come and build words on the chalkboard. 5. Then, ask learners to build and write down as many words as they can in their books using the sounds covered during the term and single sounds taught previously.

ALTERNATE PROGRAMME: PHONEMIC AWARENESS & PHONICS (5 minutes)

SOUND	
FLASHCARDS	
ACTIVITY	

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

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

INDEPENDENT READING (WHOLE CLASS)

Learners use worksheet for independent reading.

WEEK 10: TUESDAY: SHARED READING (15 minutes)	
TITLE	<u>Jack and the Beanstalk</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	Second Read
Once upon a time there was a boy named Jack. Jack lived alone with his mother. His father had died when Jack was just a baby. When his father was still alive, a mean giant stole his magical harp and his magical hen who laid golden eggs.	
Jack and his mother were very poor. They had no food to eat, and no money. Jack's mother decided that they must sell their only cow.	I can visualise Jack and his mother wishing that they had their magical objects back!
The next morning, Jack went off to the market to sell their cow.	
On the way, Jack met the butcher. 'I will trade you that cow for these five amazing, magic beans,' the butcher said. Jack wanted those magic beans! He gave the cow to the butcher and took the beans.	I can visualise Jack's excitement when he hears that there are magic beans!
When Jack got home, he was so excited to show his mother the magic beans. But, she was not impressed. 'You were supposed to get money! And all you brought was some silly beans. You have been tricked!' she said, furious. She threw the beans out of the window.	I can visualise Jack looking surprised when his mother shouts at him and throws the beans as far as she can!

That night, there was no money and no food for supper. Jack and his mother were forced to go to bed hungry.	I can visualise Jack laying in his bed, feeling so hungry. I can visualise him thinking about what his mother said: that he was tricked.
'If only I had sold the cow for money,' he thought, feeling foolish.	I can see him feeling so silly for the trade he made.
The next morning Jack looked out the window. There was a very tall beanstalk! Jack decided to climb up the giant beanstalk.	I can visualise Jack looking so surprised. I can visualise him thinking: 'Wow! They really were magic beans!'
When Jack got to the top, he saw a magical harp and a hen who laid golden eggs. 'Those must be my father's things!' Jack thought excitedly. 'This must be the giant who stole from my dad!' Jack thought. He waited until the giant was sleeping. Then, he quietly took back his father's things.	I can visualise Jack's excitement when he sees his father's magical objects. I can visualise him thinking: 'Hey! Those belong to us!' I can visualise him thinking that his mother would feel so happy if he brought those things back! She wouldn't be angry about his silly trade anymore!
But as Jack was sneaking back to the beanstalk, he accidentally hit one of the strings on the harp. It made a loud noise! Then, the hen began to cluck too.	
The giant woke up. 'You little thief!' the giant yelled. The mean giant chased Jack down the beanstalk. 'Give back that magical harp and that magical hen!' the giant shouted.	
Jack raced down the beanstalk. When he finally saw his house, he called for his mother: 'Come! quick, quick! I have our hen and our harp!' His mother ran outside. She was so happy to see their precious things! 'Now we can have golden eggs every day! We will have all the money we need!' she said. 'Yes, but the giant is coming to get us!' Jack cried.	I can visualise Jack feeling so scared that the giant is about to catch him. I can visualise him screaming loudly for his mother to help him.

His mother ran to get the axe. Then she chopped as fast as she could. Before the giant could catch Jack, the beanstalk fell down. The giant couldn't get them now!	
Jack and his mother lived happily ever after with their magical harp and magical hen.	I can visualise Jack sitting with his mother, feeling so happy. I can visualise him thinking that he made a good choice when he traded that cow for those beans!
Follow up questions	Possible responses
What did Jack sell his cow for?	Jack sold his cow for 5 magic beans.
Who bought the cow from Jack?	The butcher bought the cow from Jack.
Why question	Possible responses
Why did Jack feel excited when he saw the magical harp and magical hen?	• Jack was excited because he found his father's magical items. • Jack was excited because he thought he could get them back. • Jack was excited because his mom wants those object back. • Jack is excited because if he brings those objects back to his mother, she will not be angry anymore. • Jack is excited because if he brings those objects back to his mother, she will not think he made a silly trade. • Jack is excited because if he brings those objects back to his mother, they will not be poor anymore.
Formulating questions	
• Teach the learners some simple question words, together with their meanings. For example: what, who, when, where, how. • Next ask learners to think about the story, and to try and formulate their own question. • Tell learners to 'turn and talk' and ask each other their questions. • Ask a few learners to share their questions with the whole class. • Correct any errors with the form or content of the questions. • Praise learners for their efforts and remind them that we must always ask questions about everything that we read or hear.	

WEEK 10: TUESDAY: WRITING (30 minutes)

TOPIC	Write a list of things you want to find and don't want to find at the top of a magic beanstalk
TASK	EDITING

Write the following **checklist** on the chalkboard OR photocopy for learners.

I used capital letters.	
I used punctuation (.!?)	
I read my sentences out loud.	
I checked their possessive pronouns	

Getting Ready:

- Write your list from TUESDAY on the chalkboard. Hide 3-4 mistakes in your sentences, like:
 - I don't want to find **a giants** there.
 - She** don't want to find a scary monster there.
 - I don't want find a big ghost there.

Modelling:

- Explain that today, learners will **edit** their lists.
- Read the **checklist** out loud to learners.
- Use **modelling** to read each of your example sentences out loud to learners.
- After each sentence, instruct learners to look for the **mistake**.
- Fix each mistake on the chalkboard with learners. Explain each mistake, like:
 - I don't want to find **a-giants** there. (*We can only use 'a' with a singular word. We can't say 'a' if we are talking about plurals! This mistake could also be fixed like this: I don't want to find **a giants** there.*)
 - She I** don't want to find a scary monster there. (*The wrong possessive pronoun has been used! – When I talk about myself I say "I"*)
 - I don't want **to** find a big ghost there. (*There is a missing word in the sentence. We can find mistakes like this when we read our sentences out loud!*)

Oral Instructions:

- Tell learners that they will:
 - Read their writing **out loud** to a partner.
 - Help their partner look for and fix mistakes.
 - Read the checklist and make sure all items have been completed.

Writing:

1. **Hand out learner books** with the completed lists from Tuesday and Thursday. Instruct learners to find their lists from Tuesday and Thursday.
2. Instruct learners to **turn and talk**.
3. Instruct learners to find and fix their mistakes with a partner.
4. As learners talk and fix mistakes, walk around the room and complete **mini conferences**.
5. Ask learners to **read their writing**.
6. Help learners who are struggling to find and fix their mistakes.
7. Instruct any learners who finish early to add more items to their lists.
8. Encourage learners.

Things I want to find at the top of the beanstalk:

1. I want to find lots of ^{money} ~~money~~.
2. I want to find a new car
3. I want to find a ~~geerie~~ genie

Things I don't want to find at the top of the beanstalk:

1. I don't want to find a big spider^{er}.
2. I don't want to find a snake.
3. I don't want to find a witch.

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

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

INDEPENDENT READING (WHOLE CLASS)

Learners use worksheet for independent reading.

WEEK 10: WEDNESDAY: DAILY ACTIVITIES (10 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	Jack sold his cow for five magic beans,	Hold up five fingers
	And hoped the beans would fill his dreams.	Put your hands on your heart
	His mother was so very cross,	Cross your arms, look angry
	She threw the beans out with a toss.	Pretend to throw the bean on the ground
	In the morning, a tall beanstalk grew,	Reach your arms up to the sky
	Jack knew what he had to do!	Pretend to think
	He climbed the beanstalk way up high,	Pretend to climb the beanstalk
	And found their gold up in the sky!	Use your arms to cheer
THEME VOCABULARY	impressed, trade, butcher, poor	
QUESTION OF THE DAY		
Question	Remind learners that in our story, Jack trades the cow for the butcher’s five magic beans. He is excited about the magic beans. However, his mother is very cross. She is not impressed with the magic beans the way Jack is! Ask learners: How would your mother feel if you traded a cow for five magic beans?	
Graph	3 COLUMN GRAPH	
Options	furious / impressed / annoyed	
Follow up questions		
Question	How many learners think their mother would be furious?	
Answer	__ learners think their mother would be furious.	
Question	How many learners think their mother would be impressed?	
Answer	__ learners think their mother would be impressed.	

Question	How many learners think their mother would be annoyed?
Answer	__ learners think their mother would be annoyed.
Question	How do most learners think their mother would feel?
Answer	Most learners think their mother would feel __
Question	How do fewest learners think their mother would feel?
Answer	Fewest learners think their mother would feel __
Question	How do you think your mother would feel if you traded a cow for five magic beans?
Answer	I think my mother would feel furious.
Answer	I think my mother would feel impressed.
Answer	I think my mother would feel annoyed.
READING	Practise reading the sight words for the week.

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

SOUND	REVISION - proud, try, catch, fetch, stay, card, crayon, sharp
	Revise words 1. Have all the phonic words flashcards ready. 2. Hold up each word, and ask a different individual learner to read it. 3. If a learner cannot read a word, help the learner to sound out the word. 4. Stick up the word flashcards on the chalkboard. 5. Ask a few different learners to come and point to words on the chalkboard.

ALTERNATE PROGRAMME: PHONEMIC AWARENESS & PHONICS (5 minutes)

SOUND	
ACTIVITY	

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

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

INDEPENDENT READING (WHOLE CLASS)

Learners use worksheet for independent reading.

WEEK 10: THURSDAY: SHARED READING (15 minutes)

TITLE	<u>Jack and the beanstalk</u>
ACTIVITY	WRITTEN COMPREHENSION
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.

POST-READING ACTIVITY

Getting Ready:

1. Before class begins, write the following questions on the board:
 - a. What does Jack get in return for his cow?
 - b. What do the magic beans turn into?
 - c. What does Jack find at the top of the beanstalk?
 - d. Why did the giant chase Jack down the beanstalk?

Oral Instructions:

1. Explain that today, learners will think about the story Jack and the beanstalk. They will answer some questions in their exercise books about the story.
2. Instruct learners to **think** about the story.
3. Read the questions out loud to learners.
4. Explain that learners do not need to write the questions. They only need to write the answer next to the correct number in their exercise book.

Writing:

1. Hand out learner books.
2. Instruct learners to write the answers in their books.
3. As learners write, walk around and help struggling learners. Carry the Big Book with you, in case learners need to look for the answer in the text.

Answers

- a. He gets five magic beans for his cow
- b. The beans turn into a beanstalk.
- c. Jack finds the giant. He finds his father's magic harp and magic hen.
- d. The giant chases Jack because Jack takes the harp and the hen.

WEEK 10: THURSDAY: WRITING (30 minutes)

TOPIC	Write a list of things you want to find and don't want to find at the top of a magic beanstalk
TASK	PUBLISHING & SHARING
WRITING FRAME	Things I want to find at the top of a beanstalk: 1. I want to find... 2. I want to find... 3. I want to find... Things I don't want to find the top of a beanstalk: 1. I don't want to find... 2. I don't want to find... 3. I don't want to find...

Getting Ready:

1. Write one of your sentences on the board, with a corrected mistake, like:
 - a. I don't want to find ~~a~~giants there.

Modelling:

1. Explain that today, we will **publish** our work so that people can read it.
2. Remind learners that when we **publish**, we rewrite our sentences without mistakes.
3. Explain that learners must look at the corrections they made with their partners yesterday.
4. Explain that learners can **illustrate** (add pictures) their work if they have time.
5. Use **modelling** to show learners how to publish. You must rewrite your sentence and fix your mistake, like:
 - a. I don't want to find giants there.

Writing:

1. Hand out learner books.
2. Instruct learners to find their **drafts** from Tuesday and Thursday and their **editing checklist**.
3. Instruct learners to begin **publishing**.
4. Remind learner to fix their mistakes as they **publish**. They can also **add details** to or change their ideas if they think they can make something better!
5. Walk around the room and complete **mini conferences**.
6. Help learners to correct their mistakes.
7. Instruct learners who finish early to add more to their writing, or to do silent reading from the DBE Workbook or a book from the reading corner.
8. As you walk around, **encourage writers**.

Turn and Talk:

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

Hang up learner drawings at **learner eye-level** around the room. This helps learners have conversations about the story.

Things I want to find at the top of the beanstalk:

1. I want to find lots of money.
2. I want to find a new car.
3. I want to find a genie.

Things I don't want to find at the top of the beanstalk:

1. I don't want to find a spider.
2. I don't want to find a snake.
3. I don't want to find a witch.



WEEK 10: THURSDAY: GROUP GUIDED & INDEPENDENT READING (15 minutes)	
GROUP GUIDED READING (SMALL GROUP)	
GROUP	GROUP 4
TEXT	Use your tracker. Choose a text that is appropriate for the learners in the group.
SIGHT WORDS	Review any sight words that appear in the chosen text.
INDEPENDENT READING (WHOLE CLASS)	
Learners use worksheet for independent reading.	

WEEK 10: FRIDAY: DAILY ACTIVITIES (10 minutes)

GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	Jack sold his cow for five magic beans,	Hold up five fingers
	And hoped the beans would fill his dreams.	Put your hands on your heart
	His mother was so very cross,	Cross your arms, look angry
	She threw the beans out with a toss.	Pretend to throw the bean on the ground
	In the morning, a tall beanstalk grew,	Reach your arms up to the sky
	Jack knew what he had to do!	Pretend to think
	He climbed the beanstalk way up high,	Pretend to climb the beanstalk
	And found their gold up in the sky!	Use your arms to cheer
THEME VOCABULARY	axe, chop, chase, catch	
QUESTION OF THE DAY		
Question	Do you want Jack’s mother to chop down the beanstalk?	
Graph	2 COLUMN GRAPH	
Options	yes / no	
Follow up questions		
Question	How many learners want Jack’s mother to chop down the beanstalk?	
Answer	__ learners want Jack’s mother to chop down the beanstalk.	
Question	How many learners do not want Jack’s mother to chop down the beanstalk?	
Answer	__ learners do not want Jack’s mother to chop down the beanstalk.	
Question	What do more learners want Jack’s mother to do?	
Answer	More learners want Jack’s mother __	

Question	What do fewer learners want Jack's mother to do?
Answer	Fewer learners want Jack's mother ____
Question	Do you want Jack's mother to chop down the beanstalk?
Answer	Yes, I want Jack's mother to chop down the beanstalk.
Answer	No, I do not want Jack's mother to chop down the beanstalk.
Question	Why or why not?
Answer	Listen to individual learner responses.
READING	Practise reading the sight words for the week.

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

SOUND	REVISION															
ACTIVITY	Write the table on the chalkboard <table><tr><td>bl</td><td>y</td><td>pr</td></tr><tr><td>tch</td><td>/er/</td><td>ay</td></tr><tr><td>ar</td><td>c</td><td>a</td></tr><tr><td>s</td><td>i</td><td>ea</td></tr><tr><td>e</td><td>t</td><td>m</td></tr></table> Model 1. Review all of the sounds and blends on the chalkboard. 2. Give learners 3 minutes to make as many words as they can using the sounds and blends above. Learners do 1. Tell learners to open their exercise books. 2. Instruct learners to begin writing. 3. Give learners 3 minutes to find and build as many words as they can. 4. Allow learners to correct their own work. 5. Ask learners to share words they have built, and write them on the chalkboard.	bl	y	pr	tch	/er/	ay	ar	c	a	s	i	ea	e	t	m
bl	y	pr														
tch	/er/	ay														
ar	c	a														
s	i	ea														
e	t	m														

ALTERNATE PROGRAMME: PHONEMIC AWARENESS & PHONICS (5 minutes)

SOUND	
ACTIVITY	

WEEK 10: FRIDAY: LANGUAGE USE (30 minutes)

TOPIC	their, there, they're
EXPLANATION 1. Explain that today, we will learn about the words their, there, and they're. 2. Explain that when we say these words, they all sound exactly the same. 3. However, when we write, we must think about which one we are writing! I DO (Teacher models) Part 1: THEIR 1. Write: their 2. Explain that this is a possessive pronoun. This shows that something belongs to a group of people. 3. Instruct two or three learners to come up to the front of the room. 4. Give these learners a pencil. 5. Point to the pencil. Say: It is their pencil. 6. Write: It is <u>their</u> pencil. Part 2: THERE 1. Write: there 2. Explain that this is a location word. 3. Point to a spot close to the teacher. Instruct one learner to come here. 4. Point to a spot far away from the teacher. Instruct the learner to go there. 5. Point to the learner. Say: The learner is over there. 6. Write: The learner is there. 7. Remind learners that we also use there when we are talking about things we see, like: - There is a pencil. - There are pencils.	

PART 3: THEY'RE

1. Write: **they are**
2. Explain that this word is a combination of the two words: **they** and **are**.
3. When we combine these words, we add an apostrophe and erase the a.
4. Write: they're
5. Explain that we use this word to talk about what a group of people are doing.
6. Instruct two or three learners up to the front of the room.
7. Instruct these learners to jump.
8. Point to the learners. Say: They're jumping.
9. Write: They're jumping

WE DO (Teacher and learners do together):

1. Say the sentence: Their food is delicious.
2. Ask learners: Which one must I write? (their/there/they're)
3. Listen to learner responses.
4. Write the sentence on the board. Explain we use **their** because it is food belonging to them.
5. Say the sentence: They're running to school.
6. Ask learners: Which one must I write? (their/there/they're)
7. Listen to learner responses.
8. Write the sentence on the board. Explain we use **they're** because we are talking about something that people are doing.
9. Say the sentence: I want to go there.
10. Ask learners: Which one must I write? (their/there/they're)
11. Listen to learner responses.
12. Write the sentence on the board. Explain we use **there** because I want to go to a place.

YOU DO (Learners do independently):

1. **Hand out learners books.**
2. Explain that you will say a sentence. Learners must try to write the correct words in the sentence.
3. Say the sentence: They're eating their lunch over there. Give learners 1-2 minutes to try to write the sentence independently.
4. Ask learners: How do I write this sentence?
5. Instruct learners to help you write the sentence on the board. Make sure learners understand which word to use where.

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

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

INDEPENDENT READING (WHOLE CLASS)

Learners use worksheet for independent reading.

WEEK 10: FRIDAY: END OF WEEK LEARNING REVIEW

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

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

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

