Grade 3

# ENGLISH

## First Additional Language

basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

NATIONAL EDUCATION COLLABORATION TRUST

2030 NDP

Read to Lead
A Reading Nation is a Leading Nation

ETDP•SETA

SACE

**Term 4** Lesson Plan

# ENGLISH

## First Additional Language

# Grade 3

### Lesson Plan

**Term 4**

## Edition 5, 2023

CC BY NC ND

basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

NATIONAL EDUCATION COLLABORATION TRUST

2030 NDP

Read to Lead
A Reading Nation is a Leading Nation

ETDP•SETA

SACE

## INTRODUCTION

The **Primary School Reading Improvement Programme** (PSRIP) is a complete solution to the teaching of EFAL, with a particular focus on teaching reading and comprehension skills. All lesson plans, assessments and resources are included in the structured learning programme (SLP).

**The SLP is designed for four terms as follows:**

Term 1: 2 weeks orientation; 8 weeks teaching (4 themes x 2 weeks each)

Term 2: 10 weeks teaching (5 themes x 2 weeks each)

Term 4: 10 weeks teaching (5 themes x 2 weeks each)

Term 4: 8 weeks teaching (4 themes x 2 weeks each)

**The programme is designed for the maximum time for FAL, specifically:**

Grade 1: 3 hours per week

Grade 2: 3 hours per week

Grade 3: 4 hours per week

The SLP is designed to follow **a regular routine per week**, and to use the **same core methodologies per week.** This allows for more efficient teaching and learning, because teachers and learners can master the different activities, and therefore focus on the content. At first, the SLP may feel overwhelming, and the pace may feel very fast. But once teachers and learners are familiar with the routine and core methodologies, pacing improves and the programme provides a sense of security.

There is increasing evidence that children are more likely to learn a second language if it is part of a bilingual programme. For this reason, the PSRIP themes are aligned to the NECT Home Language SLP. Together, these SLPs form a bilingual programme.

The NECT welcomes any feedback on this programme. Please send any edits or recommendations to english@firstaddlang.co.za for an efficient response.

**MANAGEMENT NOTES** ..... 5
Materials and Resources Provided ..... 7
Weekly Routine ..... 8
Weekly Preparation ..... 9
Themes and Reading Schedule ..... 10
Term 4 Programme of Assessment ..... 10
Classroom Displays ..... 11
Display Boards ..... 11
Theme Table ..... 11
**CORE METHODOLOGIES** ..... 12
**Daily Activities** ..... 12
Daily Activities: Greetings ..... 12
Daily Activities: Song / Rhyme / Finger Play ..... 12
Daily Activities: Theme Vocabulary ..... 13
Daily Activities: The Question of the Day ..... 13
**Shared Reading with Comprehension Strategies** ..... 16
Comprehension strategies ..... 17
Shared Reading: Pre-Read ..... 22
Shared Reading: First Read ..... 22
Shared Reading: The Second Read ..... 23
Shared Reading: Post-Read ..... 24
Written comprehension (written activity) ..... 24
Recount the story (oral activity) ..... 24
Summarise and illustrate the story (written activity) ..... 24
**Group Guided Reading** ..... 26
What to do with the rest of the class: ..... 26
Structure of the group guided reading worksheets: ..... 26
Assigning groups and text selection: ..... 27
What to do with each group during group guided reading: ..... 28
**Phonemic Awareness and Phonics** ..... 29
Monday example lesson and purpose ..... 29
Wednesday example lesson and purpose ..... 30
Friday example lesson and purpose ..... 31
**Writing Strategies** ..... 33
**LESSON PLANS** ..... 39
Week 1: The importance of education ..... 39
Week 2: The importance of education ..... 63
Week 3: Feeling calm ..... 90
Week 4: Feeling calm ..... 115
Week 5: Sadness ..... 142
Week 6: Sadness ..... 167
Week 7: History ..... 192
Week 8: History ..... 218

**Term 4 Learning Outcomes**

This term, your learners should achieve the following outcomes:

**Listening & Speaking**

1. **Learners should be able to respond to greetings as a class and as individuals**
2. **Learners should be able to say or sing 10 new rhymes or songs**
3. **Learners should be able to answer the question of the day**
4. **Learners should be able to talk about their writing**
5. **Learners should understand and be able to use some of the following vocabulary**

| | | | | | |
|---|---|---|---|---|---|
| education | primary school | secondary school | university | study | subject |
| pass | fail | graduate | drop out | opportunity | married |
| lawyer | law | judge | court | classmate | colleague |
| husband | wife | Tanzania | Zimbabwe | map | country |
| calm | meditate | sit | breath | deep breath | in |
| out | knees | neighbour | fence | peek | mind |
| mind | exercise | run | hike | stress | diary |
| nature | calmer | calmest | inference | weird | embarrassed |
| character | die | death | alive | funeral | funny |
| juggle | trick | joke | distract | absent | grief |
| grieving | thoughful | helpful | grateful | thankful | advice |
| relieved | sadness | happiness | feel better | heal | remember |
| memory | ancestor | ancient | human | structure | museum |
| history | ruins | ticket | tour guide | build | rebuild |
| structure | century | years | international | trade | Egypt |
| Pyramids | China | beads | dig | carved | ground |
| underneath | | | | | |

**Phonemic Awareness & Phonics**

1. **Learners should be able to recognise the following new phonemes with automaticity**
2. **Learners should be able to blend and segment using the following phonemes**

| | | | | | |
|---|---|---|---|---|---|
| /au/ | /igh/ | /aw/ | /spr-/ | /kn/ | /oy/ |
| /ead/ | /wr/ | | | | |

| **Reading** | | | | | |
|---|---|---|---|---|---|
| **Learners should be able to decode the following words** | | | | | |
| maul | haunt | fraud | pause | cause | launch |
| laundry | author | night | sight | right | fight |
| light | bright | fright | frighten | yawn | dawn |
| prawn | lawn | hawk | law | awful | crawl |
| sprig | Spring | spray | sprint | sprung | sprout |
| spree | Sprite | knock | knife | knew | kneel |
| wrap | write | wrote | wrong | boy | joy |
| enjoy | toy | annoy | coy | oyster | employ |
| dead | head | bread | spread | dread | lead |
| read | instead | | | | |
| **Learners should be able to read the following words by sight** | | | | | |
| whole | tiny | life | without | know | stopped |
| smart | important | fewer | they | outside | ground |
| strange | sound | doing | parents | why | weird |
| calm | tried | could | try | better | maybe |
| smile | say | anything | you're | worse | listen |
| waiting | family | great | their | guide | said |
| beautiful | proud | ancestors | stood | | |
| **Learners should be able to read a connected text such as the example that follows** | | | | | |
| I am at primary school. My parents are proud of me. My whole family is proud of me. I can read and write many things. I feel important and smart when I read and write. My mom likes to run and hike. She said it makes her calm. At night we enjoy jokes. Or we listen to my parents tell their stories. My father said my ancestors were great. He said I can try to do anything. | | | | | |

| **Comprehension** |
| --- |
| 1. **Learners should be able to make predictions about a story by reading the pictures**<br>2. **Learners should be able to recall details about a story**<br>3. **Learners should be able to sequence events in a story**<br>4. **Learners should start to have an awareness of what it means to visualise, make connections, make inferences, make evaluations and wonder about the text**<br>5. **Learners should be able to summarise and retell the story**<br>6. **Learners should be able to use sentence starters to answer comprehension questions in writing** |
| **Writing** |
| 1. **Learners should be able to plan, draft, edit, publish and present their writing**<br>2. **Learners should be able to complete a short writing frame to complete 6-8 sentences or two paragraphs** |

## Materials and Resources Provided

**Please note that all resources provided belong to the school.**

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

| ITEM | QUANTITY | NOTES |
|---|---|---|
| Term 4 Lesson Plan | 1 | Use this lesson plan to see what to teach on a daily basis. The core methodologies included tell you how to teach each lesson. |
| Term 4 Tracker | 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. Your Programme of Assessment can be found at the back of the Tracker. |
| Term 4 Big Book | 1 | Use the big book stories during Shared Reading lessons. There are 4 stories for the term – one story per cycle. |
| Term 4 Resource Pack | 1 | All flashcard words and theme word illustrations are included in the Resource Pack. Cut them up and store them in an orderly fashion. You will use these resources with the display boards. |
| Term 4 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<br>Pre-Read / Second Read | 15 | | | Shared Reading<br>First Read / Post-Read | 15 | | |
| Phonemic Awareness & Phonics | 5 | | | Phonemic Awareness & Phonics | 5 | | | Phonemic Awareness and Phonics & Word Wall | 5 |
| | | Writing<br>Plan & Draft / Edit | 30 | | | Writing<br>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** |

## Weekly Preparation

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

1. **Read through the lesson plan** for the week.
2. Make sure that you **know and understand the methodologies** that must be used. If not, go to the section titled 'Core Methodologies' and revise accordingly.
3. Next, check which **flashcards** and **illustrations** are needed for theme vocabulary, sight words, phonics and the writing frame. Get these flashcards and illustrations ready as follows:
    - Cut the flashcards or illustrations out.
    - Try to stick them onto cardboard or paper.
    - If possible, laminate or cover in plastic.
    - Store the flashcards for a lesson together in an envelope, or with a rubber band around them.
4. **Collect any other resources** that you may need, including pictures or real objects.
5. Check that your **Big Book** is in order.
6. Read through any the activities in the **DBE Workbook** that you will complete.
7. **Practice** doing the **writing lessons**.

- It is also a good idea to see that your Tracker is up-to-date from the previous week, and that you have completed all activities and ticked them off in the Tracker.
- Finally, if you are doing any formal assessments that week, read through the rubrics and make sure that you know what to do.

## Themes and Reading Schedule

| WEEK NUMBER | THEME | SHARED READING TEXT | GROUP GUIDED READING TEXT | INDEPENDENT READING TEXT |
|---|---|---|---|---|
| 1 | The importance of education | A life without limits | Select a reading text to suit the level of each group. Use the Group Guided Reading Tracker to carefully note what each group has read. | Worksheet 1 |
| 2 | | | | Worksheet 2 |
| 3 | Feeling calm | Zandile learns to meditate | | Worksheet 3 |
| 4 | | | | Worksheet 4 |
| 5 | Sadness | Bantu feels sad | | Worksheet 5 |
| 6 | | | | Worksheet 6 |
| 7 | History | Shamiso's big trip | | Worksheet 7 |
| 8 | | | | Worksheet 8 |

## Term 4 Programme of Assessment

A sample Programme of Assessment can be found at the back of the Term 4 Tracker.

# Classroom Displays

### Display Boards

1. As part of this programme, you will receive four large different-coloured display boards.
2. Each coloured board will be used to display a different set of words for the week.
3. Use these boards as follows:
   a. **Green** board –display the theme vocabulary words for the week.
   b. **Blue** board –display the sight words for the week.
   c. **Yellow** board –display the phonic words for the week.
   d. **Pink** board –display the writing frame for the week.
4. The words on these boards must be updated every week.
5. Please do not leave up all the theme vocabulary and illustrations for the year. These displays should be related to the theme you are doing. If the whole classroom is full of the words and illustrations it becomes overwhelming, and learners will stop noticing them.
6. Once you have taken down a set of words and illustrations, file them carefully.
7. Look after these words so that you can use them again the following year.

### Theme Table and Wall

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

**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.

1. 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 think 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<br>*(For predicting with pictures)* | 1. Look at the picture.<br>2. Ask learners: What do you think is happening here?<br>3. Let learners think about the question.<br>4. If learners cannot answer, give an example answer to the question. |
| Examples<br>*(For predicting with pictures)* | 1. What do you think is happening here?<br>2. How do you think this character feels? Why?<br>3. What do you think you will see in the next picture? |
| Steps<br>*(For predicting with text)* | 1. Read a page of text.<br>2. Ask learners: What do you think happens next?<br>3. Let learners think about the question.<br>4. If learners cannot answer, give an example answer to the question. |
| Examples<br>*(For predicting with text)* | 1. What do you think happens next?<br>2. What do you think this character does next?<br>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.<br>2. Say: Now we are going to visualise the story as if we were watching a movie.<br>3. Instruct learners to close their eyes. Explain that learners must listen to the words and make a movie in their mind.<br>4. Read the text again.<br>5. Tell learners what you visualised. (Model the skill.)<br>6. Ask learners: What did you see? (What happened in your movie?)<br>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.<br>2. What did you visualise? What happened in your movie? |

| **Strategy 3: Search the text** | |
|---|---|
| Explanation | *Search the text* 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.<br>2. Ask learners a question about the information in the text, like: Who did Joe want to beat in the race?<br>3. Let learners answer the question.<br>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:<br>• Who?<br>• What?<br>• When?<br>• Where?<br>For example:<br>1. **Who** did Joe want to beat in the race?<br>2. **What** did Joe do before the race?<br>3. **When** did Joe train for the race?<br>4. **Where** 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.<br>2. Remind learners: When we summarise, we think of the most important parts of a story.<br>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.<br>4. Give learners a minute to think about the story.<br>5. Instruct learners to turn and talk and tell their summary to a friend (oral recount).<br>6. Next, instruct learners to write their summary down. |
| Examples | Story: Joe wins the race<br>Learners should summarise the story into a few sentences as follows:<br>1. Sizwe always won everything at school.<br>2. The school was holding a big cross country race.<br>3. Joe trained every day after school when he ran home.<br>4. Joe beat Sizwe in the race.<br>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.<br>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.<br>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.)<br>3. Say: I see / I notice …<br>4. Say: I wonder …<br>5. Let learners think about the question.<br>6. Give a sample answer to the question.<br>7. Learners do **not** need to answer the question. |
| Example | **I see** that Sizwe laughed at Joe when he entered the race. **I wonder** if this will upset Joe? |

| **Strategy 6: Make connections** | |
|---|---|
| Explanation | When learners *make connections*, 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.<br>2. Ask learners a question, like: When was a time that you wanted to win something, like Joe?<br>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?<br>2. Tell me about a time when something similar happened to you.<br>3. If you were Joe, what do you think you would have done when Sizwe laughed at you?<br>4. How do you think Sizwe felt when Joe beat him?<br>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.<br>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.<br>2. Ask learners: What do you know about this? What does the text say?<br>3. Ask learners: What else can we guess about this? Is there something that the text does not say?<br>4. Listen to and **discuss** learners' answers. Make sure learners' answers are logical.<br>5. If learners struggle, give them an example of an inference. Use the following sentence frame to help: Based on … I think … |

| | |
|---|---|
| Example | **Text:**<br>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.<br>**Inference:**<br>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.<br>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?<br>3. Listen to and **discuss** learners' answers. Make sure learners' answers are logical.<br>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:**<br>1. Do you think…<br>2. Do you agree with…<br>3. In your view…<br>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 Practice 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.*

**Written comprehension (written activity)**

1. Before the lesson, write the title of the story as a heading on the chalkboard.
2. Next, write the comprehension questions on the chalkboard.
3. Instruct learners to open their exercise books and write the heading.
4. Tell learners that today, they are going to think about and write the answers to these questions.
5. Read through the questions with learners, and explain if required.
6. Tell learners they do not need to write down the questions, only the answers.
7. Walk around with the Big Book, and help learners who struggle.
8. In the last two minutes, go through the answers with learners, and allow them to correct their own work.

# 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 **/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:

| | |
|---|---|
| **bloom** | **blend** |
| **blood** | **blink** |
| **bloody** | **blinked** |
| **blush** | **blank** |

**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 **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** |

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 Practice 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.

1. **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.<br>• This learner does not seem to recognise many letter-sound relationships. | • This learner knows just a few common words.<br>• This learner does not seem to recognise some letter-sound relationships, OR this learners needs a lot of help to read previously unseen words. | • This learner knows many common words.<br>• This learner needs help to decode previously unseen words. | • This learner knows many common words and can decode most previously unseen words.<br>• This learner occasionally needs help to decode more challenging words.<br>• This learner reads with some fluency. | • This learner knows many common words.<br>• This learner can decode previously unseen words.<br>• This learner reads with fluency and expression.<br>• 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. If not, use texts from the DBE Workbook.
   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.

a. **Praise and encourage learners.** Make group guided learning a positive experience for learners and use this time to try and build learners' confidence.
b. **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.
c. **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.

# Process Writing

***In Grade 3 EFAL, learners start to use all stages of process writing.***

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

**Plan the writing**

1. In this programme, planning really means that learners think before they write.
2. Before learners create their own plan, you must model this for them, so that they know exactly what to do. The lesson plan guides you to do this.
3. Explain to learners that you always THINK about what you are going to write. You must explain your thoughts out loud, so that learners can hear them.
4. Next, give learners a few minutes to think about what they are going to write.
5. Allow learners to turn and talk, and share their ideas with a partner.

**Draft the writing**

1. Show learners the writing frame template that helps them to draft their writing.
2. Model completing your own draft, so that learners know exactly what to do.
3. As learners complete their draft, walk around the classroom and offer support.

**Edit the writing**

1. Write the editing checklist from the lesson plan on the chalkboard.
2. Read through and explain the criteria to learners.
3. Rewrite your own draft on the chalkboard, with a few common mistakes.
4. Show learners how to correct the common mistakes.
5. Allow learners time to edit and correct their own writing, using the checklist.

**Maximising the impact of editing**

1. As learners work, go to one or two small groups, and check their editing.
2. Make note of other common mistakes that you encounter, for example: the spelling of a word; or a mistake with a sentence structure.
3. Call the learners to attention.
4. Tell them that you have noticed that many of them are making the same errors.
5. Show learners the errors by writing them on the chalkboard.
6. Show them how to correct these errors.
7. Instruct learners to continue with their editing, and to make sure that they check for these errors.

**Publish and present the writing**

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

# Writing Strategies

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).

   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 4

## THEME:
## THE IMPORTANCE OF EDUCATION

'Education is the most powerful weapon with which we can change the world.'

- Nelson Mandela

| EXTENSION ACTIVITIES | |
|---|---|
| **These activities can be used as independent work for learners who finish their work early OR while you are giving assessments to learners.** | |
| Activity 1 | DBE Workbook 2: Let's write, page 34 |
| Activity 2 | DBE Workbook 2: Word work, page 35 |
| Activity 3 | DBE Workbook 2: Let's Write, pages 35 |
| Activity 4 | Draw and write about why education is important |

| TERM 4: WEEK 1 | | |
|---|---|---|
| **OVERVIEW** | | |
| THEME | The importance of education | |
| THEME VOCABULARY | education, primary school, secondary school, university, study, subject, pass, fail, graduate, drop out, opportunity, married | |
| SIGHT WORDS | whole, tiny, life, without, know | |
| PHONICS | /au/ - maul, haunt, fraud, pause, cause, launch, laundry, author | |
| WRITING FRAME | **Topic:** Write a letter to a friend telling them about why education is important. | |
| | **Tuesday** | **Thursday** |
| | Dear ____,<br>Hi! We have been learning about...<br>Education is important because...<br>I think... | 2 questions (Who, what, when, why, how?)<br>I want to know... Love, ____ |
| **PREPARATION** | | |
| CLASSROOM | 1. Take down and carefully store the flashcard words and pictures from the previous term.<br>2. Prepare your flashcard words and pictures for the week by cutting them out, colouring them in, laminating them and sticking them on your display boards.<br>3. Try to find some items for your theme table, for example: pictures of children in primary school, secondary school, university students graduating, etc.<br>4. Make sure that your Group Guided Reading Groups are updated – make any changes that you need to make. Remember, these groups must be same-ability groups.<br>5. Also make sure that your Group Guided Reading Tracker is up to date, and that you know which text you are going to read with each group. | |

| | |
|---|---|
| LEARNERS | 1. Tell your learners that this week they will practice:<br>a. Being quiet when the teacher is talking<br>b. Looking after their books and stationery<br>c. Answering the question of the day<br>d. Listening to their partners<br>2. Tell learners that this week they will continue to improve their reading. They will do this by:<br>a. Learning to read different sounds<br>b. Blending sounds together to make words<br>c. Segmenting words into different sounds<br>d. Learning to read new sight words – remind learners that these are words we read by sight – we must remember what they look like<br>e. Learning to read new phonics words – remind learners that these are words that we can sound out<br>f. Practicing to read more fluently during Group Guided Reading<br>3. Next, remind learners that they will also listen to a new story during Shared Reading. Ask learners to listen very carefully, because this is when they will:<br>a. Learn lots of new English words and language<br>b. Think about the story<br>4. Finally, tell learners that this week, they will continue to write.<br>5. Remind learners that it is very important for them to write their own thoughts, ideas and opinions down. They must not copy what you write. |

| TERM 4: WEEK 1 | |
|---|---|
| **INTRODUCE THE THEME** | |
| PICTURE | Page 1 of the Big Book *A life without limits* |
| SHOW | Show learners the picture of Rebeca Gyumi in the court room. |
| SAY | 1. Explain that this week, we will read a story about a real person: Rebeca Gyumi. She is a lawyer from Tanzania who has worked hard to fight for equal rights for girls and boys. One of the things she works hard for is for girls to have an equal chance at a full education!<br>2. Ask learners: Why do you think education is important?<br>3. Listen to learner responses. This will help you understand what learners already know.<br>4. Explain that our education can give us lots of opportunities!<br>5. Explain that for the next two weeks, we will think about **the value of education.** |
| TEACH | Teach learners the **sight words** for the week. Explain that learners will see these words in their **independent reading**.<br>1. Learners copy down the sight words into their books.<br>2. Learners practice reading the sight words at home. |

| WEEK 1: MONDAY: DAILY ACTIVITIES (10 minutes) | | |
|---|---|---|
| GREETING | Greet the learners in English. | |
| SONG / RHYME | **Lyrics** | **Actions** |
| | At school I must work before I play | *Pretend to read and write* |
| | I must always try my best every day | *Hold up your arms, flex your muscles* |
| | A plan for my future I can see | *Hold your hand above your eyes* |
| | And I know my success depends on me! | *Nod your head and point at yourself* |
| THEME VOCABULARY | education, primary school, secondary school, university | |
| **QUESTION OF THE DAY** | | |
| Question | Which do you think is the most important part of a person's education? | |
| Graph | 3 COLUMN GRAPH | |
| Options | primary school / secondary school / university | |
| **Follow-up questions** | | |
| **Question** | **How many learners think primary school is the most important part?** | |
| Answer | __ learners think primary school is the most important part. | |
| **Question** | **How many learners think secondary school is the most important part?** | |
| Answer | __ learners think secondary school is the most important part. | |
| **Question** | **How many learners think university is the most important part?** | |
| Answer | __ learners think university is the most important part. | |
| **Question** | **Which do most learners think is the most important part of a person's education?** | |
| Answer | Most learners think the most important part of a person's education is __. | |
| **Question** | **Which do fewest learners think is the most important part of a person's education?** | |
| Answer | Fewest learners think the most important part of a person's education is __. | |
| **Question** | **Which do you think is the most important part of a person's education?** | |
| Answer | I think the most important part of a person's education is primary school. | |

| | |
|---|---|
| Answer | I think the most important part of a person's education is secondary school. |
| Answer | I think the most important part of a person's education is university. |
| | |
| READING | Practice reading the sight words for the week. |

| **WEEK 1: MONDAY: PHONEMIC AWARENESS & PHONICS (5 minutes)** | |
|---|---|
| SOUND | **/au/** |
| FLASHCARDS | **maul, haunt, fraud, pause, cause, launch, laundry, author** |
| ACTIVITY | **INTRODUCE THE SOUND AND WORDS**<br>1. Say the sound and hold up the flashcard **/au/** for learners to see.<br>2. Say the sound and instruct learners to repeat the sound. Do this three times.<br>3. Explain that when we see the letters **a** and **u** together at the end of a word, we must not say the sounds separately. We must say one sound**: /au/**<br>4. Show each flashcard and help learners break the word up into individual sounds:<br>**/m/ - /au/ - /l/**<br>**/h/ - /au/ - /nt/**<br>**/fr/ - /au/ - /d/**<br>**/p/ - /au/ - /se/**<br>**/c/ - /au/- /se/**<br>**/l/ - /au/ - /nch/**<br>**/l/ - /au/ - /nd/ - /ry/**<br>**/au/ - /th/ - /or/**<br>5. Ask learners to repeat each word after you.<br>6. Stick up the flashcards on the Phonics Display Board.<br>7. Call on a different learner to read each of the phonic words: |

| | |
|---|---|
| **maul** | **cause** |
| **haunt** | **launch** |
| **fraud** | **laundry** |
| **pause** | **author** |

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

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

| WEEK 1: TUESDAY: SHARED READING (15 minutes) | |
|---|---|
| TITLE | *A life without limits* |
| ACTIVITY | PRE-READING |
| COMPREHENSION STRATEGY | **Predict** |
| PURPOSE | By getting learners to predict, you are getting them to think about the story before they have even read it. By predicting, learners are developing their comprehension skills by thinking about the story. |

**PRE-READING ACTIVITY**

1. Show learners the front cover of the story: ***A life without limits*.**
2. Read the title of the story.
3. Ask learners: What do you think will happen in this story?
4. Display the Big Book for learners to see. Make sure all learners can see the **pictures** in the book.
5. Show learners the first picture.
6. Ask learners: What do you think is happening here?
7. Discuss the picture with learners.
8. Ask learners: What do you think might happen next?
9. Go through each picture in the book and ask learners these questions.
10. When you get to the **last** picture, ask learners: How do you think this story will end?
11. Thank learners for their predictions.
12. Read through the story once. Code switch where necessary.

| WEEK 1: TUESDAY: WRITING (30 minutes) | |
|---|---|
| TOPIC | Write a letter to a friend telling them about why education is important. |
| TASK | PLANNING & DRAFTING |
| WRITING FRAME | Dear ____,<br><br>Hi! We have been learning about…<br>Education is important because…<br>I think… |

**WRITING ACTIVITY**

**Modelling:**

1. Explain that this week, learners will write a letter to a friend telling them the importance of education.
2. Explain that first, learners must think of **who** they want to write their letter to.
3. Explain that today, we will write the first part of our letter. We will complete it on Thursday!
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 want to tell my friend about the opportunities you have when you get a good education. I also want to tell my friend about how I think girls and boys should all get to have the same kind of education.
7. Explain which words you will write. **Draw a line for each word.**
8. Use **modelling** to complete the writing frame. Explain that when we write a letter or a card, we write as if we are talking to the other person. We use 'you', like:

   **Dear** Kgabo,
   **Hi! We have been learning about** why education is valuable! **Education is important because** it gives you lots of opportunities. **I think** education is also important because it is good to know about lots of different things!

9. **Say words slowly like a tortoise and write the sounds you know.**
10. **Use resources**, like sight words and theme vocabulary words**.**
11. **Erase your example from the board. Explain this was just an example, but learners must write their own ideas.**

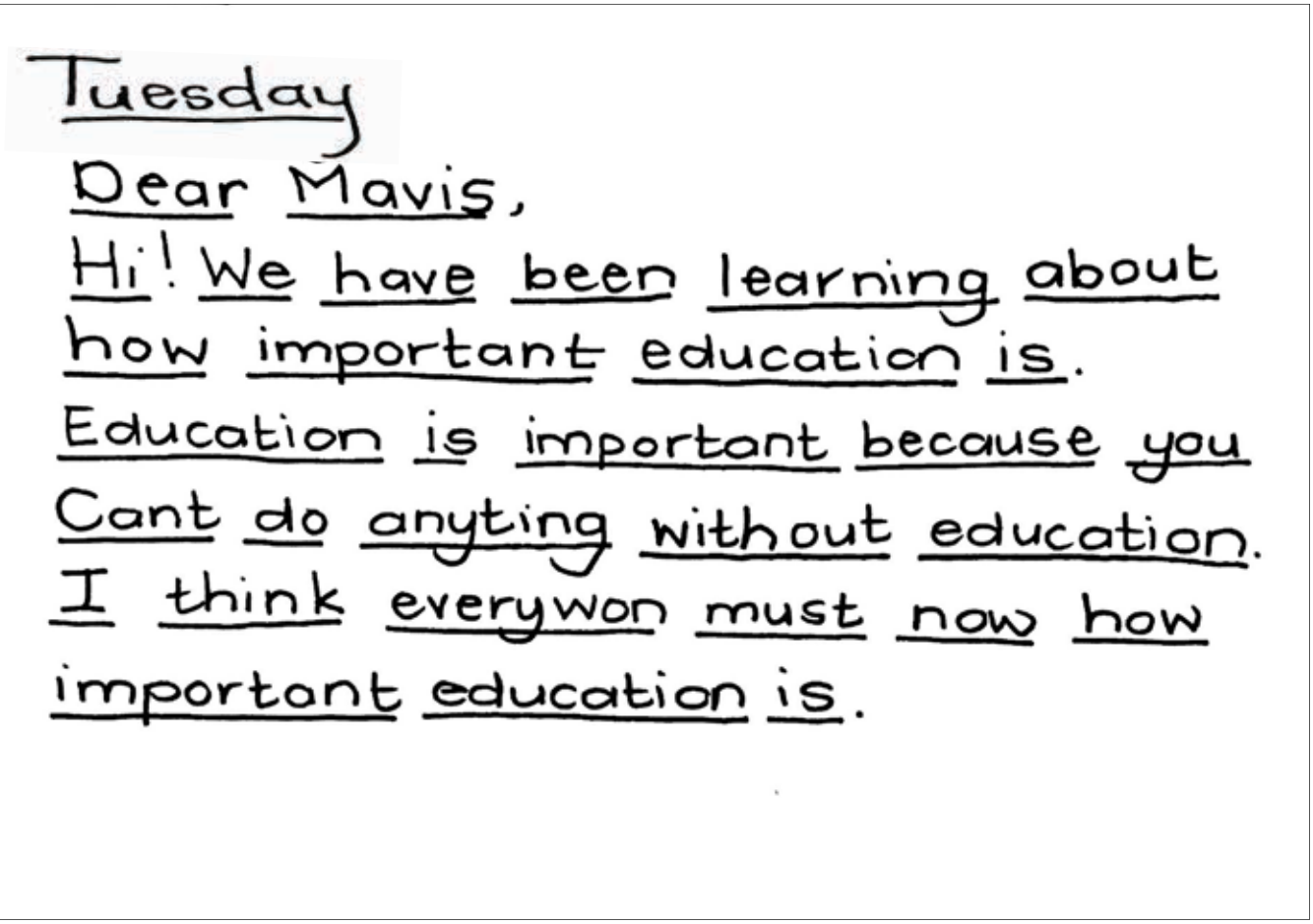
**Oral Instructions:**

1. Ask learners: Who will you write a letter to?
2. Instruct learners to **think before they write.**
3. Call on 3-5 learners to tell you who they will write to.
4. Ask learners: What will you tell your friend about education?
5. Instruct learners to **think before they write.**
6. Instruct learners to **turn and talk** and share their ideas with a partner.

7. Call on 2-3 learners to share their ideas. They must say: *I will tell my friend that…*
8. Explain that learners will now use the writing frame 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.



Tuesday

Dear Mavis,

Hi! We have been learning about how important education is.

Education is important because you Cant do anyting without education.

I think everywon must now how important education is.

| WEEK 1: TUESDAY: GROUP GUIDED & INDEPENDENT READING (15 minutes) | |
|---|---|
| **GROUP GUIDED READING (SMALL GROUP)** | |
| GROUP | GROUP 2 |
| TEXT | Use your tracker. Choose a text that is appropriate for the learners in the group. |
| SIGHT WORDS | Review any sight words that appear in the chosen text. |
| **INDEPENDENT READING (WHOLE CLASS)** | |
| Learners use worksheet for independent reading. | |

| WEEK 1: WEDNESDAY: DAILY ACTIVITIES (10 minutes) | | |
|---|---|---|
| GREETING | Greet the learners in English. | |
| SONG / RHYME | **Lyrics** | **Actions** |
| | At school I must work before I play | *Pretend to read and write* |
| | I must always try my best every day | *Hold up your arms, flex your muscles* |
| | A plan for my future I can see | *Hold your hand above your eyes* |
| | And I know my success depends on me! | *Nod your head and point at yourself* |
| THEME VOCABULARY | study, subject, pass, fail | |
| **QUESTION OF THE DAY** | | |
| Question | Which subject do you like to study most? | |
| Graph | 3 COLUMN GRAPH | |
| Options | English / Home Language / Maths | |
| **Follow-up questions** | | |
| **Question** | **How many learners like to study English the most?** | |
| Answer | __ learners like to study English the most. | |
| **Question** | **How many learners like to study Home Language the most?** | |
| Answer | __ learners like to study Home Language the most. | |
| **Question** | **How many learners like to study Maths the most?** | |
| Answer | __ learners like to study Maths the most. | |
| **Question** | **Which subject do most learners like to study the most?** | |
| Answer | Most learners like to study __. | |
| **Question** | **Which subject do fewest learners like to study the most?** | |
| Answer | Fewest learners like to study __. | |
| **Question** | **Which subject to you like to study most?** | |
| Answer | I like to study English the most. | |
| Answer | I like to study Home Language the most. | |
| Answer | I like to study Maths the most. | |
| | | |
| READING | Practice reading the sight words for the week. | |

| WEEK 1: WEDNESDAY: PHONEMIC AWARENESS & PHONICS (5 minutes) | |
|---|---|
| SOUND | **/au/** |
| ACTIVITY | **SEGMENTING AND BLENDING (I DO)**<br>1. Say the word **launch**<br>2. Segment the word into the individual sounds: **/l/ - /au/ - /nch/**<br>3. Say the beginning sound of the word: **/l/**<br>4. Say the middle sound of the word: **/au/**<br>5. Say the end sound of the word: **/nch/**<br>6. Write the word on the board: **launch**<br>7. Model pointing and blending the sounds to make a word: **/l/ - /au/ - /nch/ = launch**<br>8. Remind learners that in English, when **a** and **u** are together in a word they must be read together as one sound: **/au/**<br>9. Repeat this with the word **haunt**<br><br>**SEGMENTING AND BLENDING (WE DO)**<br>1. Say the word **pause**<br>2. Ask learners: What is the first sound in the word? **/p/**<br>3. Ask learners: What is the middle sound in the word? **/au/**<br>4. Ask learners: What is the last sound in the word? **/se/ (the /e/ is silent)**<br>5. Ask learners to segment the word into each individual sound: **/p/ - /au/ - /se/**<br>6. Write the word: **pause**<br>7. Instruct learners to blend the sounds in the word with you: **/p/ - /au/ - /se/ = pause**<br>8. Repeat this with the word **cause**<br><br>**SEGMENTING AND BLENDING (YOU DO)**<br>1. Instruct learners to take out their exercise books.<br>2. Instruct learners to write the heading: **au words.**<br>3. Instruct learners to write the numbers 1-8.<br>4. *Make sure the flashcard words are covered. Learners must **not** copy the words from the board.*<br>5. Say each of the following words. Instruct learners to write the word in their books. |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **maul** | **haunt** | **fraud** | **pause** | **cause** | **launch** | **laundry** | **author** |

| | |
|---|---|
| | 6. Uncover the Phonics Display Board. Instruct learners to check their words against the flashcard words on the Phonics Display Board.<br>7. Instruct learners to practice reading the phonic words for **homework**. |

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

| **WEEK 1: 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 1: THURSDAY: SHARED READING (15 minutes) | |
|---|---|
| TITLE | *A life without limits* |
| ACTIVITY | FIRST READ |
| COMPREHENSION STRATEGY | **Make evaluations** |
| PURPOSE | Making evaluations is a key thinking and comprehension skill. Learners must realise that they must always evaluate what they read, and be able to support or justify their evaluations. Remember that it takes confidence to share an evaluation, so it is important to encourage and praise learners as they start to make evaluations. |

| Story | Think Aloud (First Read) |
|---|---|
| Rebeca had been waiting to begin school her whole life! Since she was a tiny baby, her parents had told her how important her education was.<br>'School is so important,' her mother cooed.<br>'Your education will give you a life without limits!' her auntie sang to her. | -- |
| As a young child, Rebeca loved school. She was friends with many bright, talented girls at Mazengo Primary School in Dodoma, her village in Tanzania.<br>'School is so important!' her mother told her every morning.<br>'Your education will give you a life without limits!' her auntie told her every afternoon. | I make the **evaluation** that Rebeca loved school because she was always told about the importance of education! |
| As Rebeca got older, she noticed that some of the girls in her class stopped coming to school. Rebeca felt like she could do anything with an education! But, she could see that not all of her classmates got the same message at home.<br>'My brother said that girls are not as smart as boys!' one of her friends told her.<br>'My mother said that marriage is more important than school for girls,' another friend said. | Let's **evaluate** the problem in this story: not all people think that girls need an education. |

| | |
|---|---|
| There were fewer and fewer girls in her classes at Kilakala High School.<br>'Where did Adla go?' Rebeca asked her friend Joyce one day, as they walked home from school together. 'Oh, she has a husband now,' Joyce replied.<br>'And do you remember Zahra?' Joyce asked. 'She's also married, so she doesn't come to school anymore.'<br>'Zahra was so good in Maths. I always thought she would become a doctor.' Rebeca said.<br>'Why haven't any boys left school, but so many girls have?' Rebeca wondered. | This tells us more about the problem! I read that when girls get married, they must drop out of school. I make an **evaluation** that many smart girls leave school. |
| That night, Rebeca told her parents about all the girls who had left school.<br>'Please let me stay in school!' Rebeca cried.<br>'School is so important!' her mother repeated, 'For girls and for boys!'<br>'Your education will give you a life without limits!' her auntie repeated. | I make the **evaluation** that Rebeca's parents think that education is more important than marriage, because then Rebeca will be able to do anything she wants! I don't think that they will make her leave school. |
| Rebeca felt so lucky. She wished all the girls in her class had the same kind of support at home. Rebeca decided she would use her education to help girls just like her. | I make the **evaluation** that Rebeca will try to help solve the problem, even though the problem doesn't impact her own life directly. |
| At the University of Dar es Salaam, Rebeca decided to study law. She learned about Tanzania's law, which allowed girls to be married at a very young age – just 14 years old. But, the age for boys was 18! 'This must be why so many girls left school,' Rebeca thought. 'I'm going to change this law!' | I make the **evaluation** that Rebeca studied law to try to help solve the problem! She must really care about fixing this problem. |
| After graduating, Rebeca and her colleagues worked hard to try to change the law. Many people said that they were working against Tanzania's traditions. But Rebeca disagreed. 'Any tradition that hurts girls is not a tradition we should keep!' she argued. | -- |
| Rebeca and her colleagues presented their arguments in front of judges at Tanzania's High Court. The judges agreed with Rebeca's team and decided to change Tanzania's law. This meant that the age for girls to legally marry was changed to 18, the same age as boys! | I make the **evaluation** that other people in Tanzania saw the same problem as Rebeca, and wanted to fix it too! |

| | |
|---|---|
| Even though the law has been changed, Rebeca has not stop working hard to fight for the rights of girls. Rebeca still works tirelessly to make sure all girls know that school is important, and that education will give them a life without limits! | Rebeca's team won the court case! But, I make the **evaluation** that the problem isn't totally fixed, because Rebeca is still working to help all girls have access to a full education! |
| **Follow up questions** | **Responses** |
| Where does this story take place? | In Tanzania. |
| What is the problem in the story? | • The problem is that girls are dropping out of school.<br>• The problem is that some people think education isn't that important for girls. |
| What did Rebeca do to try to solve the problem? | • She decided to become a lawyer.<br>• She fought against unfair laws. |
| **Why question** | **Possible response** |
| Why do you think Rebeca stayed in school? | • Because she loved school.<br>• Because her family thought education was very important.<br>• Because her family wanted her to have a life without limits.<br>• Because she was always told that education was the most important thing – for girls and boys. |

| WEEK 1: THURSDAY: WRITING (30 minutes) | |
|---|---|
| TOPIC | Write a letter to a friend telling them about why education is important. |
| TASK | PLANNING & DRAFTING |
| WRITING FRAME | 2 questions (Who, what, when, why, how?)<br>I want to know…<br><br>Love, ____ |

**WRITING ACTIVITY**

**Modelling:**

1. Explain that today, learners will add sentences to finish their letters from Tuesday. Today, learners will think of two questions they have about how their friend feels about education.
2. Read the new writing frame to learners.
3. Use **modelling** to show learners that you **think before you write**.
4. Explain some ideas you have for filling in the writing frame, like: I want to know why my friend thinks education is important. I want to know what kind of dream they have for the future.
5. Explain which words you will write. **Draw a line for each word.**
6. Use **modelling** to complete the writing frame, like:

   Do you think education is important too? What opportunities do you want to have in the future? **I want to know** if your ideas are the same as mine or different!

   **Love,** Mrs Khunou

7. **Say words slowly like a tortoise and write the sounds you know.**
8. **Use resources**, like sight words and theme vocabulary words.
9. **Erase your example from the board. Explain this was just an example, but learners must write their own ideas.**

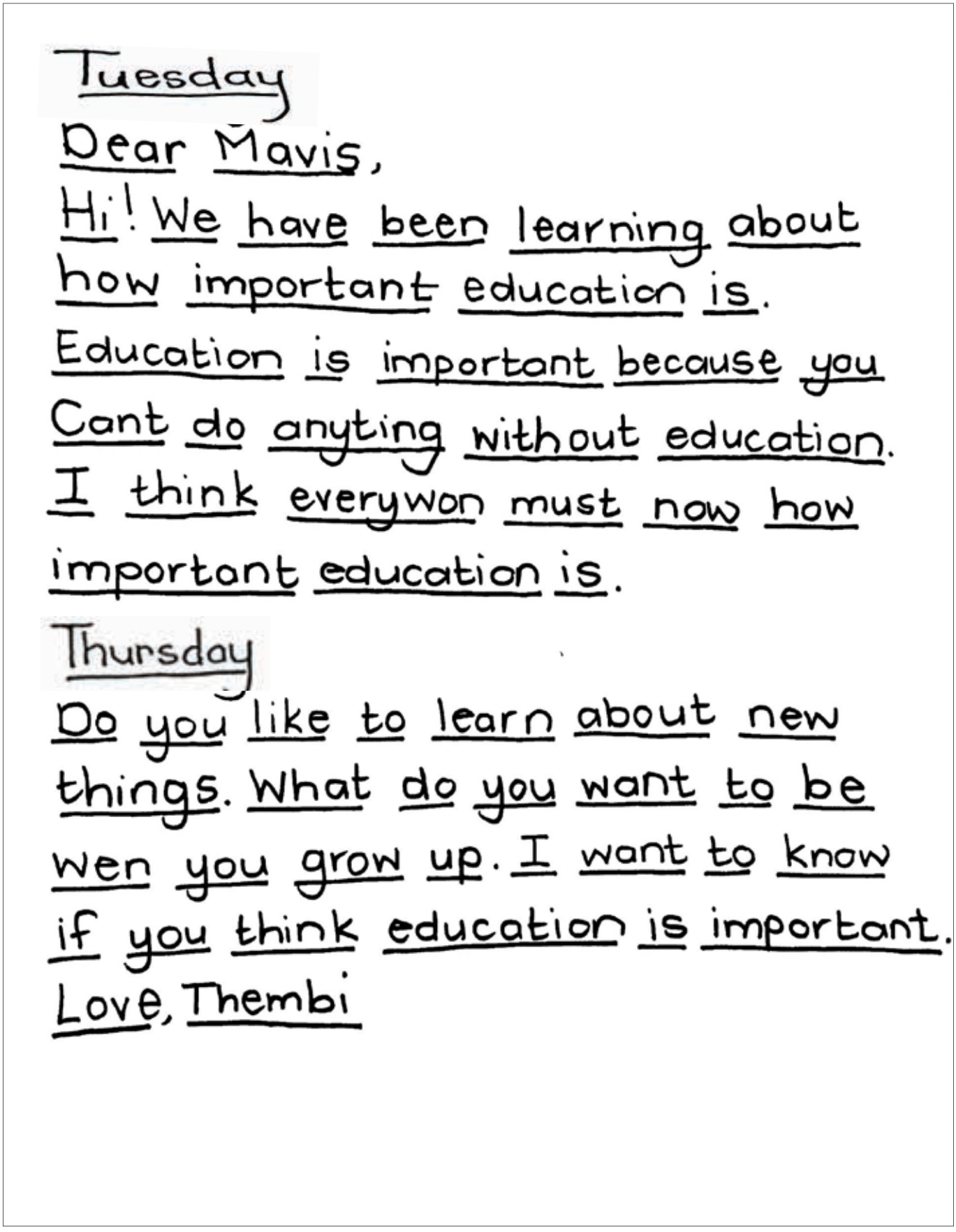
**Oral Instructions:**

1. Ask learners: What are some questions you will ask your friend?
2. Explain that learners should come up with their own ideas – they should **not** copy your ideas!
3. Instruct learners to **think before they write**.
4. Instruct learners to **turn and talk** and share their ideas with a partner.
5. Call on 2-3 learners to share one question they will add to their letter.
6. Explain that now learners will use the writing frame to finish their own letters!

**Writing:**

1. **Hand out learner books.**
2. Instruct learners to begin writing on the same page as Tuesday, so that they have **one complete letter**.
3. As learners are writing, walk around the room and complete **mini conferences.**

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



Tuesday

Dear Mavis,

Hi! We have been learning about how important education is. Education is important because you Cant do anyting without education. I think everywon must now how important education is.

Thursday

Do you like to learn about new things. What do you want to be wen you grow up. I want to know if you think education is important.

Love, Thembi

| WEEK 1: THURSDAY: GROUP GUIDED & INDEPENDENT READING (15 minutes) | |
|---|---|
| **GROUP GUIDED READING (SMALL GROUP)** | |
| GROUP | GROUP 4 |
| TEXT | Use your tracker. Choose a text that is appropriate for the learners in the group. |
| SIGHT WORDS | Review any sight words that appear in the chosen text. |
| **INDEPENDENT READING (WHOLE CLASS)** | |
| Learners use worksheet for independent reading. | |

| WEEK 1: FRIDAY: DAILY ACTIVITIES (10 minutes) | | |
|---|---|---|
| GREETING | Greet the learners in English. | |
| SONG / RHYME | **Lyrics** | **Actions** |
| | At school I must work before I play | *Pretend to read and write* |
| | I must always try my best every day | *Hold up your arms, flex your muscles* |
| | A plan for my future I can see | *Hold your hand above your eyes* |
| | And I know my success depends on me! | *Nod your head and point at yourself* |
| THEME VOCABULARY | graduate, drop out, opportunity, married | |
| **QUESTION OF THE DAY** | | |
| Question | *Explain that Rebeca Gyumi doesn't think there is anything wrong with getting married. But, she does think it is a big problem for girls to drop out of school early to get married. When this happens, girls don't get the education that could give them the opportunity to be anything they want to be! In her opinion, girls must finish school and then they can get married if they choose!*<br>**Ask learners:** What do you want to do when you finish secondary school? | |
| Graph | 3 COLUMN GRAPH | |
| Options | go to university / get a job / get married | |
| **Follow-up questions** | | |
| **Question** | **How many learners want to go to university when they finish secondary school?** | |
| Answer | __ learners want to go to university when they finish secondary school. | |
| **Question** | **How many learners want to get a job when they finish secondary school?** | |
| Answer | __ learners want to get a job when they finish secondary school. | |
| **Question** | **How many learners want to get married when they finish secondary school?** | |
| Answer | __ learners want to get married when they finish secondary school. | |
| **Question** | **What do most learners want to do when they finish secondary school?** | |
| Answer | Most learners want to __. | |
| **Question** | **What do fewest learners want to do when they finish secondary school?** | |

| | |
|---|---|
| Answer | Fewest learners want to __. |
| **Question** | **What do you want to do when you finish secondary school?** |
| Answer | I want to go to university. |
| Answer | I want to get a job. |
| Answer | I want to get married. |
| | |
| READING | Practice reading the sight words for the week. |

| **WEEK 1: FRIDAY: PHONEMIC AWARENESS & PHONICS (5 minutes)** | |
|---|---|
| SOUND | **/au/** |
| ACTIVITY | **WORD FIND**<br>Write the following table on the chalkboard:<br><br>**MODEL**<br>1. Remind learners of the sound of the week: **/au/**<br>2. Review all of the sounds and blends on the chalkboard.<br>3. Explain that learners will have three minutes to make as many words as they can using the sounds and blends above.<br>4. Show learners how to make a word using the target sound, like: **/h/ - /au/ - /nt/**<br>5. Remind learners they can make a word using any of the sounds – they do not need to use **/au/**.<br>6. Show learners how to make another word, like: **/h/ - /i/ - /p/**<br>7. Remind learners they can make words using the target sound, like **haunt**, or words without the target sound, like **hip**.<br><br>**LEARNERS DO**<br>1. Tell learners to open their exercise books and write the heading: **au words**.<br>2. Instruct learners to begin writing.<br>3. Give learners 3 minutes to find and build as many words as they can.<br>4. Allow learners to correct their own work. Show learners how to build these words (and others): **pause, cause, haunt, launch, pinch, hip, hint, lip, pip** |

| | | |
|---|---|---|
| **au** | **i** | **p** |
| **nch** | **c** | **l** |
| **nt** | **se** | **h** |

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

| WEEK 1: FRIDAY: LANGUAGE USE (30 minutes) | |
|---|---|
| TOPIC | Using joining words: |

**I DO (Teacher models)**

1. Explain that today, learners will learn more about **joining words**.
2. Remind learners that we learned about joining sentences with 'because' and 'and then' in Term 3. Today we will learn new joining words!
3. Explain that joining words help us put two sentences together. They make our sentences more interesting!
4. Explain that today, we will try to use the joining words: but, so that
5. We use 'but' when the second part of our sentence tells about a different idea from the first part of the sentence, like: I like to eat candy <u>but</u> I know it is bad for me.
6. We use 'so that' when the first part of the sentence is the cause of the second part of the sentence, like: I eat protein <u>so that</u> I can become strong.
7. Explain that learners will two short sentences together today to make more interesting sentences!
8. Write two simple sentences on the board, like: The boy ran. He was late for school.
9. Explain that you can join these two sentences using but, like: The boy ran **but** he was late for school.

**WE DO (Teacher and learners do together):**

1. Write two simple sentences on the board, like: I woke up early. I got to school late.
2. Ask learners to what words we can use to join the sentence: 'but' or 'so that'?

3. Explain that we use 'but' because the first sentence is a different idea from the second sentence!
4. Write the joined sentence on the board, like: I woke up early but I got to school late.

**YOU DO (Learners do independently):**

1. Hand out learner books.
2. Write some simple sentences on the board, like:
   - I don't eat vegetables.
   - I grow vegetables in my garden.
   - I am healthy.
   - I like to exercise.
   - I eat protein.
   - I grow big and strong.
3. Instruct learners to turn and talk with a partner to join these simple sentences to make two interesting sentences.
4. Instruct learners who have extra time to make more sentences.
5. Ask learners to **read their writing** to you**.**
6. Help learners correctly use **the new joining words**.
7. **Encourage learners.**

**SHARE**

1. Hand out chalk to some learners (as many different pairs as possible).
2. Instruct learners to write one of their sentences on the board. Instruct them to underline the joining word in their sentence.
3. Call on learners to read the sentences.
4. Correct any mistakes.

| **WEEK 1: FRIDAY: GROUP GUIDED & INDEPENDENT READING (15 minutes)** | |
|---|---|
| **GROUP GUIDED READING (SMALL GROUP)** | |
| GROUP | GROUP 5 |
| TEXT | Use your tracker. Choose a text that is appropriate for the learners in the group. |
| SIGHT WORDS | Review any sight words that appear in the chosen text. |
| **INDEPENDENT READING (WHOLE CLASS)** | |
| Learners use worksheet for independent reading. | |

| WEEK 1 CONCLUSION | |
|---|---|
| **Find 10 minutes at the end of the week to do the following:** | |
| SUMMARISE | Settle learners so you have their attention.<br>Remind learners of what you have achieved this week. For example:<br>**This week we:**<br>1. We were quiet when we had to be.<br>2. We listened to the teacher and to our partners.<br>3. We learnt to read new sight words.<br>4. We learnt the phonic sound /au/ and new phonic words.<br>5. We learnt new theme words about education<br>6. We sang a song, and we answered questions.<br>7. We listened to a story about the importance of education.<br>8. We thought about the story.<br>9. We wrote a letter about the importance of education.<br>10. We had fun. |
| SHARE WITH FAMILIES | 1. Ask learners to think about **two things** that they are going to tell their families about what they did this week.<br>2. Give learners a few minutes to think about this.<br>3. Tell learners to turn and talk, and share their ideas with a partner.<br>4. Ask one or two learners to share their ideas with the class.<br>5. Remind learners to please tell their families what they learnt! |
| ACKNOWLEDGE AND CELEBRATE | 1. Acknowledge a few learners who managed themselves well, or worked hard, or came up with good ideas during the week.<br>2. This could include learners who:<br>a. Behaved appropriately<br>b. Were kind to others<br>c. Listened well<br>d. Tried out new language and spoke on their own<br>e. Had a good idea about an answer to a story<br>f. Worked hard<br>g. Improved in some way<br>3. Remember to try to acknowledge all the learners in a class at some stage, and not just the same learners over and over.<br>4. Celebrate the achievements of those learners, and also of the whole class! |

# GRADE 3 - TERM 4

## THEME:
## THE IMPORTANCE OF EDUCATION

'An investment in knowledge pays the best interest.'

- Benjamin Franklin

| EXTENSION ACTIVITIES | |
|---|---|
| **These activities can be used as independent work for learners who finish their work early OR while you are giving assessments to learners.** | |
| Activity 1 | DBE Workbook 2: Let's read, page 36 |
| Activity 2 | DBE Workbook 2: Let's write, page 37 |
| Activity 3 | DBE Workbook 2: Fun, page 38 - 39 |
| Activity 4 | DBE Workbook 2: Let's write, page 40 |

| TERM 4: WEEK 2 | | |
|---|---|---|
| **OVERVIEW** | | |
| THEME | The importance of education | |
| THEME VOCABULARY | education, primary school, secondary school, university, study, subject, pass, fail, graduate, drop out, opportunity, married, lawyer, law, judge, court, classmate, colleague, husband, wife, Tanzania, Zimbabwe, map, country | |
| SIGHT WORDS | stopped, smart, important, fewer, they | |
| PHONICS | /igh/ - (long i) - night, sight, right, fight, light, bright, fright, frighten | |
| WRITING FRAME | **Topic:** Write a letter to a friend telling them about why education is important. | |
| | **Tuesday** | **Thursday** |
| | Edit | Publish and share |
| **PREPARATION** | | |
| CLASSROOM | 1. Make sure that your learners' DBE Workbooks and exercise books are marked and in order.<br>2. Prepare your flashcard words and pictures for the week by cutting them out, colouring them in, laminating them and sticking them on your display boards.<br>3. Try to find some items for your theme table, for example: a picture of two people getting married, a picture of a courtroom, a Zimbabwean and a Tanzanian flag, a map of Africa, etc.<br>4. Make sure that your Group Guided Reading Groups are updated – make any changes that you need to make. Remember, these groups must be same-ability groups.<br>5. Also make sure that your Group Guided Reading Tracker is up to date, and that you know which text you are going to read with each group. | |

| | |
|---|---|
| LEARNERS | 1. Tell your learners that this week they will practice:<br>a. Being quiet when the teacher is talking<br>b. Looking after their books and stationery<br>c. Answering the question of the day<br>d. Listening to their partners<br>2. Tell learners that this week they will continue to improve their reading. They will do this by:<br>a. Learning to read different sounds<br>b. Blending sounds together to make words<br>c. Segmenting words into different sounds<br>d. Learning to read new sight words – remind learners that these are words we read by sight – we must remember what they look like<br>e. Learning to read new phonics words – remind learners that these are words that we can sound out<br>f. Practicing to read more fluently during Group Guided Reading<br>3. Next, remind learners that they will also listen to a new story during Shared Reading. Ask learners to listen very carefully, because this is when they will:<br>a. Learn lots of new English words and language<br>b. Think about the story<br>4. Finally, tell learners that this week, they will continue to write.<br>5. Remind learners that it is very important for them to write their own thoughts, ideas and opinions down. They must not copy what you write. |

| TERM 4: WEEK 2 | |
|---|---|
| **INTRODUCE THE THEME** | |
| PICTURE | Page 1 of the Big Book *A life without limits* |
| SHOW | Show learners the picture of Rebeca Gyumi studying at university. |
| SAY | 1. Remind learners that we have been talking about **the importance of education**.<br>2. Remind learners that in the story, Rebeca's family always tells her that her education is very important. But not all girls in her community are taught the same thing.<br>3. Ask learners: How would you feel if someone told you your education wasn't as important as your brother or sister's education?<br>4. Discuss this with learners. Explain that everyone's education is equally important.<br>5. Explain that this week, we will continue to think about why education is important for everyone. |
| TEACH | Teach learners the **sight words** for the week. Explain that learners will see these words in their **independent reading**.<br>1. Learners copy down the sight words into their books.<br>2. Learners practice reading the sight words at home. |

| WEEK 2: MONDAY: DAILY ACTIVITIES (10 minutes) | | |
|---|---|---|
| GREETING | Greet the learners in English. | |
| SONG / RHYME<br>*(Tune: She'll be coming round the mountain)* | **Lyrics** | **Actions** |
| | Education is important don't you know? | *Clap twice after this line* |
| | Education is important don't you know? | *Clap twice after this line* |
| | Education is important | - |
| | Education is important | - |
| | Education is important don't you know? | *Clap twice after this line* |
| | | |
| | Education is the key to success | *Clap twice after this line* |
| | Education is the key to success | *Clap twice after this line* |
| | Education is the key | - |
| | Education is the key | - |
| | Education is the key to success! | *Clap twice after this line* |
| THEME VOCABULARY | lawyer, law, judge, court | |
| **QUESTION OF THE DAY** | | |
| Question | *Remind learners that in the story, Rebeca Gyumi decided to become a lawyer. That means she reads and learns about the law. She sometimes goes to court and argues different issues in front of a judge.*<br><br>**Ask learners:** Would you like to become a lawyer like Rebeca Gyumi? | |
| Graph | 2 COLUMN GRAPH | |
| Options | yes / no | |
| **Follow-up questions** | | |
| **Question** | **How many learners would like to become a lawyer?** | |
| Answer | __ learners would like to become a lawyer. | |
| **Question** | **How many learners would not like to become a lawyer?** | |
| Answer | __ learners would not like to become a lawyer. | |
| **Question** | **Would more learners like to become a lawyer or not?** | |
| Answer | More learners would / would not like to become a lawyer. | |

| | |
|---|---|
| **Question** | **Would fewer learners like to become a lawyer or not?** |
| Answer | Fewer learners would / would not like to become a lawyer. |
| **Question** | **Would you like to become a lawyer like Rebeca Gyumi?** |
| Answer | Yes, I would like to become a lawyer. |
| Answer | No, I would not like to become a lawyer. |
| **EXPLAIN** | *Explain that in South Africa, we have different words that describe lawyers as well – we sometimes say attorneys or advocates. Both attorneys and advocates are lawyers!* |
| | |
| READING | Practice reading the sight words for the week. |

| **WEEK 2: MONDAY: PHONEMIC AWARENESS & PHONICS (5 minutes)** | |
|---|---|
| SOUND | **/igh/ - (long i)** |
| FLASHCARDS | **night, sight, right, fight, light, bright, fright, frighten** |
| ACTIVITY | **INTRODUCE THE SOUND AND WORDS**<br>1. Say the sound and hold up the flashcard **/igh/** for learners to see.<br>2. Say the sound and instruct learners to repeat the sound. Do this three times.<br>3. Explain that when we see the letters **i, g** and **h** together in a word, we must not say the sounds separately. We must say one sound**: /igh/ - (long i)**<br>4. Show each flashcard and help learners break the word up into individual sounds:<br>**/n/ - /igh/ - /t/**<br>**/s/ - /igh/ - /t/**<br>**/r/ - /igh/ - /t/**<br>**/f/ - /igh/ - /t/**<br>**/l/ - /igh/ - /t/**<br>**/br/ - /igh/ - /t/**<br>**/fr/ - /igh/ - /t/**<br>**/fr/ - /igh/ - /t/ - /en/**<br>5. Ask learners to repeat each word after you.<br>6. Stick up the flashcards on the Phonics Display Board.<br>7. Call on a different learner to read each of the phonic words: |

| | |
|---|---|
| **night** | **light** |
| **sight** | **bright** |
| **right** | **fright** |
| **fight** | **frighten** |

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

| WEEK 2: MONDAY: GROUP GUIDED & INDEPENDENT READING (15 minutes) | |
|---|---|
| **GROUP GUIDED READING (SMALL GROUP)** | |
| GROUP | GROUP 1 |
| TEXT | Use your tracker. Choose a text that is appropriate for the learners in the group. |
| SIGHT WORDS | Review any sight words that appear in the chosen text. |
| **INDEPENDENT READING (WHOLE CLASS)** | |
| Learners use worksheet for independent reading. | |

| WEEK 2: TUESDAY: SHARED READING (15 minutes) | |
|---|---|
| TITLE | *A life without limits* |
| ACTIVITY | SECOND READ |
| COMPREHENSION STRATEGY | **Make evaluations** |
| PURPOSE | Making evaluations is a key thinking and comprehension skill. Learners must realise that they must always evaluate what they read, and be able to support or justify their evaluations. Remember that it takes confidence to share an evaluation, so it is important to encourage and praise learners as they start to make evaluations. |

| Story | Think Aloud (Second Read) |
|---|---|
| Rebeca had been waiting to begin school her whole life! Since she was a tiny baby, her parents had told her how important her education was.<br>'School is so important,' her mother cooed.<br>'Your education will give you a life without limits!' her auntie sang to her. | I remember that lots of the girls in Rebeca's class were not given the same messages about education at home! I make the **evaluation** that Rebeca's family valued education for girls more than other families. |
| As a young child, Rebeca loved school. She was friends with many bright, talented girls at Mazengo Primary School in Dodoma, her village in Tanzania.<br>'School is so important!' her mother told her every morning.<br>'Your education will give you a life without limits!' her auntie told her every afternoon. | -- |
| As Rebeca got older, she noticed that some of the girls in her class stopped coming to school. Rebeca felt like she could do anything with an education! But, she could see that not all of her classmates got the same message at home.<br>'My brother said that girls are not as smart as boys!' one of her friends told her.<br>'My mother said that marriage is more important than school for girls,' another friend said. | I make an **evaluation** that Rebeca didn't understand why girls were dropping out of school, because she was only told about the importance of education at home! |

| | |
|---|---|
| There were fewer and fewer girls in her classes at Kilakala High School.<br>'Where did Adla go?' Rebeca asked her friend Joyce one day, as they walked home from school together. 'Oh, she has a husband now,' Joyce replied.<br>'And do you remember Zahra?' Joyce asked. 'She's also married, so she doesn't come to school anymore.'<br>'Zahra was so good in Maths. I always thought she would become a doctor.' Rebeca said.<br>'Why haven't any boys left school, but so many girls have?' Rebeca wondered. | I make the **evaluation** that Rebeca felt confused about why more girls had to drop out of school than boys! |
| That night, Rebeca told her parents about all the girls who had left school.<br>'Please let me stay in school!' Rebeca cried.<br>'School is so important!' her mother repeated, 'For girls and for boys!'<br>'Your education will give you a life without limits!' her auntie repeated. | Rebeca is confused. I make the **evaluation** that she is also scared that she might be forced to drop out of school, like the other girls she has grown up with! |
| Rebeca felt so lucky. She wished all the girls in her class had the same kind of support at home. Rebeca decided she would use her education to help girls just like her. | -- |
| At the University of Dar es Salaam, Rebeca decided to study law. She learned about Tanzania's law, which allowed girls to be married at a very young age – just 14 years old. But, the age for boys was 18! 'This must be why so many girls left school,' Rebeca thought. 'I'm going to change this law!' | Oh! I make the **evaluation** that when Rebeca read this law, she understood the problem more deeply. Girls were dropping out because they were getting married much younger than the boys! |
| After graduating, Rebeca and her colleagues worked hard to try to change the law. Many people said that they were working against Tanzania's traditions. But Rebeca disagreed. 'Any tradition that hurts girls is not a tradition we should keep!' she argued. | I make the **evaluation** that Rebeca is determined to fix the problem so that all girls know that they can be anything they want to be! |
| Rebeca and her colleagues presented their arguments in front of judges at Tanzania's High Court. The judges agreed with Rebeca's team and decided to change Tanzania's law. This meant that the age for girls to legally marry was changed to 18, the same age as boys! | -- |

| | |
|---|---|
| Even though the law has been changed, Rebeca has not stop working hard to fight for the rights of girls. Rebeca still works tirelessly to make sure all girls know that school is important, and that education will give them a life without limits! | I make the **evaluation** that Rebeca is determined to keep fighting for all girls to have the same opportunities she had because of her education. |
| **Follow up questions** | **Responses** |
| Who tells Rebeca that education is important? | Her parents. |
| Why were girls dropping out of school before boys? | • Because they were getting married.<br>• Because the law said that girls could get married at a younger age than boys. |
| Can you make an **evaluation** about Rebeca? What kind of person do you think she is? | I think she is…because… |
| **Why question** | **Possible response** |
| Why do you think Rebeca Gyumi was determined to change Tanzania's law? | • Because she was taught that education is the most important thing.<br>• Because she saw that the law meant more girls dropped out of school than boys.<br>• Because she wanted to make sure all girls got an education before getting married.<br>• Because she wanted girls to know that they could be anything they want to be!<br>• Because she saw that the law was having a negative impact on girls in her community. |

| WEEK 2: TUESDAY: WRITING (30 minutes) | |
|---|---|
| TOPIC | Write a letter to a friend telling them about why education is important. |
| TASK | EDITING |

**WRITING ACTIVITY**

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 spelling. (I circled words I need help with) | |

**Getting Ready:**

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

> Dear Kgabo,
>
> Hi! **we** have been learning about why education is valuable! Education is important because it gives you lots of **opportunitys**. I think education is also important because it is good to know about lots of different **thing**!

**Modelling**:

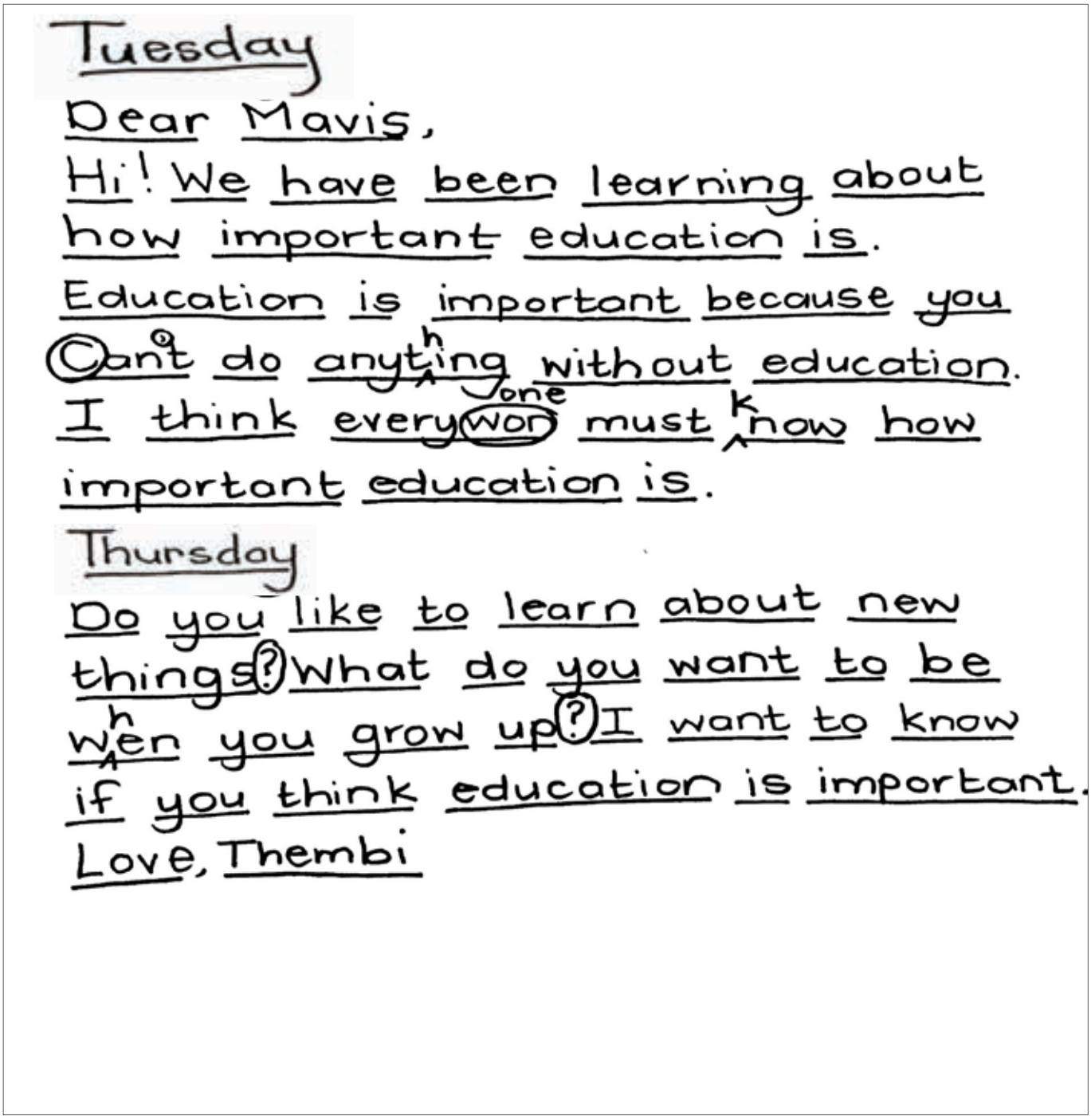
1. Explain that today, learners will **edit** their paragraphs.
2. Read the **checklist** out loud to learners.
3. Use **modelling** to read each of your example sentences out loud to learners.
4. After each sentence, instruct learners to look for the **mistake**.
5. Fix each mistake on the chalkboard with learners. Explain each mistake, like:
    1. **we** have been learning … (*We must start a sentence / question with a capital letter!)*
    2. …lots of **opportunity~~s~~ ies.** (*When a noun ends in 'y' we must change this to 'ie' when we make the word plural!*)
    3. …lots of different **things**! (*Things must be plural because we are talking about lots of things – not just one thing!)*

**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 letters from the previous week.
2. Instruct learners to find their letters from the previous week.
3. Instruct learners to **turn and talk**.
4. Instruct learners to find and fix their mistakes.
5. As learners talk and fix mistakes, walk around the room and complete **mini conferences.**
6. Ask learners to **read their writing**.
7. Help learners who are struggling to find and fix their mistakes.
8. Instruct any learners who finishes early to add more details or sentences to their writing.
9. Encourage learners.



Tuesday

Dear Mavis,

Hi! We have been learning about how important education is. Education is important because you can't do anything without education. I think everyone must know how important education is.

Thursday

Do you like to learn about new things? What do you want to be when you grow up? I want to know if you think education is important.

Love, Thembi

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

| WEEK 2: WEDNESDAY: DAILY ACTIVITIES (10 minutes) | | |
|---|---|---|
| GREETING | Greet the learners in English. | |
| SONG / RHYME | **Lyrics** | **Actions** |
| | Education is important don't you know? | *Clap twice after this line* |
| | Education is important don't you know? | *Clap twice after this line* |
| | Education is important | - |
| | Education is important | - |
| | Education is important don't you know? | *Clap twice after this line* |
| | | |
| | Education is the key to success | *Clap twice after this line* |
| | Education is the key to success | *Clap twice after this line* |
| | Education is the key | - |
| | Education is the key | - |
| | Education is the key to success! | *Clap twice after this line* |
| THEME VOCABULARY | classmate, colleague, husband, wife | |
| **QUESTION OF THE DAY** | | |
| Question | What do you think is the most important thing about an education? | |
| Graph | 2 COLUMN GRAPH | |
| Options | learning new things / the opportunities you get when you graduate | |
| **Follow-up questions** | | |
| **Question** | **How many learners think the most important thing is learning new things?** | |
| Answer | __ learners think the most important thing is learning new things. | |
| **Question** | **How many learners think the most important thing is the opportunities you get when you graduate?** | |
| Answer | __ learners think the most important thing is the opportunities you get when you graduate. | |
| **Question** | **What do more learners think is the most important thing?** | |
| Answer | More learners think the most important thing is __. | |
| **Question** | **What do fewer learners think is the most important thing?** | |
| Answer | Fewer learners think the most important thing is __. | |
| **Question** | **What do you think is the most important thing about an education?** | |

| | |
|---|---|
| Answer | I think the most important thing about education is learning new things. |
| Answer | I think the most important thing about education is the opportunities you get when you graduate. |
| EXPLAIN | *Explain that both things are important! It is important to be curious, to ask questions and to learn as much as we can about our world. Our education helps us learn lots of things. But, our education does even more for us! An education also opens doors for our future!* |
| | |
| READING | Practice reading the sight words for the week. |

| **WEEK 2: WEDNESDAY : PHONEMIC AWARENESS & PHONICS (5 minutes)** | |
|---|---|
| SOUND | **/igh/ - (long i)** |
| ACTIVITY | **SEGMENTING AND BLENDING (I DO)**<br>1. Say the word **night**<br>2. Segment the word into the individual sounds: **/n/ - /igh/ - /t/**<br>3. Say the beginning sound of the word: **/n/**<br>4. Say the middle sound in the word? **/igh/**<br>5. Say the end sound of the word: **/t/**<br>6. Write the word on the board: **night**<br>7. Model pointing and blending the sounds to make a word: **/n/ - /igh/ - /t/ = night**<br>8. Remind learners that in English, when **i, g** and **h** are together in a word they must be read together as one sound: **/igh/ - (long i)**<br>9. Repeat this with the word **fight**<br><br>**SEGMENTING AND BLENDING (WE DO)**<br>1. Say the word **bright**<br>2. Ask learners: What is the first sound in the word? **/br/**<br>3. Ask learners: What are the middle sounds in the word? **/igh/**<br>4. Ask learners: What is the last sound in the word? **/t/**<br>5. Ask learners to segment the word into each individual sound: **/br/ - /igh/ - /t/**<br>6. Write the word: **bright**<br>7. Instruct learners to blend the sounds in the word with you: **/br/ - /igh/ - /t/ = bright**<br>8. Repeat this with the word **fright** |

| | |
|---|---|
| | **SEGMENTING AND BLENDING (YOU DO)**<br>1. Instruct learners to take out their exercise books.<br>2. Instruct learners to write the heading: **igh words.**<br>3. Instruct learners to write the numbers 1-8.<br>4. *Make sure the flashcard words are covered. Learners must **not** copy the words from the board.*<br>5. Say each of the following words. Instruct learners to write the word in their books.<br><br>**night** **sight** **right** **fight** **light** **bright** **fright** **frighten**<br><br>6. Uncover the Phonics Display Board. Instruct learners to check their words against the flashcard words on the Phonics Display Board.<br>7. Instruct learners to Practice reading the phonic words for **homework**. |

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

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

| WEEK 2: THURSDAY: SHARED READING (15 minutes) | |
|---|---|
| TITLE | *A life without limits* |
| ACTIVITY | Recount |
| COMPREHENSION STRATEGY | **Summarise** |
| 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.<br><br>Asking a young learner to summarise the main points of a story is the best way to check their understanding. |
| SENTENCE FRAME | This is a story that tells us…<br>I learned…<br>This story helps us learn… |

**INSTRUCTIONS**

1. Explain that when we **summarise** a book about a real person, we think about the most important things we learned from the book.
2. Use **modelling** to show learners how to give a short summary of the text like: **This is a story that tells us** all about Rebeca Gyumi! It tells us about Rebeca's life and her fight for equal rights for girls. **I learned** that in Tanzania, there was a law that said girls could get married younger than boys. **This story helps us learn** about how we can use our education to help others.
3. Hold up the pictures. Instruct learners to look at the pictures and think about the interesting facts in the book.
4. Instruct learners to think about their **summary** of the book.
5. Instruct learners to **turn and talk** and share their **own** recount with a partner ***(they should not memorise what the teacher has said. This should be learners own ideas!)***
6. Ask 2-3 learners to **share** their ideas with the class. **Help** the learners form complete sentences.
7. Explain and correct any common problems to learners.

| WEEK 2: THURSDAY: WRITING (30 minutes) | |
|---|---|
| TOPIC | Write a letter to a friend telling them about why education is important. |
| TASK | PUBLISHING and SHARING |
| WRITING FRAME | Dear ____,<br><br>Hi! We have been learning about…<br>Education is important because…<br>I think…<br><br>2 questions (Who, what, when, why, how?)<br>I want to know…<br><br>Love, ____ |

**WRITING ACTIVITY**

**Getting Ready:**

1. Write one of your sentences on the board, with a corrected mistake, like:
   Education is important because it gives you lots of **opportunity~~s~~ ies**.

**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 on Tuesday.
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:
   Education is important because it gives you lots of opportunities.

**Writing:**

1. Hand out learner books.
2. Instruct learners to find their **drafts** from the previous week. They must read through the corrections they made with their partners!
3. Instruct learners to begin **publishing**.
4. Remind learner to fix their mistakes as they **publish**. They can also add to 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** with a partner about their letters.

*Instruct learners to take their letters home and to really give their letters to the correct recipient. This helps give writing real purpose and meaning.*

Thursday

Dear Mavis,

Hi! We have been learning about how important education is. Education is important because you can't do anything without education. I think everyone must know how important education is.

Do you like to learn new things? What do you want to be when you grow up? I want to know if you think education is important.

Love, Thembi

| WEEK 2: THURSDAY: GROUP GUIDED & INDEPENDENT READING (15 minutes) | |
|---|---|
| **GROUP GUIDED READING (SMALL GROUP)** | |
| GROUP | GROUP 4 |
| TEXT | Use your tracker. Choose a text that is appropriate for the learners in the group. |
| SIGHT WORDS | Review any sight words that appear in the chosen text. |
| **INDEPENDENT READING (WHOLE CLASS)** | |
| Learners use worksheet for independent reading. | |

| WEEK 2: FRIDAY: DAILY ACTIVITIES (10 minutes) | | |
|---|---|---|
| GREETING | Greet the learners in English. | |
| SONG / RHYME<br>*(Tune: She'll be coming round the mountain)* | **Lyrics** | **Actions** |
| | Education is important don't you know? | *Clap twice after this line* |
| | Education is important don't you know? | *Clap twice after this line* |
| | Education is important | - |
| | Education is important | - |
| | Education is important don't you know? | *Clap twice after this line* |
| | | |
| | Education is the key to success | *Clap twice after this line* |
| | Education is the key to success | *Clap twice after this line* |
| | Education is the key | - |
| | Education is the key | - |
| | Education is the key to success! | *Clap twice after this line* |
| THEME VOCABULARY | Tanzania, Zimbabwe, map, country | |
| **QUESTION OF THE DAY** | | |
| Question | *Remind learners that last term, we read a story about William from Malawi. Rebeca Gyumi is from Tanzania. At the end of the term, we will read a story about Zimbabwe. There are so many different places we can learn about!*<br><br>Ask learners: Which country would you like to learn more about in the future? | |
| Graph | 3 COLUMN GRAPH | |
| Options | Tanzania / Malawi / Zimbabwe | |
| **Follow-up questions** | | |
| **Question** | **How many learners would like to learn more about Tanzania?** | |
| Answer | __ learners would like to learn more about Tanzania. | |
| **Question** | **How many learners would like to learn more about Malawi?** | |
| Answer | __ learners would like to learn more about Malawi. | |
| **Question** | **How many learners would like to learn more about Zimbabwe?** | |

| | |
|---|---|
| Answer | __ learners would like to learn more about Zimbabwe. |
| **Question** | **Which country would most learners like to learn more about in the future?** |
| Answer | Most learners would like to learn more about __. |
| **Question** | **Which country would fewest learners like to learn more about in the future?** |
| Answer | Fewest learners would like to learn more about __. |
| **Question** | **Which country would you like to learn more about in the future?** |
| Answer | I would like to learn more about Tanzania. |
| Answer | I would like to learn more about Malawi. |
| Answer | I would like to learn more about Zimbabwe. |
| | |
| READING | Practice reading the sight words for the week. |

| **WEEK 2: FRIDAY: PHONEMIC AWARENESS & PHONICS (5 minutes)** | |
|---|---|
| SOUND | **/igh/ - (long i)** |
| ACTIVITY | **WORD FIND**<br><br>Write the following table on the chalkboard:<br><br>**igh** \| **l** \| **br**<br>**f** \| **a** \| **n**<br>**s** \| **fr** \| **t**<br><br>**MODEL**<br><br>1. Remind learners of the sound of the week: **/igh/**<br>2. Review all of the sounds and blends on the chalkboard.<br>3. Explain that learners will have three minutes to make as many words as they can using the sounds and blends above.<br>4. Show learners how to make a word using the target sound, like: **/f/ - /igh/ - /t/**<br>5. Remind learners they can make a word using any of the sounds – they do not need to use **/igh/**.<br>6. Show learners how to make another word, like: **/f/ - /a/ - /t/.**<br>7. Remind learners they can make words using the target sound, like **fight**, or words without the target sound, like **fat**. |

| | |
|---|---|
| | **LEARNERS DO**<br>1. Tell learners to open their exercise books and write the heading: **igh words**.<br>2. Instruct learners to begin writing.<br>3. Give learners 3 minutes to find and build as many words as they can.<br>4. Allow learners to correct their own work. Show learners how to build these words (and others): **sight, fight, bright, light, fright, night, sat, brat, sigh, fat, tight** |

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

| WEEK 2: FRIDAY: LANGUAGE USE (30 minutes) | |
|---|---|
| TOPIC | REVISION: articles: 'the' versus 'a' |

**GETTING READY**

- In this activity, you will split learners into small groups of 3-4 learners.
- Each group will need a set of flashcards that say: a / an / the

**EXPLANATION**

1. Explain that we use **a / an** with **general** nouns.
2. For example: I'm hungry. I want a sandwich. Can you see a sandwich right now? **No**? That's why it's **a** sandwich. I don't have a specific one in mind. I can't see it, and you can't see it. We don't know which sandwich I'm talking about. It could be any sandwich.
3. We use **the** with **specific** nouns.
4. For example: *[Give a piece of chalk to one of your learners]* Lerato, can you pass me the chalk? Can everyone see the piece of chalk? Yes? That's why it's **the** chalk. I know which piece of chalk it is. I can see it, and you can see it. I'm talking about only this one specific piece of chalk, and we all know which one I'm talking about!
5. Use *the* when there is **only one** of something. Examples include *the sun, the moon, the earth, the whiteboard, the teacher's desk* (if there is only one teacher in your classroom), etc…

**I DO (Teacher models)**

1. Explain that today, we will Practice using articles. We will play a game to Practice these articles.
2. For this game, learners will be split into small groups. Each group will have a set of flashcards.
3. Explain that you will say a sentence. Then the group must discuss and decide which article belongs in the sentence.
4. Demonstrate an example for learners, like:
5. [Point to the door]. Say: This is __ door!
6. Explain that you will hold up the flashcard for the article you think is correct.
7. Hold up the flashcard: **the**
8. Explain that there is just one board in the classroom. I am pointing to it and you all know which specific door I am talking about. That is why we use 'the'.

**WE DO (Teacher and learners do together):**

1. Split learners up into groups of 3-4 learners.
2. Give each small group a set of flashcards.
3. Go through these sentences. Give learners time to discuss in their groups and decide on the flashcard.
4. Look around at all the flashcards. Help correct any mistakes the learners make as you go!

5. **I want to eat ___ pizza.** (*We use 'a' here because we can't see the pizza – it is not a specific one!*)
6. **I will buy ___ T-shirt for my friend.** (*We use 'a' here because you don't know which T-shirt I want to buy! We would use the only if I was pointing to a specific T-shirt, or showing you a picture of the exact one I want to buy.*)
7. **I must go speak to ___ Principal.** (*We use 'the' because there is one principal in our school. We are talking about a specific person!*)
8. [*Hold up a book for learners to see*] **Can you see ___ book?** (*We use 'the' here because you can see the book I am talking about! It is a specific book.)*

| **WEEK 2: FRIDAY: GROUP GUIDED READING & INDEPENDENT READING (15 minutes)** | |
|---|---|
| **GROUP GUIDED READING (SMALL GROUP)** | |
| GROUP | GROUP 5 |
| TEXT | Use your tracker. Choose a text that is appropriate for the learners in the group. |
| SIGHT WORDS | Review any sight words that appear in the chosen text. |
| **INDEPENDENT READING (WHOLE CLASS)** | |
| Learners use worksheet for independent reading. | |

| WEEK 2 CONCLUSION | |
|---|---|
| **Find 10 minutes at the end of the week to do the following:** | |
| SUMMARISE | Settle learners so you have their attention.<br>Remind learners of what you have achieved this week. For example:<br>**This week we:**<br>1. We were quiet when we had to be.<br>2. We listened to the teacher and to our partners.<br>3. We learnt to read new sight words.<br>4. We learnt the phonic sound /-igh/ and new phonic words.<br>5. We learnt new theme words about education.<br>6. We sang a song, and we answered questions.<br>7. We listened to a story about the importance of education.<br>8. We thought about the story.<br>9. We edited, published and shared our letters about the importance of education.<br>10. We had fun. |
| SHARE WITH FAMILIES | 1. Ask learners to think about **two things** that they are going to tell their families about what they did this week.<br>2. Give learners a few minutes to think about this.<br>3. Tell learners to turn and talk, and share their ideas with a partner.<br>4. Ask one or two learners to share their ideas with the class.<br>5. Remind learners to please tell their families what they learnt! |
| ACKNOWLEDGE AND CELEBRATE | 1. Acknowledge a few learners who managed themselves well, or worked hard, or came up with good ideas during the week.<br>2. This could include learners who:<br>a. Behaved appropriately<br>b. Were kind to others<br>c. Listened well<br>d. Tried out new language and spoke on their own<br>e. Had a good idea about an answer to a story<br>f. Worked hard<br>g. Improved in some way<br>3. Remember to try to acknowledge all the learners in a class at some stage, and not just the same learners over and over.<br>4. Celebrate the achievements of those learners, and also of the whole class! |

# GRADE 3 - TERM 4

## THEME:
## FEELING CALM

'Learn to be calm and you will always be happy.'

- Paramahansa Yogananda

| EXTENSION ACTIVITIES | |
|---|---|
| **These activities can be used as independent work for learners who finish their work early OR while you are giving assessments to learners.** | |
| Activity 1 | DBE Workbook 2: Let's write, page 41 |
| Activity 2 | DBE Workbook 2: Let's read, page 42 |
| Activity 3 | DBE Workbook 2: Let's write, page 43 |
| Activity 4 | Draw and write about something that makes you feel calm |

<table>
<tr><th colspan="3">TERM 4: WEEK 3</th></tr>
<tr><td colspan="3">OVERVIEW</td></tr>
<tr><td>THEME</td><td colspan="2">Feeling calm</td></tr>
<tr><td>THEME VOCABULARY</td><td colspan="2">calm, meditate, sit, breath, deep breath, in, out, knees, neighbour, fence, peek, mind</td></tr>
<tr><td>SIGHT WORDS</td><td colspan="2">outside, ground, strange, sound, doing</td></tr>
<tr><td>PHONICS</td><td colspan="2">/aw/- yawn, dawn, prawn, lawn<br>hawk, law, awful, crawl</td></tr>
<tr><td rowspan="3">WRITING FRAME</td><td colspan="2">Topic: Write a paragraph about something new you would like to learn.</td></tr>
<tr><td>Tuesday</td><td>Thursday</td></tr>
<tr><td>I want to learn how to…<br>I want to learn this because…<br>And…</td><td>I think I could learn by…<br>Or maybe…<br>I think I will need…<br>I feel…about learning something new!</td></tr>
<tr><td colspan="3">PREPARATION</td></tr>
<tr><td>CLASSROOM</td><td colspan="2">1. Take down and carefully store the flashcard words and pictures from the previous week.<br>2. Prepare your flashcard words and pictures for the week by cutting them out, colouring them in, laminating them and sticking them on your display boards.<br>3. Try to find some items for your theme table, for example: a picture of someone meditating, a picture of clouds or a garden, etc.<br>4. Make sure that your Group Guided Reading Groups are updated – make any changes that you need to make. Remember, these groups must be same-ability groups.<br>5. Also make sure that your Group Guided Reading Tracker is up to date, and that you know which text you are going to read with each group.</td></tr>
</table>

| | |
|---|---|
| LEARNERS | 1. Tell your learners that this week they will practice:<br>a. Being quiet when the teacher is talking<br>b. Looking after their books and stationery<br>c. Answering the question of the day<br>d. Listening to their partners<br>2. Tell learners that this week they will continue to improve their reading. They will do this by:<br>a. Learning to read different sounds<br>b. Blending sounds together to make words<br>c. Segmenting words into different sounds<br>d. Learning to read new sight words – remind learners that these are words we read by sight – we must remember what they look like<br>e. Learning to read new phonics words – remind learners that these are words that we can sound out<br>f. Practicing to read more fluently during Group Guided Reading<br>3. Next, remind learners that they will also listen to a new story during Shared Reading. Ask learners to listen very carefully, because this is when they will:<br>a. Learn lots of new English words and language<br>b. Think about the story<br>4. Finally, tell learners that this week, they will continue to write.<br>5. Remind learners that it is very important for them to write their own thoughts, ideas and opinions down. They must not copy what you write. |

| TERM 4: WEEK 3 | |
|---|---|
| **INTRODUCE THE THEME** | |
| PICTURE | Page 15 of the Big Book *Zandile learns to meditate* |
| SHOW | Show learners the picture of Zandile looking over the fence at her neighbours meditating. Explain that Zandile's neighbours are meditating. |
| SAY | 1. Say: I wonder if this is the first time Zandile has seen someone meditate?<br>2. Explain that people meditate to calm down and clear their heads.<br>3. Ask learners: What do you do to calm down and clear your head?<br>4. Listen to learner responses. This will help you understand what learners already know.<br>5. Explain that for the next two weeks, we will learn about different ways people calm down and clear their heads. |
| TEACH | Teach learners the **sight words** for the week. Explain that learners will see these words in their **independent reading**.<br>1. Learners copy down the sight words into their books.<br>2. Learners practice reading the sight words at home. |

| WEEK 3: MONDAY: DAILY ACTIVITIES (10 minutes) | | |
|---|---|---|
| GREETING | Greet the learners in English. | |
| SONG / RHYME<br>*(Tune: The more we get together)* | **Lyrics** | **Actions** |
| | Let's meditate together | *Join hands with the people next to you* |
| | Together, together | |
| | Let's meditate together | |
| | So we can be calm | |
| | Let's hold up our hands | *Put hands up, palms together in meditation position (as if you're saying please)* |
| | And close our eyes | *Close eyes* |
| | Let's all say 'Ommm' | *Let your lips and teeth vibrate on the 'mmm' sound* |
| | And empty our minds | - |
| THEME VOCABULARY | calm, meditate, sit, breath | |
| **QUESTION OF THE DAY** | | |
| Question | Have you ever seen someone meditate? | |
| Graph | 2 COLUMN GRAPH | |
| Options | yes / no | |
| **Follow-up questions** | | |
| **Question** | **How many learners have seen someone meditate?** | |
| Answer | __ learners have seen someone meditate. | |
| **Question** | **How many learners have never seen someone meditate?** | |
| Answer | __ learners have never seen someone meditate. | |
| **Question** | **Have more learners seen someone meditate or not?** | |
| Answer | More learners have / have never seen someone meditate. | |
| **Question** | **Have fewer learners seen someone meditate or not?** | |
| Answer | Fewer learners have / have never seen someone meditate. | |
| **Question** | **Have you ever seen someone meditate?** | |
| Answer | Yes, I have seen someone meditate. | |
| Answer | No, I have never seen someone meditate. | |
| | | |
| READING | Practice reading the sight words for the week. | |

<table>
<tr><th colspan="2">WEEK 3: MONDAY: PHONEMIC AWARENESS & PHONICS (5 minutes)</th></tr>
<tr><td>SOUND</td><td>/aw/</td></tr>
<tr><td>FLASHCARDS</td><td>yawn, dawn, prawn, lawn<br>hawk, law, awful, crawl</td></tr>
<tr><td>ACTIVITY</td><td>INTRODUCE THE SOUND AND WORDS<br>1. Say the sound and hold up the flashcard /aw/ for learners to see.<br>2. Point out that this sound can be written in other ways, depending on the words they are used in.<br>3. Remind learners that in week 1, we heard this sound using /au/ as in pause<br>4. This week, we will see that the letters /aw/ also make the same sound as in yawn.<br>5. Say the sound /aw/ and instruct learners to repeat the sound. Do this three times.<br>6. Explain that when we see the letters a and w together in a word, we must not say the sounds separately. We must say one sound: /aw/<br>7. Show each flashcard and help learners break the word up into individual sounds:<br>/y/ - /aw/ - /n/<br>/d/ - /aw/ - /n/<br>/pr/ - /aw/ - /n/<br>/l/ - /aw/ - /n/<br>/h/ - /aw/ - /k/<br>/l/ - /aw/<br>/aw/ - /ful/<br>/cr/ - /aw/ - /l/<br>8. Ask learners to repeat each word after you.<br>9. Stick up the flashcards on the Phonics Display Board.<br>10. Call on a different learner to read each of the phonic words:<br><table><tr><td>yawn</td><td>hawk</td></tr><tr><td>dawn</td><td>law</td></tr><tr><td>prawn</td><td>awful</td></tr><tr><td>lawn</td><td>crawl</td></tr></table></td></tr>
</table>

| ALTERNATE PROGRAMME: PHONEMIC AWARENESS & PHONICS (5 minutes) | |
|---|---|
| SOUND | |
| WORDS | |
| 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 | *Zandile learns to meditate* |
| ACTIVITY | PRE-READING |
| COMPREHENSION STRATEGY | **Predict** |
| PURPOSE | By getting learners to predict, you are getting them to think about the story before they have even read it. By predicting, learners are developing their comprehension skills by thinking about the story. |

**PRE-READING ACTIVITY**

1. Show learners the front cover of the story: **Zandile learns to meditate**
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. Codeswitch where necessary.

| WEEK 3: TUESDAY: WRITING (30 minutes) | |
|---|---|
| TOPIC | Write a paragraph about something new you would like to learn. |
| TASK | PLANNING & DRAFTING |
| WRITING FRAME | I want to learn how to…<br>I want to learn this because…<br>And… |

**WRITING ACTIVITY**

**Modelling:**

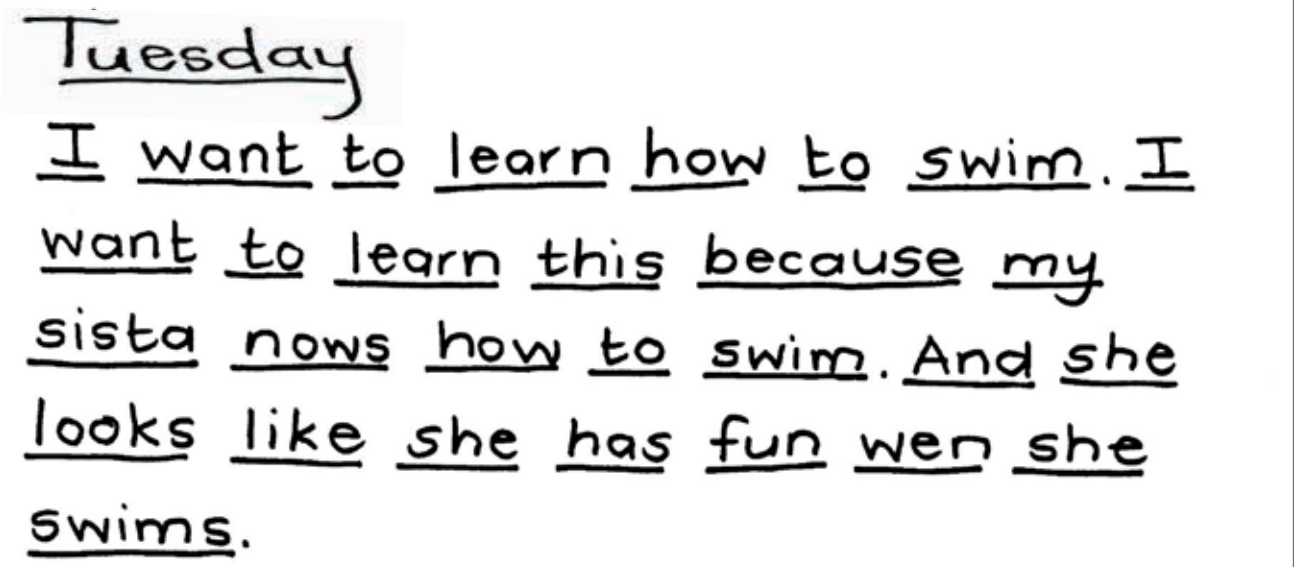
1. Explain that this week, learners will write a paragraph about something new they would like to learn. We will see in our story, Zandile wants to learn how to meditate.
2. Remind learners that a **paragraph** is a group of sentences that are all about the same topic. Explain that a paragraph has three important parts: A topic sentence which tells us the main point of the paragraph; supporting sentences which explain the topic sentence; and a concluding sentence which summarises a paragraph.
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 a few **supporting sentences**. 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 want to learn how to knit. I would like to learn how to knit so that I could make myself hats and jerseys.
7. Explain which words you will write. **Draw a line for each word.**
8. Use **modelling** to complete the writing frame: **I want to learn how to** knit. **I want to learn this because** I want to make myself a hat. **And**, I want to knit a warm jersey.
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 do you want to learn how to do? Why?
2. Explain that learners can think of anything they want to learn how to do. They must think of their own ideas – they must **not** copy your ideas!
3. Instruct learners to **think before they write.**
4. **Instruct learners to turn and talk and share their ideas with a partner.**
5. Call on 2-3 learners to tell you about what they want to learn. They must say: *I want to learn how to…*
6. Explain that this will be learners' topic sentence because it tells us what the paragraph will be about.
7. Call on 2-3 learners to tell you about why. They must say: *I want to learn how to… because…*
8. Explain that learners will now use the writing frame to 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.


Tuesday

I want to learn how to swim. I want to learn this because my sista nows how to swim. And she looks like she has fun wen she swims.

| 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. | |

<table>
<tr><th colspan="3">WEEK 3: WEDNESDAY: DAILY ACTIVITIES (10 minutes)</th></tr>
<tr><td>GREETING</td><td colspan="2">Greet the learners in English.</td></tr>
<tr><td rowspan="8">SONG / RHYME<br>(Tune: The more we get together)</td><td>Lyrics</td><td>Actions</td></tr>
<tr><td>Let’s meditate together</td><td rowspan="4">Join hands with the people next to you</td></tr>
<tr><td>Together, together</td></tr>
<tr><td>Let’s meditate together</td></tr>
<tr><td>So we can be calm</td></tr>
<tr><td>Let’s hold up our hands</td><td>Put hands up, palms together in meditation position (as if you’re saying please)</td></tr>
<tr><td>And close our eyes</td><td>Close eyes</td></tr>
<tr><td>Let’s all say ‘Ommm’</td><td>Let your lips and teeth vibrate on the ‘mmm’ sound</td></tr>
<tr><td>And empty our minds</td><td>-</td></tr>
<tr><td>THEME VOCABULARY</td><td colspan="2">deep breath, in, out, knees</td></tr>
<tr><th colspan="3">QUESTION OF THE DAY</th></tr>
<tr><td>Question</td><td colspan="2">Instruct learners to try meditating:<br>1. If possible, ask learners to sit on the floor.<br>2. Instruct learners to cross their legs.<br>3. Instruct learners to put their hands on their knees.<br>4. Instruct learners to close their eyes.<br>5. Instruct learners to breathe in. Instruct learners to breathe out.<br>6. Instruct learners to think carefully about their breath, and to try not to think about anything else.<br>7. Do this for 2-3 minutes.<br>Ask learners: Do you feel calmer after meditating?</td></tr>
<tr><td>Graph</td><td colspan="2">2 COLUMN GRAPH</td></tr>
<tr><td>Options</td><td colspan="2">yes / no</td></tr>
<tr><th colspan="3">Follow-up questions</th></tr>
<tr><td>Question</td><td colspan="2">How many learners feel calmer after meditating?</td></tr>
<tr><td>Answer</td><td colspan="2">_ learners feel calmer after meditating.</td></tr>
<tr><td>Question</td><td colspan="2">How many learners do not feel calmer after meditating?</td></tr>
<tr><td>Answer</td><td colspan="2">_ learners do not feel calmer after meditating.</td></tr>
<tr><td>Question</td><td colspan="2">How do more learners feel after meditating?</td></tr>
<tr><td>Answer</td><td colspan="2">More learners feel / don’t feel calmer after meditating.</td></tr>
<tr><td>Question</td><td colspan="2">How do fewer learners feel after meditating?</td></tr>
</table>

| | |
|---|---|
| Answer | Fewer learners feel / don't feel calmer after meditating. |
| **Question** | **Do you feel calmer after meditating?** |
| Answer | Yes, I feel calmer after meditating. |
| Answer | No, I do not feel calmer after meditating. |
| | |
| READING | Practice reading the sight words for the week. |

| **WEEK 3: WEDNESDAY: PHONEMIC AWARENESS & PHONICS (5 minutes)** | |
|---|---|
| SOUND | **/aw/** |
| ACTIVITY | **SEGMENTING AND BLENDING (I DO)**<br>1. Say the word **prawn**<br>2. Segment the word into the individual sounds: **/pr/ - /aw/ - /n/**<br>3. Say the beginning sound of the word: **/pr/**<br>4. Say the middle sounds of the word: **/aw/**<br>5. Say the end sound of the word: **/n/**<br>6. Write the word on the board: **prawn**<br>7. Model pointing and blending the sounds to make a word: **/pr/ - /aw/ - /n/ = prawn**<br>8. Remind learners that in English, when we see the letters **a and w** together in a word, it makes the sound **/aw/.**<br>9. Repeat this with the word **lawn**<br><br>**SEGMENTING AND BLENDING (WE DO)**<br>1. Say the word **hawk**<br>2. Ask learners: What is the first sound in the word? **/h/**<br>3. Ask learners: What is the middle sound in the word? **/aw/**<br>4. Ask learners: What is the last sound in the word? **/k/**<br>5. Ask learners to segment the word into each individual sound: **/h/ - /aw/ - /k/**<br>6. Write the word: **hawk**<br>7. Instruct learners to blend the sounds in the word with you: **/h/ - /aw/ - /k/ = hawk**<br>8. Repeat this with the word **law**<br><br>**SEGMENTING AND BLENDING (YOU DO)**<br>1. Instruct learners to take out their exercise books.<br>2. Instruct learners to write the heading: **aw words.**<br>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.*<br>5. Say each of the following words. Instruct learners to write the word in their books.<br><br>**yawn** \| **dawn** \| **prawn** \| **lawn** \| **hawk** \| **law** \| **awful** \| **crawl**<br><br>6. Uncover the Phonics Display Board. Instruct learners to check their words against the flashcard words on the Phonics Display Board.<br>7. Instruct learners to Practice reading the phonic words for **homework**. |

| **ALTERNATE PROGRAMME: PHONEMIC AWARENESS & PHONICS (5 minutes)** | |
|---|---|
| SOUND | |
| WORDS | |
| 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 | *Zandile learns to meditate* |
| ACTIVITY | FIRST READ |
| COMPREHENSION STRATEGY | **Make Inferences** |
| PURPOSE | Making inferences is a key thinking and comprehension skill. Learners need to work out parts of a story by making inferences. Teach learners that sometimes the details of a story are not written down – the reader must make a good guess. |

| Story | Think Aloud (First Read) |
|---|---|
| Zandile woke up early. It was still dark inside the house. She took her book and went outside.<br><br>Zandile sat down and began to read. | I can **infer** that Zandile must have woken up very early because it is still dark inside her house. |
| But then, she heard a strange noise. She stood on her chair, and looked over the fence. She saw Mr and Mrs Kapoor sitting on the ground. They were making a low humming sound.<br><br>'What are they doing?' wondered Zandile. | I **infer** that Zandile looks over the fence to find out where the strange noise is coming from! |
| That day at school, Zandile saw Geeta on the swings. 'I saw your parents sitting on the ground this morning,' Zandile said. 'Why were they doing that? It was weird!'<br><br>'It's not weird!' Geeta said. 'It's just meditation!'<br><br>'What is meditation?' Zandile asked.<br><br>'You meditate to feel calm and to clear your head,' Geeta replied. | Zandile saw Geeta's parents, so I can **infer** that Geeta is Zandile's neighbour. |
| That afternoon, when Zandile got home she went to the backyard. She sat on the ground. She crossed her legs. She made a low humming sound, 'Ommm. Ommm.'<br><br>But, she didn't feel calm.<br>'I wonder how this works?' Zandile wondered. | Zandile is doing all the things she saw Geeta's parents do. I can **infer** that she is trying to meditate too! |

| | |
|---|---|
| The next day, Zandile found Geeta. 'I tried to meditate,' Zandile said. 'But it didn't work! I didn't feel calm.'<br><br>Geeta laughed. 'You did it wrong!'<br><br>'What do you mean?' Zandile asked, her face feeling hot. 'How do you know?'<br><br>Geeta's cheeks turned red. 'Um, I saw you, over the fence.'<br><br>Zandile and Geeta both started laughing. 'Come to my house after school,' said Geeta. 'I'm sure my dad will show you what to do.' | I can **infer** that Zandile didn't know that Geeta saw her trying to meditate! Look at her face in the picture! I can **infer** that she feels embarrassed when she learns that Geeta was watching her! |
| After school, Zandile put down her school bag at home. Then, she went next door. She knocked on the Kapoor's door.<br><br>Geeta answered the door. 'Oh, hi Zandile!' Geeta said. 'Come in. I told my dad you're coming.'<br><br>Mr Kapoor was sitting at the kitchen table, reading the newspaper.<br><br>'Zandile!' he said, with a big smile on his face. 'I hear you want to learn how to meditate! Smart girl!' | I can **infer** that Zandile must really want to learn how to meditate, because she goes to the Kapoor's house for help! |
| Mr Kapoor put down his newspaper. 'Come,' he said, beckoning to Zandile. 'You come too,' Mr Kapoor said to Geeta. The girls followed him to the backyard.<br><br>Mr Kapoor showed Zandile how to sit. Geeta helped Zandile to put her hands in the right place. They showed Zandile how to take slow, deep, breaths.<br>'Forget everything else,' said Geeta. 'Just close your eyes and think about your breathing.' | I can **infer** again that Zandile has never meditated before because she doesn't know what to do! |

| | |
|---|---|
| They sat together for a long time.<br><br>Zandile tried to think about her breathing, but so many things came into her head. She thought about her Maths homework. She thought about how hungry she felt. She thought about what her mother would cook for dinner. | -- |
| 'Do you feel calm?' Mr Kapoor asked Zandile.<br><br>'Um, I don't know if I can do it!' Zandile answered. 'I couldn't think about my breath.'<br><br>'It takes practice,' Geeta said. 'Come back tomorrow if you want! We can Practice together!' | -- |
| And she did. | Zandile went back to try again the next day. That lets me **infer** that she really wants to learn how to meditate! |
| **Follow up questions** | **Responses** |
| Who are Zandile's neighbours? | The Kapoors. Geeta and her parents. |
| What did Zandile want to learn how to do? | She wanted to learn how to meditate. |
| What must she do to meditate? | She must sit correctly. She must put her hands in the right place. She must take slow, deep, breaths. She must close her eyes and think about her breath. |
| **Why question** | **Possible response** |
| Why did Zandile go to the Kapoor's house? | • Because she wants to learn how to meditate.<br>• Because Geeta told her she could come to learn.<br>• Maybe she really wants a way to feel calm. |

| WEEK 3: THURSDAY: WRITING (30 minutes) | |
|---|---|
| TOPIC | Write a paragraph about something new you would like to learn. |
| TASK | PLANNING & DRAFTING |
| WRITING FRAME | I think I could learn by…<br>Or maybe…<br>I think I will need…<br>I feel…about learning something new! |

**WRITING ACTIVITY**

**Modelling:**

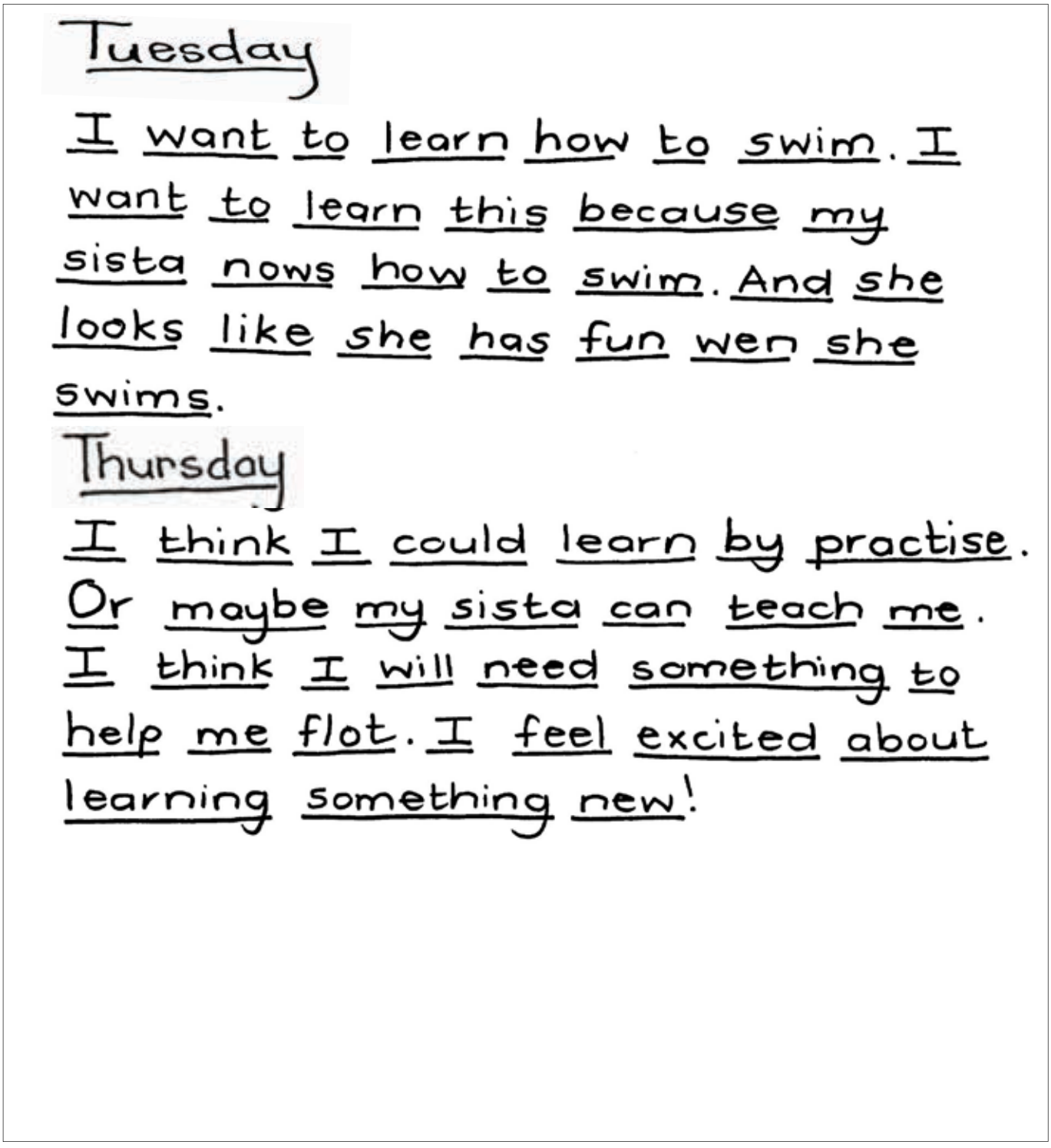
1. Explain that today, learners will add sentences to their paragraphs. Remind learners that we wrote our topic sentence and two supporting sentences on Tuesday. Today, we will add a few more supporting sentences. Then we will add a conclusion sentence.
2. Explain that a **conclusion sentence** summarises the paragraph.
3. Read the new writing frame to learners.
4. Use **modelling** to show learners that you **think before you write**.
5. Tell learners some ideas you have for filling in the writing frame, like: I think I could learn how to knit from my Gogo.
6. Explain which words you will write. **Draw a line for each word.**
7. Use **modelling** to complete the writing frame, like: **I think I could learn** how to knit from my Gogo. **Or maybe** I could watch a video on the internet. **I think I will need** wool and needles. **I feel so** excited **about learning something new!**
8. **Say words slowly like a tortoise and write the sounds you know.**
9. **Use resources**, like sight words.
10. **Erase your example from the board. Explain this was just an example, but learners must write their own ideas.**

**Oral Instructions:**

1. Explain that on Tuesday, we thought about something we wanted to learn about. Today we will add sentences to our paragraphs.
2. Ask learners: ***How*** will you learn the new thing you wrote about on Tuesday?
3. Explain that learners should come up with their own ideas – they should **not** copy your idea!
4. Instruct learners to **think before they write**.
5. Instruct learners to **turn and talk** with a partner about how they will learn about something new.
6. Call on 2-3 learners to tell you how they will learn something new. They must say: *I think I could learn by…*
7. Call on 2-3 learners to tell you how they feel about learning something new. They must say: *I feel…*
8. Explain that this sentence is the **conclusion sentence** because it summarises our feelings about learning something new.
9. Explain that learners will now use the writing frame to write their own ideas!

**Writing:**

1. **Hand out learner books.**
2. Instruct learners to begin writing on the same page as Tuesday, so that they have **one whole paragraph.**
3. As learners are writing, walk around the room and complete **mini conferences.**
4. Ask learners to **read their writing.**
5. Help learners complete the writing frame.
6. Help learners **say words slowly like a tortoise** and **use resources.**
7. **Encourage learners.**



| 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. | |

<table>
<tr><th colspan="3">WEEK 3: FRIDAY: DAILY ACTIVITIES (10 minutes)</th></tr>
<tr><td>GREETING</td><td colspan="2">Greet the learners in English.</td></tr>
<tr><td rowspan="8">SONG / RHYME<br>(Tune: The more we get together)</td><td>Lyrics</td><td>Actions</td></tr>
<tr><td>Let’s meditate together</td><td rowspan="4">Join hands with the people next to you</td></tr>
<tr><td>Together, together</td></tr>
<tr><td>Let’s meditate together</td></tr>
<tr><td>So we can be calm</td></tr>
<tr><td>Let’s hold up our hands</td><td>Put hands up, palms together in meditation position (as if you’re saying please)</td></tr>
<tr><td>And close our eyes</td><td>Close eyes</td></tr>
<tr><td>Let’s all say ‘Ommm’</td><td>Let your lips and teeth vibrate on the ‘mmm’ sound</td></tr>
<tr><td>And empty our minds</td><td>-</td></tr>
<tr><td>THEME VOCABULARY</td><td colspan="2">neighbour, fence, peek, mind (our mind is our brain, where we keep our thoughts)</td></tr>
<tr><td colspan="3">QUESTION OF THE DAY</td></tr>
<tr><td>Question</td><td colspan="2">Remind learners that Zandile peeks over the fence and sees her neighbours meditating. Say: I wonder if that was the first time Zandile ever saw someone meditating?<br>Ask learners: Do you think Zandile had ever seen someone meditate before?</td></tr>
<tr><td>Graph</td><td colspan="2">2 COLUMN GRAPH</td></tr>
<tr><td>Options</td><td colspan="2">yes / no</td></tr>
<tr><td colspan="3">Follow-up questions</td></tr>
<tr><td>Question</td><td colspan="2">How many learners think Zandile had seen someone meditate before?</td></tr>
<tr><td>Answer</td><td colspan="2">__ learners think Zandile had seen someone meditate before.</td></tr>
<tr><td>Question</td><td colspan="2">How many learners think Zandile had never seen anyone meditate before?</td></tr>
<tr><td>Answer</td><td colspan="2">__ learners think Zandile had never seen anyone meditate before.</td></tr>
<tr><td>Question</td><td colspan="2">What do more learners think?</td></tr>
<tr><td>Answer</td><td colspan="2">More learners think that Zandile had / had never seen someone meditate before.</td></tr>
<tr><td>Question</td><td colspan="2">What do fewer learners think?</td></tr>
<tr><td>Answer</td><td colspan="2">Fewer learners think that Zandile had /had never seen someone meditate before.</td></tr>
<tr><td>Question</td><td colspan="2">Do you think Zandile had ever seen someone meditate before?</td></tr>
</table>

| | |
|---|---|
| Answer | Yes, I think Zandile had seen someone meditate before. |
| Answer | No, I don't think Zandile had seen anyone meditate before. |
| | |
| READING | Practice reading the sight words for the week. |

| **WEEK 3: FRIDAY: PHONEMIC AWARENESS & PHONICS (5 minutes)** | |
|---|---|
| SOUND | **/aw/** |
| ACTIVITY | **WORD FIND**<br>Write the following table on the chalkboard:<br><table><tr><td>**aw**</td><td>**d**</td><td>**y**</td></tr><tr><td>**e**</td><td>**n**</td><td>**t**</td></tr><tr><td>**cr**</td><td>**l**</td><td>**pr**</td></tr></table><br>**MODEL**<br>1. Remind learners of the sound of the week: **/aw/**<br>2. Review all of the sounds and blends on the chalkboard.<br>3. Explain that learners will have three minutes to make as many words as they can using the sounds and blends above.<br>4. Show learners how to make a word using the target sound, like: **/y/ - /aw/ - /n/**<br>5. Remind learners they can make a word using any of the sounds – they do not need to use **/aw/**.<br>6. Show learners how to make another word, like: **/n/ - /e/ - /t/**<br>7. Remind learners they can make words using the target sound, like **yawn**, or words without the target sound, like **net**.<br><br>**LEARNERS DO**<br>1. Tell learners to open their exercise books and write the heading: **aw words.**<br>2. Instruct learners to begin writing.<br>3. Give learners 3 minutes to find and build as many words as they can.<br>4. Allow learners to correct their own work. Show learners how to build these words (and others): **yawn, dawn, prawn, lawn, law, crawl, ten, net, dent, cry, pry, let, den, lend** |

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

| WEEK 3: WEDNESDAY: LANGUAGE USE (30 minutes) | |
|---|---|
| TOPIC | your and you're |

**I DO**

1. Explain that some words in English sound the same but are written differently. Today we will learn about one example!
2. Remind learners that **possessive pronoun** shows that something belongs to someone.
3. Revise the possessive pronouns: **my, your, his, her, their, our**
4. Explain that today we will think about one: **your**.
5. Write a sentence on the board using <u>your</u>, like: It is <u>your</u> pencil.
6. Explain that in English, we also usually put the words you and are together to make you're.
7. Write **<u>you + are = you're</u>** on the board.
8. Explain that when we say this, it sounds just like your.
9. Write a sentence on the board using <u>you're</u>, like: <u>You're</u> going to be happy!
10. Read the sentences out loud. Emphasise how your and you're sound the same when we say them, even though they are spelled differently.

**WE DO (Teacher and learners do together):**

1. Write the following on the board:
    1) Your
    2) You're
2. Explain that you will say a sentence. Learners must think about what the sentence means. They must decide which word they would use if they had to write down the sentence.
3. If learners think they would write <u>your</u>, they must hold up 1 finger.
4. If learners think they would write <u>you're</u>, they must hold up 2 fingers.
5. Say the following sentences out loud:
    a. It is your birthday.
    b. You're my best friend.
    c. What is your favourite song?
    d. Your house is near my house.
    e. I'm sorry that you're sad.
6. After you say each sentence, write it on the board. Explain the correct answer to learners.
7. Explain that next learners will write their own sentences. They will need one sentence using your, and one sentence using you're.

**YOU DO (Learners do independently):**

1. **Hand out learners books.**
2. Instruct learners to work with a partner to write their sentences.
3. As learners write, walk around the classroom and complete **mini conferences.**
4. Ask learners to read their sentences to you. Help learner use your and you're correctly.
5. Instruct learners who finish early to write more examples of sentences using <u>your</u> and <u>you're</u>.
6. Tell learners it is important to remember this - many adults do not get this right!

| **WEEK 3: FRIDAY: GROUP GUIDED READING & 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 CONCLUSION | |
|---|---|
| **Find 10 minutes at the end of the week to do the following:** | |
| SUMMARISE | Settle learners so you have their attention.<br>Remind learners of what you have achieved this week. For example:<br>**This week we:**<br>1. We were quiet when we had to be.<br>2. We listened to the teacher and to our partners.<br>3. We learnt to read new sight words.<br>4. We learnt the phonic sound /aw/ and new phonic words.<br>5. We learnt new theme words about feeling calm.<br>6. We sang a song, and we answered questions.<br>7. We listened to a story about meditation.<br>8. We thought about the story.<br>9. We wrote about things we would like to learn to do.<br>10. We had fun. |
| SHARE WITH FAMILIES | 1. Ask learners to think about **two things** that they are going to tell their families about what they did this week.<br>2. Give learners a few minutes to think about this.<br>3. Tell learners to turn and talk, and share their ideas with a partner.<br>4. Ask one or two learners to share their ideas with the class.<br>5. Remind learners to please tell their families what they learnt! |
| ACKNOWLEDGE AND CELEBRATE | 1. Acknowledge a few learners who managed themselves well, or worked hard, or came up with good ideas during the week.<br>2. This could include learners who:<br>a. Behaved appropriately<br>b. Were kind to others<br>c. Listened well<br>d. Tried out new language and spoke on their own<br>e. Had a good idea about an answer to a story<br>f. Worked hard<br>g. Improved in some way<br>3. Remember to try to acknowledge all the learners in a class at some stage, and not just the same learners over and over.<br>4. Celebrate the achievements of those learners, and also of the whole class! |

# GRADE 3 - TERM 4

## THEME:
### FEELING CALM

'Calmness of mind is one of the beautiful jewels of wisdom.'

- James Allen

| EXTENSION ACTIVITIES | |
|---|---|
| **These activities can be used as independent work for learners who finish their work early OR while you are giving assessments to learners.** | |
| Activity 1 | DBE Workbook 2: Let's do, page 44 |
| Activity 2 | DBE Workbook 2: Let's write, page 45 |
| Activity 3 | DBE Workbook 2: Let's write, page 48 |
| Activity 4 | DBE Workbook 2: Word work, page 49 |

| TERM 4: WEEK 4 | | |
|---|---|---|
| **OVERVIEW** | | |
| THEME | Feeling calm | |
| THEME VOCABULARY | calm, meditate, sit, breath, deep breath, in, out, knees, neighbour, fence, peek, mind, exercise, run, hike, stress, diary, nature, calmer, calmest, inference, weird, embarrassed, character | |
| SIGHT WORDS | parents, why, weird, calm, tried | |
| PHONICS | /spr-/ - sprig, Spring, spray, sprint, sprung, sprout, spree, Sprite | |
| WRITING FRAME | **Tuesday** | **Thursday** |
| | Edit | Publish and share |
| **PREPARATION** | | |
| CLASSROOM | 1. Make sure that your learners' DBE Workbooks and exercise books are marked and in order.<br>2. Prepare your flashcard words and pictures for the week by cutting them out, colouring them in, laminating them and sticking them on your display boards.<br>3. Try to find some items for your theme table, for example: a diary, a picture of someone exercising, running, hiking, etc.<br>4. Make sure that your Group Guided Reading Groups are updated – make any changes that you need to make. Remember, these groups must be same-ability groups.<br>5. Also make sure that your Group Guided Reading Tracker is up to date, and that you know which text you are going to read with each group. | |

| | |
|---|---|
| LEARNERS | 1. Tell your learners that this week they will practice:<br>a. Being quiet when the teacher is talking<br>b. Looking after their books and stationery<br>c. Answering the question of the day<br>d. Listening to their partners<br>2. Tell learners that this week they will continue to improve their reading. They will do this by:<br>a. Learning to read different sounds<br>b. Blending sounds together to make words<br>c. Segmenting words into different sounds<br>d. Learning to read new sight words – remind learners that these are words we read by sight – we must remember what they look like<br>e. Learning to read new phonics words – remind learners that these are words that we can sound out<br>f. Practicing to read more fluently during Group Guided Reading<br>3. Next, remind learners that they will also listen to a new story during Shared Reading. Ask learners to listen very carefully, because this is when they will:<br>a. Learn lots of new English words and language<br>b. Think about the story<br>4. Finally, tell learners that this week, they will continue to write.<br>5. Remind learners that it is very important for them to write their own thoughts, ideas and opinions down. They must not copy what you write. |

| TERM 4: WEEK 4 | |
|---|---|
| **INTRODUCE THE THEME** | |
| PICTURE | Page 15 of the Big Book *Zandile learns to meditate* |
| SHOW | Show learners the picture of trying to meditate on her own, with Geeta looking over the fence. Explain that Zandile wants to learn how to meditate. |
| SAY | • Remind learners that we are reading about Zandile learning to meditate.<br>• Ask learners: Why do you think Zandile wants to meditate?<br>• Listen to learner responses. There are no right or wrong answers.<br>• Remind learners that meditating is one way that people around the world calm down and clear their heads.<br>• Explain that this week, we will continue to learn about different ways people calm down and clear their heads. |
| TEACH | Teach learners the **sight words** for the week. Explain that learners will see these words in their **independent reading**.<br>1. Learners copy down the sight words into their books.<br>2. Learners practice reading the sight words at home. |

| WEEK 4: MONDAY: DAILY ACTIVITIES (10 minutes) | | |
|---|---|---|
| GREETING | Greet the learners in English. | |
| SONG/RHYME<br>*(Tune: The Hokey Pokey)* | **Lyrics** | **Actions** |
| | We take a deep breath in | *Breathe in deeply* |
| | We let a slow breath out | *Breathe out slowly* |
| | We take a deep breath in | *Breathe in deeply* |
| | And another slow breath out | *Breathe out slowly* |
| | Let's meditate together | *Sit with hands pointing up, palms together (as if you're saying please)* |
| | 'til we all feel calm | |
| | That's what it's all about, 'Ommm…' | *Close eyes and say 'Ommm'* |
| THEME VOCABULARY | exercise, run, hike, stress | |
| **QUESTION OF THE DAY** | | |
| Question | *Explain that when we feel like we have a lot to do, we can feel stress. When we feel stress, we can do different things to help us feel calm. We know from last week that lots of people meditate to feel calm. Lots of people also use exercise to clear their heads – they might go for a run, a walk, or a hike to help themselves feel calmer.*<br>**Ask learners**: Which do you think will make you feel calm? | |
| Graph | 2 COLUMN GRAPH | |
| Options | meditating / exercise | |
| **Follow-up questions** | | |
| **Question** | **How many learners think meditating will make them feel calm?** | |
| Answer | __ learners think meditating will make them feel calm. | |
| **Question** | **How many learners think exercise will make them feel calm?** | |
| Answer | __ learners think exercise will make them feel calm. | |
| **Question** | **Which do more learners think will make them feel calm?** | |
| Answer | More learners think __ will make them feel calm. | |
| **Question** | **Which do fewer learners think will make them feel calm?** | |
| Answer | Fewer learners think __ will make them feel calm. | |
| **Question** | **Which do you think will make you feel calm?** | |
| Answer | I think meditating will make me feel calm. | |
| Answer | I think exercise will make me feel calm. | |
| | | |
| READING | Practice reading the sight words for the week. | |

<table>
<tr><th colspan="2">WEEK 4: MONDAY: PHONEMIC AWARENESS & PHONICS (5 minutes)</th></tr>
<tr><td>SOUND</td><td>/spr-/</td></tr>
<tr><td>FLASHCARDS</td><td>sprig, Spring, spray, sprint, sprung, sprout, spree, Sprite</td></tr>
<tr><td>ACTIVITY</td><td>INTRODUCE THE SOUND AND WORDS<br>1. Say the sound and hold up the flashcard /spr-/ for learners to see.<br>2. Say the sound and instruct learners to repeat the sound. Do this three times.<br>3. Explain that when we see the letters s, p and r together at the beginning of a word, we must not say the sounds separately. We must say one sound: /spr-/<br>4. Show each flashcard and help learners break the word up into individual sounds:<br>/spr/ - /i/ - /g/<br>/Spr/ - /i/ - /ng/<br>/spr/ - /ay/<br>/spr/ - /i/ - /nt/<br>/spr/ - /u/ - /ng/<br>/spr/ - /ou/ - /t/<br>/spr/ - /ee/<br>/Spr/ /i/ /te/<br>5. Ask learners to repeat each word after you.<br>6. Stick up the flashcards on the Phonics Display Board.<br>7. Call on a different learner to read each of the phonic words:<br><table><tr><td>sprig</td><td>sprang</td></tr><tr><td>Spring</td><td>sprout</td></tr><tr><td>spray</td><td>spree</td></tr><tr><td>sprint</td><td>Sprite</td></tr></table></td></tr>
</table>

| ALTERNATE PROGRAMME: PHONEMIC AWARENESS & PHONICS (5 minutes) | |
|---|---|
| SOUND | |
| WORDS | |
| 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 | *Zandile learns to meditate* |
| ACTIVITY | SECOND READ |
| COMPREHENSION STRATEGY | **I wonder…**<br>**Make inferences** |
| PURPOSE | By modelling how to think/wonder about a text, we teach learners two things. Firstly, we teach learners that good readers do not just read the words, they always think about what they are reading. Secondly, we show learners the kinds of thoughts that we have about a text. By doing this, we show learners how to think creatively and critically about a text. In time, learners will start to do this for themselves.<br><br>Making inferences is a key thinking and comprehension skill. Learners need to work out parts of a story by making inferences. Teach learners that sometimes the details of a story are not written down – the reader must make a good guess. |

| Story | Think Aloud (Second Read) |
|---|---|
| Zandile woke up early. It was still dark inside the house. She took her book and went outside.<br><br>Zandile sat down and began to read. | I **wonder** why Zandile is awake so early? Maybe she can't sleep because she is feeling worried about something! |
| But then, she heard a strange noise. She stood on her chair, and looked over the fence. She saw Mr and Mrs Kapoor sitting on the ground. They were making a low humming sound.<br><br>'What are they doing?' wondered Zandile. | Zandile wonders what the Kapoors are doing, so I can **infer** that this is the first time she has ever seen anyone meditating. |
| That day at school, Zandile saw Geeta on the swings. 'I saw your parents sitting on the ground this morning,' Zandile said. 'Why were they doing that? It was weird!'<br><br>'It's not weird!' Geeta said. 'It's just meditation!'<br><br>'What is meditation?' Zandile asked.<br><br>'You meditate to feel calm and to clear your head,' Geeta replied. | I **wonder** why Zandile says 'it was weird'? Oh, I **infer** that she thinks what she saw was weird because it was her first time to see people meditating. I know that sometimes people think things are weird when they have never seen them before. |

| | |
|---|---|
| That afternoon, when Zandile got home she went to the backyard. She sat on the ground. She crossed her legs. She made a low humming sound, 'Ommm. Ommm.'<br><br>But, she didn't feel calm.<br>'I wonder how this works?' Zandile wondered. | Zandile decided she wanted to try meditating after she spoke with Geeta about it. I can **infer** that Zandile might be looking for a way to feel calm. |
| The next day, Zandile found Geeta. 'I tried to meditate,' Zandile said. 'But it didn't work! I didn't feel calm.'<br><br>Geeta laughed. 'You did it wrong!'<br><br>'What do you mean?' Zandile asked, her face feeling hot. 'How do you know?'<br><br>Geeta's cheeks turned red. 'Um, I saw you, over the fence.'<br><br>Zandile and Geeta both started laughing. 'Come to my house after school,' said Geeta. 'I'm sure my dad will show you what to do.' | When Zandile's cheeks feel hot, I can **infer** that she feels embarrassed. She feels embarrassed because she didn't know anyone was watching her when she tried to meditate, and she didn't quite know what to do! |
| After school, Zandile put down her school bag at home. Then, she went next door. She knocked on the Kapoor's door.<br><br>Geeta answered the door. 'Oh, hi Zandile!' Geeta said. 'Come in. I told my dad you're coming.'<br><br>Mr Kapoor was sitting at the kitchen table, reading the newspaper.<br><br>'Zandile!' he said, with a big smile on his face. 'I hear you want to learn how to meditate! Smart girl!' | I can infer Zandile doesn't know how to meditate, but I can **infer** that she is keen to get help and learn! |

| | |
|---|---|
| Mr Kapoor put down his newspaper. 'Come,' he said, beckoning to Zandile. 'You come too,' Mr Kapoor said to Geeta. The girls followed him to the backyard.<br><br>Mr Kapoor showed Zandile how to sit. Geeta helped Zandile to put her hands in the right place. They showed Zandile how to take slow, deep, breaths.<br>'Forget everything else,' said Geeta. 'Just close your eyes and think about your breathing.' | Geeta is helping Zandile. I **infer** that she knows how to meditate, just like her parents. |
| They sat together for a long time.<br><br>Zandile tried to think about her breathing, but so many things came into her head. She thought about her Maths homework. She thought about how hungry she felt. She thought about what her mother would cook for dinner. | It can **infer** that meditating is difficult. It seems difficult for Zandile to just think about her breath, like Geeta told her to do. |
| 'Do you feel calm?' Mr Kapoor asked Zandile.<br><br>'Um, I don't know if I can do it!' Zandile answered. 'I couldn't think about my breath.'<br><br>'It takes practice,' Geeta said. 'Come back tomorrow if you want! We can Practice together!' | I wonder why Zandile doesn't feel calm? I can **infer** that it is because meditation takes Practice. You must Practice meditating before it helps you to feel calm. |
| And she did. | I infer that Zandile feels determined to learn how to meditate when she goes back the next day to Practice! She wants to learn even though the first time was difficult! |
| **Follow up questions** | **Responses** |
| What did Zandile see when she peeked over the fence? | She saw the Kapoors (Geeta's parents) meditating in the backyard. |
| What did Geeta see when she peeked over the fence? | She saw Zandile trying to meditate. |
| How did Zandile feel when she found out that Geeta say her? | • She might have felt embarrassed.<br>• She might have felt surprised. |

| Why question | Possible response |
|---|---|
| Why does Zandile need to Practice meditating? | • Because meditation takes practice.<br>• Because she really wants to learn how to meditate.<br>• Because she is still learning. Meditation is difficult.<br>• Because when she tries, she doesn't feel calm.<br>• Because she wants to practice enough to feel calm. |

| WEEK 4: TUESDAY: WRITING (30 minutes) | |
|---|---|
| TOPIC | Write a paragraph about something new you would like to learn. |
| TASK | EDITING |

**WRITING ACTIVITY**

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 spelling. (I circled words I need help with) | |

**Getting Ready:**

Write your sentences from the previous week on the chalkboard. Make 2-3 mistakes in your sentences, like:

**i** want to learn how to knit. I want to learn this because I want to make myself a **hats**. And, I want to knit a warm jersey

**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 each sentence, instruct learners to look for the **mistake**.
5. Fix each mistake on the chalkboard with learners. Explain each mistake, like:
    1. **i** want to learn how to knit. *(the first word must be capitalised)*
    2. I want to learn this because I want to make myself a **hats**. *(It is one hat so 'hats' must not have an 's' at the end. It is not plural)*
    3. I want to knit a warm jersey *(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 the previous week.
2. Instruct learners to find their writing from the previous week.
3. Instruct learners to **turn and talk**.
4. Instruct learners to find and fix their mistakes.
5. As learners talk and fix mistakes, walk around the room and complete **mini conferences.**
6. Ask learners to **read their writing**.
7. Help learners who are struggling to find and fix their mistakes.
8. Instruct any learners who finish early to add more items to their lists.
9. Encourage learners.

Tuesday

I want to learn how to swim. I want to learn this because my sister knows how to swim. And she looks like she has fun when she swims.

Thursday

I think I could learn by practising. Or maybe my sister can teach me. I think I will need something to help me float. I feel excited about learning something new!

| 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<br>*(Tune: The Hokey Pokey)* | **Lyrics** | **Actions** |
| | We take a deep breath in | *Breathe in deeply* |
| | We let a slow breath out | *Breathe out slowly* |
| | We take a deep breath in | *Breathe in deeply* |
| | And another slow breath out | *Breathe out slowly* |
| | Let's meditate together | *Sit with hands pointing up, palms together (as if you're saying please)* |
| | 'til we all feel calm | |
| | That's what it's all about, 'Ommm…' | *Close eyes and say 'Ommm'* |
| THEME VOCABULARY | diary, nature, calmer, calmest | |
| **QUESTION OF THE DAY** | | |
| Question | *Explain that some people like to write to clear their heads and feel calm. Lots of people write in a diary each day. They write about their thoughts and their feelings.*<br>**Ask learners:** Which do you think would make you feel the calmest? | |
| Graph | 3 COLUMN GRAPH | |
| Options | writing in a diary / meditating / hiking in nature | |
| **Follow-up questions** | | |
| **Question** | **How many learners think writing in a diary will make them feel calmest?** | |
| Answer | __ learners think writing in a diary will make them feel calmest. | |
| **Question** | **How many learners think meditating will make them feel calmest?** | |
| Answer | __ learners think meditating will make them feel calmest. | |
| **Question** | **How many learners think hiking in nature will make them feel calmest?** | |
| Answer | __ learners think hiking in nature will make them feel calmest. | |
| **Question** | **Which do most learners think will make them feel calmest?** | |
| Answer | Most learners think __ will make them feel calmest. | |
| **Question** | **Which do fewest learners think will make them feel calmest?** | |
| Answer | Fewest learners think __ will make them feel calmest. | |
| **Question** | **Which do you think will make you feel calmest?** | |

| | |
|---|---|
| Answer | I think writing in a diary will make me feel calmest. |
| Answer | I think meditating will make me feel calmest. |
| Answer | I think hiking in nature will make me feel calmest. |
| | |
| READING | Practice reading the sight words for the week. |

| **WEEK 4: WEDNESDAY: PHONEMIC AWARENESS & PHONICS (5 minutes)** | |
|---|---|
| SOUND | **/spr-/** |
| ACTIVITY | **SEGMENTING AND BLENDING (I DO)**<br>1. Say the word **sprig**<br>2. Segment the word into the individual sounds: **/spr/ - /i/ - /g/**<br>3. Say the beginning sound of the word: **/spr/**<br>4. Say the middle sound of the word: **/i/**<br>5. Say the end sound of the word: **/g/**<br>6. Write the word on the board: **sprig**<br>7. Model pointing and blending the sounds to make a word: **/spr/ - /i/ - /g/ = sprig**<br>8. Remind learners that in English, when **s, p** and **r** are together at the beginning of a word they must be read together as a long sound: **/spr/**<br>9. Repeat this with the word **Spring**<br><br>**SEGMENTING AND BLENDING (WE DO)**<br>1. Say the word **spray**<br>2. Ask learners: What is the first sound in the word? **/spr/**<br>3. Ask learners: What is the end sound in the word? **/ay/**<br>4. Ask learners to segment the word into each individual sound: **/spr/ - /ay/**<br>5. Write the word: **spray**<br>6. Instruct learners to blend the sounds in the word with you: **/spr/ - /ay/ = spray**<br>7. Repeat this with the word **sprout**<br><br>**SEGMENTING AND BLENDING (YOU DO)**<br>1. Instruct learners to take out their exercise books.<br>2. Instruct learners to write the heading: **spr words.**<br>3. Instruct learners to write the numbers 1-8.<br>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.<br><br>**sprig** **Spring** **spray** **sprint** **sprang** **sprout** **spree** **Sprite**<br><br>6. Uncover the Phonics Display Board. Instruct learners to check their words against the flashcard words on the Phonics Display Board.<br>7. Instruct learners to Practice reading the phonic words for **homework**. |

| **ALTERNATE PROGRAMME: PHONEMIC AWARENESS & PHONICS (5 minutes)** | |
|---|---|
| SOUND | |
| WORDS | |
| 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 | *Zandile learns to meditate* |
| ACTIVITY | Recount |
| COMPREHENSION STRATEGY | **Summarise** |
| PURPOSE | Asking a young learner to summarise the main points of a story is the best way to check their understanding.<br><br>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 in the story. Explain that learners will summarise the sequence of the story. That means they will say what happens **first, next,** and **last** in the story *Zandile learns to meditate.*
2. Use **modelling** to show learners how to give a 3-4 sentence **recount** that summarises the main points of the story, like: Zandile sees her neighbours meditating. She asks Geeta about meditating. Then, she learns how to do it too!
3. Instruct learners to **think** about the story.
4. Instruct learners to **think** about the main points of the story. They must say 3-4 sentences summarising the sequence of the story.
5. Give learners 1-2 minutes to **think** about what they will say.
6. Instruct learners to **turn and talk** and share their recount with a partner.
7. Call learners back together. Ask 3-4 learners to share their **recount** with the class.
8. Help the learners with their **recounts**.
9. Explain and correct common problems to learners.

| WEEK 4: THURSDAY: WRITING (30 minutes) | |
|---|---|
| TOPIC | Write a paragraph about something new you would like to learn. |
| TASK | PUBLISHING and SHARING |
| WRITING FRAME | I want to learn how to…<br>I want to learn this because…<br>And…<br>I think I could learn…<br>Or maybe…<br>I think I will need… |

**WRITING ACTIVITY**

**Getting Ready:**

1. Write one of your sentences on the board, with a corrected mistake, like:
   **i** want to learn how to knit

**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 on Tuesday.
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:
   I want to learn how to knit.

**Writing:**

1. Hand out learner books.
2. Instruct learners to find their **drafts** and **editing checklist**.
3. Instruct learners to begin **publishing**.
4. Remind learner to fix their mistakes as they **publish**.
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** with a partner about their paragraphs.

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

Thursday

I want to learn how to swim. I want to learn this because my sister knows how to swim. And she looks like she has fun when she swims.

I think I could learn by practising. Or maybe my sister can teach me. I think I will need something to help me float. I feel excited about learning something new!

| 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. | |

<table>
<tr><th colspan="3">WEEK 4: FRIDAY: DAILY ACTIVITIES (10 minutes)</th></tr>
<tr><td>GREETING</td><td colspan="2">Greet the learners in English.</td></tr>
<tr><td rowspan="8">SONG<br>(Tune: The Hokey Pokey)</td><td>Lyrics</td><td>Actions</td></tr>
<tr><td>We take a deep breath in</td><td>Breathe in deeply</td></tr>
<tr><td>We let a slow breath out</td><td>Breathe out slowly</td></tr>
<tr><td>We take a deep breath in</td><td>Breathe in deeply</td></tr>
<tr><td>And another slow breath out</td><td>Breathe out slowly</td></tr>
<tr><td>Let’s meditate together</td><td>Sit with hands pointing up, palms together (as if you’re saying please)</td></tr>
<tr><td>‘til we all feel calm</td><td></td></tr>
<tr><td>That’s what it’s all about, ‘Ommm…’</td><td>Close eyes and say ‘Ommm’</td></tr>
<tr><td>THEME VOCABULARY</td><td colspan="2">inference, weird, embarrassed, character</td></tr>
<tr><td colspan="3">QUESTION OF THE DAY</td></tr>
<tr><td>Question</td><td colspan="2">Remind learners that this week in our Shared Reading, we have been practising making inferences. An inference is when we must use what we know about the world to figure out something that is not directly told to us in the text.<br>Ask learners: If the text says: ‘Her face felt hot’, what inference can you make?<br>Instruct learners to think about their own lives. Instruct learners to think about their face feeling hot. They should think about:<br>- A time when their own face felt hot.<br>- Why their own face felt hot. What happened?<br>- Have they read any other books where a character’s face felt hot? What happened? How did the character feel?<br>Instruct learners to try to make an inference about how Zandile feels using what they know about themselves.</td></tr>
<tr><td>Graph</td><td colspan="2">3 COLUMN GRAPH</td></tr>
<tr><td>Options</td><td colspan="2">I think she feels angry / I think she feels embarrassed / I think it is hot outside and she feel hot</td></tr>
<tr><td colspan="3">Follow-up questions</td></tr>
<tr><td>Question</td><td colspan="2">How many learners think Zandile feels angry?</td></tr>
<tr><td>Answer</td><td colspan="2">__ learners think Zandile feels angry.</td></tr>
<tr><td>Question</td><td colspan="2">How many learners think Zandile feels embarrassed?</td></tr>
<tr><td>Answer</td><td colspan="2">__ learners think Zandile feels embarrassed.</td></tr>
<tr><td>Question</td><td colspan="2">How many learners think it is hot outside and Zandile feels hot?</td></tr>
</table>

| | |
|---|---|
| Answer | __ learners think it is hot outside and Zandile feels hot. |
| **Question** | **What do most learners think?** |
| Answer | Most learners think that __ |
| **Question** | **What do fewest learners think?** |
| Answer | Fewest learners think that __ |
| **Question** | **If the text says: 'Her face felt hot', what inference can you make?** |
| Answer | I think Zandile feels angry. |
| Answer | I think Zandile feels embarrassed. |
| Answer | I think it is hot outside and Zandile feels hot. |
| EXPLANATION | *Explain that there is no correct answer. Any of these inferences could be correct! We need some more information to help us figure out the answer to the question.* |
| | |
| READING | Practice reading the sight words for the week. |

<table>
<tr><th colspan="2">WEEK 4: FRIDAY: PHONEMIC AWARENESS & PHONICS (5 minutes)</th></tr>
<tr><td>SOUND</td><td>/spr-/</td></tr>
<tr><td>ACTIVITY</td><td>WORD FIND<br><br>Write the following table on the chalkboard:<br><br>
<table>
<tr><td>spr-</td><td>ay</td><td>e</td></tr>
<tr><td>nt</td><td>m</td><td>ee</td></tr>
<tr><td>i</td><td>ou</td><td>t</td></tr>
</table>
<br>MODEL<br>1. Remind learners of the sound of the week: /spr-/<br>2. Review all of the sounds and blends on the chalkboard.<br>3. Explain that learners will have three minutes to make as many words as they can using the sounds and blends above.<br>4. Show learners how to make a word using the target sound, like: /spr/ - /ay/<br>5. Remind learners they can make a word using any of the sounds – they do not need to use /spr-/.<br>6. Show learners how to make another word, like: /m/ - /i/ - /nt/.<br>7. Remind learners they can make words using the target sound, like spray, or words without the target sound, like mint.</td></tr>
<tr><td></td><td>LEARNERS DO<br>1. Tell learners to open their exercise books and write the heading: spr- words.<br>2. Instruct learners to begin writing.<br>3. Give learners 3 minutes to find and build as many words as they can.<br>4. Allow learners to correct their own work. Show learners how to build these words (and others): spray, sprint, sprout, spree, met, tent, may, mount, mint, tint, out</td></tr>
</table>

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

| WEEK 4: FRIDAY: LANGUAGE USE (30 minutes) | |
|---|---|
| TOPIC | Revise: Comparative adjectives |

**GETTING READY**

**Before the lesson begins, rewrite your sentences from Tuesday, like:**

Things that make me feel stress:

1. I feel stress when I have lots of work.
2. I feel stress when I have an exam.
3. I feel stress when I don't have enough money.

Things that make me feel calm:

1. I feel calm when I go for a walk.
2. I feel calm when I make tea.
3. I feel calm when I talk to my sister.

**I DO (Teacher models)**

1. Explain that today, learners will revise **comparative adjectives**.
2. Remind learners that an adjective is a describing word. It describes a person, place or thing.
3. Explain when we **compare** things, we use comparative words.
4. Hold up three pencils of different lengths. Explain that all the pencils are **small**, but when we compare them, we must use different words:
   a. Show learners the longest pencil. Say: This pencil is small.
   b. Show learners the medium-sized pencil. Say: This is small**er**.
   c. Show learners the smallest pencil. Say: This is small**est**.
5. Explain that usually we use endings to show comparison. We can add -er / -est to the end of the adjective to make it comparative.
6. Explain that sometimes, we must put a word in front of the adjective instead. We use the word more, most / less, least.
7. For example, if we talk about things that are important, we would say:
   a. Maths is important.
   b. Reading is **more** important.
   c. Being kind is **most** important.

**WE DO (Teacher and learners do together):**

1. Explain that first, we will think of three things that are all funny. Explain that we do add endings onto the word funny. However, when an adjective ends with 'y' we must change it to 'i' before we add the endings.
2. Brainstorm sentences with learners like:
   a. My friend Sihle is funny.
   b. Trevor Noah is funnier.
   c. My teacher is the funniest.

3. Explain that now we will think of think of three things that are fun. Explain that with fun, we do not add an ending. We use more, most / less, least in front of the word.
4. Brainstorm sentences with learners like:
    a. Break is fun.
    b. Parties are **more** fun.
    c. Reading is the **most** fun.

**YOU DO (Learners do independently):**

1. Explain that today, learners will think about the sentences they wrote yesterday about things that make them feel stressed and the things that make them feel calm.
2. Reread your sentences (which should already be written on the board).
3. Look at the first part of your list. Explain that you will think about which one makes you feel stressed, more stressed and most stressed. Explain that for the word stressed we **do not add an ending**. We use the words more and most **in front of** the word stressed.
4. Model editing your sentences, like:
    1. I feel **more** stress when I have lots of work.
    2. I feel stress when I have an exam.
    3. I feel **most** stress when I don't have enough money.
5. Explain that you will think about which one makes you feel calm, calmer (more calm) and calmest (most calm).
6. Explain that learners should edit each of the sentences, like:
    1. I feel calm**est** when I go for a walk.
    2. I feel calm when I make tea.
    3. I feel calm**er** when I talk to my sister.

**YOU DO (Learners do independently):**

1. **Hand out learner books.**
2. Instruct learners to find their lists from Monday and Tuesday.
3. Instruct learners to edit their sentences using comparative words.
4. As learners write, walk around the room and **complete mini conferences**.
5. Ask learners to **read their writing**.
6. Help learners who are struggling to change their adjectives.

**SHARING**

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 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 CONCLUSION | |
|---|---|
| **Find 10 minutes at the end of the week to do the following:** | |
| SUMMARISE | Settle learners so you have their attention.<br>Remind learners of what you have achieved this week. For example:<br>**This week we:**<br>1. We were quiet when we had to be.<br>2. We listened to the teacher and to our partners.<br>3. We learnt to read new sight words.<br>4. We learnt the phonic sound /spr-/ and new phonic words.<br>5. We learnt new theme words about feeling calm.<br>6. We sang a song, and we answered questions.<br>7. We listened to a story about meditating.<br>8. We thought about the story.<br>9. We edited, published and shared our paragraphs about something new we want to learn.<br>10. We had fun. |
| SHARE WITH FAMILIES | 1. Ask learners to think about **two things** that they are going to tell their families about what they did this week.<br>2. Give learners a few minutes to think about this.<br>3. Tell learners to turn and talk, and share their ideas with a partner.<br>4. Ask one or two learners to share their ideas with the class.<br>5. Remind learners to please tell their families what they learnt! |
| ACKNOWLEDGE AND CELEBRATE | 1. Acknowledge a few learners who managed themselves well, or worked hard, or came up with good ideas during the week.<br>2. This could include learners who:<br>a. Behaved appropriately<br>b. Were kind to others<br>c. Listened well<br>d. Tried out new language and spoke on their own<br>e. Had a good idea about an answer to a story<br>f. Worked hard<br>g. Improved in some way<br>3. Remember to try to acknowledge all the learners in a class at some stage, and not just the same learners over and over.<br>4. Celebrate the achievements of those learners, and also of the whole class! |

# GRADE 3 - TERM 4

## THEME:
## SADNESS

'Nothing always stays the same. You don't stay happy forever.
You don't stay sad forever.'

- Cat Zingano

| EXTENSION ACTIVITIES | |
|---|---|
| **These activities can be used as independent work for learners who finish their work early OR while you are giving assessments to learners.** | |
| Activity 1 | DBE Workbook 2: Let's write, page 50 |
| Activity 2 | DBE Workbook 2: Walk and talk, page 51 |
| Activity 3 | DBE Workbook 2: Let's write, page 51 - 53 |
| Activity 4 | Draw and write about the last time you felt sad. |

<table>
<tr><th colspan="3">TERM 4: WEEK 5</th></tr>
<tr><td colspan="3">OVERVIEW</td></tr>
<tr><td>THEME</td><td colspan="2">Sadness</td></tr>
<tr><td>THEME VOCABULARY</td><td colspan="2">die, death, alive, funeral, funny, juggle, trick, joke, distract, absent, grief, grieving</td></tr>
<tr><td>SIGHT WORDS</td><td colspan="2">could, try, better, maybe, smile</td></tr>
<tr><td>PHONICS</td><td colspan="2">/kn/ and /wr/ (silent letters) - knock, knife, knew, kneel<br>wrap, write, wrote, wrong</td></tr>
<tr><td rowspan="2">WRITING FRAME</td><td colspan="2">Topic: Write a paragraph about a time you felt sad, but someone helped you feel better</td></tr>
<tr><td>Tuesday</td><td>Thursday</td></tr>
<tr><td></td><td>When I felt sad…helped me feel better.<br>I felt sad because…(2-3 sentences)</td><td>I felt a little bit better because…<br>He / she…<br>I felt…</td></tr>
<tr><td colspan="3">PREPARATION</td></tr>
<tr><td>CLASSROOM</td><td colspan="2">1. Take down and carefully store the flashcard words and pictures from the previous week.<br>2. Prepare your flashcard words and pictures for the week by cutting them out, colouring them in, laminating them and sticking them on your display boards.<br>3. Try to find some items for your theme table, for example: pictures of people that look very sad, two small balls to juggle, a picture of someone juggling, etc.<br>4. Make sure that your Group Guided Reading Groups are updated – make any changes that you need to make. Remember, these groups must be same-ability groups.<br>5. Also make sure that your Group Guided Reading Tracker is up to date, and that you know which text you are going to read with each group.</td></tr>
</table>

| | |
|---|---|
| LEARNERS | 1. Tell your learners that this week they will practice:<br>a. Being quiet when the teacher is talking<br>b. Looking after their books and stationery<br>c. Answering the question of the day<br>d. Listening to their partners<br>2. Tell learners that this week they will continue to improve their reading. They will do this by:<br>a. Learning to read different sounds<br>b. Blending sounds together to make words<br>c. Segmenting words into different sounds<br>d. Learning to read new sight words – remind learners that these are words we read by sight – we must remember what they look like<br>e. Learning to read new phonics words – remind learners that these are words that we can sound out<br>f. Practicing to read more fluently during Group Guided Reading<br>3. Next, remind learners that they will also listen to a new story during Shared Reading. Ask learners to listen very carefully, because this is when they will:<br>a. Learn lots of new English words and language<br>b. Think about the story<br>4. Finally, tell learners that this week, they will continue to write.<br>5. Remind learners that it is very important for them to write their own thoughts, ideas and opinions down. They must not copy what you write. |

| TERM 4: WEEK 5 | |
|---|---|
| **INTRODUCE THE THEME** | |
| PICTURE | Page 27 of the Big Book *Bantu feels sad* |
| SHOW | Show learners the picture of Khumo showing his friend his new juggling tricks |
| SAY | 1. Ask learners: What do you do if you see your friend is feeling sad or upset?<br>2. Listen to learner responses. This will help you understand what learners already know.<br>3. Explain that this week, in our Big Book Story, we will read about a new character: Khumo. We will see how Khumo tries to help his friend who is sad. We will think about how sometimes, it is difficult to know what to do or say when you have a friend who is feeling upset!<br>4. Explain that for the next two weeks, we will think about how to be a **caring friend.** |
| TEACH | Teach learners the **sight words** for the week. Explain that learners will see these words in their **independent reading**.<br>1. Learners copy down the sight words into their books.<br>2. Learners practice reading the sight words at home. |

| WEEK 5: MONDAY: DAILY ACTIVITIES (10 minutes) | | |
|---|---|---|
| GREETING | Greet the learners in English. | |
| SONG / RHYME | **Lyrics** | **Actions** |
| | When someone you love has gone | - |
| | And you're feeling sad and alone | *Wrap your arms around yourself* |
| | I'll be there to hold your hand | *Hold a friend's hands in both of yours* |
| | To listen and understand | - |
| THEME VOCABULARY | die, death, alive, funeral | |
| **QUESTION OF THE DAY** | | |
| Question | Have you ever been to a funeral? | |
| Graph | 2 COLUMN GRAPH | |
| Options | yes / no | |
| **Follow-up questions** | | |
| **Question** | **How many learners have been to a funeral?** | |
| Answer | __ learners have been to a funeral. | |
| **Question** | **How many learners have not been to a funeral?** | |
| Answer | __ learners have not been to a funeral. | |
| **Question** | **Have more learners ever been to a funeral or not?** | |
| Answer | More learners have / have not been to a funeral. | |
| **Question** | **Have fewer learners ever been to a funeral or not?** | |
| Answer | Fewer learners have / have not been to a funeral. | |
| **Question** | **Have you ever been to a funeral?** | |
| Answer | Yes, I have been to a funeral. | |
| Answer | No, I have not been to a funeral. | |
| | | |
| READING | Practice reading the sight words for the week. | |

<table>
<tr><th colspan="2">WEEK 5: MONDAY: PHONEMIC AWARENESS & PHONICS (5 minutes)</th></tr>
<tr><td>SOUND</td><td>/kn/ and /wr/ (silent letters)</td></tr>
<tr><td>FLASHCARDS</td><td>knock, knife, knew, kneel<br>wrap, write, wrote, wrong</td></tr>
<tr><td>ACTIVITY</td><td>INTRODUCE THE SOUND AND WORDS<br>1. Say the sound and hold up the flashcards /kn/ (silent k) and /wr/ (silent w) for learners to see.<br>2. Say the sounds and instruct learners to repeat the sound. Do this three times.<br>3. Explain that when we see the letters /kn/ and /wr/ together in a word, we must not say the first letters, they are silent.<br>4. Show each flashcard and help learners break the word up into individual sounds, remind learners that the first letter is silent:<br>/kn/ – /o/ - /ck/<br>/kn/ – /i/ - /fe/<br>/kn/ – /ew/<br>/kn/ – /ee/ - /l/<br>/wr/ – /a/ - /p/<br>/wr/ – /i/ - /te/<br>/wr/ - /o/ - /te/<br>/wr/ - /o/ - /ng/<br>5. Ask learners to repeat each word after you.<br>6. Stick up the flashcards on the Phonics Display Board.<br>7. Call on a different learner to read each of the phonic words:<br><table><tr><td>knock</td><td>wrap</td></tr><tr><td>knife</td><td>write</td></tr><tr><td>knew</td><td>wrote</td></tr><tr><td>kneel</td><td>wrong</td></tr></table></td></tr>
</table>

| ALTERNATE PROGRAMME: PHONEMIC AWARENESS & PHONICS (5 minutes) | |
|---|---|
| SOUND | |
| WORDS | |
| 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 | *Bantu feels sad* |
| ACTIVITY | PRE-READING |
| COMPREHENSION STRATEGY | **Predict** |
| PURPOSE | By getting learners to predict, you are getting them to think about the story before they have even read it. By predicting, learners are developing their comprehension skills by thinking about the story. |

**PRE-READING ACTIVITY**

1. Show learners the front cover of the story: **Bantu feels sad**
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. Codeswitch where necessary.

| WEEK 5: TUESDAY: WRITING (30 minutes) | |
|---|---|
| TOPIC | Write a paragraph about a time you felt sad, but someone helped you feel better |
| TASK | PLANNING & DRAFTING |
| WRITING FRAME | When I felt sad…helped me feel better.<br>I felt sad because…(2-3 sentences) |

**WRITING ACTIVITY**

**Modelling:**

1. Explain that this week, learners will write a paragraph about a time they felt sad, and what someone did to help them feel better.
2. Remind learners that a **paragraph** is a group of sentences that are all about the same topic. Explain that a paragraph has three important parts: A topic sentence which tells us the main point of the paragraph; supporting sentences which explain the topic sentence; and a concluding sentence which summarises a paragraph.
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 a few **supporting sentences**. 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 felt very sad when I found out my dad had cancer. I was very far away from my dad and that was hard! I cried and cried because I was so far and I didn't know what to do!
7. Explain which words you will write. **Draw a line for each word.**
8. Use **modelling** to complete the writing frame: **When I felt sad**, my friend Ana **helped me feel better**. **I felt sad because** I found out my father had cancer. I was far away from him. **I felt sad because** I was so worried about my dad.
9. **Say words slowly like a tortoise and write the sounds you know.**
10. **Use resources**, like sight words and theme vocabulary words.
11. **Erase your example from the board. Explain this was just an example, but learners must write their own ideas.**

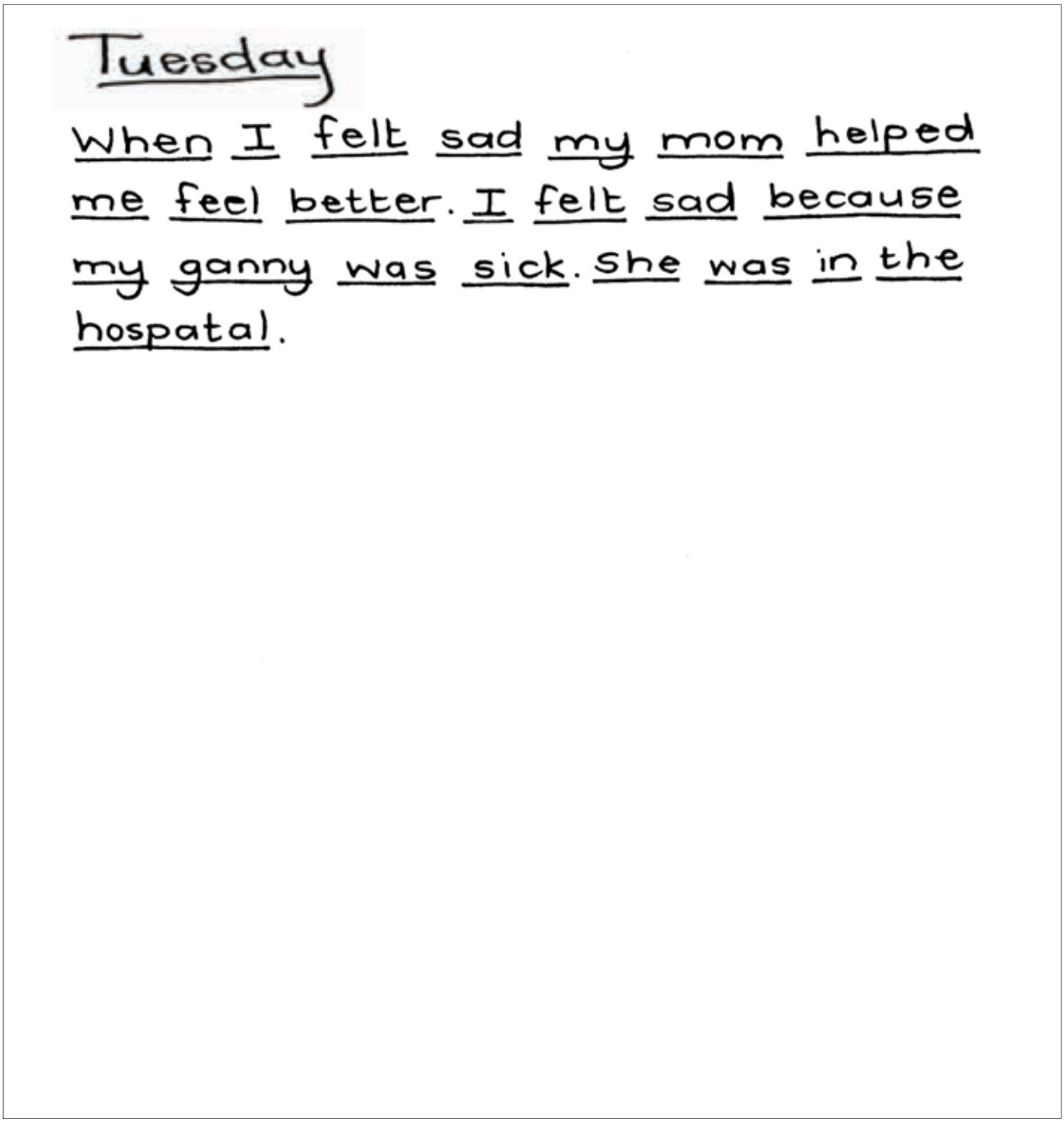
**Oral Instructions:**

1. Ask learners: When was a time you felt sad? Who helped you feel better?
2. Explain that learners should come up with their own ideas – they should **not** copy your idea!
3. Instruct learners to **think before they write.**
4. Instruct learners to **turn and talk** and share their ideas with a partner.
5. Call on 2-3 learners to tell you who helped them feel better. They must say:
   *When I felt sad…helped me feel better*
6. Explain that this will be learners' topic sentence because it tells us what the paragraph will be about.

7. Call on 2-3 learners to tell you why they were sad. They must say: *I felt sad because…*
8. Explain that learners will now use the writing frame to 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.



| 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** |
| | When someone you love has gone | - |
| | And you're feeling sad and alone | *Wrap your arms around yourself* |
| | I'll be there to hold your hand | *Hold a friend's hands in both of yours* |
| | To listen and understand | - |
| THEME VOCABULARY | funny, juggle, trick, joke | |
| **QUESTION OF THE DAY** | | |
| Question | If you were feeling sad, which do you think would make you feel better? | |
| Graph | 3 COLUMN GRAPH | |
| Options | watching my friend do juggling tricks / hearing my friend tell funny jokes / my friend listening to me | |
| **Follow-up questions** | | |
| **Question** | **How many learners think juggling tricks would make them feel better?** | |
| Answer | __ learners think juggling tricks would make them feel better. | |
| **Question** | **How many learners think hearing funny jokes would make them feel better?** | |
| Answer | __ learners think hearing funny jokes would make them feel better. | |
| **Question** | **How many learners think being listened to would make them feel better?** | |
| Answer | __ learners think being listened to would make them feel better. | |
| **Question** | **Which would make most learners feel better?** | |
| Answer | __ would make most learners feel better | |
| **Question** | **Which would make fewest learners feel better?** | |
| Answer | __ would make fewest learners feel better. | |
| **Question** | **If you were feeling sad, which do you think would make you feel better?** | |
| Answer | Watching my friend do juggling tricks would make me feel better. | |
| Answer | Hearing my friend tell funny jokes would make me feel better. | |
| Answer | My friend listening to me would make me feel better. | |

| | |
|---|---|
| READING | Practice reading the sight words for the week. |

| WEEK 5: WEDNESDAY: PHONEMIC AWARENESS & PHONICS (5 minutes) | |
|---|---|
| SOUND | **/kn/ and /wr/** |
| ACTIVITY | **SEGMENTING AND BLENDING (I DO)**<br>1. Say the word **knock**<br>2. Segment the word into the individual sounds: **/kn/ - /o/ - /ck/**<br>3. Say the beginning sound of the word: **/kn/**<br>4. Say the middle sound of the word: **/o/**<br>5. Say the end sound of the word: **/ck/**<br>6. Write the word on the board: **knock**<br>7. Model pointing and blending the sounds to make a word: **/kn/ - /o/ - /ck/ = knock**<br>8. Remind learners that in English, when **/kn/** or **/wr/** are together at the beginning of a word, the first letter is silent.<br>9. Repeat this with the word **knew**<br><br>**SEGMENTING AND BLENDING (WE DO)**<br>1. Say the word **wrap**<br>2. Ask learners: What is the first sound in the word? **/wr/**<br>3. Ask learners: What are the middle sounds in the word? **/a/**<br>4. Ask learners: What is the last sound in the word? **/p/**<br>5. Ask learners to segment the word into each individual sound: **/wr/ - /a/ - /p/**<br>6. Write the word: **wrap**<br>7. Instruct learners to blend the sounds in the word with you: **/wr/ - /a/ - /p/ = wrap**<br>8. Repeat this with the word **wrong**<br><br>**SEGMENTING AND BLENDING (YOU DO)**<br>1. Instruct learners to take out their exercise books.<br>2. Instruct learners to write the heading: **kn and wr words**<br>3. Instruct learners to write the numbers 1-8.<br>4. *Make sure the flashcard words are covered. Learners must **not** copy the words from the board.*<br>5. Say each of the following words. Instruct learners to write the word in their books. |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **knock** | **knife** | **knew** | **kneel** | **wrap** | **write** | **wrote** | **wrong** |

| | |
|---|---|
| | 6. Uncover the Phonics Display Board. Instruct learners to check their words against the flashcard words on the Phonics Display Board.<br>7. Instruct learners to Practice reading the phonic words for **homework**. |

| **ALTERNATE PROGRAMME: PHONEMIC AWARENESS & PHONICS (5 minutes)** | |
|---|---|
| SOUND | |
| WORDS | |
| 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 | Bantu feels sad |
| ACTIVITY | FIRST READ |
| COMPREHENSION STRATEGY | **Make inferences** |
| PURPOSE | Making inferences is a key thinking and comprehension skill. Learners need to work out parts of a story by making inferences. Teach learners that sometimes the details of a story are not written down – the reader must make a good guess. |

| Story | Think Aloud (First Read) |
|---|---|
| Khumo's friend Bantu didn't come to school on Monday or Tuesday. Khumo wondered where his friend could be. | -- |
| When Khumo got home from school on Tuesday, his mother told him that Bantu's granny had died. Bantu was always with his granny. Khumo thought about how sad Bantu must feel.<br>'I must try to make my friend feel better,' Khumo thought. He thought and thought about what to do. | I can **infer** that Khumo cares about his friend, because he wants to help him feel better! |
| 'Maybe I can make Bantu laugh if I tell him all my best jokes!' Khumo thought. 'Then he will forget all about feeling sad!'<br>Khumo thought of all of his good jokes. He wrote them down on a piece of paper and put them in his school bag. | I can **infer** that Khumo is trying very hard to help his friend feel better! |
| On Wednesday morning, Khumo found Bantu at school. Khumo thought it might make Bantu sad if he mentioned his granny. So Khumo didn't say anything. Instead, he took out his paper and started telling Bantu all of his jokes. After each one, he looked for a smile on Bantu's face. But, Bantu just looked sad. | I can **infer** that Khumo's jokes did not actually make Bantu feel better, because Bantu still looks sad after Khumo tells all his jokes! |

| | |
|---|---|
| On Wednesday evening, Khumo thought about what else he could do to help his friend feel better.<br>'Maybe I can make Bantu forget how sad he feels if I show him some new juggling tricks,' Khumo thought. 'Then, he will forget all about feeling sad!'<br>Khumo found some oranges in the kitchen. He took them outside and Practiced juggling them, until he could keep three up in the air! | I can **infer** that Khumo is trying very hard to help his friend feel better! |
| On Thursday morning, Khumo found Bantu at school. Khumo thought it might make Bantu sad if he mentioned his granny. So Khumo didn't say anything. Instead, he took out his oranges and showed his new trick to Bantu. He kept all three oranges up in the air, which he thought was pretty impressive. He looked for a smile on Bantu's face. But, Bantu just looked sad. | I can **infer** that Khumo's tricks did not actually make Bantu feel better, because Bantu still looks sad after Khumo shows him all his cool tricks! |
| When Khumo got home from school on Thursday, he felt upset.<br>'I have tried and tried to make Bantu not feel sad!' Khumo told his mother. 'I told jokes, I showed him my best juggling trick, but nothing worked!' Khumo said.<br>'Did you tell him you're sorry his granny died?' Khumo's mother asked.<br>'No…I thought it might make Bantu feel worse if I talked about his granny,' Khumo replied. | I can **infer** that Khumo wants to help his friend Bantu feel better, but he isn't sure how to do it! I can **infer** that Khumo has never had a friend whose granny died before. |
| Khumo's mother sat down next to him. 'Bantu feels sad because he loved his granny. You don't need to try to make him forget his sadness. Sometimes, when we are sad, we just need our friends to be with us, and to listen to us,' Khumo's mother said. | I can **infer** that Khumo's mother has had a friend whose granny has died before because she seems to know what to do! |
| On Friday morning, Khumo found Bantu at school.<br>'I'm really sorry your granny died,' Khumo said. 'I don't know how to help you feel better. But I can just sit with you if that's what you want. And if you want to talk about how sad you feel, I'm here to listen,' Khumo said. | Khumo follows his mother's advice! I can **infer** that Khumo really cares about his friend, and wants to help him feel better! |

| | |
|---|---|
| For the first time all week, Bantu looked at Khumo with a small smile.<br>'Thanks, Khumo. You're a good friend,' Bantu said. | I can **infer** that for the first time all week, Khumo helped Bantu feel a little bit better. |
| **Follow up questions** | **Responses** |
| Why was Bantu absent from school on Monday and Tuesday? | Because his granny died. |
| What did Khumo do on Wednesday to try to help his friend feel better? | He told his friend jokes to try to make him laugh. |
| Who helped Khumo in the story? | Khumo's mother helped him! |
| **Why question** | **Possible response** |
| Why did Khumo tell jokes and do juggling tricks? | • Because he wanted his friend Bantu to feel better.<br>• Because he thought joke and tricks would make Bantu forget about feeling sad.<br>• Because he cared about helping his friend feel better.<br>• Because he didn't know what would help his friend feel better. He tried the best he could! |

| WEEK 5: THURSDAY: WRITING (30 minutes) | |
|---|---|
| TOPIC | Write a paragraph about a time you felt sad, but someone helped you feel better |
| TASK | PLANNING & DRAFTING |
| WRITING FRAME | I felt a little bit better because…<br>He / she…<br>I felt… |

**WRITING ACTIVITY**

**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 a few 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: My friend Ana sat with me all night, and she helped me buy a plane ticket home to see my dad. She rubbed my back. I felt so thankful that she was there to sit with me.
6. Explain which words you will write. **Draw a line for each word.**
7. Use **modelling** to complete the writing frame, like: **I felt a little bit better** because my friend Ana was there. **She** sat with me all night and helped me buy a place ticket! **I felt** so glad to have a friend like Ana.
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 began to write about a time someone we know helped us to feel better when we were sad. Today we will add sentences to our paragraphs.
2. Ask learners: How did your friend help you when you felt sad?
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. Instruct learners to **turn and talk** and share their ideas with a partner.
6. Call on 2-3 learners to tell you about how someone helped them. They must say: *I felt a little bit better when…*
7. Call on 2-3 learners to tell you how they felt when someone helped them. They must say: *I felt…*
8. Explain that this sentence is the **conclusion sentence** because it summarises our feelings about someone helping us when we felt sad.
9. Explain that learners will now use the writing frame to draw and write their own ideas!

**Writing:**

1. **Hand out learner books.** Instruct learners to find their writing from Tuesday.
2. Instruct learners to continue writing on the same page as yesterday so that they have **one complete paragraph.**
3. As learners are writing, walk around the room and complete **mini conferences.**
4. Ask learners to **read their writing.**
5. Help learners complete the writing frame.
6. Help learners **say words slowly like a tortoise** and **use resources.**
7. **Encourage learners.**

Tuesday

When I felt sad my mom helped me feel better. I felt sad because my ganny was sick. She was in the hospatal.

Thursday

I felt a little bit better because the doctas helped my ganny. She could go bac home. I felt better that ganny was not sick enymore.

| 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<br>*(Tune: How much is that doggie in the window?)* | **Lyrics** | **Actions** |
| | When someone you love has gone | - |
| | And you're feeling sad and alone | *Wrap your arms around yourself* |
| | I'll be there to hold your hand | *Hold a friend's hands in both of yours* |
| | To listen and understand | - |
| THEME VOCABULARY | distract, absent, grief, grieving | |
| **QUESTION OF THE DAY** | | |
| Question | Have you read a story with a character who feels grief? | |
| Graph | 2 COLUMN GRAPH | |
| Options | yes / no | |
| **Follow-up questions** | | |
| **Question** | **How many learners have read a story with a character who feels grief?** | |
| Answer | __ learners have read a story with a character who feels grief. | |
| **Question** | **How many learners have not read a story with a character who feels grief?** | |
| Answer | __ learners have not read a story with a character who feels grief. | |
| **Question** | **Have more learners read a story with a character who feels grief or not?** | |
| Answer | More learners have / have not read a story with a character who feels grief. | |
| **Question** | **Have fewer learners read a story with a character who feels grief or not?** | |
| Answer | Fewer learners have / have not read a story with a character who feels grief. | |
| **Question** | **Have you read a story with a character who feels grief?** | |
| Answer | Yes, I have read a story with a character who feels grief. | |
| Answer | No, I have not read a story with a character who feels grief. | |
| EXPLAIN | *Explain that we feel grief when we lose someone or something. Most commonly, we feel grief when someone close to us dies. However, we can also feel grief if we move or a friend move far away, if we lose something important to us, or if any relationship we have ends.* | |

| | |
|---|---|
| READING | Practice reading the sight words for the week. |

| WEEK 5: FRIDAY: PHONEMIC AWARENESS & PHONICS (5 minutes) | |
|---|---|
| SOUND | **/kn/ and /wr/** |
| ACTIVITY | **WORD FIND**<br><br>Write the following table on the chalkboard:<br><br>**wr- \| i-e \| ck**<br>**kn- \| f \| o-e**<br>**a \| ew \| t**<br><br>**MODEL**<br><br>1. Remind learners of the sounds of the week: **/kn/** and **/wr/**<br>2. Review all of the sounds and blends on the chalkboard.<br>3. Explain that learners will have three minutes to make as many words as they can using the sounds and blends above.<br>4. Show learners how to make a word using the target sound, like: **/wr/ - /i/ - /te/**<br>5. Remind learners they can make a word using any of the sounds – they do not need to use **/kn/ and /wr/**<br>6. Show learners how to make another word, like: **/f/ - /ew/**<br>7. Remind learners they can make words using the target sound, like **write**, or words without the target sound, like **few**.<br><br>**LEARNERS DO**<br><br>1. Tell learners to open their exercise books and write the heading: **kn and wr words**.<br>2. Instruct learners to begin writing.<br>3. Give learners 3 minutes to find and build as many words as they can.<br>4. Allow learners to correct their own work. Show learners how to build these words (and others): **write, wrote, knock, knife, knew, tack, few, fat** |

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

| WEEK 5: FRIDAY: LANGUAGE USE (30 minutes) | |
|---|---|
| TOPIC | Contractions |

**I DO (Teacher models)**

1. Explain that today, we will learn about **contractions**. In English, sometimes we join two words together using in apostrophe. These are called contractions.
2. Remind learners that we have learned about the contraction: you're. We learnt that this is **you + are = you're**. We add an apostrophe and remove the 'a'.
3. Explain that there are other contractions we need to know, because we will often see them when we read, and we can use them when we speak and write.
4. Show learners the following common contractions with the **present tense** of the verb **to be**:

   I + am = I'm

   she / he + is = she's / he's

   we + are = we're

   they + are = they're
5. *Point out that we replace the second vowel with an apostrophe when we join these words!*

**WE DO (Teacher and learners do together):**

1. Write the contraction **I'm** on the board.
2. Brainstorm 2-3 sentences using '*I'm'* with learners. Write these examples on the board, like:
   a. I'm so happy it is Wednesday.
   b. I'm going to the shop.
   c. I'm a teacher.
3. Point out you use '*I'm'* just like you would use '*I am'*. But, it is much more common to write '*I'm'*.

**YOU DO (Learners do independently):**

1. Hand out learner books
2. Instruct learners to write a sentence using the remaining contractions: she's, he's, we're, they're
3. Remind learners that these contractions are the verb to be in the present tense. Therefore, their sentences should be in the present tense!
4. As learners are writing, walk around the room and complete **mini conferences**.
5. Ask learners to **read their sentences** to you**.**
6. Help learners correctly use **contractions**.
7. **Encourage learners.**

**SHARING:**

1. When there are a few minutes remaining, instruct learners to turn and talk and read their sentences to a partner.
2. Instruct learners to check their partner's sentences and to **circle** the contraction in each sentence.

| **WEEK 5: FRIDAY: GROUP GUIDED READING & 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 CONCLUSION | |
|---|---|
| **Find 10 minutes at the end of the week to do the following:** | |
| SUMMARISE | Settle learners so you have their attention.<br>Remind learners of what you have achieved this week. For example:**This week we:**<br>1. We were quiet when we had to be.<br>2. We listened to the teacher and to our partners.<br>3. We learnt to read new sight words.<br>4. We learnt the phonic sounds /kn/ and /wr/ and new phonic words.<br>5. We learnt new theme words about feeling sad.<br>6. We sang a song, and we answered questions.<br>7. We listened to a story about someone who felt sad.<br>8. We thought about the story.<br>9. We wrote stories about when we felt sad, and then someone helped us feel better.<br>10. We had fun. |
| SHARE WITH FAMILIES | 1. Ask learners to think about **two things** that they are going to tell their families about what they did this week.<br>2. Give learners a few minutes to think about this.<br>3. Tell learners to turn and talk, and share their ideas with a partner.<br>4. Ask one or two learners to share their ideas with the class.<br>5. Remind learners to please tell their families what they learnt! |
| ACKNOWLEDGE AND CELEBRATE | 1. Acknowledge a few learners who managed themselves well, or worked hard, or came up with good ideas during the week.<br>2. This could include learners who:<br>a. Behaved appropriately<br>b. Were kind to others<br>c. Listened well<br>d. Tried out new language and spoke on their own<br>e. Had a good idea about an answer to a story<br>f. Worked hard<br>g. Improved in some way<br>3. Remember to try to acknowledge all the learners in a class at some stage, and not just the same learners over and over.<br>4. Celebrate the achievements of those learners, and also of the whole class! |

# GRADE 3 - TERM 4

## WEEK 6

## THEME:
### SADNESS

'We rise by lifting others.'

- Robert Ingersoll

| EXTENSION ACTIVITIES | |
|---|---|
| **These activities can be used as independent work for learners who finish their work early OR while you are giving assessments to learners.** | |
| Activity 1 | DBE Workbook 2: Let's write, page 54 |
| Activity 2 | DBE Workbook 2: Let's do, page 55 |
| Activity 3 | DBE Workbook 2: Let's write, page 56 & 57 |
| Activity 4 | DBE Workbook 2: Let's talk, page 58 |

| TERM 4: WEEK 6 | | |
|---|---|---|
| **OVERVIEW** | | |
| THEME | Sadness | |
| THEME VOCABULARY | die, death, alive, funeral, funny, juggle, trick, joke, distract, absent, grief, grieving, thoughtful, helpful, grateful, thankful, advice, relieved, sadness, happiness, feel better, heal, remember, memory | |
| SIGHT WORDS | say, anything, you're, worse, listen | |
| PHONICS | /oy/ - boy, joy, enjoy, toy, annoy, coy, oyster, employ | |
| WRITING FRAME | **Topic:** Write a paragraph about a time you felt sad, but someone helped you feel better | |
| | **Tuesday** | **Thursday** |
| | Edit | Publish and share |
| **PREPARATION** | | |
| CLASSROOM | 1. Make sure that your learners' DBE Workbooks and exercise books are marked and in order.<br>2. Prepare your flashcard words and pictures for the week by cutting them out, colouring them in, laminating them and sticking them on your display boards.<br>3. Try to find some items for your theme table, for example: a picture of someone who is sad and someone who is happy, etc.<br>4. Make sure that your Group Guided Reading Groups are updated – make any changes that you need to make. Remember, these groups must be same-ability groups.<br>5. Also make sure that your Group Guided Reading Tracker is up to date, and that you know which text you are going to read with each group. | |

| | |
|---|---|
| LEARNERS | 1. Tell your learners that this week they will practice:<br>a. Being quiet when the teacher is talking<br>b. Looking after their books and stationery<br>c. Answering the question of the day<br>d. Listening to their partners<br>2. Tell learners that this week they will continue to improve their reading. They will do this by:<br>a. Learning to read different sounds<br>b. Blending sounds together to make words<br>c. Segmenting words into different sounds<br>d. Learning to read new sight words – remind learners that these are words we read by sight – we must remember what they look like<br>e. Learning to read new phonics words – remind learners that these are words that we can sound out<br>f. Practicing to read more fluently during Group Guided Reading<br>3. Next, remind learners that they will also listen to a new story during Shared Reading. Ask learners to listen very carefully, because this is when they will:<br>a. Learn lots of new English words and language<br>b. Think about the story<br>4. Finally, tell learners that this week, they will continue to write.<br>5. Remind learners that it is very important for them to write their own thoughts, ideas and opinions down. They must not copy what you write. |

| TERM 4: WEEK 6 | |
|---|---|
| **INTRODUCE THE THEME** | |
| PICTURE | Page 27 of the Big Book *Bantu feels sad* |
| SHOW | Show learners the picture of Khumo sitting with his mother. |
| SAY | 1. Remind learners that we have been talking about **how to care for a friend who feels sad**.<br>2. Ask learners: Do you remember what is happening in this picture?<br>3. Discuss the picture with learners. Help learners to revise some of the vocabulary from WEEK 5.<br>4. Explain that Khumo has been trying to help his friend Bantu feel better, but he doesn't know what to do! Luckily for Khumo, his mother helps him. She gives him advice about how to care for his friend who is feeling grief after losing his granny.<br>5. Explain that this week, we will continue to think about sadness and caring for friends who feel sad. |
| TEACH | Teach learners the **sight words** for the week. Explain that learners will see these words in their **independent reading**.<br>1. Learners copy down the sight words into their books.<br>2. Learners practice reading the sight words at home. |

<table>
<tr><th colspan="3">WEEK 6: MONDAY: DAILY ACTIVITIES (10 minutes)</th></tr>
<tr><td>GREETING</td><td colspan="2">Greet the learners in English.</td></tr>
<tr><td rowspan="5">SONG / RHYME<br>(Tune: Row, row, row your boat)</td><td>Lyrics</td><td>Actions</td></tr>
<tr><td>Cry, cry, it’s okay to cry</td><td rowspan="4">Put your arm around a friend’s shoulder (as if to comfort them)</td></tr>
<tr><td>When you’re feeling sad</td></tr>
<tr><td>The tears will help to ease your pain</td></tr>
<tr><td>Then you won’t feel so bad</td></tr>
<tr><td>THEME VOCABULARY</td><td colspan="2">thoughtful, helpful, grateful, thankful<br>*Discuss the ending -ful with learners. Explain that sometimes, we can add this ending to create an adjective!</td></tr>
<tr><td colspan="3">QUESTION OF THE DAY</td></tr>
<tr><td>Question</td><td colspan="2">In your opinion, what kind of friend is Khumo?</td></tr>
<tr><td>Graph</td><td colspan="2">3 COLUMN GRAPH</td></tr>
<tr><td>Options</td><td colspan="2">thoughtful / helpful / caring</td></tr>
<tr><td colspan="3">Follow-up questions</td></tr>
<tr><td>Question</td><td colspan="2">How many learners think Khumo is a thoughtful friend?</td></tr>
<tr><td>Answer</td><td colspan="2">__ learners think Khumo is a thoughtful friend.</td></tr>
<tr><td>Question</td><td colspan="2">How many learners think Khumo is a helpful friend?</td></tr>
<tr><td>Answer</td><td colspan="2">__ learners think Khumo is a helpful friend.</td></tr>
<tr><td>Question</td><td colspan="2">How many learners think Khumo is a caring friend?</td></tr>
<tr><td>Answer</td><td colspan="2">__ learners think Khumo is a caring friend.</td></tr>
<tr><td>Question</td><td colspan="2">What kind of friend do most learners think Khumo is?</td></tr>
<tr><td>Answer</td><td colspan="2">Most learners think Khumo is a __ friend.</td></tr>
<tr><td>Question</td><td colspan="2">What kind of friend do fewest learners think Khumo is?</td></tr>
<tr><td>Answer</td><td colspan="2">Fewest learners think Khumo is a __ friend.</td></tr>
<tr><td>Question</td><td colspan="2">In your opinion, what kind of friend is Khumo?</td></tr>
<tr><td>Answer</td><td colspan="2">I think Khumo is a thoughtful friend.</td></tr>
<tr><td>Answer</td><td colspan="2">I think Khumo is a helpful friend.</td></tr>
<tr><td>Answer</td><td colspan="2">I think Khumo is a caring friend.</td></tr>
<tr><td colspan="3"></td></tr>
<tr><td>READING</td><td colspan="2">Practice reading the sight words for the week.</td></tr>
</table>

<table>
<tr><th colspan="2">WEEK 6: MONDAY: PHONEMIC AWARENESS & PHONICS (5 minutes)</th></tr>
<tr><td>SOUND</td><td>/oy/</td></tr>
<tr><td>FLASHCARDS</td><td>boy, joy, enjoy, toy, annoy, coy, oyster, employ</td></tr>
<tr><td>ACTIVITY</td><td>INTRODUCE THE SOUND AND WORDS<br>1. Say the sound and hold up the flashcard /oy/ for learners to see.<br>2. Say the sound and instruct learners to repeat the sound. Do this three times.<br>3. Explain that when we see the letters o and y together in a word, we must not say the sounds separately. We must say one sound: /oy/<br>4. Show each flashcard and help learners break the word up into individual sounds:<br>/b/ – /oy/<br>/j/ – /oy/<br>/en/ – /j/ - /oy/<br>/t/ – /oy/<br>/a/ – /nn/ - /oy/<br>/c/ - /oy/<br>/oy/ - /st/ - /er/<br>/em/ - /pl/ – /oy/<br>5. Ask learners to repeat each word after you.<br>6. Stick up the flashcards on the Phonics Display Board.<br>7. Call on a different learner to read each of the phonic words:<br><table><tr><td>boy</td><td>annoy</td></tr><tr><td>joy</td><td>coy</td></tr><tr><td>enjoy</td><td>oyster</td></tr><tr><td>toy</td><td>employ</td></tr></table></td></tr>
</table>

| ALTERNATE PROGRAMME: PHONEMIC AWARENESS & PHONICS (5 minutes) | |
|---|---|
| SOUND | |
| WORDS | |
| 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 | *Bantu feels sad* |
| ACTIVITY | SECOND READ |
| COMPREHENSION STRATEGY | **Make inferences** |
| PURPOSE | Making inferences is a key thinking and comprehension skill. Learners need to work out parts of a story by making inferences. Teach learners that sometimes the details of a story are not written down – the reader must make a good guess. |

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

| | |
|---|---|
| On Wednesday evening, Khumo thought about what else he could do to help his friend feel better.<br>'Maybe I can make Bantu forget how sad he feels if I show him some new juggling tricks,' Khumo thought. 'Then, he will forget all about feeling sad!'<br>Khumo found some oranges in the kitchen. He took them outside and Practiced juggling them, until he could keep three up in the air! | I can **infer** that Khumo thinks seeing some cool juggling tricks will help his friend feel better, and forget all about his granny! |
| On Thursday morning, Khumo found Bantu at school. Khumo thought it might make Bantu sad if he mentioned his granny. So Khumo didn't say anything. Instead, he took out his oranges and showed his new trick to Bantu. He kept all three oranges up in the air, which he thought was pretty impressive. He looked for a smile on Bantu's face. But, Bantu just looked sad. | I **infer** that Khumo must be thinking that Bantu will feel better if he forgets all about his granny. |
| When Khumo got home from school on Thursday, he felt upset.<br>'I have tried and tried to make Bantu not feel sad!' Khumo told his mother. 'I told jokes, I showed him my best juggling trick, but nothing worked!' Khumo said.<br>'Did you tell him you're sorry his granny died?' Khumo's mother asked.<br>'No…I thought it might make Bantu feel worse if I talked about his granny,' Khumo replied. | I can **infer** that Khumo is feeling upset, because he is trying so hard to help his friend but nothing is working! I **infer** that Khumo doesn't know what else to do! |
| Khumo's mother sat down next to him. 'Bantu feels sad because he loved his granny. You don't need to try to make him forget his sadness. Sometimes, when we are sad, we just need our friends to be with us, and to listen to us,' Khumo's mother said. | Oh! Khumo was thinking that Bantu needed to forget about his granny and feeling sad. But, I can **infer** that maybe this isn't correct. Khumo's mother says that Khumo must listen to his friend – not try to make him forget! |
| On Friday morning, Khumo found Bantu at school.<br>'I'm really sorry your granny died,' Khumo said. 'I don't know how to help you feel better. But I can just sit with you if that's what you want. And if you want to talk about how sad you feel, I'm here to listen,' Khumo said. | I can **infer** that Khumo took his mother's advice seriously, because he offers to just listen to his friend. I can **infer** that Khumo really cares about helping his friend. |

| | |
|---|---|
| For the first time all week, Bantu looked at Khumo with a small smile.<br>'Thanks, Khumo. You're a good friend,' Bantu said. | I can **infer** that Khumo's mother's advice was helpful. I can make this **inference** because Bantu finally smiles at Khumo. Khumo must be feeling relieved that he could finally help his friend a little bit! |
| **Follow-up questions** | **Responses** |
| When was Bantu absent? | On Monday and Tuesday. |
| What did Khumo do to try to help his friend feel better? | • He told him funny jokes.<br>• He learned juggling tricks.<br>• In the end, he offered to listen to his friend! |
| Why can we **infer** that Khumo felt frustrated on Thursday night? | • Because he wasn't able to make his friend feel better.<br>• Because he was working hard but nothing he tried worked!<br>• Because he didn't know what else to do! |
| **Why question** | **Possible response** |
| Why did Bantu finally smile at Khumo? | • Because Khumo finally told Bantu he felt sorry about his granny.<br>• Because Khumo offered to listen to Bantu.<br>• Because Khumo didn't try to make Bantu forget about his granny.<br>• Because Khumo told Bantu that it was okay to feel sad. |

| WEEK 5: TUESDAY: WRITING (30 minutes) | |
|---|---|
| TOPIC | Write a paragraph about a time someone helped you feel better when you felt sad. |
| TASK | EDITING |

**WRITING ACTIVITY**

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 spelling. (I circled words I need help with) | |

**Getting Ready:**

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

**when** I felt sad, my **Friend ana** helped me feel better. I felt sad because I found out **her** father had cancer. I didn't know what to do, because I was far away from him.

**Modelling**:

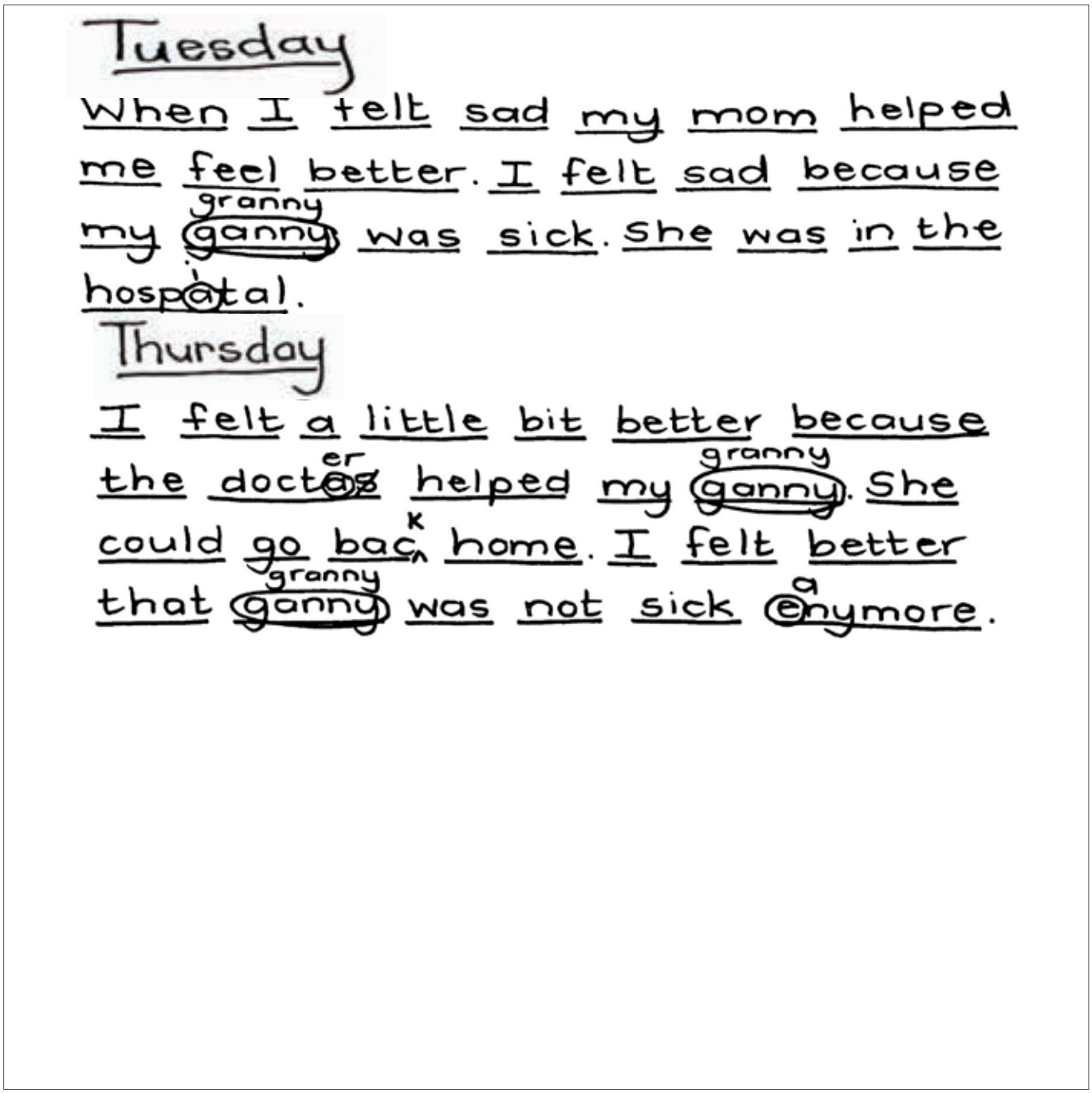
1. Explain that today, learners will **edit** their paragraphs.
2. Read the **checklist** out loud to learners.
3. Use **modelling** to read each of your example sentences out loud to learners.
4. After each sentence, instruct learners to look for the **mistakes**.
5. Fix each mistake on the chalkboard with learners. Explain each mistake, like:
    1. **<u>w</u>hen** I felt sad… *(We must capitalise the first word of a sentence!)*
    2. …my ~~**Friend**~~ **<u>a</u>na** helped me feel better. *(Friend is a common noun, so it mustn't be capitalised. But, Ana is a name of a specific friend so it must be capitalised!)*
    3. … I found out ~~**her**~~ **<u>my</u>** father had cancer (I am talking about my own father – not someone elses'! Therefore, I must use the correct possessive pronoun: **my**. )

**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 the previous week. Instruct learners to find their writing from the previous week.
2. Instruct learners to **turn and talk**.
3. Instruct learners to find and fix their mistakes.
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 finishes early to add more details or sentences to their paragraphs.
8. Encourage learners.


Tuesday

When I telt sad my mom helped me feel better. I felt sad because my granny ganny was sick. She was in the hospatal.

Thursday

I felt a little bit better because the doctaser helped my granny ganny. She could go bacK home. I felt better that granny ganny was not sick enymore.

| 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. | |

<table>
<tr><th colspan="3">WEEK 6: WEDNESDAY: DAILY ACTIVITIES (10 minutes)</th></tr>
<tr><td>GREETING</td><td colspan="2">Greet the learners in English.</td></tr>
<tr><td rowspan="5">SONG / RHYME<br>(Tune: Row, row, row your boat)</td><td>Lyrics</td><td>Actions</td></tr>
<tr><td>Cry, cry, it’s okay to cry</td><td rowspan="4">Put your arm around a friend’s shoulder (as if to comfort them)</td></tr>
<tr><td>When you’re feeling sad</td></tr>
<tr><td>The tears will help to ease your pain</td></tr>
<tr><td>Then you won’t feel so bad</td></tr>
<tr><td>THEME VOCABULARY</td><td colspan="2">advice, relieved, sadness, happiness</td></tr>
<tr><td colspan="3">QUESTION OF THE DAY</td></tr>
<tr><td>Question</td><td colspan="2">How do you think Khumo felt about his mother’s advice?</td></tr>
<tr><td>Graph</td><td colspan="2">2 COLUMN GRAPH</td></tr>
<tr><td>Options</td><td colspan="2">grateful / thankful / relieved</td></tr>
<tr><td colspan="3">Follow-up questions</td></tr>
<tr><td>Question</td><td colspan="2">How many learners think Khumo felt grateful?</td></tr>
<tr><td>Answer</td><td colspan="2">__ learners think Khumo felt grateful.</td></tr>
<tr><td>Question</td><td colspan="2">How many learners think Khumo felt thankful?</td></tr>
<tr><td>Answer</td><td colspan="2">__ learners think Khumo felt thankful.</td></tr>
<tr><td>Question</td><td colspan="2">How many learners think Khumo felt relieved?</td></tr>
<tr><td>Answer</td><td colspan="2">__ learners think Khumo felt relieved.</td></tr>
<tr><td>Question</td><td colspan="2">How do most learners think Khumo felt about his mother’s advice?</td></tr>
<tr><td>Answer</td><td colspan="2">Most learners think Khumo felt __.</td></tr>
<tr><td>Question</td><td colspan="2">How do fewest learners think Khumo felt about his mother’s advice?</td></tr>
<tr><td>Answer</td><td colspan="2">Fewest learners think Khumo felt __.</td></tr>
<tr><td>Question</td><td colspan="2">How do you think Khumo felt about his mother’s advice?</td></tr>
<tr><td>Answer</td><td colspan="2">I think Khumo felt grateful.</td></tr>
<tr><td>Answer</td><td colspan="2">I think Khumo felt thankful.</td></tr>
<tr><td>Answer</td><td colspan="2">I think Khumo felt relieved.</td></tr>
<tr><td></td><td colspan="2"></td></tr>
<tr><td>READING</td><td colspan="2">Practice reading the sight words for the week.</td></tr>
</table>

<table>
<tr><th colspan="2">WEEK 6: WEDNESDAY: PHONEMIC AWARENESS & PHONICS (5 minutes)</th></tr>
<tr><td>SOUND</td><td>/oy/</td></tr>
<tr><td>ACTIVITY</td><td>
SEGMENTING AND BLENDING (I DO)<br>
1. Say the word boy<br>
2. Segment the word into the individual sounds: /b/ - /oy/<br>
3. Say the beginning sound of the word: /b/<br>
4. Say the end sound of the word: /oy/<br>
5. Write the word on the board: boy<br>
6. Model pointing and blending the sounds to make a word: /b/ - /oy/ = boy<br>
7. Remind learners that in English, when o and y are together in a word they must be read together as a long sound: /oy/<br>
8. Repeat this with the word toy<br><br>
SEGMENTING AND BLENDING (WE DO)<br>
1. Say the word employ<br>
2. Ask learners: What is the first sound in the word? /em/<br>
3. Ask learners: What are the middle sounds in the word? /pl/<br>
4. Ask learners: What is the last sound in the word? /oy/<br>
5. Ask learners to segment the word into each individual sound: /em/ - /pl/ - /oy/<br>
6. Write the word: employ<br>
7. Instruct learners to blend the sounds in the word with you: /em/ - /pl/ - /oy/ = employ<br>
8. Remind learners that in English, when o and y are together in a word they must be read together as one sound: /oy/<br>
9. Repeat this with the word oyster<br><br>
SEGMENTING AND BLENDING (YOU DO)<br>
1. Instruct learners to take out their exercise books.<br>
2. Instruct learners to write the heading: oy words.<br>
3. Instruct learners to write the numbers 1-8.<br>
4. Make sure the flashcard words are covered. Learners must not copy the words from the board.<br>
5. Say each of the following words. Instruct learners to write the word in their books.<br><br>
<table>
<tr><td>boy</td><td>joy</td><td>enjoy</td><td>toy</td><td>annoy</td><td>coy</td><td>oyster</td><td>employ</td></tr>
</table>
6. Uncover the Phonics Display Board. Instruct learners to check their words against the flashcard words on the Phonics Display Board.
</td></tr>
</table>

| | |
|---|---|
| | 7. Instruct learners to Practice reading the phonic words for **homework**. |

| **ALTERNATE PROGRAMME: PHONEMIC AWARENESS & PHONICS (5 minutes)** | |
|---|---|
| SOUND | |
| WORDS | |
| 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 | *Bantu feels sad* |
| ACTIVITY | WRITTEN COMPREHENSION |
| COMPREHENSION STRATEGY | **Search the text** |
| PURPOSE | These questions are a basic check for understanding of the text. |

**POST-READING ACTIVITY**

**Getting Ready:**

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

a. Who felt sad in this story?
b. Why did Bantu feel sad?
c. What did Khumo do to help his friend?
d. Why did Bantu smile at the end of the story?

**Oral Instructions:**

1. Explain that today, learners will think about the story *Bantu feels sad.* 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.

**Model Answers**

a. Bantu felt sad.
b. Bantu felt sad because his grandmother died.
c. Khumo told jokes and did juggling to help his friend feel better.
d. Bantu smiled because Khumo finally said he was sorry about Bantu's granny.

| WEEK 5: THURSDAY: WRITING (30 minutes) | |
|---|---|
| TOPIC | Write a paragraph about a time you felt sad, but someone helped you feel better |
| TASK | PUBLISHING and SHARING |
| WRITING FRAME | When I felt sad…helped me feel better.<br>I felt sad because… (2-3 sentences)<br>I felt a little bit better because…<br>He / she…<br>I felt… |

**WRITING ACTIVITY**

**Getting Ready:**

1. Write one of your sentences on the board, with a corrected mistake, like:
   **when** I felt sad my ~~F~~**riend ana** helped me feel better

**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:
   When I felt sad my friend Ana helped me feel better.

**Writing:**

1. Hand out learner books.
2. Instruct learners to find their **drafts** from the previous week. They must read through the corrections they made with their partners!
3. Instruct learners to begin **publishing**.
4. Remind learner to fix their mistakes as they **publish**. They can also add to 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**.

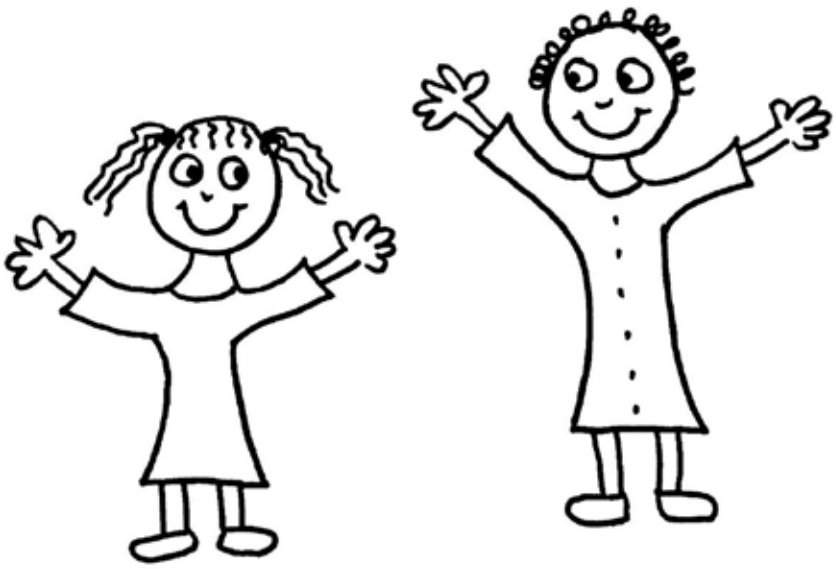
**Turn and Talk:**

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

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

Thursday

When I felt sad my mom helped me feel better. I felt sad because my granny was sick. She was in the hospital.
I felt a little bit better because the doctor helped my granny. She could go back home. I felt better that granny was not sick anymore.



| 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. | |

<table>
<tr><th colspan="3">WEEK 6: FRIDAY: DAILY ACTIVITIES (10 minutes)</th></tr>
<tr><td>GREETING</td><td colspan="2">Greet the learners in English.</td></tr>
<tr><td rowspan="5">SONG / RHYME<br>(Tune: Row, row, row your boat)</td><td>Lyrics</td><td>Actions</td></tr>
<tr><td>Cry, cry, it’s okay to cry</td><td rowspan="4">Put your arm around a friend’s shoulder (as if to comfort them)</td></tr>
<tr><td>When you’re feeling sad</td></tr>
<tr><td>The tears will help to ease your pain</td></tr>
<tr><td>Then you won’t feel so bad</td></tr>
<tr><td>THEME VOCABULARY</td><td colspan="2">feel better, heal, remember, memory</td></tr>
<tr><td colspan="3">QUESTION OF THE DAY</td></tr>
<tr><td>Question</td><td colspan="2">Do you think Bantu will feel better if he shares his good memories of his granny?</td></tr>
<tr><td>Graph</td><td colspan="2">2 COLUMN GRAPH</td></tr>
<tr><td>Options</td><td colspan="2">yes / no</td></tr>
<tr><td colspan="3">Follow-up questions</td></tr>
<tr><td>Question</td><td colspan="2">How many learners think Bantu will feel better if he shared his good memories?</td></tr>
<tr><td>Answer</td><td colspan="2">__ learners think Bantu will feel better if he shares his good memories?</td></tr>
<tr><td>Question</td><td colspan="2">How many learners think Bantu will not feel better if he shares his good memories?</td></tr>
<tr><td>Answer</td><td colspan="2">__ learners think Bantu will not feel better if he shares his good memories?</td></tr>
<tr><td>Question</td><td colspan="2">Do more learners think Bantu will feel better or not if he shares his good memories?</td></tr>
<tr><td>Answer</td><td colspan="2">More learners think Bantu will / will not feel better if he shares his good memories?</td></tr>
<tr><td>Question</td><td colspan="2">Do fewer learners think Bantu will feel better or not if he shares his good memories?</td></tr>
<tr><td>Answer</td><td colspan="2">Fewer learners think Bantu will / will not feel better if he shares his good memories?</td></tr>
<tr><td>Question</td><td colspan="2">Do you think Bantu will feel better if he shares his good memories of his granny?</td></tr>
<tr><td>Answer</td><td colspan="2">Yes, I think he will feel better.</td></tr>
<tr><td>Answer</td><td colspan="2">No, I do not think he will feel better.</td></tr>
</table>

| | |
|---|---|
| **EXPLAIN** | *Explain that there is no right answer to this question. People grieve in all different ways. What helps one person feel better might not feel good to another person. It is important that we do not tell our friends to "get over it" or to "move on". We can rather ask our friends questions like "How are you doing?" or "Do you want to talk about your sadness?" and listen while our friends talk about their feelings – if they want to!* |
| | |
| READING | Practice reading the sight words for the week. |

| **WEEK 6: FRIDAY: PHONEMIC AWARENESS & PHONICS (5 minutes)** | |
|---|---|
| SOUND | **/oy/** |
| ACTIVITY | **WORD FIND**<br>Write the following table on the chalkboard:<br><br>**oy** \| **a** \| **c**<br>**em** \| **b** \| **en**<br>**j** \| **pl** \| **t**<br><br>**MODEL**<br>1. Remind learners of the sounds of the week: **/oy/**<br>2. Review all of the sounds and blends on the chalkboard.<br>3. Explain that learners will have three minutes to make as many words as they can using the sounds and blends above.<br>4. Show learners how to make a word using the target sounds, like: **/t/ - /oy/**<br>5. Remind learners they can make a word using any of the sounds – they do not need to use **/oy/**<br>6. Show learners how to make another word, like: **/b/ - /a/ -/t/**<br>7. Remind learners they can make words using the target sounds, like **toy** words without the target sound, like **bat**.<br><br>**LEARNERS DO**<br>1. Tell learners to open their exercise books and write the heading: **oy words**.<br>2. Instruct learners to begin writing.<br>3. Give learners 3 minutes to find and build as many words as they can.<br>4. Allow learners to correct their own work. Show learners how to build these words (and others): **boy, joy, coy, enjoy, employ, toy, tab, bat, ten, bent, tent, ploy, cat, cab** |

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

| WEEK 6: FRIDAY: LANGUAGE USE (30 minutes) | |
|---|---|
| TOPIC | Contractions |

**I DO (Teacher models)**

1. Remind learners that in English, sometimes we join two words together using in apostrophe. These are called contractions.
2. Remind learners that in WEEK 5, we learned about the contractions with pronouns and the present tense of the verb to be: I'm, you're, she's, he's, we're they're.
3. Explain that there are other contractions we need to know, because we will often see them when we read, and we can use them when we speak and write.
4. Show learners the following common contractions with the **future tense** of the verb **to be**:

   I + will = I'll

   she / he + she will = she'll / he'll

   we + will = we'll

   they + will = they'll
5. *Point out that we replace the 'wi' with an apostrophe when we join these words!*

**WE DO (Teacher and learners do together):**

1. Write the contraction **I'll** on the board.
2. Brainstorm 2-3 sentences using '*I'll'* with learners. Write these examples on the board, like:
   a. I'll be in Grade 4 soon.
   b. I'll miss you during the holidays.
   c. I'll go to the shop on Saturday.
3. Point out you use '*I'll'* just like you would use '*I will'*. But, it is much more common to write '*I'll'*.

**YOU DO (Learners do independently):**

1. Hand out learner books
2. Instruct learners to write a sentence using the remaining contractions: she's, he's, we're, they're
3. Remind learners that these contractions are the verb *to be* in the future tense. Therefore, their sentences should be in the present tense!
4. As learners are writing, walk around the room and complete **mini conferences**.
5. Ask learners to **read their sentences** to you**.**
6. Help learners correctly use **contractions**.
7. **Encourage learners.**

**SHARING:**

1. When there are a few minutes remaining, instruct learners to turn and talk and read their sentences to a partner.
2. Instruct learners to check their partner's sentences and to **circle** the contraction in each sentence.

| **WEEK 6: FRIDAY: GROUP GUIDED READING & 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 CONCLUSION | |
|---|---|
| **Find 10 minutes at the end of the week to do the following:** | |
| SUMMARISE | Settle learners so you have their attention.<br>Remind learners of what you have achieved this week. For example:<br>**This week we:**<br>1. We were quiet when we had to be.<br>2. We listened to the teacher and to our partners.<br>3. We learnt to read new sight words.<br>4. We learnt the phonic sound /oy/ and new phonic words.<br>5. We learnt new theme words about feeling sad.<br>6. We sang a song, and we answered questions.<br>7. We listened to a story about someone who felt sad.<br>8. We thought about the story.<br>9. We edited, published and shared our stories about when someone helped us to feel better.<br>10. We had fun. |
| SHARE WITH FAMILIES | 1. Ask learners to think about **two things** that they are going to tell their families about what they did this week.<br>2. Give learners a few minutes to think about this.<br>3. Tell learners to turn and talk, and share their ideas with a partner.<br>4. Ask one or two learners to share their ideas with the class.<br>5. Remind learners to please tell their families what they learnt! |
| ACKNOWLEDGE AND CELEBRATE | 1. Acknowledge a few learners who managed themselves well, or worked hard, or came up with good ideas during the week.<br>2. This could include learners who:<br>a. Behaved appropriately<br>b. Were kind to others<br>c. Listened well<br>d. Tried out new language and spoke on their own<br>e. Had a good idea about an answer to a story<br>f. Worked hard<br>g. Improved in some way<br>3. Remember to try to acknowledge all the learners in a class at some stage, and not just the same learners over and over.<br>4. Celebrate the achievements of those learners, and also of the whole class! |

# GRADE 3 - TERM 4

## THEME:
## HISTORY

' A people without the knowledge of their past history, origin or culture is like a tree without its roots.'

- Marcus Garvey

| EXTENSION ACTIVITIES | |
|---|---|
| **These activities can be used as independent work for learners who finish their work early OR while you are giving assessments to learners.** | |
| Activity 1 | DBE Workbook 2: Let's read, page 61 |
| Activity 2 | DBE Workbook 2: Let's talk, page 62 & 63 |
| Activity 3 | DBE Workbook 2: Let's write, page 64 & 65 |
| Activity 4 | Write a story about your granny when she was young. |

| TERM 4: WEEK 7 | | |
|---|---|---|
| **OVERVIEW** | | |
| THEME | History | |
| THEME VOCABULARY | ancestor, ancient, human, structure, museum, history, ruins, ticket, tour guide, build, rebuild, structure | |
| SIGHT WORDS | waiting, family, great, their, guide | |
| PHONICS | Revision of taught sounds | |
| WRITING FRAME | **Topic:** Write a list with headings in which you write about some interesting facts you have learnt about history, and where you think of some questions you would like to research! | |
| | **Tuesday** | **Thursday** |
| | Things I have learned about history:<br>1.<br>2.<br>3. | Things I have learned about history:<br>1.<br>2.<br>3. |
| **PREPARATION** | | |
| CLASSROOM | 1. Make sure that your learners' DBE Workbooks and exercise books are marked and in order.<br>2. Prepare your flashcard words and pictures for the week by cutting them out, colouring them in, laminating them and sticking them on your display boards.<br>3. Try to find some items for your theme table, for example: a picture of a museum, different ancient structures, a picture of the pyramids in Egypt, the Egyptian flag, etc.<br>4. Make sure that your Group Guided Reading Groups are updated – make any changes that you need to make. Remember, these groups must be same-ability groups.<br>5. Also make sure that your Group Guided Reading Tracker is up to date, and that you know which text you are going to read with each group. | |

| | |
|---|---|
| LEARNERS | 1. Tell your learners that this week they will practice:<br>a. Being quiet when the teacher is talking<br>b. Looking after their books and stationery<br>c. Answering the question of the day<br>d. Listening to their partners<br>2. Tell learners that this week they will continue to improve their reading. They will do this by:<br>a. Learning to read different sounds<br>b. Blending sounds together to make words<br>c. Segmenting words into different sounds<br>d. Learning to read new sight words – remind learners that these are words we read by sight – we must remember what they look like<br>e. Learning to read new phonics words – remind learners that these are words that we can sound out<br>f. Practicing to read more fluently during Group Guided Reading<br>3. Next, remind learners that they will also listen to a new story during Shared Reading. Ask learners to listen very carefully, because this is when they will:<br>a. Learn lots of new English words and language<br>b. Think about the story<br>4. Finally, tell learners that this week, they will continue to write.<br>5. Remind learners that it is very important for them to write their own thoughts, ideas and opinions down. They must not copy what you write. |

| Term 4: WEEK 7 | |
|---|---|
| **INTRODUCE THE THEME** | |
| PICTURE | Page 39 of the Big Book *Shamiso's big trip* |
| SHOW | Show learners the picture of Shamiso looking at the Great Enclosure. Explain that Great Zimbabwe is an ancient city of ruins. This means that in history, people lived there. But now, we can see only the remains of what used to be there, because it is very old. |
| SAY | 1. Ask learners: Have you ever been to a place where you learned about history?<br>2. Listen to learner responses. This will help you understand what learners already know.<br>3. Explain that in this theme, we will think about our ancient history. We can think about how our ancestors once lived. We can think about the ways their lives were similar, and the way their lives were different. |
| TEACH | Teach learners the **sight words** for the week. Explain that learners will see these words in their **independent reading**.<br>1. Learners copy down the sight words into their books.<br>2. Learners practice reading the sight words at home. |

| WEEK 7: MONDAY: DAILY ACTIVITIES (10 minutes) | | |
|---|---|---|
| GREETING | Greet the learners in English. | |
| SONG / RHYME | **Lyrics** | **Actions** |
| | What do you know about history? | *Shrug your shoulders* |
| | Things that happened long ago! | *Use your thumbs to point backwards* |
| | A time of kings, and queens and royalty | *Put your hands on your head to make a crown* |
| | A world so different to what we know! | -- |
| THEME VOCABULARY | ancestor, ancient, human, structure | |
| **QUESTION OF THE DAY** | | |
| Question | What do you prefer learning about? | |
| Graph | 2 COLUMN GRAPH | |
| Options | ancient humans / ancient structures | |
| **Follow-up questions** | | |
| **Question** | **How many learners prefer learning about ancient humans?** | |
| Answer | __ learners prefer learning about ancient humans. | |
| **Question** | **How many learners prefer learning about ancient structures?** | |
| Answer | __ learners prefer learning about ancient structures. | |
| **Question** | **What do more learners prefer learning about?** | |
| Answer | More learners prefer learning about __. | |
| **Question** | **What do fewer learners prefer learning about?** | |
| Answer | Fewer learners prefer learning about __. | |
| **Question** | **What do you prefer learning about?** | |
| Answer | I prefer learning about ancient humans. | |
| Answer | I prefer learning about ancient structures. | |
| | | |
| READING | Practice reading the sight words for the week. | |

| WEEK 7: MONDAY: PHONEMIC AWARENESS AND PHONICS (5 MINUTES) | |
|---|---|
| OBJECTIVE | Revise or conduct formal or informal assessments of learners' knowledge of consonant blends. |
| ACTIVITY | 1. Hand out learners' exercise books.<br>2. Instruct learners to write numbers 1-10 on a page.<br>3. Explain that you will say a word with a blend we have learned already.<br>4. Learners must write the word. They must try to use the correct blend that they hear!<br>5. Say each of the following words. Give time for learners to write:<br>1. ring<br>2. sink<br>3. kick<br>4. chop<br>5. clap<br>6. smell<br>7. smash<br>8. what<br>9. skin<br>10. scan |

| ALTERNATE PROGRAMME: PHONEMIC AWARENESS & PHONICS (5 minutes) | |
|---|---|
| SOUND | |
| WORDS | |
| 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 | Shamiso's big trip |
| ACTIVITY | PRE-READING |
| COMPREHENSION STRATEGY | **Predict** |
| PURPOSE | By getting learners to predict, you are getting them to think about the story before they have even read it. By predicting, learners are developing their comprehension skills by thinking about the story. |

**PRE-READING ACTIVITY**

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

| WEEK 7: TUESDAY: WRITING (30 minutes) | |
|---|---|
| TOPIC | Write a list with headings in which you write about some interesting facts you have learnt about history, and where you think of some questions you would like to research! |
| TASK | PLANNING & DRAFTING |
| WRITING FRAME | Things I have learned about history:<br>1.<br>2. |

**WRITING ACTIVITY**

**Modelling:**

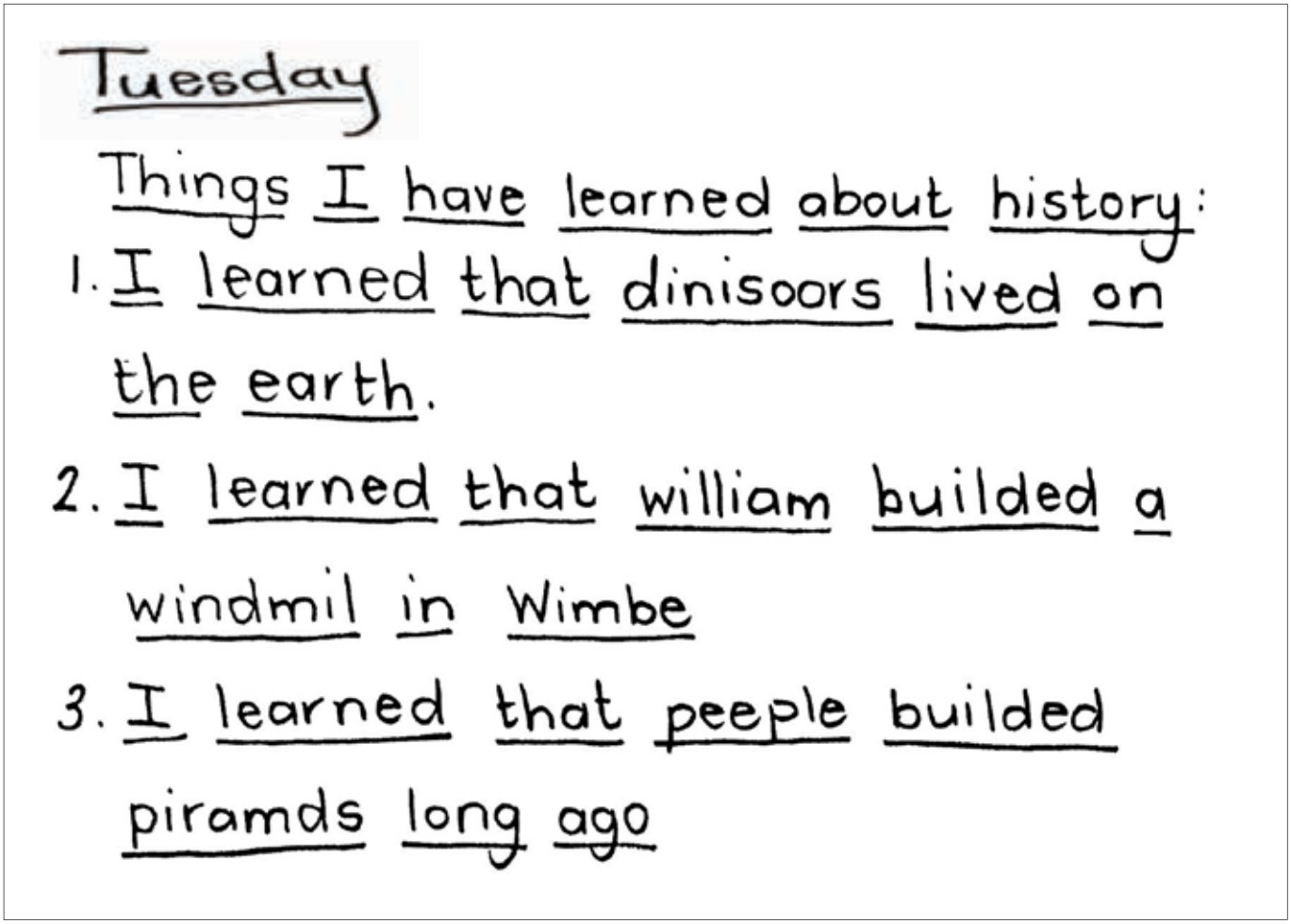
1. Explain that today, learners will think about interesting things they have learnt about history. They can think about things they have learnt at home or things they have learnt at school!
2. Read the writing frame to learners.
3. Use **modelling** to show learners that you **think before you write**.
4. Tell learners some ideas you have for filling in the writing frame, like: I learned that Nelson Mandela was the president in the past. I learned that people first landed on the moon in 1969. I also learned that in history people hunted and gathered food – there weren't shops.
5. Explain that today we will make a **list**. This means we will choose three things that we have learned about history and write each of them next to a number.
6. Explain which words you will write. **Draw a line for each word.**
7. Use **modelling** to complete the first sentence: **1.** I learned that Nelson Mandela was president.
8. Use **modelling** to complete the second sentence: **2.** I learned that people landed on the moon in 1969.
9. Use **modelling** to complete the third sentence 3. I learned that ancient people didn't have money or shops.
10. **Say words slowly like a tortoise and write the sounds you know.**
11. **Use resources**, like sight words**.**
12. **Erase your example from the board. Explain this was just an example, but learners must write their own ideas.**

**Oral Instructions:**

1. Ask learners: What have you learned about history?
2. Explain that learners must choose something they think they have learned – they should **not** copy your idea!
3. Instruct learners to **think before they write.** They must think about **three** things they know.
4. Instruct learners to **turn and talk** and share their ideas with a partner.
5. Call on 2-3 learners to tell you one thing that they know about history. They must say: *I have learned that…*
6. Explain that learners will now use the writing frame to draw and write their own ideas!

**Writing:**

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


Tuesday

Things I have learned about history:

1. I learned that dinisoors lived on the earth.
2. I learned that william builded a windmil in Wimbe
3. I learned that peeple builded piramds long ago

| 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** | **Actions** |
| | What do you know about history? | *Shrug your shoulders* |
| | Things that happened long ago! | *Use your thumbs to point backwards* |
| | A time of kings, and queens and royalty | *Put your hands on your head to make a crown* |
| | A world so different to what we know! | -- |
| THEME VOCABULARY | museum, history, ruins, ticket | |
| **QUESTION OF THE DAY** | | |
| Question | Which place would you like to visit to learn about history? | |
| Graph | 2 COLUMN GRAPH | |
| Options | a museum / ancient ruins | |
| **Follow-up questions** | | |
| **Question** | **How many learners would like to visit a museum?** | |
| Answer | __ learners would like to visit a museum. | |
| **Question** | **How many learners would like to visit ancient ruins?** | |
| Answer | __ learners would like to visit ancient ruins. | |
| **Question** | **Which place would more learners like to visit?** | |
| Answer | More learners would like to visit __. | |
| **Question** | **Which place would fewer learners like to visit?** | |
| Answer | Fewer learners would like to visit __. | |
| **Question** | **Which place would you like to visit to learn about history?** | |
| Answer | I would like to visit a museum. | |
| Answer | I would like to visit ancient ruins. | |
| | | |
| READING | Practice reading the sight words for the week. | |

| WEEK 7: WEDNESDAY: PHONEMIC AWARENESS & PHONICS (5 minutes) | |
|---|---|
| OBJECTIVE | Conduct a formal or informal assessment of learners' phonics knowledge by writing sentences that use vowel diagraphs and consonants blends. |
| ACTIVITY | 1. Hand out learners' exercise books<br>2. Instruct learners to write 1-5 in the margin.<br>3. Explain that you will say sentences with phonic words and sight words that learners have already learnt.<br>4. Learners must write the sentence. They must try to write each word in the sentence correctly.<br>5. Say each of the following sentences. Give time for learners to write.<br>1. The boy eats the prawn.<br>2. I caught a big fish.<br>3. We sleep at night.<br>4. She yawns and stretches.<br>5. My best meal in lunch. |

| ALTERNATE PROGRAMME: PHONEMIC AWARENESS & PHONICS (5 minutes) | |
|---|---|
| SOUND | |
| WORDS | |
| 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 | *Shamiso's big trip* |
| ACTIVITY | FIRST READ |
| COMPREHENSION STRATEGY | **Visualise** |
| PURPOSE | Visualisation helps learners to see how the events in the text are connected to each other. This helps them to think about the story as a whole. This also helps to give meaning to the words on the page – by turning them into a scene from a movie in our minds. |

| Story | Think Aloud (First Read) |
|---|---|
| Shamiso and her family had been waiting for months for the school holiday. They were going to visit their family in Zimbabwe. On the way, they were making a stop at a place called Great Zimbabwe. Shamiso looked up 'Great Zimbabwe' on the Internet. She learned that it was a great city and palace from long ago. 'Wow! How cool!' she thought. She couldn't wait to see the place of her ancestors. | I **visualise** Shamiso packing and getting ready days before the trip because she is so excited! I think she is so excited to learn more about how her ancestors lived! |
| IMAGE ONLY | I **visualise** Shamiso using Google to research Great Zimbabwe. I **visualise** her clicking through all the pictures she can find! |
| 'Great Zimbabwe was built by our Shona ancestors!' her father told her. 'When I was a child, Zimbabwe was called Rhodesia and it was ruled by the British. The government didn't want people to know that it was Africans who created such an impressive place!' he said. | I **visualise** Shamiso's father looking sad when he thinks about this! |
| When the family finally arrived at Great Zimbabwe, Shamiso's dad stopped the car and went over to the ticket booth. He came back with their tickets and a tour guide.<br>'Welcome to Great Zimbabwe,' the guide said. 'This place was built hundreds of years ago – beginning in the 11th century!' | I think Shamiso is **visualising** her ancestors hundreds of years ago, and wondering what life was like for them in this beautiful place! |

| | |
|---|---|
| Their guide took them to the small museum first. 'Everything in this museum came from inside the ruins,' their guide told them.<br>First, the guide showed them eight carved birds. 'These birds were the symbols of our ancient kings,' he said. 'And look – this is the bird on our Zimbabwean flag!' he said, pointing to one of the carvings. | -- |
| As they walked by the cases, Shamiso saw golden beads and copper wire. 'The people who lived here were rich in gold,' the tour guide explained.<br>'And those beads came all the way from China!' the guide added, pointing to some beautiful glass beads inside the case. 'This tells us that the people who lived here traded internationally!'<br>'Wow! How cool!' thought Shamiso, thinking about the jewelry of her ancestors. | I think that as Shamiso looks through the glass, she must be **visualising** one of her ancestors wearing these beautiful beads. |
| Then, they walked to an enormous, round stone wall. 'This is called the Great Enclosure and it was a home for queens!' their guide explained. He went on, 'Zimbabwe is named after this big structure. Zimbabwe means a big stone house – just like this one!' | I **visualise** Shamiso's look of surprise when she learns this new fact! |
| Shamiso's dad bent down and whispered in her ear, 'This is the biggest stone structure in Africa – other than the pyramids in Egypt.'<br>'Wow! How cool!' thought Shamiso, thinking about her ancestors building big stone walls. | I think that as Shamiso looks at the huge and impressive stone wall, she must be **visualising** her ancestors carrying and stacking all of the stone bricks! |
| Next, their guide took them to a small village. 'This has been rebuilt, so you can see what the houses looked like when people really lived here at Great Zimbabwe!' he explained. They also saw a group of dancers.<br>'These dancers are working to keep the ancient dances alive!' the guide said.<br>'Wow! How cool!' thought Shamiso, thinking about the beautiful music and dancing of her ancestors. | I think that as Shamiso watches the dancers, she must be **visualising** her ancestors in the same spot, doing the same kind of dance! |

| | |
|---|---|
| Finally, their guide took them on a steep walk up a big hill. 'This was a religious space, where special ceremonies were performed,' he explained. 'This is where the stone-carved birds in the museum were found! And look!' he said, pointing to giant boulders on the hilltop. 'Those boulders look like a bird too!'<br>'Wow! How cool!' thought Shamiso, thinking about her ancestors praying together. | -- |
| Shamiso stood at the edge of the hill with her dad, overlooking the beautiful green hills and the dam in the distance. They could see the stone ruins dotting the landscape. 'Wow! How cool!' she said, 'I'm proud of all the work of our ancestors!'<br>'Me too!' her dad said, smiling. | I think that as Shamiso and her dad look over the land, Shamiso is **visualising** a busy city filled with her ancestors! |
| **Follow-up questions** | **Responses** |
| Where did Shamiso and her family go? | They went to Great Zimbabwe. |
| What did Shamiso see at Great Zimbabwe? | • She saw carved birds.<br>• She saw beads and copper wire.<br>• She saw the museum.<br>• She saw the Great Enclosure.<br>• She saw a huge, stone wall.<br>• Etc. |
| What do you **visualise** when you think about your ancestors? | *I visualise…* |
| **Why question** | **Possible response** |
| Why did Shamiso visualise her ancestors at the Great Zimbabwe? | • Because Shamiso is Shona, just like the ancient people who built Great Zimbabwe.<br>• Because Shamiso is related to the ancient people who built Great Zimbabwe.<br>• Because Shamiso is trying to imagine what life was like for her ancestors who built Great Zimbabwe. |

| WEEK 7: THURSDAY: WRITING (30 minutes) | |
|---|---|
| TOPIC | Write a list with headings in which you write about some interesting facts you have learnt about history, and where you think of some questions you would like to research! |
| TASK | PLANNING & DRAFTING |
| WRITING FRAME | Questions I want to research about history:<br>1.<br>2.<br>3. |

**WRITING ACTIVITY**

**Modelling:**

1. Explain to learners that there are lots of interesting things to learn about history! Today, we will think about some things we would like to research about history. We will write questions we would like to have answered!
2. 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.
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 wonder where the first humans lived? I wonder if South Africa has ruins like Great Zimbabwe? I wonder when South Africa became a country?
6. Explain that today, we will write **questions**. This means we will need to use **question marks**.
7. Explain to learners that we often begin questions with a question word:
   - **Who?**
   - **What?**
   - **When?**
   - **Where?**
   - **Why?**
   - **How?**
8. Explain which words you will write. **Draw a line for each word.**
9. Use **modelling** to complete the first question: **1.** Where did the first people live?
10. Use **modelling** to complete the second question: **2.** Are there ruins in South Africa?
11. Use **modelling** to complete the third question: 3. When did South Africa become a country?
12. **Say words slowly like a tortoise and write the sounds you know.**
13. **Use resources**, like sight words**.**
14. **Erase your example from the board. Explain this was just an example, but learners must write their own ideas.**

**Oral Instructions:**

1. Ask learners: What do you want to learn about history?
2. Explain that learners can think of anything they wonder about – they can think about any questions that they have.
3. Instruct learners to **think before they write.** They must think about three questions that they have.
4. Instruct learners to **turn and talk** and share their ideas with a partner.
5. Call on 2-3 learners to tell you about a question that they have. They must say: *I want to learn…*
6. Explain that learners will now use the writing frame to draw and write their own ideas!

**Writing:**

1. **Hand out learner books.**
2. Instruct learners to begin writing on the same page as Tuesday, so that they have **one list with two headings**.
3. As learners are writing, walk around the room and complete **mini conferences.**
4. Ask learners to **read their writing.**
5. Help learners complete the writing frame.
6. Help learners **say words slowly like a tortoise** and **use resources.**
7. **Encourage learners.**

## Tuesday

Things I have learned about history:

1. I learned that dinisoors lived on the earth.
2. I learned that william builded a windmil in Wimbe
3. I learned that peeple builded piramds long ago

## Thursday

Questions I want to research about history:

1. I wonder how long ago dinisoors died
2. I wonder where William is now
3. I wonder how long ago the piramds were builded

| 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** | **Actions** |
| | What do you know about history? | *Shrug your shoulders* |
| | Things that happened long ago! | *Use your thumbs to point backwards* |
| | A time of kings, and queens and royalty | *Put your hands on your head to make a crown* |
| | A world so different to what we know! | -- |
| | What do you know about history? | *Shrug your shoulders* |
| THEME VOCABULARY | tour guide, build, rebuild, structure | |
| **QUESTION OF THE DAY** | | |
| Question | If you were Shamiso, what question would you like to ask the tour guide? | |
| Graph | 3 COLUMN GRAPH | |
| Options | How long did people live at Great Zimbabwe? / How long did it take to build Great Zimbabwe? / Why did people leave Great Zimbabwe? | |
| **Follow-up questions** | | |
| **Question** | **How many learners would ask how long people lived at Great Zimbabwe?** | |
| Answer | __ learners would ask how long people lived at great Zimbabwe. | |
| **Question** | **How many learners would ask how long it took to build Great Zimbabwe?** | |
| Answer | __ learners would ask how long it took to build great Zimbabwe. | |
| **Question** | **How many learners would ask why people left Great Zimbabwe?** | |
| Answer | __ learners would ask why people left Great Zimbabwe. | |
| **Question** | **What question would most learners ask if they were Shamiso?** | |
| Answer | Most learners would ask __. | |
| **Question** | **What question would fewest learners ask if they were Shamiso?** | |
| Answer | Fewest learners would ask__. | |
| **Question** | **If you were Shamiso, what question would you like to ask the tour guide?** | |
| Answer | I would ask how long people lived at Great Zimbabwe. | |
| Answer | I would ask how long it took to build Great Zimbabwe. | |

| | |
|---|---|
| Answer | I would ask why people left Great Zimbabwe. |
| | |
| READING | Practice reading the sight words for the week. |

| **WEEK 7: FRIDAY: PHONEMIC AWARENESS & PHONICS (5 minutes)** | |
|---|---|
| SOUND | **Revision of Term 4 sounds** |
| ACTIVITY | **WORD FIND**<br><br>Write the following table on the chalkboard:<br><br>**t** \| **p** \| **kn-** \| **au** \| **-ight**<br>**s** \| **e** \| **wr-** \| **aw** \| **-oy**<br>**a** \| **n** \| **spr-** \| **i** \| **-ng**<br><br>**MODEL**<br><br>1. Tell learners that this word find reviews all the sounds they have learnt this term.<br>2. Review all of the sounds and blends on the chalkboard.<br>3. Explain that learners will have three minutes to make as many words as they can using the sounds and blends above.<br>4. Tell learners they can make word using any of the sounds.<br>5. Show learners how to make a few words, like: **/spr/ - /ight/ or /t/ - /oy/**<br><br>**LEARNERS DO**<br><br>1. Tell learners to open their exercise books and write the heading: **revision words**.<br>2. Instruct learners to begin writing.<br>3. Give learners 3 minutes to find and build as many words as they can.<br>4. Allow learners to correct their own work. Show learners how to build these words (and others): **toy, soy, sight, tight, night, spright, knight, spring, ping, ting, sing, sang, pang, wring, knit, paw, saw, pawn, pause, etc.** |

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

| WEEK 7: FRIDAY: LANGUAGE USE (30 minutes) | |
|---|---|
| TOPIC | Personal pronouns: he; his; she; her |

**ACTIVITY**

**EXPLANATION**

1. **Say the following and ask learners if it sounds correct:** John woke up. John ate John's breakfast and then brushed John's teeth. John got dressed. Then John walked to school.
2. Explain that when we talk about a boy, we can use the words: **he** and **his**. We use **his** when we talk about something that belongs to the boy.
3. Explain that when we talk about a girl, we can use the words: **she** and **her**. We use **her** when we talk about something that belongs to the girl.

**I DO (Teacher models)**

1. Write the following sentences on the chalkboard.
   a. Susan sat down.
   b. Susan opened Susan's book.
   c. Then Susan read a page.
   d. Susan liked the book.
2. Read the sentences aloud. Then point out that when something belongs to Susan, we see her name has an apostrophe and an s: **Susan's**. This is when we use the word: **her**.

3. Show learners how to replace **Susan** or **Susan's** with **she** and **her**.
   a. Susan sat down.
   b. She opened her book.
   c. Then she read a page.
   d. She liked the book.

**WE DO (Teacher and learners do together):**

1. Write the following sentences on the chalkboard.
   a. Peter baked a cake.
   b. Peter cut Peter's cake.
   c. Then Peter ate the cake.
   d. Peter liked the cake.
2. Read the sentences aloud.
3. Ask learners how we know if something belongs to Peter. (His name is written with an apostrophe and an s: Peter's)
4. Ask learners which word we use here. (his)
5. Ask different learners to replace each of the underlined words. Ask different learners to explain why they are correct or incorrect.
   a. Peter baked a cake.
   b. He cut his cake.
   c. Then he ate the cake.
   d. He liked the cake .
6. Revise the words to use for each gender:
   a. Male = he; his.
   b. Female = she; her.

**YOU DO (Learners do independently):**

1. Hand out learner books.
2. Instruct learners to copy down the sentences from the chalkboard:
   a. Lucy draws.
   b. Lucy draws in Lucy's book.
   c. Lucy draws a bird.
   d. Lucy likes Lucy's drawing of a bird.
   e. Sam plays.
   f. Sam plays with Sam's ball.
   g. Sam kicks the ball.
   h. Sam likes to kick Sam's ball.
3. Tell learners they must turn and talk and decide which words to use for each underlined word: **she**, **her**, **he** or **his**.
4. Then, learners must rewrite the sentences using these words.
5. As learners are writing, walk around the room and complete **mini conferences**.

6. Help learners correctly identify which pronoun to use.
7. **Encourage learners.**

**SHARE**

1. Hand out chalk to some learners (as many different pairs as possible).
2. Instruct learners to write one of their sentences on the board.
3. Call on learners to read the sentences.
4. Correct any mistakes.

| **WEEK 7: FRIDAY: GROUP GUIDED READING & 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 CONCLUSION | |
|---|---|
| **Find 10 minutes at the end of the week to do the following:** | |
| SUMMARISE | Settle learners so you have their attention.<br>Remind learners of what you have achieved this week. For example:<br>**This week we:**<br>1. We were quiet when we had to be.<br>2. We listened to the teacher and to our partners.<br>3. We learnt to read new sight words.<br>4. We learnt the phonic sound /-ead/ and new phonic words.<br>5. We learnt new theme words about history.<br>6. We sang a song, and we answered questions.<br>7. We listened to a story about Shamiso's big trip.<br>8. We thought about the story.<br>9. We wrote lists of things about history.<br>10. We had fun. |
| SHARE WITH FAMILIES | 1. Ask learners to think about **two things** that they are going to tell their families about what they did this week.<br>2. Give learners a few minutes to think about this.<br>3. Tell learners to turn and talk, and share their ideas with a partner.<br>4. Ask one or two learners to share their ideas with the class.<br>5. Remind learners to please tell their families what they learnt! |
| ACKNOWLEDGE AND CELEBRATE | 1. Acknowledge a few learners who managed themselves well, or worked hard, or came up with good ideas during the week.<br>2. This could include learners who:<br>a. Behaved appropriately<br>b. Were kind to others<br>c. Listened well<br>d. Tried out new language and spoke on their own<br>e. Had a good idea about an answer to a story<br>f. Worked hard<br>g. Improved in some way<br>3. Remember to try to acknowledge all the learners in a class at some stage, and not just the same learners over and over.<br>4. Celebrate the achievements of those learners, and also of the whole class! |

# GRADE 3 - TERM 4

## THEME:
## HISTORY

'People are trapped in history and history is trapped in them.'

- James Baldwin

| EXTENSION ACTIVITIES | |
|---|---|
| **These activities can be used as independent work for learners who finish their work early OR while you are giving assessments to learners.** | |
| Activity 1 | DBE Workbook 2: Let's write, page 69 |
| Activity 2 | DBE Workbook 2: Let's sing, page 70 |
| Activity 3 | DBE Workbook 2: Let's do, page 71-72 |
| Activity 4 | DBE Workbook 2: Let's write, page 73-75 |

| TERM 4: WEEK 8 | | |
|---|---|---|
| **OVERVIEW** | | |
| THEME | History | |
| THEME VOCABULARY | ancestor, ancient, human, structure, museum, history, ruins, ticket, tour guide, build, rebuild, structure, century, years, international, trade, Egypt, Pyramids, China, beads, dig, carved, ground, underneath | |
| SIGHT WORDS | said, beautiful, proud, ancestors, stood | |
| PHONICS | /ead/ (short /e/ sound) - dead, head, bread, spread, dread, lead, read, instead | |
| WRITING FRAME | **Tuesday** | **Thursday** |
| | Edit | Publish and share |
| **PREPARATION** | | |
| CLASSROOM | 1. Make sure that your learners' DBE Workbooks and exercise books are marked and in order.<br>2. Prepare your flashcard words and pictures for the week by cutting them out, colouring them in, laminating them and sticking them on your display boards.<br>3. Try to find some items for your theme table, for example: a picture of a museum, different ancient structures, a picture of the pyramids in Egypt, the Egyptian flag, etc.<br>4. Make sure that your Group Guided Reading Groups are updated – make any changes that you need to make. Remember, these groups must be same-ability groups.<br>5. Also make sure that your Group Guided Reading Tracker is up to date, and that you know which text you are going to read with each group. | |

| | |
|---|---|
| LEARNERS | 1. Tell your learners that this week they will practice:<br>a. Being quiet when the teacher is talking<br>b. Looking after their books and stationery<br>c. Answering the question of the day<br>d. Listening to their partners<br>2. Tell learners that this week they will continue to improve their reading. They will do this by:<br>a. Learning to read different sounds<br>b. Blending sounds together to make words<br>c. Segmenting words into different sounds<br>d. Learning to read new sight words – remind learners that these are words we read by sight – we must remember what they look like<br>e. Learning to read new phonics words – remind learners that these are words that we can sound out<br>f. Practicing to read more fluently during Group Guided Reading<br>3. Next, remind learners that they will also listen to a new story during Shared Reading. Ask learners to listen very carefully, because this is when they will:<br>a. Learn lots of new English words and language<br>b. Think about the story<br>4. Finally, tell learners that this week, they will continue to write.<br>5. Remind learners that it is very important for them to write their own thoughts, ideas and opinions down. They must not copy what you write. |

| TERM 4: WEEK 8 | |
|---|---|
| **INTRODUCE THE THEME** | |
| PICTURE | Page 39 of the Big Book *Shamiso's big trip* |
| SHOW | Show learners the picture of Shamiso and her dad looking out at the end of the story. |
| SAY | 1. Remind learners that we have been talking about **history.**<br>2. Ask learners: Do you remember what is happening in this picture?<br>3. Discuss the picture with learners. Help learners to revise some of the vocabulary from WEEK 7.<br>4. Remind learners that Shamiso and her family are at Great Zimbabwe. They are learning all about the way their ancestors lived!<br>5. Explain that this week, we will continue to think about history! |
| TEACH | Teach learners the **sight words** for the week. Explain that learners will see these words in their **independent reading**.<br>1. Learners copy down the sight words into their books.<br>2. Learners practice reading the sight words at home. |

<table>
<tr><th colspan="3">WEEK 8: MONDAY: DAILY ACTIVITIES (10 minutes)</th></tr>
<tr><td>GREETING</td><td colspan="2">Greet the learners in English.</td></tr>
<tr><td rowspan="7">SONG / RHYME<br><br>(Tune: Twinkle twinkle little star)</td><td>Lyrics</td><td>Actions</td></tr>
<tr><td>History history, a time so far</td><td>Use your thumbs to point back-wards</td></tr>
<tr><td>What a mystery you are</td><td>-</td></tr>
<tr><td>You can teach us something new</td><td>Put your index finger on your head</td></tr>
<tr><td>There’s so much to learn about you</td><td>Spread your arms out wide</td></tr>
<tr><td>History history, a time so far</td><td>Use your thumbs to point back-wards</td></tr>
<tr><td>Oh how interesting you are!</td><td>-</td></tr>
<tr><td>THEME VOCABULARY</td><td colspan="2">century, years, international, trade</td></tr>
<tr><td colspan="3">QUESTION OF THE DAY</td></tr>
<tr><td>Question</td><td colspan="2">Before explaining the word century, ask the question:<br><br>How many years are in a century?</td></tr>
<tr><td>Graph</td><td colspan="2">3 COLUMN GRAPH</td></tr>
<tr><td>Options</td><td colspan="2">10, 100, 1000</td></tr>
<tr><td colspan="3">Follow-up questions</td></tr>
<tr><td>Question</td><td colspan="2">How many learners think that there are 10 years in a century?</td></tr>
<tr><td>Answer</td><td colspan="2">__ learners think that there are 10 years in a century.</td></tr>
<tr><td>Question</td><td colspan="2">How many learners think that there are 100 years in a century?</td></tr>
<tr><td>Answer</td><td colspan="2">__ learners think that there are 100 years in a century.</td></tr>
<tr><td>Question</td><td colspan="2">How many learners think that there are 1000 years in a century?</td></tr>
<tr><td>Answer</td><td colspan="2">__ learners think that there are 1000 years in a century.</td></tr>
<tr><td>Question</td><td colspan="2">How many years do most learners think there are in a century?</td></tr>
<tr><td>Answer</td><td colspan="2">Most learners think there are __ years in a century.</td></tr>
<tr><td>Question</td><td colspan="2">How many years do fewest learners think there are in a century?</td></tr>
<tr><td>Answer</td><td colspan="2">Fewest learners think there are __ years in a century.</td></tr>
<tr><td>Question</td><td colspan="2">How many years are there in a century?</td></tr>
<tr><td>Answer</td><td colspan="2">There are 10 years in a century.</td></tr>
<tr><td>Answer</td><td colspan="2">There are 100 years in a century.</td></tr>
<tr><td>Answer</td><td colspan="2">There are 1000 years in a century.</td></tr>
</table>

| | |
|---|---|
| EXPLAIN | Explain that a century is a word that means 100 years. |
| | |
| READING | Practice reading the sight words for the week. |

| **WEEK 8: MONDAY: PHONEMIC AWARENESS & PHONICS (5 minutes)** | |
|---|---|
| SOUND | **/ead/ (short /e/ sound)** |
| FLASHCARDS | **dead, head, bread, spread, dread, lead, read, instead** |
| ACTIVITY | **INTRODUCE THE SOUND AND WORDS**<br>1. Say the sound and hold up the flashcard **/ead/** for learners to see.<br>2. Say the sound and instruct learners to repeat the sound. Do this three times.<br>3. Explain that when we see the letters **e, a** and **d** together at the beginning of a word, we must not say the sounds separately. We must say one sound**: /ead/ (short /e/)**<br>4. Show each flashcard and help learners break the word up into individual sounds:<br>**/d/ – /ead/**<br>**/h/ – /ead/**<br>**/br/ – /ead/**<br>**/spr/ – /ead/**<br>**/dr/ – /ead/**<br>**/l/ – /ead/**<br>**/r/ – /ead/**<br>**/in/ - /st/ - /ead/**<br>5. Ask learners to repeat each word after you.<br>6. Stick up the flashcards on the Phonics Display Board.<br>7. Call on a different learner to read each of the phonic words: |

| | |
|---|---|
| **dead** | **dread** |
| **head** | **lead** |
| **bread** | **read** |
| **spread** | **instead** |

| ALTERNATE PROGRAMME: PHONEMIC AWARENESS & PHONICS (5 minutes) | |
|---|---|
| SOUND | |
| WORDS | |
| 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 | *Shamiso's big trip* |
| ACTIVITY | SECOND READ |
| COMPREHENSION STRATEGY | **Visualise** |
| PURPOSE | Visualisation helps learners to see how the events in the text are connected to each other. This helps them to think about the story as a whole. This also helps to give meaning to the words on the page – by turning them into a scene from a movie in our minds. |

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

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

| | |
|---|---|
| Shamiso stood at the edge of the hill with her dad, overlooking the beautiful green hills and the dam in the distance. They could see the stone ruins dotting the landscape. 'Wow! How cool!' she said, 'I'm proud of all the work of our ancestors!'<br>'Me too!' her dad said, smiling. | I **visualise** Shamiso and her dad smiling with pride as they look out on the work of their impressive ancestors. |
| **Follow up questions** | **Responses** |
| How did Shamiso and her dad feel at the end of the story? | They felt proud of their ancestors. |
| What is the only stone structure in Africa that is bigger than Great Zimbabwe? | The pyramids in Egypt. |
| **Visualise** your own family at Great Zimbabwe. What would you feel most excited to see? | *I would feel most excited to see…* |
| **Why question** | **Possible response** |
| Why did Shamiso and her dad feel proud? | • Because their ancestors did so many amazing things.<br>• Because their ancestors were good builders.<br>• Because their ancestors were traders.<br>• Because their ancestors knew how to make beautiful jewelry.<br>• Because their ancestors were great builders with stone! |

| WEEK 8: TUESDAY: WRITING (30 minutes) | |
|---|---|
| TOPIC | Write a list with headings in which you write about some interesting facts you have learnt about history, and where you think of some questions you would like to research! |
| TASK | EDITING |

**WRITING ACTIVITY**

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 spelling. (I circled words I need help with) | |

**Getting Ready:**

Write your list from last week on the chalkboard. Make 2-3 mistakes in your sentences, like:

Questions I want to search on the internet:

1. **where** did the first people live?
2. **Is** there ruins in South Africa?
3. When did **south africa** become a country ?

**Modelling**:

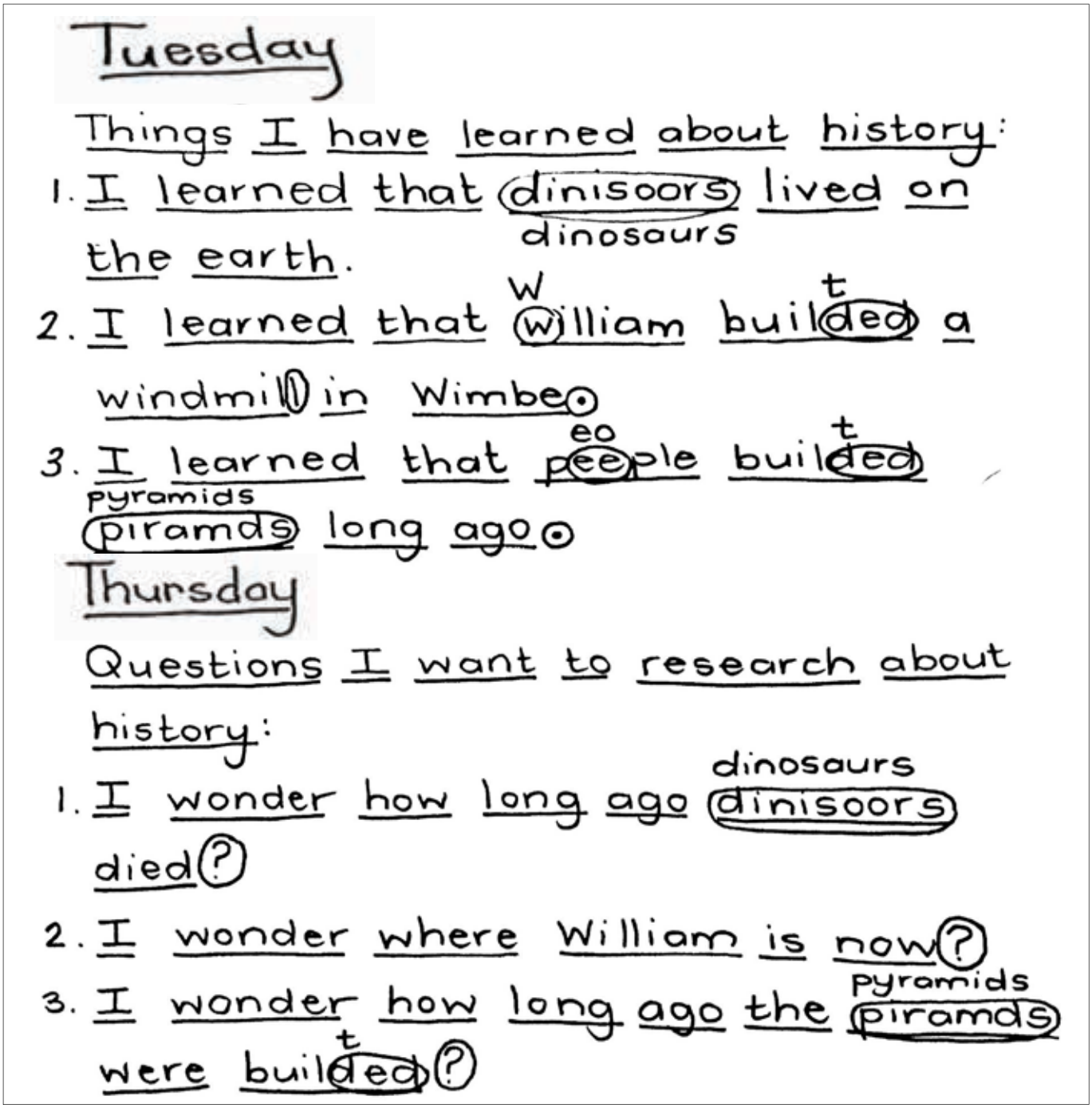
1. Explain that today, learners will **edit** their lists.
2. Read the **checklist** out loud to learners.
3. Use **modelling** to read each of your example sentences out loud to learners.
4. After each sentence, instruct learners to look for the **mistake**.
5. Fix each mistake on the chalkboard with learners. Explain each mistake, like:
    1. **w**here did the first people live? (T*he first word of a sentence must be capitalised*)
    2. ~~**Is**~~ **are** there ruins in South Africa? (*Ruins is plural, so we must ask 'are there' and not 'is there*')
    3. When did **s**outh **a**frica become a country? (*We must capitalise the first letter of a country because it is a proper noun)*

**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 lists from last the previous week.
2. Instruct learners to find their lists from last the previous week.
3. Instruct learners to **turn and talk**.
4. Instruct learners to find and fix their mistakes.
5. As learners talk and fix mistakes, walk around the room and complete **mini conferences.**
6. Ask learners to **read their writing**.
7. Help learners who are struggling to find and fix their mistakes.
8. Instruct any learners who finish early to add more items to their lists.
9. Encourage learners.



| 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<br>*(Tune: Twinkle twinkle little star)* | **Lyrics** | **Actions** |
| | History history, a time so far | *Use your thumbs to point backwards* |
| | What a mystery you are | - |
| | You can teach us something new | *Put your index finger on your head* |
| | There's so much to learn about you | *Spread your arms out wide* |
| | History history, a time so far | *Use your thumbs to point backwards* |
| | Oh how interesting you are! | - |
| THEME VOCABULARY | Egypt, Pyramids, China, beads | |
| **QUESTION OF THE DAY** | | |
| Question | What fact about history did you like in the story? | |
| Graph | 3 COLUMN GRAPH | |
| Options | The biggest stone structures in Africa are the pyramids in Egypt / People in Great Zimbabwe traded internationally / The country of Zimbabwe is named after Great Zimbabwe ruins | |
| **Follow-up questions** | | |
| **Question** | **How many learners liked the fact that the biggest stone structures are the pyramids?** | |
| Answer | __ learners liked the fact that the biggest stone structures are the pyramids. | |
| **Question** | **How many learners liked the fact that people in Great Zimbabwe traded internationally?** | |
| Answer | __ learners liked the fact that people in Great Zimbabwe traded internationally. | |
| **Question** | **How many learners liked the fact that the country Zimbabwe is named after the ruins?** | |
| Answer | __ learners liked the fact that the country Zimbabwe is named after the ruins. | |
| **Question** | **What fact about history did most learners like in the story?** | |
| Answer | Most learners liked the fact that __. | |
| **Question** | **What fact about history did fewest learners like in the story?** | |
| Answer | Fewest learners liked the fact that __. | |

| **Question** | **What fact about history did you like in the story?** |
|---|---|
| Answer | I liked the fact that the biggest stone structures in Africa are the pyramids. |
| Answer | I liked the fact that people in Great Zimbabwe traded internationally. |
| Answer | I liked the fact that the country Zimbabwe is named after Great Zimbabwe ruins. |
| | |
| READING | Practice reading the sight words for the week. |

| **WEEK 8: WEDNESDAY: PHONEMIC AWARENESS & PHONICS (5 minutes)** | |
|---|---|
| SOUND | **/ead/** |
| ACTIVITY | **SEGMENTING AND BLENDING (I DO)**<br>1. Say the word **dead**<br>2. Segment the word into the individual sounds: **/d/ - /ead/**<br>3. Say the beginning sound of the word: **/d/**<br>4. Say the end sound of the word: **/ead/**<br>5. Write the word on the board: **dead**<br>6. Model pointing and blending the sounds to make a word: **/d/ - /ead/ = dead**<br>7. Remind learners that in English, when **e, a** and **d** are together in a word they must be read together as one sound: **/ead/**<br>8. Repeat this with the word **lead**<br><br>**SEGMENTING AND BLENDING (WE DO)**<br>1. Say the word **instead**<br>2. Ask learners: What is the first sound in the word? **/in/**<br>3. Ask learners: What is the middle sound in the word? **/st/**<br>4. Ask learners: What is the last sound in the word? **/ead/**<br>5. Ask learners to segment the word into each individual sound: **/in/ - /st/ - /ead/**<br>6. Write the word: **instead**<br>7. Instruct learners to blend the sounds in the word with you: **/in/ - /st/ - /ead/ = instead**<br>8. Repeat this with the word **spread**<br><br>**SEGMENTING AND BLENDING (YOU DO)**<br>1. Instruct learners to take out their exercise books.<br>2. Instruct learners to write the heading: **ead words.**<br>3. Instruct learners to write the numbers 1-8.<br>4. *Make sure the flashcard words are covered. Learners must **not** copy the words from the board.*<br>5. Say each of the following words. Instruct learners to write the word in their books. |

| | |
|---|---|
| | <table><tr><td>**dead**</td><td>**head**</td><td>**bread**</td><td>**spread**</td><td>**dread**</td><td>**lead**</td><td>**read**</td><td>**instead**</td></tr></table><br>6. Uncover the Phonics Display Board. Instruct learners to check their words against the flashcard words on the Phonics Display Board.<br>7. Instruct learners to Practice reading the phonic words for **homework**. |

| **ALTERNATE PROGRAMME: PHONEMIC AWARENESS & PHONICS (5 minutes)** | |
|---|---|
| SOUND | |
| WORDS | |
| 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 | *Shamiso's big trip* |
| ACTIVITY | STORY ILLUSTRATION |
| COMPREHENSION STRATEGY | **Summarise**<br>**Visualise** |
| PURPOSE | Asking a young learner to summarise the main points of a story is the best way to check their understanding.<br><br>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. |

**POST-READING ACTIVITY**

**Modelling:**

1. Explain that today, learners will draw a picture illustrating the story. They must **visualise** what Shamiso saw at Great Zimbabwe and draw a picture to show this.
2. Use **modelling** to **think before you write**.
3. Use **modelling** to summarise something that Shamiso saw, like: I can visualise the big stone wall of the Great Enclosure. I can visualise the queen inside that Shamiso imagined!
4. Use **modelling** to draw a picture of your idea.
5. Use **modelling** to add a sentence or two to your drawing, like: Shamiso saw a big stone wall. She learned that it used to be where queens lived!

**Oral Instructions:**

1. Tell learners they must visualise something that Shamiso saw at Great Zimbabwe.
2. If needed, support learners by showing the pictures in the Big Book.
3. Remind learners that we **think before we write**.
4. Instruct learners to **turn and talk** and share their ideas with a partner.
5. Call on 2-3 learners to tell you about their visualisation, like: *I visualise when…*
6. Explain that learners should add 1-2 sentences about their drawing.

**Writing:**

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

**Turn and Talk:**

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

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

| **WEEK 8: THURSDAY: WRITING (30 minutes)** | |
|---|---|
| TOPIC | Write a list with headings in which you write about some interesting facts you have learnt about history, and where you think of some questions you would like to research! |
| TASK | PUBLISHING and SHARING |
| WRITING FRAME | Things I have learned about history:<br>1.<br>2.<br>3.<br>Questions I want to research about history:<br>1.<br>2.<br>3. |

**WRITING ACTIVITY**

**Getting Ready:**

1. Write one of your sentences on the board, with a corrected mistake, like:
    1. **w**here did the first people live?

**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:
    1. Where did the first people live?

**Writing:**

1. Hand out learner books.
2. Instruct learners to find their **drafts** and **editing checklist**.
3. Instruct learners to begin **publishing**.
4. Remind learner to fix their mistakes as they **publish**

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** with a partner about their writing.

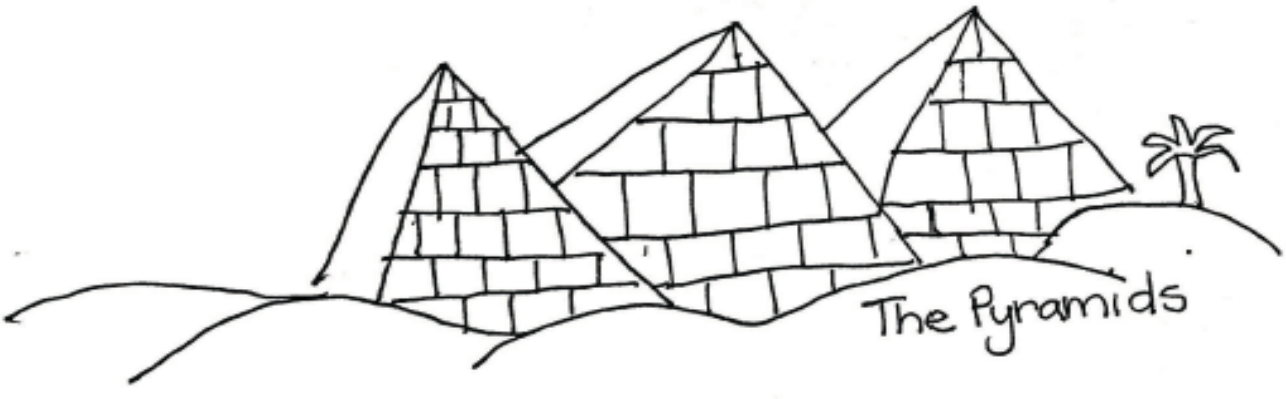
Thursday

Things I have learned about history:

1. I learned that dinosaurs lived on the earth.
2. I learned that William built a windmill in Wimbe.
3. I learned that people built pyramids long ago.

Questions I want to research about history:

1. I wonder how long ago dinosaurs died?
2. I wonder where William is now?
3. I wonder how long ago the pyramids were built?



| 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<br><br>*(Tune: Twinkle twinkle little star)* | **Lyrics** | **Actions** |
| | History history, a time so far | *Use your thumbs to point backwards* |
| | What a mystery you are | - |
| | You can teach us something new | *Put your index finger on your head* |
| | There's so much to learn about you | *Spread your arms out wide* |
| | History history, a time so far | *Use your thumbs to point backwards* |
| | Oh how interesting you are! | - |
| THEME VOCABULARY | dig, carved, ground, underneath | |
| **QUESTION OF THE DAY** | | |
| Question | What would you feel most excited to find underground? | |
| Graph | 2 COLUMN GRAPH | |
| Options | glass beads / carved birds | |
| **Follow-up questions** | | |
| **Question** | **How many learners would feel most excited to find glass beads?** | |
| Answer | __ learners would feel most excited to find glass beads. | |
| **Question** | **How many learners would feel most excited to find carved birds?** | |
| Answer | __ learners would feel most excited to find carved birds. | |
| **Question** | **What would more learners feel most excited to find underground?** | |
| Answer | More learners would feel most excited to find __. | |
| **Question** | **What would fewer learners feel most excited to find underground?** | |
| Answer | Fewer learners would feel most excited to find __. | |
| **Question** | **What would you feel most excited to find underground?** | |
| Answer | I would feel most excited to find glass beads. | |
| Answer | I would feel most excited to find carved birds. | |
| | | |
| READING | Practice reading the sight words for the week. | |

<table>
<tr><th colspan="2">WEEK 8: FRIDAY: PHONEMIC AWARENESS & PHONICS (5 minutes)</th></tr>
<tr><td>SOUND</td><td>/ead/</td></tr>
<tr><td>ACTIVITY</td><td>
WORD FIND<br>
Write the following table on the chalkboard:
<table>
<tr><td>ead</td><td>l</td><td>r</td></tr>
<tr><td>dr</td><td>t</td><td>e</td></tr>
<tr><td>spr</td><td>br</td><td>st</td></tr>
</table>
MODEL<br>
1. Remind learners of the sound of the week: /ead/<br>
2. Review all of the sounds and blends on the chalkboard.<br>
3. Explain that learners will have three minutes to make as many words as they can using the sounds and blends above.<br>
4. Show learners how to make a word using the target sound, like: /r/ - /ead/<br>
5. Remind learners they can make a word using any of the sounds – they do not need to use /ead/.<br>
6. Show learners how to make another word, like: /l/ - /e/ -/t/.<br>
7. Remind learners they can make words using the target sound, like read, or words without the target sound, like let.<br>
LEARNERS DO<br>
1. Tell learners to open their exercise books and write the heading: -ead words.<br>
2. Instruct learners to begin writing.<br>
3. Give learners 3 minutes to find and build as many words as they can.<br>
4. Allow learners to correct their own work. Show learners how to build these words (and others): dread, spread, lead, bread, read, let, rest, test
</td></tr>
</table>

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

| WEEK 8: FRIDAY: LANGUAGE USE (30 minutes) | |
|---|---|
| TOPIC | Contractions with 'not' |

**I DO (Teacher models)**

1. Remind learners that in English, sometimes we join two words together using an apostrophe. These are called contractions.
2. Remind learners that in WEEK 5 and 6, we learned about the contractions with pronouns and the verb to be, like: I'm, you're, they'll, etc.
3. Explain that there are other contractions we need to know, because we will often see them when we read, and we can use them when we speak and write.
4. Show learners the following common contractions that use not:

   can + not = can't

   did + not = didn't

   do + not = don't

   does + not = doesn't

   is + not = isn't

   are + not = aren't
5. *Point out that we replace the second vowel with an apostrophe when we make these contractions.*

**WE DO (Teacher and learners do together):**

1. Write the contraction **<u>can't</u>** on the board.
2. Brainstorm 2-3 sentences using '*can't"* with learners. Write these examples on the board, like:
   a. I can't come to school because I am sick.
   b. She can't hear you!
   c. We can't play outside because it is raining
3. Point out you use '*can't'* just like you would use '*can not'*. But, it is much more common to write 'can't'.

**YOU DO (Learners do independently):**

1. Hand out learner books
2. Instruct learners to write a sentence using the remaining contractions: didn't, don't, doesn't, isn't, aren't
3. As learners are writing, walk around the room and complete **mini conferences**.
4. Ask learners to **read their sentences** to you**.**
5. Help learners correctly use **contractions**.
6. Instruct learners who finish early to write more sentences.
7. **Encourage learners.**

**SHARING:**

1. When there are a few minutes remaining, instruct learners to turn and talk and read their sentences to a partner.
2. Instruct learners to check their partner's sentences and to **<u>circle</u>** the contraction in each sentence.

| **WEEK 8: FRIDAY: GROUP GUIDED READING & 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 CONCLUSION | |
|---|---|
| **Find 10 minutes at the end of the week to do the following:** | |
| SUMMARISE | Settle learners so you have their attention.<br>Remind learners of what you have achieved this week. For example:<br>**This week we:**<br>1. We were quiet when we had to be.<br>2. We listened to the teacher and to our partners.<br>3. We learnt to read new sight words.<br>4. We learnt the phonic sound /-ead/ and new phonic words.<br>5. We learnt new theme words about history.<br>6. We sang a song, and we answered questions.<br>7. We listened to a story about Shamiso's big trip.<br>8. We thought about the story.<br>9. We edited, published and shared a lists of things about history.<br>10. We had fun. |
| SHARE WITH FAMILIES | 1. Ask learners to think about **two things** that they are going to tell their families about what they did this week.<br>2. Give learners a few minutes to think about this.<br>3. Tell learners to turn and talk, and share their ideas with a partner.<br>4. Ask one or two learners to share their ideas with the class.<br>5. Remind learners to please tell their families what they learnt! |
| ACKNOWLEDGE AND CELEBRATE | 1. Acknowledge a few learners who managed themselves well, or worked hard, or came up with good ideas during the week.<br>2. This could include learners who:<br>a. Behaved appropriately<br>b. Were kind to others<br>c. Listened well<br>d. Tried out new language and spoke on their own<br>e. Had a good idea about an answer to a story<br>f. Worked hard<br>g. Improved in some way<br>3. Remember to try to acknowledge all the learners in a class at some stage, and not just the same learners over and over.<br>4. Celebrate the achievements of those learners, and also of the whole class! |

Other titles in this series