

Teaching Plan

ENGLISH
HOME LANGUAGE

TERMS 1 & 2



GRADE
1





Teaching Plan

GRADE 1 | TERM 1 & 2

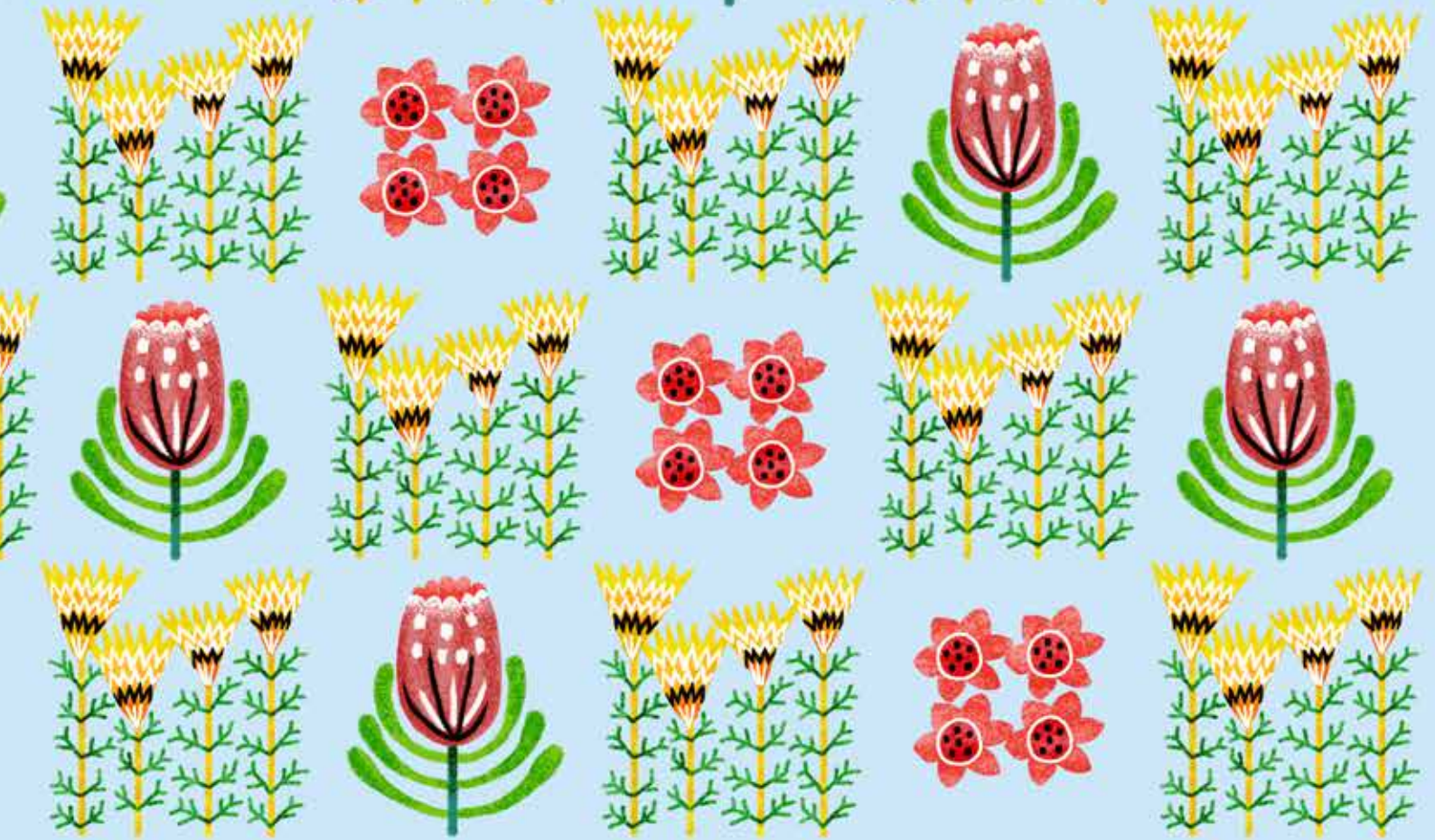
ENGLISH

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TERM 1 TEACHING PLAN





Listening & Speaking: Introduce the theme



TIME:
15 minutes



RESOURCES:
Pictures and
real objects
for theme
display
Core Reader

1. **Prepare a theme display:** *We go to school*
2. **Ask open questions to activate learners' background knowledge.**
 - *How did you feel about starting Grade 1 this year?*
 - *What kinds of things do you hope to do at school?*
 - *Is there anything about school that scares or worries you? If so, what?*
3. **Make a mind map using the questions and learners' answers.**
4. **Add your own answers to the mind map to extend learners' knowledge.**
5. **Instruct learners to open their Core Readers to page 2.**
6. **Tell learners to point to the language enrichment for the theme.**
 - a. Read the language enrichment aloud.
 - b. Instruct learners to read it with you, or to repeat it after you: 'Put on your thinking cap'
7. **Discuss the language enrichment with learners.**
 - a. Ask: Can you tell me what this means? / Can you figure out the answer?
 - b. Encourage learners to share their ideas.
 - c. Explain the meaning or provide the answer as follows: This does not mean that you must put some kind of cap on your head. It means that you must think deeply and carefully about something.



Phonics: Conduct baseline assessment



TIME:
15 minutes



RESOURCES:
Assessment
Book

1. **Use this time to assess phonemic awareness.**
 - a. Have an Assessment Book ready to make notes on individual learners.
 - b. Use a simple English to record learners' performance, e.g.:

1 = not yet competent
2 = competent
3 = exceeds competence

2. **Settle learners so you have their attention.**
 - a. Show learners how to 'clap out words' (in syllables).
 - b. Use different foods as an example, e.g.: pea-nuts; sug-ar; meat.
3. **Go around the class and ask each learner to:**
 - a. Clap out their name, e.g.: Ka-ra-bo
 - b. Say the first sound of their name, e.g.: /k/
 - c. Model this for learners and then start with the more competent learners.

4. **Level Descriptors:**

1 = Learner needs help to complete both tasks.
2 = Learner completes one task independently.
3 = Learner completes both tasks independently.



Handwriting: Conduct baseline assessment



TIME:
15 minutes



RESOURCES:
Assessment
Book

1. **Use this time to assess letter formation.**
 - a. Settle learners so you have their attention.
 - b. Hand out paper and wax crayons or pencils.

2. **Tell learners to write:**
 - All the letters that they know

3. **Level Descriptors:**

1 = Learner writes less than 10 letters, or there are many errors with letter formation.
2 = Learner writes 10–15 letters, there may be some errors with letter formation.
3 = Learner writes more than 15 letters, most letters are correctly formed.



Shared Reading: Introduce the story



TIME:
15 minutes



RESOURCES:
Anthology,
Introduction
page 1

1. **Introduce the story.**
 - a. Say: This week we will read a story titled, *Olwethu's first day*
 - b. Say: *This story is about Olwethu, a girl who is nervous about starting Grade 1. We read about how she feels before starting school, and then how she feels once she has started school.*
 - c. Ask: Do you know anything about this?
 - d. Briefly show learners the pictures from the story.
2. **Build learners' background knowledge.**
 - a. Share and explain the background information provided for the story.
 - b. Show learners where the story takes place using the Anthology map.
 - c. Ask: Do you have any questions about this story?
3. **Explain the comprehension strategy.**
 - a. Say, this week we will learn how to: Make connections
 - b. Explain this strategy to learners.



Group Guided Reading: Conduct baseline assessment: Oral language comprehension



TIME:
30 minutes



RESOURCES:
Assessment
Book

Story to tell
learners or
read aloud

1. **Use this time to assess oral language comprehension (Note: This activity is repeated to allow you to listen to all learners' responses.)**
 - a. Settle learners so you have their attention.
2. **Tell or read a short story to learners (5 minutes).**
 - a. Ask individual learners to answer straight recall questions, e.g.: who, when, where, what.
3. **Level Descriptors:**

1 = Learner cannot answer question correctly.

2 = Learner answers question correctly but with some hesitation.
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3 = Learner answers question correctly and quickly.



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's own
resources

- Use your own resources: Big Books, Anthologies and Storybooks are all suitable.
- Use this time to model fluent, expressive reading.
- This activity helps learners to develop a love of stories and reading.
- It also builds their vocabulary, background knowledge and working memory. These are all important comprehension skills.



Listening & Speaking: Teach vocabulary



TIME:
15 minutes



RESOURCES:
Vocabulary
flashcards,
pictures,
objects
Core Reader

1. **Remind learners of the theme.**
 - a. Instruct learners to open their Core Readers to page 2.
 - b. Read or say the language enrichment once again.
 - c. Show learners the list of vocabulary words for the theme.
 - d. Explain that these words will help us to understand and talk about the theme.
 - e. Read the list of words to them.
2. **Use PATS to teach vocabulary.**
 - a. Teach the following vocabulary words:
 - *school: A place where children go to learn with a teacher and friends.*
 - *scared: The way you feel when you think you might get hurt.*
 - *first: Coming before all the others; number one in a line.*
3. **Use the PATS strategies that are suitable for each word:**

P: Point at a picture or real object
A: Act out the word
T: Tell learners the meaning of the word
S: Say the word in a sentence



Phonics: Conduct baseline assessment



TIME:
15 minutes



RESOURCES:
Assessment
Book

1. **Use this time to assess phonics.**
(Note this activity is repeated to allow you to assess every learner individually.)
 - a. Settle the class to complete a drawing or written activity.
 - b. Call individual learners to your table.
 - c. Have a list of the letters of the alphabet for your language, written in clear, large print.
2. **Point to each letter and ask the learner to read the letter (the sound).**
 - a. Make a note of the letters that the learner cannot yet read.
3. **Level Descriptors:**

1 = Learner reads 0–8 letters correctly.
2 = Learner reads 9–18 letters correctly.
3 = Learner reads 19 or more letters correctly.



Handwriting: Conduct baseline assessment



TIME:
15 minutes



RESOURCES:
Assessment
Book

1. **Use this time to assess number formation.**
 - a. Settle learners so you have their attention.
 - b. Hand out paper and wax crayons or pencils.
2. **Tell learners to write:**
Numbers from 0–9

3. **Level Descriptors:**

1 = Learner writes less than 4 numbers, or there are many errors with number formation.
2 = Learner writes 4–7 numbers, there may be some errors with number formation.
3 = Learner writes more than 7 numbers, most numbers are correctly formed.



Shared Reading: Do the Pre-Read



TIME:
15 minutes



RESOURCES:
Anthology,
page 3

1. **Settle learners for the Pre-Read.**
 - a. Call learners to sit on the carpet or floor.
 - b. Sit in front of the learners with the Anthology.
 - c. Make sure all learners can see the book.
 - d. Remind learners of the behaviour you expect during Shared Reading, e.g. sit cross legged; keep your hands in your lap; listen carefully; respond when called on; raise your hand to ask a question.
2. **Do the Pre-Read as follows:**
 - a. Say the title of the story: *Olwethu's first day*
 - b. Explain the skill of prediction. Say: When we make a prediction, we use the title and pictures to try and work out what the story will be about.
 - c. Show learners the pictures on each page.
 - d. Ask: What do you think is happening here?
 - e. Ask: How do you think these pictures link together?



Group Guided Reading: Conduct baseline assessment: Oral language comprehension



TIME:
30 minutes



RESOURCES:
Assessment
Book

Story to tell
learners or
read aloud

1. **Use this time to assess oral language comprehension (Repeat Activity).**
 - a. Settle learners so you have their attention.
2. **Tell or read a short story to learners (5 minutes).**
 - a. Ask individual learners to answer straight recall questions, e.g.: who, when, where, what.
3. **Level Descriptors:**

1 = Learner cannot answer question correctly.
2 = Learner answers question correctly but with some hesitation.
3 = Learner answers question correctly and quickly.



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's own
resources

- Use your own resources: Big Books, Anthologies and Storybooks are all suitable.
- Use this time to model fluent, expressive reading.
- This activity helps learners to develop a love of stories and reading.
- It also builds their vocabulary, background knowledge and working memory. These are all important comprehension skills.



Listening & Speaking: Teach vocabulary and discuss the theme picture



TIME:
15 minutes



RESOURCES:
Vocabulary
flashcards,
pictures,
objects
Core Reader

1. **Use PATS to teach vocabulary.**
 - a. Teach the following vocabulary words:
 - *uniform: Special clothes you wear for school or to show you are in a team.*
 - *backpack: A bag you carry on your back to hold your books and other belongings.*
 - *get ready: To prepare for something, like packing your backpack before school.*
 - b. Use the PATS strategies that are suitable for each word.
2. **Build learners' background knowledge.**
 - a. Instruct learners to open their Core Readers to page 4.
 - b. Tell learners the following information about the picture:
 - *Each morning of the week, children all over the world get ready for school.*
 - *They pack their school bags and backpacks with things they need for school: books, pencils and rulers.*
 - *All over the world, children learn from teachers in classrooms.*
3. **Discuss the picture.**
 - a. Use the questions that follow to discuss the picture as follows:
 - Ask the first question.
 - Instruct learners to discuss the question with their partner.
 - Call on a few individual learners to share their answers.
 - Build learners' background knowledge by correcting misunderstandings and by sharing information related to the theme.
 - Repeat this process with all questions.
4. **Questions:**
 - a. What do children do to get ready for school each day?
 - b. What things do you find in a classroom?
 - c. What kinds of things happen at a school?



Phonics: Conduct baseline assessment



TIME:
15 minutes



RESOURCES:
Assessment
Book

1. **Use this time to assess phonics (Repeat Activity).**
 - a. Settle the class to complete a drawing or written activity.
 - b. Call individual learners to your table.
 - c. Have a list of the letters of the alphabet for your language, written in clear, large print.

2. **Point to each letter and ask the learner to read the letter (the sound).**
 - a. Make a note of the letters that the learner cannot yet read.

3. **Level Descriptors:**

1 = Learner reads 0–8 letters correctly.
--

2 = Learner reads 9–18 letters correctly.

3 = Learner reads 19 or more letters correctly.



Handwriting: Conduct baseline assessment



TIME:
15 minutes



RESOURCES:
Assessment
Book

1. **Use this time to assess copying and control.**
 - a. Settle learners so you have their attention.
 - b. Hand out paper and wax crayons or pencils.
2. **Tell learners to watch as you write on the board:**
 - A simple pattern, e.g.:



- a. Tell learners to copy the pattern onto their paper.
- b. They must try to keep the pattern the same size.
- c. They must make the pattern from one side of the paper to the other.

3. **Level Descriptors:**

1 = Learner does not complete the task. There are errors in the copying. The size is inconsistent.

2 = Learner does not complete the task OR there are errors in the copying. The size is mostly consistent.

3 = Learner completes the task correctly. The size is consistent.



Shared Reading: Do the First Read



TIME:
15 minutes



RESOURCES:
Anthology,
page 3

1. **Prepare learners for the First Read.**
 - a. Settle learners on the carpet.
 - b. Remind them of the expected behaviour.
 - c. Remind learners of the story title: *Olwethu's first day*
 - d. Say: *This story is about Olwethu, a girl who is nervous about starting Grade 1. We read about how she feels before starting school, and then how she feels once she has started school.*
2. **Do the First Read as follows:**
 - a. Read each page of the story aloud, fluently and audibly.
 - b. Show learners the pictures.
 - c. Where necessary, stop and explain to learners.
 - d. Point out the vocabulary words as they appear.
 - e. At the end of the story, ask the Read 1 questions as follows:
 - Direct Question 1 & 2 to individual learners.
 - Direct Question 3 to the whole class. Ask learners to discuss the question with a partner.
 - Call on a few learners to share their answers.
 - f. Remind learners of the comprehension strategy.
 - Say, this week we are learning how to: Make connections
 - Ask learners: Can you make a connection to this story? Has something like this ever happened to you or someone you know?



Writing: Model the LSC and task



TIME:
20 minutes



RESOURCES:
Writing
frame:

Label: Name

1. **Introduce the LSC focus.**
 - a. Say: This week we will focus on: Using a capital letter at the beginning of someone's name.
 - b. Write a sentence on the board: My dog's name is Spot.
 - c. Point out the LSC: The first letter of the name is a capital letter.
2. **Introduce the writing task.**
 - a. Say: This week we will: Draw a picture and add 1–2 labels.
 - b. Say: We will draw and write about: How we felt on the first day of school.
3. **Explain your own answer to the writing task orally, before writing.**
 - a. Say: I felt... on the first day of school.
4. **Model the task on the board.**
 - a. Draw a quick picture that shows: You on the first day of school.
 - b. Show learners how to complete the writing frame.
 - c. Point out the LSC: The first letter of the name is a capital letter.



Group Guided Reading: Conduct baseline assessment: Oral language comprehension



TIME:
15 minutes



RESOURCES:
Assessment
Book

Story to tell
learners or
read aloud

1. **Use this time to assess oral language comprehension (Repeat Activity).**
 - a. Settle learners so you have their attention.
2. **Tell or read a short story to learners (5 minutes).**
 - a. Ask individual learners to answer straight recall questions, e.g.: who, when, where, what.
3. **Level Descriptors:**

1 = Learner cannot answer question correctly.

2 = Learner answers question correctly but with some hesitation.
--

3 = Learner answers question correctly and quickly.



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's own
resources

- Use your own resources: Big Books, Anthologies and Storybooks are all suitable.
- Use this time to model fluent, expressive reading.
- This activity helps learners to develop a love of stories and reading.
- It also builds their vocabulary, background knowledge and working memory. These are all important comprehension skills.



Phonics: Conduct baseline assessment



TIME:
15 minutes



RESOURCES:
Assessment
Book

1. **Use this time to assess phonics (Repeat Activity).**
 - a. Settle the class to complete a drawing or written activity.
 - b. Call individual learners to your table.
 - c. Have a list of the letters of the alphabet for your language, written in clear, large print.

2. **Point to each letter and ask the learner to read the letter (the sound).**
 - a. Make a note of the letters that the learner cannot yet read.

3. **Level Descriptors:**

1 = Learner reads 0–8 letters correctly.
--

2 = Learner reads 9–18 letters correctly.

3 = Learner reads 19 or more letters correctly.



Handwriting: Conduct baseline assessment



TIME:
15 minutes



RESOURCES:
Assessment
Book

1. **Use this time to assess copying and control.**
 - a. Settle learners so you have their attention.
 - b. Hand out paper and wax crayons or pencils.
2. **Tell learners to watch as you write on the board:**
 - The class name, e.g.: Grade 1 B
 - a. Tell learners to copy the words onto their paper.
 - b. They must try to keep the letters the same size.

3. **Level Descriptors:**

1 = Learner does not complete the task. There are errors in the copying. The size is inconsistent.

2 = Learner does not complete the task OR there are errors in the copying. The size is mostly consistent.

3 = Learner completes the task correctly. The size is consistent.



Shared Reading: Do the Second Read



TIME:
15 minutes



RESOURCES:
Anthology,
page 3

1. **Prepare learners for the Second Read.**
 - a. Settle learners on the carpet.
 - b. Remind them of the expected behaviour.
 - c. Remind learners of the story title: *Olwethu's first day*
 - Say, this week we are learning how to: Make connections
 - Say, remember, we discussed this yesterday, when I asked you: Can you make a connection to this story? Has something like this ever happened to you or someone you know?
2. **Do the Second Read as follows:**
 - a. Read each page of the story aloud, fluently and audibly.
 - b. Show learners the picture.
 - c. Use the examples on the introduction page to model the comprehension strategy.
 - d. At the end of the story, ask the Read 2 questions as follows:
 - Direct Question 1 & 2 to individual learners.
 - Direct Question 3 to the whole class. Ask learners to discuss the question with a partner.
 - Call on a few learners to share their answers.



Writing: Plan and draft



TIME:
20 minutes



RESOURCES:
Writing
frame:

Label: Name

1. **Reintroduce the writing task.**
 - a. Say: Remember that this week we will draw and write about: How we felt on the first day of school.
2. **Instruct learners to think about their own writing.**
 - a. Say: Close your eyes and think about how you will answer the writing frame.
 - b. Say: Share your idea with a partner.
 - c. Brainstorm and write useful words on the board, e.g. happy, sad, nervous
3. **Instruct learners to begin writing in their exercise books.**
 - a. Say: Now draw and write down your own ideas.
 - b. Remind learners of the LSC: The first letter of the name is a capital letter.
4. **Walk around the room and help individual learners.**
 - a. Ask learners to tell you their ideas.
 - b. Help struggling learners to start the writing task.



Group Guided Reading: Conduct baseline assessment: Oral language comprehension



TIME:
15 minutes



RESOURCES:
Assessment
Book

Story to tell
learners or
read aloud

1. **Use this time to assess oral language comprehension (Repeat Activity).**
 - a. Settle learners so you have their attention.
2. **Tell or read a short story to learners (5 minutes).**
 - a. Ask individual learners to answer straight recall questions, e.g.: who, when, where, what.
3. **Level Descriptors:**

1 = Learner cannot answer question correctly.
2 = Learner answers question correctly but with some hesitation.
3 = Learner answers question correctly and quickly.



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's own
resources

- Use your own resources: Big Books, Anthologies and Storybooks are all suitable.
- Use this time to model fluent, expressive reading.
- This activity helps learners to develop a love of stories and reading.
- It also builds their vocabulary, background knowledge and working memory. These are all important comprehension skills.



Listening & Speaking: Discuss the Shared Reading story



TIME:
15 minutes



RESOURCES:
Discussion
framework:

This story
was about...

I liked it
when...

I learnt that...

1. **Prepare learners for a group discussion.**
 - a. Arrange learners into groups of 4.
 - b. Give each group a 'talking stick or stone'.
 - c. Say: You may only speak when you are holding the 'talking stick/stone'.
2. **Go through the discussion questions.**
 - a. Remind learners of the shared reading story for the week.
 - b. Write the discussion framework on the board.
 - c. Read and explain each question (sentence starter).
 - d. Tell learners that each member of the group must have a turn to answer each question.
 - e. Encourage learners to think of different answers.
3. **Instruct learners to begin their discussions.**
 - a. Instruct the learners holding the 'talking stick/stone' to begin.
 - b. Walk around and offer support as needed.
 - c. In the last few minutes, call on a group to share their answers.
4. **Learner Preparation**
 - a. Identify 3–4 learners to do Oral Presentations on Monday.
 - b. Tell these learners what to prepare for Monday. (See the LS lesson plan for Monday)



Phonics: Conduct baseline assessment



TIME:
15 minutes



RESOURCES:
Assessment
Book

1. **Use this time to assess phonics (Repeat Activity).**
 - a. Settle the class to complete a drawing or written activity.
 - b. Call individual learners to your table.
 - c. Have a list of the letters of the alphabet for your language, written in clear, large print.

2. **Point to each letter and ask the learner to read the letter (the sound).**
 - a. Make a note of the letters that the learner cannot yet read.

3. **Level Descriptors:**

1 = Learner reads 0–8 letters correctly.
--

2 = Learner reads 9–18 letters correctly.

3 = Learner reads 19 or more letters correctly.



Shared Reading: Do the Post-Read



TIME:
15 minutes



RESOURCES:
Anthology,
page 3

1. **Prepare learners for the Post-Read.**
 - a. Remind learners of the story title: *Olwethu's first day*
 - b. Explain the task. Say: Today we are going to draw and label our favourite part of the story.
2. **Model the task as follows:**
 - a. Close your eyes and pretend to think.
 - b. Open your eyes and say: My favourite part of the story was when...
 - c. Try not to choose the most obvious part of the story for your example.
 - d. Draw a quick picture on the board. As you draw, explain what you are drawing.
 - e. Add 1–2 labels.
3. **Instruct learners to complete the task.**
 - a. Tell learners to close their eyes and think of their favourite part of the story.
 - b. Say: Think of your own idea, do not copy my example.
 - c. Next, tell learners to open their eyes and to discuss their answers with their partner.
 - d. Then, instruct learners to draw this part of the story in their exercise books.
 - e. Help learners to add 1–2 labels to their drawings.
4. **Allow learners to share their work.**
 - a. Give learners a few minutes to show their work to their partner.
 - b. Call on a learner to share their work with the class.



Writing: Draft and edit



TIME:
20 minutes



RESOURCES:
Writing
frame:
Label: Name

1. **Remind learners of the writing task.**
 - a. Say: Today we will finish our writing task.
2. **Introduce differentiation.**
 - a. Walk around the room and help struggling learners.
 - b. Give advanced learners an additional prompt: Add details to your drawing.
3. **Instruct learners to read and edit their writing.**
 - a. Say: Now it is time to read and edit your writing.
 - b. Say, remember to check that: The first letter of the name is a capital letter.
4. **If time permits, ask learners to share their writing.**
 - a. Learners can share their writing with a partner.
 - b. A few learners can share their writing with the class.



Group Guided Reading: Conduct baseline assessment: Oral language comprehension



TIME:
15 minutes



RESOURCES:
Assessment
Book

Story to tell
learners or
read aloud

1. **Use this time to assess oral language comprehension (Repeat Activity).**
 - a. Settle learners so you have their attention.
2. **Tell or read a short story to learners (5 minutes).**
 - a. Ask individual learners to answer straight recall questions, e.g.: who, when, where, what.
3. **Level Descriptors:**

1 = Learner cannot answer question correctly.
2 = Learner answers question correctly but with some hesitation.
3 = Learner answers question correctly and quickly.

Note: Use the baseline assessment results to:

- Seat learners in mixed-ability pairs
- Arrange learners in same-ability groups for Group Guided Reading



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's own
resources

- Use your own resources: Big Books, Anthologies and Storybooks are all suitable.
- Use this time to model fluent, expressive reading.
- This activity helps learners to develop a love of stories and reading.
- It also builds their vocabulary, background knowledge and working memory. These are all important comprehension skills.



Listening & Speaking: Oral Presentations



TIME:
15 minutes



RESOURCES:
Selected
learners to
bring an item
or picture for
'Show and
Tell'

1. **Settle learners to watch their classmates present their oral presentations.**
2. **Remind learners of the following task: Show and tell**
 - a. Hold up the item or picture that you brought to show us.
 - b. Tell us about the item or picture. Say:
 - Today I will tell you about...
 - It is... (size, colour, weight, texture, etc.)
 - It is used for...
 - I like it because...
 - c. Then, ask the class: Are there any questions?
 - d. If someone has a question, try your best to answer it.
3. **Remind learners of the following presentation skills:**
 - a. When you are presenting, remember to:
 - Hold your object or picture so that everyone can see it
 - Say your sentences in the correct order
 - Say things once – do not repeat yourself
 - Speak in a loud, clear voice
4. **Call the selected learners one at a time to do their presentations.**
 - a. Build each learner's confidence by thanking them for their presentation and by giving some positive feedback.
 - b. At the end of the lesson, give the class some generic feedback to improve their presentations. For example: I struggled to hear some of you. Please try to keep your voices audible – we want to hear what you have to say.



Phonics: Teach a new sound



TIME:
15 minutes



RESOURCES:
Frieze Card: s

Pictures /
objects that
start with: s

1. **Introduce the new sound: s**
 - a. Say the sound x3.
 - b. Show learners the Frieze Card and read the sound x3.
 - c. Tell learners to listen and then repeat the sound.
2. **Say words that start with or use the sound: s**
 - a. Ask: Who can say a word that starts with or uses the sound, s?
 - b. Ask learners to name the resources you collected, e.g. sock, spoon.



Handwriting: Teach lower-case letter formation



TIME:
15 minutes



RESOURCES:
Handwriting
Chart

1. **Prepare learners for handwriting.**
 - a. Say: Let's warm up our fingers by rotating our wrists in circles to the left and then to the right.
 - b. Check and adjust learners' posture and pencil grip.
2. **Show learners how to form: s**
 - a. Stand with your back to learners.
 - b. Instruct left-handed learners to put their heads on their desks.
 - c. Use your right arm to form the letter: s
 - d. Instruct right-handed learners to form the letter with you.
 - e. Repeat with left-handed learners.
3. **Instruct learners to practice forming: s**
 - a. Say: Make the letter on your partner's back, the desk, in the sand.
4. **Instruct learners to practice writing: s**
 - a. Say: Write the letter in your exercise book x3.
 - b. Walk around and check each learner's letter formation.



Shared Reading: Introduce the story



TIME:
15 minutes



RESOURCES:
Anthology,
Introduction
page 13

1. **Introduce the story.**
 - a. Say: This week we will read a story titled, *My pen pal*, Li Wei
 - b. Say: *Pen pals* are people who live in different parts of the world who make friends by writing letters to each other. In this story, we read about a South African class of Grade 1 children who have pen pals in China. Before their teacher gives them their letters, she tells them all about school in China.
 - c. Ask: Do you know anything about this?
 - d. Briefly show learners the pictures from the story.
2. **Build learners' background knowledge.**
 - a. Share and explain the background information provided for the story.
 - b. Show learners where the story takes place using the Anthology map.
 - c. Ask: Do you have any questions about this story?
3. **Explain the comprehension strategy.**
 - a. Say, this week we will learn how to: Make connections
 - b. Explain this strategy to learners.



Group Guided Reading: Whole Class Orientation



TIME:
30 minutes



RESOURCES:
Core Reader

Learners'
exercise
books

Learners'
pencils

- Use this time to train learners on the routines and guidelines for GGR.
- The more effectively this is done, the easier it will be to manage GGR.

Preparation

1. At the start of GGR time, identify and train monitors to hand out:
 - Core Readers
 - Learners' exercise books
2. Train learners to open their Core Readers and exercise books to the correct page.
3. Explain that from Week 5, during GGR, learners will work in pairs to complete the activities in their Core Readers.

Paired Reading

1. Tell learners that from Week 5, they will work with their partner to complete the activities.
2. Take learners through the practice activities for the day.
3. Help them to identify each activity, and to understand what must be done.

Establish Guidelines for GGR

1. Train learners on a set of guidelines that work for you and your context.
2. These should include guidelines like:
 - a. Take turns to read and to listen when working with your partner.
 - b. Use your inside voice / level 1 voice / whisper voice.
 - c. Be patient and help your partner.
 - d. Do not put your hand up or bother teacher when she is listening to reading.
 - e. If you need the toilet, use a Bathroom Pass.
 - f. If you are stuck, move on to the next activity. Ask teacher to help when she is free.

Ending the lesson

1. Train learners to close their Core Readers and exercise books.
2. Train monitors to quickly and quietly collect the books and return them to their shelf.
3. Thank learners for their effort. Point out a few things that were done well.

Internalise the routine and guidelines

1. Go through this process every day for two weeks.
2. In order for GGR to be successful, learners must know what is expected of them and how to behave.



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's own
resources

- Use your own resources: Big Books, Anthologies and Storybooks are all suitable.
- Use this time to model fluent, expressive reading.
- This activity helps learners to develop a love of stories and reading.
- It also builds their vocabulary, background knowledge and working memory. These are all important comprehension skills.



Listening & Speaking: Teach vocabulary



TIME:
15 minutes



RESOURCES:
Vocabulary
flashcards,
pictures,
objects
Core Reader

1. **Remind learners of the theme.**
 - a. Instruct learners to open their Core Readers to page 2.
 - b. Read or say the language enrichment once again.
 - c. Show learners the list of vocabulary words for the theme.
 - d. Explain that these words will help us to understand and talk about the theme.
 - e. Read the list of words to them.
2. **Use PATS to teach vocabulary.**
 - a. Teach the following vocabulary words:
 - *China: A big country in Asia. Many, many people live here; it has different languages and foods.*
 - *learn: To find out about new things and how to do things that you couldn't do before.*
 - *letter: A message that you write on paper to give to, or send, to someone.*
3. **Use the PATS strategies that are suitable for each word:**

P: Point at a picture or real object
 A: Act out the word
 T: Tell learners the meaning of the word
 S: Say the word in a sentence



Phonics: Teach a new sound



TIME:
15 minutes



RESOURCES:
Frieze Card: s

1. **Revise the new sound: s**
 - a. Say the sound x3.
 - b. Show learners the Frieze Card and read the sound x3.
 - c. Tell learners to listen and then repeat the sound.
2. **Say words that start with or use the sound: s**
 - a. Ask: Who can say a word that starts with or uses the sound, s?
 - b. Ask learners to name the resources you collected, e.g. sock, spoon.



Handwriting: Teach upper-case letter formation



TIME:
15 minutes



RESOURCES:
Handwriting
Chart

1. **Prepare learners for handwriting.**
 - a. Say: Let's warm up our fingers by flicking our fingers in and out.
 - b. Check and adjust learners' posture and pencil grip.
2. **Show learners how to form: S**
 - a. Stand with your back to learners.
 - b. Instruct left-handed learners to put their heads on their desks.
 - c. Use your right arm to form the letter: S
 - d. Instruct right-handed learners to form the letter with you.
 - e. Repeat with left-handed learners.
3. **Instruct learners to practice forming: S**
 - Say: Make the letter on your partner's back, the desk, in the sand.
4. **Instruct learners to practice writing: S**
 - a. Say: Write the letter in your exercise book x3.
 - b. Walk around and check each learner's letter formation.



Shared Reading: Do the Pre-Read



TIME:
15 minutes



RESOURCES:
Anthology,
page 15

1. **Settle learners for the Pre-Read.**
 - a. Call learners to sit on the carpet or floor.
 - b. Sit in front of the learners with the Anthology.
 - c. Make sure all learners can see the book.
 - d. Remind learners of the behaviour you expect during Shared Reading, e.g. sit cross legged; keep your hands in your lap; listen carefully; respond when called on; raise your hand to ask a question.
2. **Do the Pre-Read as follows:**
 - a. Say the title of the story: *My pen pal, Li Wei*
 - b. Explain the skill of prediction. Say: When we make a prediction, we use the title and pictures to try and work out what the story will be about.
 - c. Show learners the pictures on each page.
 - d. Ask: What do you think is happening here?
 - e. Ask: How do you think these pictures link together?



Group Guided Reading: Whole Class Orientation



TIME:
30 minutes



RESOURCES:
Core Reader

Learners'
exercise
books

Learners'
pencils

1. Repeat the orientation process as per Monday.
2. Take learners through the practice activities for the day.



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's own
resources

- Use your own resources: Big Books, Anthologies and Storybooks are all suitable.
- Use this time to model fluent, expressive reading.
- This activity helps learners to develop a love of stories and reading.
- It also builds their vocabulary, background knowledge and working memory. These are all important comprehension skills.



Listening & Speaking: Creative Storytelling



TIME:
15 minutes



RESOURCES:
Core Reader

1. **Prepare learners for creative storytelling.**
 - a. Arrange learners in groups of 4.
 - b. Tell learners to open their Core Readers to page 5.
2. **Direct learners to look at the picture.**
 - a. Ask: What do you see in this picture?
3. **Tell learners that they must each make up a short story about the picture.**
4. **Tell learners how to structure their story. Say:**
 - a. Give each character in your story a name.
 - b. Say where the story takes place.
 - c. Your story must have a beginning, a middle and an end.
 - d. This picture only shows part of your story.
 - The picture may show the beginning of your story.
 - The picture may show the middle of your story.
 - The picture may show the end of your story.
 - e. You can start your story by saying:
 - a. The alarm didn't ring...
 - b. After school...
5. **Instruct learners to complete the activity.**
 - a. Give learners a few minutes to think of their story in silence.
 - b. Then, instruct learners to take turns to tell their stories to their group.
You may want to use the 'talking stick/stone' for this.
 - c. As learners talk, walk around and listen.
6. **End the lesson as follows:**
 - a. Call on one learner to share their story with the class or ask 1–2 learners questions about their group's stories.
 - Ask: What was X's story about?
 - Ask: What did you like about X's story?
 - b. Give the class some generic feedback to improve their stories.
For example: Usually, at the beginning of the story, we say where the story takes place, and who the characters are. Next time, try to include this information in your stories.



Phonics: Teach a new sound



TIME:
15 minutes



RESOURCES:
Frieze Card: s

1. **Revise the new sound: s**
 - a. Show learners the Frieze Card and ask different learners to read the sound.
2. **Say words that start with or use the sound: s**
 - a. Ask: Who can say a word that starts with or uses the sound, s?
 - b. Ask learners to name the resources you collected, e.g. sock, spoon.



Handwriting: Practice handwriting



TIME:
15 minutes



RESOURCES:
Handwriting
Chart

1. **Prepare learners for handwriting.**
 - a. Say: Let's warm up our fingers by pretending to play the piano.
 - b. Check and adjust learners' posture and pencil grip.
2. **Model how to write: s**
 - a. Show learners how to write the letter on the board.
 - b. As you write, explain the starting point, direction and end point of each letter.
 - c. Next, write a smaller row of the letters, modelling how to leave one finger space between letters.
 - d. Repeat this process modelling how to write: S
3. **Instruct learners to write in their exercise books.**
 - a. Instruct learners to write: a row of the lower-case letter s
 - b. Instruct learners to write: a row of the upper-case letter S
 - c. Walk around and check each learner's: letter formation and spacing.



Shared Reading: Do the First Read



TIME:
15 minutes



RESOURCES:
Anthology,
page 15

1. **Prepare learners for the First Read.**
 - a. Settle learners on the carpet.
 - b. Remind them of the expected behaviour.
 - c. Remind learners of the story title: *My pen pal, Li Wei*
 - d. Say: *Pen pals* are people who live in different parts of the world who make friends by writing letters to each other. In this story, we read about a South African class of Grade 1 children who have pen pals in China. Before their teacher gives them their letters, she tells them all about school in China.
 - e. Ask: Do you know anything about this?
2. **Do the First Read as follows:**
 - a. Read each page of the story aloud, fluently and audibly.
 - b. Show learners the pictures.
 - c. Where necessary, stop and explain to learners.
 - d. Point out the vocabulary words as they appear.
 - e. At the end of the story, ask the Read 1 questions as follows:
 - Direct Question 1 & 2 to individual learners.
 - Direct Question 3 to the whole class. Ask learners to discuss the question with a partner.
 - Call on a few learners to share their answers.
 - f. Remind learners of the comprehension strategy.
 - Say, this week we are learning how to: Make connections
 - Ask learners: Can you make a connection to this story? Has something like this ever happened to you or someone you know?



Writing: Model the LSC and task



TIME:
20 minutes



RESOURCES:
DBE
Workbook,
page 63

Writing
Frame:

I go by...

1. **Introduce the LSC focus.**
 - a. Say: This week we will focus on: Using a capital letter at the beginning of a sentence.
 - b. Write a sentence on the board: We all go to school.
 - c. Point out the LSC: The first letter of the sentence is a capital letter.
2. **Introduce the writing task.**
 - a. Say: This week we will: Draw a picture and write one sentence.
 - b. Say: We will draw and write about: How we get to school.
3. **Explain your own answer to the writing task orally, before writing.**
 - a. Say: I get to school by...
4. **Model the task on the board.**
 - a. Draw a quick picture that shows: How you get to school.
 - b. Show learners how to complete the writing frame.
 - c. Point out the LSC: The first letter of the sentence is a capital letter.



Group Guided Reading: Whole Class Orientation



TIME:
30 minutes



RESOURCES:
Core Reader

Learners'
exercise
books

Learners'
pencils

1. Repeat the orientation process as per Monday.
2. Take learners through the practice activities for the day.



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's own
resources

- Use your own resources: Big Books, Anthologies and Storybooks are all suitable.
- Use this time to model fluent, expressive reading.
- This activity helps learners to develop a love of stories and reading.
- It also builds their vocabulary, background knowledge and working memory. These are all important comprehension skills.



Phonics: Complete a DBE Workbook Activity



TIME:
15 minutes



RESOURCES:
Frieze Card: s

DBE
Workbook

1. **Revise the new sound: s**
 - a. Show learners the Frieze Card and ask different learners to read the sound.
2. **Complete the DBE Workbook activity.**
 - a. Instruct learners to open DBE Workbook 1, page 31.
 - b. Explain the task to learners.
 - c. Instruct learners to complete the task.
 - d. As learners work, walk around and provide support as needed.



Handwriting: Complete a DBE Workbook Activity



TIME:
15 minutes



RESOURCES:
Handwriting
Chart

DBE
Workbook

1. **Prepare learners for handwriting.**
 - a. Say: Let's warm up our fingers by shaking our hands out.
 - b. Check and adjust learners' posture and pencil grip.
2. **Complete the handwriting activity in the DBE Workbook.**
 - a. Instruct learners to open DBE Workbook 1, pages 28, 29.
 - b. Explain the task to them.
 - c. Instruct learners to complete the task.
 - d. As learners work, walk around and provide support as needed.



Shared Reading: Do the Second Read



TIME:
15 minutes



RESOURCES:
Anthology,
page 15

1. **Prepare learners for the Second Read.**
 - a. Settle learners on the carpet.
 - b. Remind them of the expected behaviour.
 - c. Remind learners of the story title: *My pen pal, Li Wei*
 - d. Remind learners of the comprehension strategy.
 - Say, this week we are learning how to: Make connections
 - Say, remember, we discussed this yesterday, when I asked you: Can you make a connection to this story? Has something like this ever happened to you or someone you know?
2. **Do the Second Read as follows:**
 - a. Read each page of the story aloud, fluently and audibly.
 - b. Show learners the picture.
 - c. Use the examples on the introduction page to model the comprehension strategy.
 - d. At the end of the story, ask the Read 2 questions as follows:
 - Direct Question 1 & 2 to individual learners.
 - Direct Question 3 to the whole class. Ask learners to discuss the question with a partner.
 - Call on a few learners to share their answers.



Writing: Plan and draft



TIME:
20 minutes



RESOURCES:
DBE
Workbook,
page 63
Writing
frame:
I go by...

1. **Reintroduce the writing task.**
 - a. Say: Remember that this week we will draw and write about: How we get to school.
2. **Instruct learners to think about their own writing.**
 - a. Say: Close your eyes and think about how you will answer the writing frame.
 - b. Say: Share your idea with a partner.
 - c. Brainstorm and write useful words on the board, e.g. foot, taxi, bus
3. **Instruct learners to open the correct page in their DBE workbooks.**
 - a. Say: Now draw and write down your own ideas.
 - b. Remind learners of the LSC: The first letter of the sentence is a capital letter.
4. **Walk around the room and help individual learners.**
 - a. Ask learners to tell you their ideas.
 - b. Help struggling learners to start the writing task.



Group Guided Reading: Whole Class Orientation



TIME:
30 minutes



RESOURCES:
Core Reader

Learners'
exercise
books

Learners'
pencils

1. Repeat the orientation process as per Monday.
2. Take learners through the practice activities for the day.



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's own
resources

- Use your own resources: Big Books, Anthologies and Storybooks are all suitable.
- Use this time to model fluent, expressive reading.
- This activity helps learners to develop a love of stories and reading.
- It also builds their vocabulary, background knowledge and working memory. These are all important comprehension skills.



Listening & Speaking: Discuss the Shared Reading story



TIME:
15 minutes



RESOURCES:
Discussion
framework:

This story
was about...

I liked the
character...
because...

I learnt that...

1. **Prepare learners for a group discussion.**
 - a. Arrange learners into groups of 4.
 - b. Give each group a 'talking stick or stone'.
 - c. Say: You may only speak when you are holding the 'talking stick/stone'.
2. **Go through the discussion questions.**
 - a. Remind learners of the shared reading story for the week.
 - b. Write the discussion framework on the board.
 - c. Read and explain each question (sentence starter).
 - d. Tell learners that each member of the group must have a turn to answer each question.
 - e. Encourage learners to think of different answers.
3. **Instruct learners to begin their discussions.**
 - a. Instruct the learners holding the 'talking stick/stone' to begin.
 - b. Walk around and offer support as needed.
 - c. In the last few minutes, call on a group to share their answers.
4. **Learner Preparation**
 - a. Identify 3–4 learners to do Oral Presentations on Monday.
 - b. Tell these learners what to prepare for Monday. (See the LS lesson plan for Monday)



Phonics: Teach a new sound



TIME:
15 minutes



RESOURCES:
Frieze Card: s

1. **Revise the new sound: s**
 - a. Show learners the Frieze Card and ask different learners to read the sound.
2. **Say words that start with or use the sound: s**
 - a. Ask: Who can say a word that starts with or uses the sound, s?
 - b. Ask learners to name the resources you collected, e.g. sock, spoon.



Shared Reading: Do the Post-Read



TIME:
15 minutes



RESOURCES:
Anthology,
page 15

1. **Prepare learners for the Post-Read.**
 - a. Remind learners of the story title: *My pen pal, Li Wei*
 - b. Explain the task. Say: Today we are going to summarise the story.
2. **Model the task as follows:**
 - a. Say: When we summarise the story, we must say:
 - What the story was about
 - What I liked about the story
 - What I learnt from the story
 - b. Briefly share your answers to these questions.
 - c. Try not to choose the most obvious answers for your example.
3. **Instruct learners to complete the task.**
 - a. Tell learners to think of their own summaries, they must not copy your example.
 - b. Tell learners to start their answers as follows:
 - The story was about...
 - I liked...
 - I learnt...
 - c. Next, instruct learners to share their summaries with a partner.
 - d. As learners share their summaries, walk around and provide support as needed.
 - e. At the end of the lesson, call on 1–2 learners to share their summaries with the class.
4. **Allow learners to share their work.**
 - Call on a learner to share their work with the class.



Writing: Draft and edit



TIME:
20 minutes



RESOURCES:
DBE
Workbook,
page 63

Writing
frame:

I go by...

1. **Remind learners of the writing task.**
 - a. Say: Today we will finish our writing task.
2. **Introduce differentiation.**
 - a. Walk around the room and help struggling learners.
 - b. Give advanced learners an additional prompt: Add details to your drawing.
3. **Instruct learners to read and edit their writing.**
 - a. Say: Now it is time to read and edit your writing.
 - b. Say, remember to check that: The first letter of the sentence is a capital letter.
4. **If time permits, ask learners to share their writing.**
 - a. Learners can share their writing with a partner.
 - b. A few learners can share their writing with the class.



Group Guided Reading: Whole Class Orientation



TIME:
30 minutes



RESOURCES:
Core Reader

Learners'
exercise
books

Learners'
pencils

1. Repeat the orientation process as per Monday.
2. Take learners through the practice activities for the day.



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's own
resources

- Use your own resources: Big Books, Anthologies and Storybooks are all suitable.
- Use this time to model fluent, expressive reading.
- This activity helps learners to develop a love of stories and reading.
- It also builds their vocabulary, background knowledge and working memory. These are all important comprehension skills.



Listening & Speaking: Introduce the theme



TIME:
15 minutes



RESOURCES:
Pictures and
real objects
for theme
display
Core Reader

1. **Prepare a theme display:** *Our families*
2. **Ask open questions to activate learners' background knowledge.**
 - *Who are the family members that you live with?*
 - *Do you think it is nice to have a big or small family? Why?*
 - *What are some of the fun things that you do with your family?*
3. **Make a mind map using the questions and learners' answers.**
4. **Add your own answers to the mind map to extend learners' knowledge.**
5. **Instruct learners to open their Core Readers to page 6.**
6. **Tell learners to point to the language enrichment for the theme.**
 - a. Read the language enrichment aloud.
 - b. Instruct learners to read it with you, or to repeat it after you: John's mother had three children. The first was named April. The second was named May. What was the third child named?
7. **Discuss the language enrichment with learners.**
 - a. Ask: Can you tell me what this means? / Can you figure out the answer?
 - b. Encourage learners to share their ideas.
 - c. Explain the meaning or provide the answer as follows: The answer is John. This riddle is tricky because it tells us the third child's name at the beginning – John's mother had three children. But then, because the first two names are April and May, we automatically want to say that the third child is June, because we are used to naming the months of the year in order. (In English, girls are sometimes named after the months of the year.)



Phonics: Teach a new sound



TIME:
15 minutes



RESOURCES:
Frieze Card: a

Pictures /
objects that
start with: a

1. **Introduce the new sound: a**
 - a. Say the sound x3.
 - b. Show learners the Frieze Card and read the sound x3.
 - c. Tell learners to listen and then repeat the sound.
2. **Say words that start with or use the sound: a**
 - a. Ask: Who can say a word that starts with or uses the sound, a?
 - b. Ask learners to name the resources you collected, e.g. apple, ant.



Handwriting: Teach lower-case letter formation



TIME:
15 minutes



RESOURCES:
Handwriting
Chart

1. **Prepare learners for handwriting.**
 - a. Say: Let's warm up our fingers by shaking our hands out.
 - b. Check and adjust learners' posture and pencil grip.
2. **Show learners how to form: a**
 - a. Stand with your back to learners.
 - b. Instruct left-handed learners to put their heads on their desks.
 - c. Use your right arm to form the letter: a
 - d. Instruct right-handed learners to form the letter with you.
 - e. Repeat with left-handed learners.
3. **Instruct learners to practice forming: a**
 - a. Say: Make the letter on your partner's back, the desk, in the sand.
4. **Instruct learners to practice writing: a**
 - a. Say: Write the letter in your exercise book x3.
 - b. Walk around and check each learner's letter formation.



Shared Reading: Introduce the story



TIME:
15 minutes



RESOURCES:
Anthology,
Introduction
page 25

1. **Introduce the story.**
 - a. Say: This week we will read a story titled, *Bear gets a haircut*
 - b. Say: *In this story, we meet a brother and sister, Marie and Josh. In the story, Josh tries to do something nice for his sister, but he ends up upsetting her. We see how a brother and sister can upset each other and argue, but also how they can forgive each other.*
 - c. Ask: Do you know anything about this?
 - d. Briefly show learners the pictures from the story.
2. **Build learners' background knowledge.**
 - a. Share and explain the background information provided for the story.
 - b. Show learners where the story takes place using the Anthology map.
 - c. Ask: Do you have any questions about this story?
3. **Explain the comprehension strategy.**
 - a. Say, this week we will learn how to: Make inferences
 - b. Explain this strategy to learners.



Group Guided Reading: Whole Class Orientation



TIME:
30 minutes



RESOURCES:
Core Reader

Learners'
exercise
books

Learners'
pencils

- Use this time to train learners on the routines and guidelines for GGR.
- The more effectively this is done, the easier it will be to manage GGR.

Preparation

1. At the start of GGR time, identify and train monitors to hand out:
 - Core Readers
 - Learners' exercise books
2. Train learners to open their Core Readers and exercise books to the correct page.
3. Explain that from Week 5, during GGR, learners will work in pairs to complete the activities in their Core Readers.

Paired Reading

1. Tell learners that from Week 5, they will work with their partner to complete the activities.
2. Take learners through the practice activities for the day.
3. Help them to identify each activity, and to understand what must be done.

Establish Guidelines for GGR

1. Train learners on a set of guidelines that work for you and your context.
2. These should include guidelines like:
 - a. Take turns to read and to listen when working with your partner.
 - b. Use your inside voice / level 1 voice / whisper voice.
 - c. Be patient and help your partner.
 - d. Do not put your hand up or bother teacher when she is listening to reading.
 - e. If you need the toilet, use a Bathroom Pass.
 - f. If you are stuck, move on to the next activity. Ask teacher to help when she is free.

Ending the lesson

1. Train learners to close their Core Readers and exercise books.
2. Train monitors to quickly and quietly collect the books and return them to their shelf.
3. Thank learners for their effort. Point out a few things that were done well.

Internalise the routine and guidelines

1. Go through this process every day for two weeks.
2. In order for GGR to be successful, learners must know what is expected of them and how to behave.



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's own
resources

- Use your own resources: Big Books, Anthologies and Storybooks are all suitable.
- Use this time to model fluent, expressive reading.
- This activity helps learners to develop a love of stories and reading.
- It also builds their vocabulary, background knowledge and working memory. These are all important comprehension skills.



Listening & Speaking: Teach vocabulary



TIME:
15 minutes



RESOURCES:
Vocabulary
flashcards,
pictures,
objects
Core Reader

1. **Remind learners of the theme.**
 - a. Instruct learners to open their Core Readers to page 6.
 - b. Read or say the language enrichment once again.
 - c. Show learners the list of vocabulary words for the theme.
 - d. Explain that these words will help us to understand and talk about the theme.
 - e. Read the list of words to them.
2. **Use PATS to teach vocabulary.**
 - a. Teach the following vocabulary words:
 - *family: The people who live with you and take care of you, like parents, brothers, sisters and grandparents.*
 - *haircut: When someone cuts your hair to make it shorter or look nice.*
 - *special: Something that is different and important, or that makes you happy.*
3. **Use the PATS strategies that are suitable for each word:**

P: Point at a picture or real object
 A: Act out the word
 T: Tell learners the meaning of the word
 S: Say the word in a sentence



Phonics: Teach and practice blending



TIME:
15 minutes



RESOURCES:
Frieze Card: a

1. **Revise the new sound: a**
 - a. Say the sound x3.
 - b. Show learners the Frieze Card and read the sound x3.
 - c. Tell learners to listen and then repeat the sound.
2. **Model the skill of blending.**
 - a. Write the following sounds on the board: s, a
 - b. Point to each letter and say the sound.
 - c. Blend some of these letters together to build a word.
 - For example: a-s = as
 - d. Point to the first letter and say the sound, then write it down.
 - e. Repeat this process for all the sounds in the word.
 - f. Then, run your finger below the word, blending the sounds together as you go. Finally, read the word.
 - g. Call a few individual learners to the board to form their own words.



Handwriting: Teach upper-case letter formation



TIME:
15 minutes



RESOURCES:
Handwriting
Chart

1. **Prepare learners for handwriting.**
 - a. Say: Let's warm up our fingers by flicking our fingers in and out.
 - b. Check and adjust learners' posture and pencil grip.
2. **Show learners how to form: A**
 - a. Stand with your back to learners.
 - b. Instruct left-handed learners to put their heads on their desks.
 - c. Use your right arm to form the letter: A
 - d. Instruct right-handed learners to form the letter with you.
 - e. Repeat with left-handed learners.
3. **Instruct learners to practice forming: A**
 - Say: Make the letter on your partner's back, the desk, in the sand.
4. **Instruct learners to practice writing: A**
 - a. Say: Write the letter in your exercise book x3.
 - b. Walk around and check each learner's letter formation.



Shared Reading: Do the Pre-Read



TIME:
15 minutes



RESOURCES:
Anthology,
page 27

1. **Settle learners for the Pre-Read.**
 - a. Call learners to sit on the carpet or floor.
 - b. Sit in front of the learners with the Anthology.
 - c. Make sure all learners can see the book.
 - d. Remind learners of the behaviour you expect during Shared Reading, e.g. sit cross legged; keep your hands in your lap; listen carefully; respond when called on; raise your hand to ask a question.
2. **Do the Pre-Read as follows:**
 - a. Say the title of the story: *Bear* gets a haircut
 - b. Explain the skill of prediction. Say: When we make a prediction, we use the title and pictures to try and work out what the story will be about.
 - c. Show learners the pictures on each page.
 - d. Ask: What do you think is happening here?
 - e. Ask: How do you think these pictures link together?



Group Guided Reading: Whole Class Orientation



TIME:
30 minutes



RESOURCES:
Core Reader

Learners'
exercise
books

Learners'
pencils

1. Repeat the orientation process as per Monday.
2. Take learners through the practice activities for the day.



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's own
resources

- Use your own resources: Big Books, Anthologies and Storybooks are all suitable.
- Use this time to model fluent, expressive reading.
- This activity helps learners to develop a love of stories and reading.
- It also builds their vocabulary, background knowledge and working memory. These are all important comprehension skills.



Listening & Speaking: Teach vocabulary and discuss the theme picture



TIME:
15 minutes



RESOURCES:
Vocabulary
flashcards,
pictures,
objects

Core Reader

1. **Use PATS to teach vocabulary.**
 - a. Teach the following vocabulary words:
 - *relative*: A person in your family, like a parent, aunt, uncle, or grandparent.
 - *related (to)*: People who are in the same family are related to each other.
 - *sibling*: A brother or sister.
 - b. Use the PATS strategies that are suitable for each word.
2. **Build learners' background knowledge.**
 - a. Instruct learners to open their Core Readers to page 8.
 - b. Tell learners the following information about the picture:
 - *There are many different kinds of families. A family may have one parent, two parents, grandparents, adoptive parents, or parents who live apart.*
 - *Friends are people you choose to play with, but families are the people who take care of you and live in your home or are related to you.*
 - *Families may be different in many ways. What makes a family is they love and care for each other, they keep each other safe, and they share things.*
3. **Discuss the picture.**
 - a. Use the questions that follow to discuss the picture as follows:
 - Ask the first question.
 - Instruct learners to discuss the question with their partner.
 - Call on a few individual learners to share their answers.
 - Build learners' background knowledge by correcting misunderstandings and by sharing information related to the theme.
 - Repeat this process with all questions.
4. **Questions:**
 - a. Who are the people in your family?
 - b. What is the difference between a family member and a friend?
 - c. In what ways can families be different from each other?



Phonics: Teach and practice segmenting



TIME:
15 minutes



RESOURCES:
Frieze Card: a

1. **Revise the new sound: a**
 - a. Show learners the Frieze Card and ask different learners to read the sound.
2. **Model the skill of segmenting.**
 - a. Write the following words on the board: as
 - b. Segment the first word.
 - c. Point to the first letter and say the sound.
 - d. Repeat this process for all the sounds in the word.
 - e. Then, run your finger below the word and blend the sounds as you go.
 - f. Call individual learners to the board to segment the other words.



Handwriting: Practice handwriting



TIME:
15 minutes



RESOURCES:
Handwriting
Chart

1. **Prepare learners for handwriting.**
 - a. Say: Let's warm up our fingers by crumpling up a piece of paper and then smoothing it out.
 - b. Check and adjust learners' posture and pencil grip.
2. **Model how to write: a**
 - a. Show learners how to write the letter on the board.
 - b. As you write, explain the starting point, direction and end point of each letter.
 - c. Next, write a smaller row of the letters, modelling how to leave one finger space between letters.
 - d. Repeat this process modelling how to write: A
3. **Instruct learners to write in their exercise books.**
 - a. Instruct learners to write: a row of the lower-case letter a
 - b. Instruct learners to write: a row of the upper-case letter A
 - c. Walk around and check each learner's: letter formation and spacing.



Shared Reading: Do the First Read



TIME:
15 minutes



RESOURCES:
Anthology,
page 27

1. **Prepare learners for the First Read.**
 - a. Settle learners on the carpet.
 - b. Remind them of the expected behaviour.
 - c. Remind learners of the story title: *Bear gets a haircut*
 - d. Say: *In this story, we meet a brother and sister, Marie and Josh. In the story, Josh tries to do something nice for his sister, but he ends up upsetting her. We see how a brother and sister can upset each other and argue, but also how they can forgive each other.*
2. **Do the First Read as follows:**
 - a. Read each page of the story aloud, fluently and audibly.
 - b. Show learners the pictures.
 - c. Where necessary, stop and explain to learners.
 - d. Point out the vocabulary words as they appear.
 - e. At the end of the story, ask the Read 1 questions as follows:
 - Direct Question 1 & 2 to individual learners.
 - Direct Question 3 to the whole class. Ask learners to discuss the question with a partner.
 - Call on a few learners to share their answers.
 - f. Remind learners of the comprehension strategy.
 - Say, this week we are learning how to: Make inferences
 - Ask learners: What good guess can we make about this that the author hasn't told us? What can you guess about the character's thoughts / feelings?



Writing: Model the LSC and task



TIME:
20 minutes



RESOURCES:
Writing
frame:
Label: Names

1. **Introduce the LSC focus.**
 - a. Say: This week we will focus on: Using a capital letter at the beginning of someone's name.
 - b. Write a sentence on the board: Her name is Susie.
 - c. Point out the LSC: The first letter of the name is a capital letter.
2. **Introduce the writing task.**
 - a. Say: This week we will: Draw a picture and add 1–2 labels.
 - b. Say: We will draw and write about: The people in our family.
3. **Explain your own answer to the writing task orally, before writing.**
 - a. Say: Some of the people in my family are...
4. **Model the task on the board.**
 - a. Draw a quick picture that shows: Your family.
 - b. Show learners how to complete the writing frame.
 - c. Point out the LSC: The first letter of the name is a capital letter.



Group Guided Reading: Whole Class Orientation



TIME:
30 minutes



RESOURCES:
Core Reader

Learners'
exercise
books

Learners'
pencils

1. Repeat the orientation process as per Monday.
2. Take learners through the practice activities for the day.



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's own
resources

- Use your own resources: Big Books, Anthologies and Storybooks are all suitable.
- Use this time to model fluent, expressive reading.
- This activity helps learners to develop a love of stories and reading.
- It also builds their vocabulary, background knowledge and working memory. These are all important comprehension skills.



Phonics: Complete a DBE Workbook Activity



TIME:
15 minutes



RESOURCES:
Frieze Card: a

DBE
Workbook

1. **Revise the new sound: a**
 - a. Show learners the Frieze Card and ask different learners to read the sound.
2. **Complete the DBE Workbook activity.**
 - a. Instruct learners to open DBE Workbook 1, page 51.
 - b. Explain the task to learners.
 - c. Instruct learners to complete the task.
 - d. As learners work, walk around and provide support as needed.



Handwriting: Complete a DBE Workbook Activity



TIME:
15 minutes



RESOURCES:
Handwriting
Chart

DBE
Workbook

1. **Prepare learners for handwriting.**
 - a. Say: Let's warm up our fingers by pretending to play the piano.
 - b. Check and adjust learners' posture and pencil grip.
2. **Complete the handwriting activity in the DBE Workbook.**
 - a. Instruct learners to open DBE Workbook 1, pages 32.
 - b. Explain the task to them.
 - c. Instruct learners to complete the task.
 - d. As learners work, walk around and provide support as needed.



Shared Reading: Do the Second Read



TIME:
15 minutes



RESOURCES:
Anthology,
page 27

1. **Prepare learners for the Second Read.**
 - a. Settle learners on the carpet.
 - b. Remind them of the expected behaviour.
 - c. Remind learners of the story title: *Bear gets a haircut*
 - d. Say, this week we are learning how to: Make inferences
 - Say, remember, we discussed this yesterday, when I asked you: What good guess can we make about this that the author hasn't told us? What can you guess about the character's thoughts / feelings?
2. **Do the Second Read as follows:**
 - a. Read each page of the story aloud, fluently and audibly.
 - b. Show learners the picture.
 - c. Use the examples on the introduction page to model the comprehension strategy.
 - d. At the end of the story, ask the Read 2 questions as follows:
 - Direct Question 1 & 2 to individual learners.
 - Direct Question 3 to the whole class. Ask learners to discuss the question with a partner.
 - Call on a few learners to share their answers.



Writing: Plan and draft



TIME:
20 minutes



RESOURCES:
Writing
frame:
Label: Names

1. **Reintroduce the writing task.**
 - a. Say: Remember that this week we will draw and write about: The people in our family.
2. **Instruct learners to think about their own writing.**
 - a. Say: Close your eyes and think about how you will answer the writing frame.
 - b. Say: Share your idea with a partner.
 - c. Brainstorm and write useful words on the board, e.g. Mom, Dad, Granny
3. **Instruct learners to begin writing in their exercise books.**
 - a. Say: Now draw and write down your own ideas.
 - b. Remind learners of the LSC: The first letter of the name is a capital letter.
4. **Walk around the room and help individual learners.**
 - a. Ask learners to tell you their ideas.
 - b. Help struggling learners to start the writing task.



Group Guided Reading: Whole Class Orientation



TIME:
30 minutes



RESOURCES:
Core Reader

Learners'
exercise
books

Learners'
pencils

1. Repeat the orientation process as per Monday.
2. Take learners through the practice activities for the day.



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's own
resources

- Use your own resources: Big Books, Anthologies and Storybooks are all suitable.
- Use this time to model fluent, expressive reading.
- This activity helps learners to develop a love of stories and reading.
- It also builds their vocabulary, background knowledge and working memory. These are all important comprehension skills.



Listening & Speaking: Discuss the Shared Reading story



TIME:
15 minutes



RESOURCES:
Discussion
framework:

This story
was about...

I liked it
when...

I learnt that...

1. **Prepare learners for a group discussion.**
 - a. Arrange learners into groups of 4.
 - b. Give each group a 'talking stick or stone'.
 - c. Say: You may only speak when you are holding the 'talking stick/stone'.
2. **Go through the discussion questions.**
 - a. Remind learners of the shared reading story for the week.
 - b. Write the discussion framework on the board.
 - c. Read and explain each question (sentence starter).
 - d. Tell learners that each member of the group must have a turn to answer each question.
 - e. Encourage learners to think of different answers.
3. **Instruct learners to begin their discussions.**
 - a. Instruct the learners holding the 'talking stick/stone' to begin.
 - b. Walk around and offer support as needed.
 - c. In the last few minutes, call on a group to share their answers.
4. **Learner Preparation**
 - a. Identify 3–4 learners to do Oral Presentations on Monday.
 - b. Tell these learners what to prepare for Monday. (See the LS lesson plan for Monday)



Phonics: Manipulate sounds in words



TIME:
15 minutes



RESOURCES:
No resources
required

1. **Model how to manipulate sounds in the following word: sas**
 - a. Write the word on the board.
 - b. Show learners what happens if you take away the first sound /s/. You are left with: -as



Shared Reading: Do the Post-Read



TIME:
15 minutes



RESOURCES:
Anthology,
page 27

1. **Prepare learners for the Post-Read.**
 - a. Remind learners of the story title: *Bear gets a haircut*
 - b. Explain the task. Say: Today we are going to draw and label our favourite part of the story.
2. **Model the task as follows:**
 - a. Close your eyes and pretend to think.
 - b. Open your eyes and say: My favourite part of the story was when...
 - c. Try not to choose the most obvious part of the story for your example.
 - d. Draw a quick picture on the board. As you draw, explain what you are drawing.
 - e. Add 1–2 labels.
3. **Instruct learners to complete the task.**
 - a. Tell learners to close their eyes and think of their favourite part of the story.
 - b. Say: Think of your own idea, do not copy my example.
 - c. Next, tell learners to open their eyes and to discuss their answers with their partner.
 - d. Then, instruct learners to draw this part of the story in their exercise books.
 - e. Help learners to add 1–2 labels to their drawings.
4. **Allow learners to share their work.**
 - a. Give learners a few minutes to show their work to their partner.
 - b. Call on a learner to share their work with the class.



Writing: Draft and edit



TIME:
20 minutes



RESOURCES:
Writing
frame:
Label: Names

1. **Remind learners of the writing task.**
 - a. Say: Today we will finish our writing task.
2. **Introduce differentiation.**
 - a. Walk around the room and help struggling learners.
 - b. Give advanced learners an additional prompt: Add a label to your drawing.
3. **Instruct learners to read and edit their writing.**
 - a. Say: Now it is time to read and edit your writing.
 - b. Say, remember to check that: The first letter of the sentence is a capital letter.
4. **If time permits, ask learners to share their writing.**
 - a. Learners can share their writing with a partner.
 - b. A few learners can share their writing with the class.



Group Guided Reading: Whole Class Orientation



TIME:
30 minutes



RESOURCES:
Core Reader

Learners'
exercise
books

Learners'
pencils

1. Repeat the orientation process as per Monday.
2. Take learners through the practice activities for the day.



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's own
resources

- Use your own resources: Big Books, Anthologies and Storybooks are all suitable.
- Use this time to model fluent, expressive reading.
- This activity helps learners to develop a love of stories and reading.
- It also builds their vocabulary, background knowledge and working memory. These are all important comprehension skills.



Listening & Speaking: Oral Presentations



TIME:
15 minutes



RESOURCES:
No resources
required

1. **Settle learners to watch their classmates present their oral presentations.**
2. **Remind learners of the following task: Shares personal news**
 - a. Tell us what your news is about. Say:
 - b. Today I will tell you about...
 - c. Then, share your news.
 - d. Tell us what happened in the correct sequence.
 - e. Tell us the main points about your news.
 - f. End by telling us how your news made you feel.
3. **Remind learners of the following presentation skills:**
 - a. When you are sharing your news, remember to:
 - Tell us what your news is about
 - Tell us when it happened
 - Tell us who it happened to
 - Say your sentences in the correct order
 - Say things once – do not repeat yourself
 - Speak in a loud, clear voice
4. **Call the selected learners one at a time to do their presentations.**
 - a. Build each learner's confidence by thanking them for their presentation and by giving some positive feedback.
 - b. At the end of the lesson, give the class some generic feedback to improve their presentations. For example: I struggled to hear some of you. Please try to keep your voices audible – we want to hear what you have to say.



Phonics: Teach a new sound



TIME:
15 minutes



RESOURCES:
Frieze Card: t

Pictures /
objects that
start with: t

1. **Introduce the new sound: t**
 - a. Say the sound x3.
 - b. Show learners the Frieze Card and read the sound x3.
 - c. Tell learners to listen and then repeat the sound.
2. **Say words that start with or use the sound: t**
 - a. Ask: Who can say a word that starts with or uses the sound, t?
 - b. Ask learners to name the resources you collected, e.g. tea, teddybear.



Handwriting: Teach lower-case letter formation



TIME:
15 minutes



RESOURCES:
Handwriting
Chart

1. **Prepare learners for handwriting.**
 - a. Say: Let's warm up our fingers by pretending to play the piano.
 - b. Check and adjust learners' posture and pencil grip.
2. **Show learners how to form: t**
 - a. Stand with your back to learners.
 - b. Instruct left-handed learners to put their heads on their desks.
 - c. Use your right arm to form the letter: t
 - d. Instruct right-handed learners to form the letter with you.
 - e. Repeat with left-handed learners.
3. **Instruct learners to practice forming: t**
 - a. Say: Make the letter on your partner's back, the desk, in the sand.
4. **Instruct learners to practice writing: t**
 - a. Say: Write the letter in your exercise book x3.
 - b. Walk around and check each learner's letter formation.



Shared Reading: Introduce the story



TIME:
15 minutes



RESOURCES:
Anthology,
Introduction
page 37

1. **Introduce the story.**
 - a. Say: This week we will read a story titled, *Tseko's new baby*
 - b. Say: *This story* is about a boy named Tseko who is about to become a big brother. We read how his granny comes to stay and teaches him how to take care of a baby.
 - c. Ask: Do you know anything about this?
 - d. Briefly show learners the pictures from the story.
2. **Build learners' background knowledge.**
 - a. Share and explain the background information provided for the story.
 - b. Show learners where the story takes place using the Anthology map.
 - c. Ask: Do you have any questions about this story?
3. **Explain the comprehension strategy.**
 - a. Say, this week we will learn how to: Make inferences
 - b. Explain this strategy to learners.



Group Guided Reading: Working with Groups



TIME:
30 minutes



RESOURCES:
Core Reader

Learners'
exercise
books

Learners'
pencils

- Use this time to train learners on the routines and guidelines for GGR.
- The more effectively this is done, the easier it will be to manage GGR.

Preparation

1. Go through the usual routine to settle learners in pairs with their Core Readers and exercise books.
2. Tell the class that you are going to show them what to do when you call a group to read.

Reading Groups

1. Make sure you have organised learners into same-ability groups for GGR.
2. Tell learners the name of their group. Note: Learners do not have to sit in these groups.
3. Make sure learners know the name of their group – play games to reinforce this. For example, tell all the learners in the Zebra group to stand up; tell all the learners in the Lion group to put their hands on their heads, etc.

Calling a Group to Read

1. Remind learners where the space for GGR is.
2. Remind learners to bring their Core Readers when they come to read.
3. Remind learners of the guidelines: when you call them, they must move quickly and quietly to the space, they must not disturb any other learners.
4. Call a group to sit in the reading space.
5. Make sure they have their Core Readers.
6. Let the rest of the class give them feedback on their performance.
7. Repeat with the next group.

Ending the lesson

1. Train learners to close their Core Readers and exercise books.
2. Train monitors to quickly and quietly collect the books and return them to their shelf.
3. Thank learners for their effort. Point out a few things that were done well.

Internalise the routine and guidelines

1. Go through this process every day for two weeks.
2. In order for GGR to be successful, learners must know what is expected of them and how to behave.



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's own
resources

- Use your own resources: Big Books, Anthologies and Storybooks are all suitable.
- Use this time to model fluent, expressive reading.
- This activity helps learners to develop a love of stories and reading.
- It also builds their vocabulary, background knowledge and working memory. These are all important comprehension skills.



Listening & Speaking: Teach vocabulary



TIME:
15 minutes



RESOURCES:
Vocabulary
flashcards,
pictures,
objects
Core Reader

1. **Remind learners of the theme.**
 - a. Instruct learners to open their Core Readers to page 6.
 - b. Read or say the language enrichment once again.
 - c. Show learners the list of vocabulary words for the theme.
 - d. Explain that these words will help us to understand and talk about the theme.
 - e. Read the list of words to them.
2. **Use PATS to teach vocabulary.**
 - a. Teach the following vocabulary words:
 - *blanket: A large piece of soft cloth used to keep you warm.*
 - *gift: Something you give to someone to make them happy, or to celebrate a special day, like a birthday.*
 - *practice: To do something again and again to get better at it.*
3. **Use the PATS strategies that are suitable for each word:**

P: Point at a picture or real object
 A: Act out the word
 T: Tell learners the meaning of the word
 S: Say the word in a sentence



Phonics: Teach and practice blending



TIME:
15 minutes



RESOURCES:
Frieze Card: t

1. **Revise the new sound: t**
 - a. Say the sound x3.
 - b. Show learners the Frieze Card and read the sound x3.
 - c. Tell learners to listen and then repeat the sound.
2. **Model the skill of blending.**
 - a. Write the following sounds on the board: s, a, t
 - b. Point to each letter and say the sound.
 - c. Blend some of these letters together to build a word.
 - For example: s-a-t = sat
 - d. Point to the first letter and say the sound, then write it down.
 - e. Repeat this process for all the sounds in the word.
 - f. Then, run your finger below the word, blending the sounds together as you go. Finally, read the word.
 - g. Call a few individual learners to the board to form their own words.



Handwriting: Teach upper-case letter formation



TIME:
15 minutes



RESOURCES:
Handwriting
Chart

1. **Prepare learners for handwriting.**
 - a. Say: Let's warm up our fingers by shaking our hands out.
 - b. Check and adjust learners' posture and pencil grip.
2. **Show learners how to form: T**
 - a. Stand with your back to learners.
 - b. Instruct left-handed learners to put their heads on their desks.
 - c. Use your right arm to form the letter: T
 - d. Instruct right-handed learners to form the letter with you.
 - e. Repeat with left-handed learners.
3. **Instruct learners to practice forming: T**
 - Say: Make the letter on your partner's back, the desk, in the sand.
4. **Instruct learners to practice writing: T**
 - a. Say: Write the letter in your exercise book x3.
 - b. Walk around and check each learner's letter formation.



Shared Reading: Do the Pre-Read



TIME:
15 minutes



RESOURCES:
Anthology,
page 39

1. **Settle learners for the Pre-Read.**
 - a. Call learners to sit on the carpet or floor.
 - b. Sit in front of the learners with the Anthology.
 - c. Make sure all learners can see the book.
 - d. Remind learners of the behaviour you expect during Shared Reading, e.g. sit cross legged; keep your hands in your lap; listen carefully; respond when called on; raise your hand to ask a question.
2. **Do the Pre-Read as follows:**
 - a. Say the title of the story: *Tseko's new baby*
 - b. Explain the skill of prediction. Say: When we make a prediction, we use the title and pictures to try and work out what the story will be about.
 - c. Show learners the pictures on each page.
 - d. Ask: What do you think is happening here?
 - e. Ask: How do you think these pictures link together?



Group Guided Reading: Working with Groups



TIME:
30 minutes



RESOURCES:
Core Reader

Learners'
exercise
books

Learners'
pencils

1. Repeat the orientation process as per Monday.
2. Call on different groups to come to the reading space.
3. Remind the rest of the class of the guidelines and of how to use the Bathroom Pass.



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's own
resources

- Use your own resources: Big Books, Anthologies and Storybooks are all suitable.
- Use this time to model fluent, expressive reading.
- This activity helps learners to develop a love of stories and reading.
- It also builds their vocabulary, background knowledge and working memory. These are all important comprehension skills.



Listening & Speaking: Creative Storytelling



TIME:
15 minutes



RESOURCES:
Core Reader

1. **Prepare learners for creative storytelling.**
 - a. Arrange learners in groups of 4.
 - b. Tell learners to open their Core Readers to page 9.
2. **Direct learners to look at the picture.**
 - a. Ask: What do you see in this picture?
3. **Tell learners that they must each make up a short story about the picture.**
4. **Tell learners how to structure their story. Say:**
 - a. Give each character in your story a name.
 - b. Say where the story takes place.
 - c. Your story must have a beginning, a middle and an end.
 - d. This picture only shows part of your story.
 - The picture may show the beginning of your story.
 - The picture may show the middle of your story.
 - The picture may show the end of your story.
 - e. You can start your story by saying:
 - a. It was game night for the ____ family and...
 - b. Every Saturday morning, the ____ family played...
5. **Instruct learners to complete the activity.**
 - a. Give learners a few minutes to think of their story in silence.
 - b. Then, instruct learners to take turns to tell their stories to their group.
You may want to use the 'talking stick/stone' for this.
 - c. As learners talk, walk around and listen.
6. **End the lesson as follows:**
 - a. Call on one learner to share their story with the class or ask 1–2 learners questions about their group's stories.
 - Ask: What was X's story about?
 - Ask: What did you like about X's story?
 - b. Give the class some generic feedback to improve their stories.
For example: Usually, at the beginning of the story, we say where the story takes place, and who the characters are. Next time, try to include this information in your stories.



Phonics: Teach and practice segmenting



TIME:
15 minutes



RESOURCES:
Frieze Card: t

1. **Revise the new sound: t**
 - a. Show learners the Frieze Card and ask different learners to read the sound.
2. **Model the skill of segmenting.**
 - a. Write the following words on the board: at, sat
 - b. Segment the first word.
 - c. Point to the first letter and say the sound.
 - d. Repeat this process for all the sounds in the word.
 - e. Then, run your finger below the word and blend the sounds as you go.
 - f. Call individual learners to the board to segment the other words.



Handwriting: Practice handwriting



TIME:
15 minutes



RESOURCES:
Handwriting
Chart

1. **Prepare learners for handwriting.**
 - a. Say: Let's warm up our fingers by rotating our wrists in circles to the left and then to the right.
 - b. Check and adjust learners' posture and pencil grip.
2. **Model how to write: t**
 - a. Show learners how to write the letter on the board.
 - b. As you write, explain the starting point, direction and end point of each letter.
 - c. Next, write a smaller row of the letters, modelling how to leave one finger space between letters.
 - d. Repeat this process modelling how to write: T
3. **Instruct learners to write in their exercise books.**
 - a. Instruct learners to write: a row of the lower-case letter t
 - b. Instruct learners to write: a row of the upper-case letter T
 - c. Walk around and check each learner's: letter formation and spacing.



Shared Reading: Do the First Read



TIME:
15 minutes



RESOURCES:
Anthology,
page 39

1. **Prepare learners for the First Read.**
 - a. Settle learners on the carpet.
 - b. Remind them of the expected behaviour.
 - c. Remind learners of the story title: *Tseko's new baby*
 - d. Say: *This story is about a boy named Tseko who is about to become a big brother. We read how his granny comes to stay and teaches him how to take care of a baby.*
 - e. Ask: Do you know anything about this?
2. **Do the First Read as follows:**
 - a. Read each page of the story aloud, fluently and audibly.
 - b. Show learners the pictures.
 - c. Where necessary, stop and explain to learners.
 - d. Point out the vocabulary words as they appear.
 - e. At the end of the story, ask the Read 1 questions as follows:
 - Direct Question 1 & 2 to individual learners.
 - Direct Question 3 to the whole class. Ask learners to discuss the question with a partner.
 - Call on a few learners to share their answers.
 - f. Remind learners of the comprehension strategy.
 - Say, this week we are learning how to: Make inferences
 - Ask learners: What good guess can we make about this that the author hasn't told us? What can you guess about the character's thoughts / feelings?



Writing: Model the LSC and task



TIME:
20 minutes



RESOURCES:
DBE
Workbook,
page 31
Writing
Frame:
I am...

1. **Introduce the LSC focus.**
 - a. Say: This week we will focus on: Using a capital letter at the beginning of a sentence.
 - b. Write a sentence on the board: His name is John.
 - c. Point out the LSC: The first letter of the sentence is a capital letter.
2. **Introduce the writing task.**
 - a. Say: This week we will: Draw a picture and write one sentence.
 - b. Say: We will draw and write about: How we look.
3. **Explain your own answer to the writing task orally, before writing.**
 - a. Say: I am...
4. **Model the task on the board.**
 - a. Draw a quick picture that shows: Yourself.
 - b. Show learners how to complete the writing frame.
 - c. Point out the LSC: The first letter of the sentence is a capital letter.



Group Guided Reading: Working with Groups



TIME:
30 minutes



RESOURCES:
Core Reader
Learners'
exercise
books
Learners'
pencils

1. Repeat the orientation process as per Monday.
2. Call on different groups to come to the reading space.
3. Remind the rest of the class of the guidelines and of how to use the Bathroom Pass.



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's own
resources

- Use your own resources: Big Books, Anthologies and Storybooks are all suitable.
- Use this time to model fluent, expressive reading.
- This activity helps learners to develop a love of stories and reading.
- It also builds their vocabulary, background knowledge and working memory. These are all important comprehension skills.



Phonics: Complete a DBE Workbook Activity



TIME:
15 minutes



RESOURCES:
Frieze Card: t

DBE
Workbook

1. **Revise the new sound: t**
 - a. Show learners the Frieze Card and ask different learners to read the sound.
2. **Complete the DBE Workbook activity.**
 - a. Instruct learners to open DBE Workbook 1, page 95.
 - b. Explain the task to learners.
 - c. Instruct learners to complete the task.
 - d. As learners work, walk around and provide support as needed.



Handwriting: Complete a DBE Workbook Activity



TIME:
15 minutes



RESOURCES:
Handwriting
Chart

DBE
Workbook

1. **Prepare learners for handwriting.**
 - a. Say: Let's warm up our fingers by crumpling up a piece of paper and then smoothing it out.
 - b. Check and adjust learners' posture and pencil grip.
2. **Complete the handwriting activity in the DBE Workbook.**
 - a. Instruct learners to open DBE Workbook 1, pages 36, 37.
 - b. Explain the task to them.
 - c. Instruct learners to complete the task.
 - d. As learners work, walk around and provide support as needed.



Shared Reading: Do the Second Read



TIME:
15 minutes



RESOURCES:
Anthology,
page 39

1. **Prepare learners for the Second Read.**
 - a. Settle learners on the carpet.
 - b. Remind them of the expected behaviour.
 - c. Remind learners of the story title: *Tseko's new baby*
 - d. Remind learners of the comprehension strategy.
 - Say, this week we are learning how to: Make inferences
 - Say, remember, we discussed this yesterday, when I asked you: What good guess can we make about this that the author hasn't told us? What can you guess about the character's thoughts / feelings?
2. **Do the Second Read as follows:**
 - a. Read each page of the story aloud, fluently and audibly.
 - b. Show learners the picture.
 - c. Use the examples on the introduction page to model the comprehension strategy.
 - d. At the end of the story, ask the Read 2 questions as follows:
 - Direct Question 1 & 2 to individual learners.
 - Direct Question 3 to the whole class. Ask learners to discuss the question with a partner.
 - Call on a few learners to share their answers.



Writing: Plan and draft



TIME:
20 minutes



RESOURCES:
DBE
Workbook,
page 31

Writing
frame:

I am...

1. **Reintroduce the writing task.**
 - a. Say: Remember that this week we will draw and write about: How we look.
2. **Instruct learners to think about their own writing.**
 - a. Say: Close your eyes and think about how you will answer the writing frame.
 - b. Say: Share your idea with a partner.
 - c. Brainstorm and write useful words on the board, e.g. tall, short, beautiful
3. **Instruct learners to open the correct page in their DBE workbooks.**
 - a. Say: Now draw and write down your own ideas.
 - b. Remind learners of the LSC: The first letter of the sentence is a capital letter.
4. **Walk around the room and help individual learners.**
 - a. Ask learners to tell you their ideas.
 - b. Help struggling learners to start the writing task.



Group Guided Reading: Working with Groups



TIME:
30 minutes



RESOURCES:
Core Reader

Learners'
exercise
books

Learners'
pencils

1. Repeat the orientation process as per Monday.
2. Call on different groups to come to the reading space.
3. Remind the rest of the class of the guidelines and of how to use the Bathroom Pass.



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's own
resources

- Use your own resources: Big Books, Anthologies and Storybooks are all suitable.
- Use this time to model fluent, expressive reading.
- This activity helps learners to develop a love of stories and reading.
- It also builds their vocabulary, background knowledge and working memory. These are all important comprehension skills.



Listening & Speaking: Discuss the Shared Reading story



TIME:
15 minutes



RESOURCES:
Discussion
framework:

This story
was about...

I liked it
when...

I learnt that...

1. **Prepare learners for a group discussion.**
 - a. Arrange learners into groups of 4.
 - b. Give each group a 'talking stick or stone'.
 - c. Say: You may only speak when you are holding the 'talking stick/stone'.
2. **Go through the discussion questions.**
 - a. Remind learners of the shared reading story for the week.
 - b. Write the discussion framework on the board.
 - c. Read and explain each question (sentence starter).
 - d. Tell learners that each member of the group must have a turn to answer each question.
 - e. Encourage learners to think of different answers.
3. **Instruct learners to begin their discussions.**
 - a. Instruct the learners holding the 'talking stick/stone' to begin.
 - b. Walk around and offer support as needed.
 - c. In the last few minutes, call on a group to share their answers.
4. **Learner Preparation**
 - a. Identify 3–4 learners to do Oral Presentations on Monday.
 - b. Tell these learners what to prepare for Monday. (See the LS lesson plan for Monday)



Phonics: Manipulate sounds in words



TIME:
15 minutes



RESOURCES:
No resources
required

1. **Model how to manipulate sounds in the following word: sat**
 - a. Write the word on the board.
 - b. Show learners what happens if you take away the sound /s/. You are left with: -at
 - c. Show learners what happens if you add the sound /t/. You make a new word: tat.
2. Call different learners to manipulate the words: at, sat, tat.



Shared Reading: Do the Post-Read



TIME:
15 minutes



RESOURCES:
Anthology,
page 39

1. **Prepare learners for the Post-Read.**
 - a. Remind learners of the story title: *Tseko's new baby*
 - b. Explain the task. Say: Today we are going to summarise the story.
2. **Model the task as follows:**
 - a. Say: When we summarise the story, we must say:
 - What the story was about
 - What I liked about the story
 - What I learnt from the story
 - b. Briefly share your answers to these questions.
 - c. Try not to choose the most obvious answers for your example.
3. **Instruct learners to complete the task.**
 - a. Tell learners to think of their own summaries, they must not copy your example.
 - b. Tell learners to start their answers as follows:
 - The story was about...
 - I liked...
 - I learnt...
 - c. Next, instruct learners to share their summaries with a partner.
 - d. As learners share their summaries, walk around and provide support as needed.
 - e. At the end of the lesson, call on 1–2 learners to share their summaries with the class.
4. **Allow learners to share their work.**
 - Call on a learner to share their work with the class.



Writing: Draft and edit



TIME:
20 minutes



RESOURCES:
DBE
Workbook,
page 31

Writing
frame:
I am...

1. **Remind learners of the writing task.**
 - a. Say: Today we will finish our writing task.
2. **Introduce differentiation.**
 - a. Walk around the room and help struggling learners.
 - b. Give advanced learners an additional prompt: Add details to your drawing.
3. **Instruct learners to read and edit their writing.**
 - a. Say: Now it is time to read and edit your writing.
 - b. Say, remember to check that: The first letter of the sentence is a capital letter.
4. **If time permits, ask learners to share their writing.**
 - a. Learners can share their writing with a partner.
 - b. A few learners can share their writing with the class.



Group Guided Reading: Working with Groups



TIME:
30 minutes



RESOURCES:
Core Reader

Learners'
exercise
books

Learners'
pencils

1. Repeat the orientation process as per Monday.
2. Call on different groups to come to the reading space.
3. Remind the rest of the class of the guidelines and of how to use the Bathroom Pass.



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's own
resources

- Use your own resources: Big Books, Anthologies and Storybooks are all suitable.
- Use this time to model fluent, expressive reading.
- This activity helps learners to develop a love of stories and reading.
- It also builds their vocabulary, background knowledge and working memory. These are all important comprehension skills.



Listening & Speaking: Introduce the theme



TIME:
15 minutes



RESOURCES:
Pictures and
real objects
for theme
display
Core Reader

1. **Prepare a theme display:** *We read*
2. **Ask open questions to activate learners' background knowledge.**
 - *How do you feel about learning to read?*
 - *Who reads in your family? What do they read?*
 - *Can you already read any words? If so, what are they?*
3. **Make a mind map using the questions and learners' answers.**
4. **Add your own answers to the mind map to extend learners' knowledge.**
5. **Instruct learners to open their Core Readers to page 10.**
6. **Tell learners to point to the language enrichment for the theme.**
 - a. Read the language enrichment aloud.
 - b. Instruct learners to read it with you, or to repeat it after you:
What is black and white and 'red' all over?
7. **Discuss the language enrichment with learners.**
 - a. Ask: Can you tell me what this means? / Can you figure out the answer?
 - b. Encourage learners to share their ideas.
 - c. Explain the meaning or provide the answer as follows:
The answer is a newspaper. The paper part of the newspaper is usually white. The ink used to print a newspaper is usually black. And a newspaper is 'read' all over. This riddle is tricky because 'read' sounds the same as the colour 'red'. The riddle means that we read every part of the newspaper, not that the newspaper is the colour red.



Phonics: Teach a new sound



TIME:
15 minutes



RESOURCES:
Frieze Card: p

Pictures /
objects that
start with: p

Core Reader

1. **Introduce the new sound: p**
 - a. Say the sound x3.
 - b. Show learners the Frieze Card and read the sound x3.
 - c. Tell learners to listen and then repeat the sound.
2. **Say words that start with or use the sound: p**
 - a. Ask: Who can say a word that starts with or uses the sound, p?
 - b. Ask learners to name the resources you collected, e.g. something purple, a pumpkin, a potato, and a plate.
3. **Orientate learners to the Core Reader activities for Monday.**
 - a. Instruct learners to open their Core Readers to page 12.
 - b. Call on individual learners to help you model each activity.
 - c. Model how to complete any written activities on the board.

Note: Tell learners that they will do these activities with a partner during Group Guided Reading.



Handwriting: Teach lower-case letter formation



TIME:
15 minutes



RESOURCES:
Handwriting
Chart

1. **Prepare learners for handwriting.**
 - a. Say: Let's warm up our fingers by pretending to play the piano.
 - b. Check and adjust learners' posture and pencil grip.
2. **Show learners how to form: p**
 - a. Stand with your back to learners.
 - b. Instruct left-handed learners to put their heads on their desks.
 - c. Use your right arm to form the letter: p
 - d. Instruct right-handed learners to form the letter with you.
 - e. Repeat with left-handed learners.
3. **Instruct learners to practice forming: p**
 - a. Say: Make the letter on your partner's back, the desk, in the sand.
4. **Instruct learners to practice writing: p**
 - a. Say: Write the letter in your exercise book x3.
 - b. Walk around and check each learner's letter formation.



Shared Reading: Introduce the story



TIME:
15 minutes



RESOURCES:
Anthology,
Introduction
page 51

1. **Introduce the story.**
 - a. Say: This week we will read a story titled, *Bohalale's new book*
 - b. Say: *This story is about a girl named Bohalale. Her auntie gives her a book as a gift, and at first, she doesn't like it. But once Bohalale starts to read the book, she finds out all kinds of interesting things.*
 - c. Ask: Do you know anything about this?
 - d. Briefly show learners the pictures from the story.
2. **Build learners' background knowledge.**
 - a. Share and explain the background information provided for the story.
 - b. Show learners where the story takes place using the Anthology map.
 - c. Ask: Do you have any questions about this story?
3. **Explain the comprehension strategy.**
 - a. Say, this week we will learn how to: Make inferences
 - b. Explain this strategy to learners.



Group Guided Reading: Work with Groups 1&2



TIME:
30 minutes



RESOURCES:
Core Reader

1. **Prepare learners for Group Guided Reading.**
 - a. Make sure learners know their reading group.
 - b. Settle learners in pairs with their Core Readers, exercise books and pencils.
 - c. Instruct learners to open their Core Readers to page 12.
2. **Go through the Core Reader activities for the day with learners.**
Remind learners what to do to complete each activity.
3. **Call Group 1 to your Group Guided Reading space.**
 - a. Settle the group with their Core Readers.
 - b. Call on individual learners to read the phonic sounds.
 - c. Call on individual learners to complete the decoding activities.
 - d. Call on each learner to read the words or a passage from the previous week.
 - e. Make a note of learners who need support.
 - f. Make a note of sounds that need to be consolidated.
 - g. Send Group 1 back to their desks and call Group 2.



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's own
resources

- Use your own resources: Big Books, Anthologies and Storybooks are all suitable.
- Use this time to model fluent, expressive reading.
- This activity helps learners to develop a love of stories and reading.
- It also builds their vocabulary, background knowledge and working memory. These are all important comprehension skills.



Listening & Speaking: Teach vocabulary



TIME:
15 minutes



RESOURCES:
Vocabulary
flashcards,
pictures,
objects
Core Reader

1. **Remind learners of the theme.**
 - a. Instruct learners to open their Core Readers to page 10.
 - b. Read or say the language enrichment once again.
 - c. Show learners the list of vocabulary words for the theme.
 - d. Explain that these words will help us to understand and talk about the theme.
 - e. Read the list of words to them.
2. **Use PATS to teach vocabulary.**
 - a. Teach the following vocabulary words:
 - *read: To be able to say the words on a page and understand their meaning.*
 - *page: One side of a sheet of paper in a book.*
 - *new: Something that you have for the first time, or that no one has used before.*
3. **Use the PATS strategies that are suitable for each word:**

P: Point at a picture or real object
 A: Act out the word
 T: Tell learners the meaning of the word
 S: Say the word in a sentence



Phonics: Teach and practice blending



TIME:
15 minutes



RESOURCES:
Frieze Card: p
Core Reader

1. **Revise the new sound: p**
 - a. Say the sound x3.
 - b. Show learners the Frieze Card and read the sound x3.
 - c. Tell learners to listen and then repeat the sound.
2. **Model the skill of blending.**
 - a. Write the following sounds on the board: *p, a, t*
 - b. Point to each letter and say the sound.
 - c. Blend some of these letters together to build a word.
 - For example: p-a-t = pat
 - d. Point to the first letter and say the sound, then write it down.
 - e. Repeat this process for all the sounds in the word.
 - f. Then, run your finger below the word, blending the sounds together as you go. Finally, read the word.
 - g. Call a few individual learners to the board to form their own words.
3. **Orientate learners to the Core Reader activities for Tuesday.**
 - a. Instruct learners to open their Core Readers to page 13.
 - b. Call on individual learners to help you model each activity.
 - c. Model how to complete any written activities on the board.

Note: Tell learners that they will do these activities with a partner during Group Guided Reading.



Handwriting: Teach upper-case letter formation



TIME:
15 minutes



RESOURCES:
Handwriting
Chart

1. **Prepare learners for handwriting.**
 - a. Say: Let's warm up our fingers by squeezing our hands in a fist for the count of 5, then relaxing.
 - b. Check and adjust learners' posture and pencil grip.
2. **Show learners how to form: P**
 - a. Stand with your back to learners.
 - b. Instruct left-handed learners to put their heads on their desks.
 - c. Use your right arm to form the letter: P
 - d. Instruct right-handed learners to form the letter with you.
 - e. Repeat with left-handed learners.
3. **Instruct learners to practice forming: P**
 - Say: Make the letter on your partner's back, the desk, in the sand.
4. **Instruct learners to practice writing: P**
 - a. Say: Write the letter in your exercise book x3.
 - b. Walk around and check each learner's letter formation.



Shared Reading: Do the Pre-Read



TIME:
15 minutes



RESOURCES:
Anthology,
page 53

1. **Settle learners for the Pre-Read.**
 - a. Call learners to sit on the carpet or floor.
 - b. Sit in front of the learners with the Anthology.
 - c. Make sure all learners can see the book.
 - d. Remind learners of the behaviour you expect during Shared Reading, e.g. sit cross legged; keep your hands in your lap; listen carefully; respond when called on; raise your hand to ask a question.
2. **Do the Pre-Read as follows:**
 - a. Say the title of the story: *Bohalale's new book*
 - b. Explain the skill of prediction. Say: When we make a prediction, we use the title and pictures to try and work out what the story will be about.
 - c. Show learners the pictures on each page.
 - d. Ask: What do you think is happening here?
 - e. Ask: How do you think these pictures link together?



Group Guided Reading: Work with Groups 3&4



TIME:
30 minutes



RESOURCES:
Core Reader

1. **Prepare learners for Group Guided Reading.**
 - a. Make sure learners know their reading group.
 - b. Settle learners in pairs with their Core Readers, exercise books and pencils.
 - c. Instruct learners to open their Core Readers to page 13.
2. **Go through the Core Reader activities for the day with learners.**
Remind learners what to do to complete each activity.
3. **Call Group 3 to your Group Guided Reading space.**
 - a. Settle the group with their Core Readers.
 - b. Call on individual learners to read the phonic sounds.
 - c. Call on individual learners to complete the decoding activities.
 - d. Call on each learner to read the words or a passage from the previous week.
 - e. Make a note of learners who need support.
 - f. Make a note of sounds that need to be consolidated.
 - g. Send Group 3 back to their desks and call Group 4.



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's own
resources

- Use your own resources: Big Books, Anthologies and Storybooks are all suitable.
- Use this time to model fluent, expressive reading.
- This activity helps learners to develop a love of stories and reading.
- It also builds their vocabulary, background knowledge and working memory. These are all important comprehension skills.



Listening & Speaking: Teach vocabulary and discuss the theme picture



TIME:
15 minutes



RESOURCES:
Vocabulary
flashcards,
pictures,
objects
Core Reader

1. **Use PATS to teach vocabulary.**
 - a. Teach the following vocabulary words:
 - *aloud: Reading the words of a book out loud, so that others can hear them.*
 - *author: The person who writes a book or story.*
 - *title: The name of a story.*
 - b. Use the PATS strategies that are suitable for each word.
2. **Build learners' background knowledge.**
 - a. Instruct learners to open their Core Readers to page 14.
 - b. Tell learners the following information about the picture:
 - *There are many kinds of stories and books - funny, scary, sad, and more. Some stories are true (non-fiction) and some are made up (fiction).*
 - *The title, pictures and cover give clues about what a book is about - look at them before you read.*
 - *Reading is something that we have to learn - we don't just know how to do it.*
3. **Discuss the picture.**
 - a. Use the questions that follow to discuss the picture as follows:
 - Ask the first question.
 - Instruct learners to discuss the question with their partner.
 - Call on a few individual learners to share their answers.
 - Build learners' background knowledge by correcting misunderstandings and by sharing information related to the theme.
 - Repeat this process with all questions.
4. **Questions:**
 - a. Why do people read books?
 - b. How can stories from books make us feel?
 - c. Where can we read books?



Phonics: Teach and practice segmenting



TIME:
15 minutes



RESOURCES:
Frieze Card: p
Core Reader

1. **Revise the new sound: p**
 - a. Show learners the Frieze Card and ask different learners to read the sound.
2. **Model the skill of segmenting.**
 - a. Write the following words on the board: pat, tap, sap.
 - b. Segment the first word.
 - c. Point to the first letter and say the sound.
 - d. Repeat this process for all the sounds in the word.
 - e. Then, run your finger below the word and blend the sounds as you go.
 - f. Call individual learners to the board to segment the other words.
3. **Orientate learners to the Core Reader activities for Wednesday.**
 - a. Instruct learners to open their Core Readers to page 15.
 - b. Call on individual learners to help you model each activity.
 - c. Model how to complete any written activities on the board.

Note: Tell learners that they will do these activities with a partner during Group Guided Reading.



Handwriting: Practice handwriting



TIME:
15 minutes



RESOURCES:
Handwriting
Chart

1. **Prepare learners for handwriting.**
 - a. Say: Let's warm up our fingers by rotating our wrists in circles to the left and then to the right.
 - b. Check and adjust learners' posture and pencil grip.
2. **Model how to write: p**
 - a. Show learners how to write the letter on the board.
 - b. As you write, explain the starting point, direction and end point of each letter.
 - c. Next, write a smaller row of the letters, modelling how to leave one finger space between letters.
 - d. Repeat this process modelling how to write: P
3. **Instruct learners to write in their exercise books.**
 - a. Instruct learners to write: a row of the lower-case letter p
 - b. Instruct learners to write: a row of the upper-case letter P
 - c. Walk around and check each learner's: letter formation and spacing.



Shared Reading: Do the First Read



TIME:
15 minutes



RESOURCES:
Anthology,
page 53

1. **Prepare learners for the First Read.**
 - a. Settle learners on the carpet.
 - b. Remind them of the expected behaviour.
 - c. Remind learners of the story title: *Bohlale's new book*
 - d. Say: *This story is about a girl named Bohlale. Her auntie gives her a book as a gift, and at first, she doesn't like it. But once Bohlale starts to read the book, she finds out all kinds of interesting things.*
2. **Do the First Read as follows:**
 - a. Read each page of the story aloud, fluently and audibly.
 - b. Show learners the pictures.
 - c. Where necessary, stop and explain to learners.
 - d. Point out the vocabulary words as they appear.
 - e. At the end of the story, ask the Read 1 questions as follows:
 - Direct Question 1 & 2 to individual learners.
 - Direct Question 3 to the whole class. Ask learners to discuss the question with a partner.
 - Call on a few learners to share their answers.
 - f. Remind learners of the comprehension strategy.
 - Say, this week we are learning how to: Make inferences
 - Ask learners: What good guess can we make about this that the author hasn't told us? What can you guess about the character's thoughts / feelings?



Writing: Model the LSC and task



TIME:
20 minutes



RESOURCES:
Writing
frame:
I want to read
about...

1. **Introduce the LSC focus.**
 - a. Say: This week we will focus on: Using a full stop at the end of a sentence.
 - b. Write a sentence on the board: I like to read.
 - c. Point out the LSC: The sentence ends with a full stop.
2. **Introduce the writing task.**
 - a. Say: This week we will: Draw a picture and write one sentence.
 - b. Say: We will draw and write about: A topic we want to read about.
3. **Explain your own answer to the writing task orally, before writing.**
 - a. Say: I want to read about...
4. **Model the task on the board.**
 - a. Draw a quick picture that shows: A topic you want to read about.
 - b. Show learners how to complete the writing frame.
 - c. Point out the LSC: The sentence ends with a full stop.



Group Guided Reading: Work with Groups 5&6



TIME:
30 minutes



RESOURCES:
Core Reader

1. **Prepare learners for Group Guided Reading.**
 - a. Make sure learners know their reading group.
 - b. Settle learners in pairs with their Core Readers, exercise books and pencils.
 - c. Instruct learners to open their Core Readers to page 15.
2. **Go through the Core Reader activities for the day with learners.**
Remind learners what to do in order to complete each activity.
3. **Call Group 5 to your Group Guided Reading space.**
 - a. Settle the group with their Core Readers.
 - b. Call on individual learners to read the phonic sounds.
 - c. Call on individual learners to complete the decoding activities.
 - d. Call on each learner to read the words or a passage from the previous week.
 - e. Make a note of learners who need support.
 - f. Make a note of sounds that need to be consolidated.
 - g. Send Group 5 back to their desks and call Group 6.



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's own
resources

- Use your own resources: Big Books, Anthologies and Storybooks are all suitable.
- Use this time to model fluent, expressive reading.
- This activity helps learners to develop a love of stories and reading.
- It also builds their vocabulary, background knowledge and working memory. These are all important comprehension skills.



Phonics: Complete a DBE Workbook Activity



TIME:
15 minutes



RESOURCES:
Frieze Card: p

DBE
Workbook
Core Reader

1. **Revise the new sound: p**
 - a. Show learners the Frieze Card and ask different learners to read the sound.
2. **Complete the DBE Workbook activity.**
 - a. Instruct learners to open DBE Workbook 1, page 107.
 - b. Explain the task to learners.
 - c. Instruct learners to complete the task.
 - d. As learners work, walk around and provide support as needed.
3. **Orientate learners to the Core Reader activities for Thursday.**
 - a. Instruct learners to open their Core Readers to page 16.
 - b. Call on individual learners to help you model each activity.
 - c. Model how to complete any written activities on the board.

Note: Tell learners that they will do these activities with a partner during Group Guided Reading.



Handwriting: Complete a DBE Workbook Activity



TIME:
15 minutes



RESOURCES:
Handwriting
Chart

DBE
Workbook

1. **Prepare learners for handwriting.**
 - a. Say: Let's warm up our fingers by flicking our fingers in and out.
 - b. Check and adjust learners' posture and pencil grip.
2. **Complete the handwriting activity in the DBE Workbook.**
 - a. Instruct learners to open DBE Workbook 1, pages 40, 41.
 - b. Explain the task to them.
 - c. Instruct learners to complete the task.
 - d. As learners work, walk around and provide support as needed.



Shared Reading: Do the Second Read



TIME:
15 minutes



RESOURCES:
Anthology,
page 53

1. **Prepare learners for the Second Read.**
 - a. Settle learners on the carpet.
 - b. Remind them of the expected behaviour.
 - c. Remind learners of the story title: *Bohalale's new book*
 - d. Remind learners of the comprehension strategy.
 - Remind learners of the comprehension strategy.
 - Say, this week we are learning how to: Make inferences
 - Say, remember, we discussed this yesterday, when I asked you: What good guess can we make about this that the author hasn't told us? What can you guess about the character's thoughts / feelings?
2. **Do the Second Read as follows:**
 - a. Read each page of the story aloud, fluently and audibly.
 - b. Show learners the picture.
 - c. Use the examples on the introduction page to model the comprehension strategy.
 - d. At the end of the story, ask the Read 2 questions as follows:
 - Direct Question 1 & 2 to individual learners.
 - Direct Question 3 to the whole class. Ask learners to discuss the question with a partner.
 - Call on a few learners to share their answers.



Writing: Plan and draft



TIME:
20 minutes



RESOURCES:
Writing
frame:

I want to read
about...

1. **Reintroduce the writing task.**
 - a. Say: Remember that this week we will draw and write about: A topic we want to read about.
2. **Instruct learners to think about their own writing.**
 - a. Say: Close your eyes and think about how you will answer the writing frame.
 - b. Say: Share your idea with a partner.
 - c. Brainstorm and write useful words on the board, e.g. animals, dinosaurs, sports
3. **Instruct learners to begin writing in their exercise books.**
 - a. Say: Now draw and write down your own ideas.
 - b. Remind learners of the LSC: The sentence ends with a full stop.
4. **Walk around the room and help individual learners.**
 - a. Ask learners to tell you their ideas.
 - b. Help struggling learners to start the writing task.



Group Guided Reading: Work with Groups 7&8



TIME:
30 minutes



RESOURCES:
Core Reader

1. **Prepare learners for Group Guided Reading.**
 - a. Make sure learners know their reading group.
 - b. Settle learners in pairs with their Core Readers, exercise books and pencils.
 - c. Instruct learners to open their Core Readers to page 16.
2. **Go through the Core Reader activities for the day with learners.**
Remind learners what to do in order to complete each activity.
3. **Call Group 7 to your Group Guided Reading space.**
 - a. Settle the group with their Core Readers.
 - b. Call on individual learners to read the phonic sounds.
 - c. Call on individual learners to complete the decoding activities.
 - d. Call on each learner to read the words or a passage from the previous week.
 - e. Make a note of learners who need support.
 - f. Make a note of sounds that need to be consolidated.
 - g. Send Group 7 back to their desks and call Group 8.



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's own
resources

- Use your own resources: Big Books, Anthologies and Storybooks are all suitable.
- Use this time to model fluent, expressive reading.
- This activity helps learners to develop a love of stories and reading.
- It also builds their vocabulary, background knowledge and working memory. These are all important comprehension skills.



Listening & Speaking: Discuss the Shared Reading story



TIME:
15 minutes



RESOURCES:
Discussion
framework:

This story
was about...

I liked the
character...
because...

I learnt that...

1. **Prepare learners for a group discussion.**
 - a. Arrange learners into groups of 4.
 - b. Give each group a 'talking stick or stone'.
 - c. Say: You may only speak when you are holding the 'talking stick/stone'.
2. **Go through the discussion questions.**
 - a. Remind learners of the shared reading story for the week.
 - b. Write the discussion framework on the board.
 - c. Read and explain each question (sentence starter).
 - d. Tell learners that each member of the group must have a turn to answer each question.
 - e. Encourage learners to think of different answers.
3. **Instruct learners to begin their discussions.**
 - a. Instruct the learners holding the 'talking stick/stone' to begin.
 - b. Walk around and offer support as needed.
 - c. In the last few minutes, call on a group to share their answers.
4. **Learner Preparation**
 - a. Identify 3–4 learners to do Oral Presentations on Monday.
 - b. Tell these learners what to prepare for Monday. (See the LS lesson plan for Monday)



Phonics: Manipulate sounds in words



TIME:
15 minutes



RESOURCES:
Core Reader

1. **Model how to manipulate sounds in the following word: sap**
 - a. Write the word on the board.
 - b. Show learners what happens if you take away the sound /s/. You are left with: -ap
 - c. Show learners what happens if you add the sound /t/. You make a new word: tap.
2. Call different learners to manipulate the words: pat, tap, sap
3. **Orientate learners to the Core Reader activities for Friday.**
 - a. Instruct learners to open their Core Readers to page 17.
 - b. Call on individual learners to help you model each activity.
 - c. Model how to complete any written activities on the board.

Note: Tell learners that they will do these activities with a partner during Group Guided Reading.



Shared Reading: Do the Post-Read



TIME:
15 minutes



RESOURCES:
Anthology,
page 53

1. **Prepare learners for the Post-Read.**
 - a. Remind learners of the story title: *Bohalale's new book*
 - b. Explain the task. Say: Today we are going to draw and label our favourite part of the story.
2. **Model the task as follows:**
 - a. Close your eyes and pretend to think.
 - b. Open your eyes and say: My favourite part of the story was when...
 - c. Try not to choose the most obvious part of the story for your example.
 - d. Draw a quick picture on the board. As you draw, explain what you are drawing.
 - e. Add 1–2 labels.
3. **Instruct learners to complete the task.**
 - a. Tell learners to close their eyes and think of their favourite part of the story.
 - b. Say: Think of your own idea, do not copy my example.
 - c. Next, tell learners to open their eyes and to discuss their answers with their partner.
 - d. Then, instruct learners to draw this part of the story in their exercise books.
 - e. Help learners to add 1–2 labels to their drawings.
4. **Allow learners to share their work.**
 - a. Give learners a few minutes to show their work to their partner.
 - b. Call on a learner to share their work with the class.



Writing: Draft and edit



TIME:
20 minutes



RESOURCES:
Writing
frame:

I want to read
about...

1. **Remind learners of the writing task.**
 - a. Say: Today we will finish our writing task.
2. **Introduce differentiation.**
 - a. Walk around the room and help struggling learners.
 - b. Give advanced learners an additional prompt: Add details to your drawing.
3. **Instruct learners to read and edit their writing.**
 - a. Say: Now it is time to read and edit your writing.
 - b. Say, remember to check that: The sentence ends with a full stop.
4. **If time permits, ask learners to share their writing.**
 - a. Learners can share their writing with a partner.
 - b. A few learners can share their writing with the class.



Group Guided Reading: Work with Groups 9&10



TIME:
30 minutes



RESOURCES:
Core Reader

1. **Prepare learners for Group Guided Reading.**
 - a. Make sure learners know their reading group.
 - b. Settle learners in pairs with their Core Readers, exercise books and pencils.
 - c. Instruct learners to open their Core Readers to page 17.
2. **Go through the Core Reader activities for the day with learners.**
Remind learners what to do to complete each activity.
3. **Call Group 9 to your Group Guided Reading space.**
 - a. Settle the group with their Core Readers.
 - b. Call on individual learners to read the phonic sounds.
 - c. Call on individual learners to complete the decoding activities.
 - d. Call on each learner to read the words or a passage from the previous week.
 - e. Make a note of learners who need support.
 - f. Make a note of sounds that need to be consolidated.
 - g. Send Group 9 back to their desks and call Group 10.



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's own
resources

- Use your own resources: Big Books, Anthologies and Storybooks are all suitable.
- Use this time to model fluent, expressive reading.
- This activity helps learners to develop a love of stories and reading.
- It also builds their vocabulary, background knowledge and working memory. These are all important comprehension skills.



Listening & Speaking: Oral Presentations



TIME:
15 minutes



RESOURCES:
Selected learners to bring an item or picture for 'Show and Tell'

1. **Settle learners to watch their classmates present their oral presentations.**
2. **Remind learners of the following task: Show and tell**
 - a. Hold up the item or picture that you brought to show us.
 - b. Tell us about the item or picture. Say:
 - Today I will tell you about...
 - It is... (size, colour, weight, texture, etc.)
 - It is used for...
 - I like it because...
 - c. Then, ask the class: Are there any questions?
 - d. If someone has a question, try your best to answer it.
3. **Remind learners of the following presentation skills:**
 - a. When you are presenting, remember to:
 - Hold your object or picture so that everyone can see it
 - Say your sentences in the correct order
 - Say things once – do not repeat yourself
 - Speak in a loud, clear voice
4. **Call the selected learners one at a time to do their presentations.**
 - a. Build each learner's confidence by thanking them for their presentation and by giving some positive feedback.
 - b. At the end of the lesson, give the class some generic feedback to improve their presentations. For example: I struggled to hear some of you. Please try to keep your voices audible – we want to hear what you have to say.



Phonics: Teach a new sound



TIME:
15 minutes



RESOURCES:
Frieze Card: i

Pictures /
objects that
start with: i

Core Reader

1. **Introduce the new sound: *i***
 - a. Say the sound x3.
 - b. Show learners the Frieze Card and read the sound x3.
 - c. Tell learners to listen and then repeat the sound.
2. **Say words that start with or use the sound: *i***
 - a. Ask: Who can say a word that starts with or uses the sound, *i*?
 - b. Ask learners to name the resources you collected, e.g. a picture of insects, an impala, an iguana.
3. **Orientate learners to the Core Reader activities for Monday.**
 - a. Instruct learners to open their Core Readers to page 18.
 - b. Call on individual learners to help you model each activity.
 - c. Model how to complete any written activities on the board.

Note: Tell learners that they will do these activities with a partner during Group Guided Reading.



Handwriting: Teach lower-case letter formation



TIME:
15 minutes



RESOURCES:
Handwriting
Chart

1. **Prepare learners for handwriting.**
 - a. Say: Let's warm up our fingers by crumpling up a piece of paper and then smoothing it out.
 - b. Check and adjust learners' posture and pencil grip.
2. **Show learners how to form: *i***
 - a. Stand with your back to learners.
 - b. Instruct left-handed learners to put their heads on their desks.
 - c. Use your right arm to form the letter: *i*
 - d. Instruct right-handed learners to form the letter with you.
 - e. Repeat with left-handed learners.
3. **Instruct learners to practice forming: *i***
 - a. Say: Make the letter on your partner's back, the desk, in the sand.
4. **Instruct learners to practice writing: *i***
 - a. Say: Write the letter in your exercise book x3.
 - b. Walk around and check each learner's letter formation.



Shared Reading: Introduce the story



TIME:
15 minutes



RESOURCES:
Anthology,
page 65

1. **Introduce the story.**
 - a. Say: This week we will read a story titled, *Mogau learns to read*
 - b. Say: *This story is about a boy named Mogau, who struggles to learn how to read. We read about how bad he feels, until his teacher helps him. We see that everyone can learn to read, it just takes some of us a little longer.*
 - c. Ask: Do you know anything about this?
 - d. Briefly show learners the pictures from the story.
2. **Build learners' background knowledge.**
 - a. Share and explain the background information provided for the story.
 - b. Show learners where the story takes place using the Anthology map.
 - c. Ask: Do you have any questions about this story?
3. **Explain the comprehension strategy.**
 - a. Say, this week we will learn how to: Ask questions / Wonder
 - b. Explain this strategy to learners.



Group Guided Reading: Work with Groups 1&2



TIME:
30 minutes



RESOURCES:
Core Reader

1. **Prepare learners for Group Guided Reading.**
 - a. Make sure learners know their reading group.
 - b. Settle learners in pairs with their Core Readers, exercise books and pencils.
 - c. Instruct learners to open their Core Readers to page 19.
2. **Go through the Core Reader activities for the day with learners.**
 - a. Remind learners what to do to complete each activity.
3. **Call Group 1 to your Group Guided Reading space.**
 - a. Settle the group with their Core Readers.
 - b. Call on individual learners to read the phonic sounds.
 - c. Call on individual learners to complete the decoding activities.
 - d. Call on each learner to read the words or a passage from the previous week.
 - e. Make a note of learners who need support.
 - f. Make a note of sounds that need to be consolidated.
 - g. Send Group 1 back to their desks and call Group 2.



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's own
resources

- Use your own resources: Big Books, Anthologies and Storybooks are all suitable.
- Use this time to model fluent, expressive reading.
- This activity helps learners to develop a love of stories and reading.
- It also builds their vocabulary, background knowledge and working memory. These are all important comprehension skills.



Listening & Speaking: Teach vocabulary



TIME:
15 minutes



RESOURCES:
Vocabulary
flashcards,
pictures,
objects
Core Reader

1. **Remind learners of the theme.**
 - a. Instruct learners to open their Core Readers to page 10.
 - b. Read or say the language enrichment once again.
 - c. Show learners the list of vocabulary words for the theme.
 - d. Explain that these words will help us to understand and talk about the theme.
 - e. Read the list of words to them.
2. **Use PATS to teach vocabulary.**
 - a. Teach the following vocabulary words:
 - *struggle*: To try very hard when something is difficult.
 - *help*: To do something for someone so they can finish a task or feel better.
 - *excited*: Feeling very happy and full of energy because something good is going to happen.
3. **Use the PATS strategies that are suitable for each word:**

P: Point at a picture or real object
 A: Act out the word
 T: Tell learners the meaning of the word
 S: Say the word in a sentence



Phonics: Teach and practice blending



TIME:
15 minutes



RESOURCES:
Frieze Card: i
Core Reader

1. **Revise the new sound: i**
 - a. Say the sound x3.
 - b. Show learners the Frieze Card and read the sound x3.
 - c. Tell learners to listen and then repeat the sound.
2. **Model the skill of blending.**
 - a. Write the following sounds on the board: *s, a, t, p, i*
 - b. Point to each letter and say the sound.
 - c. Blend some of these letters together to build a word.
 - For example: t-i-p = tip
 - d. Point to the first letter and say the sound, then write it down.
 - e. Repeat this process for all the sounds in the word.
 - f. Then, run your finger below the word, blending the sounds together as you go. Finally, read the word.
 - g. Call a few individual learners to the board to form their own words.
3. **Orientate learners to the Core Reader activities for Tuesday.**
 - a. Instruct learners to open their Core Readers to page 19.
 - b. Call on individual learners to help you model each activity.
 - c. Model how to complete any written activities on the board.

Note: Tell learners that they will do these activities with a partner during Group Guided Reading.



Handwriting: Teach upper-case letter formation



TIME:
15 minutes



RESOURCES:
Handwriting
Chart

1. **Prepare learners for handwriting.**
 - a. Say: Let's warm up our fingers by shaking our hands out.
 - b. Check and adjust learners' posture and pencil grip.
2. **Show learners how to form: I**
 - a. Stand with your back to learners.
 - b. Instruct left-handed learners to put their heads on their desks.
 - c. Use your right arm to form the letter: *I*
 - d. Instruct right-handed learners to form the letter with you.
 - e. Repeat with left-handed learners.
3. **Instruct learners to practice forming: I**
 - Say: Make the letter on your partner's back, the desk, in the sand.
4. **Instruct learners to practice writing: I**
 - a. Say: Write the letter in your exercise book x3.
 - b. Walk around and check each learner's letter formation.



Shared Reading: Do the Pre-Read



TIME:
15 minutes



RESOURCES:
Anthology,
page 67

1. **Settle learners for the Pre-Read.**
 - a. Call learners to sit on the carpet or floor.
 - b. Sit in front of the learners with the Anthology.
 - c. Make sure all learners can see the book.
 - d. Remind learners of the behaviour you expect during Shared Reading, e.g. sit cross legged; keep your hands in your lap; listen carefully; respond when called on; raise your hand to ask a question.
2. **Do the Pre-Read as follows:**
 - a. Say the title of the story: *Mogau learns to read*
 - b. Explain the skill of prediction. Say: When we make a prediction, we use the title and pictures to try and work out what the story will be about.
 - c. Show learners the pictures on each page.
 - d. Ask: What do you think is happening here?
 - e. Ask: How do you think these pictures link together?



Group Guided Reading: Work with Groups 3&4



TIME:
30 minutes



RESOURCES:
Core Reader

1. **Prepare learners for Group Guided Reading.**
 - a. Make sure learners know their reading group.
 - b. Settle learners in pairs with their Core Readers, exercise books and pencils.
 - c. Instruct learners to open their Core Readers to page 19.
2. **Go through the Core Reader activities for the day with learners.**
Remind learners what to do to complete each activity.
3. **Call Group 3 to your Group Guided Reading space.**
 - a. Settle the group with their Core Readers.
 - b. Call on individual learners to read the phonic sounds.
 - c. Call on individual learners to complete the decoding activities.
 - d. Call on each learner to read the words or a passage from the previous week.
 - e. Make a note of learners who need support.
 - f. Make a note of sounds that need to be consolidated.
 - g. Send Group 3 back to their desks and call Group 4.



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's own
resources

- Use your own resources: Big Books, Anthologies and Storybooks are all suitable.
- Use this time to model fluent, expressive reading.
- This activity helps learners to develop a love of stories and reading.
- It also builds their vocabulary, background knowledge and working memory. These are all important comprehension skills.



Listening & Speaking: Creative Storytelling



TIME:
15 minutes



RESOURCES:
Core Reader

1. **Prepare learners for creative storytelling.**
 - a. Arrange learners in groups of 4.
 - b. Tell learners to open their Core Readers to page 20.
2. **Direct learners to look at the picture.**
 - a. Ask: What do you see in this picture?
3. **Tell learners that they must each make up a short story about the picture.**
4. **Tell learners how to structure their story. Say:**
 - a. Give each character in your story a name.
 - b. Say where the story takes place.
 - c. Your story must have a beginning, a middle and an end.
 - d. This picture only shows part of your story.
 - The picture may show the beginning of your story.
 - The picture may show the middle of your story.
 - The picture may show the end of your story.
 - e. You can start your story by saying:
 - a. One day, Gogo brought home a book...
 - b. Every night, Gogo and ____ read together...
5. **Instruct learners to complete the activity.**
 - a. Give learners a few minutes to think of their story in silence.
 - b. Then, instruct learners to take turns to tell their stories to their group.
You may want to use the 'talking stick/stone' for this.
 - c. As learners talk, walk around and listen.
6. **End the lesson as follows:**
 - a. Call on one learner to share their story with the class or ask 1–2 learners questions about their group's stories.
 - Ask: What was X's story about?
 - Ask: What did you like about X's story?
 - b. Give the class some generic feedback to improve their stories.
For example: Usually, at the beginning of the story, we say where the story takes place, and who the characters are. Next time, try to include this information in your stories.



Phonics: Teach and practice segmenting



TIME:
15 minutes



RESOURCES:
Frieze Card: i
Core Reader

1. **Revise the new sound: i**
 - a. Show learners the Frieze Card and ask different learners to read the sound.
2. **Model the skill of segmenting.**
 - a. Write the following words on the board: sip, pip, tip, pit
 - b. Segment the first word.
 - c. Point to the first letter and say the sound.
 - d. Repeat this process for all the sounds in the word.
 - e. Then, run your finger below the word and blend the sounds as you go.
 - f. Call individual learners to the board to segment the other words.
3. **Orientate learners to the Core Reader activities for Wednesday.**
 - a. Instruct learners to open their Core Readers to page 21.
 - b. Call on individual learners to help you model each activity.
 - c. Model how to complete any written activities on the board.

Note: Tell learners that they will do these activities with a partner during Group Guided Reading.



Handwriting: Practice handwriting



TIME:
15 minutes



RESOURCES:
Handwriting
Chart

1. **Prepare learners for handwriting.**
 - a. Say: Let's warm up our fingers by flicking our fingers in and out.
 - b. Check and adjust learners' posture and pencil grip.
2. **Model how to write: i**
 - a. Show learners how to write the letter on the board.
 - b. As you write, explain the starting point, direction and end point of each letter.
 - c. Next, write a smaller row of the letters, modelling how to leave one finger space between letters.
 - d. Repeat this process modelling how to write: /
3. **Instruct learners to write in their exercise books.**
 - a. Instruct learners to write: a row of the lower-case letter i
 - b. Instruct learners to write: a row of the upper-case letter I
 - c. Walk around and check each learner's: letter formation and spacing.



Shared Reading: Do the First Read



TIME:
15 minutes



RESOURCES:
Anthology,
page 67

1. **Prepare learners for the First Read.**
 - a. Settle learners on the carpet.
 - b. Remind them of the expected behaviour.
 - c. Remind learners of the story title: *Mogau learns to read*
 - d. Say: *This story is about a boy named Mogau, who struggles to learn how to read. We read about how bad he feels, until his teacher helps him. We see that everyone can learn to read, it just takes some of us a little longer.*
 - e. Ask: Do you know anything about this?
2. **Do the First Read as follows:**
 - a. Read each page of the story aloud, fluently and audibly.
 - b. Show learners the pictures.
 - c. Where necessary, stop and explain to learners.
 - d. Point out the vocabulary words as they appear.
 - e. At the end of the story, ask the Read 1 questions as follows:
 - Direct Question 1 & 2 to individual learners.
 - Direct Question 3 to the whole class. Ask learners to discuss the question with a partner.
 - Call on a few learners to share their answers.
 - f. Remind learners of the comprehension strategy.
 - Say, this week we are learning how to: Ask questions / Wonder
 - Ask learners: It is fun to wonder about the story and ask ourselves questions. What questions do you have about this story?



Writing: Model the LSC and task



TIME:
20 minutes



RESOURCES:
DBE
Workbook,
page 47
Writing
Frame:
My name is...

1. **Introduce the LSC focus.**
 - a. Say: This week we will focus on: Using a capital letter at the beginning of someone's name.
 - b. Write a sentence on the board: Our principal's name is Mr / Mrs...
 - c. Point out the LSC: The first letter of the name is a capital letter.
2. **Introduce the writing task.**
 - a. Say: This week we will: Draw a picture and write one sentence.
 - b. Say: We will draw and write about: Who we are.
3. **Explain your own answer to the writing task orally, before writing.**
 - a. Say: My name is...
4. **Model the task on the board.**
 - a. Draw a quick picture that shows: Your face.
 - b. Show learners how to complete the writing frame.
 - c. Point out the LSC: The first letter of the name is a capital letter.



Group Guided Reading: Work with Groups 5&6



TIME:
30 minutes



RESOURCES:
Core Reader

1. **Prepare learners for Group Guided Reading.**
 - a. Make sure learners know their reading group.
 - b. Settle learners in pairs with their Core Readers, exercise books and pencils.
 - c. Instruct learners to open their Core Readers to page 21.
2. **Go through the Core Reader activities for the day with learners.**
Remind learners what to do in order to complete each activity.
3. **Call Group 5 to your Group Guided Reading space.**
 - a. Settle the group with their Core Readers.
 - b. Call on individual learners to read the phonic sounds.
 - c. Call on individual learners to complete the decoding activities.
 - d. Call on each learner to read the words or a passage from the previous week.
 - e. Make a note of learners who need support.
 - f. Make a note of sounds that need to be consolidated.
 - g. Send Group 5 back to their desks and call Group 6.



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's own
resources

- Use your own resources: Big Books, Anthologies and Storybooks are all suitable.
- Use this time to model fluent, expressive reading.
- This activity helps learners to develop a love of stories and reading.
- It also builds their vocabulary, background knowledge and working memory. These are all important comprehension skills.



Phonics: Complete a DBE Workbook Activity



TIME:
15 minutes



RESOURCES:
Frieze Card: i

DBE
Workbook
Core Reader

1. **Revise the new sound: i**
 - a. Show learners the Frieze Card and ask different learners to read the sound.
2. **Complete the DBE Workbook activity.**
 - a. Instruct learners to open DBE Workbook 1, page 79.
 - b. Explain the task to learners.
 - c. Instruct learners to complete the task.
 - d. As learners work, walk around and provide support as needed.
3. **Orientate learners to the Core Reader activities for Thursday.**
 - a. Instruct learners to open their Core Readers to page 22.
 - b. Call on individual learners to help you model each activity.
 - c. Model how to complete any written activities on the board.

Note: Tell learners that they will do these activities with a partner during Group Guided Reading.



Handwriting: Complete a DBE Workbook Activity



TIME:
15 minutes



RESOURCES:
Handwriting
Chart

DBE
Workbook

1. **Prepare learners for handwriting.**
 - a. Say: Let's warm up our fingers by crumpling up a piece of paper and then smoothing it out.
 - b. Check and adjust learners' posture and pencil grip.
2. **Complete the handwriting activity in the DBE Workbook.**
 - a. Instruct learners to open DBE Workbook 1, pages 44, 45.
 - b. Explain the task to them.
 - c. Instruct learners to complete the task.
 - d. As learners work, walk around and provide support as needed.



Shared Reading: Do the Second Read



TIME:
15 minutes



RESOURCES:
Anthology,
page 67

1. **Prepare learners for the Second Read.**
 - a. Settle learners on the carpet.
 - b. Remind them of the expected behaviour.
 - c. Remind learners of the story title: *Mogau learns to read*
 - d. Remind learners of the comprehension strategy.
 - Say, this week we are learning how to: Ask questions / Wonder
 - Say, remember, we discussed this yesterday, when I asked you: It is fun to wonder about the story and ask ourselves questions. What questions do you have about this story?
2. **Do the Second Read as follows:**
 - a. Read each page of the story aloud, fluently and audibly.
 - b. Show learners the picture.
 - c. Use the examples on the introduction page to model the comprehension strategy.
 - d. At the end of the story, ask the Read 2 questions as follows:
 - Direct Question 1 & 2 to individual learners.
 - Direct Question 3 to the whole class. Ask learners to discuss the question with a partner.
 - Call on a few learners to share their answers.



Writing: Plan and draft



TIME:
20 minutes



RESOURCES:
DBE
Workbook,
page 47
Writing
frame:
My name is...

1. **Reintroduce the writing task.**
 - a. Say: Remember that this week we will draw and write about: Who we are.
2. **Instruct learners to think about their own writing.**
 - a. Say: Close your eyes and think about how you will answer the writing frame.
 - b. Say: Share your idea with a partner.
3. **Instruct learners to open the correct page in their DBE workbooks.**
 - a. Say: Now draw and write down your own ideas.
 - b. Remind learners of the LSC: The first letter of the name is a capital letter.
4. **Walk around the room and help individual learners.**
 - a. Ask learners to tell you their ideas.
 - b. Help struggling learners to start the writing task.



Group Guided Reading: Work with Groups 7&8



TIME:
30 minutes



RESOURCES:
Core Reader

1. **Prepare learners for Group Guided Reading.**
 - a. Make sure learners know their reading group.
 - b. Settle learners in pairs with their Core Readers, exercise books and pencils.
 - c. Instruct learners to open their Core Readers to page 22.
2. **Go through the Core Reader activities for the day with learners.**
Remind learners what to do in order to complete each activity.
3. **Call Group 7 to your Group Guided Reading space.**
 - a. Settle the group with their Core Readers.
 - b. Call on individual learners to read the phonic sounds.
 - c. Call on individual learners to complete the decoding activities.
 - d. Call on each learner to read the words or a passage from the previous week.
 - e. Make a note of learners who need support.
 - f. Make a note of sounds that need to be consolidated.
 - g. Send Group 7 back to their desks and call Group 8.



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's own
resources

- Use your own resources: Big Books, Anthologies and Storybooks are all suitable.
- Use this time to model fluent, expressive reading.
- This activity helps learners to develop a love of stories and reading.
- It also builds their vocabulary, background knowledge and working memory. These are all important comprehension skills.



Listening & Speaking: Discuss the Shared Reading story



TIME:
15 minutes



RESOURCES:
Discussion
framework:

This story
was about...

I liked it
when...

I learnt that...

1. **Prepare learners for a group discussion.**
 - a. Arrange learners into groups of 4.
 - b. Give each group a 'talking stick or stone'.
 - c. Say: You may only speak when you are holding the 'talking stick/stone'.
2. **Go through the discussion questions.**
 - a. Remind learners of the shared reading story for the week.
 - b. Write the discussion framework on the board.
 - c. Read and explain each question (sentence starter).
 - d. Tell learners that each member of the group must have a turn to answer each question.
 - e. Encourage learners to think of different answers.
3. **Instruct learners to begin their discussions.**
 - a. Instruct the learners holding the 'talking stick/stone' to begin.
 - b. Walk around and offer support as needed.
 - c. In the last few minutes, call on a group to share their answers.
4. **Learner Preparation**
 - a. Identify 3–4 learners to do Oral Presentations on Monday.
 - b. Tell these learners what to prepare for Monday. (See the L&S lesson plan for Monday)



Phonics: Manipulate sounds in words



TIME:
15 minutes



RESOURCES:
Core Reader

1. **Model how to manipulate sounds in the following word: sit**
 - a. Write the word on the board.
 - b. Show learners what happens if you take away the sound /s/. You are left with: -it
 - c. Show learners what happens if you add the sound /p/. You make a new word: pit.
2. Call different learners to manipulate the words: pip, sip, tip
3. **Orientate learners to the Core Reader activities for Friday.**
 - a. Instruct learners to open their Core Readers to page 23.
 - b. Call on individual learners to help you model each activity.
 - c. Model how to complete any written activities on the board.

Note: Tell learners that they will do these activities with a partner during Group Guided Reading.



Shared Reading: Do the Post-Read



TIME:
15 minutes



RESOURCES:
Anthology,
page 67

1. **Prepare learners for the Post-Read.**
 - a. Remind learners of the story title: *Mogau learns to read*
 - b. Explain the task. Say: Today we are going to recount our favourite part of the story.
2. **Model the task as follows:**
 - a. Close your eyes and pretend to think.
 - b. Say: Let me think – I must tell you my favourite part of the story in my own words.
 - c. Open your eyes and tell learners your favourite part of the story.
 - d. Try not to choose the most obvious part of the story for your example.
 - e. Recount this part of the story in the correct sequence.
 - f. Include important details, like the characters' names.
3. **Instruct learners to complete the task.**
 - a. Tell learners to close their eyes and think of their favourite part of the story.
 - b. Say: Think of your own idea, do not copy my example.
 - c. Next, tell learners to open their eyes and to take turns to tell their partner their favourite part of the story.
 - d. As learners talk about the story, walk around and provide support as needed.
 - e. At the end of the lesson, call on 1–2 learners to recount their favourite part of the story to the class.
4. **Allow learners to share their work.**
 - a. Give learners a few minutes to show their work to their partner.
 - b. Call on a learner to share their work with the class.



Writing: Draft and edit



TIME:
20 minutes



RESOURCES:
DBE
Workbook,
page 47

Writing
frame:
My name is...

1. **Remind learners of the writing task.**
 - a. Say: Today we will finish our writing task.
2. **Introduce differentiation.**
 - a. Walk around the room and help struggling learners.
 - b. Give advanced learners an additional prompt: Add details to your drawing.
3. **Instruct learners to read and edit their writing.**
 - a. Say: Now it is time to read and edit your writing.
 - b. Say, remember to check that: The first letter of the name is a capital letter.
4. **If time permits, ask learners to share their writing.**
 - a. Learners can share their writing with a partner.
 - b. A few learners can share their writing with the class.



Group Guided Reading: Work with Groups 9&10



TIME:
30 minutes



RESOURCES:
Core Reader

1. **Prepare learners for Group Guided Reading.**
 - a. Make sure learners know their reading group.
 - b. Settle learners in pairs with their Core Readers, exercise books and pencils.
 - c. Instruct learners to open their Core Readers to page 23.
2. **Go through the Core Reader activities for the day with learners.**
Remind learners what to do to complete each activity.
3. **Call Group 9 to your Group Guided Reading space.**
 - a. Settle the group with their Core Readers.
 - b. Call on individual learners to read the phonic sounds.
 - c. Call on individual learners to complete the decoding activities.
 - d. Call on each learner to read the words or a passage from the previous week.
 - e. Make a note of learners who need support.
 - f. Make a note of sounds that need to be consolidated.
 - g. Send Group 9 back to their desks and call Group 10.



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's own
resources

- Use your own resources: Big Books, Anthologies and Storybooks are all suitable.
- Use this time to model fluent, expressive reading.
- This activity helps learners to develop a love of stories and reading.
- It also builds their vocabulary, background knowledge and working memory. These are all important comprehension skills.



Listening & Speaking: Introduce the theme



TIME:
15 minutes



RESOURCES:
Pictures and
real objects
for theme
display
Core Reader

1. **Prepare a theme display:** *We tell stories*
2. **Ask open questions to activate learners' background knowledge.**
 - *Who tells you stories?*
 - *Do you have a favourite story? If so, what is it?*
 - *What makes a good storyteller?*
3. **Make a mind map using the questions and learners' answers.**
4. **Add your own answers to the mind map to extend learners' knowledge.**
5. **Instruct learners to open their Core Readers to page 24.**
6. **Tell learners to point to the language enrichment for the theme.**
 - a. Read the language enrichment aloud.
 - b. Instruct learners to read it with you, or to repeat it after you:
Until the lion tells the story, the hunter will always be the hero.
7. **Discuss the language enrichment with learners.**
 - a. Ask: Can you tell me what this means? / Can you figure out the answer?
 - b. Encourage learners to share their ideas.
 - c. Explain the meaning or provide the answer as follows:
This means that we need to think about stories from everyone's point of view. Often, we only hear a story from the point of view of the most powerful person. But we have to think about the story from the point of view of others in the story.



Phonics: Teach a new sound



TIME:
15 minutes



RESOURCES:
Frieze Card: n
Pictures /
objects that
start with: n
Core Reader

1. **Introduce the new sound: n**
 - a. Say the sound x3.
 - b. Show learners the Frieze Card and read the sound x3.
 - c. Tell learners to listen and then repeat the sound.
2. **Say words that start with or use the sound: n**
 - a. Ask: Who can say a word that starts with or uses the sound, n?
 - b. Ask learners to name the resources you collected, e.g. nut, net.
3. **Orientate learners to the Core Reader activities for Monday.**
 - a. Instruct learners to open their Core Readers to page 26.
 - b. Call on individual learners to help you model each activity.
 - c. Model how to complete any written activities on the board.

Note: Tell learners that they will do these activities with a partner during Group Guided Reading.



Handwriting: Teach lower-case letter formation



TIME:
15 minutes



RESOURCES:
Handwriting
Chart

1. **Prepare learners for handwriting.**
 - a. Say: Let's warm up our fingers by shaking our hands out.
 - b. Check and adjust learners' posture and pencil grip.
2. **Show learners how to form: n**
 - a. Stand with your back to learners.
 - b. Instruct left-handed learners to put their heads on their desks.
 - c. Use your right arm to form the letter: n
 - d. Instruct right-handed learners to form the letter with you.
 - e. Repeat with left-handed learners.
3. **Instruct learners to practice forming: n**
 - a. Say: Make the letter on your partner's back, the desk, in the sand.
4. **Instruct learners to practice writing: n**
 - a. Say: Write the letter in your exercise book x3.
 - b. Walk around and check each learner's letter formation.



Shared Reading: Introduce the story



TIME:
15 minutes



RESOURCES:
Anthology,
Introduction
page 79

1. **Introduce the story.**
 - a. Say: This week we will read a story titled, *The giant beetroot*
 - b. Say: *In this story, we read about Farmer Baloyi harvesting his vegetables. He comes across a giant beetroot that he cannot pull out the ground on his own. We read about how he eventually manages to harvest the giant beetroot.*
 - c. Ask: Do you know anything about this?
 - d. Briefly show learners the pictures from the story.
2. **Build learners' background knowledge.**
 - a. Share and explain the background information provided for the story.
 - b. Show learners where the story takes place using the Anthology map.
 - c. Ask: Do you have any questions about this story?
3. **Explain the comprehension strategy.**
 - a. Say, this week we will learn how to: Visualise
 - b. Explain this strategy to learners.



Group Guided Reading: Work with Groups 1&2



TIME:
30 minutes



RESOURCES:
Core Reader

1. **Prepare learners for Group Guided Reading.**
 - a. Make sure learners know their reading group.
 - b. Settle learners in pairs with their Core Readers, exercise books and pencils.
 - c. Instruct learners to open their Core Readers to page 26.
2. **Go through the Core Reader activities for the day with learners.**
Remind learners what to do to complete each activity.
3. **Call Group 1 to your Group Guided Reading space.**
 - a. Settle the group with their Core Readers.
 - b. Call on individual learners to read the phonic sounds.
 - c. Call on individual learners to complete the decoding activities.
 - d. Call on each learner to read the words or a passage from the previous week.
 - e. Make a note of learners who need support.
 - f. Make a note of sounds that need to be consolidated.
 - g. Send Group 1 back to their desks and call Group 2.



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's own
resources

- Use your own resources: Big Books, Anthologies and Storybooks are all suitable.
- Use this time to model fluent, expressive reading.
- This activity helps learners to develop a love of stories and reading.
- It also builds their vocabulary, background knowledge and working memory. These are all important comprehension skills.



Listening & Speaking: Teach vocabulary



TIME:
15 minutes



RESOURCES:
Vocabulary
flashcards,
pictures,
objects
Core Reader

1. **Remind learners of the theme.**
 - a. Instruct learners to open their Core Readers to page 24.
 - b. Read or say the language enrichment once again.
 - c. Show learners the list of vocabulary words for the theme.
 - d. Explain that these words will help us to understand and talk about the theme.
 - e. Read the list of words to them.
2. **Use PATS to teach vocabulary.**
 - a. Teach the following vocabulary words:
 - *giant: Much bigger than usual.*
 - *beetroot: A round, red vegetable that grows under the ground.*
 - *stuck: Unable to move or get free, like when a toy is trapped in a small space.*
3. **Use the PATS strategies that are suitable for each word:**

P: Point at a picture or real object
 A: Act out the word
 T: Tell learners the meaning of the word
 S: Say the word in a sentence



Phonics: Teach and practice blending



TIME:
15 minutes



RESOURCES:
Frieze Card: n
Core Reader

1. **Revise the new sound: n**
 - a. Say the sound x3.
 - b. Show learners the Frieze Card and read the sound x3.
 - c. Tell learners to listen and then repeat the sound.
2. **Model the skill of blending.**
 - a. Write the following sounds on the board: *s, a, t, p, i, n*
 - b. Point to each letter and say the sound.
 - c. Blend some of these letters together to build a word.
 - For example: p-i-n = pin
 - d. Point to the first letter and say the sound, then write it down.
 - e. Repeat this process for all the sounds in the word.
 - f. Then, run your finger below the word, blending the sounds together as you go. Finally, read the word.
 - g. Call a few individual learners to the board to form their own words.
3. **Orientate learners to the Core Reader activities for Tuesday.**
 - a. Instruct learners to open their Core Readers to page 27.
 - b. Call on individual learners to help you model each activity.
 - c. Model how to complete any written activities on the board.

Note: Tell learners that they will do these activities with a partner during Group Guided Reading.



Handwriting: Teach upper-case letter formation



TIME:
15 minutes



RESOURCES:
Handwriting
Chart

1. **Prepare learners for handwriting.**
 - a. Say: Let's warm up our fingers by squeezing our hands in a fist for the count of 5, then relaxing.
 - b. Check and adjust learners' posture and pencil grip.
2. **Show learners how to form: N**
 - a. Stand with your back to learners.
 - b. Instruct left-handed learners to put their heads on their desks.
 - c. Use your right arm to form the letter: N
 - d. Instruct right-handed learners to form the letter with you.
 - e. Repeat with left-handed learners.
3. **Instruct learners to practice forming: N**
 - Say: Make the letter on your partner's back, the desk, in the sand.
4. **Instruct learners to practice writing: N**
 - a. Say: Write the letter in your exercise book x3.
 - b. Walk around and check each learner's letter formation.



Shared Reading: Do the Pre-Read



TIME:
15 minutes



RESOURCES:
Anthology,
page 81

1. **Settle learners for the Pre-Read.**
 - a. Call learners to sit on the carpet or floor.
 - b. Sit in front of the learners with the Anthology.
 - c. Make sure all learners can see the book.
 - d. Remind learners of the behaviour you expect during Shared Reading, e.g. sit cross legged; keep your hands in your lap; listen carefully; respond when called on; raise your hand to ask a question.
2. **Do the Pre-Read as follows:**
 - a. Say the title of the story: *The giant beetroot*
 - b. Explain the skill of prediction. Say: When we make a prediction, we use the title and pictures to try and work out what the story will be about.
 - c. Show learners the pictures on each page.
 - d. Ask: What do you think is happening here?
 - e. Ask: How do you think these pictures link together?



Group Guided Reading: Work with Groups 3&4



TIME:
30 minutes



RESOURCES:
Core Reader

1. **Prepare learners for Group Guided Reading.**
 - a. Make sure learners know their reading group.
 - b. Settle learners in pairs with their Core Readers, exercise books and pencils.
 - c. Instruct learners to open their Core Readers to page 27.
2. **Go through the Core Reader activities for the day with learners.**
Remind learners what to do to complete each activity.
3. **Call Group 3 to your Group Guided Reading space.**
 - a. Settle the group with their Core Readers.
 - b. Call on individual learners to read the phonic sounds.
 - c. Call on individual learners to complete the decoding activities.
 - d. Call on each learner to read the words or a passage from the previous week.
 - e. Make a note of learners who need support.
 - f. Make a note of sounds that need to be consolidated.
 - g. Send Group 3 back to their desks and call Group 4.



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's own
resources

- Use your own resources: Big Books, Anthologies and Storybooks are all suitable.
- Use this time to model fluent, expressive reading.
- This activity helps learners to develop a love of stories and reading.
- It also builds their vocabulary, background knowledge and working memory. These are all important comprehension skills.



Listening & Speaking: Teach vocabulary and discuss the theme picture



TIME:
15 minutes



RESOURCES:
Vocabulary
flashcards,
pictures,
objects

Core Reader

1. **Use PATS to teach vocabulary.**
 - a. Teach the following vocabulary words:
 - *listen*: To pay attention with your ears to someone who is talking.
 - *storytelling*: Telling stories out loud for other people to hear.
 - *fiction*: Stories that are made up and not true.
 - b. Use the PATS strategies that are suitable for each word.
2. **Build learners' background knowledge.**
 - a. Instruct learners to open their Core Readers to page 28.
 - b. Tell learners the following information about the picture:
 - *People have told stories for a very long time - even long before there were books.*
 - *Reasons for telling stories include to make others laugh, to teach lessons, to explain things, and to bring people together.*
 - *Storytelling is telling a story from memory, using just your voice. It is different from reading because nothing is written down.*
3. **Discuss the picture.**
 - a. Use the questions that follow to discuss the picture as follows:
 - Ask the first question.
 - Instruct learners to discuss the question with their partner.
 - Call on a few individual learners to share their answers.
 - Build learners' background knowledge by correcting misunderstandings and by sharing information related to the theme.
 - Repeat this process with all questions.
4. **Questions:**
 - a. Why do we tell stories?
 - b. What kinds of stories do you like best?
 - c. How is storytelling different from reading books?



Phonics: Teach and practice segmenting



TIME:
15 minutes



RESOURCES:
Frieze Card: n
Core Reader

1. **Revise the new sound: n**
 - a. Show learners the Frieze Card and ask different learners to read the sound.
2. **Model the skill of segmenting.**
 - a. Write the following words on the board: in, nap, tin
 - b. Segment the first word.
 - c. Point to the first letter and say the sound.
 - d. Repeat this process for all the sounds in the word.
 - e. Then, run your finger below the word and blend the sounds as you go.
 - f. Call individual learners to the board to segment the other words.
3. **Orientate learners to the Core Reader activities for Wednesday.**
 - a. Instruct learners to open their Core Readers to page 29.
 - b. Call on individual learners to help you model each activity.
 - c. Model how to complete any written activities on the board.

Note: Tell learners that they will do these activities with a partner during Group Guided Reading.



Handwriting: Practice handwriting



TIME:
15 minutes



RESOURCES:
Handwriting
Chart

1. **Prepare learners for handwriting.**
 - a. Say: Let's warm up our fingers by flicking our fingers in and out.
 - b. Check and adjust learners' posture and pencil grip.
2. **Model how to write: n**
 - a. Show learners how to write the letter on the board.
 - b. As you write, explain the starting point, direction and end point of each letter.
 - c. Next, write a smaller row of the letters, modelling how to leave one finger space between letters.
 - d. Repeat this process modelling how to write: N
3. **Instruct learners to write in their exercise books.**
 - a. Instruct learners to write: a row of the lower-case letter n
 - b. Instruct learners to write: a row of the upper-case letter N
 - c. Walk around and check each learner's: letter formation and spacing.



Shared Reading: Do the First Read



TIME:
15 minutes



RESOURCES:
Anthology,
page 81

1. **Prepare learners for the First Read.**
 - a. Settle learners on the carpet.
 - b. Remind them of the expected behaviour.
 - c. Remind learners of the story title: *The giant beetroot*
 - d. Say: *In this story, we read about Farmer Baloyi harvesting his vegetables. He comes across a giant beetroot that he cannot pull out the ground on his own. We read about how he eventually manages to harvest the giant beetroot.*
2. **Do the First Read as follows:**
 - a. Read each page of the story aloud, fluently and audibly.
 - b. Show learners the pictures.
 - c. Where necessary, stop and explain to learners.
 - d. Point out the vocabulary words as they appear.
 - e. At the end of the story, ask the Read 1 questions as follows:
 - Direct Question 1 & 2 to individual learners.
 - Direct Question 3 to the whole class. Ask learners to discuss the question with a partner.
 - Call on a few learners to share their answers.
 - f. Remind learners of the comprehension strategy.
 - Say, this week we are learning how to: Visualise
 - Ask learners: Can you close your eyes and try to visualise something from this story like a movie in your mind? What do you see?



Writing: Model the LSC and task



TIME:
20 minutes



RESOURCES:
Writing
frame:
My best story
is...

1. **Introduce the LSC focus.**
 - a. Say: This week we will focus on: Using a capital letter at the beginning of a sentence.
 - b. Write a sentence on the board: My mom tells me stories.
 - c. Point out the LSC: The first letter of the sentence is a capital letter.
2. **Introduce the writing task.**
 - a. Say: This week we will: Draw a picture and write one sentence.
 - b. Say: We will draw and write about: Our best stories.
3. **Explain your own answer to the writing task orally, before writing.**
 - a. Say: My best story is...
4. **Model the task on the board.**
 - a. Draw a quick picture that shows: Your best story.
 - b. Show learners how to complete the writing frame.
 - c. Point out the LSC: The first letter of the sentence is a capital letter.



Group Guided Reading: Work with Groups 5&6



TIME:
30 minutes



RESOURCES:
Core Reader

1. **Prepare learners for Group Guided Reading.**
 - a. Make sure learners know their reading group.
 - b. Settle learners in pairs with their Core Readers, exercise books and pencils.
 - c. Instruct learners to open their Core Readers to page 29.
2. **Go through the Core Reader activities for the day with learners.**
Remind learners what to do in order to complete each activity.
3. **Call Group 5 to your Group Guided Reading space.**
 - a. Settle the group with their Core Readers.
 - b. Call on individual learners to read the phonic sounds.
 - c. Call on individual learners to complete the decoding activities.
 - d. Call on each learner to read the words or a passage from the previous week.
 - e. Make a note of learners who need support.
 - f. Make a note of sounds that need to be consolidated.
 - g. Send Group 5 back to their desks and call Group 6.



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's own
resources

- Use your own resources: Big Books, Anthologies and Storybooks are all suitable.
- Use this time to model fluent, expressive reading.
- This activity helps learners to develop a love of stories and reading.
- It also builds their vocabulary, background knowledge and working memory. These are all important comprehension skills.



Phonics: Complete a DBE Workbook Activity



TIME:
15 minutes



RESOURCES:
Frieze Card: n

DBE
Workbook

Core Reader

1. **Revise the new sound: n**
 - a. Show learners the Frieze Card and ask different learners to read the sound.
2. **Complete the DBE Workbook activity.**
 - a. Instruct learners to open DBE Workbook 1, page 35.
 - b. Explain the task to learners.
 - c. Instruct learners to complete the task.
 - d. As learners work, walk around and provide support as needed.
3. **Orientate learners to the Core Reader activities for Thursday.**
 - a. Instruct learners to open their Core Readers to page 30.
 - b. Call on individual learners to help you model each activity.
 - c. Model how to complete any written activities on the board.

Note: Tell learners that they will do these activities with a partner during Group Guided Reading.



Handwriting: Complete a DBE Workbook Activity



TIME:
15 minutes



RESOURCES:
Handwriting
Chart

DBE
Workbook

1. **Prepare learners for handwriting.**
 - a. Say: Let's warm up our fingers by pretending to play the piano.
 - b. Check and adjust learners' posture and pencil grip.
2. **Complete the handwriting activity in the DBE Workbook.**
 - a. Instruct learners to open DBE Workbook 1, page 48.
 - b. Explain the task to them.
 - c. Instruct learners to complete the task.
 - d. As learners work, walk around and provide support as needed.



Shared Reading: Do the Second Read



TIME:
15 minutes



RESOURCES:
Anthology,
page 81

1. **Prepare learners for the Second Read.**
 - a. Settle learners on the carpet.
 - b. Remind them of the expected behaviour.
 - c. Remind learners of the story title: *The giant beetroot*
 - d. Remind learners of the comprehension strategy.
 - Say, this week we are learning how to: Visualise
 - Say, remember, we discussed this yesterday, when I asked you: Can you close your eyes and try to visualise something from this story like a movie in your mind? What do you see?
2. **Do the Second Read as follows:**
 - a. Read each page of the story aloud, fluently and audibly.
 - b. Show learners the picture.
 - c. Use the examples on the introduction page to model the comprehension strategy.
 - d. At the end of the story, ask the Read 2 questions as follows:
 - Direct Question 1 & 2 to individual learners.
 - Direct Question 3 to the whole class. Ask learners to discuss the question with a partner.
 - Call on a few learners to share their answers.



Writing: Plan and draft



TIME:
20 minutes



RESOURCES:
Writing
frame:
My best story
is...

1. **Reintroduce the writing task.**
 - a. Say: Remember that this week we will draw and write about: Our best stories.
2. **Instruct learners to think about their own writing.**
 - a. Say: Close your eyes and think about how you will answer the writing frame.
 - b. Say: Share your idea with a partner.
 - c. Brainstorm and write useful words on the board, e.g. The three little pigs, The little red hen, etc.
3. **Instruct learners to begin writing in their exercise books.**
 - a. Say: Now draw and write down your own ideas.
 - b. Remind learners of the LSC: The first letter of the sentence is a capital letter.
4. **Walk around the room and help individual learners.**
 - a. Ask learners to tell you their ideas.
 - b. Help struggling learners to start the writing task.



Group Guided Reading: Work with Groups 7&8



TIME:
15 minutes



RESOURCES:
Core Reader

1. **Prepare learners for Group Guided Reading.**
 - a. Make sure learners know their reading group.
 - b. Settle learners in pairs with their Core Readers, exercise books and pencils.
 - c. Instruct learners to open their Core Readers to page 30.
2. **Go through the Core Reader activities for the day with learners.**
Remind learners what to do in order to complete each activity.
3. **Call Group 7 to your Group Guided Reading space.**
 - a. Settle the group with their Core Readers.
 - b. Call on individual learners to read the phonic sounds.
 - c. Call on individual learners to complete the decoding activities.
 - d. Call on each learner to read the words or a passage from the previous week.
 - e. Make a note of learners who need support.
 - f. Make a note of sounds that need to be consolidated.
 - g. Send Group 7 back to their desks and call Group 8.



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's own
resources

- Use your own resources: Big Books, Anthologies and Storybooks are all suitable.
- Use this time to model fluent, expressive reading.
- This activity helps learners to develop a love of stories and reading.
- It also builds their vocabulary, background knowledge and working memory. These are all important comprehension skills.



Listening & Speaking:



TIME:
15 minutes



RESOURCES:
Discussion
framework:

This story
was about...

I liked the
character...
because...

I learnt that...

1. **Prepare learners for a group discussion.**
 - a. Arrange learners into groups of 4.
 - b. Give each group a 'talking stick or stone'.
 - c. Say: You may only speak when you are holding the 'talking stick/stone'.
2. **Go through the discussion questions.**
 - a. Remind learners of the shared reading story for the week.
 - b. Write the discussion framework on the board.
 - c. Read and explain each question (sentence starter).
 - d. Tell learners that each member of the group must have a turn to answer each question.
 - e. Encourage learners to think of different answers.
3. **Instruct learners to begin their discussions.**
 - a. Instruct the learners holding the 'talking stick/stone' to begin.
 - b. Walk around and offer support as needed.
 - c. In the last few minutes, call on a group to share their answers.
4. **Learner Preparation**
 - a. Identify 3–4 learners to do Oral Presentations on Monday.
 - b. Tell these learners what to prepare for Monday. (See the L&S lesson plan for Monday)



Phonics: Manipulate sounds in words



TIME:
15 minutes



RESOURCES:
Core Reader

1. **Model how to manipulate sounds in the following word: tin**
 - a. Write the word on the board.
 - b. Show learners what happens if you take away the sound /t/. You are left with: -in
 - c. Show learners what happens if you add the sound /p/. You make a new word: pin.
2. Call different learners to manipulate the words: nip, tap, pat
3. **Orientate learners to the Core Reader activities for Friday.**
 - a. Instruct learners to open their Core Readers to page 31.
 - b. Call on individual learners to help you model each activity.
 - c. Model how to complete any written activities on the board.

Note: Tell learners that they will do these activities with a partner during Group Guided Reading.



Shared Reading: Do the Post-Read



TIME:
15 minutes



RESOURCES:
Anthology,
page 81

1. **Prepare learners for the Post-Read.**
 - a. Remind learners of the story title: *The giant beetroot*
 - b. Explain the task. Say: Today we are going to act out the story in groups.
2. **Model the task as follows:**
 - a. Say: When we act out a story, we must try to:
 - Remember what our character does and says
 - Speak and act like our character
 - Use some of the same words as our character
 - b. Briefly show learners how you would act like one of the characters.
 - c. Try not to choose the main character for your example.
3. **Instruct learners to complete the task.**
 - a. Count how many characters there are in the story.
 - b. Divide the class into groups of that number. For instance, if there are 5 characters in the story, divide the class into groups of 5.
 - c. Allocate a character to each learner in the group.
 - d. Take the class outside or to a large open space.
 - e. Tell groups to act out the story. They must:
 - Remember what their character does and says
 - Speak and act like their character
 - Use some of the same words as their character
 - f. As learners act out the story, walk around and offer support as needed.
4. **Allow learners to share their work.**
 - a. Give learners a few minutes to show their work to their partner.
 - b. Call on a learner to share their work with the class.



Writing: Draft and edit



TIME:
20 minutes



RESOURCES:
Writing
frame:
My best story
is...

1. **Remind learners of the writing task.**
 - a. Say: Today we will finish our writing task.
2. **Introduce differentiation.**
 - a. Walk around the room and help struggling learners.
 - b. Give advanced learners an additional prompt: Add a label to your drawing.
3. **Instruct learners to read and edit their writing.**
 - a. Say: Now it is time to read and edit your writing.
 - b. Say, remember to check that: The first letter of the sentence is a capital letter.
4. **If time permits, ask learners to share their writing.**
 - a. Learners can share their writing with a partner.
 - b. A few learners can share their writing with the class.



Group Guided Reading: Work with Groups 9&10



TIME:
30 minutes



RESOURCES:
Core Reader

1. **Prepare learners for Group Guided Reading.**
 - a. Make sure learners know their reading group.
 - b. Settle learners in pairs with their Core Readers, exercise books and pencils.
 - c. Instruct learners to open their Core Readers to page 31.
2. **Go through the Core Reader activities for the day with learners.**
Remind learners what to do in order to complete each activity.
3. **Call Group 9 to your Group Guided Reading space.**
 - a. Settle the group with their Core Readers.
 - b. Call on individual learners to read the phonic sounds.
 - c. Call on individual learners to complete the decoding activities.
 - d. Call on each learner to read the words or a passage from the previous week.
 - e. Make a note of learners who need support.
 - f. Make a note of sounds that need to be consolidated.
 - g. Send Group 9 back to their desks and call Group 10.



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's own
resources

- Use your own resources: Big Books, Anthologies and Storybooks are all suitable.
- Use this time to model fluent, expressive reading.
- This activity helps learners to develop a love of stories and reading.
- It also builds their vocabulary, background knowledge and working memory. These are all important comprehension skills.



Listening & Speaking: Oral Presentations



TIME:
15 minutes



RESOURCES:
No resources
required

1. **Settle learners to watch their classmates present their oral presentations.**
2. **Remind learners of the following task: Shares personal news**
 - a. Tell us what your news is about. Say:
 - Today I will tell you about...
 - Then, share your news.
 - Tell us what happened in the correct sequence.
 - Tell us the main points about your news.
 - End by telling us how your news made you feel.
3. **Remind learners of the following presentation skills:**
 - a. When you are sharing your news, remember to:
 - Tell us what your news is about
 - Tell us when it happened
 - Tell us who it happened to
 - Say your sentences in the correct order
 - Say things once – do not repeat yourself
 - Speak in a loud, clear voice
4. **Call the selected learners one at a time to do their presentations.**
 - a. Build each learner's confidence by thanking them for their presentation and by giving some positive feedback.
 - b. At the end of the lesson, give the class some generic feedback to improve their presentations. For example: I struggled to hear some of you. Please try to keep your voices audible – we want to hear what you have to say.



Phonics: Revise all sounds taught in Term 1



TIME:
15 minutes



RESOURCES:
Term 1
Phonics
Frieze Cards
Core Reader

1. **Settle learners on the carpet or floor in front of you.**
 - a. Tell learners to listen for their name.
 - b. As you say a learner's name, they must read the sound of the frieze card that you hold up.
 - c. Say another learner's name. This learner must say a word that starts with or uses the sound.
 - d. Do this really quickly. Make it feel like a fun game but take note of learners who struggle.
 - e. If a learner makes a mistake, say 'listen carefully' and say the sound.
2. **Orientate learners to the Core Reader activities for Monday.**
 - a. Instruct learners to open their Core Readers to page 32.
 - b. Call on individual learners to help you model each activity.
 - c. Model how to complete any written activities on the board.

Note: Tell learners that they will do these activities with a partner during Group Guided Reading.



Handwriting: Revise all letters taught in Term 1



TIME:
15 minutes



RESOURCES:
Assessment
Book

1. **Prepare learners for handwriting.**
 - a. Say: Let's warm up our fingers by shaking our hands out.
 - b. Check and adjust learners' posture and pencil grip.
2. **Model the formation of all lower-case letters taught in Term 1.**
 - a. Write each lower-case letter on the board.
 - b. As you write, describe the starting point, direction and finishing point of each letter.
 - c. Tell learners to write a row of each letter in their exercise books, leaving a finger space between each letter.
 - d. Tell learners to make sure that they can correctly form each letter.
3. **Check learners' lower-case letter formation.**
 - a. As learners write, walk around and check their letter formation.
 - b. Give support as needed.
 - c. Take note of learners who still struggle to form letters correctly.



Shared Reading: Introduce the story



TIME:
15 minutes



RESOURCES:
Anthology,
Introduction
page 93

1. **Introduce the story.**
 - a. Say: This week we will read a story titled, *Why the llama lives up high*
 - b. Say: *Llamas are animals from South America. People keep llamas for their milk and their wool. This story is a folk tale about llamas who lived in the Andes Mountains a long time ago, and how they helped the people who lived close to them.*
 - c. Ask: Do you know anything about this?
 - d. Briefly show learners the pictures from the story.
2. **Build learners' background knowledge.**
 - a. Share and explain the background information provided for the story.
 - b. Show learners where the story takes place using the Anthology map.
 - c. Ask: Do you have any questions about this story?
3. **Explain the comprehension strategy.**
 - a. Say, this week we will learn how to: Monitor understanding
 - b. Explain this strategy to learners.



Group Guided Reading: Work with Groups 1&2



TIME:
30 minutes



RESOURCES:
Core Reader

1. **Prepare learners for Group Guided Reading.**
 - a. Make sure learners know their reading group.
 - b. Settle learners in pairs with their Core Readers, exercise books and pencils.
 - c. Instruct learners to open their Core Readers to page 32.
2. **Go through the Core Reader activities for the day with learners.**
Remind learners what to do to complete each activity.
3. **Call Group 1 to your Group Guided Reading space.**
 - a. Settle the group with their Core Readers.
 - b. Call on individual learners to read the phonic sounds.
 - c. Call on individual learners to complete the decoding activities.
 - d. Call on each learner to read the words or a passage from the previous week.
 - e. Make a note of learners who need support.
 - f. Make a note of sounds that need to be consolidated.
 - g. Send Group 1 back to their desks and call Group 2.



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's own
resources

- Use your own resources: Big Books, Anthologies and Storybooks are all suitable.
- Use this time to model fluent, expressive reading.
- This activity helps learners to develop a love of stories and reading.
- It also builds their vocabulary, background knowledge and working memory. These are all important comprehension skills.



Listening & Speaking: Teach vocabulary



TIME:
15 minutes



RESOURCES:
Vocabulary
flashcards,
pictures,
objects
Core Reader

1. **Remind learners of the theme.**
 - a. Instruct learners to open their Core Readers to page 24.
 - b. Read or say the language enrichment once again.
 - c. Show learners the list of vocabulary words for the theme.
 - d. Explain that these words will help us to understand and talk about the theme.
 - e. Read the list of words to them.
2. **Use PATS to teach vocabulary.**
 - a. Teach the following vocabulary words:
 - *llama: An animal from South America that people use for carrying things and for its soft fur.*
 - *South America: A large continent across the ocean from Africa with many countries, rainforests, and mountains.*
 - *high: Very far up from the ground.*
3. **Use the PATS strategies that are suitable for each word:**

P: Point at a picture or real object
 A: Act out the word
 T: Tell learners the meaning of the word
 S: Say the word in a sentence



Phonics: Sort words into sound families



TIME:
15 minutes



RESOURCES:
Core Reader

1. **Write the beginning or ending sounds of words in columns on the board as follows:**

-ap	-ip	-an	-in

- a. Read each 'sound family' to learners.
- b. Ask individual learners to think of a word for a family.
- c. As the learner says the word, ask them to say which family the word belongs to and write the word in the column as follows:

-ap	-ip	-an	-in
sap	sip	nan	sin
pap	pip	pan	pin
nap	nip		

- d. If a learner makes a mistake, correct them.
2. **Orientate learners to the Core Reader activities for Tuesday.**
 - a. Instruct learners to open their Core Readers to page 33.
 - b. Call on individual learners to help you model each activity.
 - c. Model how to complete any written activities on the board.

Note: Tell learners that they will do these activities with a partner during Group Guided Reading.



Handwriting: Revise all letters taught in Term 1



TIME:
15 minutes



RESOURCES:
Assessment Book

1. **Prepare learners for handwriting.**
 - a. Say: Let's warm up our fingers by flicking our fingers in and out.
 - b. Check and adjust learners' posture and pencil grip.
2. **Model the formation of all upper-case letters taught in Term 1.**
 - a. Write each upper-case letter on the board.
 - b. As you write, describe the starting point, direction and finishing point of each letter.
 - c. Tell learners to write a row of each letter in their exercise books, leaving a finger space between each letter.
 - d. Tell learners to make sure that they can correctly form each letter.
3. **Check learners' upper-case letter formation.**
 - a. As learners write, walk around and check their letter formation.
 - b. Give support as needed.
 - c. Take note of learners who still struggle to form letters correctly.



Shared Reading: Do the Pre-Read



TIME:
15 minutes



RESOURCES:
Anthology,
page 95

1. **Settle learners for the Pre-Read.**
 - a. Call learners to sit on the carpet or floor.
 - b. Sit in front of the learners with the Anthology.
 - c. Make sure all learners can see the book.
 - d. Remind learners of the behaviour you expect during Shared Reading, e.g. sit cross legged; keep your hands in your lap; listen carefully; respond when called on; raise your hand to ask a question.
2. **Do the Pre-Read as follows:**
 - a. Say the title of the story: *Why the llama lives up high*
 - b. Explain the skill of prediction. Say: When we make a prediction, we use the title and pictures to try and work out what the story will be about.
 - c. Show learners the pictures on each page.
 - d. Ask: What do you think is happening here?
 - e. Ask: How do you think these pictures link together?



Group Guided Reading: Work with Groups 3&4



TIME:
30 minutes



RESOURCES:
Core Reader

1. **Prepare learners for Group Guided Reading.**
 - a. Make sure learners know their reading group.
 - b. Settle learners in pairs with their Core Readers, exercise books and pencils.
 - c. Instruct learners to open their Core Readers to page 33.
2. **Go through the Core Reader activities for the day with learners.**
Remind learners what to do in order to complete each activity.
3. **Call Group 3 to your Group Guided Reading space.**
 - a. Settle the group with their Core Readers.
 - b. Call on individual learners to read the phonic sounds.
 - c. Call on individual learners to complete the decoding activities.
 - d. Call on each learner to read the words or a passage from the previous week.
 - e. Make a note of learners who need support.
 - f. Make a note of sounds that need to be consolidated.
 - g. Send Group 3 back to their desks and call Group 4.



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's own
resources

- Use your own resources: Big Books, Anthologies and Storybooks are all suitable.
- Use this time to model fluent, expressive reading.
- This activity helps learners to develop a love of stories and reading.
- It also builds their vocabulary, background knowledge and working memory. These are all important comprehension skills.



Listening & Speaking: Creative Storytelling



TIME:
15 minutes



RESOURCES:
Core Reader

1. **Prepare learners for creative storytelling.**
 - a. Arrange learners in groups of 4.
 - b. Tell learners to open their Core Readers to page 34.
2. **Direct learners to look at the picture.**
 - a. Ask: What do you see in this picture?
3. **Tell learners that they must each make up a short story about the picture.**
4. **Tell learners how to structure their story. Say:**
 - a. Give each character in your story a name.
 - b. Say where the story takes place.
 - c. Your story must have a beginning, a middle and an end.
 - d. This picture only shows part of your story.
 - The picture may show the beginning of your story.
 - The picture may show the middle of your story.
 - The picture may show the end of your story.
 - e. You can start your story by saying:
 - a. It was the day after...
 - b. Mama asked ____ about his day at school and...
5. **Instruct learners to complete the activity.**
 - a. Give learners a few minutes to think of their story in silence.
 - b. Then, instruct learners to take turns to tell their stories to their group.
You may want to use the 'talking stick/stone' for this.
 - c. As learners talk, walk around and listen.
6. **End the lesson as follows:**
 - a. Call on one learner to share their story with the class or ask 1–2 learners questions about their group's stories.
 - Ask: What was X's story about?
 - Ask: What did you like about X's story?
 - b. Give the class some generic feedback to improve their stories.
For example: Usually, at the beginning of the story, we say where the story takes place, and who the characters are. Next time, try to include this information in your stories.



Phonics: Manipulate sounds in words



TIME:
15 minutes



RESOURCES:
Core Reader

1. **Model how to manipulate sounds in the following word: *tap***
 - a. Write the word on the board.
 - b. Show learners what happens if you take away the sound /t/. You are left with: -ap
 - c. Show learners what happens if you add the sound /n/. You make a new word: nap.
2. **Call different learners to manipulate the words: *pan, tin, sap*.**
3. **Orientate learners to the Core Reader activities for Wednesday.**
 - a. Instruct learners to open their Core Readers to page 35.
 - b. Call on individual learners to help you model each activity.
 - c. Model how to complete any written activities on the board.

Note: Tell learners that they will do these activities with a partner during Group Guided Reading.



Handwriting: Revise patterns



TIME:
15 minutes



RESOURCES:
Assessment Book

1. **Prepare learners for handwriting.**
 - a. Say: Let's warm up our fingers by flicking our fingers in and out.
 - b. Check and adjust learners' posture and pencil grip.
2. **Draw the following patterns on the board:**

 - a. Instruct learners to copy the patterns in their exercise books.
 - b. They must make the pattern to the end of the page.
3. **Check learners' ability to copy patterns.**
 - a. As learners write, walk around and take note of learners who struggle:
 - To copy the patterns accurately
 - To keep the pattern elements the same size
 - To finish the patterns in the allocated time



Shared Reading: Do the First Read



TIME:
15 minutes



RESOURCES:
Anthology,
page 95

1. **Prepare learners for the First Read.**
 - a. Settle learners on the carpet.
 - b. Remind them of the expected behaviour.
 - c. Remind learners of the story title: *Why the llama lives up high*
 - d. Say: *Llamas are animals from South America. People keep llamas for their milk and their wool. This story is a folk tale about llamas who lived in the Andes Mountains a long time ago, and how they helped the people who lived close to them.*
 - e. Ask: Do you know anything about this?
2. **Do the First Read as follows:**
 - a. Read each page of the story aloud, fluently and audibly.
 - b. Show learners the pictures.
 - c. Where necessary, stop and explain to learners.
 - d. Point out the vocabulary words as they appear.
 - e. At the end of the story, ask the Read 1 questions as follows:
 - Direct Question 1 & 2 to individual learners.
 - Direct Question 3 to the whole class. Ask learners to discuss the question with a partner.
 - Call on a few learners to share their answers.
 - f. Remind learners of the comprehension strategy.
 - Say, this week we are learning how to: Monitor understanding
 - Ask learners: Have you ever felt lost when we are reading a story because you lost track of what was happening? How did this make you feel?



Writing: Model the LSC and task



TIME:
20 minutes



RESOURCES:
DBE
Workbook,
page 53

Writing
Frame:

I can tell a
story about...

1. **Introduce the LSC focus.**
 - a. Say: This week we will focus on: Using a full stop at the end of a sentence.
 - b. Write a sentence on the board: I tell stories.
 - c. Point out the LSC: The sentence ends with a full stop.
2. **Introduce the writing task.**
 - a. Say: This week we will: Draw a picture and write one sentence.
 - b. Say: We will draw and write about: Something with the /m/ sound.
Explain your own answer to the writing task orally, before writing.
 - c. Say: I can tell a story about...
3. **Model the task on the board.**
 - a. Draw a quick picture that shows: Something with the /m/ sound.
 - b. Show learners how to complete the writing frame.
 - c. Point out the LSC: The sentence ends with a full stop.



Group Guided Reading: Work with Groups 5&6



TIME:
30 minutes



RESOURCES:
Core Reader

1. **Prepare learners for Group Guided Reading.**
 - a. Make sure learners know their reading group.
 - b. Settle learners in pairs with their Core Readers, exercise books and pencils.
 - c. Instruct learners to open their Core Readers to page 35.
2. **Go through the Core Reader activities for the day with learners.**
Remind learners what to do in order to complete each activity.
3. **Call Group 5 to your Group Guided Reading space.**
 - a. Settle the group with their Core Readers.
 - b. Call on individual learners to read the phonic sounds.
 - c. Call on individual learners to complete the decoding activities.
 - d. Call on each learner to read the words or a passage from the previous week.
 - e. Make a note of learners who need support.
 - f. Make a note of sounds that need to be consolidated.
 - g. Send Group 5 back to their desks and call Group 6.



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's own
resources

- Use your own resources: Big Books, Anthologies and Storybooks are all suitable.
- Use this time to model fluent, expressive reading.
- This activity helps learners to develop a love of stories and reading.
- It also builds their vocabulary, background knowledge and working memory. These are all important comprehension skills.



Phonics: Manipulate sounds in words



TIME:
15 minutes



RESOURCES:
Assessment
Book
Core Reader

1. **Tell learners that today they will work with a partner to manipulate words.**
 - a. Write the following words on the board: tin, sap, pan.
 - b. Tell learners to copy the words into their exercise books, one word per row.
2. **Remind learners of how to manipulate sounds in words as follows:**
 - a. Read the first word.
 - b. Take away one sound.
 - c. Add another sound.
 - d. Write the new word next to the old word.
 - e. Read the new word.
3. **Check learners' ability to manipulate words.**
 - a. Walk around and observe as learners manipulate words.
 - b. Offer support as required.
 - c. Take note of learners who struggle to do this task.
4. **Orientate learners to the Core Reader activities for Thursday.**
 - a. Instruct learners to open their Core Readers to page 36.
 - b. Call on individual learners to help you model each activity.
 - c. Model how to complete any written activities on the board.

Note: Tell learners that they will do these activities with a partner during Group Guided Reading.



Handwriting: Revise number formation



TIME:
15 minutes



RESOURCES:
Assessment
Book

1. **Prepare learners for handwriting.**
 - a. Say: Let's warm up our fingers by squeezing our hands in a fist for the count of 5, then relaxing.
 - b. Check and adjust learners' posture and pencil grip.
2. **Model the formation of all numbers from 0–9.**
 - a. Write each number on the board.
 - b. As you write, describe the starting point, direction and finishing point of each number.
 - c. Tell learners to write a row of each number in their exercise books, leaving a finger space between each number.
 - d. Tell learners to make sure that they can correctly form each number.
3. **Check learners' number formation.**
 - a. As learners write, walk around and check their number formation.
 - b. Give support as needed.
 - c. Take note of learners who still struggle to form numbers correctly.



Shared Reading: Do the Second Read



TIME:
15 minutes



RESOURCES:
Anthology,
page 95

1. **Prepare learners for the Second Read.**
 - a. Settle learners on the carpet.
 - b. Remind them of the expected behaviour.
 - c. Remind learners of the story title: *Why the llama lives up high*
 - d. Remind learners of the comprehension strategy.
 - Say, this week we are learning how to: Monitor understanding
 - Say, remember, we discussed this yesterday, when I asked you: Have you ever felt lost when we are reading a story because you lost track of what was happening? How did this make you feel?
2. **Do the Second Read as follows:**
 - a. Read each page of the story aloud, fluently and audibly.
 - b. Show learners the picture.
 - c. Use the examples on the introduction page to model the comprehension strategy.
 - d. At the end of the story, ask the Read 2 questions as follows:
 - Direct Question 1 & 2 to individual learners.
 - Direct Question 3 to the whole class. Ask learners to discuss the question with a partner.
 - Call on a few learners to share their answers.



Writing: Plan and draft



TIME:
20 minutes



RESOURCES:
DBE
Workbook,
page 53

Writing
frame:

I can tell a
story about...

1. **Reintroduce the writing task.**
 - a. Say: Remember that this week we will draw and write about: Something with the /m/ sound.
2. **Instruct learners to think about their own writing.**
 - a. Say: Close your eyes and think about how you will answer the writing frame.
 - b. Say: Share your idea with a partner.
 - c. Brainstorm and write useful words on the board, e.g. monkeys, mountains, medicine
3. **Instruct learners to open the correct page in their DBE workbooks.**
 - a. Say: Now draw and write down your own ideas.
 - b. Remind learners of the LSC: The sentence ends with a full stop.
4. **Walk around the room and help individual learners.**
 - a. Ask learners to tell you their ideas.
 - b. Help struggling learners to start the writing task.



Group Guided Reading: Work with Groups 7&8



TIME:
15 minutes



RESOURCES:
Core Reader

1. **Prepare learners for Group Guided Reading.**
 - a. Make sure learners know their reading group.
 - b. Settle learners in pairs with their Core Readers, exercise books and pencils.
 - c. Instruct learners to open their Core Readers to page 36.
2. **Go through the Core Reader activities for the day with learners.**
Remind learners what to do in order to complete each activity.
3. **Call Group 7 to your Group Guided Reading space.**
 - a. Settle the group with their Core Readers.
 - b. Call on individual learners to read the phonic sounds.
 - c. Call on individual learners to complete the decoding activities.
 - d. Call on each learner to read the words or a passage from the previous week.
 - e. Make a note of learners who need support.
 - f. Make a note of sounds that need to be consolidated.
 - g. Send Group 7 back to their desks and call Group 8.



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's own
resources

- Use your own resources: Big Books, Anthologies and Storybooks are all suitable.
- Use this time to model fluent, expressive reading.
- This activity helps learners to develop a love of stories and reading.
- It also builds their vocabulary, background knowledge and working memory. These are all important comprehension skills.



Listening & Speaking: Discuss the Shared Reading story



TIME:
15 minutes



RESOURCES:
Discussion
framework:

This story
was about...

I liked the
character...
because...

I learnt that...

1. **Prepare learners for a group discussion.**
 - a. Arrange learners into groups of 4.
 - b. Give each group a 'talking stick or stone'.
 - c. Say: You may only speak when you are holding the 'talking stick/stone'.
2. **Go through the discussion questions.**
 - a. Remind learners of the shared reading story for the week.
 - b. Write the discussion framework on the board.
 - c. Read and explain each question (sentence starter).
 - d. Tell learners that each member of the group must have a turn to answer each question.
 - e. Encourage learners to think of different answers.
3. **Instruct learners to begin their discussions.**
 - a. Instruct the learners holding the 'talking stick/stone' to begin.
 - b. Walk around and offer support as needed.
 - c. In the last few minutes, call on a group to share their answers.
4. **Learner Preparation**
 - a. Identify 3–4 learners to do Oral Presentations on Monday.
 - b. Tell these learners what to prepare for Monday. (See the LS lesson plan for Monday)



Phonics: Dictation



TIME:
15 minutes



RESOURCES:
Assessment
Book

1. **Settle learners with their exercise books and pencils.**
 - a. Tell learners to write numbers 1–5 in the margin.
 - b. Call out the following five words for learners to write next to numbers 1–5: nap, sat, pin, tin, pit.2
2. **Tell learners to use a coloured pencil to correct their own work.**
 - a. Write the five words on the board.
 - b. As you write, sound out each word.
 - c. Tell learners to circle their errors with the coloured pencil.
 - d. Tell learners to rewrite errors correctly.
3. **Take note of learners' challenges and progress.**
4. **Orientate learners to the Core Reader activities for Friday.**
 - a. Instruct learners to open their Core Readers to page 35.
 - b. Call on individual learners to help you model each activity.
 - c. Model how to complete any written activities on the board.

Note: Tell learners that they will do these activities with a partner during Group Guided Reading.



Shared Reading: Do the Post-Read



TIME:
15 minutes



RESOURCES:
Anthology,
page 95

1. **Prepare learners for the Post-Read.**
 - a. Remind learners of the story title: *Why the llama lives up high*
 - b. Explain the task. Say: Today we are going to draw and label our favourite part of the story.
2. **Model the task as follows:**
 - a. Close your eyes and pretend to think.
 - b. Open your eyes and say: My favourite part of the story was when...
 - c. Try not to choose the most obvious part of the story for your example.
 - d. Draw a quick picture on the board. As you draw, explain what you are drawing.
 - e. Add 1–2 labels.
3. **Instruct learners to complete the task.**
 - a. Tell learners to close their eyes and think of their favourite part of the story.
 - b. Say: Think of your own idea, do not copy my example.
 - c. Next, tell learners to open their eyes and to discuss their answers with their partner.
 - d. Then, instruct learners to draw this part of the story in their exercise books.
 - e. Help learners to add 1–2 labels to their drawings.
4. **Allow learners to share their work.**
 - a. Give learners a few minutes to show their work to their partner.
 - b. Call on a learner to share their work with the class.



Writing: Draft and edit



TIME:
20 minutes



RESOURCES:
DBE
Workbook,
page 53

Writing
frame:

I can tell a
story about...

1. **Remind learners of the writing task.**
 - a. Say: Today we will finish our writing task.
2. **Introduce differentiation.**
 - a. Walk around the room and help struggling learners.
 - b. Give advanced learners an additional prompt: Add a label to your drawing.
3. **Instruct learners to read and edit their writing.**
 - a. Say: Now it is time to read and edit your writing.
 - b. Say, remember to check that: The sentence ends with a full stop.
4. **If time permits, ask learners to share their writing.**
 - a. Learners can share their writing with a partner.
 - b. A few learners can share their writing with the class.



Group Guided Reading: Work with groups 9&10



TIME:
15 minutes



RESOURCES:
Core Reader

1. **Prepare learners for Group Guided Reading.**
 - a. Make sure learners know their reading group.
 - b. Settle learners in pairs with their Core Readers, exercise books and pencils.
 - c. Instruct learners to open their Core Readers to page 37.
2. **Go through the Core Reader activities for the day with learners.**
Remind learners what to do to complete each activity.
3. **Call Group 9 to your Group Guided Reading space.**
 - a. Settle the group with their Core Readers.
 - b. Call on individual learners to read the phonic sounds.
 - c. Call on individual learners to complete the decoding activities.
 - d. Call on each learner to read the words or a passage from the previous week.
 - e. Make a note of learners who need support.
 - f. Make a note of sounds that need to be consolidated.
 - g. Send Group 9 back to their desks and call Group 10.



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's own
resources

- Use your own resources: Big Books, Anthologies and Storybooks are all suitable.
- Use this time to model fluent, expressive reading.
- This activity helps learners to develop a love of stories and reading.
- It also builds their vocabulary, background knowledge and working memory. These are all important comprehension skills.



Listening & Speaking: Play vocabulary games: Act or Draw



TIME:
15 minutes



RESOURCES:
Chalk and
chalkboard

1. **Make a list of all vocabulary words that are verbs or nouns.**
2. **Tell learners you are going to revise vocabulary words they have learnt this term.**
3. **Give learners the following instructions:**
 - a. We are going to play 'Act or Draw'.
 - b. I will choose a learner to be 'on'.
 - c. The learner comes to the front of the class and I whisper a word in their ear.
 - d. The learner must then act out the word OR draw a picture of the word on the board.
 - e. The rest of the class must then raise their hands to guess the word.
 - f. The person who is 'on' calls on learners to answer.
 - g. The person who answers correctly is then on. They come to the front and I whisper a word in their ear.
4. **Call the first learner to be on and begin the game.**



Phonics: Write decodable texts



TIME:
15 minutes



RESOURCES:
No resources
required

1. Write 5 phonemes that learners have learnt or revised on the chalkboard.
2. Explain to learners that they are going to play a phonics game for fun.
3. Explain that they are going to write words, sentences or even a story using ONLY those sounds.
4. Make up one short sentence as an example and write it on the board. (Or write words if a sentence is not possible.)
5. Ask learners to check if your words or sentence is correct:
 - a. Does it start with a capital?
 - b. Does it end with a full stop, question mark or exclamation mark?
 - c. Have you only used the 5 phonemes on the board?
6. Next, give learners a few minutes to write their words or sentence/s.
7. Tell learners to swap books and check each other's work.
8. Call on the learners with the most correct words or sentences to read their work aloud.
9. As they read, write the words or sentences on the board.
10. Double check to see that they have only used the 5 phonemes.
11. Praise all learners for their efforts.



Handwriting: Model how to publish your writing



TIME:
15 minutes



RESOURCES:
Teacher
example:
writing task

Use this time for learners to publish and present their own writing.

1. **Before class, prepare the board for this lesson.**
 - a. Choose one of the writing tasks from the term. Draw and write your example of the task on the board.
 - b. Include a mistake in the LSC from the term, like: The first letter of the sentence is not a capital letter.
2. **Introduce publishing to learners.**
 - a. Say: This week we will publish a piece of our writing from the term.
 - b. Say: When we publish our writing, we get it ready to share it with other people. We choose our best work, we make it neat and clear, and we share it with others to read and enjoy.
 - c. Point out your draft on the board. Explain that this is the writing task you have chosen to publish.
3. **Model publishing on the board.**
 - a. Redraw and write your writing on the board. Do this neatly and include more details.
 - b. Read the writing from your draft out loud.
 - c. Point out the mistake you have made in the LSC. Say: I have made a mistake. The first letter of the sentence is not a capital letter. I can correct this when I publish.
 - d. Rewrite the sentence neatly.
 - e. Point out the corrected LSC: The first letter of the sentence is a capital letter.



Shared Reading: Model how to publish your writing



TIME:
15 minutes



RESOURCES:
Teacher
example:
writing task

Use this time for learners to publish and present their own writing.

Continuation from previous lesson.



Group Guided Reading: Conduct Oral Reading Fluency Testing



TIME:
30 minutes



RESOURCES:
Core Reader
Assessment
Booklet

1. **Settle learners with their Core Readers.**
 - a. Tell learners to open their core readers to the first page.
 - b. Tell learners to work with their partners.
 - c. Tell learners to check that they can read all the phonic sounds.
 - d. Tell learners to take turns to read through all the words and texts once again.
2. **Call individual learners to do the ORF tests.**
 - a. Use the ORF tests provided in the Assessment Booklet.
 - b. Follow the ORF testing instructions in the Assessment Booklet.
 - c. Record each learner's results.
 - d. Use these results to update your same ability reading groups.
 - e. Also use these results to make note of issues for remediation in the following term.



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's own
resources

- Use your own resources: Big Books, Anthologies and Storybooks are all suitable.
- Use this time to model fluent, expressive reading.
- This activity helps learners to develop a love of stories and reading.
- It also builds their vocabulary, background knowledge and working memory. These are all important comprehension skills.



Listening & Speaking: Play vocabulary games: Act or Draw



TIME:
15 minutes



RESOURCES:
Chalk and
chalkboard

1. **Make a list of all vocabulary words that are verbs or nouns.**
2. **Tell learners you are going to revise vocabulary words they have learnt this term.**
3. **Give learners the following instructions:**
 - a. We are going to play 'Act or Draw'.
 - b. I will choose a learner to be 'on'.
 - c. The learner comes to the front of the class and I whisper a word in their ear.
 - d. The learner must then act out the word OR draw a picture of the word on the board.
 - e. The rest of the class must then raise their hands to guess the word.
 - f. The person who is 'on' calls on learners to answer.
 - g. The person who answers correctly is then on. They come to the front and I whisper a word in their ear.
4. **Call the first learner to be on and begin the game.**



Phonics: Write decodable texts



TIME:
15 minutes



RESOURCES:
No resources
required

1. Write 6 phonemes that learners have learnt or revised on the chalkboard.
2. Explain to learners that they are going to play a phonics game for fun.
3. Explain that they are going to write words, sentences or even a story using ONLY those sounds.
4. Make up one short sentence as an example and write it on the board. (Or write words if a sentence is not possible.)
5. Ask learners to check if your words or sentence is correct:
 - a. Does it start with a capital?
 - b. Does it end with a full stop, question mark or exclamation mark?
 - c. Have you only used the 6 phonemes on the board?
6. Next, give learners a few minutes to write their words or sentence/s.
7. Tell learners to swap books and check each other's work.
8. Call on the learners with the most correct words or sentences to read their work aloud.
9. As they read, write the words or sentences on the board.
10. Double check to see that they have only used the 6 phonemes.
11. Praise all learners for their efforts.



Handwriting: Learners reflect and select



TIME:
15 minutes



RESOURCES:
Learners'
Writing Books
Loose A4
papers

Use this time for learners to publish and present their own writing.

1. **Before class, prepare a published draft on loose paper.**
 - a. Copy your published drawing and writing onto a loose paper to show learners.
 - b. Make sure to save your published draft for use in the presenting lesson.
2. **Instruct learners to reflect on their writing from the term.**
 - a. Give learners time to read through their writing from the term.
 - b. Ask: What was your favourite writing task from this term?
 - c. Call on a few learners to share their favourite writing task from the term.
3. **Instruct learners to choose a piece of writing to publish.**
 - a. Ask: What piece of writing will you publish and share this term?
 - b. Give learners time to choose which writing task they will publish.
 - c. Instruct learners to tell a partner about which writing task they will publish.
4. **Instruct learners to publish on loose paper, so their work can be displayed.**
 - a. Say: When we publish, we don't write in our books as usual. We write on a piece of loose paper, so that our work can be shared easily.
 - b. Show learners your example of a published task on loose paper.
 - c. Hand out loose papers for publishing.
5. **Instruct learners to begin publishing.**
 - a. Say: Now begin to publish your work. Remember to make it neat and clear, so it is ready to share with others.



Shared Reading: Learners reflect and select



TIME:
15 minutes



RESOURCES:
Learners'
Writing Books
Loose A4
papers

Use this time for learners to publish and present their own writing.

Continuation from previous lesson.



Group Guided Reading: Conduct Oral Reading Fluency Testing



TIME:
30 minutes



RESOURCES:
Core Reader
Assessment
Booklet

1. **Settle learners with their Core Readers.**
 - a. Tell learners to open their core readers to the first page.
 - b. Tell learners to work with their partners.
 - c. Tell learners to check that they can read all the phonic sounds.
 - d. Tell learners to take turns to read through all the words and texts once again.
2. **Call individual learners to do the ORF tests.**
 - a. Use the ORF tests provided in the Assessment Booklet.
 - b. Follow the ORF testing instructions in the Assessment Booklet.
 - c. Record each learner's results.
 - d. Use these results to update your same ability reading groups.
 - e. Also use these results to make note of issues for remediation in the following term.



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's own
resources

- Use your own resources: Big Books, Anthologies and Storybooks are all suitable.
- Use this time to model fluent, expressive reading.
- This activity helps learners to develop a love of stories and reading.
- It also builds their vocabulary, background knowledge and working memory. These are all important comprehension skills.



Listening & Speaking: Play vocabulary games: Act or Draw



TIME:
15 minutes



RESOURCES:
Chalk and
chalkboard

1. **Make a list of all vocabulary words that are verbs or nouns.**
2. **Tell learners you are going to revise vocabulary words they have learnt this term.**
3. **Give learners the following instructions:**
 - a. We are going to play 'Act or Draw'.
 - b. I will choose a learner to be 'on'.
 - c. The learner comes to the front of the class and I whisper a word in their ear.
 - d. The learner must then act out the word OR draw a picture of the word on the board.
 - e. The rest of the class must then raise their hands to guess the word.
 - f. The person who is 'on' calls on learners to answer.
 - g. The person who answers correctly is then on. They come to the front and I whisper a word in their ear.
4. **Call the first learner to be on and begin the game.**



Phonics: Write decodable texts



TIME:
15 minutes



RESOURCES:
No resources
required

1. Write 6 phonemes that learners have learnt or revised on the chalkboard.
2. Explain to learners that they are going to play a phonics game for fun.
3. Explain that they are going to write words, sentences or even a story using ONLY those sounds.
4. Make up one short sentence as an example and write it on the board. (Or write words if a sentence is not possible.)
5. Ask learners to check if your words or sentence is correct:
 - a. Does it start with a capital?
 - b. Does it end with a full stop, question mark or exclamation mark?
 - c. Have you only used the 6 phonemes on the board?
6. Next, give learners a few minutes to write their words or sentence/s.
7. Tell learners to swap books and check each other's work.
8. Call on the learners with the most correct words or sentences to read their work aloud.
9. As they read, write the words or sentences on the board.
10. Double check to see that they have only used the 6 phonemes.
11. Praise all learners for their efforts.



Handwriting: Learners publish their writing



TIME:
15 minutes



RESOURCES:
Learners'
writing books
Loose A4
papers

Use this time for learners to publish and present their own writing.

1. **Reintroduce publishing to learners.**
 - a. Say: Today we will finish publishing a piece of our writing.
 - b. Say: When we publish our writing, we get it ready to share it with other people. We choose our best work, make it neat and clear, and share it for others to read and enjoy.
2. **Instruct learners to continue publishing.**
 - a. Say: Now continue to publish your work from yesterday. Remember to make it neat and clear, so it is ready to share with others.
3. **Walk around the room and help individual learners.**
 - a. Help struggling learners select and publish a piece of their writing.



Shared Reading: Learners publish their writing



TIME:
15 minutes



RESOURCES:
Learners'
writing books
Loose A4
papers

Use this time for learners to publish and present their own writing.

Continuation from previous lesson.



Writing: Learners publish their writing



TIME:
20 minutes



RESOURCES:
Learners'
writing books

Loose A4
papers

Use this time for learners to publish and present their own writing.

Continuation from previous lesson.



Group Guided Reading: Conduct Oral Reading Fluency Testing



TIME:
30 minutes



RESOURCES:
Core Reader

Assessment
Booklet

1. **Settle learners with their Core Readers.**
 - a. Tell learners to open their core readers to the first page.
 - b. Tell learners to work with their partners.
 - c. Tell learners to check that they can read all the phonic sounds.
 - d. Tell learners to take turns to read through all the words and texts once again.
2. **Call individual learners to do the ORF tests.**
 - a. Use the ORF tests provided in the Assessment Booklet.
 - b. Follow the ORF testing instructions in the Assessment Booklet.
 - c. Record each learner's results.
 - d. Use these results to update your same ability reading groups.
 - e. Also use these results to make note of issues for remediation in the following term.



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's own
resources

- Use your own resources: Big Books, Anthologies and Storybooks are all suitable.
- Use this time to model fluent, expressive reading.
- This activity helps learners to develop a love of stories and reading.
- It also builds their vocabulary, background knowledge and working memory. These are all important comprehension skills.



Phonics: Write decodable texts



TIME:
15 minutes



RESOURCES:
No resources
required

1. Write 6 phonemes that learners have learnt or revised on the chalkboard.
2. Explain to learners that they are going to play a phonics game for fun.
3. Explain that they are going to write words, sentences or even a story using ONLY those sounds.
4. Make up one short sentence as an example and write it on the board. (Or write words if a sentence is not possible.)
5. Ask learners to check if your words or sentence is correct:
 - a. Does it start with a capital?
 - b. Does it end with a full stop, question mark or exclamation mark?
 - c. Have you only used the 6 phonemes on the board?
6. Next, give learners a few minutes to write their words or sentence/s.
7. Tell learners to swop books and check each other's work.
8. Call on the learners with the most correct words or sentences to read their work aloud.
9. As they read, write the words or sentences on the board.
10. Double check to see that they have only used the 6 phonemes.
11. Praise all learners for their efforts.



Handwriting: Model how to present your writing



TIME:
15 minutes



RESOURCES:
Learners'
published
writing

Use this time for learners to publish and present their own writing.

1. **Introduce presenting to learners.**
 - a. Say: This week we will present our published writing.
 - b. Say: When we present our writing, we share it with others. We describe our drawing and read our writing. We speak loudly and clearly for others to hear.
 - c. Say: Once we finish speaking, we can walk around the room to show our drawing to others.
 - d. Say: When others are presenting, we listen carefully. We always show kindness and clap when they are finished.
2. **Model presenting for the class.**
 - a. Hold up your published draft for everyone to see.
 - b. Quickly describe your drawing and read your writing. Model speaking loudly and clearly for everyone to hear.
 - c. Instruct learners to clap for you when you are finished.
3. **Walk around the room and show your drawing to everyone.**
4. **Instruct learners to prepare to present.**
 - a. Say: Think about a sentence to describe your drawing and practice reading your writing.
5. **Give learners a few minutes to think and read.**
6. **Instruct learners to present to a partner.**
 - a. Instruct learners to describe their drawing and read their writing to a partner.



Shared Reading: Model how to present your writing



TIME:
15 minutes



RESOURCES:
Learners'
published
writing

Use this time for learners to publish and present their own writing.

Continuation of previous lesson.



Writing: Model how to present your writing



TIME:
20 minutes



RESOURCES:
Learners'
published
writing

Use this time for learners to publish and present their own writing.

Continuation of previous lesson.



Group Guided Reading: Conduct Oral Reading Fluency Testing



TIME:
30 minutes



RESOURCES:
Core Reader
Assessment
Booklet

1. **Settle learners with their Core Readers.**
 - a. Tell learners to open their core readers to the first page.
 - b. Tell learners to work with their partners.
 - c. Tell learners to check that they can read all the phonic sounds.
 - d. Tell learners to take turns to read through all the words and texts once again.
2. **Call individual learners to do the ORF tests.**
 - a. Use the ORF tests provided in the Assessment Booklet.
 - b. Follow the ORF testing instructions in the Assessment Booklet.
 - c. Record each learner's results.
 - d. Use these results to update your same ability reading groups.
 - e. Also use these results to make note of issues for remediation in the following term.



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's own
resources

- Use your own resources: Big Books, Anthologies and Storybooks are all suitable.
- Use this time to model fluent, expressive reading.
- This activity helps learners to develop a love of stories and reading.
- It also builds their vocabulary, background knowledge and working memory. These are all important comprehension skills.



Listening & Speaking: Play vocabulary games: Act or Draw



TIME:
15 minutes



RESOURCES:
Chalk and
chalkboard

1. **Make a list of all vocabulary words that are verbs or nouns.**
2. **Tell learners you are going to revise vocabulary words they have learnt this term.**
3. **Give learners the following instructions:**
 - a. We are going to play 'Act or Draw'.
 - b. I will choose a learner to be 'on'.
 - c. The learner comes to the front of the class and I whisper a word in their ear.
 - d. The learner must then act out the word OR draw a picture of the word on the board.
 - e. The rest of the class must then raise their hands to guess the word.
 - f. The person who is 'on' calls on learners to answer.
 - g. The person who answers correctly is then on. They come to the front and I whisper a word in their ear.
4. **Call the first learner to be on and begin the game.**



Phonics: Write decodable texts



TIME:
15 minutes



RESOURCES:
No resources
required

1. Write 6 phonemes that learners have learnt or revised on the chalkboard.
2. Explain to learners that they are going to play a phonics game for fun.
3. Explain that they are going to write words, sentences or even a story using ONLY those sounds.
4. Make up one short sentence as an example and write it on the board. (Or write words if a sentence is not possible.)
5. Ask learners to check if your words or sentence is correct:
 - a. Does it start with a capital?
 - b. Does it end with a full stop, question mark or exclamation mark?
 - c. Have you only used the 6 phonemes on the board?
6. Next, give learners a few minutes to write their words or sentence/s.
7. Tell learners to swap books and check each other's work.
8. Call on the learners with the most correct words or sentences to read their work aloud.
9. As they read, write the words or sentences on the board.
10. Double check to see that they have only used the 6 phonemes.
11. Praise all learners for their efforts.



Shared Reading: Learners present their writing



TIME:
15 minutes



RESOURCES:
Learners'
published
writing

Use this time for learners to publish and present their own writing.

1. **Reintroduce presenting to learners.**
 - a. Say: Remember that this week we will present our published writing.
 - b. Say: When we present our writing, we share it with others. We describe our drawing and read our writing. We speak loudly and clearly for everyone to hear.
 - c. Say: Once we finish speaking, we can walk around the room to show our drawing to everyone.
2. **Say: When others are presenting, we listen carefully. We always show kindness and clap when they are finished.**
3. **Call on learners to present to the class.**
 - a. Call individual learners up to the front of the room to present.
 - b. Give each learner 1-2 minutes to describe their drawing and read their writing.
 - c. Once they have finished, they should walk around and show their picture.
 - d. While learners present, make sure the class is listening carefully. Remind them to clap for each learner who presents.



Writing: Learners continue to present their writing



TIME:
20 minutes



RESOURCES:
Learners'
published
writing

Use this time for learners to publish and present their own writing.

1. **Continue to call on learners to present to the class.**
 - a. Call individual learners up to the front of the room to present.
 - b. Give each learner 1-2 minutes to describe their drawing and read their writing.
 - c. Once they have finished, they should walk around and show their picture.
2. **While learners present, make sure the class is listening carefully. Remind them to clap for each learner who presents.**
3. **Display all learners' published work in a class book or on a noticeboard.**



Group Guided Reading: Conduct Oral Reading Fluency Testing



TIME:
30 minutes



RESOURCES:
Core Reader
Assessment
Booklet

1. **Settle learners with their Core Readers.**
 - a. Tell learners to open their core readers to the first page.
 - b. Tell learners to work with their partners.
 - c. Tell learners to check that they can read all the phonic sounds.
 - d. Tell learners to take turns to read through all the words and texts once again.
2. **Call individual learners to do the ORF tests.**
 - a. Use the ORF tests provided in the Assessment Booklet.
 - b. Follow the ORF testing instructions in the Assessment Booklet.
 - c. Record each learner's results.
 - d. Use these results to update your same ability reading groups.
 - e. Also use these results to make note of issues for remediation in the following term.



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's own
resources

- Use your own resources: Big Books, Anthologies and Storybooks are all suitable.
- Use this time to model fluent, expressive reading.
- This activity helps learners to develop a love of stories and reading.
- It also builds their vocabulary, background knowledge and working memory. These are all important comprehension skills.



Listening & Speaking: Play vocabulary games: Noun or verb?



TIME:
15 minutes



RESOURCES:
No resources
required

1. **Make a list of all vocabulary words that are verbs or nouns.**
2. **Tell learners that nouns are naming words and verbs are action or doing words.**
3. **Give learners the following instructions:**
 - a. We are going to play 'noun or verb'.
 - b. I will say a word.
 - c. If it is a noun, you must hold up one finger.
 - d. If it is a verb, you must hold up 2 fingers.
 - e. Then, you will work in pairs to make a sentence with the word, that shows what it means.
 - f. I will call on different pairs to say their sentences.
4. **Say the first word and begin the game.**



Phonics: Build and display words



TIME:
15 minutes



RESOURCES:
Play dough,
plasticine,
bottle tops,
wool, pasta,
etc.

1. Move to an open space.
2. Show learners where their working space is.
3. Show learners where the display space is.
4. Divide learners into groups of 2-4.
5. Hand out the available resources to each group.
6. Tell each group to think of a word that they can write.
7. Next, tell groups to build that word from the resources.
8. Once groups have built their word, they must display it in the display space.
9. Allow learners to walk around and read everyone's words.
10. Thank learners and tell them to clean up.



Handwriting: Learners continue to present their writing



TIME:
15 minutes



RESOURCES:
Learners'
published
writing

Use this time for learners to publish and present their own writing.

1. **Continue to call on learners to present to the class.**
 - a. Call individual learners up to the front of the room to present.
 - b. Give each learner 1-2 minutes to describe their drawing and read their writing.
 - c. Once they have finished, they should walk around and show their picture.
2. **While learners present, make sure the class is listening carefully. Remind them to clap for each learner who presents.**
3. **Display all learners' published work in a class book or on a noticeboard.**



Shared Reading: Learners continue to present their writing



TIME:
15 minutes



RESOURCES:
Learners'
published
writing

Use this time for learners to publish and present their own writing.

1. **Continue to call on learners to present to the class.**
 - a. Call individual learners up to the front of the room to present.
 - b. Give each learner 1-2 minutes to describe their drawing and read their writing.
 - c. Once they have finished, they should walk around and show their picture.
2. **While learners present, make sure the class is listening carefully. Remind them to clap for each learner who presents.**
3. **Display all learners' published work in a class book or on a noticeboard.**



Group Guided Reading: Conduct Oral Reading Fluency Testing



TIME:
30 minutes



RESOURCES:
Core Reader
Assessment
Booklet

1. **Settle learners with their Core Readers.**
 - a. Tell learners to open their core readers to the first page.
 - b. Tell learners to work with their partners.
 - c. Tell learners to check that they can read all the phonic sounds.
 - d. Tell learners to take turns to read through all the words and texts once again.
2. **Call individual learners to do the ORF tests.**
 - a. Use the ORF tests provided in the Assessment Booklet.
 - b. Follow the ORF testing instructions in the Assessment Booklet.
 - c. Record each learner's results.
 - d. Use these results to update your same ability reading groups.
 - e. Also use these results to make note of issues for remediation in the following term.



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's own
resources

- Use your own resources: Big Books, Anthologies and Storybooks are all suitable.
- Use this time to model fluent, expressive reading.
- This activity helps learners to develop a love of stories and reading.
- It also builds their vocabulary, background knowledge and working memory. These are all important comprehension skills.



Listening & Speaking: Play vocabulary games: Noun or verb?



TIME:
15 minutes



RESOURCES:
No resources
required

1. **Make a list of all vocabulary words that are verbs or nouns.**
2. **Tell learners that nouns are naming words and verbs are action or doing words.**
3. **Give learners the following instructions:**
 - a. We are going to play 'noun or verb'.
 - b. I will say a word.
 - c. If it is a noun, you must hold up one finger.
 - d. If it is a verb, you must hold up 2 fingers.
 - e. Then, you will work in pairs to make a sentence with the word, that shows what it means.
 - f. I will call on different pairs to say their sentences.
4. **Say the first word and begin the game.**



Phonics: Build and display words



TIME:
15 minutes



RESOURCES:
Play dough,
plasticine,
bottle tops,
wool, pasta,
etc.

1. Move to an open space.
2. Show learners where their working space is.
3. Show learners where their display space is.
4. Divide learners into groups of 2-4.
5. Hand out the available resources to each group.
6. Tell each group to think of a word that they can write.
7. Next, tell groups to build that word from the resources.
8. Once groups have built their word, they must display it in the display space.
9. Allow learners to walk around and read everyone's words.
10. Thank learners and tell them to clean up.



Handwriting: Learners continue to present their writing



TIME:
15 minutes



RESOURCES:
Learners'
published
writing

Use this time for learners to publish and present their own writing.

1. **Continue to call on learners to present to the class.**
 - a. Call individual learners up to the front of the room to present.
 - b. Give each learner 1-2 minutes to describe their drawing and read their writing.
 - c. Once they have finished, they should walk around and show their picture.
2. **While learners present, make sure the class is listening carefully. Remind them to clap for each learner who presents.**
3. **Display all learners' published work in a class book or on a noticeboard.**



Shared Reading: Learners continue to present their writing



TIME:
15 minutes



RESOURCES:
Learners'
published
writing

Use this time for learners to publish and present their own writing.

1. **Continue to call on learners to present to the class.**
 - a. Call individual learners up to the front of the room to present.
 - b. Give each learner 1-2 minutes to describe their drawing and read their writing.
 - c. Once they have finished, they should walk around and show their picture.
2. **While learners present, make sure the class is listening carefully. Remind them to clap for each learner who presents.**
3. **Display all learners' published work in a class book or on a noticeboard.**



Group Guided Reading: Conduct Oral Reading Fluency Testing



TIME:
30 minutes



RESOURCES:
Core Reader
Assessment
Booklet

1. **Settle learners with their Core Readers.**
 - a. Tell learners to open their core readers to the first page.
 - b. Tell learners to work with their partners.
 - c. Tell learners to check that they can read all the phonic sounds.
 - d. Tell learners to take turns to read through all the words and texts once again.
2. **Call individual learners to do the ORF tests.**
 - a. Use the ORF tests provided in the Assessment Booklet.
 - b. Follow the ORF testing instructions in the Assessment Booklet.
 - c. Record each learner's results.
 - d. Use these results to update your same ability reading groups.
 - e. Also use these results to make note of issues for remediation in the following term.



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's own
resources

- Use your own resources: Big Books, Anthologies and Storybooks are all suitable.
- Use this time to model fluent, expressive reading.
- This activity helps learners to develop a love of stories and reading.
- It also builds their vocabulary, background knowledge and working memory. These are all important comprehension skills.



Listening & Speaking: Play vocabulary games: Noun or verb?



TIME:
15 minutes



RESOURCES:
No resources
required

1. **Make a list of all vocabulary words that are verbs or nouns.**
2. **Tell learners that nouns are naming words and verbs are action or doing words.**
3. **Give learners the following instructions:**
 - a. We are going to play 'noun or verb'.
 - b. I will say a word.
 - c. If it is a noun, you must hold up one finger.
 - d. If it is a verb, you must hold up 2 fingers.
 - e. Then, you will work in pairs to make a sentence with the word, that shows what it means.
 - f. I will call on different pairs to say their sentences.
4. **Say the first word and begin the game.**



Phonics: Build and display words



TIME:
15 minutes



RESOURCES:
Play dough,
plasticine,
bottle tops,
wool, pasta,
etc.

1. Move to an open space.
2. Show learners where their working space is.
3. Show learners where their display space is.
4. Divide learners into groups of 2-4.
5. Hand out the available resources to each group.
6. Tell each group to think of a word that they can write.
7. Next, tell groups to build that word from the resources.
8. Once groups have built their word, they must display it in the display space.
9. Allow learners to walk around and read everyone's words.
10. Thank learners and tell them to clean up.



Handwriting: Learners continue to present their writing



TIME:
15 minutes



RESOURCES:
Learners'
published
writing

Use this time for learners to publish and present their own writing.

1. **Continue to call on learners to present to the class.**
 - a. Call individual learners up to the front of the room to present.
 - b. Give each learner 1-2 minutes to describe their drawing and read their writing.
 - c. Once they have finished, they should walk around and show their picture.
2. **While learners present, make sure the class is listening carefully. Remind them to clap for each learner who presents.**
3. **Display all learners' published work in a class book or on a noticeboard.**



Shared Reading: Learners continue to present their writing



TIME:
15 minutes



RESOURCES:
Learners'
published
writing

Use this time for learners to publish and present their own writing.

1. **Continue to call on learners to present to the class.**
 - a. Call individual learners up to the front of the room to present.
 - b. Give each learner 1-2 minutes to describe their drawing and read their writing.
 - c. Once they have finished, they should walk around and show their picture.
2. **While learners present, make sure the class is listening carefully. Remind them to clap for each learner who presents.**
3. **Display all learners' published work in a class book or on a noticeboard.**



Writing: Learners continue to present their writing



TIME:
20 minutes



RESOURCES:
Learners'
published
writing

Use this time for learners to publish and present their own writing.

1. **Continue to call on learners to present to the class.**
 - a. Call individual learners up to the front of the room to present.
 - b. Give each learner 1-2 minutes to describe their drawing and read their writing.
 - c. Once they have finished, they should walk around and show their picture.
2. **While learners present, make sure the class is listening carefully. Remind them to clap for each learner who presents.**
3. **Display all learners' published work in a class book or on a noticeboard.**



Group Guided Reading: Conduct Oral Reading Fluency Testing



TIME:
30 minutes



RESOURCES:
Core Reader
Assessment
Booklet

1. **Settle learners with their Core Readers.**
 - a. Tell learners to open their core readers to the first page.
 - b. Tell learners to work with their partners.
 - c. Tell learners to check that they can read all the phonic sounds.
 - d. Tell learners to take turns to read through all the words and texts once again.
2. **Call individual learners to do the ORF tests.**
 - a. Use the ORF tests provided in the Assessment Booklet.
 - b. Follow the ORF testing instructions in the Assessment Booklet.
 - c. Record each learner's results.
 - d. Use these results to update your same ability reading groups.
 - e. Also use these results to make note of issues for remediation in the following term.



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's own
resources

- Use your own resources: Big Books, Anthologies and Storybooks are all suitable.
- Use this time to model fluent, expressive reading.
- This activity helps learners to develop a love of stories and reading.
- It also builds their vocabulary, background knowledge and working memory. These are all important comprehension skills.



Phonics: Build and display words



TIME:
15 minutes



RESOURCES:
Play dough,
plasticine,
bottle tops,
wool, pasta,
etc.

1. Move to an open space.
2. Show learners where their working space is.
3. Show learners where their display space is.
4. Divide learners into groups of 2-4.
5. Hand out the available resources to each group.
6. Tell each group to think of a word that they can write.
7. Next, tell groups to build that word from the resources.
8. Once groups have built their word, they must display it in the display space.
9. Allow learners to walk around and read everyone's words.
10. Thank learners and tell them to clean up.



Handwriting: Learners continue to present their writing



TIME:
15 minutes



RESOURCES:
Learners'
published
writing

Use this time for learners to publish and present their own writing.

1. **Continue to call on learners to present to the class.**
 - a. Call individual learners up to the front of the room to present.
 - b. Give each learner 1-2 minutes to describe their drawing and read their writing.
 - c. Once they have finished, they should walk around and show their picture.
2. **While learners present, make sure the class is listening carefully. Remind them to clap for each learner who presents.**
3. **Display all learners' published work in a class book or on a noticeboard.**



Shared Reading: Learners continue to present their writing



TIME:
15 minutes



RESOURCES:
Learners'
published
writing

Use this time for learners to publish and present their own writing.

1. **Continue to call on learners to present to the class.**
 - a. Call individual learners up to the front of the room to present.
 - b. Give each learner 1-2 minutes to describe their drawing and read their writing.
 - c. Once they have finished, they should walk around and show their picture.
2. **While learners present, make sure the class is listening carefully. Remind them to clap for each learner who presents.**
3. **Display all learners' published work in a class book or on a noticeboard.**



Writing: Learners continue to present their writing



TIME:
20 minutes



RESOURCES:
Learners'
published
writing

Use this time for learners to publish and present their own writing.

1. **Continue to call on learners to present to the class.**
 - a. Call individual learners up to the front of the room to present.
 - b. Give each learner 1-2 minutes to describe their drawing and read their writing.
 - c. Once they have finished, they should walk around and show their picture.
2. **While learners present, make sure the class is listening carefully. Remind them to clap for each learner who presents.**
3. **Display all learners' published work in a class book or on a noticeboard.**



Group Guided Reading: Conduct Oral Reading Fluency Testing



TIME:
30 minutes



RESOURCES:
Core Reader
Assessment
Booklet

1. **Settle learners with their Core Readers.**
 - a. Tell learners to open their core readers to the first page.
 - b. Tell learners to work with their partners.
 - c. Tell learners to check that they can read all the phonic sounds.
 - d. Tell learners to take turns to read through all the words and texts once again.
2. **Call individual learners to do the ORF tests.**
 - a. Use the ORF tests provided in the Assessment Booklet.
 - b. Follow the ORF testing instructions in the Assessment Booklet.
 - c. Record each learner's results.
 - d. Use these results to update your same ability reading groups.
 - e. Also use these results to make note of issues for remediation in the following term.



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's own
resources

- Use your own resources: Big Books, Anthologies and Storybooks are all suitable.
- Use this time to model fluent, expressive reading.
- This activity helps learners to develop a love of stories and reading.
- It also builds their vocabulary, background knowledge and working memory. These are all important comprehension skills.



Listening & Speaking: Play vocabulary games: Noun or verb?



TIME:
15 minutes



RESOURCES:
No resources
required

1. **Make a list of all vocabulary words that are verbs or nouns.**
2. **Tell learners that nouns are naming words and verbs are action or doing words.**
3. **Give learners the following instructions:**
 - a. We are going to play 'noun or verb'.
 - b. I will say a word.
 - c. If it is a noun, you must hold up one finger.
 - d. If it is a verb, you must hold up 2 fingers.
 - e. Then, you will work in pairs to make a sentence with the word, that shows what it means.
 - f. I will call on different pairs to say their sentences.
4. **Say the first word and begin the game.**



Phonics: Build and display words



TIME:
15 minutes



RESOURCES:
Play dough,
plasticine,
bottle tops,
wool, pasta,
etc.

1. Move to an open space.
2. Show learners where their working space is.
3. Show learners where their display space is.
4. Divide learners into groups of 2-4.
5. Hand out the available resources to each group.
6. Tell each group to think of a word that they can write.
7. Next, tell groups to build that word from the resources.
8. Once groups have built their word, they must display it in the display space.
9. Allow learners to walk around and read everyone's words.
10. Thank learners and tell them to clean up.



Shared Reading: Learners continue to present their writing



TIME:
15 minutes



RESOURCES:
Learners'
published
writing

Use this time for learners to publish and present their own writing.

1. **Continue to call on learners to present to the class.**
 - a. Call individual learners up to the front of the room to present.
 - b. Give each learner 1-2 minutes to describe their drawing and read their writing.
 - c. Once they have finished, they should walk around and show their picture.
2. **While learners present, make sure the class is listening carefully. Remind them to clap for each learner who presents.**
3. **Display all learners' published work in a class book or on a noticeboard.**



Writing: Learners continue to present their writing



TIME:
20 minutes



RESOURCES:
Learners'
published
writing

Use this time for learners to publish and present their own writing.

1. **Continue to call on learners to present to the class.**
 - a. Call individual learners up to the front of the room to present.
 - b. Give each learner 1-2 minutes to describe their drawing and read their writing.
 - c. Once they have finished, they should walk around and show their picture.
2. **While learners present, make sure the class is listening carefully. Remind them to clap for each learner who presents.**
3. **Display all learners' published work in a class book or on a noticeboard.**



Group Guided Reading: Conduct Oral Reading Fluency Testing



TIME:
30 minutes



RESOURCES:
Core Reader
Assessment
Booklet

1. **Settle learners with their Core Readers.**
 - a. Tell learners to open their core readers to the first page.
 - b. Tell learners to work with their partners.
 - c. Tell learners to check that they can read all the phonic sounds.
 - d. Tell learners to take turns to read through all the words and texts once again.
2. **Call individual learners to do the ORF tests.**
 - a. Use the ORF tests provided in the Assessment Booklet.
 - b. Follow the ORF testing instructions in the Assessment Booklet.
 - c. Record each learner's results.
 - d. Use these results to update your same ability reading groups.
 - e. Also use these results to make note of issues for remediation in the following term.



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's own
resources

- Use your own resources: Big Books, Anthologies and Storybooks are all suitable.
- Use this time to model fluent, expressive reading.
- This activity helps learners to develop a love of stories and reading.
- It also builds their vocabulary, background knowledge and working memory. These are all important comprehension skills.



TERM 2 TEACHING PLAN





Listening & Speaking: Introduce the theme



TIME:
15 minutes



RESOURCES:
Pictures and
real objects
for theme
display
Core Reader

1. **Prepare a theme display:** *The food we eat*
2. **Ask open questions to activate learners' background knowledge.**
 - *What kinds of food do you like to eat?*
 - *Where does the food we eat come from?*
 - *How is the food you eat at home the same or different from food at school?*
3. **Make a mind map using the questions and learners' answers.**
4. **Add your own answers to the mind map to extend learners' knowledge.**
5. **Instruct learners to open their Core Readers to page 44.**
6. **Tell learners to point to the language enrichment for the theme.**
 - a. Read the language enrichment aloud.
 - b. Instruct learners to read it with you, or to repeat it after you: My mouth is watering!
7. **Discuss the language enrichment with learners.**
 - a. Ask: Can you tell me what this means? / Can you figure out the answer?
 - b. Encourage learners to share their ideas.
 - c. Explain the meaning or provide the answer as follows: When we see or smell delicious food, our bodies make more saliva. That is why we say our mouth waters. Our mouth isn't really filling up with water – it just means we see or smell something that we really want to eat.



Phonics: Revise all sounds taught in Term 1



TIME:
15 minutes



RESOURCES:
Term 1 Phon-
ics Frieze
Cards
Core Reader

1. **Settle learners on the carpet or floor in front of you.**
 - a. Tell learners to listen for their name.
 - b. As you say a learner's name, they must read the sound of the frieze card that you hold up.
 - c. Say another learner's name. This learner must say a word that starts with or uses the sound.
 - d. Do this really quickly. Make it feel like a fun game but take note of learners who struggle.
 - e. If a learner makes a mistake, say 'listen carefully' and say the sound.
2. **Orientate learners to the Core Reader activities for Monday.**
 - a. Instruct learners to open their Core Readers to page 46.
 - b. Call on individual learners to help you model each activity.
 - c. Model how to complete any written activities on the board.

Note: Tell learners that they will do these activities with a partner during Group Guided Reading.



Handwriting: Revise all letters taught in Term 1



TIME:
15 minutes



RESOURCES:
Assessment
Book

1. **Prepare learners for handwriting.**
 - a. Say: Let's warm up our fingers by pretending to play the piano.
 - b. Check and adjust learners' posture and pencil grip.
2. **Model the formation of all lower-case letters taught in Term 1.**
 - a. Write each lower-case letter on the board.
 - b. As you write, describe the starting point, direction and finishing point of each letter.
 - c. Tell learners to write a row of each letter in their exercise books, leaving a finger space between each letter.
 - d. Tell learners to make sure that they can correctly form each letter.
3. **Check learners' lower-case letter formation.**
 - a. As learners write, walk around and check their letter formation.
 - b. Give support as needed.
 - c. Take note of learners who still struggle to form letters correctly.



Shared Reading: Introduce the story



TIME:
15 minutes



RESOURCES:
Anthology,
Introduction
page 113

1. **Introduce the story.**
 - a. Say: This week we will read a story titled, *Wayde makes curry*.
 - b. Say: *Today we will read a story about a boy named Wayde, who thinks he hates tomatoes. But Wayde loves curry. Curry is a kind of food made with spices, chicken or vegetables and usually has lots of tomatoes in it. In this story, Wayde helps his mother cook curry from scratch. In the process of helping her, he learns something that surprises him about curry. Can you guess what it is?*
 - c. Ask: Do you know anything about this?
 - d. Briefly show learners the pictures from the story.
2. **Build learners' background knowledge.**
 - a. Share and explain the background information provided for the story.
 - b. Show learners where the story takes place using the Anthology map.
 - c. Ask: Do you have any questions about this story?
3. **Explain the comprehension strategy.**
 - a. Say, this week we will learn how to: Ask questions / Wonder.
 - b. Explain this strategy to learners.



Group Guided Reading: Work with Groups 1&2



TIME:
30 minutes



RESOURCES:
Core Reader

1. **Prepare learners for Group Guided Reading.**
 - a. Make sure learners know their reading group.
 - b. Settle learners in pairs with their Core Readers, exercise books and pencils.
 - c. Instruct learners to open their Core Readers to page 46.
2. **Go through the Core Reader activities for the day with learners.**
Remind learners what to do to complete each activity.
3. **Call Group 1 to your Group Guided Reading space.**
 - a. Settle the group with their Core Readers.
 - b. Call on individual learners to read the phonic sounds.
 - c. Call on individual learners to complete the decoding activities.
 - d. Call on each learner to read the words or a passage from the previous week.
 - e. Make a note of learners who need support.
 - f. Make a note of sounds that need to be consolidated.
 - g. Send Group 1 back to their desks and call Group 2.



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's
own resources

- Use your own resources: Big Books, Anthologies and Storybooks are all suitable.
- Use this time to model fluent, expressive reading.
- This activity helps learners to develop a love of stories and reading.
- It also builds their vocabulary, background knowledge and working memory. These are all important comprehension skills.



Listening & Speaking: Teach vocabulary



TIME:
15 minutes



RESOURCES:
Vocabulary
flashcards,
pictures, ob-
jects

Core Reader

1. **Remind learners of the theme.**
 - a. Instruct learners to open their Core Readers to page 44.
 - b. Read or say the language enrichment once again.
 - c. Show learners the list of vocabulary words for the theme.
 - d. Explain that these words will help us to understand and talk about the theme.
 - e. Read the list of words to them.
2. **Use PATS to teach vocabulary.**
 - a. Teach the following vocabulary words:
 - *curry: A kind of food with sauce and spices. It is often eaten with rice.*
 - *recipe: A list of steps that tells you how to make a certain food.*
 - *ingredient: One of the foods you need when you are following a recipe.*
3. **Use the PATS strategies that are suitable for each word:**

P: Point at a picture or real object
A: Act out the word
T: Tell learners the meaning of the word
S: Say the word in a sentence



Phonics: Revise all sounds taught in Term 1



TIME:
15 minutes



RESOURCES:
Term 1 Phon-
ics Frieze
Cards

Core Reader

1. **Settle learners on the carpet or floor in front of you.**
 - a. Tell learners to listen for their name.
 - b. As you say a learner's name, they must read the sound of the frieze card that you hold up.
 - c. Say another learner's name. This learner must say a word that starts with or uses the sound.
 - d. Do this really quickly. Make it feel like a fun game but take note of learners who struggle.
 - e. If a learner makes a mistake, say 'listen carefully' and say the sound.
2. **Orientate learners to the Core Reader activities for Tuesday.**
 - a. Instruct learners to open their Core Readers to page 47.
 - b. Call on individual learners to help you model each activity.
 - c. Model how to complete any written activities on the board.

Note: Tell learners that they will do these activities with a partner during Group Guided Reading.



Handwriting: Revise all letters taught in Term 1



TIME:
15 minutes



RESOURCES:
Assessment
Book

1. **Prepare learners for handwriting.**
 - a. Say: Let's warm up our fingers by squeezing our hands in a fist for the count of 5, then relaxing.
 - b. Check and adjust learners' posture and pencil grip.
2. **Model the formation of all upper-case letters taught in Term 1.**
 - a. Write each upper-case letter on the board.
 - b. As you write, describe the starting point, direction and finishing point of each letter.
 - c. Tell learners to write a row of each letter in their exercise books, leaving a finger space between each letter.
 - d. Tell learners to make sure that they can correctly form each letter.
3. **Check learners' upper-case letter formation.**
 - a. As learners write, walk around and check their letter formation.
 - b. Give support as needed.
 - c. Take note of learners who still struggle to form letters correctly.



Shared Reading: Do the Pre-Read



TIME:
15 minutes



RESOURCES:
Anthology,
page 115

1. **Settle learners for the Pre-Read.**
 - a. Call learners to sit on the carpet or floor.
 - b. Sit in front of the learners with the Anthology.
 - c. Make sure all learners can see the book.
 - d. Remind learners of the behaviour you expect during Shared Reading, e.g. sit cross legged; keep your hands in your lap; listen carefully; respond when called on; raise your hand to ask a question.
2. **Do the Pre-Read as follows:**
 - a. Say the title of the story: *Wayde makes curry.*
 - b. Explain the skill of prediction. Say: When we make a prediction, we use the title and pictures to try and work out what the story will be about.
 - c. Show learners the pictures on each page.
 - d. Ask: What do you think is happening here?
 - e. Ask: How do you think these pictures link together?



Group Guided Reading: Work with Groups 3&4



TIME:
30 minutes



RESOURCES:
Core Reader

1. **Prepare learners for Group Guided Reading.**
 - a. Make sure learners know their reading group.
 - b. Settle learners in pairs with their Core Readers, exercise books and pencils.
 - c. Instruct learners to open their Core Readers to page 47.
2. **Go through the Core Reader activities for the day with learners.**
Remind learners what to do to complete each activity.
3. **Call Group 3 to your Group Guided Reading space.**
 - a. Settle the group with their Core Readers.
 - b. Call on individual learners to read the phonic sounds.
 - c. Call on individual learners to complete the decoding activities.
 - d. Call on each learner to read the words or a passage from the previous week.
 - e. Make a note of learners who need support.
 - f. Make a note of sounds that need to be consolidated.
 - g. Send Group 3 back to their desks and call Group 4.



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's
own resources

- Use your own resources: Big Books, Anthologies and Storybooks are all suitable.
- Use this time to model fluent, expressive reading.
- This activity helps learners to develop a love of stories and reading.
- It also builds their vocabulary, background knowledge and working memory. These are all important comprehension skills.



Listening & Speaking: Teach vocabulary and discuss the theme picture



TIME:
15 minutes



RESOURCES:
Vocabulary
flashcards,
pictures, ob-
jects

Core Reader

1. **Use PATS to teach vocabulary.**
 - a. Teach the following vocabulary words:
 - *dislike: To not like something.*
 - *from scratch: To make something from the very beginning.*
 - *energy: The power your body has to move, think, and play.*
 - b. Use the PATS strategies that are suitable for each word.
2. **Build learners' background knowledge.**
 - a. Instruct learners to open their Core Readers to page 48.
 - b. Tell learners the following information about the picture:
 - *Food gives our body energy. Food is the fuel that helps our bodies think, play, move, and grow.*
 - *Some food are better at making our bodies strong than other foods. Some foods give our bodies nutrients. Other foods taste good, but we shouldn't only eat these foods.*
 - *Not everyone eats the same foods, or eats food prepared (cooked) in the same way. People in different cultures and different families may eat different food to you.*
3. **Discuss the picture.**
 - a. Use the questions that follow to discuss the picture as follows:
 - Ask the first question.
 - Instruct learners to discuss the question with their partner.
 - Call on a few individual learners to share their answers.
 - Build learners' background knowledge by correcting misunderstandings and by sharing information related to the theme.
 - Repeat this process with all questions.
4. **Questions:**
 - a. *What kinds of food do you like to eat at home and at school?*
 - b. *What kinds of food do you dislike?*
 - c. *How do the children in the picture feel about their food? How do you know?*



Play a phonemic awareness game: The sound is... I want...



TIME:
15 minutes



RESOURCES:
Core Reader

1. **Settle learners so that you have their attention.**
2. **Demonstrate the game as follows:**
 - a. The person who is on says: The sound is P, I want GIRLS' NAMES.
 - b. Learners raise their hands if they can think of a girl's name with P.
 - c. The person who is on points to each person and allows them to say their name. They may not repeat a name that has been said.
 - d. The 5th person to say a name correctly is then on.
 - e. The new person who is on says: The sound is M, I want KINDS OF FOOD.
 - f. The game continues in this way.
3. **Orientate learners to the Core Reader activities for Wednesday.**
 - a. Instruct learners to open their Core Readers to page 49
 - b. Call on individual learners to help you model each activity.
 - c. Model how to complete any written activities on the board.

Note: Tell learners that they will do these activities with a partner during Group Guided Reading.



Handwriting: Copy words



TIME:
15 minutes



RESOURCES:
Assessment
Book

1. **Prepare learners for handwriting.**
 - a. Say: Let's warm up our fingers by rotating our wrists in circles to the left and then to the right.
 - b. Check and adjust learners' posture and pencil grip.
2. **Write the following words on the board: sit, nap**
 - a. Instruct learners to copy the words into their exercise books.
 - b. They must copy as neatly and accurately as possible.
3. **Check learners' ability to copy words.**
 - a. As learners write, walk around and take note of learners who struggle:
 - To copy the words accurately
 - To form letters and words correctly and neatly
 - To finish the words in the allocated time



Shared Reading: Do the First Read



TIME:
15 minutes



RESOURCES:
Anthology,
page 115

1. **Prepare learners for the First Read.**
 - a. Settle learners on the carpet.
 - b. Remind them of the expected behaviour.
 - c. Remind learners of the story title: *Wayde makes curry*
 - d. Say: *Today we will read a story about a boy named Wayde, who thinks he hates tomatoes. But Wayde loves curry. Curry is a kind of food made with spices, chicken or vegetables and usually has lots of tomatoes in it. In this story, Wayde helps his mother cook curry from scratch. In the process of helping her, he learns something that surprises him about curry. Can you guess what it is?*
2. **Do the First Read as follows:**
 - a. Read each page of the story aloud, fluently and audibly.
 - b. Show learners the pictures.
 - c. Where necessary, stop and explain to learners.
 - d. Point out the vocabulary words as they appear.
 - e. At the end of the story, ask the Read 1 questions as follows:
 - Direct Question 1 & 2 to individual learners.
 - Direct Question 3 to the whole class. Ask learners to discuss the question with a partner.
 - Call on a few learners to share their answers.
 - f. Remind learners of the comprehension strategy.
 - Say, this week we are learning how to: *Ask questions / Wonder*.
 - Ask learners: *It is fun to wonder about the story and ask ourselves questions. What questions do you have about this story?*



Writing: Model the LSC and task



TIME:
20 minutes



RESOURCES:
Writing
frame:

I like to eat...

It tastes...

1. **Introduce the LSC focus.**
 - a. Say: This week we will focus on: Using a capital letter at the beginning of a sentence.
 - b. Write a sentence on the board: *Fresh fruit is my favourite food.*
 - c. Point out the LSC: The first letter of the sentence is a capital letter.
2. **Introduce the writing task.**
 - a. Say: This week we will: Draw a picture and add 1–2 labels.
 - b. Say: We will draw and write about: *Our favourite food.*
3. **Explain your own answer to the writing task orally, before writing.**
 - a. Say: *I like to eat... because....*
4. **Model the task on the board.**
 - a. Draw a quick picture that shows: *You, eating your favourite food.*
 - b. Show learners how to complete the writing frame.
 - c. Point out the LSC: The first letter of the sentence is a capital letter.



Group Guided Reading: Work with Groups 5&6



TIME:
30 minutes



RESOURCES:
Core Reader

1. **Prepare learners for Group Guided Reading.**
 - a. Make sure learners know their reading group.
 - b. Settle learners in pairs with their Core Readers, exercise books and pencils.
 - c. Instruct learners to open their Core Readers to page 49.
2. **Go through the Core Reader activities for the day with learners.**
Remind learners what to do in order to complete each activity.
3. **Call Group 5 to your Group Guided Reading space.**
 - a. Settle the group with their Core Readers.
 - b. Call on individual learners to read the phonic sounds.
 - c. Call on individual learners to complete the decoding activities.
 - d. Call on each learner to read the words or a passage from the previous week.
 - e. Make a note of learners who need support.
 - f. Make a note of sounds that need to be consolidated.
 - g. Send Group 5 back to their desks and call Group 6.



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's
own resources

- Use your own resources: Big Books, Anthologies and Storybooks are all suitable.
- Use this time to model fluent, expressive reading.
- This activity helps learners to develop a love of stories and reading.
- It also builds their vocabulary, background knowledge and working memory. These are all important comprehension skills.



Play a phonemic awareness game: The sound is... I want...



TIME:
15 minutes



RESOURCES:
Core Reader

1. **Settle learners so that you have their attention.**
2. **Demonstrate the game as follows:**
 - a. The person who is on says: The sound is P, I want GIRLS' NAMES.
 - b. Learners raise their hands if they can think of a girl's name with P.
 - c. The person who is on points to each person and allows them to say their name. They may not repeat a name that has been said.
 - d. The 5th person to say a name correctly is then on.
 - e. The new person who is on says: The sound is M, I want KINDS OF FOOD.
 - f. The game continues in this way.
3. **Orientate learners to the Core Reader activities for Thursday.**
 - a. Instruct learners to open their Core Readers to page 50
 - b. Call on individual learners to help you model each activity.
 - c. Model how to complete any written activities on the board.

Note: Tell learners that they will do these activities with a partner during Group Guided Reading.



Handwriting: Copy words



TIME:
15 minutes



RESOURCES:
Assessment
Book

1. **Prepare learners for handwriting.**
 - a. Say: Let's warm up our fingers by flicking our fingers in and out.
 - b. Check and adjust learners' posture and pencil grip.
2. **Write the following words on the board: pin, pat**
 - a. Instruct learners to copy the words into their exercise books.
 - b. They must copy as neatly and accurately as possible.
3. **Check learners' ability to copy words.**
 - a. As learners write, walk around and take note of learners who struggle:
 - To copy the words accurately
 - To form letters and words correctly and neatly
 - To finish the words in the allocated time



Shared Reading: Do the Second Read



TIME:
15 minutes



RESOURCES:
Anthology,
page 115

1. **Prepare learners for the Second Read.**
 - a. Settle learners on the carpet.
 - b. Remind them of the expected behaviour.
 - c. Remind learners of the story title: *Wayde makes curry*
 - d. Remind learners of the comprehension strategy.
 - Remind learners of the comprehension strategy.
 - Say, this week we are learning how to: *Ask questions / Wonder*.
 - Say, remember, we discussed this yesterday, when I asked you: *It is fun to wonder about the story and ask ourselves questions. What questions do you have about this story?*
2. **Do the Second Read as follows:**
 - a. Read each page of the story aloud, fluently and audibly.
 - b. Show learners the picture.
 - c. Use the examples on the introduction page to model the comprehension strategy.
 - d. At the end of the story, ask the Read 2 questions as follows:
 - Direct Question 1 & 2 to individual learners.
 - Direct Question 3 to the whole class. Ask learners to discuss the question with a partner.
 - Call on a few learners to share their answers.



Writing: Plan and draft



TIME:
20 minutes



RESOURCES:
Writing
frame:

I like to eat...

It tastes...

1. **Reintroduce the writing task.**
 - a. Say: Remember that this week we will draw and write about: *Our favourite food*.
2. **Instruct learners to think about their own writing.**
 - a. Say: Close your eyes and think about how you will answer the writing frame.
 - b. Say: Share your idea with a partner.
 - c. Brainstorm and write useful words on the board, e.g. beans, eggs, bread, chips, sweet, salty
3. **Instruct learners to begin writing in their exercise books.**
 - a. Say: Now draw and write down your own ideas.
 - b. Remind learners of the LSC: The first letter of the sentence is a capital letter.
4. **Walk around the room and help individual learners.**
 - a. Ask learners to tell you their ideas.
 - b. Help struggling learners to start the writing task.



Group Guided Reading: Work with Groups 7&8



TIME:
30 minutes



RESOURCES:
Core Reader

1. **Prepare learners for Group Guided Reading.**
 - a. Make sure learners know their reading group.
 - b. Settle learners in pairs with their Core Readers, exercise books and pencils.
 - c. Instruct learners to open their Core Readers to page 50.
2. **Go through the Core Reader activities for the day with learners.**
Remind learners what to do in order to complete each activity.
3. **Call Group 7 to your Group Guided Reading space.**
 - a. Settle the group with their Core Readers.
 - b. Call on individual learners to read the phonic sounds.
 - c. Call on individual learners to complete the decoding activities.
 - d. Call on each learner to read the words or a passage from the previous week.
 - e. Make a note of learners who need support.
 - f. Make a note of sounds that need to be consolidated.
 - g. Send Group 7 back to their desks and call Group 8.



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's
own resources

- Use your own resources: Big Books, Anthologies and Storybooks are all suitable.
- Use this time to model fluent, expressive reading.
- This activity helps learners to develop a love of stories and reading.
- It also builds their vocabulary, background knowledge and working memory. These are all important comprehension skills.



Listening & Speaking: Discuss the Shared Reading story



TIME:
15 minutes



RESOURCES:
Discussion
framework:

This story
was about...

I liked it
when...

I learnt that...

1. **Prepare learners for a group discussion.**
 - a. Arrange learners into groups of 4.
 - b. Give each group a 'talking stick or stone'.
 - c. Say: You may only speak when you are holding the 'talking stick/stone'.
2. **Go through the discussion questions.**
 - a. Remind learners of the shared reading story for the week.
 - b. Write the discussion framework on the board.
 - c. Read and explain each question (sentence starter).
 - d. Tell learners that each member of the group must have a turn to answer each question.
 - e. Encourage learners to think of different answers.
3. **Instruct learners to begin their discussions.**
 - a. Instruct the learners holding the 'talking stick/stone' to begin.
 - b. Walk around and offer support as needed.
 - c. In the last few minutes, call on a group to share their answers.
4. **Learner Preparation**
 - a. Identify 3–4 learners to do Oral Presentations on Monday.
 - b. Tell these learners what to prepare for Monday. (See the LS lesson plan for Monday)



Phonics: Dictation



TIME:
15 minutes



RESOURCES:
Assessment
Book

1. **Settle learners with their exercise books, pens and rulers.**
 - a. Tell learners to write the heading, 'Dictation' and to write numbers 1–6 in the margin.
 - b. Call out the following six words for learners to write next to numbers 1–6: *sat, sip, nip, pan, tin, at*
2. **Tell learners to use a coloured pencil to correct their own work.**
 - a. Write the six words on the board.
 - b. As you write, sound out each word.
 - c. Tell learners to circle their errors with the coloured pencil.
 - d. Tell learners to rewrite words correctly.
3. **Take note of learners' challenges and progress.**
4. **Orientate learners to the Core Reader activities for Friday.**
 - a. Instruct learners to open their Core Readers to page 51
 - b. Call on individual learners to help you model each activity.
 - c. Model how to complete any written activities on the board.

Note: Tell learners that they will do these activities with a partner during Group Guided Reading.



Shared Reading: Do the Post-Read



TIME:
15 minutes



RESOURCES:
Anthology,
page 115

1. **Prepare learners for the Post-Read.**
 - a. Remind learners of the story title: *Wayde makes curry*
 - b. Explain the task. Say: *Today we are going to draw and label our favourite part of the story.*
2. **Model the task as follows:**
 - a. Close your eyes and pretend to think.
 - b. Open your eyes and say: *My favourite part of the story was when...*
 - c. Try not to choose the most obvious part of the story for your example.
 - d. Draw a quick picture on the board. As you draw, explain what you are drawing.
 - e. Add 1–2 labels.
3. **Instruct learners to complete the task.**
 - a. Tell learners to close their eyes and think of their favourite part of the story.
 - b. Say: *Think of your own idea, do not copy my example.*
 - c. Next, tell learners to open their eyes and to discuss their answers with their partner.
 - d. Then, instruct learners to draw this part of the story in their exercise books.
 - e. Help learners to add 1–2 labels to their drawings.
4. **Allow learners to share their work.**
 - a. Give learners a few minutes to show their work to their partner.
 - b. Call on a learner to share their work with the class.



Writing: Draft and edit



TIME:
20 minutes



RESOURCES:
Writing
frame:
I like to eat...
It tastes...

1. **Remind learners of the writing task.**
 - a. Say: Today we will finish our writing task.
2. **Introduce differentiation.**
 - a. Walk around the room and help struggling learners.
 - b. Give advanced learners an additional prompt: *Add another label to your drawing.*
3. **Instruct learners to read and edit their writing.**
 - a. Say: Now it is time to read and edit your writing.
 - b. Say, remember to check that: The first letter of the sentence is a capital letter.
4. **If time permits, ask learners to share their writing.**
 - a. Learners can share their writing with a partner.
 - b. A few learners can share their writing with the class.



Group Guided Reading: Work with Groups 9&10



TIME:
30 minutes



RESOURCES:
Core Reader

1. **Prepare learners for Group Guided Reading.**
 - a. Make sure learners know their reading group.
 - b. Settle learners in pairs with their Core Readers, exercise books and pencils.
 - c. Instruct learners to open their Core Readers to page 51.
2. **Go through the Core Reader activities for the day with learners.**
Remind learners what to do to complete each activity.
3. **Call Group 9 to your Group Guided Reading space.**
 - a. Settle the group with their Core Readers.
 - b. Call on individual learners to read the phonic sounds.
 - c. Call on individual learners to complete the decoding activities.
 - d. Call on each learner to read the words or a passage from the previous week.
 - e. Make a note of learners who need support.
 - f. Make a note of sounds that need to be consolidated.
 - g. Send Group 9 back to their desks and call Group 10.



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's
own resources

- Use your own resources: Big Books, Anthologies and Storybooks are all suitable.
- Use this time to model fluent, expressive reading.
- This activity helps learners to develop a love of stories and reading.
- It also builds their vocabulary, background knowledge and working memory. These are all important comprehension skills.



Listening & Speaking: Oral Presentations



TIME:
15 minutes



RESOURCES:
Selected
learners to
bring an item
or picture for
'Show and
Tell'

1. **Settle learners to watch their classmates present their oral presentations.**
2. **Remind learners of the following task: Show and tell**
 - a. Hold up the item or picture that you brought to show us.
 - b. Tell us about the item or picture. Say:
 - Today I will tell you about...
 - It is... (size, colour, weight, texture, etc.)
 - It is used for...
 - I like it because...
 - c. Then, ask the class: Are there any questions?
 - d. If someone has a question, try your best to answer it.
3. **Remind learners of the following presentation skills:**
 - a. When you are presenting, remember to:
 - Hold your object or picture so that everyone can see it
 - Say your sentences in the correct order
 - Say things once – do not repeat yourself
 - Speak in a loud, clear voice
4. **Call the selected learners one at a time to do their presentations.**
 - a. Build each learner's confidence by thanking them for their presentation and by giving some positive feedback.
 - b. At the end of the lesson, give the class some generic feedback to improve their presentations. For example: I struggled to hear some of you. Please try to keep your voices audible – we want to hear what you have to say.



Phonics: Teach a new sound



TIME:
15 minutes



RESOURCES:
Frieze Card: *d*
Pictures /
objects that
start with: *d*

1. **Introduce the new sound: *d***
 - a. Say the sound x3.
 - b. Show learners the Frieze Card and read the sound x3.
 - c. Tell learners to listen and then repeat the sound.
2. **Say words that start with or use the sound: *d***
 - a. Ask: Who can say a word that starts with or uses the sound, *d*?
 - b. Ask learners to name the resources you collected, e.g. dog, donut.
3. **Orientate learners to the Core Reader activities for Monday.**
 - a. Instruct learners to open their Core Readers to page 52.
 - b. Call on individual learners to help you model each activity.
 - c. Model how to complete any written activities on the board.

Note: Tell learners that they will do these activities with a partner during Group Guided Reading.



Handwriting: Teach lower-case letter formation



TIME:
15 minutes



RESOURCES:
Handwriting
Chart

1. **Prepare learners for handwriting.**
 - a. Say: Let's warm up our fingers by crumpling up a piece of paper and then smoothing it out.
 - b. Check and adjust learners' posture and pencil grip.
2. **Show learners how to form: *d*.**
 - a. Stand with your back to learners.
 - b. Instruct left-handed learners to put their heads on their desks.
 - c. Use your right arm to form the letter: *d*
 - d. Instruct right-handed learners to form the letter with you.
 - e. Repeat with left-handed learners.
3. **Instruct learners to practice forming: *d***
 - a. Say: Make the letter on your partner's back, the desk, in the sand.
4. **Instruct learners to practice writing: *d***
 - a. Say: Write the letter in your exercise book x3.
 - b. Walk around and check each learner's letter formation.



Shared Reading: Introduce the story



TIME:
15 minutes



RESOURCES:
Anthology,
Introduction
page 127

1. **Introduce the story.**
 - a. Say: This week we will read a story titled, *No chips for Lomusa*.
 - b. Say: *The story we will read today is all about choosing healthy snacks. Some foods, like chips, taste nice but do not give our bodies what they need to grow strong. Other foods, like eggs, fish, and peanuts, have important nutrients for our bodies, like protein. Protein helps our bodies grow and helps our brains focus in class. But sometimes, it can be difficult to choose healthier snacks.*
 - c. Ask: Do you know anything about this?
 - d. Briefly show learners the pictures from the story.
2. **Build learners' background knowledge.**
 - a. Share and explain the background information provided for the story.
 - b. Show learners where the story takes place using the Anthology map.
 - c. Ask: Do you have any questions about this story?
3. **Explain the comprehension strategy.**
 - a. Say, this week we will learn how to: Visualise.
 - b. Explain this strategy to learners.



Group Guided Reading: Work with Groups 1&2



TIME:
30 minutes



RESOURCES:
Core Reader

1. **Prepare learners for Group Guided Reading.**
 - a. Make sure learners know their reading group.
 - b. Settle learners in pairs with their Core Readers, exercise books and pencils.
 - c. Instruct learners to open their Core Readers to page 52.
2. **Go through the Core Reader activities for the day with learners.**
Remind learners what to do to complete each activity.
3. **Call Group 1 to your Group Guided Reading space.**
 - a. Settle the group with their Core Readers.
 - b. Call on individual learners to read the phonic sounds.
 - c. Call on individual learners to complete the decoding activities.
 - d. Call on each learner to read the words or a passage from the previous week.
 - e. Make a note of learners who need support.
 - f. Make a note of sounds that need to be consolidated.
 - g. Send Group 1 back to their desks and call Group 2.



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's
own resources

- Use your own resources: Big Books, Anthologies and Storybooks are all suitable.
- Use this time to model fluent, expressive reading.
- This activity helps learners to develop a love of stories and reading.
- It also builds their vocabulary, background knowledge and working memory. These are all important comprehension skills.



Listening & Speaking: Teach vocabulary



TIME:
15 minutes



RESOURCES:
Vocabulary
flashcards,
pictures, ob-
jects

Core Reader

1. **Remind learners of the theme.**
 - a. Instruct learners to open their Core Readers to page 44.
 - b. Read or say the language enrichment once again.
 - c. Show learners the list of vocabulary words for the theme.
 - d. Explain that these words will help us to understand and talk about the theme.
 - e. Read the list of words to them.
2. **Use PATS to teach vocabulary.**
 - a. Teach the following vocabulary words:
 - *nutrient: Something in food that helps your body grow and stay strong.*
 - *healthy (food): Food that helps your body grow strong and stay well, like fruits, vegetables, and whole grains.*
 - *unhealthy (food): Food that usually tastes good but can make your body less healthy if you eat it a lot, like lots of sweets or crisps.*
3. **Use the PATS strategies that are suitable for each word:**

P: Point at a picture or real object

A: Act out the word

T: Tell learners the meaning of the word

S: Say the word in a sentence



Phonics: Revise and blend the new sound



TIME:
15 minutes



RESOURCES:
Core Reader

1. **Revise the new sound: *d***
 - a. Say the sound x3.
 - b. Show learners the Frieze Card and read the sound x3.
 - c. Tell learners to listen and then repeat the sound.
2. **Show learners how to segment and blend using this sound.**
 - a. Revise the following sounds with learners: *a, t, p, i, n, d*
 - b. Say the following word: *pad*
 - c. Ask an individual learner to listen carefully and then to segment the word into sounds: e.g.: *p-a-d*
 - d. As the learner says each sound, write in on the board.
 - e. Next, call a different learner to blend the sounds together to read the word.
 - f. Correct learners if they make any errors.
 - g. Repeat with the word: *din*
3. **Orientate learners to the Core Reader activities for Tuesday.**
 - a. Instruct learners to open their Core Readers to page 53.
 - b. Call on individual learners to help you model each activity.
 - c. Model how to complete any written activities on the board.

Note: Tell learners that they will do these activities with a partner during Group Guided Reading.



Handwriting: Teach upper-case letter formation



TIME:
15 minutes



RESOURCES:
Handwriting
Chart

1. **Prepare learners for handwriting.**
 - a. Say: Let's warm up our fingers by shaking our hands out.
 - b. Check and adjust learners' posture and pencil grip.
2. **Show learners how to form: D**
 - a. Stand with your back to learners.
 - b. Instruct left-handed learners to put their heads on their desks.
 - c. Use your right arm to form the letter: D.
 - d. Instruct right-handed learners to form the letter with you.
 - e. Repeat with left-handed learners.
3. **Instruct learners to practice forming: D**
 - Say: Make the letter on your partner's back, the desk, in the sand.
4. **Instruct learners to practice writing: D**
 - a. Say: Write the letter in your exercise book x3.
 - b. Walk around and check each learner's letter formation.



Shared Reading: Do the Pre-Read



TIME:
15 minutes



RESOURCES:
Anthology,
page 129

1. **Settle learners for the Pre-Read.**
 - a. Call learners to sit on the carpet or floor.
 - b. Sit in front of the learners with the Anthology.
 - c. Make sure all learners can see the book.
 - d. Remind learners of the behaviour you expect during Shared Reading, e.g. sit cross legged; keep your hands in your lap; listen carefully; respond when called on; raise your hand to ask a question.
2. **Do the Pre-Read as follows:**
 - a. Say the title of the story: *No chips for Lomusa*
 - b. Explain the skill of prediction. Say: When we make a prediction, we use the title and pictures to try and work out what the story will be about.
 - c. Show learners the pictures on each page.
 - d. Ask: What do you think is happening here?
 - e. Ask: How do you think these pictures link together?



Group Guided Reading: Work with Groups 3&4



TIME:
30 minutes



RESOURCES:
Core Reader

1. **Prepare learners for Group Guided Reading.**
 - a. Make sure learners know their reading group.
 - b. Settle learners in pairs with their Core Readers, exercise books and pencils.
 - c. Instruct learners to open their Core Readers to page 53.
2. **Go through the Core Reader activities for the day with learners.**
Remind learners what to do to complete each activity.
3. **Call Group 3 to your Group Guided Reading space.**
 - a. Settle the group with their Core Readers.
 - b. Call on individual learners to read the phonic sounds.
 - c. Call on individual learners to complete the decoding activities.
 - d. Call on each learner to read the words or a passage from the previous week.
 - e. Make a note of learners who need support.
 - f. Make a note of sounds that need to be consolidated.
 - g. Send Group 3 back to their desks and call Group 4.



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's
own resources

- Use your own resources: Big Books, Anthologies and Storybooks are all suitable.
- Use this time to model fluent, expressive reading.
- This activity helps learners to develop a love of stories and reading.
- It also builds their vocabulary, background knowledge and working memory. These are all important comprehension skills.



Listening & Speaking: Creative Storytelling



TIME:
15 minutes



RESOURCES:
Core Reader

1. **Prepare learners for creative storytelling.**
 - a. Arrange learners in groups of 4.
 - b. Tell learners to open their Core Readers to page 54.
2. **Direct learners to look at the picture.**
 - a. Ask: What do you see in this picture?
3. **Tell learners that they must each make up a short story about the picture.**
4. **Tell learners how to structure their story. Say:**
 - a. Give each character in your story a name.
 - b. Say where the story takes place.
 - c. Your story must have a beginning, a middle and an end.
 - d. This picture only shows part of your story.
 - The picture may show the beginning of your story.
 - The picture may show the middle of your story.
 - The picture may show the end of your story.
 - e. You can start your story by saying:
 - The alarm didn't ring...
 - After school...
5. **Instruct learners to complete the activity.**
 - a. Give learners a few minutes to think of their story in silence.
 - b. Then, instruct learners to take turns to tell their stories to their group.
You may want to use the 'talking stick/stone' for this.
 - c. As learners talk, walk around and listen.
6. **End the lesson as follows:**
 - a. Call on one learner to share their story with the class or ask 1–2 learners questions about their group's stories.
 - Ask: What was X's story about?
 - Ask: What did you like about X's story?
 - b. Give the class some generic feedback to improve their stories.
For example: Usually, at the beginning of the story, we say where the story takes place, and who the characters are. Next time, try to include this information in your stories.



Phonics: Teach a new sound



TIME:
15 minutes



RESOURCES:
Frieze Card: e
Pictures /
objects that
start with: e

1. **Introduce the new sound: e**
 - a. Say the sound x3.
 - b. Show learners the Frieze Card and read the sound x3.
 - c. Tell learners to listen and then repeat the sound.
2. **Say words that start with or use the sound: e**
 - a. Ask: Who can say a word that starts with or uses the sound, e?
 - b. Ask learners to name the resources you collected, e.g. *egg, elbow*.
3. **Orientate learners to the Core Reader activities for Wednesday.**
 - a. Instruct learners to open their Core Readers to page 55.
 - b. Call on individual learners to help you model each activity.
 - c. Model how to complete any written activities on the board.

Note: Tell learners that they will do these activities with a partner during Group Guided Reading.



Handwriting: Teach lower-case letter formation



TIME:
15 minutes



RESOURCES:
Handwriting
Chart

1. **Prepare learners for handwriting.**
 - a. Say: Let's warm up our fingers by pretending to play the piano.
 - b. Check and adjust learners' posture and pencil grip.
2. **Show learners how to form: e.**
 - a. Stand with your back to learners.
 - b. Instruct left-handed learners to put their heads on their desks.
 - c. Use your right arm to form the letter: e
 - d. Instruct right-handed learners to form the letter with you.
 - e. Repeat with left-handed learners.
3. **Instruct learners to practice forming: e**
 - a. Say: Make the letter on your partner's back, the desk, in the sand.
4. **Instruct learners to practice writing: e**
 - a. Say: Write the letter in your exercise book x3.
 - b. Walk around and check each learner's letter formation.



Shared Reading: Do the First Read



TIME:
15 minutes



RESOURCES:
Anthology,
page 129

1. **Prepare learners for the First Read.**
 - a. Settle learners on the carpet.
 - b. Remind them of the expected behaviour.
 - c. Remind learners of the story title: *No chips for Lomusa*
 - d. Say: *The story we will read today is all about choosing healthy snacks. Some foods, like chips, taste nice but do not give our bodies what they need to grow strong. Other foods, like eggs, fish, and peanuts, have important nutrients for our bodies, like protein. Protein helps our bodies grow and helps our brains focus in class. But sometimes, it can be difficult to choose healthier snacks.*
 - e. Ask: Do you know anything about this?
2. **Do the First Read as follows:**
 - a. Read each page of the story aloud, fluently and audibly.
 - b. Show learners the pictures.
 - c. Where necessary, stop and explain to learners.
 - d. Point out the vocabulary words as they appear.
 - e. At the end of the story, ask the Read 1 questions as follows:
 - Direct Question 1 & 2 to individual learners.
 - Direct Question 3 to the whole class. Ask learners to discuss the question with a partner.
 - Call on a few learners to share their answers.
 - f. Remind learners of the comprehension strategy.
 - Say, this week we are learning how to: Visualise.
 - Ask learners: Can you close your eyes and try to visualise something from this story like a movie in your mind? What do you see?



Writing: Model the LSC and task



TIME:
20 minutes



RESOURCES:
DBE Work-
book 1, page
98 & 99

Writing
Frame:

I see...

I like to eat...

1. **Introduce the LSC focus.**
 - a. Say: This week we will focus on: Using a full stop at the end of a sentence.
 - b. Write a sentence on the board: Fresh fruit is yummy.
 - c. Point out the LSC: The sentence ends with a full stop.
2. **Introduce the writing task.**
 - a. Say: This week we will: Draw a picture and write two sentences.
 - b. Say: We will draw and write about: The food we see in the picture.
3. **Explain your own answer to the writing task orally, before writing.**
 - a. Say: I see... in the picture.
4. **Model the task on the board.**
 - a. Draw a quick picture that shows: Yourself eating a food from the picture.
 - b. Show learners how to complete the writing frame.
 - c. Point out the LSC: The sentence ends with a full stop.



Group Guided Reading: Work with Groups 5&6



TIME:
30 minutes



RESOURCES:
Core Reader

1. **Prepare learners for Group Guided Reading.**
 - a. Make sure learners know their reading group.
 - b. Settle learners in pairs with their Core Readers, exercise books and pencils.
 - c. Instruct learners to open their Core Readers to page 55.
2. **Go through the Core Reader activities for the day with learners.**
Remind learners what to do in order to complete each activity.
3. **Call Group 5 to your Group Guided Reading space.**
 - a. Settle the group with their Core Readers.
 - b. Call on individual learners to read the phonic sounds.
 - c. Call on individual learners to complete the decoding activities.
 - d. Call on each learner to read the words or a passage from the previous week.
 - e. Make a note of learners who need support.
 - f. Make a note of sounds that need to be consolidated.
 - g. Send Group 5 back to their desks and call Group 6.



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's
own resources

- Use your own resources: Big Books, Anthologies and Storybooks are all suitable.
- Use this time to model fluent, expressive reading.
- This activity helps learners to develop a love of stories and reading.
- It also builds their vocabulary, background knowledge and working memory. These are all important comprehension skills.



Phonics: Revise and blend the new sound



TIME:
15 minutes



RESOURCES:
Core Reader

1. **Revise the new sound: e**
 - a. Say the sound x3.
 - b. Show learners the Frieze Card and read the sound x3.
 - c. Tell learners to listen and then repeat the sound.
2. **Show learners how to segment and blend using this sound.**
 - a. Revise the following sounds with learners: *t, p, i, n, d, e*
 - b. Say the following word: *ten*
 - c. Ask an individual learner to listen carefully and then to segment the word into sounds: e.g.: *t-e-n*
 - d. As the learner says each sound, write in on the board.
 - e. Next, call a different learner to blend the sounds together to read the word.
 - f. Correct learners if they make any errors.
 - g. Repeat with the word: *pet*
3. **Orientate learners to the Core Reader activities for Thursday.**
 - a. Instruct learners to open their Core Readers to page 56.
 - b. Call on individual learners to help you model each activity.
 - c. Model how to complete any written activities on the board.

Note: Tell learners that they will do these activities with a partner during Group Guided Reading.



Handwriting: Teach upper-case letter formation



TIME:
15 minutes



RESOURCES:
Handwriting
Chart

1. **Prepare learners for handwriting.**
 - a. Say: Let's warm up our fingers by flicking our fingers in and out.
 - b. Check and adjust learners' posture and pencil grip.
2. **Show learners how to form: E**
 - a. Stand with your back to learners.
 - b. Instruct left-handed learners to put their heads on their desks.
 - c. Use your right arm to form the letter: E.
 - d. Instruct right-handed learners to form the letter with you.
 - e. Repeat with left-handed learners.
3. **Instruct learners to practice forming: E**
 - Say: Make the letter on your partner's back, the desk, in the sand.
4. **Instruct learners to practice writing: E**
 - a. Say: Write the letter in your exercise book x3.
 - b. Walk around and check each learner's letter formation.



Shared Reading: Do the Second Read



TIME:
15 minutes



RESOURCES:
Anthology,
page 129

1. **Prepare learners for the Second Read.**
 - a. Settle learners on the carpet.
 - b. Remind them of the expected behaviour.
 - c. Remind learners of the story title: *No chips for Lomusa*
 - d. Remind learners of the comprehension strategy.
 - Say, this week we are learning how to: Visualise
 - Say, remember, we discussed this yesterday, when I asked you: Can you close your eyes and try to visualise something from this story like a movie in your mind? What do you see?
2. **Do the Second Read as follows:**
 - a. Read each page of the story aloud, fluently and audibly.
 - b. Show learners the picture.
 - c. Use the examples on the introduction page to model the comprehension strategy.
 - d. At the end of the story, ask the Read 2 questions as follows:
 - Direct Question 1 & 2 to individual learners.
 - Direct Question 3 to the whole class. Ask learners to discuss the question with a partner.
 - Call on a few learners to share their answers.



Writing: Plan and draft



TIME:
20 minutes



RESOURCES:
DBE Work-
book 1, page
98 & 99

Writing
frame:

I see...

I like to eat...

1. **Reintroduce the writing task.**
 - a. Say: Remember that this week we will draw and write about: The food we see in the picture.
2. **Instruct learners to think about their own writing.**
 - a. Say: Close your eyes and think about how you will answer the writing frame.
 - b. Say: Share your idea with a partner.
 - c. Brainstorm and write useful words on the board, e.g. apple, grapes, watermelon, juice
3. **Instruct learners to open the correct page in their DBE workbooks.**
 - a. Say: Now draw and write down your own ideas.
 - b. Remind learners of the LSC: The sentence ends with a full stop.
4. **Walk around the room and help individual learners.**
 - a. Ask learners to tell you their ideas.
 - b. Help struggling learners to start the writing task.



Group Guided Reading: Work with Groups 7&8



TIME:
30 minutes



RESOURCES:
Core Reader

1. **Prepare learners for Group Guided Reading.**
 - a. Make sure learners know their reading group.
 - b. Settle learners in pairs with their Core Readers, exercise books and pencils.
 - c. Instruct learners to open their Core Readers to page 56.
2. **Go through the Core Reader activities for the day with learners.**
Remind learners what to do in order to complete each activity.
3. **Call Group 7 to your Group Guided Reading space.**
 - a. Settle the group with their Core Readers.
 - b. Call on individual learners to read the phonic sounds.
 - c. Call on individual learners to complete the decoding activities.
 - d. Call on each learner to read the words or a passage from the previous week.
 - e. Make a note of learners who need support.
 - f. Make a note of sounds that need to be consolidated.
 - g. Send Group 7 back to their desks and call Group 8.



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's
own resources

- Use your own resources: Big Books, Anthologies and Storybooks are all suitable.
- Use this time to model fluent, expressive reading.
- This activity helps learners to develop a love of stories and reading.
- It also builds their vocabulary, background knowledge and working memory. These are all important comprehension skills.



Listening & Speaking: Discuss the Shared Reading story



TIME:
15 minutes



RESOURCES:
Discussion
framework:

This story
was about...

I liked the
character...
because...

I learnt that...

1. **Prepare learners for a group discussion.**
 - a. Arrange learners into groups of 4.
 - b. Give each group a 'talking stick or stone'.
 - c. Say: You may only speak when you are holding the 'talking stick/stone'.
2. **Go through the discussion questions.**
 - a. Remind learners of the shared reading story for the week.
 - b. Write the discussion framework on the board.
 - c. Read and explain each question (sentence starter).
 - d. Tell learners that each member of the group must have a turn to answer each question.
 - e. Encourage learners to think of different answers.
3. **Instruct learners to begin their discussions.**
 - a. Instruct the learners holding the 'talking stick/stone' to begin.
 - b. Walk around and offer support as needed.
 - c. In the last few minutes, call on a group to share their answers.
4. **Learner Preparation**
 - a. Identify 3–4 learners to do Oral Presentations on Monday.
 - b. Tell these learners what to prepare for Monday. (See the LS lesson plan for Monday)



Phonics: Dictation



TIME:
15 minutes



RESOURCES:
Assessment
Book

1. **Settle learners with their exercise books, pens and rulers.**
 - a. Tell learners to write the heading, 'Dictation' and to write numbers 1–6 in the margin.
 - b. Call out the following six words for learners to write next to numbers 1–6: *net, pen, set, den, dad, tap*
2. **Tell learners to use a coloured pencil to correct their own work.**
 - a. Write the six words on the board.
 - b. As you write, sound out each word.
 - c. Tell learners to circle their errors with the coloured pencil.
 - d. Tell learners to rewrite words correctly.
3. **Take note of learners' challenges and progress.**
4. **Orientate learners to the Core Reader activities for Friday.**
 - a. Instruct learners to open their Core Readers to page 57.
 - b. Call on individual learners to help you model each activity.
 - c. Model how to complete any written activities on the board.

Note: Tell learners that they will do these activities with a partner during Group Guided Reading.



Shared Reading: Do the Post-Read



TIME:
15 minutes



RESOURCES:
Anthology,
page 129

1. **Prepare learners for the Post-Read.**
 - a. Remind learners of the story title: *No chips for Lomusa*
 - b. Explain the task. Say: Today we are going to summarise the story.
2. **Model the task as follows:**
 - a. Say: When we summarise the story, we must say:
 - What the story was about
 - What I liked about the story
 - What I learnt from the story
 - b. Briefly share your answers to these questions.
 - c. Try not to choose the most obvious answers for your example.
3. **Instruct learners to complete the task.**
 - a. Tell learners to think of their own summaries, they must not copy your example.
 - b. Tell learners to start their answers as follows:
 - The story was about...
 - I liked...
 - I learnt...
 - c. Next, instruct learners to share their summaries with a partner.
 - d. As learners share their summaries, walk around and provide support as needed.
 - e. At the end of the lesson, call on 1–2 learners to share their summaries with the class.
4. **Allow learners to share their work.**
 - Call on a learner to share their work with the class.



Writing: Draft and edit



TIME:
20 minutes



RESOURCES:
DBE Work-
book 1, page
98 & 99

Writing
frame:

I see...

I like to eat...

1. **Remind learners of the writing task.**
 - a. Say: Today we will finish our writing task.
2. **Introduce differentiation.**
 - a. Walk around the room and help struggling learners.
 - b. Give advanced learners an additional prompt: Add another sentence to your writing.
3. **Instruct learners to read and edit their writing.**
 - a. Say: Now it is time to read and edit your writing.
 - b. Say, remember to check that: The sentence ends with a full stop.
4. **If time permits, ask learners to share their writing.**
 - a. Learners can share their writing with a partner.
 - b. A few learners can share their writing with the class.



Group Guided Reading: Work with Groups 9&10



TIME:
30 minutes



RESOURCES:
Core Reader

1. **Prepare learners for Group Guided Reading.**
 - a. Make sure learners know their reading group.
 - b. Settle learners in pairs with their Core Readers, exercise books and pencils.
 - c. Instruct learners to open their Core Readers to page 57.
2. **Go through the Core Reader activities for the day with learners.**
Remind learners what to do to complete each activity.
3. **Call Group 9 to your Group Guided Reading space.**
 - a. Settle the group with their Core Readers.
 - b. Call on individual learners to read the phonic sounds.
 - c. Call on individual learners to complete the decoding activities.
 - d. Call on each learner to read the words or a passage from the previous week.
 - e. Make a note of learners who need support.
 - f. Make a note of sounds that need to be consolidated.
 - g. Send Group 9 back to their desks and call Group 10.



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's
own resources

- Use your own resources: Big Books, Anthologies and Storybooks are all suitable.
- Use this time to model fluent, expressive reading.
- This activity helps learners to develop a love of stories and reading.
- It also builds their vocabulary, background knowledge and working memory. These are all important comprehension skills.



Listening & Speaking: Introduce the theme



TIME:
15 minutes



RESOURCES:
Pictures and
real objects
for theme
display
Core Reader

1. **Prepare a theme display:** *Our friends*
2. **Ask open questions to activate learners' background knowledge.**
 - *What makes someone a good friend?*
 - *Where do you make friends?*
 - *How can you make a new friend?*
3. **Make a mind map using the questions and learners' answers.**
4. **Add your own answers to the mind map to extend learners' knowledge.**
5. **Instruct learners to open their Core Readers to page 58.**
6. **Tell learners to point to the language enrichment for the theme.**
 - a. Read the language enrichment aloud.
 - b. Instruct learners to read it with you, or to repeat it after you:
Your friend is your needs answered.
He is your field which you sow with love and reap with thanksgiving.
Kahlil Gibran (from On Friendship)
7. **Discuss the language enrichment with learners.**
 - a. Ask: Can you tell me what this means? / Can you figure out the answer?
 - b. Encourage learners to share their ideas.
 - c. Explain the meaning or provide the answer as follows:
The first line means that a friend helps you when you need help. For example, if you are sad, a friend will be there to give you the comfort you need. A friend is someone who can always help meet your needs – whatever they are.
In the second line, we need to understand that a field is a big piece of land where farmers plant seeds. When you sow, you plant seeds in the ground. When you reap, you collect the food that has grown.
So, the second line of the poem is saying that a friend is like a field: If you plant love and kindness, you will grow friendship and happiness.



Phonics: Teach a new sound



TIME:
15 minutes



RESOURCES:
Frieze Card:
m
Pictures /
objects that
start with: *m*

1. **Introduce the new sound: *m***
 - a. Say the sound x3.
 - b. Show learners the Frieze Card and read the sound x3.
 - c. Tell learners to listen and then repeat the sound.
2. **Say words that start with or use the sound: *m***
 - a. Ask: Who can say a word that starts with or uses the sound, *m*?
 - b. Ask learners to name the resources you collected, e.g. *mat*, *mirror*.
3. **Orientate learners to the Core Reader activities for Monday.**
 - a. Instruct learners to open their Core Readers to page 60
 - b. Call on individual learners to help you model each activity.
 - c. Model how to complete any written activities on the board.

Note: Tell learners that they will do these activities with a partner during Group Guided Reading.



Handwriting: Teach lower-case letter formation



TIME:
15 minutes



RESOURCES:
Handwriting
Chart

1. **Prepare learners for handwriting.**
 - a. Say: Let's warm up our fingers by rotating our wrists in circles to the left and then to the right.
 - b. Check and adjust learners' posture and pencil grip.
2. **Show learners how to form *m*.**
 - a. Stand with your back to learners.
 - b. Instruct left-handed learners to put their heads on their desks.
 - c. Use your right arm to form the letter: *m*
 - d. Instruct right-handed learners to form the letter with you.
 - e. Repeat with left-handed learners.
3. **Instruct learners to practice forming: *m***
 - a. Say: Make the letter on your partner's back, the desk, in the sand.
4. **Instruct learners to practice writing: *m***
 - a. Say: Write the letter in your exercise book x3.
 - b. Walk around and check each learner's letter formation.



Shared Reading: Introduce the story



TIME:
15 minutes



RESOURCES:
Anthology,
Introduction
page 143

1. **Introduce the story.**
 - a. Say: This week we will read a story titled, *Mbuso's sandcastle*.
 - b. Say: *Today we are going to read a story about a boy named Mbuso who is very excited to go to the beach. He has been dreaming about building the biggest and best sandcastle ever. He even gets a new bucket and spade to help him build! But something unexpected happens to his sandcastle. Let's read to find out what happens, and how the story ends.*
 - c. Ask: Do you know anything about this?
 - d. Briefly show learners the pictures from the story.
2. **Build learners' background knowledge.**
 - a. Share and explain the background information provided for the story.
 - b. Show learners where the story takes place using the Anthology map.
 - c. Ask: Do you have any questions about this story?
3. **Explain the comprehension strategy.**
 - a. Say, this week we will learn how to: Make inferences.
 - b. Explain this strategy to learners.



Group Guided Reading: Work with Groups 1&2



TIME:
30 minutes



RESOURCES:
Core Reader

1. **Prepare learners for Group Guided Reading.**
 - a. Make sure learners know their reading group.
 - b. Settle learners in pairs with their Core Readers, exercise books and pencils.
 - c. Instruct learners to open their Core Readers to page 60.
2. **Go through the Core Reader activities for the day with learners.**
Remind learners what to do to complete each activity.
3. **Call Group 1 to your Group Guided Reading space.**
 - a. Settle the group with their Core Readers.
 - b. Call on individual learners to read the phonic sounds.
 - c. Call on individual learners to complete the decoding activities.
 - d. Call on each learner to read the words or a passage from the previous week.
 - e. Make a note of learners who need support.
 - f. Make a note of sounds that need to be consolidated.
 - g. Send Group 1 back to their desks and call Group 2.



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's own
resources

- Use your own resources: Big Books, Anthologies and Storybooks are all suitable.
- Use this time to model fluent, expressive reading.
- This activity helps learners to develop a love of stories and reading.
- It also builds their vocabulary, background knowledge and working memory. These are all important comprehension skills.



Listening & Speaking: Teach vocabulary



TIME:
15 minutes



RESOURCES:
Vocabulary
flashcards,
pictures, ob-
jects
Core Reader

1. **Remind learners of the theme.**
 - a. Instruct learners to open their Core Readers to page 58.
 - b. Read or say the language enrichment once again.
 - c. Show learners the list of vocabulary words for the theme.
 - d. Explain that these words will help us to understand and talk about the theme.
 - e. Read the list of words to them.
2. **Use PATS to teach vocabulary.**
 - a. Teach the following vocabulary words:
 - *sandcastle: A small castle or shape made from wet sand, usually built on the beach with hands or a bucket and shovel.*
 - *seawater: Salty water from the sea.*
 - *moat: A ditch filled with water around a castle. It was used to keep enemies out.*
3. **Use the PATS strategies that are suitable for each word:**

P: Point at a picture or real object
 A: Act out the word
 T: Tell learners the meaning of the word
 S: Say the word in a sentence



Phonics: Revise and blend the new sound



TIME:
15 minutes



RESOURCES:
Core Reader

1. **Revise the new sound: *m***
 - a. Say the sound x3.
 - b. Show learners the Frieze Card and read the sound x3.
 - c. Tell learners to listen and then repeat the sound.
2. **Show learners how to segment and blend using this sound.**
 - a. Revise the following sounds with learners: *p, i, n, d, a, m*
 - b. Say the following word: *mad*
 - c. Ask an individual learner to listen carefully and then to segment the word into sounds: e.g.: *m-a-d*
 - d. As the learner says each sound, write in on the board.
 - e. Next, call a different learner to blend the sounds together to read the word.
 - f. Correct learners if they make any errors.
 - g. Repeat with the word: *dim*
3. **Orientate learners to the Core Reader activities for Tuesday.**
 - a. Instruct learners to open their Core Readers to page 61.
 - b. Call on individual learners to help you model each activity.
 - c. Model how to complete any written activities on the board.

Note: Tell learners that they will do these activities with a partner during Group Guided Reading.



Handwriting: Teach upper-case letter formation



TIME:
15 minutes



RESOURCES:
Handwriting
Chart

1. **Prepare learners for handwriting.**
 - a. Say: Let's warm up our fingers by flicking our fingers in and out.
 - b. Check and adjust learners' posture and pencil grip.
2. **Show learners how to form: M**
 - a. Stand with your back to learners.
 - b. Instruct left-handed learners to put their heads on their desks.
 - c. Use your right arm to form the letter: M
 - d. Instruct right-handed learners to form the letter with you.
 - e. Repeat with left-handed learners.
3. **Instruct learners to practice forming: M**
 - Say: Make the letter on your partner's back, the desk, in the sand.
4. **Instruct learners to practice writing: M**
 - a. Say: Write the letter in your exercise book x3.
 - b. Walk around and check each learner's letter formation.



Shared Reading: Do the Pre-Read



TIME:
15 minutes



RESOURCES:
Anthology,
page 145

1. **Settle learners for the Pre-Read.**
 - a. Call learners to sit on the carpet or floor.
 - b. Sit in front of the learners with the Anthology.
 - c. Make sure all learners can see the book.
 - d. Remind learners of the behaviour you expect during Shared Reading, e.g. sit cross legged; keep your hands in your lap; listen carefully; respond when called on; raise your hand to ask a question.
2. **Do the Pre-Read as follows:**
 - a. Say the title of the story: *Mbuso's sandcastle*.
 - b. Explain the skill of prediction. Say: When we make a prediction, we use the title and pictures to try and work out what the story will be about.
 - c. Show learners the pictures on each page.
 - d. Ask: What do you think is happening here?
 - e. Ask: How do you think these pictures link together?



Group Guided Reading: Work with Groups 3&4



TIME:
30 minutes



RESOURCES:
Core Reader

1. **Prepare learners for Group Guided Reading.**
 - a. Make sure learners know their reading group.
 - b. Settle learners in pairs with their Core Readers, exercise books and pencils.
 - c. Instruct learners to open their Core Readers to page 61.
2. **Go through the Core Reader activities for the day with learners.**
Remind learners what to do to complete each activity.
3. **Call Group 3 to your Group Guided Reading space.**
 - a. Settle the group with their Core Readers.
 - b. Call on individual learners to read the phonic sounds.
 - c. Call on individual learners to complete the decoding activities.
 - d. Call on each learner to read the words or a passage from the previous week.
 - e. Make a note of learners who need support.
 - f. Make a note of sounds that need to be consolidated.
 - g. Send Group 3 back to their desks and call Group 4.



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's
own resources

- Use your own resources: Big Books, Anthologies and Storybooks are all suitable.
- Use this time to model fluent, expressive reading.
- This activity helps learners to develop a love of stories and reading.
- It also builds their vocabulary, background knowledge and working memory. These are all important comprehension skills.



Listening & Speaking: Teach vocabulary and discuss the theme picture



TIME:
15 minutes



RESOURCES:
Vocabulary
flashcards,
pictures, ob-
jects
Core Reader

1. **Use PATS to teach vocabulary.**
 - a. Teach the following vocabulary words:
 - *friendship: When people care about each other, help each other, share, and enjoy spending time together. It grows when people are kind, honest, and forgive each other.*
 - *kindness: Being nice and caring to others.*
 - *accident: Something that happens by mistake. It is not done on purpose.*
 - b. Use the PATS strategies that are suitable for each word.
2. **Build learners' background knowledge.**
 - a. Instruct learners to open their Core Readers to page 62.
 - b. Tell learners the following information about the picture:
 - *A friend is someone we like to play with. A friend is someone we care about.*
 - *Kindness is important for friendships. We can show kindness to our friends by sharing with them, playing with them, and listening to them.*
 - *Sometimes friends disagree and argue. Sometimes friends feel angry with each other. When we have problems with friends, we can work to fix them.*
3. **Discuss the picture.**
 - a. Use the questions that follow to discuss the picture as follows:
 - Ask the first question.
 - Instruct learners to discuss the question with their partner.
 - Call on a few individual learners to share their answers.
 - Build learners' background knowledge by correcting misunderstandings and by sharing information related to the theme.
 - Repeat this process with all questions.
4. **Questions:**
 - a. *How do you know if someone is your friend?*
 - b. *How do you make friends with someone?*
 - c. *What do people like to do when they visit their friends?*



Phonics: Teach a new sound



TIME:
15 minutes



RESOURCES:
Frieze Card: c
Pictures /
objects that
start with: c

1. **Introduce the new sound: c**
 - a. Say the sound x3.
 - b. Show learners the Frieze Card and read the sound x3.
 - c. Tell learners to listen and then repeat the sound.
2. **Say words that start with or use the sound: c**
 - a. Ask: Who can say a word that starts with or uses the sound, c?
 - b. Ask learners to name the resources you collected, e.g. *cushion, comb*.
3. **Orientate learners to the Core Reader activities for Wednesday.**
 - a. Instruct learners to open their Core Readers to page 63.
 - b. Call on individual learners to help you model each activity.
 - c. Model how to complete any written activities on the board.

Note: Tell learners that they will do these activities with a partner during Group Guided Reading.



Handwriting: Teach lower-case letter formation



TIME:
15 minutes



RESOURCES:
Handwriting
Chart

1. **Prepare learners for handwriting.**
 - a. Say: Let's warm up our fingers by crumpling up a piece of paper and then smoothing it out.
 - b. Check and adjust learners' posture and pencil grip.
2. **Show learners how to form: c.**
 - a. Stand with your back to learners.
 - b. Instruct left-handed learners to put their heads on their desks.
 - c. Use your right arm to form the letter: c
 - d. Instruct right-handed learners to form the letter with you.
 - e. Repeat with left-handed learners.
3. **Instruct learners to practice forming: c**
 - a. Say: Make the letter on your partner's back, the desk, in the sand.
4. **Instruct learners to practice writing: c**
 - a. Say: Write the letter in your exercise book x3.
 - b. Walk around and check each learner's letter formation.



Shared Reading: Do the First Read



TIME:
15 minutes



RESOURCES:
Anthology,
page 145

1. **Prepare learners for the First Read.**
 - a. Settle learners on the carpet.
 - b. Remind them of the expected behaviour.
 - c. Remind learners of the story title: *Mbuso's sandcastle*.
 - d. Say: *Today we are going to read a story about a boy named Mbuso who is very excited to go to the beach. He has been dreaming about building the biggest and best sandcastle ever. He even gets a new bucket and spade to help him build! But something unexpected happens to his sandcastle. Let's read to find out what happens, and how the story ends.*
2. **Do the First Read as follows:**
 - a. Read each page of the story aloud, fluently and audibly.
 - b. Show learners the pictures.
 - c. Where necessary, stop and explain to learners.
 - d. Point out the vocabulary words as they appear.
 - e. At the end of the story, ask the Read 1 questions as follows:
 - Direct Question 1 & 2 to individual learners.
 - Direct Question 3 to the whole class. Ask learners to discuss the question with a partner.
 - Call on a few learners to share their answers.
 - f. Remind learners of the comprehension strategy.
 - Say, this week we are learning how to: Make inferences.
 - Ask learners: What good guess can we make about this that the author hasn't told us? What can you guess about the character's thoughts / feelings?



Writing: Model the LSC and task



TIME:
20 minutes



RESOURCES:
Writing
frame:
My friend is...
We like to...

1. **Introduce the LSC focus.**
 - a. Say: This week we will focus on: Using prepositions correctly in a sentence to tell when or where something is.
 - b. Write a sentence on the board: We play on the playground.
 - c. Point out the LSC: The preposition is used in the sentence to tell when or where something is.
2. **Introduce the writing task.**
 - a. Say: This week we will: Draw a picture and write two sentences.
 - b. Say: We will draw and write about: Who is your friend? What do you like to do together.
3. **Explain your own answer to the writing task orally, before writing.**
 - a. Say: My friend is... and we like to...
4. **Model the task on the board.**
 - a. Draw a quick picture that shows: You and your friend doing a fun activity together.
 - b. Show learners how to complete the writing frame.
 - c. Point out the LSC: The preposition is used in the sentence to tell when or where something is.



Group Guided Reading: Work with Groups 5&6



TIME:
30 minutes



RESOURCES:
Core Reader

1. **Prepare learners for Group Guided Reading.**
 - a. Make sure learners know their reading group.
 - b. Settle learners in pairs with their Core Readers, exercise books and pencils.
 - c. Instruct learners to open their Core Readers to page 63.
2. **Go through the Core Reader activities for the day with learners.**
Remind learners what to do in order to complete each activity.
3. **Call Group 5 to your Group Guided Reading space.**
 - a. Settle the group with their Core Readers.
 - b. Call on individual learners to read the phonic sounds.
 - c. Call on individual learners to complete the decoding activities.
 - d. Call on each learner to read the words or a passage from the previous week.
 - e. Make a note of learners who need support.
 - f. Make a note of sounds that need to be consolidated.
 - g. Send Group 5 back to their desks and call Group 6.



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's
own resources

- Use your own resources: Big Books, Anthologies and Storybooks are all suitable.
- Use this time to model fluent, expressive reading.
- This activity helps learners to develop a love of stories and reading.
- It also builds their vocabulary, background knowledge and working memory. These are all important comprehension skills.



Phonics: Revise and blend the new sound



TIME:
15 minutes



RESOURCES:
Core Reader

1. **Revise the new sound: c**
 - a. Say the sound x3.
 - b. Show learners the Frieze Card and read the sound x3.
 - c. Tell learners to listen and then repeat the sound.
2. **Show learners how to segment and blend using this sound.**
 - a. Revise the following sounds with learners: *a, n, t, e, m, c*
 - b. Say the following word: *cat*
 - c. Ask an individual learner to listen carefully and then to segment the word into sounds: e.g.: *c-a-t*
 - d. As the learner says each sound, write in on the board.
 - e. Next, call a different learner to blend the sounds together to read the word.
 - f. Correct learners if they make any errors.
 - g. Repeat with the word: *act*
3. **Orientate learners to the Core Reader activities for Thursday.**
 - a. Instruct learners to open their Core Readers to page 64.
 - b. Call on individual learners to help you model each activity.
 - c. Model how to complete any written activities on the board.

Note: Tell learners that they will do these activities with a partner during Group Guided Reading.



Handwriting: Teach upper-case letter formation



TIME:
15 minutes



RESOURCES:
Handwriting
Chart

1. **Prepare learners for handwriting.**
 - a. Say: Let's warm up our fingers by shaking our hands out.
 - b. Check and adjust learners' posture and pencil grip.
2. **Show learners how to form: C**
 - a. Stand with your back to learners.
 - b. Instruct left-handed learners to put their heads on their desks.
 - c. Use your right arm to form the letter: C.
 - d. Instruct right-handed learners to form the letter with you.
 - e. Repeat with left-handed learners.
3. **Instruct learners to practice forming: C**
 - Say: Make the letter on your partner's back, the desk, in the sand.
4. **Instruct learners to practice writing: C**
 - a. Say: Write the letter in your exercise book x3.
 - b. Walk around and check each learner's letter formation.



Shared Reading: Do the Second Read



TIME:
15 minutes



RESOURCES:
Anthology,
page 145

1. **Prepare learners for the Second Read.**
 - a. Settle learners on the carpet.
 - b. Remind them of the expected behaviour.
 - c. Remind learners of the story title: *Mbuso's sandcastle*
 - d. Remind learners of the comprehension strategy.
 - Remind learners of the comprehension strategy.
 - Say, this week we are learning how to: Make inferences.
 - Say, remember, we discussed this yesterday, when I asked you: What good guess can we make about this that the author hasn't told us? What can you guess about the character's thoughts / feelings?
2. **Do the Second Read as follows:**
 - a. Read each page of the story aloud, fluently and audibly.
 - b. Show learners the picture.
 - c. Use the examples on the introduction page to model the comprehension strategy.
 - d. At the end of the story, ask the Read 2 questions as follows:
 - Direct Question 1 & 2 to individual learners.
 - Direct Question 3 to the whole class. Ask learners to discuss the question with a partner.
 - Call on a few learners to share their answers.



Writing: Plan and draft



TIME:
20 minutes



RESOURCES:
Writing
frame:

My friend is...
We like to...

1. **Reintroduce the writing task.**
 - a. Say: Remember that this week we will draw and write about: Who is your friend? What do you like to do together?.
2. **Instruct learners to think about their own writing.**
 - a. Say: Close your eyes and think about how you will answer the writing frame.
 - b. Say: Share your idea with a partner.
 - c. Brainstorm and write useful words on the board, e.g. play, swing, run, read, skip
3. **Instruct learners to begin writing in their exercise books.**
 - a. Say: Now draw and write down your own ideas.
 - b. Remind learners of the LSC: The preposition is used in the sentence to tell when or where something is.
4. **Walk around the room and help individual learners.**
 - a. Ask learners to tell you their ideas.
 - b. Help struggling learners to start the writing task.



Group Guided Reading: Work with Groups 7&8



TIME:
30 minutes



RESOURCES:
Core Reader

1. **Prepare learners for Group Guided Reading.**
 - a. Make sure learners know their reading group.
 - b. Settle learners in pairs with their Core Readers, exercise books and pencils.
 - c. Instruct learners to open their Core Readers to page 64.
2. **Go through the Core Reader activities for the day with learners.**
Remind learners what to do in order to complete each activity.
3. **Call Group 7 to your Group Guided Reading space.**
 - a. Settle the group with their Core Readers.
 - b. Call on individual learners to read the phonic sounds.
 - c. Call on individual learners to complete the decoding activities.
 - d. Call on each learner to read the words or a passage from the previous week.
 - e. Make a note of learners who need support.
 - f. Make a note of sounds that need to be consolidated.
 - g. Send Group 7 back to their desks and call Group 8.



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's
own resources

- Use your own resources: Big Books, Anthologies and Storybooks are all suitable.
- Use this time to model fluent, expressive reading.
- This activity helps learners to develop a love of stories and reading.
- It also builds their vocabulary, background knowledge and working memory. These are all important comprehension skills.



Listening & Speaking: Discuss the Shared Reading story



TIME:
15 minutes



RESOURCES:
Discussion
framework:

This story
was about...

I liked it
when...

I learnt that...

1. **Prepare learners for a group discussion.**
 - a. Arrange learners into groups of 4.
 - b. Give each group a 'talking stick or stone'.
 - c. Say: You may only speak when you are holding the 'talking stick/stone'.
2. **Go through the discussion questions.**
 - a. Remind learners of the shared reading story for the week.
 - b. Write the discussion framework on the board.
 - c. Read and explain each question (sentence starter).
 - d. Tell learners that each member of the group must have a turn to answer each question.
 - e. Encourage learners to think of different answers.
3. **Instruct learners to begin their discussions.**
 - a. Instruct the learners holding the 'talking stick/stone' to begin.
 - b. Walk around and offer support as needed.
 - c. In the last few minutes, call on a group to share their answers.
4. **Learner Preparation**
 - a. Identify 3–4 learners to do Oral Presentations on Monday.
 - b. Tell these learners what to prepare for Monday. (See the LS lesson plan for Monday)



Phonics: Dictation



TIME:
15 minutes



RESOURCES:
Assessment
Book

1. **Settle learners with their exercise books, pens and rulers.**
 - a. Tell learners to write the heading, 'Dictation' and to write numbers 1–6 in the margin.
 - b. Call out the following six words for learners to write next to numbers 1–6: *can, cap, cat, mat, map, men*
2. **Tell learners to use a coloured pencil to correct their own work.**
 - a. Write the six words on the board.
 - b. As you write, sound out each word.
 - c. Tell learners to circle their errors with the coloured pencil.
 - d. Tell learners to rewrite words correctly.
3. **Take note of learners' challenges and progress.**
4. **Orientate learners to the Core Reader activities for Friday.**
 - a. Instruct learners to open their Core Readers to page 65.
 - b. Call on individual learners to help you model each activity.
 - c. Model how to complete any written activities on the board.

Note: Tell learners that they will do these activities with a partner during Group Guided Reading.



Shared Reading: Do the Post-Read



TIME:
15 minutes



RESOURCES:
Anthology,
page 145

1. **Prepare learners for the Post-Read.**
 - a. Remind learners of the story title: *Mbuso's sandcastle*
 - b. Explain the task. Say: Today we are going to draw and label our favourite part of the story.
2. **Model the task as follows:**
 - a. Close your eyes and pretend to think.
 - b. Open your eyes and say: My favourite part of the story was when...
 - c. Try not to choose the most obvious part of the story for your example.
 - d. Draw a quick picture on the board. As you draw, explain what you are drawing.
 - e. Add 1–2 labels.
3. **Instruct learners to complete the task.**
 - a. Tell learners to close their eyes and think of their favourite part of the story.
 - b. Say: Think of your own idea, do not copy my example.
 - c. Next, tell learners to open their eyes and to discuss their answers with their partner.
 - d. Then, instruct learners to draw this part of the story in their exercise books.
 - e. Help learners to add 1–2 labels to their drawings.
4. **Allow learners to share their work.**
 - a. Give learners a few minutes to show their work to their partner.
 - b. Call on a learner to share their work with the class.



Writing: Draft and edit



TIME:
20 minutes



RESOURCES:
Writing
frame:
My friend is...
We like to...

1. **Remind learners of the writing task.**
 - a. Say: Today we will finish our writing task.
2. **Introduce differentiation.**
 - a. Walk around the room and help struggling learners.
 - b. Give advanced learners an additional prompt: Add another sentence to your writing.
3. **Instruct learners to read and edit their writing.**
 - a. Say: Now it is time to read and edit your writing.
 - b. Say, remember to check that: The preposition is used in the sentence to tell when or where something is.
4. **If time permits, ask learners to share their writing.**
 - a. Learners can share their writing with a partner.
 - b. A few learners can share their writing with the class.



Group Guided Reading: Work with Groups 9&10



TIME:
30 minutes



RESOURCES:
Core Reader

1. **Prepare learners for Group Guided Reading.**
 - a. Make sure learners know their reading group.
 - b. Settle learners in pairs with their Core Readers, exercise books and pencils.
 - c. Instruct learners to open their Core Readers to page 65.
2. **Go through the Core Reader activities for the day with learners.**
Remind learners what to do to complete each activity.
3. **Call Group 9 to your Group Guided Reading space.**
 - a. Settle the group with their Core Readers.
 - b. Call on individual learners to read the phonic sounds.
 - c. Call on individual learners to complete the decoding activities.
 - d. Call on each learner to read the words or a passage from the previous week.
 - e. Make a note of learners who need support.
 - f. Make a note of sounds that need to be consolidated.
 - g. Send Group 9 back to their desks and call Group 10.



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's
own resources

- Use your own resources: Big Books, Anthologies and Storybooks are all suitable.
- Use this time to model fluent, expressive reading.
- This activity helps learners to develop a love of stories and reading.
- It also builds their vocabulary, background knowledge and working memory. These are all important comprehension skills.



Listening & Speaking: Oral Presentations



TIME:
15 minutes



RESOURCES:
No resources
required

1. **Settle learners to watch their classmates present their oral presentations.**
2. **Remind learners of the following task: Shares personal news**
 - a. Tell us what your news is about. Say:
 - b. Today I will tell you about...
 - c. Then, share your news.
 - d. Tell us what happened in the correct sequence.
 - e. Tell us the main points about your news.
 - f. End by telling us how your news made you feel.
3. **Remind learners of the following presentation skills:**
 - a. When you are sharing your news, remember to:
 - Tell us what your news is about
 - Tell us when it happened
 - Tell us who it happened to
 - Say your sentences in the correct order
 - Say things once – do not repeat yourself
 - Speak in a loud, clear voice
4. **Call the selected learners one at a time to do their presentations.**
 - a. Build each learner's confidence by thanking them for their presentation and by giving some positive feedback.
 - b. At the end of the lesson, give the class some generic feedback to improve their presentations. For example: I struggled to hear some of you. Please try to keep your voices audible – we want to hear what you have to say.



Phonics: Teach a new sound



TIME:
15 minutes



RESOURCES:
Frieze Card: *k*
Pictures /
objects that
start with: *k*

1. **Introduce the new sound: *k***
 - a. Say the sound x3.
 - b. Show learners the Frieze Card and read the sound x3.
 - c. Tell learners to listen and then repeat the sound.
2. **Say words that start with or use the sound: *k***
 - a. Ask: Who can say a word that starts with or uses the sound, *k*?
 - b. Ask learners to name the resources you collected, e.g. *king*, *kit*.
3. **Orientate learners to the Core Reader activities for Monday.**
 - a. Instruct learners to open their Core Readers to page 66.
 - b. Call on individual learners to help you model each activity.
 - c. Model how to complete any written activities on the board.

Note: Tell learners that they will do these activities with a partner during Group Guided Reading.



Handwriting: Teach lower-case letter formation



TIME:
15 minutes



RESOURCES:
Handwriting
Chart

1. **Prepare learners for handwriting.**
 - a. Say: Let's warm up our fingers by pretending to play the piano.
 - b. Check and adjust learners' posture and pencil grip.
2. **Show learners how to form: *k*.**
 - a. Stand with your back to learners.
 - b. Instruct left-handed learners to put their heads on their desks.
 - c. Use your right arm to form the letter: *k*
 - d. Instruct right-handed learners to form the letter with you.
 - e. Repeat with left-handed learners.
3. **Instruct learners to practice forming: *k***
 - a. Say: Make the letter on your partner's back, the desk, in the sand.
4. **Instruct learners to practice writing: *k***
 - a. Say: Write the letter in your exercise book x3.
 - b. Walk around and check each learner's letter formation.



Shared Reading: Introduce the story



TIME:
15 minutes



RESOURCES:
Anthology,
Introduction
page 157

1. **Introduce the story.**
 - a. Say: This week we will read a story titled, *Cow and Moose*.
 - b. Say: *Our story today is based on a true story about an unusual friendship – between a cow and a moose! In this story, a big moose from the wild shows up on Farmer Abbott's farm and makes friends with his cow, Daisy. They spend lots of time together grazing, strolling, and cuddling for a nap. Sometimes we think we can only be friends with others who are just like us. But friendship does not always work that way!.*
 - c. Ask: Do you know anything about this?
 - d. Briefly show learners the pictures from the story.
2. **Build learners' background knowledge.**
 - a. Share and explain the background information provided for the story.
 - b. Show learners where the story takes place using the Anthology map.
 - c. Ask: Do you have any questions about this story?
3. **Explain the comprehension strategy.**
 - a. Say, this week we will learn how to: Make inferences.
 - b. Explain this strategy to learners.



Group Guided Reading: Work with Groups 1&2



TIME:
30 minutes



RESOURCES:
Core Reader

1. **Prepare learners for Group Guided Reading.**
 - a. Make sure learners know their reading group.
 - b. Settle learners in pairs with their Core Readers, exercise books and pencils.
 - c. Instruct learners to open their Core Readers to page 66.
2. **Go through the Core Reader activities for the day with learners.**
Remind learners what to do to complete each activity.
3. **Call Group 1 to your Group Guided Reading space.**
 - a. Settle the group with their Core Readers.
 - b. Call on individual learners to read the phonic sounds.
 - c. Call on individual learners to complete the decoding activities.
 - d. Call on each learner to read the words or a passage from the previous week.
 - e. Make a note of learners who need support.
 - f. Make a note of sounds that need to be consolidated.
 - g. Send Group 1 back to their desks and call Group 2.



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's
own resources

- Use your own resources: Big Books, Anthologies and Storybooks are all suitable.
- Use this time to model fluent, expressive reading.
- This activity helps learners to develop a love of stories and reading.
- It also builds their vocabulary, background knowledge and working memory. These are all important comprehension skills.



Listening & Speaking: Teach vocabulary



TIME:
15 minutes



RESOURCES:
Vocabulary
flashcards,
pictures, ob-
jects
Core Reader

1. **Remind learners of the theme.**
 - a. Instruct learners to open their Core Readers to page 58.
 - b. Read or say the language enrichment once again.
 - c. Show learners the list of vocabulary words for the theme.
 - d. Explain that these words will help us to understand and talk about the theme.
 - e. Read the list of words to them.
2. **Use PATS to teach vocabulary.**
 - a. Teach the following vocabulary words:
 - *moose: A big animal with long legs and big antlers (horns) that lives in forests and likes to eat leaves and plants. There are not any in South Africa.*
 - *unusual: Different from what you normally see. Not common.*
 - *star: Star is a word for a person who is famous.*
3. **Use the PATS strategies that are suitable for each word:**

P: Point at a picture or real object
 A: Act out the word
 T: Tell learners the meaning of the word
 S: Say the word in a sentence



Phonics: Revise and blend the new sound



TIME:
15 minutes



RESOURCES:
Core Reader

1. **Revise the new sound: k**
 - a. Say the sound x3.
 - b. Show learners the Frieze Card and read the sound x3.
 - c. Tell learners to listen and then repeat the sound.
2. **Show learners how to segment and blend using this sound.**
 - a. Revise the following sounds with learners: *n, d, e, i, c, k*
 - b. Say the following word: *kid*
 - c. Ask an individual learner to listen carefully and then to segment the word into sounds: e.g.: *k-i-d*
 - d. As the learner says each sound, write in on the board.
 - e. Next, call a different learner to blend the sounds together to read the word.
 - f. Correct learners if they make any errors.
 - g. Repeat with the word: *kit*
3. **Orientate learners to the Core Reader activities for Tuesday.**
 - a. Instruct learners to open their Core Readers to page 67.
 - b. Call on individual learners to help you model each activity.
 - c. Model how to complete any written activities on the board.

Note: Tell learners that they will do these activities with a partner during Group Guided Reading.



Handwriting: Teach upper-case letter formation



TIME:
15 minutes



RESOURCES:
Handwriting
Chart

1. **Prepare learners for handwriting.**
 - a. Say: Let's warm up our fingers by squeezing our hands in a fist for the count of 5, then relaxing.
 - b. Check and adjust learners' posture and pencil grip.
2. **Show learners how to form: K**
 - a. Stand with your back to learners.
 - b. Instruct left-handed learners to put their heads on their desks.
 - c. Use your right arm to form the letter: K.
 - d. Instruct right-handed learners to form the letter with you.
 - e. Repeat with left-handed learners.
3. **Instruct learners to practice forming: K**
 - Say: Make the letter on your partner's back, the desk, in the sand.
4. **Instruct learners to practice writing: K**
 - a. Say: Write the letter in your exercise book x3.
 - b. Walk around and check each learner's letter formation.



Shared Reading: Do the Pre-Read



TIME:
15 minutes



RESOURCES:
Anthology,
page 159

1. **Settle learners for the Pre-Read.**
 - a. Call learners to sit on the carpet or floor.
 - b. Sit in front of the learners with the Anthology.
 - c. Make sure all learners can see the book.
 - d. Remind learners of the behaviour you expect during Shared Reading, e.g. sit cross legged; keep your hands in your lap; listen carefully; respond when called on; raise your hand to ask a question.
2. **Do the Pre-Read as follows:**
 - a. Say the title of the story: *Cow and Moose*
 - b. Explain the skill of prediction. Say: When we make a prediction, we use the title and pictures to try and work out what the story will be about.
 - c. Show learners the pictures on each page.
 - d. Ask: What do you think is happening here?
 - e. Ask: How do you think these pictures link together?



Group Guided Reading: Work with Groups 3&4



TIME:
30 minutes



RESOURCES:
Core Reader

1. **Prepare learners for Group Guided Reading.**
 - a. Make sure learners know their reading group.
 - b. Settle learners in pairs with their Core Readers, exercise books and pencils.
 - c. Instruct learners to open their Core Readers to page 67.
2. **Go through the Core Reader activities for the day with learners.**
Remind learners what to do to complete each activity.
3. **Call Group 3 to your Group Guided Reading space.**
 - a. Settle the group with their Core Readers.
 - b. Call on individual learners to read the phonic sounds.
 - c. Call on individual learners to complete the decoding activities.
 - d. Call on each learner to read the words or a passage from the previous week.
 - e. Make a note of learners who need support.
 - f. Make a note of sounds that need to be consolidated.
 - g. Send Group 3 back to their desks and call Group 4.



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's
own resources

- Use your own resources: Big Books, Anthologies and Storybooks are all suitable.
- Use this time to model fluent, expressive reading.
- This activity helps learners to develop a love of stories and reading.
- It also builds their vocabulary, background knowledge and working memory. These are all important comprehension skills.



Listening & Speaking: Creative Storytelling



TIME:
15 minutes



RESOURCES:
Core Reader

1. **Prepare learners for creative storytelling.**
 - a. Arrange learners in groups of 4.
 - b. Tell learners to open their Core Readers to page 68.
2. **Direct learners to look at the picture.**
 - a. Ask: What do you see in this picture?
3. **Tell learners that they must each make up a short story about the picture.**
4. **Tell learners how to structure their story. Say:**
 - a. Give each character in your story a name.
 - b. Say where the story takes place.
 - c. Your story must have a beginning, a middle and an end.
 - d. This picture only shows part of your story.
 - The picture may show the beginning of your story.
 - The picture may show the middle of your story.
 - The picture may show the end of your story.
 - e. You can start your story by saying:
 - It was game night for the ____ family and...
 - Every Saturday morning, the ____ family played...
5. **Instruct learners to complete the activity.**
 - a. Give learners a few minutes to think of their story in silence.
 - b. Then, instruct learners to take turns to tell their stories to their group.
You may want to use the 'talking stick/stone' for this.
 - c. As learners talk, walk around and listen.
6. **End the lesson as follows:**
 - a. Call on one learner to share their story with the class or ask 1–2 learners questions about their group's stories.
 - Ask: What was X's story about?
 - Ask: What did you like about X's story?
 - b. Give the class some generic feedback to improve their stories.
For example: Usually, at the beginning of the story, we say where the story takes place, and who the characters are. Next time, try to include this information in your stories.



Phonics: Teach a new sound



TIME:
15 minutes



RESOURCES:
Frieze Card: *r*
Pictures /
objects that
start with: *r*

1. **Introduce the new sound: *r***
 - a. Say the sound x3.
 - b. Show learners the Frieze Card and read the sound x3.
 - c. Tell learners to listen and then repeat the sound.
2. **Say words that start with or use the sound: *r***
 - a. Ask: Who can say a word that starts with or uses the sound, *r*?
 - b. Ask learners to name the resources you collected, e.g. *rose*, *robot*.
3. **Orientate learners to the Core Reader activities for Wednesday.**
 - a. Instruct learners to open their Core Readers to page 69.
 - b. Call on individual learners to help you model each activity.
 - c. Model how to complete any written activities on the board.

Note: Tell learners that they will do these activities with a partner during Group Guided Reading.



Handwriting: Teach lower-case letter formation



TIME:
15 minutes



RESOURCES:
Handwriting
Chart

1. **Prepare learners for handwriting.**
 - a. Say: Let's warm up our fingers by rotating our wrists in circles to the left and then to the right.
 - b. Check and adjust learners' posture and pencil grip.
2. **Show learners how to form: *r*.**
 - a. Stand with your back to learners.
 - b. Instruct left-handed learners to put their heads on their desks.
 - c. Use your right arm to form the letter: *r*
 - d. Instruct right-handed learners to form the letter with you.
 - e. Repeat with left-handed learners.
3. **Instruct learners to practice forming: *r***
 - a. Say: Make the letter on your partner's back, the desk, in the sand.
4. **Instruct learners to practice writing: *r***
 - a. Say: Write the letter in your exercise book x3.
 - b. Walk around and check each learner's letter formation.



Shared Reading: Do the First Read



TIME:
15 minutes



RESOURCES:
Anthology,
page 159

1. **Prepare learners for the First Read.**
 - a. Settle learners on the carpet.
 - b. Remind them of the expected behaviour.
 - c. Remind learners of the story title: *Cow and Moose*
 - d. Say: *Our story today is based on a true story about an unusual friendship – between a cow and a moose! In this story, a big moose from the wild shows up on Farmer Abbott's farm and makes friends with his cow, Daisy. They spend lots of time together grazing, strolling, and cuddling for a nap. Sometimes we think we can only be friends with others who are just like us. But friendship does not always work that way!.*
 - e. Ask: Do you know anything about this?
2. **Do the First Read as follows:**
 - a. Read each page of the story aloud, fluently and audibly.
 - b. Show learners the pictures.
 - c. Where necessary, stop and explain to learners.
 - d. Point out the vocabulary words as they appear.
 - e. At the end of the story, ask the Read 1 questions as follows:
 - Direct Question 1 & 2 to individual learners.
 - Direct Question 3 to the whole class. Ask learners to discuss the question with a partner.
 - Call on a few learners to share their answers.
 - f. Remind learners of the comprehension strategy.
 - Say, this week we are learning how to: Make inferences.
 - Ask learners: What good guess can we make about this that the author hasn't told us? What can you guess about the character's thoughts / feelings?



Writing: Model the LSC and task



TIME:
20 minutes



RESOURCES:
DBE Work-
book 1, page
110 & 111

Writing
Frame:

Kind friends
are...

They say...

1. **Introduce the LSC focus.**
 - a. Say: This week we will focus on: Making sure the doing word (verb) matches who is doing it (subject).
 - b. Write a sentence on the board: I am kind. My friends are kind too.
 - c. Point out the LSC: The doing word (verb) matches who is doing it (subject).
2. **Introduce the writing task.**
 - a. Say: This week we will: Draw a picture and write two sentences.
 - b. Say: We will draw and write about: What makes a kind friend.
3. **Explain your own answer to the writing task orally, before writing.**
 - a. Say: I think kind friends are...
4. **Model the task on the board.**
 - a. Draw a quick picture that shows: You and a friend.
 - b. Show learners how to complete the writing frame.
 - c. Point out the LSC: The doing word (verb) matches who is doing it (subject).



Group Guided Reading: Work with Groups 5&6



TIME:
30 minutes



RESOURCES:
Core Reader

1. **Prepare learners for Group Guided Reading.**
 - a. Make sure learners know their reading group.
 - b. Settle learners in pairs with their Core Readers, exercise books and pencils.
 - c. Instruct learners to open their Core Readers to page 69.
2. **Go through the Core Reader activities for the day with learners.**
Remind learners what to do in order to complete each activity.
3. **Call Group 5 to your Group Guided Reading space.**
 - a. Settle the group with their Core Readers.
 - b. Call on individual learners to read the phonic sounds.
 - c. Call on individual learners to complete the decoding activities.
 - d. Call on each learner to read the words or a passage from the previous week.
 - e. Make a note of learners who need support.
 - f. Make a note of sounds that need to be consolidated.
 - g. Send Group 5 back to their desks and call Group 6.



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's
own resources

- Use your own resources: Big Books, Anthologies and Storybooks are all suitable.
- Use this time to model fluent, expressive reading.
- This activity helps learners to develop a love of stories and reading.
- It also builds their vocabulary, background knowledge and working memory. These are all important comprehension skills.



Phonics: Revise and blend the new sound



TIME:
15 minutes



RESOURCES:
Core Reader

1. **Revise the new sound: r**
 - a. Say the sound x3.
 - b. Show learners the Frieze Card and read the sound x3.
 - c. Tell learners to listen and then repeat the sound.
2. **Show learners how to segment and blend using this sound.**
 - a. Revise the following sounds with learners: *d, e, a, t, k, r*
 - b. Say the following word: *rat*
 - c. Ask an individual learner to listen carefully and then to segment the word into sounds: e.g.: *r-a-t*
 - d. As the learner says each sound, write in on the board.
 - e. Next, call a different learner to blend the sounds together to read the word.
 - f. Correct learners if they make any errors.
 - g. Repeat with the word: *red*
3. **Orientate learners to the Core Reader activities for Thursday.**
 - a. Instruct learners to open their Core Readers to page 70.
 - b. Call on individual learners to help you model each activity.
 - c. Model how to complete any written activities on the board.

Note: Tell learners that they will do these activities with a partner during Group Guided Reading.



Handwriting: Teach upper-case letter formation



TIME:
15 minutes



RESOURCES:
Handwriting
Chart

1. **Prepare learners for handwriting.**
 - a. Say: Let's warm up our fingers by flicking our fingers in and out.
 - b. Check and adjust learners' posture and pencil grip.
2. **Show learners how to form: R**
 - a. Stand with your back to learners.
 - b. Instruct left-handed learners to put their heads on their desks.
 - c. Use your right arm to form the letter: R.
 - d. Instruct right-handed learners to form the letter with you.
 - e. Repeat with left-handed learners.
3. **Instruct learners to practice forming: R**
 - Say: Make the letter on your partner's back, the desk, in the sand.
4. **Instruct learners to practice writing: R**
 - a. Say: Write the letter in your exercise book x3.
 - b. Walk around and check each learner's letter formation.



Shared Reading: Do the Second Read



TIME:
15 minutes



RESOURCES:
Anthology,
page 159

1. **Prepare learners for the Second Read.**
 - a. Settle learners on the carpet.
 - b. Remind them of the expected behaviour.
 - c. Remind learners of the story title: *Cow and Moose*
 - d. Remind learners of the comprehension strategy.
 - Say, this week we are learning how to: Make inferences
 - Say, remember, we discussed this yesterday, when I asked you: What good guess can we make about this that the author hasn't told us? What can you guess about the character's thoughts / feelings?
2. **Do the Second Read as follows:**
 - a. Read each page of the story aloud, fluently and audibly.
 - b. Show learners the picture.
 - c. Use the examples on the introduction page to model the comprehension strategy.
 - d. At the end of the story, ask the Read 2 questions as follows:
 - Direct Question 1 & 2 to individual learners.
 - Direct Question 3 to the whole class. Ask learners to discuss the question with a partner.
 - Call on a few learners to share their answers.



Writing: Plan and draft



TIME:
20 minutes



RESOURCES:
DBE Work-
book 1, page
110 & 111

Writing
frame:

Kind friends
are...

They say...

1. **Reintroduce the writing task.**
 - a. Say: Remember that this week we will draw and write about: What makes a kind friend.
2. **Instruct learners to think about their own writing.**
 - a. Say: Close your eyes and think about how you will answer the writing frame.
 - b. Say: Share your idea with a partner.
 - c. Brainstorm and write useful words on the board, e.g. helpful, caring, loving, hi, can I help
3. **Instruct learners to open the correct page in their DBE workbooks.**
 - a. Say: Now draw and write down your own ideas.
 - b. Remind learners of the LSC: The doing word (verb) matches who is doing it (subject).
4. **Walk around the room and help individual learners.**
 - a. Ask learners to tell you their ideas.
 - b. Help struggling learners to start the writing task.



Group Guided Reading: Work with Groups 7&8



TIME:
30 minutes



RESOURCES:
Core Reader

1. **Prepare learners for Group Guided Reading.**
 - a. Make sure learners know their reading group.
 - b. Settle learners in pairs with their Core Readers, exercise books and pencils.
 - c. Instruct learners to open their Core Readers to page 70.
2. **Go through the Core Reader activities for the day with learners.**
Remind learners what to do in order to complete each activity.
3. **Call Group 7 to your Group Guided Reading space.**
 - a. Settle the group with their Core Readers.
 - b. Call on individual learners to read the phonic sounds.
 - c. Call on individual learners to complete the decoding activities.
 - d. Call on each learner to read the words or a passage from the previous week.
 - e. Make a note of learners who need support.
 - f. Make a note of sounds that need to be consolidated.
 - g. Send Group 7 back to their desks and call Group 8.



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's
own resources

- Use your own resources: Big Books, Anthologies and Storybooks are all suitable.
- Use this time to model fluent, expressive reading.
- This activity helps learners to develop a love of stories and reading.
- It also builds their vocabulary, background knowledge and working memory. These are all important comprehension skills.



Listening & Speaking: Discuss the Shared Reading story



TIME:
15 minutes



RESOURCES:
Discussion
framework:

This story
was about...

I liked it
when...

I learnt that...

1. **Prepare learners for a group discussion.**
 - a. Arrange learners into groups of 4.
 - b. Give each group a 'talking stick or stone'.
 - c. Say: You may only speak when you are holding the 'talking stick/stone'.
2. **Go through the discussion questions.**
 - a. Remind learners of the shared reading story for the week.
 - b. Write the discussion framework on the board.
 - c. Read and explain each question (sentence starter).
 - d. Tell learners that each member of the group must have a turn to answer each question.
 - e. Encourage learners to think of different answers.
3. **Instruct learners to begin their discussions.**
 - a. Instruct the learners holding the 'talking stick/stone' to begin.
 - b. Walk around and offer support as needed.
 - c. In the last few minutes, call on a group to share their answers.
4. **Learner Preparation**
 - a. Identify 3–4 learners to do Oral Presentations on Monday.
 - b. Tell these learners what to prepare for Monday. (See the LS lesson plan for Monday)



Phonics: Dictation



TIME:
15 minutes



RESOURCES:
Assessment
Book

1. **Settle learners with their exercise books, pens and rulers.**
 - a. Tell learners to write the heading, 'Dictation' and to write numbers 1–6 in the margin.
 - b. Call out the following six words for learners to write next to numbers 1–6: *kin, kid, kip, rid, rap, ran*
2. **Tell learners to use a coloured pencil to correct their own work.**
 - a. Write the six words on the board.
 - b. As you write, sound out each word.
 - c. Tell learners to circle their errors with the coloured pencil.
 - d. Tell learners to rewrite words correctly.
3. **Take note of learners' challenges and progress.**
4. **Orientate learners to the Core Reader activities for Friday.**
 - a. Instruct learners to open their Core Readers to page 71.
 - b. Call on individual learners to help you model each activity.
 - c. Model how to complete any written activities on the board.

Note: Tell learners that they will do these activities with a partner during Group Guided Reading.



Shared Reading: Do the Post-Read



TIME:
15 minutes



RESOURCES:
Anthology,
page 159

1. **Prepare learners for the Post-Read.**
 - a. Remind learners of the story title: *Cow and Moose*
 - b. Explain the task. Say: Today we are going to summarise the story.
2. **Model the task as follows:**
 - a. Say: When we summarise the story, we must say:
 - What the story was about
 - What I liked about the story
 - What I learnt from the story
 - b. Briefly share your answers to these questions.
 - c. Try not to choose the most obvious answers for your example.
3. **Instruct learners to complete the task.**
 - a. Tell learners to think of their own summaries, they must not copy your example.
 - b. Tell learners to start their answers as follows:
 - The story was about...
 - I liked...
 - I learnt...
 - c. Next, instruct learners to share their summaries with a partner.
 - d. As learners share their summaries, walk around and provide support as needed.
 - e. At the end of the lesson, call on 1–2 learners to share their summaries with the class.
4. **Allow learners to share their work.**
 - Call on a learner to share their work with the class.



Writing: Draft and edit



TIME:
20 minutes



RESOURCES:
DBE Work-
book 1, page
110 & 111

Writing
frame:

Kind friends
are...

They say...

1. **Remind learners of the writing task.**
 - a. Say: Today we will finish our writing task.
2. **Introduce differentiation.**
 - a. Walk around the room and help struggling learners.
 - b. Give advanced learners an additional prompt: Add another sentence to your writing.
3. **Instruct learners to read and edit their writing.**
 - a. Say: Now it is time to read and edit your writing.
 - b. Say, remember to check that: The doing word (verb) matches who is doing it (subject).
4. **If time permits, ask learners to share their writing.**
 - a. Learners can share their writing with a partner.
 - b. A few learners can share their writing with the class.



Group Guided Reading: Work with Groups 9&10



TIME:
30 minutes



RESOURCES:
Core Reader

1. **Prepare learners for Group Guided Reading.**
 - a. Make sure learners know their reading group.
 - b. Settle learners in pairs with their Core Readers, exercise books and pencils.
 - c. Instruct learners to open their Core Readers to page 71.
2. **Go through the Core Reader activities for the day with learners.**
Remind learners what to do to complete each activity.
3. **Call Group 9 to your Group Guided Reading space.**
 - a. Settle the group with their Core Readers.
 - b. Call on individual learners to read the phonic sounds.
 - c. Call on individual learners to complete the decoding activities.
 - d. Call on each learner to read the words or a passage from the previous week.
 - e. Make a note of learners who need support.
 - f. Make a note of sounds that need to be consolidated.
 - g. Send Group 9 back to their desks and call Group 10.



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's
own resources

- Use your own resources: Big Books, Anthologies and Storybooks are all suitable.
- Use this time to model fluent, expressive reading.
- This activity helps learners to develop a love of stories and reading.
- It also builds their vocabulary, background knowledge and working memory. These are all important comprehension skills.



Listening & Speaking: Introduce the theme



TIME:
15 minutes



RESOURCES:
Pictures and
real objects
for theme
display
Core Reader

1. **Prepare a theme display:** *We have feelings*
2. **Ask open questions to activate learners' background knowledge.**
 - *What are some feelings you usually have during the day?*
 - *How can you tell how someone else is feeling?*
 - *Why do people sometimes feel different feelings about the same thing?*
3. **Make a mind map using the questions and learners' answers.**
4. **Add your own answers to the mind map to extend learners' knowledge.**
5. **Instruct learners to open their Core Readers to page 72.**
6. **Tell learners to point to the language enrichment for the theme.**
 - a. Read the language enrichment aloud.
 - b. Instruct learners to read it with you, or to repeat it after you:
You wear your heart on your sleeve.
7. **Discuss the language enrichment with learners.**
 - a. Ask: Can you tell me what this means? / Can you figure out the answer?
 - b. Encourage learners to share their ideas.
 - c. Explain the meaning or provide the answer as follows:
A person who wears their heart on their sleeve openly and honestly shows their feelings, rather than trying to hide them. This expression is used to talk about people who are open, honest, and sincere.



Phonics: Teach a new sound



TIME:
15 minutes



RESOURCES:
Frieze Card: o
Pictures /
objects that
start with: o

1. **Introduce the new sound: o**
 - a. Say the sound x3.
 - b. Show learners the Frieze Card and read the sound x3.
 - c. Tell learners to listen and then repeat the sound.
2. **Say words that start with or use the sound: o**
 - a. Ask: Who can say a word that starts with or uses the sound, o?
 - b. Ask learners to name the resources you collected, e.g. *orange, olive*.
3. **Orientate learners to the Core Reader activities for Monday.**
 - a. Instruct learners to open their Core Readers to page 74.
 - b. Call on individual learners to help you model each activity.
 - c. Model how to complete any written activities on the board.

Note: Tell learners that they will do these activities with a partner during Group Guided Reading.



Handwriting: Teach lower-case letter formation



TIME:
15 minutes



RESOURCES:
Handwriting
Chart

1. **Prepare learners for handwriting.**
 - a. Say: Let's warm up our fingers by crumpling up a piece of paper and then smoothing it out.
 - b. Check and adjust learners' posture and pencil grip.
2. **Show learners how to form: o.**
 - a. Stand with your back to learners.
 - b. Instruct left-handed learners to put their heads on their desks.
 - c. Use your right arm to form the letter: o
 - d. Instruct right-handed learners to form the letter with you.
 - e. Repeat with left-handed learners.
3. **Instruct learners to practice forming: o**
 - a. Say: Make the letter on your partner's back, the desk, in the sand.
4. **Instruct learners to practice writing: o**
 - a. Say: Write the letter in your exercise book x3.
 - b. Walk around and check each learner's letter formation.



Shared Reading: Introduce the story



TIME:
15 minutes



RESOURCES:
Anthology,
Introduction
page 169

1. **Introduce the story.**
 - a. Say: This week we will read a story titled, *Dan has a bad week*.
 - b. Say: *Today we are reading a funny story about a boy named Dan who has a very bad week. Every day he tries to fix his mistake from the day before, but every day something new goes wrong! Poor Dan tries very hard, but keeps messing up. As we read this story, we can think about how Dan must be feeling during his very bad week.*
 - c. Ask: Do you know anything about this?
 - d. Briefly show learners the pictures from the story.
2. **Build learners' background knowledge.**
 - a. Share and explain the background information provided for the story.
 - b. Show learners where the story takes place using the Anthology map.
 - c. Ask: Do you have any questions about this story?
3. **Explain the comprehension strategy.**
 - a. Say, this week we will learn how to: Make connections.
 - b. Explain this strategy to learners.



Group Guided Reading: Work with Groups 1&2



TIME:
30 minutes



RESOURCES:
Core Reader

1. **Prepare learners for Group Guided Reading.**
 - a. Make sure learners know their reading group.
 - b. Settle learners in pairs with their Core Readers, exercise books and pencils.
 - c. Instruct learners to open their Core Readers to page 74.
2. **Go through the Core Reader activities for the day with learners.**
Remind learners what to do to complete each activity.
3. **Call Group 1 to your Group Guided Reading space.**
 - a. Settle the group with their Core Readers.
 - b. Call on individual learners to read the phonic sounds.
 - c. Call on individual learners to complete the decoding activities.
 - d. Call on each learner to read the words or a passage from the previous week.
 - e. Make a note of learners who need support.
 - f. Make a note of sounds that need to be consolidated.
 - g. Send Group 1 back to their desks and call Group 2.



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's
own resources

- Use your own resources: Big Books, Anthologies and Storybooks are all suitable.
- Use this time to model fluent, expressive reading.
- This activity helps learners to develop a love of stories and reading.
- It also builds their vocabulary, background knowledge and working memory. These are all important comprehension skills.



Listening & Speaking: Teach vocabulary



TIME:
15 minutes



RESOURCES:
Vocabulary
flashcards,
pictures, ob-
jects
Core Reader

1. **Remind learners of the theme.**
 - a. Instruct learners to open their Core Readers to page 72.
 - b. Read or say the language enrichment once again.
 - c. Show learners the list of vocabulary words for the theme.
 - d. Explain that these words will help us to understand and talk about the theme.
 - e. Read the list of words to them.
2. **Use PATS to teach vocabulary.**
 - a. Teach the following vocabulary words:
 - *tripped*: When your foot catches on something and you fall down.
 - *embarrassed*: Feeling shy or uncomfortable because of something that happened.
 - *routine*: Something you do the same way every day.
3. **Use the PATS strategies that are suitable for each word:**

P: Point at a picture or real object
 A: Act out the word
 T: Tell learners the meaning of the word
 S: Say the word in a sentence



Phonics: Revise and blend the new sound



TIME:
15 minutes



RESOURCES:
Core Reader

1. **Revise the new sound: o**
 - a. Say the sound x3.
 - b. Show learners the Frieze Card and read the sound x3.
 - c. Tell learners to listen and then repeat the sound.
2. **Show learners how to segment and blend using this sound.**
 - a. Revise the following sounds with learners: e, n, c, t, r, o
 - b. Say the following word: *not*
 - c. Ask an individual learner to listen carefully and then to segment the word into sounds: e.g.: *n-o-t*
 - d. As the learner says each sound, write in on the board.
 - e. Next, call a different learner to blend the sounds together to read the word.
 - f. Correct learners if they make any errors.
 - g. Repeat with the word: *mop*
3. **Orientate learners to the Core Reader activities for Tuesday.**
 - a. Instruct learners to open their Core Readers to page 75.
 - b. Call on individual learners to help you model each activity.
 - c. Model how to complete any written activities on the board.

Note: Tell learners that they will do these activities with a partner during Group Guided Reading.



Handwriting: Teach upper-case letter formation



TIME:
15 minutes



RESOURCES:
Handwriting
Chart

1. **Prepare learners for handwriting.**
 - a. Say: Let's warm up our fingers by shaking our hands out.
 - b. Check and adjust learners' posture and pencil grip.
2. **Show learners how to form: O**
 - a. Stand with your back to learners.
 - b. Instruct left-handed learners to put their heads on their desks.
 - c. Use your right arm to form the letter: O
 - d. Instruct right-handed learners to form the letter with you.
 - e. Repeat with left-handed learners.
3. **Instruct learners to practice forming: O**
 - Say: Make the letter on your partner's back, the desk, in the sand.
4. **Instruct learners to practice writing: O**
 - a. Say: Write the letter in your exercise book x3.
 - b. Walk around and check each learner's letter formation.



Shared Reading: Do the Pre-Read



TIME:
15 minutes



RESOURCES:
Anthology,
page 171

1. **Settle learners for the Pre-Read.**
 - a. Call learners to sit on the carpet or floor.
 - b. Sit in front of the learners with the Anthology.
 - c. Make sure all learners can see the book.
 - d. Remind learners of the behaviour you expect during Shared Reading, e.g. sit cross legged; keep your hands in your lap; listen carefully; respond when called on; raise your hand to ask a question.
2. **Do the Pre-Read as follows:**
 - a. Say the title of the story: *Dan has a bad week*.
 - b. Explain the skill of prediction. Say: When we make a prediction, we use the title and pictures to try and work out what the story will be about.
 - c. Show learners the pictures on each page.
 - d. Ask: What do you think is happening here?
 - e. Ask: How do you think these pictures link together?



Group Guided Reading: Work with Groups 3&4



TIME:
30 minutes



RESOURCES:
Core Reader

1. **Prepare learners for Group Guided Reading.**
 - a. Make sure learners know their reading group.
 - b. Settle learners in pairs with their Core Readers, exercise books and pencils.
 - c. Instruct learners to open their Core Readers to page 75.
2. **Go through the Core Reader activities for the day with learners.**
Remind learners what to do to complete each activity.
3. **Call Group 3 to your Group Guided Reading space.**
 - a. Settle the group with their Core Readers.
 - b. Call on individual learners to read the phonic sounds.
 - c. Call on individual learners to complete the decoding activities.
 - d. Call on each learner to read the words or a passage from the previous week.
 - e. Make a note of learners who need support.
 - f. Make a note of sounds that need to be consolidated.
 - g. Send Group 3 back to their desks and call Group 4.



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's
own resources

- Use your own resources: Big Books, Anthologies and Storybooks are all suitable.
- Use this time to model fluent, expressive reading.
- This activity helps learners to develop a love of stories and reading.
- It also builds their vocabulary, background knowledge and working memory. These are all important comprehension skills.



Listening & Speaking: Teach vocabulary and discuss the theme picture



TIME:
15 minutes



RESOURCES:
Vocabulary
flashcards,
pictures, ob-
jects
Core Reader

1. **Use PATS to teach vocabulary.**
 - a. Teach the following vocabulary words:
 - *feeling: A feeling is how you feel inside your heart and body.*
 - *emotion: Another word for a feeling.*
 - *body language: What your face and body show about how you feel (like smiling or crossing your arms).*
 - b. Use the PATS strategies that are suitable for each word.
2. **Build learners' background knowledge.**
 - a. Instruct learners to open their Core Readers to page 76.
 - b. Tell learners the following information about the picture:
 - *Everyone has feelings, like: happy, sad, worried, and confused. Our faces and our bodies can show our feelings. It is also important to talk about how we feel.*
 - *Our feelings can change.*
 - *People can have different feelings from each other - even about the very same situation! It is important to understand that people might feel differently from us.*
3. **Discuss the picture.**
 - a. Use the questions that follow to discuss the picture as follows:
 - Ask the first question.
 - Instruct learners to discuss the question with their partner.
 - Call on a few individual learners to share their answers.
 - Build learners' background knowledge by correcting misunderstandings and by sharing information related to the theme.
 - Repeat this process with all questions.
4. **Questions:**
 - a. *How would you feel if you were going to a birthday party?*
 - b. *How are the children in this picture feeling? How do you know?*
 - c. *A birthday party is meant to be fun! Why do you think children might feel jealous, sad, shy or scared at a birthday party?*



Phonics: Teach a new sound



TIME:
15 minutes



RESOURCES:
Frieze Card: *g*
Pictures /
objects that
start with: *g*

1. **Introduce the new sound: *g***
 - a. Say the sound x3.
 - b. Show learners the Frieze Card and read the sound x3.
 - c. Tell learners to listen and then repeat the sound.
2. **Say words that start with or use the sound: *g***
 - a. Ask: Who can say a word that starts with or uses the sound, *g*?
 - b. Ask learners to name the resources you collected, e.g. *goat, game*.
3. **Orientate learners to the Core Reader activities for Wednesday.**
 - a. Instruct learners to open their Core Readers to page 77.
 - b. Call on individual learners to help you model each activity.
 - c. Model how to complete any written activities on the board.

Note: Tell learners that they will do these activities with a partner during Group Guided Reading.



Handwriting: Teach lower-case letter formation



TIME:
15 minutes



RESOURCES:
Handwriting
Chart

1. **Prepare learners for handwriting.**
 - a. Say: Let's warm up our fingers by pretending to play the piano.
 - b. Check and adjust learners' posture and pencil grip.
2. **Show learners how to form: *g*.**
 - a. Stand with your back to learners.
 - b. Instruct left-handed learners to put their heads on their desks.
 - c. Use your right arm to form the letter: *g*
 - d. Instruct right-handed learners to form the letter with you.
 - e. Repeat with left-handed learners.
3. **Instruct learners to practice forming: *g***
 - a. Say: Make the letter on your partner's back, the desk, in the sand.
4. **Instruct learners to practice writing: *g***
 - a. Say: Write the letter in your exercise book x3.
 - b. Walk around and check each learner's letter formation.



Shared Reading: Do the First Read



TIME:
15 minutes



RESOURCES:
Anthology,
page 171

1. **Prepare learners for the First Read.**
 - a. Settle learners on the carpet.
 - b. Remind them of the expected behaviour.
 - c. Remind learners of the story title: *Dan has a bad week*
 - d. Say: *Today we are reading a funny story about a boy named Dan who has a very bad week. Every day he tries to fix his mistake from the day before, but every day something new goes wrong! Poor Dan tries very hard, but keeps messing up. As we read this story, we can think about how Dan must be feeling during his very bad week.*
2. **Do the First Read as follows:**
 - a. Read each page of the story aloud, fluently and audibly.
 - b. Show learners the pictures.
 - c. Where necessary, stop and explain to learners.
 - d. Point out the vocabulary words as they appear.
 - e. At the end of the story, ask the Read 1 questions as follows:
 - Direct Question 1 & 2 to individual learners.
 - Direct Question 3 to the whole class. Ask learners to discuss the question with a partner.
 - Call on a few learners to share their answers.
 - f. Remind learners of the comprehension strategy.
 - Say, this week we are learning how to: Make connections.
 - Ask learners: Can you make a connection to this story? Has something like this ever happened to you or someone you know?



Writing: Model the LSC and task



TIME:
20 minutes



RESOURCES:
Writing
frame:

I feel happy
when I...

My face
looks...

My body
feels...

1. **Introduce the LSC focus.**
 - a. Say: This week we will focus on: Making sure the doing word (verb) matches who is doing it (subject).
 - b. Write a sentence on the board: I run to school. She runs to school.
 - c. Point out the LSC: The doing word (verb) matches who is doing it (subject).
2. **Introduce the writing task.**
 - a. Say: This week we will: Draw a picture and write three sentences.
 - b. Say: We will draw and write about: Something that makes us feel happy.
3. **Explain your own answer to the writing task orally, before writing.**
 - a. Say: I feel happy when I...
4. **Model the task on the board.**
 - a. Draw a quick picture that shows: Yourself, looking happy or sad.
 - b. Show learners how to complete the writing frame.
 - c. Point out the LSC: The doing word (verb) matches who is doing it (subject).



Group Guided Reading: Work with Groups 5&6



TIME:
30 minutes



RESOURCES:
Core Reader

1. **Prepare learners for Group Guided Reading.**
 - a. Make sure learners know their reading group.
 - b. Settle learners in pairs with their Core Readers, exercise books and pencils.
 - c. Instruct learners to open their Core Readers to page 77.
2. **Go through the Core Reader activities for the day with learners.**
Remind learners what to do in order to complete each activity.
3. **Call Group 5 to your Group Guided Reading space.**
 - a. Settle the group with their Core Readers.
 - b. Call on individual learners to read the phonic sounds.
 - c. Call on individual learners to complete the decoding activities.
 - d. Call on each learner to read the words or a passage from the previous week.
 - e. Make a note of learners who need support.
 - f. Make a note of sounds that need to be consolidated.
 - g. Send Group 5 back to their desks and call Group 6.



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's
own resources

- Use your own resources: Big Books, Anthologies and Storybooks are all suitable.
- Use this time to model fluent, expressive reading.
- This activity helps learners to develop a love of stories and reading.
- It also builds their vocabulary, background knowledge and working memory. These are all important comprehension skills.



Phonics: Revise and blend the new sound



TIME:
15 minutes



RESOURCES:
Core Reader

1. **Revise the new sound: g**
 - a. Say the sound x3.
 - b. Show learners the Frieze Card and read the sound x3.
 - c. Tell learners to listen and then repeat the sound.
2. **Show learners how to segment and blend using this sound.**
 - a. Revise the following sounds with learners: *g, o, p, t, i, m*
 - b. Say the following word: *got*
 - c. Ask an individual learner to listen carefully and then to segment the word into sounds: e.g.: *g-o-t*
 - d. As the learner says each sound, write in on the board.
 - e. Next, call a different learner to blend the sounds together to read the word.
 - f. Correct learners if they make any errors.
 - g. Repeat with the word: *dog*
3. **Orientate learners to the Core Reader activities for Thursday.**
 - a. Instruct learners to open their Core Readers to page 78.
 - b. Call on individual learners to help you model each activity.
 - c. Model how to complete any written activities on the board.

Note: Tell learners that they will do these activities with a partner during Group Guided Reading.



Handwriting: Teach upper-case letter formation



TIME:
15 minutes



RESOURCES:
Handwriting
Chart

1. **Prepare learners for handwriting.**
 - a. Say: Let's warm up our fingers by squeezing our hands in a fist for the count of 5, then relaxing.
 - b. Check and adjust learners' posture and pencil grip.
2. **Show learners how to form: G**
 - a. Stand with your back to learners.
 - b. Instruct left-handed learners to put their heads on their desks.
 - c. Use your right arm to form the letter: G.
 - d. Instruct right-handed learners to form the letter with you.
 - e. Repeat with left-handed learners.
3. **Instruct learners to practice forming: G**
 - Say: Make the letter on your partner's back, the desk, in the sand.
4. **Instruct learners to practice writing: G**
 - a. Say: Write the letter in your exercise book x3.
 - b. Walk around and check each learner's letter formation.



Shared Reading: Do the Second Read



TIME:

15 minutes



RESOURCES:

Anthology,
page 171

1. **Prepare learners for the Second Read.**
 - a. Settle learners on the carpet.
 - b. Remind them of the expected behaviour.
 - c. Remind learners of the story title: *Dan has a bad week*
 - d. Remind learners of the comprehension strategy.
 - Remind learners of the comprehension strategy.
 - Say, this week we are learning how to: Make connections.
 - Say, remember, we discussed this yesterday, when I asked you: Can you make a connection to this story? Has something like this ever happened to you or someone you know?
2. **Do the Second Read as follows:**
 - a. Read each page of the story aloud, fluently and audibly.
 - b. Show learners the picture.
 - c. Use the examples on the introduction page to model the comprehension strategy.
 - d. At the end of the story, ask the Read 2 questions as follows:
 - Direct Question 1 & 2 to individual learners.
 - Direct Question 3 to the whole class. Ask learners to discuss the question with a partner.
 - Call on a few learners to share their answers.



Writing: Plan and draft



TIME:
20 minutes



RESOURCES:
Writing
frame:

I feel happy
when I...

My face
looks...

My body
feels...

1. **Reintroduce the writing task.**
 - a. Say: Remember that this week we will draw and write about: Something that makes us feel happy.
2. **Instruct learners to think about their own writing.**
 - a. Say: Close your eyes and think about how you will answer the writing frame.
 - b. Say: Share your idea with a partner.
 - c. Brainstorm and write useful words on the board, e.g. run, dance, play, read, smiley, nice, strong, relaxed
3. **Instruct learners to begin writing in their exercise books.**
 - a. Say: Now draw and write down your own ideas.
 - b. Remind learners of the LSC: The doing word (verb) matches who is doing it (subject).
4. **Walk around the room and help individual learners.**
 - a. Ask learners to tell you their ideas.
 - b. Help struggling learners to start the writing task.



Group Guided Reading: Work with Groups 7&8



TIME:
30 minutes



RESOURCES:
Core Reader

1. **Prepare learners for Group Guided Reading.**
 - a. Make sure learners know their reading group.
 - b. Settle learners in pairs with their Core Readers, exercise books and pencils.
 - c. Instruct learners to open their Core Readers to page 78.
2. **Go through the Core Reader activities for the day with learners.**
Remind learners what to do in order to complete each activity.
3. **Call Group 7 to your Group Guided Reading space.**
 - a. Settle the group with their Core Readers.
 - b. Call on individual learners to read the phonic sounds.
 - c. Call on individual learners to complete the decoding activities.
 - d. Call on each learner to read the words or a passage from the previous week.
 - e. Make a note of learners who need support.
 - f. Make a note of sounds that need to be consolidated.
 - g. Send Group 7 back to their desks and call Group 8.



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's
own resources

- Use your own resources: Big Books, Anthologies and Storybooks are all suitable.
- Use this time to model fluent, expressive reading.
- This activity helps learners to develop a love of stories and reading.
- It also builds their vocabulary, background knowledge and working memory. These are all important comprehension skills.



Listening & Speaking: Discuss the Shared Reading story



TIME:
15 minutes



RESOURCES:
Discussion
framework:

This story
was about...

I liked the
character...
because...

I learnt that...

1. **Prepare learners for a group discussion.**
 - a. Arrange learners into groups of 4.
 - b. Give each group a 'talking stick or stone'.
 - c. Say: You may only speak when you are holding the 'talking stick/stone'.
2. **Go through the discussion questions.**
 - a. Remind learners of the shared reading story for the week.
 - b. Write the discussion framework on the board.
 - c. Read and explain each question (sentence starter).
 - d. Tell learners that each member of the group must have a turn to answer each question.
 - e. Encourage learners to think of different answers.
3. **Instruct learners to begin their discussions.**
 - a. Instruct the learners holding the 'talking stick/stone' to begin.
 - b. Walk around and offer support as needed.
 - c. In the last few minutes, call on a group to share their answers.
4. **Learner Preparation**
 - a. Identify 3–4 learners to do Oral Presentations on Monday.
 - b. Tell these learners what to prepare for Monday. (See the LS lesson plan for Monday)



Phonics: Dictation



TIME:
15 minutes



RESOURCES:
Assessment
Book

1. **Settle learners with their exercise books, pens and rulers.**
 - a. Tell learners to write the heading, 'Dictation' and to write numbers 1–6 in the margin.
 - b. Call out the following six words for learners to write next to numbers 1–6: *mom, pop, cot, pig, rag, gig*
2. **Tell learners to use a coloured pencil to correct their own work.**
 - a. Write the six words on the board.
 - b. As you write, sound out each word.
 - c. Tell learners to circle their errors with the coloured pencil.
 - d. Tell learners to rewrite words correctly.
3. **Take note of learners' challenges and progress.**
4. **Orientate learners to the Core Reader activities for Friday.**
 - a. Instruct learners to open their Core Readers to page 79.
 - b. Call on individual learners to help you model each activity.
 - c. Model how to complete any written activities on the board.

Note: Tell learners that they will do these activities with a partner during Group Guided Reading.



Shared Reading: Do the Post-Read



TIME:
15 minutes



RESOURCES:
Anthology,
page 171

1. **Prepare learners for the Post-Read.**
 - a. Remind learners of the story title: *Dan has a bad week*
 - b. Explain the task. Say: Today we are going to draw and label our favourite part of the story.
2. **Model the task as follows:**
 - a. Close your eyes and pretend to think.
 - b. Open your eyes and say: My favourite part of the story was when...
 - c. Try not to choose the most obvious part of the story for your example.
 - d. Draw a quick picture on the board. As you draw, explain what you are drawing.
 - e. Add 1–2 labels.
3. **Instruct learners to complete the task.**
 - a. Tell learners to close their eyes and think of their favourite part of the story.
 - b. Say: Think of your own idea, do not copy my example.
 - c. Next, tell learners to open their eyes and to discuss their answers with their partner.
 - d. Then, instruct learners to draw this part of the story in their exercise books.
 - e. Help learners to add 1–2 labels to their drawings.
4. **Allow learners to share their work.**
 - a. Give learners a few minutes to show their work to their partner.
 - b. Call on a learner to share their work with the class.



Writing: Draft and edit



TIME:
20 minutes



RESOURCES:
Writing
frame:

I feel happy
when I...

My face
looks...

My body
feels...

1. **Remind learners of the writing task.**
 - a. Say: Today we will finish our writing task.
2. **Introduce differentiation.**
 - a. Walk around the room and help struggling learners.
 - b. Give advanced learners an additional prompt: Add another sentence to your writing.
3. **Instruct learners to read and edit their writing.**
 - a. Say: Now it is time to read and edit your writing.
 - b. Say, remember to check that: The doing word (verb) matches who is doing it (subject).
4. **If time permits, ask learners to share their writing.**
 - a. Learners can share their writing with a partner.
 - b. A few learners can share their writing with the class.



Group Guided Reading: Work with Groups 9&10



TIME:
30 minutes



RESOURCES:
Core Reader

1. **Prepare learners for Group Guided Reading.**
 - a. Make sure learners know their reading group.
 - b. Settle learners in pairs with their Core Readers, exercise books and pencils.
 - c. Instruct learners to open their Core Readers to page 79.
2. **Go through the Core Reader activities for the day with learners.**
Remind learners what to do to complete each activity.
3. **Call Group 9 to your Group Guided Reading space.**
 - a. Settle the group with their Core Readers.
 - b. Call on individual learners to read the phonic sounds.
 - c. Call on individual learners to complete the decoding activities.
 - d. Call on each learner to read the words or a passage from the previous week.
 - e. Make a note of learners who need support.
 - f. Make a note of sounds that need to be consolidated.
 - g. Send Group 9 back to their desks and call Group 10.



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's
own resources

- Use your own resources: Big Books, Anthologies and Storybooks are all suitable.
- Use this time to model fluent, expressive reading.
- This activity helps learners to develop a love of stories and reading.
- It also builds their vocabulary, background knowledge and working memory. These are all important comprehension skills.



Listening & Speaking: Oral Presentations



TIME:
15 minutes



RESOURCES:
Selected
learners to
bring an item
or picture for
'Show and
Tell'

1. **Settle learners to watch their classmates present their oral presentations.**
2. **Remind learners of the following task: Show and tell**
 - a. Hold up the item or picture that you brought to show us.
 - b. Tell us about the item or picture. Say:
 - Today I will tell you about...
 - It is... (size, colour, weight, texture, etc.)
 - It is used for...
 - I like it because...
 - c. Then, ask the class: Are there any questions?
 - d. If someone has a question, try your best to answer it.
3. **Remind learners of the following presentation skills:**
 - a. When you are presenting, remember to:
 - Hold your object or picture so that everyone can see it
 - Say your sentences in the correct order
 - Say things once – do not repeat yourself
 - Speak in a loud, clear voice
4. **Call the selected learners one at a time to do their presentations.**
 - a. Build each learner's confidence by thanking them for their presentation and by giving some positive feedback.
 - b. At the end of the lesson, give the class some generic feedback to improve their presentations. For example: I struggled to hear some of you. Please try to keep your voices audible – we want to hear what you have to say.



Phonics: Teach a new sound



TIME:
15 minutes



RESOURCES:
Frieze Card: /
Pictures /
objects that
start with: /

1. **Introduce the new sound: /**
 - a. Say the sound x3.
 - b. Show learners the Frieze Card and read the sound x3.
 - c. Tell learners to listen and then repeat the sound.
2. **Say words that start with or use the sound: /**
 - a. Ask: Who can say a word that starts with or uses the sound, /?
 - b. Ask learners to name the resources you collected, e.g. *lamp, leg*.
3. **Orientate learners to the Core Reader activities for Monday.**
 - a. Instruct learners to open their Core Readers to page 80.
 - b. Call on individual learners to help you model each activity.
 - c. Model how to complete any written activities on the board.

Note: Tell learners that they will do these activities with a partner during Group Guided Reading.



Handwriting: Teach lower-case letter formation



TIME:
15 minutes



RESOURCES:
Handwriting
Chart

1. **Prepare learners for handwriting.**
 - a. Say: Let's warm up our fingers by rotating our wrists in circles to the left and then to the right.
 - b. Check and adjust learners' posture and pencil grip.
2. **Show learners how to form: /.**
 - a. Stand with your back to learners.
 - b. Instruct left-handed learners to put their heads on their desks.
 - c. Use your right arm to form the letter: /
 - d. Instruct right-handed learners to form the letter with you.
 - e. Repeat with left-handed learners.
3. **Instruct learners to practice forming: /**
 - a. Say: Make the letter on your partner's back, the desk, in the sand.
4. **Instruct learners to practice writing: /**
 - a. Say: Write the letter in your exercise book x3.
 - b. Walk around and check each learner's letter formation.



Shared Reading: Introduce the story



TIME:
15 minutes



RESOURCES:
Anthology,
introduction
page 185

1. **Introduce the story.**
 - a. Say: This week we will read a story titled, *Zweli feels worried*.
 - b. Say: *Today we are reading about a boy named Zweli who suddenly learns that it is his mom's birthday. He feels so many different feelings. He feels surprised, because he didn't know it was her birthday. He feels worried because he doesn't have any money to buy her a present. He feels sad because he wants to do something special for his mom and he doesn't think he can. We will think about how Zweli's feelings change during this story.*
 - c. Ask: Do you know anything about this?
 - d. Briefly show learners the pictures from the story.
2. **Build learners' background knowledge.**
 - a. Share and explain the background information provided for the story.
 - b. Show learners where the story takes place using the Anthology map.
 - c. Ask: Do you have any questions about this story?
3. **Explain the comprehension strategy.**
 - a. Say, this week we will learn how to: Make connections.
 - b. Explain this strategy to learners.



Group Guided Reading: Work with Groups 1&2



TIME:
30 minutes



RESOURCES:
Core Reader

1. **Prepare learners for Group Guided Reading.**
 - a. Make sure learners know their reading group.
 - b. Settle learners in pairs with their Core Readers, exercise books and pencils.
 - c. Instruct learners to open their Core Readers to page 80.
2. **Go through the Core Reader activities for the day with learners.**
Remind learners what to do to complete each activity.
3. **Call Group 1 to your Group Guided Reading space.**
 - a. Settle the group with their Core Readers.
 - b. Call on individual learners to read the phonic sounds.
 - c. Call on individual learners to complete the decoding activities.
 - d. Call on each learner to read the words or a passage from the previous week.
 - e. Make a note of learners who need support.
 - f. Make a note of sounds that need to be consolidated.
 - g. Send Group 1 back to their desks and call Group 2.



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's
own resources

- Use your own resources: Big Books, Anthologies and Storybooks are all suitable.
- Use this time to model fluent, expressive reading.
- This activity helps learners to develop a love of stories and reading.
- It also builds their vocabulary, background knowledge and working memory. These are all important comprehension skills.



Listening & Speaking: Teach vocabulary



TIME:
15 minutes



RESOURCES:
Vocabulary
flashcards,
pictures, ob-
jects

Core Reader

1. **Remind learners of the theme.**
 - a. Instruct learners to open their Core Readers to page 72.
 - b. Read or say the language enrichment once again.
 - c. Show learners the list of vocabulary words for the theme.
 - d. Explain that these words will help us to understand and talk about the theme.
 - e. Read the list of words to them.
2. **Use PATS to teach vocabulary.**
 - a. Teach the following vocabulary words:
 - *worried: Feeling scared or thinking that something bad might happen.*
 - *sigh of relief: A big breath you take when you feel better because a problem is over.*
 - *relieved: Feeling calm and happy because something you were worried about is okay.*
3. **Use the PATS strategies that are suitable for each word:**

P: Point at a picture or real object
 A: Act out the word
 T: Tell learners the meaning of the word
 S: Say the word in a sentence



Phonics: Revise and blend the new sound



TIME:
15 minutes



RESOURCES:
Core Reader

1. **Revise the new sound: /**
 - a. Say the sound x3.
 - b. Show learners the Frieze Card and read the sound x3.
 - c. Tell learners to listen and then repeat the sound.
2. **Show learners how to segment and blend using this sound.**
 - a. Revise the following sounds with learners: *e, a, g, l, p, k*
 - b. Say the following word: *leg*
 - c. Ask an individual learner to listen carefully and then to segment the word into sounds: e.g.: *l-e-g*
 - d. As the learner says each sound, write in on the board.
 - e. Next, call a different learner to blend the sounds together to read the word.
 - f. Correct learners if they make any errors.
 - g. Repeat with the word: *lot*
3. **Orientate learners to the Core Reader activities for Tuesday.**
 - a. Instruct learners to open their Core Readers to page 81.
 - b. Call on individual learners to help you model each activity.
 - c. Model how to complete any written activities on the board.

Note: Tell learners that they will do these activities with a partner during Group Guided Reading.



Handwriting: Teach upper-case letter formation



TIME:
15 minutes



RESOURCES:
Handwriting
Chart

1. **Prepare learners for handwriting.**
 - a. Say: Let's warm up our fingers by flicking our fingers in and out.
 - b. Check and adjust learners' posture and pencil grip.
2. **Show learners how to form: L**
 - a. Stand with your back to learners.
 - b. Instruct left-handed learners to put their heads on their desks.
 - c. Use your right arm to form the letter: L.
 - d. Instruct right-handed learners to form the letter with you.
 - e. Repeat with left-handed learners.
3. **Instruct learners to practice forming: L**
 - Say: Make the letter on your partner's back, the desk, in the sand.
4. **Instruct learners to practice writing: L**
 - a. Say: Write the letter in your exercise book x3.
 - b. Walk around and check each learner's letter formation.



Shared Reading: Do the Pre-Read



TIME:
15 minutes



RESOURCES:
Anthology,
page 187

1. **Settle learners for the Pre-Read.**
 - a. Call learners to sit on the carpet or floor.
 - b. Sit in front of the learners with the Anthology.
 - c. Make sure all learners can see the book.
 - d. Remind learners of the behaviour you expect during Shared Reading, e.g. sit cross legged; keep your hands in your lap; listen carefully; respond when called on; raise your hand to ask a question.
2. **Do the Pre-Read as follows:**
 - a. Say the title of the story: *Zweli feels worried*.
 - b. Explain the skill of prediction. Say: When we make a prediction, we use the title and pictures to try and work out what the story will be about.
 - c. Show learners the pictures on each page.
 - d. Ask: What do you think is happening here?
 - e. Ask: How do you think these pictures link together?



Group Guided Reading: Work with Groups 3&4



TIME:
30 minutes



RESOURCES:
Core Reader

1. **Prepare learners for Group Guided Reading.**
 - a. Make sure learners know their reading group.
 - b. Settle learners in pairs with their Core Readers, exercise books and pencils.
 - c. Instruct learners to open their Core Readers to page 81.
2. **Go through the Core Reader activities for the day with learners.**
Remind learners what to do to complete each activity.
3. **Call Group 3 to your Group Guided Reading space.**
 - a. Settle the group with their Core Readers.
 - b. Call on individual learners to read the phonic sounds.
 - c. Call on individual learners to complete the decoding activities.
 - d. Call on each learner to read the words or a passage from the previous week.
 - e. Make a note of learners who need support.
 - f. Make a note of sounds that need to be consolidated.
 - g. Send Group 3 back to their desks and call Group 4.



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's
own resources

- Use your own resources: Big Books, Anthologies and Storybooks are all suitable.
- Use this time to model fluent, expressive reading.
- This activity helps learners to develop a love of stories and reading.
- It also builds their vocabulary, background knowledge and working memory. These are all important comprehension skills.



Listening & Speaking: Creative Storytelling



TIME:
15 minutes



RESOURCES:
Core Reader

1. **Prepare learners for creative storytelling.**
 - a. Arrange learners in groups of 4.
 - b. Tell learners to open their Core Readers to page 82.
2. **Direct learners to look at the picture.**
 - a. Ask: What do you see in this picture?
3. **Tell learners that they must each make up a short story about the picture.**
4. **Tell learners how to structure their story. Say:**
 - a. Give each character in your story a name.
 - b. Say where the story takes place.
 - c. Your story must have a beginning, a middle and an end.
 - d. This picture only shows part of your story.
 - The picture may show the beginning of your story.
 - The picture may show the middle of your story.
 - The picture may show the end of your story.
 - e. You can start your story by saying:
 - One day, Gogo brought home a book...
 - Every night, Gogo and ____ read together...
5. **Instruct learners to complete the activity.**
 - a. Give learners a few minutes to think of their story in silence.
 - b. Then, instruct learners to take turns to tell their stories to their group.
You may want to use the 'talking stick/stone' for this.
 - c. As learners talk, walk around and listen.
6. **End the lesson as follows:**
 - a. Call on one learner to share their story with the class or ask 1–2 learners questions about their group's stories.
 - Ask: What was X's story about?
 - Ask: What did you like about X's story?
 - b. Give the class some generic feedback to improve their stories.
For example: Usually, at the beginning of the story, we say where the story takes place, and who the characters are. Next time, try to include this information in your stories.



Phonics: Teach a new sound



TIME:
15 minutes



RESOURCES:
Frieze Card: *b*
Pictures /
objects that
start with: *b*

1. **Introduce the new sound: *b***
 - a. Say the sound x3.
 - b. Show learners the Frieze Card and read the sound x3.
 - c. Tell learners to listen and then repeat the sound.
2. **Say words that start with or use the sound: *b***
 - a. Ask: Who can say a word that starts with or uses the sound, *b*?
 - b. Ask learners to name the resources you collected, e.g. *ball, bath*.
3. **Orientate learners to the Core Reader activities for Wednesday.**
 - a. Instruct learners to open their Core Readers to page 83.
 - b. Call on individual learners to help you model each activity.
 - c. Model how to complete any written activities on the board.

Note: Tell learners that they will do these activities with a partner during Group Guided Reading.



Handwriting: Teach lower-case letter formation



TIME:
15 minutes



RESOURCES:
Handwriting
Chart

1. **Prepare learners for handwriting.**
 - a. Say: Let's warm up our fingers by crumpling up a piece of paper and then smoothing it out.
 - b. Check and adjust learners' posture and pencil grip.
2. **Show learners how to form: *b*.**
 - a. Stand with your back to learners.
 - b. Instruct left-handed learners to put their heads on their desks.
 - c. Use your right arm to form the letter: *b*
 - d. Instruct right-handed learners to form the letter with you.
 - e. Repeat with left-handed learners.
3. **Instruct learners to practice forming: *b***
 - a. Say: Make the letter on your partner's back, the desk, in the sand.
4. **Instruct learners to practice writing: *b***
 - a. Say: Write the letter in your exercise book x3.
 - b. Walk around and check each learner's letter formation.



Shared Reading: Do the First Read



TIME:
15 minutes



RESOURCES:
Anthology,
page 187

1. **Prepare learners for the First Read.**
 - a. Settle learners on the carpet.
 - b. Remind them of the expected behaviour.
 - c. Remind learners of the story title: *Zweli feels worried*
 - d. Say: *Today we are reading about a boy named Zweli who suddenly learns that it is his mom's birthday. He feels so many different feelings. He feels surprised, because he didn't know it was her birthday. He feels worried because he doesn't have any money to buy her a present. He feels sad because he wants to do something special for his mom and he doesn't think he can. We will think about how Zweli's feelings change during this story.*
 - e. Ask: Do you know anything about this?
2. **Do the First Read as follows:**
 - a. Read each page of the story aloud, fluently and audibly.
 - b. Show learners the pictures.
 - c. Where necessary, stop and explain to learners.
 - d. Point out the vocabulary words as they appear.
 - e. At the end of the story, ask the Read 1 questions as follows:
 - Direct Question 1 & 2 to individual learners.
 - Direct Question 3 to the whole class. Ask learners to discuss the question with a partner.
 - Call on a few learners to share their answers.
 - f. Remind learners of the comprehension strategy.
 - Say, this week we are learning how to: Make connections.
 - Ask learners: Can you make a connection to this story? Has something like this ever happened to you or someone you know?



Writing: Model the LSC and task



TIME:
20 minutes



RESOURCES:
DBE Work-
book 1, page
106 & 107

Writing
Frame:

My show is
about...

I like it be-
cause...

It makes me
feel...

1. **Introduce the LSC focus.**
 - a. Say: This week we will focus on: Forming plural nouns correctly when there is more than one object.
 - b. Write a sentence on the board: I see animals on TV.
 - c. Point out the LSC: The plural noun is formed correctly to show more than one object.
2. **Introduce the writing task.**
 - a. Say: This week we will: Draw a picture and write three sentences.
 - b. Say: We will draw and write about: A show we want to watch.
3. **Explain your own answer to the writing task orally, before writing.**
 - a. Say: The show I want to watch is about...
4. **Model the task on the board.**
 - a. Draw a quick picture that shows: Something you want to watch on TV.
 - b. Show learners how to complete the writing frame.
 - c. Point out the LSC: The plural noun is formed correctly to show more than one object.



Group Guided Reading: Work with Groups 5&6



TIME:
30 minutes



RESOURCES:
Core Reader

1. **Prepare learners for Group Guided Reading.**
 - a. Make sure learners know their reading group.
 - b. Settle learners in pairs with their Core Readers, exercise books and pencils.
 - c. Instruct learners to open their Core Readers to page 83.
2. **Go through the Core Reader activities for the day with learners.**
Remind learners what to do in order to complete each activity.
3. **Call Group 5 to your Group Guided Reading space.**
 - a. Settle the group with their Core Readers.
 - b. Call on individual learners to read the phonic sounds.
 - c. Call on individual learners to complete the decoding activities.
 - d. Call on each learner to read the words or a passage from the previous week.
 - e. Make a note of learners who need support.
 - f. Make a note of sounds that need to be consolidated.
 - g. Send Group 5 back to their desks and call Group 6.



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's
own resources

- Use your own resources: Big Books, Anthologies and Storybooks are all suitable.
- Use this time to model fluent, expressive reading.
- This activity helps learners to develop a love of stories and reading.
- It also builds their vocabulary, background knowledge and working memory. These are all important comprehension skills.



Phonics: Revise and blend the new sound



TIME:
15 minutes



RESOURCES:
Core Reader

1. **Revise the new sound: b**
 - a. Say the sound x3.
 - b. Show learners the Frieze Card and read the sound x3.
 - c. Tell learners to listen and then repeat the sound.
2. **Show learners how to segment and blend using this sound.**
 - a. Revise the following sounds with learners: *a, d, e, r, b, g*
 - b. Say the following word: *bad*
 - c. Ask an individual learner to listen carefully and then to segment the word into sounds: e.g.: *b-a-d*
 - d. As the learner says each sound, write in on the board.
 - e. Next, call a different learner to blend the sounds together to read the word.
 - f. Correct learners if they make any errors.
 - g. Repeat with the word: *rib*
3. **Orientate learners to the Core Reader activities for Thursday.**
 - a. Instruct learners to open their Core Readers to page 84.
 - b. Call on individual learners to help you model each activity.
 - c. Model how to complete any written activities on the board.

Note: Tell learners that they will do these activities with a partner during Group Guided Reading.



Handwriting: Teach upper-case letter formation



TIME:
15 minutes



RESOURCES:
Handwriting
Chart

1. **Prepare learners for handwriting.**
 - a. Say: Let's warm up our fingers by shaking our hands out.
 - b. Check and adjust learners' posture and pencil grip.
2. **Show learners how to form: B**
 - a. Stand with your back to learners.
 - b. Instruct left-handed learners to put their heads on their desks.
 - c. Use your right arm to form the letter: B.
 - d. Instruct right-handed learners to form the letter with you.
 - e. Repeat with left-handed learners.
3. **Instruct learners to practice forming: B**
 - Say: Make the letter on your partner's back, the desk, in the sand.
4. **Instruct learners to practice writing: B**
 - a. Say: Write the letter in your exercise book x3.
 - b. Walk around and check each learner's letter formation.



Shared Reading: Do the Second Read



TIME:
15 minutes



RESOURCES:
Anthology,
page 187

1. **Prepare learners for the Second Read.**
 - a. Settle learners on the carpet.
 - b. Remind them of the expected behaviour.
 - c. Remind learners of the story title: *Zweli* feels worried
 - d. Remind learners of the comprehension strategy.
 - Say, this week we are learning how to: Make connections
 - Say, remember, we discussed this yesterday, when I asked you: Can you make a connection to this story? Has something like this ever happened to you or someone you know?
2. **Do the Second Read as follows:**
 - a. Read each page of the story aloud, fluently and audibly.
 - b. Show learners the picture.
 - c. Use the examples on the introduction page to model the comprehension strategy.
 - d. At the end of the story, ask the Read 2 questions as follows:
 - Direct Question 1 & 2 to individual learners.
 - Direct Question 3 to the whole class. Ask learners to discuss the question with a partner.
 - Call on a few learners to share their answers.



Writing: Plan and draft



TIME:
20 minutes



RESOURCES:
DBE Work-
book 1, page
106 & 107

Writing
frame:

My show is
about...

I like it be-
cause...

It makes me
feel...

1. **Reintroduce the writing task.**
 - a. Say: Remember that this week we will draw and write about: A show we want to watch.
2. **Instruct learners to think about their own writing.**
 - a. Say: Close your eyes and think about how you will answer the writing frame.
 - b. Say: Share your idea with a partner.
 - c. Brainstorm and write useful words on the board, e.g. dinosaurs, animals, superheroes, fun, interesting, scary
3. **Instruct learners to open the correct page in their DBE workbooks.**
 - a. Say: Now draw and write down your own ideas.
 - b. Remind learners of the LSC: The plural noun is formed correctly to show more than one object.
4. **Walk around the room and help individual learners.**
 - a. Ask learners to tell you their ideas.
 - b. Help struggling learners to start the writing task.



Group Guided Reading: Work with Groups 7&8



TIME:
30 minutes



RESOURCES:
Core Reader

1. **Prepare learners for Group Guided Reading.**
 - a. Make sure learners know their reading group.
 - b. Settle learners in pairs with their Core Readers, exercise books and pencils.
 - c. Instruct learners to open their Core Readers to page 84.
2. **Go through the Core Reader activities for the day with learners.**
Remind learners what to do in order to complete each activity.
3. **Call Group 7 to your Group Guided Reading space.**
 - a. Settle the group with their Core Readers.
 - b. Call on individual learners to read the phonic sounds.
 - c. Call on individual learners to complete the decoding activities.
 - d. Call on each learner to read the words or a passage from the previous week.
 - e. Make a note of learners who need support.
 - f. Make a note of sounds that need to be consolidated.
 - g. Send Group 7 back to their desks and call Group 8.



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's
own resources

- Use your own resources: Big Books, Anthologies and Storybooks are all suitable.
- Use this time to model fluent, expressive reading.
- This activity helps learners to develop a love of stories and reading.
- It also builds their vocabulary, background knowledge and working memory. These are all important comprehension skills.



Listening & Speaking: Discuss the Shared Reading story



TIME:
15 minutes



RESOURCES:
Discussion
framework:

This story
was about...

I liked it
when...

I learnt that...

1. **Prepare learners for a group discussion.**
 - a. Arrange learners into groups of 4.
 - b. Give each group a 'talking stick or stone'.
 - c. Say: You may only speak when you are holding the 'talking stick/stone'.
2. **Go through the discussion questions.**
 - a. Remind learners of the shared reading story for the week.
 - b. Write the discussion framework on the board.
 - c. Read and explain each question (sentence starter).
 - d. Tell learners that each member of the group must have a turn to answer each question.
 - e. Encourage learners to think of different answers.
3. **Instruct learners to begin their discussions.**
 - a. Instruct the learners holding the 'talking stick/stone' to begin.
 - b. Walk around and offer support as needed.
 - c. In the last few minutes, call on a group to share their answers.
4. **Learner Preparation**
 - a. Identify 3–4 learners to do Oral Presentations on Monday.
 - b. Tell these learners what to prepare for Monday. (See the LS lesson plan for Monday)



Phonics: Dictation



TIME:
15 minutes



RESOURCES:
Assessment
Book

1. **Settle learners with their exercise books, pens and rulers.**
 - a. Tell learners to write the heading, 'Dictation' and to write numbers 1–6 in the margin.
 - b. Call out the following six words for learners to write next to numbers 1–6: *lip, pal, log, bib, bag, big*
2. **Tell learners to use a coloured pencil to correct their own work.**
 - a. Write the six words on the board.
 - b. As you write, sound out each word.
 - c. Tell learners to circle their errors with the coloured pencil.
 - d. Tell learners to rewrite words correctly.
3. **Take note of learners' challenges and progress.**
4. **Orientate learners to the Core Reader activities for Friday.**
 - a. Instruct learners to open their Core Readers to page 85.
 - b. Call on individual learners to help you model each activity.
 - c. Model how to complete any written activities on the board.

Note: Tell learners that they will do these activities with a partner during Group Guided Reading.



Shared Reading: Do the Post-Read



TIME:
15 minutes



RESOURCES:
Anthology,
page 187

1. **Prepare learners for the Post-Read.**
 - a. Remind learners of the story title: *Zweli feels worried*
 - b. Explain the task. Say: Today we are going to recount our favourite part of the story.
2. **Model the task as follows:**
 - a. Close your eyes and pretend to think.
 - b. Say: Let me think – I must tell you my favourite part of the story in my own words.
 - c. Open your eyes and tell learners your favourite part of the story.
 - d. Try not to choose the most obvious part of the story for your example.
 - e. Recount this part of the story in the correct sequence.
 - f. Include important details, like the characters' names.
3. **Instruct learners to complete the task.**
 - a. Tell learners to close their eyes and think of their favourite part of the story.
 - b. Say: Think of your own idea, do not copy my example.
 - c. Next, tell learners to open their eyes and to take turns to tell their partner their favourite part of the story.
 - d. As learners talk about the story, walk around and provide support as needed.
 - e. At the end of the lesson, call on 1–2 learners to recount their favourite part of the story to the class.
4. **Allow learners to share their work.**
 - a. Give learners a few minutes to show their work to their partner.
 - b. Call on a learner to share their work with the class.



Writing: Draft and edit



TIME:
20 minutes



RESOURCES:
DBE Work-
book 1, page
106 & 107

Writing
frame:

My show is
about...

I like it be-
cause...

It makes me
feel...

1. **Remind learners of the writing task.**
 - a. Say: Today we will finish our writing task.
2. **Introduce differentiation.**
 - a. Walk around the room and help struggling learners.
 - b. Give advanced learners an additional prompt: Add another sentence to your writing.
3. **Instruct learners to read and edit their writing.**
 - a. Say: Now it is time to read and edit your writing.
 - b. Say, remember to check that: The plural noun is formed correctly to show more than one object.
4. **If time permits, ask learners to share their writing.**
 - a. Learners can share their writing with a partner.
 - b. A few learners can share their writing with the class.



Group Guided Reading: Work with Groups 9&10



TIME:
30 minutes



RESOURCES:
Core Reader

1. **Prepare learners for Group Guided Reading.**
 - a. Make sure learners know their reading group.
 - b. Settle learners in pairs with their Core Readers, exercise books and pencils.
 - c. Instruct learners to open their Core Readers to page 85.
2. **Go through the Core Reader activities for the day with learners.**
Remind learners what to do to complete each activity.
3. **Call Group 9 to your Group Guided Reading space.**
 - a. Settle the group with their Core Readers.
 - b. Call on individual learners to read the phonic sounds.
 - c. Call on individual learners to complete the decoding activities.
 - d. Call on each learner to read the words or a passage from the previous week.
 - e. Make a note of learners who need support.
 - f. Make a note of sounds that need to be consolidated.
 - g. Send Group 9 back to their desks and call Group 10.



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's
own resources

- Use your own resources: Big Books, Anthologies and Storybooks are all suitable.
- Use this time to model fluent, expressive reading.
- This activity helps learners to develop a love of stories and reading.
- It also builds their vocabulary, background knowledge and working memory. These are all important comprehension skills.



Listening & Speaking: Introduce the theme



TIME:
15 minutes



RESOURCES:
Pictures and
real objects
for theme
display
Core Reader

1. **Prepare a theme display:** *We do science*
2. **Ask open questions to activate learners' background knowledge.**
 - *What do you already know about science?*
 - *What questions do you have about how things work?*
 - *How can you find out the answer to something you wonder about?*
3. **Make a mind map using the questions and learners' answers.**
4. **Add your own answers to the mind map to extend learners' knowledge.**
5. **Instruct learners to open their Core Readers to page 86.**
6. **Tell learners to point to the language enrichment for the theme.**
 - a. Read the language enrichment aloud.
 - b. Instruct learners to read it with you, or to repeat it after you:

"Science is a way of thinking much more than it is a body of knowledge."
Carl Sagan.
7. **Discuss the language enrichment with learners.**
 - a. Ask: Can you tell me what this means? / Can you figure out the answer?
 - b. Encourage learners to share their ideas.
 - c. Explain the meaning or provide the answer as follows:

Carl Sagan was a famous scientist who loved studying space, stars, and planets. He also loved helping people understand science and how the world works.

This quote means that science is not just about facts or things you know. Science is really about being curious, asking questions, exploring, and trying to understand how things work.

For example, if you see a rainbow, science is not just knowing the colours. A scientist must ask questions like: Where does a rainbow come from? How is a rainbow made.



Phonics: Teach a new sound



TIME:
15 minutes



RESOURCES:
Frieze Card: *h*
Pictures /
objects that
start with: *h*

1. **Introduce the new sound: *h***
 - a. Say the sound x3.
 - b. Show learners the Frieze Card and read the sound x3.
 - c. Tell learners to listen and then repeat the sound.
2. **Say words that start with or use the sound: *h***
 - a. Ask: Who can say a word that starts with or uses the sound, *h*?
 - b. Ask learners to name the resources you collected, e.g. *hat, head*.
3. **Orientate learners to the Core Reader activities for Monday.**
 - a. Instruct learners to open their Core Readers to page 88.
 - b. Call on individual learners to help you model each activity.
 - c. Model how to complete any written activities on the board.

Note: Tell learners that they will do these activities with a partner during Group Guided Reading.



Handwriting: Teach lower-case letter formation



TIME:
15 minutes



RESOURCES:
Handwriting
Chart

1. **Prepare learners for handwriting.**
 - a. Say: Let's warm up our fingers by pretending to play the piano.
 - b. Check and adjust learners' posture and pencil grip.
2. **Show learners how to form: *h***
 - a. Stand with your back to learners.
 - b. Instruct left-handed learners to put their heads on their desks.
 - c. Use your right arm to form the letter: *h*
 - d. Instruct right-handed learners to form the letter with you.
 - e. Repeat with left-handed learners.
3. **Instruct learners to practice forming: *h***
 - a. Say: Make the letter on your partner's back, the desk, in the sand.
4. **Instruct learners to practice writing: *h***
 - a. Say: Write the letter in your exercise book x3.
 - b. Walk around and check each learner's letter formation.



Shared Reading: Introduce the story



TIME:
15 minutes



RESOURCES:
Anthology,
Introduction
page 199

1. **Introduce the story.**
 - a. Say: This week we will read a story titled, *The first vaccine*.
 - b. Say: *Today we will read about how the first vaccine was invented. Long ago, a disease called smallpox killed millions of people before vaccines were invented. Today, it does not exist anymore because of vaccination. Edward Jenner was a doctor who noticed something unusual and asked questions. He used observation and testing to discover something important. We will learn more about the questions he asked and how he answered them in our story today.*
 - c. Ask: Do you know anything about this?
 - d. Briefly show learners the pictures from the story.
2. **Build learners' background knowledge.**
 - a. Share and explain the background information provided for the story.
 - b. Show learners where the story takes place using the Anthology map.
 - c. Ask: Do you have any questions about this story?
3. **Explain the comprehension strategy.**
 - a. Say, this week we will learn how to: Make evaluations.
 - b. Explain this strategy to learners.



Group Guided Reading: Work with Groups 1&2



TIME:
30 minutes



RESOURCES:
Core Reader

1. **Prepare learners for Group Guided Reading.**
 - a. Make sure learners know their reading group.
 - b. Settle learners in pairs with their Core Readers, exercise books and pencils.
 - c. Instruct learners to open their Core Readers to page 88.
2. **Go through the Core Reader activities for the day with learners.**
Remind learners what to do to complete each activity.
3. **Call Group 1 to your Group Guided Reading space.**
 - a. Settle the group with their Core Readers.
 - b. Call on individual learners to read the phonic sounds.
 - c. Call on individual learners to complete the decoding activities.
 - d. Call on each learner to read the words or a passage from the previous week.
 - e. Make a note of learners who need support.
 - f. Make a note of sounds that need to be consolidated.
 - g. Send Group 1 back to their desks and call Group 2.



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's
own resources

- Use your own resources: Big Books, Anthologies and Storybooks are all suitable.
- Use this time to model fluent, expressive reading.
- This activity helps learners to develop a love of stories and reading.
- It also builds their vocabulary, background knowledge and working memory. These are all important comprehension skills.



Listening & Speaking: Teach vocabulary



TIME:
15 minutes



RESOURCES:
Vocabulary
flashcards,
pictures, ob-
jects

Core Reader

1. **Remind learners of the theme.**
 - a. Instruct learners to open their Core Readers to page 86.
 - b. Read or say the language enrichment once again.
 - c. Show learners the list of vocabulary words for the theme.
 - d. Explain that these words will help us to understand and talk about the theme.
 - e. Read the list of words to them.
2. **Use PATS to teach vocabulary.**
 - a. Teach the following vocabulary words:
 - *science: Learning about the world by watching, asking questions, and testing ideas; it is also a subject in school.*
 - *vaccine: An injection of a special medicine that helps your body fight certain germs so you do not get sick.*
 - *disease: An illness that makes your body sick.*
3. **Use the PATS strategies that are suitable for each word:**

P: Point at a picture or real object
 A: Act out the word
 T: Tell learners the meaning of the word
 S: Say the word in a sentence



Phonics: Revise and blend the new sound



TIME:
15 minutes



RESOURCES:
Core Reader

1. **Revise the new sound: *h***
 - a. Say the sound x3.
 - b. Show learners the Frieze Card and read the sound x3.
 - c. Tell learners to listen and then repeat the sound.
2. **Show learners how to segment and blend using this sound.**
 - a. Revise the following sounds with learners: *t, i, p, h, a, r*
 - b. Say the following word: *hat*
 - c. Ask an individual learner to listen carefully and then to segment the word into sounds: e.g.: *h-a-t*
 - d. As the learner says each sound, write in on the board.
 - e. Next, call a different learner to blend the sounds together to read the word.
 - f. Correct learners if they make any errors.
 - g. Repeat with the word: *hog*
3. **Orientate learners to the Core Reader activities for Tuesday.**
 - a. Instruct learners to open their Core Readers to page 89.
 - b. Call on individual learners to help you model each activity.
 - c. Model how to complete any written activities on the board.

Note: Tell learners that they will do these activities with a partner during Group Guided Reading.



Handwriting: Teach upper-case letter formation



TIME:
15 minutes



RESOURCES:
Handwriting
Chart

1. **Prepare learners for handwriting.**
 - a. Say: Let's warm up our fingers by squeezing our hands in a fist for the count of 5, then relaxing.
 - b. Check and adjust learners' posture and pencil grip.
2. **Show learners how to form: H**
 - a. Stand with your back to learners.
 - b. Instruct left-handed learners to put their heads on their desks.
 - c. Use your right arm to form the letter: H.
 - d. Instruct right-handed learners to form the letter with you.
 - e. Repeat with left-handed learners.
3. **Instruct learners to practice forming: H**
 - Say: Make the letter on your partner's back, the desk, in the sand.
4. **Instruct learners to practice writing: H**
 - a. Say: Write the letter in your exercise book x3.
 - b. Walk around and check each learner's letter formation.



Shared Reading: Do the Pre-Read



TIME:
15 minutes



RESOURCES:
Anthology,
page 201

1. **Settle learners for the Pre-Read.**
 - a. Call learners to sit on the carpet or floor.
 - b. Sit in front of the learners with the Anthology.
 - c. Make sure all learners can see the book.
 - d. Remind learners of the behaviour you expect during Shared Reading, e.g. sit cross legged; keep your hands in your lap; listen carefully; respond when called on; raise your hand to ask a question.
2. **Do the Pre-Read as follows:**
 - a. Say the title of the story: *The first vaccine*.
 - b. Explain the skill of prediction. Say: When we make a prediction, we use the title and pictures to try and work out what the story will be about.
 - c. Show learners the pictures on each page.
 - d. Ask: What do you think is happening here?
 - e. Ask: How do you think these pictures link together?



Group Guided Reading: Work with Groups 3&4



TIME:
30 minutes



RESOURCES:
Core Reader

1. **Prepare learners for Group Guided Reading.**
 - a. Make sure learners know their reading group.
 - b. Settle learners in pairs with their Core Readers, exercise books and pencils.
 - c. Instruct learners to open their Core Readers to page 89.
2. **Go through the Core Reader activities for the day with learners.**
Remind learners what to do to complete each activity.
3. **Call Group 3 to your Group Guided Reading space.**
 - a. Settle the group with their Core Readers.
 - b. Call on individual learners to read the phonic sounds.
 - c. Call on individual learners to complete the decoding activities.
 - d. Call on each learner to read the words or a passage from the previous week.
 - e. Make a note of learners who need support.
 - f. Make a note of sounds that need to be consolidated.
 - g. Send Group 3 back to their desks and call Group 4.



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's
own resources

- Use your own resources: Big Books, Anthologies and Storybooks are all suitable.
- Use this time to model fluent, expressive reading.
- This activity helps learners to develop a love of stories and reading.
- It also builds their vocabulary, background knowledge and working memory. These are all important comprehension skills.



Listening & Speaking: Teach vocabulary and discuss the theme picture



TIME:
15 minutes



RESOURCES:
Vocabulary
flashcards,
pictures, ob-
jects
Core Reader

1. **Use PATS to teach vocabulary.**
 - a. Teach the following vocabulary words:
 - *scientist: A person who does science.*
 - *invent: To make something new that did not exist before.*
 - *observe: To look at something carefully and notice what is happening.*
 - b. Use the PATS strategies that are suitable for each word.
2. **Build learners' background knowledge.**
 - a. Instruct learners to open their Core Readers to page 90.
 - b. Tell learners the following information about the picture:
 - *Science is all about asking questions, trying to find answers, and learning new things.*
 - *Scientists make predictions (guesses) and test out their ideas. Scientists use experiments to test out their ideas.*
 - *Scientists observe (watch carefully) and learn by watching what happens. Sometimes, scientists find out their predictions were correct. Sometimes, scientists find out they were wrong – and learn something new!*
3. **Discuss the picture.**
 - a. Use the questions that follow to discuss the picture as follows:
 - Ask the first question.
 - Instruct learners to discuss the question with their partner.
 - Call on a few individual learners to share their answers.
 - Build learners' background knowledge by correcting misunderstandings and by sharing information related to the theme.
 - Repeat this process with all questions.
4. **Questions:**
 - a. *What science equipment do you see in this picture?*
 - b. *Have you ever done science experiment before? What was it like?*
 - c. *Have you every learnt something from observing (watching) carefully? Tell us about this.*



Phonics: Teach a new sound



TIME:
15 minutes



RESOURCES:
Frieze Card: *f*
Pictures /
objects that
start with: *f*

1. **Introduce the new sound: *f***
 - a. Say the sound x3.
 - b. Show learners the Frieze Card and read the sound x3.
 - c. Tell learners to listen and then repeat the sound.
2. **Say words that start with or use the sound: *f***
 - a. Ask: Who can say a word that starts with or uses the sound, *f*?
 - b. Ask learners to name the resources you collected, e.g. *fork*, *fan*.
3. **Orientate learners to the Core Reader activities for Wednesday.**
 - a. Instruct learners to open their Core Readers to page 91.
 - b. Call on individual learners to help you model each activity.
 - c. Model how to complete any written activities on the board.

Note: Tell learners that they will do these activities with a partner during Group Guided Reading.



Handwriting: Teach lower-case letter formation



TIME:
15 minutes



RESOURCES:
Handwriting
Chart

1. **Prepare learners for handwriting.**
 - a. Say: Let's warm up our fingers by rotating our wrists in circles to the left and then to the right.
 - b. Check and adjust learners' posture and pencil grip.
2. **Show learners how to form: *f*.**
 - a. Stand with your back to learners.
 - b. Instruct left-handed learners to put their heads on their desks.
 - c. Use your right arm to form the letter: *f*
 - d. Instruct right-handed learners to form the letter with you.
 - e. Repeat with left-handed learners.
3. **Instruct learners to practice forming: *f***
 - a. Say: Make the letter on your partner's back, the desk, in the sand.
4. **Instruct learners to practice writing: *f***
 - a. Say: Write the letter in your exercise book x3.
 - b. Walk around and check each learner's letter formation.



Shared Reading: Do the First Read



TIME:
15 minutes



RESOURCES:
Anthology,
page 201

1. **Prepare learners for the First Read.**
 - a. Settle learners on the carpet.
 - b. Remind them of the expected behaviour.
 - c. Remind learners of the story title: *The first vaccine*
 - d. Say: *Today we will read about how the first vaccine was invented. Long ago, a disease called smallpox killed millions of people before vaccines were invented. Today, it does not exist anymore because of vaccination. Edward Jenner was a doctor who noticed something unusual and asked questions. He used observation and testing to discover something important. We will learn more about the questions he asked and how he answered them in our story today.*
2. **Do the First Read as follows:**
 - a. Read each page of the story aloud, fluently and audibly.
 - b. Show learners the pictures.
 - c. Where necessary, stop and explain to learners.
 - d. Point out the vocabulary words as they appear.
 - e. At the end of the story, ask the Read 1 questions as follows:
 - Direct Question 1 & 2 to individual learners.
 - Direct Question 3 to the whole class. Ask learners to discuss the question with a partner.
 - Call on a few learners to share their answers.
 - f. Remind learners of the comprehension strategy.
 - Say, this week we are learning how to: Make evaluations.
 - Ask learners: What good guess can we make about this that the author hasn't told us? What can you guess about the character's thoughts / feelings?



Writing: Model the LSC and task



TIME:
20 minutes



RESOURCES:
Writing
frame:

I see a...

It is...

I wonder...

1. **Introduce the LSC focus.**
 - a. Say: This week we will focus on: Using a full stop at the end of a sentence.
 - b. Write a sentence on the board: I love to be in nature.
 - c. Point out the LSC: The sentence ends with a full stop.
2. **Introduce the writing task.**
 - a. Say: This week we will: Draw a picture and write three sentences.
 - b. Say: We will draw and write about: Something we see in nature.
3. **Explain your own answer to the writing task orally, before writing.**
 - a. Say: When I look out the window, I see...
4. **Model the task on the board.**
 - a. Draw a quick picture that shows: Something you see outside the window.
 - b. Show learners how to complete the writing frame.
 - c. Point out the LSC: The sentence ends with a full stop.



Group Guided Reading: Work with Groups 5&6



TIME:
30 minutes



RESOURCES:
Core Reader

1. **Prepare learners for Group Guided Reading.**
 - a. Make sure learners know their reading group.
 - b. Settle learners in pairs with their Core Readers, exercise books and pencils.
 - c. Instruct learners to open their Core Readers to page 91.
2. **Go through the Core Reader activities for the day with learners.**
Remind learners what to do in order to complete each activity.
3. **Call Group 5 to your Group Guided Reading space.**
 - a. Settle the group with their Core Readers.
 - b. Call on individual learners to read the phonic sounds.
 - c. Call on individual learners to complete the decoding activities.
 - d. Call on each learner to read the words or a passage from the previous week.
 - e. Make a note of learners who need support.
 - f. Make a note of sounds that need to be consolidated.
 - g. Send Group 5 back to their desks and call Group 6.



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's
own resources

- Use your own resources: Big Books, Anthologies and Storybooks are all suitable.
- Use this time to model fluent, expressive reading.
- This activity helps learners to develop a love of stories and reading.
- It also builds their vocabulary, background knowledge and working memory. These are all important comprehension skills.



Phonics: Revise and blend the new sound



TIME:
15 minutes



RESOURCES:
Core Reader

1. **Revise the new sound: f**
 - a. Say the sound x3.
 - b. Show learners the Frieze Card and read the sound x3.
 - c. Tell learners to listen and then repeat the sound.
2. **Show learners how to segment and blend using this sound.**
 - a. Revise the following sounds with learners: *d, i, f, a, t, g*
 - b. Say the following word: *fit*
 - c. Ask an individual learner to listen carefully and then to segment the word into sounds: e.g.: *f-i-t*
 - d. As the learner says each sound, write in on the board.
 - e. Next, call a different learner to blend the sounds together to read the word.
 - f. Correct learners if they make any errors.
 - g. Repeat with the word: *fog*
3. **Orientate learners to the Core Reader activities for Thursday.**
 - a. Instruct learners to open their Core Readers to page 92.
 - b. Call on individual learners to help you model each activity.
 - c. Model how to complete any written activities on the board.

Note: Tell learners that they will do these activities with a partner during Group Guided Reading.



Handwriting: Teach upper-case letter formation



TIME:
15 minutes



RESOURCES:
Handwriting
Chart

1. **Prepare learners for handwriting.**
 - a. Say: Let's warm up our fingers by flicking our fingers in and out.
 - b. Check and adjust learners' posture and pencil grip.
2. **Show learners how to form: F**
 - a. Stand with your back to learners.
 - b. Instruct left-handed learners to put their heads on their desks.
 - c. Use your right arm to form the letter: F.
 - d. Instruct right-handed learners to form the letter with you.
 - e. Repeat with left-handed learners.
3. **Instruct learners to practice forming: F**
 - Say: Make the letter on your partner's back, the desk, in the sand.
4. **Instruct learners to practice writing: F**
 - a. Say: Write the letter in your exercise book x3.
 - b. Walk around and check each learner's letter formation.



Shared Reading: Do the Second Read



TIME:
15 minutes



RESOURCES:
Anthology,
page 201

1. **Prepare learners for the Second Read.**
 - a. Settle learners on the carpet.
 - b. Remind them of the expected behaviour.
 - c. Remind learners of the story title: *The first vaccine*
 - d. Remind learners of the comprehension strategy.
 - Say, this week we are learning how to: Make evaluations
 - Say, remember, we discussed this yesterday, when I asked you: What good guess can we make about this that the author hasn't told us? What can you guess about the character's thoughts / feelings?
2. **Do the Second Read as follows:**
 - a. Read each page of the story aloud, fluently and audibly.
 - b. Show learners the picture.
 - c. Use the examples on the introduction page to model the comprehension strategy.
 - d. At the end of the story, ask the Read 2 questions as follows:
 - Direct Question 1 & 2 to individual learners.
 - Direct Question 3 to the whole class. Ask learners to discuss the question with a partner.
 - Call on a few learners to share their answers.



Writing: Plan and draft



TIME:
20 minutes



RESOURCES:
Writing
frame:

I see a...

It is...

I wonder...

1. **Reintroduce the writing task.**
 - a. Say: Remember that this week we will draw and write about: Something we see in nature.
2. **Instruct learners to think about their own writing.**
 - a. Say: Close your eyes and think about how you will answer the writing frame.
 - b. Say: Share your idea with a partner.
 - c. Brainstorm and write useful words on the board, e.g. tree, bird, cloud, flower, colourful, pretty, big.
3. **Instruct learners to begin writing in their exercise books.**
 - a. Say: Now draw and write down your own ideas.
 - b. Remind learners of the LSC: The sentence ends with a full stop.
4. **Walk around the room and help individual learners.**
 - a. Ask learners to tell you their ideas.
 - b. Help struggling learners to start the writing task.



Group Guided Reading: Work with Groups 7&8



TIME:
30 minutes



RESOURCES:
Core Reader

1. **Prepare learners for Group Guided Reading.**
 - a. Make sure learners know their reading group.
 - b. Settle learners in pairs with their Core Readers, exercise books and pencils.
 - c. Instruct learners to open their Core Readers to page 92.
2. **Go through the Core Reader activities for the day with learners.**
Remind learners what to do in order to complete each activity.
3. **Call Group 7 to your Group Guided Reading space.**
 - a. Settle the group with their Core Readers.
 - b. Call on individual learners to read the phonic sounds.
 - c. Call on individual learners to complete the decoding activities.
 - d. Call on each learner to read the words or a passage from the previous week.
 - e. Make a note of learners who need support.
 - f. Make a note of sounds that need to be consolidated.
 - g. Send Group 7 back to their desks and call Group 8.



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's
own resources

- Use your own resources: Big Books, Anthologies and Storybooks are all suitable.
- Use this time to model fluent, expressive reading.
- This activity helps learners to develop a love of stories and reading.
- It also builds their vocabulary, background knowledge and working memory. These are all important comprehension skills.



Listening & Speaking:



TIME:
15 minutes



RESOURCES:
Discussion
framework:

This story
was about...

I liked the
character...
because...

I learnt that...

1. **Prepare learners for a group discussion.**
 - a. Arrange learners into groups of 4.
 - b. Give each group a 'talking stick or stone'.
 - c. Say: You may only speak when you are holding the 'talking stick/stone'.
2. **Go through the discussion questions.**
 - a. Remind learners of the shared reading story for the week.
 - b. Write the discussion framework on the board.
 - c. Read and explain each question (sentence starter).
 - d. Tell learners that each member of the group must have a turn to answer each question.
 - e. Encourage learners to think of different answers.
3. **Instruct learners to begin their discussions.**
 - a. Instruct the learners holding the 'talking stick/stone' to begin.
 - b. Walk around and offer support as needed.
 - c. In the last few minutes, call on a group to share their answers.
4. **Learner Preparation**
 - a. Identify 3–4 learners to do Oral Presentations on Monday.
 - b. Tell these learners what to prepare for Monday. (See the LS lesson plan for Monday)



Phonics: Dictation



TIME:
15 minutes



RESOURCES:
Assessment
Book

1. **Settle learners with their exercise books, pens and rulers.**
 - a. Tell learners to write the heading, 'Dictation' and to write numbers 1–6 in the margin.
 - b. Call out the following six words for learners to write next to numbers 1–6: *hop, had, hit, fin, fat, fed*
2. **Tell learners to use a coloured pencil to correct their own work.**
 - a. Write the six words on the board.
 - b. As you write, sound out each word.
 - c. Tell learners to circle their errors with the coloured pencil.
 - d. Tell learners to rewrite words correctly.
3. **Take note of learners' challenges and progress.**
4. **Orientate learners to the Core Reader activities for Friday.**
 - a. Instruct learners to open their Core Readers to page 92.
 - b. Call on individual learners to help you model each activity.
 - c. Model how to complete any written activities on the board.

Note: Tell learners that they will do these activities with a partner during Group Guided Reading.



Shared Reading: Do the Post-Read



TIME:
15 minutes



RESOURCES:
Anthology,
page 201

1. **Prepare learners for the Post-Read.**
 - a. Remind learners of the story title: *The first vaccine*
 - b. Explain the task. Say: Today we are going to act out the story in groups.
2. **Model the task as follows:**
 - a. Say: When we act out a story, we must try to:
 - Remember what our character does and says
 - Speak and act like our character
 - Use some of the same words as our character
 - b. Briefly show learners how you would act like one of the characters.
 - c. Try not to choose the main character for your example.
3. **Instruct learners to complete the task.**
 - a. Count how many characters there are in the story.
 - b. Divide the class into groups of that number. For instance, if there are 5 characters in the story, divide the class into groups of 5.
 - c. Allocate a character to each learner in the group.
 - d. Take the class outside or to a large open space.
 - e. Tell groups to act out the story. They must:
 - Remember what their character does and says
 - Speak and act like their character
 - Use some of the same words as their character
 - f. As learners act out the story, walk around and offer support as needed.
4. **Allow learners to share their work.**
 - a. Give learners a few minutes to show their work to their partner.
 - b. Call on a learner to share their work with the class.



Writing: Draft and edit



TIME:
20 minutes



RESOURCES:
Writing
frame:

I see a...

It is...

I wonder...

1. **Remind learners of the writing task.**
 - a. Say: Today we will finish our writing task.
2. **Introduce differentiation.**
 - a. Walk around the room and help struggling learners.
 - b. Give advanced learners an additional prompt: Add another sentence to your writing.
3. **Instruct learners to read and edit their writing.**
 - a. Say: Now it is time to read and edit your writing.
 - b. Say, remember to check that: The sentence ends with a full stop.
4. **If time permits, ask learners to share their writing.**
 - a. Learners can share their writing with a partner.
 - b. A few learners can share their writing with the class.



Group Guided Reading: Work with Groups 9&10



TIME:
30 minutes



RESOURCES:
Core Reader

1. **Prepare learners for Group Guided Reading.**
 - a. Make sure learners know their reading group.
 - b. Settle learners in pairs with their Core Readers, exercise books and pencils.
 - c. Instruct learners to open their Core Readers to page 93.
2. **Go through the Core Reader activities for the day with learners.**
Remind learners what to do to complete each activity.
3. **Call Group 9 to your Group Guided Reading space.**
 - a. Settle the group with their Core Readers.
 - b. Call on individual learners to read the phonic sounds.
 - c. Call on individual learners to complete the decoding activities.
 - d. Call on each learner to read the words or a passage from the previous week.
 - e. Make a note of learners who need support.
 - f. Make a note of sounds that need to be consolidated.
 - g. Send Group 9 back to their desks and call Group 10.



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's
own resources

- Use your own resources: Big Books, Anthologies and Storybooks are all suitable.
- Use this time to model fluent, expressive reading.
- This activity helps learners to develop a love of stories and reading.
- It also builds their vocabulary, background knowledge and working memory. These are all important comprehension skills.



Listening & Speaking: Oral Presentations



TIME:
15 minutes



RESOURCES:
No resources
required

1. **Settle learners to watch their classmates present their oral presentations.**
2. **Remind learners of the following task: Shares personal news**
 - a. Tell us what your news is about. Say:
 - Today I will tell you about...
 - Then, share your news.
 - Tell us what happened in the correct sequence.
 - Tell us the main points about your news.
 - End by telling us how your news made you feel.
3. **Remind learners of the following presentation skills:**
 - a. When you are sharing your news, remember to:
 - Tell us what your news is about
 - Tell us when it happened
 - Tell us who it happened to
 - Say your sentences in the correct order
 - Say things once – do not repeat yourself
 - Speak in a loud, clear voice
4. **Call the selected learners one at a time to do their presentations.**
 - a. Build each learner's confidence by thanking them for their presentation and by giving some positive feedback.
 - b. At the end of the lesson, give the class some generic feedback to improve their presentations. For example: I struggled to hear some of you. Please try to keep your voices audible – we want to hear what you have to say.



Phonics: Revise all sounds taught in Term 2



TIME:
15 minutes



RESOURCES:
Term 2 Phonics Frieze Cards
Core Reader

1. **Settle learners on the carpet or floor in front of you.**
 - a. Tell learners to listen for their name.
 - b. As you say a learner's name, they must read the sound of the frieze card that you hold up.
 - c. Say another learner's name. This learner must say a word that starts with or uses the sound.
 - d. Do this really quickly. Make it feel like a fun game but take note of learners who struggle.
 - e. If a learner makes a mistake, say 'listen carefully' and say the sound.
2. **Orientate learners to the Core Reader activities for Monday.**
 - a. Instruct learners to open their Core Readers to page 94.
 - b. Call on individual learners to help you model each activity.
 - c. Model how to complete any written activities on the board.

Note: Tell learners that they will do these activities with a partner during Group Guided Reading.



Handwriting: Revise all letters taught in Term 2



TIME:
15 minutes



RESOURCES:
Assessment Book

1. **Prepare learners for handwriting.**
 - a. Say: Let's warm up our fingers by crumpling up a piece of paper and then smoothing it out.
 - b. Check and adjust learners' posture and pencil grip.
2. **Model the formation of all lower-case letters taught in Term 2.**
 - a. Write each lower-case letter on the board.
 - b. As you write, describe the starting point, direction and finishing point of each letter.
 - c. Tell learners to write a row of each letter in their exercise books, leaving a finger space between each letter.
 - d. Tell learners to make sure that they can correctly form each letter.
3. **Check learners' lower-case letter formation.**
 - a. As learners write, walk around and check their letter formation.
 - b. Give support as needed.
 - c. Take note of learners who still struggle to form letters correctly.



Shared Reading: Introduce the story



TIME:
15 minutes



RESOURCES:
Anthology,
Introduction
page 209

1. **Introduce the story.**
 - a. Say: This week we will read a story titled, *Limani's experiment*.
 - b. Say: *Today we will read a story about a girl named Limani, who learns that plants are living things and need air, water, sunlight, and soil to survive. She sets up a science experiment to test what happens if a plant doesn't get what it needs. This story will help us learn about how we can all be scientists.*
 - c. Ask: Do you know anything about this?
 - d. Briefly show learners the pictures from the story.
2. **Build learners' background knowledge.**
 - a. Share and explain the background information provided for the story.
 - b. Show learners where the story takes place using the Anthology map.
 - c. Ask: Do you have any questions about this story?
3. **Explain the comprehension strategy.**
 - a. Say, this week we will learn how to: Make connections.
 - b. Explain this strategy to learners.



Group Guided Reading: Work with Groups 1&2



TIME:
30 minutes



RESOURCES:
Core Reader

1. **Prepare learners for Group Guided Reading.**
 - a. Make sure learners know their reading group.
 - b. Settle learners in pairs with their Core Readers, exercise books and pencils.
 - c. Instruct learners to open their Core Readers to page 94.
2. **Go through the Core Reader activities for the day with learners.**
Remind learners what to do to complete each activity.
3. **Call Group 1 to your Group Guided Reading space.**
 - a. Settle the group with their Core Readers.
 - b. Call on individual learners to read the phonic sounds.
 - c. Call on individual learners to complete the decoding activities.
 - d. Call on each learner to read the words or a passage from the previous week.
 - e. Make a note of learners who need support.
 - f. Make a note of sounds that need to be consolidated.
 - g. Send Group 1 back to their desks and call Group 2.



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's
own resources

- Use your own resources: Big Books, Anthologies and Storybooks are all suitable.
- Use this time to model fluent, expressive reading.
- This activity helps learners to develop a love of stories and reading.
- It also builds their vocabulary, background knowledge and working memory. These are all important comprehension skills.



Listening & Speaking: Teach vocabulary



TIME:
15 minutes



RESOURCES:
Vocabulary
flashcards,
pictures, ob-
jects
Core Reader

1. **Remind learners of the theme.**
 - a. Instruct learners to open their Core Readers to page 86.
 - b. Read or say the language enrichment once again.
 - c. Show learners the list of vocabulary words for the theme.
 - d. Explain that these words will help us to understand and talk about the theme.
 - e. Read the list of words to them.
2. **Use PATS to teach vocabulary.**
 - a. Teach the following vocabulary words:
 - *experiment: A test or try to see if an idea is true or not.*
 - *record: To write down what you see or learn.*
 - *living: People, animals and plants are all living. We need air, water, and food to survive. We grow and change.*
3. **Use the PATS strategies that are suitable for each word:**

P: Point at a picture or real object
 A: Act out the word
 T: Tell learners the meaning of the word
 S: Say the word in a sentence



Phonics: Revise all sounds taught in Term 2



TIME:
15 minutes



RESOURCES:
Term 2 Phonics Frieze Cards
Core Reader

1. **Settle learners on the carpet or floor in front of you.**
 - a. Tell learners to listen for their name.
 - b. As you say a learner's name, they must read the sound of the frieze card that you hold up.
 - c. Say another learner's name. This learner must say a word that starts with or uses the sound.
 - d. Do this really quickly. Make it feel like a fun game but take note of learners who struggle.
 - e. If a learner makes a mistake, say 'listen carefully' and say the sound.
2. **Orientate learners to the Core Reader activities for Tuesday.**
 - a. Instruct learners to open their Core Readers to page 95.
 - b. Call on individual learners to help you model each activity.
 - c. Model how to complete any written activities on the board.

Note: Tell learners that they will do these activities with a partner during Group Guided Reading.



Handwriting: Revise all letters taught in Term 2



TIME:
15 minutes



RESOURCES:
Assessment Book

1. **Prepare learners for handwriting.**
 - a. Say: Let's warm up our fingers by shaking our hands out.
 - b. Check and adjust learners' posture and pencil grip.
2. **Model the formation of all upper-case letters taught in Term 2.**
 - a. Write each upper-case letter on the board.
 - b. As you write, describe the starting point, direction and finishing point of each letter.
 - c. Tell learners to write a row of each letter in their exercise books, leaving a finger space between each letter.
 - d. Tell learners to make sure that they can correctly form each letter.
3. **Check learners' upper-case letter formation.**
 - a. As learners write, walk around and check their letter formation.
 - b. Give support as needed.
 - c. Take note of learners who still struggle to form letters correctly.



Shared Reading: Do the Pre-Read



TIME:
15 minutes



RESOURCES:
Anthology,
page 211

1. **Settle learners for the Pre-Read.**
 - a. Call learners to sit on the carpet or floor.
 - b. Sit in front of the learners with the Anthology.
 - c. Make sure all learners can see the book.
 - d. Remind learners of the behaviour you expect during Shared Reading, e.g. sit cross legged; keep your hands in your lap; listen carefully; respond when called on; raise your hand to ask a question.
2. **Do the Pre-Read as follows:**
 - a. Say the title of the story: *Limani's experiment*
 - b. Explain the skill of prediction. Say: When we make a prediction, we use the title and pictures to try and work out what the story will be about.
 - c. Show learners the pictures on each page.
 - d. Ask: What do you think is happening here?
 - e. Ask: How do you think these pictures link together?



Group Guided Reading: Work with Groups 3&4



TIME:
30 minutes



RESOURCES:
Core Reader

1. **Prepare learners for Group Guided Reading.**
 - a. Make sure learners know their reading group.
 - b. Settle learners in pairs with their Core Readers, exercise books and pencils.
 - c. Instruct learners to open their Core Readers to page 95.
2. **Go through the Core Reader activities for the day with learners.**
Remind learners what to do to complete each activity.
3. **Call Group 3 to your Group Guided Reading space.**
 - a. Settle the group with their Core Readers.
 - b. Call on individual learners to read the phonic sounds.
 - c. Call on individual learners to complete the decoding activities.
 - d. Call on each learner to read the words or a passage from the previous week.
 - e. Make a note of learners who need support.
 - f. Make a note of sounds that need to be consolidated.
 - g. Send Group 3 back to their desks and call Group 4.



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's
own resources

- Use your own resources: Big Books, Anthologies and Storybooks are all suitable.
- Use this time to model fluent, expressive reading.
- This activity helps learners to develop a love of stories and reading.
- It also builds their vocabulary, background knowledge and working memory. These are all important comprehension skills.



Listening & Speaking: Creative Storytelling



TIME:
15 minutes



RESOURCES:
Core Reader

1. **Prepare learners for creative storytelling.**
 - a. Arrange learners in groups of 4.
 - b. Tell learners to open their Core Readers to page 96.
2. **Direct learners to look at the picture.**
 - a. Ask: What do you see in this picture?
3. **Tell learners that they must each make up a short story about the picture.**
4. **Tell learners how to structure their story. Say:**
 - a. Give each character in your story a name.
 - b. Say where the story takes place.
 - c. Your story must have a beginning, a middle and an end.
 - d. This picture only shows part of your story.
 - The picture may show the beginning of your story.
 - The picture may show the middle of your story.
 - The picture may show the end of your story.
 - e. You can start your story by saying:
 - It was the day after...
 - Mama asked ____ about his day at school and...
5. **Instruct learners to complete the activity.**
 - a. Give learners a few minutes to think of their story in silence.
 - b. Then, instruct learners to take turns to tell their stories to their group.
You may want to use the 'talking stick/stone' for this.
 - c. As learners talk, walk around and listen.
6. **End the lesson as follows:**
 - a. Call on one learner to share their story with the class or ask 1–2 learners questions about their group's stories.
 - Ask: What was X's story about?
 - Ask: What did you like about X's story?
 - b. Give the class some generic feedback to improve their stories.
For example: Usually, at the beginning of the story, we say where the story takes place, and who the characters are. Next time, try to include this information in your stories.



Phonics: Play a phonics game: Word Chains



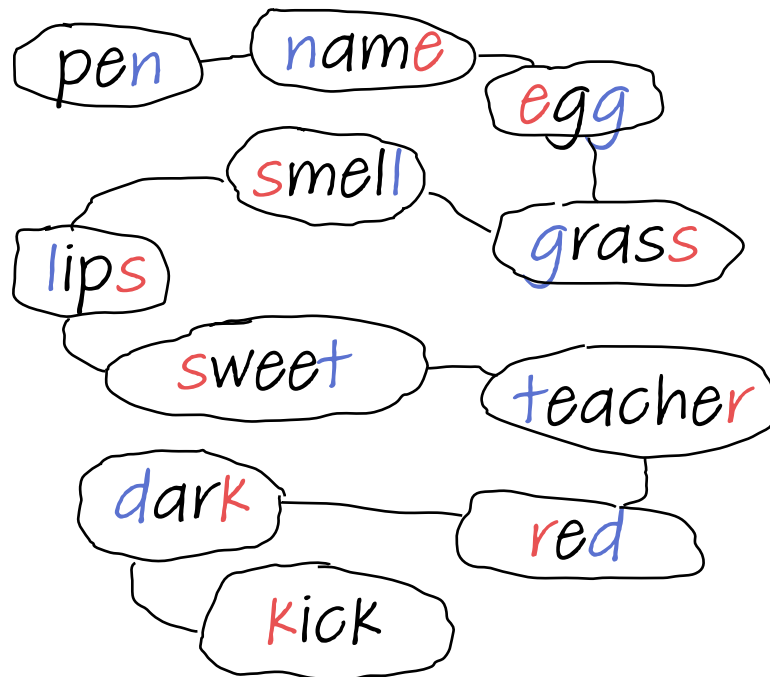
TIME:
15 minutes



RESOURCES:
A4 paper for
learners

1. **Settle learners so that you have their attention.**
2. **Demonstrate the game to learners on the board.**
 - a. Write a sound on the board.
 - b. Tell learners to play in pairs.
 - c. Partner 1 must use the sound on the board to write a word.
 - d. Partner 2 must take the last 2 letters of the word and start a new word.
 - e. The partners continue to play until their paper is full of the word chain.
3. **Give each pair a piece of paper and write the first sound on the board: p**
4. **Walk around and support learners as required.**
 - a. After 10 minutes, call learners to attention.
 - b. Ask a few pairs to read out their words. As they read, write the words on the board and check that their chain has been formed correctly.
 - c. Praise learners for their efforts.

Note: This activity is easier to do with coloured pencils.



5. **Orientate learners to the Core Reader activities for Wednesday.**
 - a. Instruct learners to open their Core Readers to page 97.
 - b. Call on individual learners to help you model each activity.
 - c. Model how to complete any written activities on the board.

Note: Tell learners that they will do these activities with a partner during Group Guided Reading.



Handwriting: Copy sentences



TIME:
15 minutes



RESOURCES:
Assessment
Book

1. **Prepare learners for handwriting.**
 - a. Say: Let's warm up our fingers by pretending to play the piano.
 - b. Check and adjust learners' posture and pencil grip.
2. **Write the following sentences on the board:**
 - A hog is a pig.
 - My pet dog is fat.
 - a. Instruct learners to copy the sentences into their exercise books.
 - b. They must copy as neatly and accurately as possible.
3. **Check learners' ability to copy sentences.**
 - a. As learners write, walk around and take note of learners who struggle:
 - To copy the sentences accurately
 - To form letters and words correctly and neatly
 - To finish the sentences in the allocated time



Shared Reading: Do the First Read



TIME:
15 minutes



RESOURCES:
Anthology,
page 211

1. **Prepare learners for the First Read.**
 - a. Settle learners on the carpet.
 - b. Remind them of the expected behaviour.
 - c. Remind learners of the story title: *Limani's experiment*
 - d. Say: *Today we will read a story about a girl named Limani, who learns that plants are living things and need air, water, sunlight, and soil to survive. She sets up a science experiment to test what happens if a plant doesn't get what it needs. This story will help us learn about how we can all be scientists.*
 - e. Ask: Do you know anything about this?
2. **Do the First Read as follows:**
 - a. Read each page of the story aloud, fluently and audibly.
 - b. Show learners the pictures.
 - c. Where necessary, stop and explain to learners.
 - d. Point out the vocabulary words as they appear.
 - e. At the end of the story, ask the Read 1 questions as follows:
 - Direct Question 1 & 2 to individual learners.
 - Direct Question 3 to the whole class. Ask learners to discuss the question with a partner.
 - Call on a few learners to share their answers.
 - f. Remind learners of the comprehension strategy.
 - Say, this week we are learning how to: Make connections.
 - Ask learners: Can you make a connection to this story? Has something like this ever happened to you or someone you know?



Writing: Model the LSC and task



TIME:
20 minutes



RESOURCES:
DBE Work-
book 1, page
118 & 119

Writing
Frame:

I want to see...
at the zoo.

They are...

I wonder...

1. **Introduce the LSC focus.**
 - a. Say: This week we will focus on: Using prepositions correctly in a sentence to tell when or where something is.
 - b. Write a sentence on the board: I want to see lions at the zoo. I hope they are in a cage.
 - c. Point out the LSC: The preposition is used in the sentence to tell when or where something is.
2. **Introduce the writing task.**
 - a. Say: This week we will: Draw a picture and write three sentences.
 - b. Say: We will draw and write about: What I want to see at the zoo.
 - c. Say: I want to see... at the zoo because...
3. **Model the task on the board.**
 - a. Draw a quick picture that shows: An animal in the zoo.
 - b. Show learners how to complete the writing frame.
 - c. Point out the LSC: The preposition is used in the sentence to tell when or where something is.



Group Guided Reading: Work with Groups 5&6



TIME:
30 minutes



RESOURCES:
Core Reader

1. **Prepare learners for Group Guided Reading.**
 - a. Make sure learners know their reading group.
 - b. Settle learners in pairs with their Core Readers, exercise books and pencils.
 - c. Instruct learners to open their Core Readers to page 97.
2. **Go through the Core Reader activities for the day with learners.**
Remind learners what to do in order to complete each activity.
3. **Call Group 5 to your Group Guided Reading space.**
 - a. Settle the group with their Core Readers.
 - b. Call on individual learners to read the phonic sounds.
 - c. Call on individual learners to complete the decoding activities.
 - d. Call on each learner to read the words or a passage from the previous week.
 - e. Make a note of learners who need support.
 - f. Make a note of sounds that need to be consolidated.
 - g. Send Group 5 back to their desks and call Group 6.



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's
own resources

- Use your own resources: Big Books, Anthologies and Storybooks are all suitable.
- Use this time to model fluent, expressive reading.
- This activity helps learners to develop a love of stories and reading.
- It also builds their vocabulary, background knowledge and working memory. These are all important comprehension skills.



Phonics: Play a phonics game: Word Chains



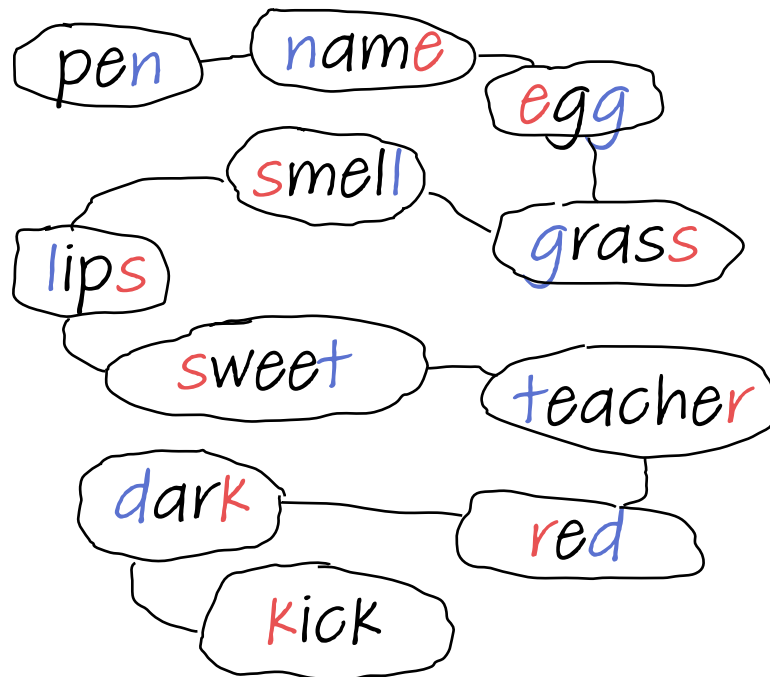
TIME:
15 minutes



RESOURCES:
A4 paper for
learners

1. **Settle learners so that you have their attention.**
2. **Demonstrate the game to learners on the board.**
 - a. Write a sound on the board.
 - b. Tell learners to play in pairs.
 - c. Partner 1 must use the sound on the board to write a word.
 - d. Partner 2 must take the last 2 letters of the word and start a new word.
 - e. The partners continue to play until their paper is full of the word chain.
3. **Give each pair a piece of paper and write the first sound on the board: p**
4. **Walk around and support learners as required.**
 - a. After 10 minutes, call learners to attention.
 - b. Ask a few pairs to read out their words. As they read, write the words on the board and check that their chain has been formed correctly.
 - c. Praise learners for their efforts.

Note: This activity is easier to do with coloured pencils.



5. **Orientate learners to the Core Reader activities for Thursday.**
 - a. Instruct learners to open their Core Readers to page 98.
 - b. Call on individual learners to help you model each activity.
 - c. Model how to complete any written activities on the board.

Note: Tell learners that they will do these activities with a partner during Group Guided Reading.



Handwriting: Copy sentences



TIME:
15 minutes



RESOURCES:
Assessment
Book

1. **Prepare learners for handwriting.**
 - a. Say: Let's warm up our fingers by squeezing our hands in a fist for the count of 5, then relaxing.
 - b. Check and adjust learners' posture and pencil grip.
2. **Write the following sentences on the board:**
 - The pot is hot.
 - Sam is a big man.
 - a. Instruct learners to copy the sentences into their exercise books.
 - b. They must copy as neatly and accurately as possible.
3. **Check learners' ability to copy sentences.**
 - a. As learners write, walk around and take note of learners who struggle:
 - To copy the sentences accurately
 - To form letters and words correctly and neatly
 - To finish the sentences in the allocated time



Shared Reading: Do the Second Read



TIME:
15 minutes



RESOURCES:
Anthology,
page 211

1. **Prepare learners for the Second Read.**
 - a. Settle learners on the carpet.
 - b. Remind them of the expected behaviour.
 - c. Remind learners of the story title: *Limani's experiment*
 - d. Remind learners of the comprehension strategy.
 - Say, this week we are learning how to: Make connections
 - Say, remember, we discussed this yesterday, when I asked you: Can you make a connection to this story? Has something like this ever happened to you or someone you know?
2. **Do the Second Read as follows:**
 - a. Read each page of the story aloud, fluently and audibly.
 - b. Show learners the picture.
 - c. Use the examples on the introduction page to model the comprehension strategy.
 - d. At the end of the story, ask the Read 2 questions as follows:
 - Direct Question 1 & 2 to individual learners.
 - Direct Question 3 to the whole class. Ask learners to discuss the question with a partner.
 - Call on a few learners to share their answers.



Writing: Plan and draft



TIME:
20 minutes



RESOURCES:
DBE Work-
book 1, page
118 & 119

Writing
frame:

I want to see...
at the zoo.

They are...

I wonder...

1. **Reintroduce the writing task.**
 - a. Say: Remember that this week we will draw and write about: What I want to see at the zoo.
2. **Instruct learners to think about their own writing.**
 - a. Say: Close your eyes and think about how you will answer the writing frame.
 - b. Say: Share your idea with a partner.
 - c. Brainstorm and write useful words on the board, e.g. elephant, tiger, giraffe, gorilla, big, small, hairy, funny, hungry, happy
3. **Instruct learners to open the correct page in their DBE workbooks.**
 - a. Say: Now draw and write down your own ideas.
 - b. Remind learners of the LSC: The preposition is used in the sentence to tell when or where something is.
4. **Walk around the room and help individual learners.**
 - a. Ask learners to tell you their ideas.
 - b. Help struggling learners to start the writing task.



Group Guided Reading: Work with Groups 7&8



TIME:
30 minutes



RESOURCES:
Core Reader

1. **Prepare learners for Group Guided Reading.**
 - a. Make sure learners know their reading group.
 - b. Settle learners in pairs with their Core Readers, exercise books and pencils.
 - c. Instruct learners to open their Core Readers to page 98.
2. **Go through the Core Reader activities for the day with learners.**
Remind learners what to do in order to complete each activity.
3. **Call Group 7 to your Group Guided Reading space.**
 - a. Settle the group with their Core Readers.
 - b. Call on individual learners to read the phonic sounds.
 - c. Call on individual learners to complete the decoding activities.
 - d. Call on each learner to read the words or a passage from the previous week.
 - e. Make a note of learners who need support.
 - f. Make a note of sounds that need to be consolidated.
 - g. Send Group 7 back to their desks and call Group 8.



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's
own resources

- Use your own resources: Big Books, Anthologies and Storybooks are all suitable.
- Use this time to model fluent, expressive reading.
- This activity helps learners to develop a love of stories and reading.
- It also builds their vocabulary, background knowledge and working memory. These are all important comprehension skills.



Listening & Speaking: Discuss the Shared Reading story



TIME:
15 minutes



RESOURCES:
Discussion
framework:

This story
was about...

I liked the
character...
because...

I learnt that...

1. **Prepare learners for a group discussion.**
 - a. Arrange learners into groups of 4.
 - b. Give each group a 'talking stick or stone'.
 - c. Say: You may only speak when you are holding the 'talking stick/stone'.
2. **Go through the discussion questions.**
 - a. Remind learners of the shared reading story for the week.
 - b. Write the discussion framework on the board.
 - c. Read and explain each question (sentence starter).
 - d. Tell learners that each member of the group must have a turn to answer each question.
 - e. Encourage learners to think of different answers.
3. **Instruct learners to begin their discussions.**
 - a. Instruct the learners holding the 'talking stick/stone' to begin.
 - b. Walk around and offer support as needed.
 - c. In the last few minutes, call on a group to share their answers.
4. **Learner Preparation**
 - a. Identify 3–4 learners to do Oral Presentations on Monday.
 - b. Tell these learners what to prepare for Monday. (See the L&S lesson plan for Monday)



Phonics: Dictation



TIME:
15 minutes



RESOURCES:
Assessment
Book

1. **Settle learners with their exercise books, pens and rulers.**
 - a. Tell learners to write the heading, 'Dictation' and to write numbers 1–6 in the margin.
 - b. Call out the following six words for learners to write next to numbers 1–6: *if, ran, mom, big, cap, get*
2. **Tell learners to use a coloured pencil to correct their own work.**
 - a. Write the six words on the board.
 - b. As you write, sound out each word.
 - c. Tell learners to circle their errors with the coloured pencil.
 - d. Tell learners to rewrite words correctly.
3. **Take note of learners' challenges and progress.**
4. **Orientate learners to the Core Reader activities for Friday.**
 - a. Instruct learners to open their Core Readers to page 99.
 - b. Call on individual learners to help you model each activity.
 - c. Model how to complete any written activities on the board.

Note: Tell learners that they will do these activities with a partner during Group Guided Reading.



Shared Reading: Do the Post-Read



TIME:
15 minutes



RESOURCES:
Anthology,
page 211

1. **Prepare learners for the Post-Read.**
 - a. Remind learners of the story title: *Limani's experiment*
 - b. Explain the task. Say: Today we are going to draw and label our favourite part of the story.
2. **Model the task as follows:**
 - a. Close your eyes and pretend to think.
 - b. Open your eyes and say: My favourite part of the story was when...
 - c. Try not to choose the most obvious part of the story for your example.
 - d. Draw a quick picture on the board. As you draw, explain what you are drawing.
 - e. Add 1–2 labels.
3. **Instruct learners to complete the task.**
 - a. Tell learners to close their eyes and think of their favourite part of the story.
 - b. Say: Think of your own idea, do not copy my example.
 - c. Next, tell learners to open their eyes and to discuss their answers with their partner.
 - d. Then, instruct learners to draw this part of the story in their exercise books.
 - e. Help learners to add 1–2 labels to their drawings.
4. **Allow learners to share their work.**
 - a. Give learners a few minutes to show their work to their partner.
 - b. Call on a learner to share their work with the class.



Writing: Draft and edit



TIME:
20 minutes



RESOURCES:
DBE Work-
book 1, page
118 & 119

Writing
frame:

I want to see...
at the zoo.
They are...
I wonder...

1. **Remind learners of the writing task.**
 - a. Say: Today we will finish our writing task.
2. **Introduce differentiation.**
 - a. Walk around the room and help struggling learners.
 - b. Give advanced learners an additional prompt: Add another sentence to your writing.
3. **Instruct learners to read and edit their writing.**
 - a. Say: Now it is time to read and edit your writing.
 - b. Say, remember to check that: The preposition is used in the sentence to tell when or where something is.
4. **If time permits, ask learners to share their writing.**
 - a. Learners can share their writing with a partner.
 - b. A few learners can share their writing with the class.



Group Guided Reading: Work with groups 9&10



TIME:
30 minutes



RESOURCES:
Core Reader

1. **Prepare learners for Group Guided Reading.**
 - a. Make sure learners know their reading group.
 - b. Settle learners in pairs with their Core Readers, exercise books and pencils.
 - c. Instruct learners to open their Core Readers to page 99.
2. **Go through the Core Reader activities for the day with learners.**
Remind learners what to do to complete each activity.
3. **Call Group 9 to your Group Guided Reading space.**
 - a. Settle the group with their Core Readers.
 - b. Call on individual learners to read the phonic sounds.
 - c. Call on individual learners to complete the decoding activities.
 - d. Call on each learner to read the words or a passage from the previous week.
 - e. Make a note of learners who need support.
 - f. Make a note of sounds that need to be consolidated.
 - g. Send Group 9 back to their desks and call Group 10.



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's
own resources

- Use your own resources: Big Books, Anthologies and Storybooks are all suitable.
- Use this time to model fluent, expressive reading.
- This activity helps learners to develop a love of stories and reading.
- It also builds their vocabulary, background knowledge and working memory. These are all important comprehension skills.



Listening & Speaking: Play vocabulary games: Act or Draw



TIME:
15 minutes



RESOURCES:
Chalk and
chalkboard

1. **Make a list of all vocabulary words that are verbs or nouns.**
2. **Tell learners you are going to revise vocabulary words they have learnt this term.**
3. **Give learners the following instructions:**
 - a. We are going to play 'Act or Draw'.
 - b. I will choose a learner to be 'on'.
 - c. The learner comes to the front of the class and I whisper a word in their ear.
 - d. The learner must then act out the word OR draw a picture of the word on the board.
 - e. The rest of the class must then raise their hands to guess the word.
 - f. The person who is 'on' calls on learners to answer.
 - g. The person who answers correctly is then on. They come to the front and I whisper a word in their ear.
4. **Call the first learner to be on and begin the game.**



Phonics: Write decodable texts



TIME:
15 minutes



RESOURCES:
No resources
required

1. Write 5 phonemes that learners have learnt or revised on the chalkboard.
2. Explain to learners that they are going to play a phonics game for fun.
3. Explain that they are going to write words, sentences or even a story using ONLY those sounds.
4. Make up one short sentence as an example and write it on the board. (Or write words if a sentence is not possible.)
5. Ask learners to check if your words or sentence is correct:
 - a. Does it start with a capital?
 - b. Does it end with a full stop, question mark or exclamation mark?
 - c. Have you only used the 5 phonemes on the board?
6. Next, give learners a few minutes to write their words or sentence/s.
7. Tell learners to swap books and check each other's work.
8. Call on the learners with the most correct words or sentences to read their work aloud.
9. As they read, write the words or sentences on the board.
10. Double check to see that they have only used the 5 phonemes.
11. Praise all learners for their efforts.



Handwriting: Model how to publish your writing



TIME:
15 minutes



RESOURCES:
Teacher
example:
writing task

Use this time for learners to publish and present their own writing.

1. **Before class, prepare the board for this lesson.**
 - a. Choose one of the writing tasks from the term. Draw and write your example of the task on the board.
 - b. Include a mistake in the LSC from the term, like: The first letter of the sentence is not a capital letter.
2. **Introduce publishing to learners.**
 - a. Say: This week we will publish a piece of our writing from the term.
 - b. Say: When we publish our writing, we get it ready to share it with other people. We choose our best work, we make it neat and clear, and we share it with others to read and enjoy.
 - c. Point out your draft on the board. Explain that this is the writing task you have chosen to publish.
3. **Model publishing on the board.**
 - a. Redraw and write your writing on the board. Do this neatly and include more details.
 - b. Read the writing from your draft out loud.
 - c. Point out the mistake you have made in the LSC. Say: I have made a mistake. The first letter of the sentence is not a capital letter. I can correct this when I publish.
 - d. Rewrite the sentence neatly.
 - e. Point out the corrected LSC: The first letter of the sentence is a capital letter.



Shared Reading: Model how to publish your writing



TIME:
15 minutes



RESOURCES:
Teacher ex-
ample: writing
task

Use this time for learners to publish and present their own writing.

Continuation from previous lesson.



Group Guided Reading: Conduct Oral Reading Fluency Testing



TIME:
30 minutes



RESOURCES:
Core Reader
Assessment
Booklet

1. **Settle learners with their Core Readers.**
 - a. Tell learners to open their core readers to the first page.
 - b. Tell learners to work with their partners.
 - c. Tell learners to check that they can read all the phonic sounds.
 - d. Tell learners to take turns to read through all the words and texts once again.
2. **Call individual learners to do the ORF tests.**
 - a. Use the ORF tests provided in the Assessment Booklet.
 - b. Follow the ORF testing instructions in the Assessment Booklet.
 - c. Record each learner's results.
 - d. Use these results to update your same ability reading groups.
 - e. Also use these results to make note of issues for remediation in the following term.



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's
own resources

- Use your own resources: Big Books, Anthologies and Storybooks are all suitable.
- Use this time to model fluent, expressive reading.
- This activity helps learners to develop a love of stories and reading.
- It also builds their vocabulary, background knowledge and working memory. These are all important comprehension skills.



Listening & Speaking: Play vocabulary games: Act or Draw



TIME:
15 minutes



RESOURCES:
Chalk and
chalkboard

1. **Make a list of all vocabulary words that are verbs or nouns.**
2. **Tell learners you are going to revise vocabulary words they have learnt this term.**
3. **Give learners the following instructions:**
 - a. We are going to play 'Act or Draw'.
 - b. I will choose a learner to be 'on'.
 - c. The learner comes to the front of the class and I whisper a word in their ear.
 - d. The learner must then act out the word OR draw a picture of the word on the board.
 - e. The rest of the class must then raise their hands to guess the word.
 - f. The person who is 'on' calls on learners to answer.
 - g. The person who answers correctly is then on. They come to the front and I whisper a word in their ear.
4. **Call the first learner to be on and begin the game.**



Phonics: Write decodable texts



TIME:
15 minutes



RESOURCES:
No resources
required

1. Write 6 phonemes that learners have learnt or revised on the chalkboard.
2. Explain to learners that they are going to play a phonics game for fun.
3. Explain that they are going to write words, sentences or even a story using ONLY those sounds.
4. Make up one short sentence as an example and write it on the board. (Or write words if a sentence is not possible.)
5. Ask learners to check if your words or sentence is correct:
 - a. Does it start with a capital?
 - b. Does it end with a full stop, question mark or exclamation mark?
 - c. Have you only used the 6 phonemes on the board?
6. Next, give learners a few minutes to write their words or sentence/s.
7. Tell learners to swap books and check each other's work.
8. Call on the learners with the most correct words or sentences to read their work aloud.
9. As they read, write the words or sentences on the board.
10. Double check to see that they have only used the 6 phonemes.
11. Praise all learners for their efforts.



Handwriting: Learners reflect and select



TIME:
15 minutes



RESOURCES:
Learners'
Writing Books
Loose A4
papers

Use this time for learners to publish and present their own writing.

1. **Before class, prepare a published draft on loose paper.**
 - a. Copy your published drawing and writing onto a loose paper to show learners.
 - b. Make sure to save your published draft for use in the presenting lesson.
2. **Instruct learners to reflect on their writing from the term.**
 - a. Give learners time to read through their writing from the term.
 - b. Ask: What was your favourite writing task from this term?
 - c. Call on a few learners to share their favourite writing task from the term.
3. **Instruct learners to choose a piece of writing to publish.**
 - a. Ask: What piece of writing will you publish and share this term?
 - b. Give learners time to choose which writing task they will publish.
 - c. Instruct learners to tell a partner about which writing task they will publish.
4. **Instruct learners to publish on loose paper, so their work can be displayed.**
 - a. Say: When we publish, we don't write in our books as usual. We write on a piece of loose paper, so that our work can be shared easily.
 - b. Show learners your example of a published task on loose paper.
 - c. Hand out loose papers for publishing.
5. **Instruct learners to begin publishing.**
 - a. Say: Now begin to publish your work. Remember to make it neat and clear, so it is ready to share with others.



Shared Reading: Learners reflect and select



TIME:
15 minutes



RESOURCES:
Learners'
Writing Books

Loose A4
papers

Use this time for learners to publish and present their own writing.

Continuation from previous lesson.



Group Guided Reading: Conduct Oral Reading Fluency Testing



TIME:
30 minutes



RESOURCES:
Core Reader

Assessment
Booklet

1. **Settle learners with their Core Readers.**
 - a. Tell learners to open their core readers to the first page.
 - b. Tell learners to work with their partners.
 - c. Tell learners to check that they can read all the phonic sounds.
 - d. Tell learners to take turns to read through all the words and texts once again.
2. **Call individual learners to do the ORF tests.**
 - a. Use the ORF tests provided in the Assessment Booklet.
 - b. Follow the ORF testing instructions in the Assessment Booklet.
 - c. Record each learner's results.
 - d. Use these results to update your same ability reading groups.
 - e. Also use these results to make note of issues for remediation in the following term.



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's
own resources

- Use your own resources: Big Books, Anthologies and Storybooks are all suitable.
- Use this time to model fluent, expressive reading.
- This activity helps learners to develop a love of stories and reading.
- It also builds their vocabulary, background knowledge and working memory. These are all important comprehension skills.



Listening & Speaking: Play vocabulary games: Act or Draw



TIME:
15 minutes



RESOURCES:
Chalk and
chalkboard

1. **Make a list of all vocabulary words that are verbs or nouns.**
2. **Tell learners you are going to revise vocabulary words they have learnt this term.**
3. **Give learners the following instructions:**
 - a. We are going to play 'Act or Draw'.
 - b. I will choose a learner to be 'on'.
 - c. The learner comes to the front of the class and I whisper a word in their ear.
 - d. The learner must then act out the word OR draw a picture of the word on the board.
 - e. The rest of the class must then raise their hands to guess the word.
 - f. The person who is 'on' calls on learners to answer.
 - g. The person who answers correctly is then on. They come to the front and I whisper a word in their ear.
4. **Call the first learner to be on and begin the game.**



Phonics: Write decodable texts



TIME:
15 minutes



RESOURCES:
No resources
required

1. Write 7 phonemes that learners have learnt or revised on the chalkboard.
2. Explain to learners that they are going to play a phonics game for fun.
3. Explain that they are going to write words, sentences or even a story using ONLY those sounds.
4. Make up one short sentence as an example and write it on the board. (Or write words if a sentence is not possible.)
5. Ask learners to check if your words or sentence is correct:
 - a. Does it start with a capital?
 - b. Does it end with a full stop, question mark or exclamation mark?
 - c. Have you only used the 7 phonemes on the board?
6. Next, give learners a few minutes to write their words or sentence/s.
7. Tell learners to swap books and check each other's work.
8. Call on the learners with the most correct words or sentences to read their work aloud.
9. As they read, write the words or sentences on the board.
10. Double check to see that they have only used the 7 phonemes.
11. Praise all learners for their efforts.



Handwriting: Learners publish their writing



TIME:
15 minutes



RESOURCES:
Learners'
writing books
Loose A4
papers

Use this time for learners to publish and present their own writing.

1. **Reintroduce publishing to learners.**
 - a. Say: Today we will finish publishing a piece of our writing.
 - b. Say: When we publish our writing, we get it ready to share it with other people. We choose our best work, make it neat and clear, and share it for others to read and enjoy.
2. **Instruct learners to continue publishing.**
 - a. Say: Now continue to publish your work from yesterday. Remember to make it neat and clear, so it is ready to share with others.
3. **Walk around the room and help individual learners.**
 - a. Help struggling learners select and publish a piece of their writing.



Shared Reading: Learners publish their writing



TIME:
15 minutes



RESOURCES:
Learners'
writing books
Loose A4
papers

Use this time for learners to publish and present their own writing.

Continuation from previous lesson.



Writing: Learners publish their writing



TIME:
20 minutes



RESOURCES:
Learners'
writing books

Loose A4
papers

Use this time for learners to publish and present their own writing.

Continuation from previous lesson.



Group Guided Reading: Conduct Oral Reading Fluency Testing



TIME:
30 minutes



RESOURCES:
Core Reader

Assessment
Booklet

1. **Settle learners with their Core Readers.**
 - a. Tell learners to open their core readers to the first page.
 - b. Tell learners to work with their partners.
 - c. Tell learners to check that they can read all the phonic sounds.
 - d. Tell learners to take turns to read through all the words and texts once again.
2. **Call individual learners to do the ORF tests.**
 - a. Use the ORF tests provided in the Assessment Booklet.
 - b. Follow the ORF testing instructions in the Assessment Booklet.
 - c. Record each learner's results.
 - d. Use these results to update your same ability reading groups.
 - e. Also use these results to make note of issues for remediation in the following term.



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's
own resources

- Use your own resources: Big Books, Anthologies and Storybooks are all suitable.
- Use this time to model fluent, expressive reading.
- This activity helps learners to develop a love of stories and reading.
- It also builds their vocabulary, background knowledge and working memory. These are all important comprehension skills.



Phonics: Write decodable texts



TIME:
15 minutes



RESOURCES:
No resources
required

1. Write 8 phonemes that learners have learnt or revised on the chalkboard.
2. Explain to learners that they are going to play a phonics game for fun.
3. Explain that they are going to write words, sentences or even a story using ONLY those sounds.
4. Make up one short sentence as an example and write it on the board. (Or write words if a sentence is not possible.)
5. Ask learners to check if your words or sentence is correct:
 - a. Does it start with a capital?
 - b. Does it end with a full stop, question mark or exclamation mark?
 - c. Have you only used the 8 phonemes on the board?
6. Next, give learners a few minutes to write their words or sentence/s.
7. Tell learners to swop books and check each other's work.
8. Call on the learners with the most correct words or sentences to read their work aloud.
9. As they read, write the words or sentences on the board.
10. Double check to see that they have only used the 8 phonemes.
11. Praise all learners for their efforts.



Handwriting: Model how to present your writing



TIME:
15 minutes



RESOURCES:
Learners'
published
writing

Use this time for learners to publish and present their own writing.

1. **Introduce presenting to learners.**
 - a. Say: This week we will present our published writing.
 - b. Say: When we present our writing, we share it with others. We describe our drawing and read our writing. We speak loudly and clearly for others to hear.
 - c. Say: Once we finish speaking, we can walk around the room to show our drawing to others.
 - d. Say: When others are presenting, we listen carefully. We always show kindness and clap when they are finished.
2. **Model presenting for the class.**
 - a. Hold up your published draft for everyone to see.
 - b. Quickly describe your drawing and read your writing. Model speaking loudly and clearly for everyone to hear.
 - c. Instruct learners to clap for you when you are finished.
3. **Walk around the room and show your drawing to everyone.**
4. **Instruct learners to prepare to present.**
 - a. Say: Think about a sentence to describe your drawing and practice reading your writing.
5. **Give learners a few minutes to think and read.**
6. **Instruct learners to present to a partner.**
 - a. Instruct learners to describe their drawing and read their writing to a partner.



Shared Reading: Model how to present your writing



TIME:
15 minutes



RESOURCES:
Learners'
published
writing

Use this time for learners to publish and present their own writing.

Continuation of previous lesson.



Writing: Model how to present your writing



TIME:
20 minutes



RESOURCES:
Learners'
published
writing

Use this time for learners to publish and present their own writing.

Continuation of previous lesson.



Group Guided Reading: Conduct Oral Reading Fluency Testing



TIME:
30 minutes



RESOURCES:
Core Reader
Assessment
Booklet

1. **Settle learners with their Core Readers.**
 - a. Tell learners to open their core readers to the first page.
 - b. Tell learners to work with their partners.
 - c. Tell learners to check that they can read all the phonic sounds.
 - d. Tell learners to take turns to read through all the words and texts once again.
2. **Call individual learners to do the ORF tests.**
 - a. Use the ORF tests provided in the Assessment Booklet.
 - b. Follow the ORF testing instructions in the Assessment Booklet.
 - c. Record each learner's results.
 - d. Use these results to update your same ability reading groups.
 - e. Also use these results to make note of issues for remediation in the following term.



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's
own resources

- Use your own resources: Big Books, Anthologies and Storybooks are all suitable.
- Use this time to model fluent, expressive reading.
- This activity helps learners to develop a love of stories and reading.
- It also builds their vocabulary, background knowledge and working memory. These are all important comprehension skills.



Listening & Speaking: Play vocabulary games: Act or Draw



TIME:
15 minutes



RESOURCES:
Chalk and
chalkboard

1. **Make a list of all vocabulary words that are verbs or nouns.**
2. **Tell learners you are going to revise vocabulary words they have learnt this term.**
3. **Give learners the following instructions:**
 - a. We are going to play 'Act or Draw'.
 - b. I will choose a learner to be 'on'.
 - c. The learner comes to the front of the class and I whisper a word in their ear.
 - d. The learner must then act out the word OR draw a picture of the word on the board.
 - e. The rest of the class must then raise their hands to guess the word.
 - f. The person who is 'on' calls on learners to answer.
 - g. The person who answers correctly is then on. They come to the front and I whisper a word in their ear.
4. **Call the first learner to be on and begin the game.**



Phonics: Write decodable texts



TIME:
15 minutes



RESOURCES:
No resources
required

1. Write 10 phonemes that learners have learnt or revised on the chalkboard.
2. Explain to learners that they are going to play a phonics game for fun.
3. Explain that they are going to write words, sentences or even a story using ONLY those sounds.
4. Make up one short sentence as an example and write it on the board. (Or write words if a sentence is not possible.)
5. Ask learners to check if your words or sentence is correct:
 - a. Does it start with a capital?
 - b. Does it end with a full stop, question mark or exclamation mark?
 - c. Have you only used the 10 phonemes on the board?
6. Next, give learners a few minutes to write their words or sentence/s.
7. Tell learners to swap books and check each other's work.
8. Call on the learners with the most correct words or sentences to read their work aloud.
9. As they read, write the words or sentences on the board.
10. Double check to see that they have only used the 10 phonemes.
11. Praise all learners for their efforts.



Shared Reading: Learners present their writing



TIME:
15 minutes



RESOURCES:
Learners'
published
writing

Use this time for learners to publish and present their own writing.

1. **Reintroduce presenting to learners.**
 - a. Say: Remember that this week we will present our published writing.
 - b. Say: When we present our writing, we share it with others. We describe our drawing and read our writing. We speak loudly and clearly for everyone to hear.
 - c. Say: Once we finish speaking, we can walk around the room to show our drawing to everyone.
2. **Say: When others are presenting, we listen carefully. We always show kindness and clap when they are finished.**
3. **Call on learners to present to the class.**
 - a. Call individual learners up to the front of the room to present.
 - b. Give each learner 1-2 minutes to describe their drawing and read their writing.
 - c. Once they have finished, they should walk around and show their picture.
 - d. While learners present, make sure the class is listening carefully. Remind them to clap for each learner who presents.



Writing: Learners continue to present their writing



TIME:
20 minutes



RESOURCES:
Learners'
published
writing

Use this time for learners to publish and present their own writing.

1. **Continue to call on learners to present to the class.**
 - a. Call individual learners up to the front of the room to present.
 - b. Give each learner 1-2 minutes to describe their drawing and read their writing.
 - c. Once they have finished, they should walk around and show their picture.
2. **While learners present, make sure the class is listening carefully. Remind them to clap for each learner who presents.**
3. **Display all learners' published work in a class book or on a noticeboard.**



Group Guided Reading: Conduct Oral Reading Fluency Testing



TIME:
30 minutes



RESOURCES:
Core Reader
Assessment
Booklet

1. **Settle learners with their Core Readers.**
 - a. Tell learners to open their core readers to the first page.
 - b. Tell learners to work with their partners.
 - c. Tell learners to check that they can read all the phonic sounds.
 - d. Tell learners to take turns to read through all the words and texts once again.
2. **Call individual learners to do the ORF tests.**
 - a. Use the ORF tests provided in the Assessment Booklet.
 - b. Follow the ORF testing instructions in the Assessment Booklet.
 - c. Record each learner's results.
 - d. Use these results to update your same ability reading groups.
 - e. Also use these results to make note of issues for remediation in the following term.



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's
own resources

- Use your own resources: Big Books, Anthologies and Storybooks are all suitable.
- Use this time to model fluent, expressive reading.
- This activity helps learners to develop a love of stories and reading.
- It also builds their vocabulary, background knowledge and working memory. These are all important comprehension skills.



Listening & Speaking: Play vocabulary games: Noun or verb?



TIME:
15 minutes



RESOURCES:
No resources
required

1. **Make a list of all vocabulary words that are verbs or nouns.**
2. **Tell learners that nouns are naming words and verbs are action or doing words.**
3. **Give learners the following instructions:**
 - a. We are going to play 'noun or verb'.
 - b. I will say a word.
 - c. If it is a noun, you must hold up one finger.
 - d. If it is a verb, you must hold up 2 fingers.
 - e. Then, you will work in pairs to make a sentence with the word, that shows what it means.
 - f. I will call on different pairs to say their sentences.
4. **Say the first word and begin the game.**



Phonics: Build and display words



TIME:
15 minutes



RESOURCES:
Play dough,
plasticine,
bottle tops,
wool, pasta,
etc.

1. Move to an open space.
2. Show learners where their working space is.
3. Show learners where the display space is.
4. Divide learners into groups of 2-4.
5. Hand out the available resources to each group.
6. Tell each group to think of a word that they can write.
7. Next, tell groups to build that word from the resources.
8. Once groups have built their word, they must display it in the display space.
9. Allow learners to walk around and read everyone's words.
10. Thank learners and tell them to clean up.



Handwriting: Learners continue to present their writing



TIME:
15 minutes



RESOURCES:
Learners'
published
writing

Use this time for learners to publish and present their own writing.

1. **Continue to call on learners to present to the class.**
 - a. Call individual learners up to the front of the room to present.
 - b. Give each learner 1-2 minutes to describe their drawing and read their writing.
 - c. Once they have finished, they should walk around and show their picture.
2. **While learners present, make sure the class is listening carefully. Remind them to clap for each learner who presents.**
3. **Display all learners' published work in a class book or on a noticeboard.**



Shared Reading: Learners continue to present their writing



TIME:
15 minutes



RESOURCES:
Learners'
published
writing

Use this time for learners to publish and present their own writing.

1. **Continue to call on learners to present to the class.**
 - a. Call individual learners up to the front of the room to present.
 - b. Give each learner 1-2 minutes to describe their drawing and read their writing.
 - c. Once they have finished, they should walk around and show their picture.
2. **While learners present, make sure the class is listening carefully. Remind them to clap for each learner who presents.**
3. **Display all learners' published work in a class book or on a noticeboard.**



Group Guided Reading: Conduct Oral Reading Fluency Testing



TIME:
30 minutes



RESOURCES:
Core Reader
Assessment
Booklet

1. **Settle learners with their Core Readers.**
 - a. Tell learners to open their core readers to the first page.
 - b. Tell learners to work with their partners.
 - c. Tell learners to check that they can read all the phonic sounds.
 - d. Tell learners to take turns to read through all the words and texts once again.
2. **Call individual learners to do the ORF tests.**
 - a. Use the ORF tests provided in the Assessment Booklet.
 - b. Follow the ORF testing instructions in the Assessment Booklet.
 - c. Record each learner's results.
 - d. Use these results to update your same ability reading groups.
 - e. Also use these results to make note of issues for remediation in the following term.



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's
own resources

- Use your own resources: Big Books, Anthologies and Storybooks are all suitable.
- Use this time to model fluent, expressive reading.
- This activity helps learners to develop a love of stories and reading.
- It also builds their vocabulary, background knowledge and working memory. These are all important comprehension skills.



Listening & Speaking: Play vocabulary games: Noun or verb?



TIME:
15 minutes



RESOURCES:
No resources
required

1. **Make a list of all vocabulary words that are verbs or nouns.**
2. **Tell learners that nouns are naming words and verbs are action or doing words.**
3. **Give learners the following instructions:**
 - a. We are going to play 'noun or verb'.
 - b. I will say a word.
 - c. If it is a noun, you must hold up one finger.
 - d. If it is a verb, you must hold up 2 fingers.
 - e. Then, you will work in pairs to make a sentence with the word, that shows what it means.
 - f. I will call on different pairs to say their sentences.
4. **Say the first word and begin the game.**



Phonics: Build and display words



TIME:
15 minutes



RESOURCES:
Play dough,
plasticine,
bottle tops,
wool, pasta,
etc.

1. Move to an open space.
2. Show learners where their working space is.
3. Show learners where their display space is.
4. Divide learners into groups of 2-4.
5. Hand out the available resources to each group.
6. Tell each group to think of a word that they can write.
7. Next, tell groups to build that word from the resources.
8. Once groups have built their word, they must display it in the display space.
9. Allow learners to walk around and read everyone's words.
10. Thank learners and tell them to clean up.



Handwriting: Learners continue to present their writing



TIME:
15 minutes



RESOURCES:
Learners'
published
writing

Use this time for learners to publish and present their own writing.

1. **Continue to call on learners to present to the class.**
 - a. Call individual learners up to the front of the room to present.
 - b. Give each learner 1-2 minutes to describe their drawing and read their writing.
 - c. Once they have finished, they should walk around and show their picture.
2. **While learners present, make sure the class is listening carefully. Remind them to clap for each learner who presents.**
3. **Display all learners' published work in a class book or on a noticeboard.**



Shared Reading: Learners continue to present their writing



TIME:
15 minutes



RESOURCES:
Learners'
published
writing

Use this time for learners to publish and present their own writing.

1. **Continue to call on learners to present to the class.**
 - a. Call individual learners up to the front of the room to present.
 - b. Give each learner 1-2 minutes to describe their drawing and read their writing.
 - c. Once they have finished, they should walk around and show their picture.
2. **While learners present, make sure the class is listening carefully. Remind them to clap for each learner who presents.**
3. **Display all learners' published work in a class book or on a noticeboard.**



Group Guided Reading: Conduct Oral Reading Fluency Testing



TIME:
30 minutes



RESOURCES:
Core Reader
Assessment
Booklet

1. **Settle learners with their Core Readers.**
 - a. Tell learners to open their core readers to the first page.
 - b. Tell learners to work with their partners.
 - c. Tell learners to check that they can read all the phonic sounds.
 - d. Tell learners to take turns to read through all the words and texts once again.
2. **Call individual learners to do the ORF tests.**
 - a. Use the ORF tests provided in the Assessment Booklet.
 - b. Follow the ORF testing instructions in the Assessment Booklet.
 - c. Record each learner's results.
 - d. Use these results to update your same ability reading groups.
 - e. Also use these results to make note of issues for remediation in the following term.



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's
own resources

- Use your own resources: Big Books, Anthologies and Storybooks are all suitable.
- Use this time to model fluent, expressive reading.
- This activity helps learners to develop a love of stories and reading.
- It also builds their vocabulary, background knowledge and working memory. These are all important comprehension skills.



Listening & Speaking: Play vocabulary games: Noun or verb?



TIME:
15 minutes



RESOURCES:
No resources
required.

1. **Make a list of all vocabulary words that are verbs or nouns.**
2. **Tell learners that nouns are naming words and verbs are action or doing words.**
3. **Give learners the following instructions:**
 - a. We are going to play 'noun or verb'.
 - b. I will say a word.
 - c. If it is a noun, you must hold up one finger.
 - d. If it is a verb, you must hold up 2 fingers.
 - e. Then, you will work in pairs to make a sentence with the word, that shows what it means.
 - f. I will call on different pairs to say their sentences.
4. **Say the first word and begin the game.**



Phonics: Build and display words



TIME:
15 minutes



RESOURCES:
Play dough,
plasticine,
bottle tops,
wool, pasta,
etc.

1. Move to an open space.
2. Show learners where their working space is.
3. Show learners where their display space is.
4. Divide learners into groups of 2-4.
5. Hand out the available resources to each group.
6. Tell each group to think of a word that they can write.
7. Next, tell groups to build that word from the resources.
8. Once groups have built their word, they must display it in the display space.
9. Allow learners to walk around and read everyone's words.
10. Thank learners and tell them to clean up.



Handwriting: Learners continue to present their writing



TIME:
15 minutes



RESOURCES:
Learners'
published
writing

Use this time for learners to publish and present their own writing.

1. **Continue to call on learners to present to the class.**
 - a. Call individual learners up to the front of the room to present.
 - b. Give each learner 1-2 minutes to describe their drawing and read their writing.
 - c. Once they have finished, they should walk around and show their picture.
2. **While learners present, make sure the class is listening carefully. Remind them to clap for each learner who presents.**
3. **Display all learners' published work in a class book or on a noticeboard.**



Shared Reading: Learners continue to present their writing



TIME:
15 minutes



RESOURCES:
Learners'
published
writing

Use this time for learners to publish and present their own writing.

1. **Continue to call on learners to present to the class.**
 - a. Call individual learners up to the front of the room to present.
 - b. Give each learner 1-2 minutes to describe their drawing and read their writing.
 - c. Once they have finished, they should walk around and show their picture.
2. **While learners present, make sure the class is listening carefully. Remind them to clap for each learner who presents.**
3. **Display all learners' published work in a class book or on a noticeboard.**



Writing: Learners continue to present their writing



TIME:
20 minutes



RESOURCES:
Learners'
published
writing

Use this time for learners to publish and present their own writing.

1. **Continue to call on learners to present to the class.**
 - a. Call individual learners up to the front of the room to present.
 - b. Give each learner 1-2 minutes to describe their drawing and read their writing.
 - c. Once they have finished, they should walk around and show their picture.
2. **While learners present, make sure the class is listening carefully. Remind them to clap for each learner who presents.**
3. **Display all learners' published work in a class book or on a noticeboard.**



Group Guided Reading: Conduct Oral Reading Fluency Testing



TIME:
30 minutes



RESOURCES:
Core Reader
Assessment
Booklet

1. **Settle learners with their Core Readers.**
 - a. Tell learners to open their core readers to the first page.
 - b. Tell learners to work with their partners.
 - c. Tell learners to check that they can read all the phonic sounds.
 - d. Tell learners to take turns to read through all the words and texts once again.
2. **Call individual learners to do the ORF tests.**
 - a. Use the ORF tests provided in the Assessment Booklet.
 - b. Follow the ORF testing instructions in the Assessment Booklet.
 - c. Record each learner's results.
 - d. Use these results to update your same ability reading groups.
 - e. Also use these results to make note of issues for remediation in the following term.



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's
own resources

- Use your own resources: Big Books, Anthologies and Storybooks are all suitable.
- Use this time to model fluent, expressive reading.
- This activity helps learners to develop a love of stories and reading.
- It also builds their vocabulary, background knowledge and working memory. These are all important comprehension skills.



Phonics: Build and display words



TIME:
15 minutes



RESOURCES:
Play dough,
plasticine,
bottle tops,
wool, pasta,
etc.

1. Move to an open space.
2. Show learners where their working space is.
3. Show learners where their display space is.
4. Divide learners into groups of 2-4.
5. Hand out the available resources to each group.
6. Tell each group to think of a word that they can write.
7. Next, tell groups to build that word from the resources.
8. Once groups have built their word, they must display it in the display space.
9. Allow learners to walk around and read everyone's words.
10. Thank learners and tell them to clean up.



Handwriting: Learners continue to present their writing



TIME:
15 minutes



RESOURCES:
Learners'
published
writing

Use this time for learners to publish and present their own writing.

1. **Continue to call on learners to present to the class.**
 - a. Call individual learners up to the front of the room to present.
 - b. Give each learner 1-2 minutes to describe their drawing and read their writing.
 - c. Once they have finished, they should walk around and show their picture.
2. **While learners present, make sure the class is listening carefully. Remind them to clap for each learner who presents.**
3. **Display all learners' published work in a class book or on a noticeboard.**



Shared Reading: Learners continue to present their writing



TIME:
15 minutes



RESOURCES:
Learners'
published
writing

Use this time for learners to publish and present their own writing.

1. **Continue to call on learners to present to the class.**
 - a. Call individual learners up to the front of the room to present.
 - b. Give each learner 1-2 minutes to describe their drawing and read their writing.
 - c. Once they have finished, they should walk around and show their picture.
2. **While learners present, make sure the class is listening carefully. Remind them to clap for each learner who presents.**
3. **Display all learners' published work in a class book or on a noticeboard.**



Writing: Learners continue to present their writing



TIME:
20 minutes



RESOURCES:
Learners'
published
writing

Use this time for learners to publish and present their own writing.

1. **Continue to call on learners to present to the class.**
 - a. Call individual learners up to the front of the room to present.
 - b. Give each learner 1-2 minutes to describe their drawing and read their writing.
 - c. Once they have finished, they should walk around and show their picture.
2. **While learners present, make sure the class is listening carefully. Remind them to clap for each learner who presents.**
3. **Display all learners' published work in a class book or on a noticeboard.**



Group Guided Reading: Conduct Oral Reading Fluency Testing



TIME:
30 minutes



RESOURCES:
Core Reader
Assessment
Booklet

1. **Settle learners with their Core Readers.**
 - a. Tell learners to open their core readers to the first page.
 - b. Tell learners to work with their partners.
 - c. Tell learners to check that they can read all the phonic sounds.
 - d. Tell learners to take turns to read through all the words and texts once again.
2. **Call individual learners to do the ORF tests.**
 - a. Use the ORF tests provided in the Assessment Booklet.
 - b. Follow the ORF testing instructions in the Assessment Booklet.
 - c. Record each learner's results.
 - d. Use these results to update your same ability reading groups.
 - e. Also use these results to make note of issues for remediation in the following term.



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's
own resources

- Use your own resources: Big Books, Anthologies and Storybooks are all suitable.
- Use this time to model fluent, expressive reading.
- This activity helps learners to develop a love of stories and reading.
- It also builds their vocabulary, background knowledge and working memory. These are all important comprehension skills.



Listening & Speaking: Play vocabulary games: Noun or verb?



TIME:
15 minutes



RESOURCES:
No resources
required.

1. **Make a list of all vocabulary words that are verbs or nouns.**
2. **Tell learners that nouns are naming words and verbs are action or doing words.**
3. **Give learners the following instructions:**
 - a. We are going to play 'noun or verb'.
 - b. I will say a word.
 - c. If it is a noun, you must hold up one finger.
 - d. If it is a verb, you must hold up 2 fingers.
 - e. Then, you will work in pairs to make a sentence with the word, that shows what it means.
 - f. I will call on different pairs to say their sentences.
4. **Say the first word and begin the game.**



Phonics: Build and display words



TIME:
15 minutes



RESOURCES:
Play dough,
plasticine,
bottle tops,
wool, pasta,
etc.

1. Move to an open space.
2. Show learners where their working space is.
3. Show learners where their display space is.
4. Divide learners into groups of 2-4.
5. Hand out the available resources to each group.
6. Tell each group to think of a word that they can write.
7. Next, tell groups to build that word from the resources.
8. Once groups have built their word, they must display it in the display space.
9. Allow learners to walk around and read everyone's words.
10. Thank learners and tell them to clean up.



Shared Reading: Learners continue to present their writing



TIME:
15 minutes



RESOURCES:
Learners'
published
writing

Use this time for learners to publish and present their own writing.

1. **Continue to call on learners to present to the class.**
 - a. Call individual learners up to the front of the room to present.
 - b. Give each learner 1-2 minutes to describe their drawing and read their writing.
 - c. Once they have finished, they should walk around and show their picture.
2. **While learners present, make sure the class is listening carefully. Remind them to clap for each learner who presents.**
3. **Display all learners' published work in a class book or on a noticeboard.**



Writing: Learners continue to present their writing



TIME:
20 minutes



RESOURCES:
Learners'
published
writing

Use this time for learners to publish and present their own writing.

1. **Continue to call on learners to present to the class.**
 - a. Call individual learners up to the front of the room to present.
 - b. Give each learner 1-2 minutes to describe their drawing and read their writing.
 - c. Once they have finished, they should walk around and show their picture.
2. **While learners present, make sure the class is listening carefully. Remind them to clap for each learner who presents.**
3. **Display all learners' published work in a class book or on a noticeboard.**



Group Guided Reading: Conduct Oral Reading Fluency Testing



TIME:
30 minutes



RESOURCES:
Core Reader
Assessment
Booklet

1. **Settle learners with their Core Readers.**
 - a. Tell learners to open their core readers to the first page.
 - b. Tell learners to work with their partners.
 - c. Tell learners to check that they can read all the phonic sounds.
 - d. Tell learners to take turns to read through all the words and texts once again.
2. **Call individual learners to do the ORF tests.**
 - a. Use the ORF tests provided in the Assessment Booklet.
 - b. Follow the ORF testing instructions in the Assessment Booklet.
 - c. Record each learner's results.
 - d. Use these results to update your same ability reading groups.
 - e. Also use these results to make note of issues for remediation in the following term.



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's
own resources

- Use your own resources: Big Books, Anthologies and Storybooks are all suitable.
- Use this time to model fluent, expressive reading.
- This activity helps learners to develop a love of stories and reading.
- It also builds their vocabulary, background knowledge and working memory. These are all important comprehension skills.

