NHLRP National Home Language Reading Programme

Teaching Plan

ENGLISH
HOME LANGUAGE

GRADE 2

TERMS 1 & 2

basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

NATIONAL EDUCATION COLLABORATION TRUST

ETDP SETA

2030 NDP

Read to Lead
A Reading Nation is a Leading Nation

SACE

Teaching Plan

GRADE 2 | TERM 1 & 2

ENGLISH

NHLRP | National Home Language Reading Programme

Copyright © 2026 National Educational Collaboration Trust (NECT)

This work is licensed under a Creative Commons Attribution–NonCommercial–NoDerivatives 4.0 International License (CC BY-NC-ND 4.0).

Additional permissions beyond the scope of this license may be available. For further information, please contact the publisher at **materials@nect.org.za**.

First edition, 2026

NHLRP | National Home Language Reading Programme

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 set goals*
2. **Ask open questions to activate learners' background knowledge.**
   - *Have you ever set a goal for yourself? If so, what was it?*
   - *What goal would you like to set for yourself this year?*
   - *How do you think it will feel to reach your goal?*
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:
   'Reach for the stars'
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 reach up and try to touch a star. It means that you must not limit yourself when setting goals, you must aim high.

Phonics: Informally assess phonemic awareness

TIME:
15 minutes

RESOURCES:
Assessment Book

1. **Have an Assessment Book ready to make notes on individual learners.**
2. **Use a simple English to record learners' performance, e.g.:**

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

3. **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.
4. **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.: Karabo starts with /k/
   c. Model this for learners and then start with the more competent learners.
5. **Level Descriptors:**

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

Handwriting: Informally assess letter formation

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. **Ask learners to write out the letters of the alphabet in lower-case.**
   a. As learners write, walk around and take note of each learner's letter formation, writing pace, size of letters, etc.
   b. Make note of learners who struggle to form letters, together with the reason why they struggle.
   c. Also take note of learners who do not know the alphabet.

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, *Marie saves up*.
   b. Say: In this story we meet a girl named Marie, who has the goal of saving enough money to buy a bicycle. We read all about the different things that Marie and her friend Busi do to try and get enough money for Marie to buy a bike.
   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: 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 2, during GGR, learners will work in pairs to complete the activities in their Core Readers.

Paired Reading

1. Tell learners that from Week 2, 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. 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:
   - *goal: Something you want to do or become, and that you can work towards.*
   - *save: To keep something to use later or to not spend your money now.*
   - *money: What we use to pay for things.*
   - *earn: To get money or a reward by working or doing a job.*
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 sounds taught in Grade 1

TIME:
15 minutes

RESOURCES:
Assessment Book

Full set of Gr 1 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. Do this really quickly. Make it feel like a fun game but take note of learners who struggle.
   d. If a learner makes a mistake, say 'listen carefully' and say the sound.

Handwriting: Informally assess letter formation

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. **Ask learners to write out the letters of the alphabet in upper-case.**
   a. As learners write, walk around and take note of each learner's letter formation, writing pace, size of letters, etc.
   b. Make note of learners who struggle to form letters, together with the reason why they struggle.
   c. Also take note of learners who do not know the alphabet.

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: *Marie saves up*.
   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

- 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 2, during GGR, learners will work in pairs to complete the activities in their Core Readers.

Paired Reading

1. Tell learners that from Week 2, 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. 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 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:
      - *try: To put effort into doing something, even if it is hard.*
      - *success: To reach your goal or do something well.*
      - *progress: To get better at something each time you practise, little by little.*
      - *award: A prize or something given for a job well done.*
   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:
   - *People set goals to work towards something they want to achieve.*
   - *To achieve most goals takes lots of hard work - they don't just happen right away.*
   - *Goals can help us see our progress and help us to not give up!*
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 are goals that children in Grade 2 could set?*
   b. *Why do we set goals?*
   c. *What is something you want to get better at this month? How can you try to do that?*

Phonics: Dictation - Words

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 1-10 in the margin.
   b. Call out the following ten words for learners to write next to numbers 1-10: get, in, sit, at, sat, sing, bed, back, bad, stuff
2. **Tell learners to use a coloured pencil to correct their own work.**
   a. Write the ten 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.
   e. Take note of learners' challenges.

Handwriting: Informally assess handwriting pace, focus and stamina

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. **Write the following sentences on the board:** My name is _____. I am ___ years old.
   a. Instruct learners to copy and complete the sentences in their exercise books.
   b. Next, tell learners that you want to see how many times they can write the sentences correctly in five minutes.
   c. Tell learners to start writing and not to stop until you say so.
3. **Check learners handwriting pace, focus and stamina.**
   a. As learners write, walk around and take note of learners who struggle with writing focus or stamina – those who have to take many breaks.
   b. After 5 minutes, call 'stop'.
   c. Ask learners to count how many times they managed to write the two sentences.
   d. Encourage learners – tell them that this year, they will all become faster, more accurate writers.

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: *Marie saves up*.
   d. Say: In this story we meet a girl named Marie, who has the goal of saving enough money to buy a bicycle. We read all about the different things that Marie and her friend Busi do to try and get enough money for Marie to buy a bike.
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 & 4 to the whole class. Ask learners to discuss the questions 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:

I can set a goal!

My goal is...

1. **Introduce the LSC focus.**
   a. Say: This week we will focus on: Using an exclamation mark at the end of a sentence, to show excitement or surprise.
   b. Write a sentence on the board: I did it! I achieved my goal!
   c. Point out the LSC: The sentences ends with an exclamation mark, to show excitement or surprise.
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: A goal we want to accomplish in Grade 2.
3. **Explain your own answer to the writing task orally, before writing.**
   a. Say: One goal I have for this year is...
4. **Model the task on the board.**
   a. Draw a quick picture that shows: You working to achieve your goal.
   b. Show learners how to complete the writing frame.
   c. Point out the LSC: The sentences ends with an exclamation mark, to show excitement or surprise.

Group Guided Reading: Working with Groups

TIME:
30 minutes

RESOURCES:
Core Reader

Learners' exercise books

Learners' pencils

Graded / Levelled Readers (not supplied by NHLRP)

- 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. Explain that once you have completed the Core Reader activities for the day, you will listen to learners read from other readers (available Graded / Levelled Readers).
7. Practice handing out an appropriate set of readers, and asking learners to open the books to a specific page.
8. Next, practice collecting the readers, or issuing them to learners to take home. (This is up to the teacher / school policy).
9. Let the rest of the class give them feedback on their performance.
10. Repeat with the next group.
11. Do this with as many groups as you can within the time.

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. 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.

Phonics: Dictation - Sentences

TIME:
15 minutes

RESOURCES:
Assessment Book

1. **Settle learners with their exercise books, pens and rulers.**
   a. Tell learners to write the heading, 'Dictation'.
   b. Call out the following sentences for learners to write:
      - I sat on the soft bed.
      - The big pig got in the mud.
2. **Tell learners to use a coloured pencil to correct their own work.**
   a. Write the two sentences on the board.
   b. As you write, sound out each word.
   c. Point out the punctuation that you use.
   d. Tell learners to circle their errors with the coloured pencil.
   e. Tell learners to rewrite errors correctly.
   f. Take note of learners' challenges.

Handwriting: Informally assess handwriting quality

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. **Write the following sentences on the board:**
   - Things I like
   - I like to play _____.
   - I like to eat _____.

   a. Instruct learners to copy and complete the sentences in their exercise books.
   b. Tell learners to use their neatest, best handwriting.
3. **Check learners handwriting quality.**
   a. As learners write, walk around and take note of learners who struggle to write neatly.
   b. Offer support in terms of posture, pencil grip and writing pressure.
   c. Encourage learners – tell them that this year, they will all become neater writers.

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: *Marie saves up*
   d. Remind learners of the comprehension strategy.
   - 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 & 4 to the whole class. Ask learners to discuss the questions with a partner.
   - Call on a few learners to share their answers.

Writing: Plan and draft

TIME:
20 minutes

RESOURCES:
Writing frame:

I can set a goal!

My goal is...

1. **Reintroduce the writing task.**
   a. Say: Remember that this week we will draw and write about: I did it! I achieved my goal!
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. read, write, maths, improve, get better at, make a friend, 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 sentences ends with an exclamation mark, to show excitement or surprise.
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

Graded / Levelled Readers (not supplied by NHLRP)

- 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. Explain that once you have completed the Core Reader activities for the day, you will listen to learners read from other readers (available Graded / Levelled Readers).
7. Practice handing out an appropriate set of readers, and asking learners to open the books to a specific page.
8. Next, practice collecting the readers, or issuing them to learners to take home. (This is up to the teacher / school policy).
9. Let the rest of the class give them feedback on their performance.
10. Repeat with the next group.
11. Do this with as many groups as you can within the time.

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. 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: 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 in 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**
   - Identify 3-4 learners to do Oral Presentations on Monday.
   - Tell these learners what to prepare for Monday. (See the L&S lesson plan for Monday)

Phonics: Informally assess encoding

TIME:
15 minutes

RESOURCES:
Assessment Book

1. **Settle learners with their exercise books, pens and rulers.**
   a. Tell learners to write the heading, 'All about me'.
   b. Write the following sentence starters on the board:
      All about me
      My name is...
      I live with...
      My friends are...
      I like to...
      I don't like to...
      My favourite TV show is...
      I like this because...
2. **Tell learners to copy and complete the sentences.**
   a. Tell learners to work on their own.
   b. Tell them to write words as they sound – it doesn't matter if they make mistakes.
3. **Take note of learners' phonic knowledge and confidence.**
   a. Which learners complete the sentences confidently?
   b. Which learners use their phonic knowledge to encode many words correctly?
   c. Which learners struggle to encode words?

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: *Marie saves up*
   b. Explain the task. Say: Today we are going to draw and write about 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 sentences about your drawing: I liked...
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 sentences 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 can set a goal!

My goal 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 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 sentences ends with an exclamation mark, to show excitement or surprise.
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

Graded / Levelled Readers (not supplied by NHLRP)

- 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. Explain that once you have completed the Core Reader activities for the day, you will listen to learners read from other readers (available Graded / Levelled Readers).
7. Practice handing out an appropriate set of readers, and asking learners to open the books to a specific page.
8. Next, practice collecting the readers, or issuing them to learners to take home. (This is up to the teacher / school policy).
9. Let the rest of the class give them feedback on their performance.
10. Repeat with the next group.
11. Do this with as many groups as you can within the time.

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. 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: 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 stories. 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 sounds taught in Grade 1

TIME:
15 minutes

RESOURCES:
Frieze cards:
m, o, p

Core Reader

1. **Revise the following sounds:** *m, o, p*
   a. Say the first sound x3.
   b. Show learners the Frieze card and read the sound x3.
   c. Tell learners to listen and then repeat the sound.
   d. Tell learners to say words that start with or use the sound.
2. **Repeat with all sounds.**
3. **Orientate learners to the Core Reader activities for Monday.**
   a. Instruct learners to open their Core Readers to page 5.
   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: Build handwriting fluency

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 the following sentence/s on the board:**
   - I got a mop.
   - The pig is hot.

   a. As you write, explain the starting point, direction and spaces between words.
   b. Instruct learners to write the sentence/s in their exercise books.
   c. Walk around and check each learner's: letter formation, letter size and spacing.
   d. Support learners who need assistance.
3. **Make learners aware of writing pace and accuracy.**
   a. When most learners are finished, call 'stop'.
   b. Tell learners to take note of how far they are.
   c. If they did not finish, tell them to try and write a little faster tomorrow.
   d. Also get learners to compare their writing to yours on the board.
   e. Ask them to take note of how many errors they made.

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, *Thuli's new chickens*.
   b. Say: In this story, we meet a girl named Thuli and her gogo. They have a beautiful chicken named Hennie, who lays an egg for them every day. Thuli and her gogo enjoy eating the eggs so much that they decide to breed more chickens so that they can start a little business.
   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

Graded / Levelled Readers (not supplied by NHLRP)

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 5.
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.
4. **Using Graded / Levelled Readers**
   a. Distribute available readers to the group. (Graded / Levelled Readers)
   b. Listen to each learner read aloud from a reader.
   c. If in line with school policy, issue Graded / Levelled Readers for learners to take home.
5. **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 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:
      - *hen: A female chicken that lays eggs and is usually quieter and smaller than a rooster.*
      - *rooster: A male chicken with bright feathers that often crows loudly in the morning.*
      - *business: A place where people sell things or offer services, like a shop or a salon.*
      - *plan: A set of steps you decide to do to reach a goal or finish a task.*
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 sounds taught in Grade 1

TIME:
15 minutes

RESOURCES:
Frieze cards: g, i, s

Core Reader

1. **Revise the following sounds:** *g, i, s*
   a. Say the first sound x3.
   b. Show learners the Frieze card and read the sound x3.
   c. Tell learners to listen and then repeat the sound.
   d. Tell learners to say words that start with or use the sound.
2. **Repeat with all sounds.**
3. **Orientate learners to the Core Reader activities for Tuesday.**
   a. Instruct learners to open their Core Readers to page 6.
   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: Build handwriting fluency

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. **Model how to write the following sentence/s on the board:**
   - A pet pig sits in the sun.
   - A dog and a pig sit.

   a. As you write, explain the starting point, direction and spaces between words.
   b. Instruct learners to write the sentence/s in their exercise books.
   c. Walk around and check each learner's: letter formation, letter size and spacing.
   d. Support learners who need assistance.
3. **Make learners aware of writing pace and accuracy.**
   a. When most learners are finished, call 'stop'.
   b. Tell learners to take note of how far they are. Did they complete more than they did the day before?
   c. If they did not finish, tell them to try and write a little faster tomorrow.
   d. Also get learners to compare their writing to yours on the board.
   e. Ask them to take note of how many errors they made.

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: *Thuli's new chickens*
   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

Graded / Levelled Readers (not supplied by NHLRP)

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 6.
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.
4. **Using Graded / Levelled Readers**
   a. Distribute available readers to the group. (Graded / Levelled Readers)
   b. Listen to each learner read aloud from a reader.
   c. If in line with school policy, issue Graded / Levelled Readers for learners to take home.
5. **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 8.
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. _____ had practiced and practiced...
      b. _____'s goal was...
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: Revise sounds taught in Grade 1

TIME:
15 minutes

RESOURCES:
Frieze cards:
ss, t, f

Core Reader

1. **Revise the following sounds:** *ss, t, f*
   a. Say the first sound x3.
   b. Show learners the Frieze card and read the sound x3.
   c. Tell learners to listen and then repeat the sound.
   d. Tell learners to say words that start with or use the sound.
2. **Repeat with all sounds.**
3. **Orientate learners to the Core Reader activities for Wednesday.**
   a. Instruct learners to open their Core Readers to page 7.
   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: Build Handwriting fluency

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. **Model how to write the following sentence/s on the board:**
   - I miss my mom.
   - The pig tips the pot.

   a. As you write, explain the starting point, direction and spaces between words.
   b. Instruct learners to write the sentence/s in their exercise books.
   c. Walk around and check each learner's: letter formation, letter size and spacing.
   d. Support learners who need assistance.
3. **Make learners aware of writing pace and accuracy.**
   a. When most learners are finished, call 'stop'.
   b. Tell learners to take note of how far they are. Did they complete more than they did the day before?
   c. If they did not finish, tell them to try and write a little faster tomorrow.
   d. Also get learners to compare their writing to yours on the board.
   e. Ask them to take note of how many errors they made.

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: *Thuli's new chickens*
   d. Say: In this story, we meet a girl named Thuli and her gogo. They have a beautiful chicken named Hennie, who lays an egg for them every day. Thuli and her gogo enjoy eating the eggs so much that they decide to breed more chickens so that they can start a little business.
   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 & 4 to the whole class. Ask learners to discuss the questions 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 4

Writing Frame:

During the school holidays I ____, ____, and ____.

1. **Introduce the LSC focus.**
   a. Say: This week we will focus on: Using commas to separate items in a list. There is no comma before the last item. Instead we include the word 'and'. For example: I like sweets, chips, cake and cooldrinks.
   b. Write a sentence on the board: I like to eat apples, bananas, and oranges.
   c. Point out the LSC: Commas are used to separate items in a list.
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: What we did during the school holidays.
3. **Explain your own answer to the writing task orally, before writing.**
   a. Say: During the school holidays, I...
4. **Model the task on the board.**
   a. Draw a quick picture that shows: Something you did over the school holidays.
   b. Show learners how to complete the writing frame.
   c. Point out the LSC: Commas are used to separate items in a list.

Group Guided Reading: Work with Groups 5&6

TIME:
30 minutes

RESOURCES:
Core Reader

Graded / Levelled Readers (not supplied by NHLRP)

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 7.
2. **Go through the Core Reader activities for the day with learners.**
   Remind learners what to do 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.
4. **Using Graded / Levelled Readers**
   a. Distribute available readers to the group. (Graded / Levelled Readers)
   b. Listen to each learner read aloud from a reader.
   c. If in line with school policy, issue Graded / Levelled Readers for learners to take home.
5. **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 sounds taught in Grade 1

TIME:
15 minutes

RESOURCES:
Frieze cards:
ff, h, w, j

Core Reader

1. **Revise the following sounds:** *ff, h, w, j*
   a. Say the first sound x3.
   b. Show learners the Frieze card and read the sound x3.
   c. Tell learners to listen and then repeat the sound.
   d. Tell learners to say words that start with or use the sound.
2. **Repeat with all sounds.**
3. **Orientate learners to the Core Reader activities for Thursday.**
   a. Instruct learners to open their Core Readers to page 9.
   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: Build handwriting fluency

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. **Model how to write the following sentence/s on the board:**
   - The dog is fast.
   - The dog is swift but it fell.

   a. As you write, explain the starting point, direction and spaces between words.
   b. Instruct learners to write the sentence/s in their exercise books.
   c. Walk around and check each learner's: letter formation, letter size and spacing.
   d. Support learners who need assistance.
3. **Make learners aware of writing pace and accuracy.**
   a. When most learners are finished, call 'stop'.
   b. Tell learners to take note of how far they are. Did they complete more than they did the day before?
   c. If they did not finish, tell them to try and write a little faster tomorrow.
   d. Also get learners to compare their writing to yours on the board.
   e. Ask them to take note of how many errors they made.

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: *Thuli's new chickens*
   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 & 4 to the whole class. Ask learners to discuss the questions with a partner.
      - Call on a few learners to share their answers.

Writing: Plan and draft

TIME:
20 minutes

RESOURCES:
DBE Workbook, page 4

Writing frame:

During the school holidays I _____, _____, and _____.

1. **Reintroduce the writing task.**
   a. Say: Remember that this week we will draw and write about: What we did during the school holidays.
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. played, slept, helped, read
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: Commas are used to separate items in a list.
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

Graded / Levelled Readers (not supplied by NHLRP)

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 9.
2. **Go through the Core Reader activities for the day with learners.**
   Remind learners what to do 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.
4. **Using Graded / Levelled Readers**
   a. Distribute available readers to the group. (Graded / Levelled Readers)
   b. Listen to each learner read aloud from a reader.
   c. If in line with school policy, issue Graded / Levelled Readers for learners to take home.
5. **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 in 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:
Core Reader

1. **Settle learners with their exercise books, pens and rulers.**
   a. Tell learners to write the heading, 'Dictation' and to write numbers 1-5 in the margin.
   b. Call out the following five words for learners to write next to numbers 1-5: fit, fist, mop, miss, moss
   c. Next, tell learners to write down the sentence that you say, using the correct punctuation.
   d. Say the following sentence. Repeat it slowly, twice if necessary:
   I hiss at the mad dog.
2. **Tell learners to use a coloured pencil to correct their own work.**
   a. Write the five words and the sentence on the board.
   b. As you write, sound out each word.
   c. For the sentence, point out the punctuation used.
   d. Tell learners to circle their errors with the coloured pencil.
   e. 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 10.
   b. Read the text aloud. Tell learners to follow in their books as you read.
   c. Read the text again, this time, learners must join in and read with you.
   d. Model how to complete the written comprehension on the board.
   e. Model how to complete the Morphology activity 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 15

1. **Prepare learners for the Post-Read.**
   a. Remind learners of the story title: *Thuli's new chickens*
   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.**
   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 4

Writing frame:

During the school holidays I _____, _____, and _____.

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: Commas are used to separate items in a list.
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

Graded / Levelled Readers (not supplied by NHLRP)

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 10.
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.
4. **Using Graded / Levelled Readers**
   a. Distribute available readers to the group. (Graded / Levelled Readers)
   b. Listen to each learner read aloud from a reader.
   c. If in line with school policy, issue Graded / Levelled Readers for learners to take home.
5. **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 help*
2. **Ask open questions to activate learners' background knowledge.**
   - *Have you ever helped someone? What did you do to help?*
   - *Who can you ask for help if you have a problem?*
   - *Why would you ask this person / these people for help?*
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 12.**
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:
   Help by The Beatles
   (excerpt)
   Help me if you can, I'm feeling down
   And I do appreciate you being 'round
   Help me get my feet back on the ground
   Won't you please, please help me?
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 song is about someone asking for help. We know the person is asking for help from someone they know, because they say thank you for 'being around'. We also know the person is unhappy because they say they are 'feeling down'. When we are feeling down, we sometimes just stay in bed, with our feet off the ground. The person in the song asks for help to get their 'feet back on the ground' – the person wants to stand up again.

Phonics: Revise sounds taught in Grade 1

TIME:
15 minutes

RESOURCES:
Frieze cards:
n, a, d

Core Reader

1. **Revise the following sounds:** *n, a, d*
   a. Say the first sound x3.
   b. Show learners the Frieze card and read the sound x3.
   c. Tell learners to listen and then repeat the sound.
   d. Tell learners to say words that start with or use the sound.
2. **Repeat with all sounds.**
3. **Orientate learners to the Core Reader activities for Monday.**
   a. Instruct learners to open their Core Readers to page 14.
   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: Build handwriting fluency

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 the following sentence/s on the board:**
   - I had a pot and a pan.
   - My bag is full.

   a. As you write, explain the starting point, direction and spaces between words.
   b. Instruct learners to write the sentence/s in their exercise books.
   c. Walk around and check each learner's: letter formation, letter size and spacing.
   d. Support learners who need assistance.
3. **Make learners aware of writing pace and accuracy.**
   a. When most learners are finished, call 'stop'.
   b. Tell learners to take note of how far they are.
   c. If they did not finish, tell them to try and write a little faster tomorrow.
   d. Also get learners to compare their writing to yours on the board.
   e. Ask them to take note of how many errors they made.

Shared Reading: Introduce the story

TIME:
15 minutes

RESOURCES:
Anthology, Introduction page 27

1. **Introduce the story.**
   a. Say: This week we will read a story titled, *Candice and Carla's big adventure*.
   b. Say: Candice and Carla are sisters. Candice loves riding her bike and cannot wait for Carla to join her on adventures. For her birthday, Carla is given a beautiful yellow bike. In this story, we read about the adventure they have together. But as it turns out, the adventure is different to what they thought it would be.
   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

Graded / Levelled Readers (not supplied by NHLRP)

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 14.
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.
4. **Using Graded / Levelled Readers**
   a. Distribute available readers to the group. (Graded / Levelled Readers)
   b. Listen to each learner read aloud from a reader.
   c. If in line with school policy, issue Graded / Levelled Readers for learners to take home.
5. **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 12.
   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:
   - *adventure: An exciting trip or activity where you try new things and have fun.*
   - *wobble: To move from side to side, like when something might fall.*
   - *balance: To stay steady and not fall.*
   - *exhausted: To be very, very tired and have no energy left.*
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 sounds taught in Grade 1

TIME:
15 minutes

RESOURCES:
Frieze cards: y, sh, c

Core Reader

1. **Revise the following sounds:** *y, sh, c*
   a. Say the first sound x3.
   b. Show learners the Frieze card and read the sound x3.
   c. Tell learners to listen and then repeat the sound.
   d. Tell learners to say words that start with or use the sound.
2. **Repeat with all sounds.**
3. **Orientate learners to the Core Reader activities for Tuesday.**
   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: Build handwriting fluency

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. **Model how to write the following sentence/s on the board:**
   - The fish can swim.
   - Will a fish fit in the tub?

   a. As you write, explain the starting point, direction and spaces between words.
   b. Instruct learners to write the sentence/s in their exercise books.
   c. Walk around and check each learner's: letter formation, letter size and spacing.
   d. Support learners who need assistance.
3. **Make learners aware of writing pace and accuracy.**
   a. When most learners are finished, call 'stop'.
   b. Tell learners to take note of how far they are. Did they complete more than they did the day before?
   c. If they did not finish, tell them to try and write a little faster tomorrow.
   d. Also get learners to compare their writing to yours on the board.
   e. Ask them to take note of how many errors they made.

Shared Reading: Do the Pre-Read

TIME:
15 minutes

RESOURCES:
Anthology, page 29

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: *Candice and Carla's big adventure*.
   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

Graded / Levelled Readers (not supplied by NHLRP)

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 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.
4. **Using Graded / Levelled Readers**
   a. Distribute available readers to the group. (Graded / Levelled Readers)
   b. Listen to each learner read aloud from a reader.
   c. If in line with school policy, issue Graded / Levelled Readers for learners to take home.
5. **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:
      - *kind: Being nice to others by using gentle words and actions.*
      - *helpful: Doing something that makes someone's job or problem easier.*
      - *care: To look after someone and make sure they are safe and well.*
      - *comfort: To make a person feel better when they are sad or hurt by being close to them, listening, or saying kind things.*

   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 17.
   b. Tell learners the following information about the picture:
      - *We all need help sometimes - both adults and children.*
      - *When you help someone, it can make them feel happy and loved.*
      - *When you help someone, it can also make you to feel happy, helpful and proud of yourself.*
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 helps you at home or at school? What do they do to help you?*
   b. *If a friend is sad, what can you do to help them feel better?*
   c. *Why can it be good to work with others when a job is hard?*

Phonics: Revise sounds taught in Grade 1

TIME:
15 minutes

RESOURCES:
Frieze cards:
k, e, r

Core Reader

1. **Revise the following sounds:** *k, e, r*
   a. Say the first sound x3.
   b. Show learners the Frieze card and read the sound x3.
   c. Tell learners to listen and then repeat the sound.
   d. Tell learners to say words that start with or use the sound.
2. **Repeat with all sounds.**
3. **Orientate learners to the Core Reader activities for Wednesday.**
   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: Build handwriting fluency

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. **Model how to write the following sentence/s on the board:**
   - My dad is the best.
   - My dad is fast and fun.

   a. As you write, explain the starting point, direction and spaces between words.
   b. Instruct learners to write the sentence/s in their exercise books.
   c. Walk around and check each learner's: letter formation, letter size and spacing.
   d. Support learners who need assistance.
3. **Make learners aware of writing pace and accuracy.**
   a. When most learners are finished, call 'stop'.
   b. Tell learners to take note of how far they are. Did they complete more than they did the day before?
   c. If they did not finish, tell them to try and write a little faster tomorrow.
   d. Also get learners to compare their writing to yours on the board.
   e. Ask them to take note of how many errors they made.

Shared Reading: Do the First Read

TIME:
15 minutes

RESOURCES:
Anthology, page 29

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: *Candice and Carla's big adventure*.
   d. Say: *Candice and Carla are sisters. Candice loves riding her bike and cannot wait for Carla to join her on adventures. For her birthday, Carla is given a beautiful yellow bike. In this story, we read about the adventure they have together. But as it turns out, the adventure is different to what they thought it would be.*
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 & 4 to the whole class. Ask learners to discuss the questions 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:

Sometimes I need help.

_____ helps me to...

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 friend's name is Thabo.
   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 two sentences.
   b. Say: We will draw and write about: Someone who helps us.
3. **Explain your own answer to the writing task orally, before writing.**
   a. Say: Sometimes I need help to...
4. **Model the task on the board.**
   a. Draw a quick picture that shows: Someone helping you.
   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

Graded / Levelled Readers (not supplied by NHLRP)

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 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.
4. **Using Graded / Levelled Readers**
   a. Distribute available readers to the group. (Graded / Levelled Readers)
   b. Listen to each learner read aloud from a reader.
   c. If in line with school policy, issue Graded / Levelled Readers for learners to take home.
5. **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 sounds taught in Grade 1

TIME:
15 minutes

RESOURCES:
Frieze cards: b, u, ch

Core Reader

1. **Revise the following sounds:** *b, u, ch*
   a. Say the first sound x3.
   b. Show learners the Frieze card and read the sound x3.
   c. Tell learners to listen and then repeat the sound.
   d. Tell learners to say words that start with or use the sound.
2. **Repeat with all sounds.**
3. **Orientate learners to the Core Reader activities for Thursday.**
   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: Build handwriting fluency

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. **Model how to write the following sentence/s on the board:**
   - The kid has a big, big fit.
   - Mom and dad are sad, sad, sad.

   a. As you write, explain the starting point, direction and spaces between words.
   b. Instruct learners to write the sentence/s in their exercise books.
   c. Walk around and check each learner's: letter formation, letter size and spacing.
   d. Support learners who need assistance.
3. **Make learners aware of writing pace and accuracy.**
   a. When most learners are finished, call 'stop'.
   b. Tell learners to take note of how far they are. Did they complete more than they did the day before?
   c. If they did not finish, tell them to try and write a little faster tomorrow.
   d. Also get learners to compare their writing to yours on the board.
   e. Ask them to take note of how many errors they made.

Shared Reading: Do the Second Read

TIME:
15 minutes

RESOURCES:
Anthology, page 29

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: *Candice and Carla's big adventure.*
   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 & 4 to the whole class. Ask learners to discuss the questions with a partner.
      - Call on a few learners to share their answers.

Writing: Plan and draft

TIME:
20 minutes

RESOURCES:
Writing frame:

Sometimes I need help.

_____ helps me to...

1. **Reintroduce the writing task.**
   a. Say: Remember that this week we will draw and write about: Someone who helps us.
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. tie my shoes, wash my clothes, cross the street
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: Work with Groups 7&8

TIME:
30 minutes

RESOURCES:
Core Reader

Graded / Levelled Readers (not supplied by NHLRP)

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 18.
2. **Go through the Core Reader activities for the day with learners.**
   Remind learners what to do 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.
4. **Using Graded / Levelled Readers**
   a. Distribute available readers to the group. (Graded / Levelled Readers)
   b. Listen to each learner read aloud from a reader.
   c. If in line with school policy, issue Graded / Levelled Readers for learners to take home.
5. **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 in 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:
No resources required

1. **Settle learners with their exercise books, pens and rulers.**
   a. Tell learners to write the heading, 'Dictation' and to write numbers 1-5 in the margin.
   b. Call out the following five words for learners to write next to numbers 1-5: dash, rash, chat, fox, staff
   c. Next, tell learners to write down the sentence that you say, using the correct punctuation.
   d. Say the following sentence. Repeat it slowly, twice if necessary:
   The fox ran to the pond.
2. **Tell learners to use a coloured pencil to correct their own work.**
   a. Write the five words and the sentence on the board.
   b. As you write, sound out each word.
   c. For the sentence, point out the punctuation used.
   d. Tell learners to circle their errors with the coloured pencil.
   e. 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 19.
   b. Read the text aloud. Tell learners to follow in their books as you read.
   c. Read the text again, this time, learners must join in and read with you.
   d. Model how to complete the written comprehension on the board.
   e. Model how to complete the Morphology activity 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 29

1. **Prepare learners for the Post-Read.**
   a. Remind learners of the story title: *Candice and Carla's big adventure*
   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.
   g. Tell them why you like this part of the story.
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:
Writing frame:

Sometimes I need help.

_____ helps me...

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 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

Graded / Levelled Readers (not supplied by NHLRP)

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 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.
4. **Using Graded / Levelled Readers**
   a. Distribute available readers to the group. (Graded / Levelled Readers)
   b. Listen to each learner read aloud from a reader.
   c. If in line with school policy, issue Graded / Levelled Readers for learners to take home.
5. **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 stories. 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 sounds taught in Grade 1

TIME:
15 minutes

RESOURCES:
Frieze cards: ee, ck, l

Core Reader

1. **Revise the following sounds:** *ee, ck, l*
   a. Say the first sound x3.
   b. Show learners the Frieze card and read the sound x3.
   c. Tell learners to listen and then repeat the sound.
   d. Tell learners to say words that start with or use the sound.
2. **Repeat with all sounds.**
3. **Orientate learners to the Core Reader activities for Monday.**
   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: Build handwriting fluency

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 the following sentence/s on the board:**
   - The soft moss is green.
   - The moss is on the rock. See the moss on the black rock?

   a. As you write, explain the starting point, direction and spaces between words.
   b. Instruct learners to write the sentence/s in their exercise books.
   c. Walk around and check each learner's: letter formation, letter size and spacing.
   d. Support learners who need assistance.
3. **Make learners aware of writing pace and accuracy.**
   a. When most learners are finished, call 'stop'.
   b. Tell learners to take note of how far they are.
   c. If they did not finish, tell them to try and write a little faster tomorrow.
   d. Also get learners to compare their writing to yours on the board.
   e. Ask them to take note of how many errors they made.

Shared Reading: Introduce the story

TIME:
15 minutes

RESOURCES:
Anthology, Introduction page 41

1. **Introduce the story.**
   a. Say: This week we will read a story titled, *Timeo helps his family*.
   b. Say: *Timeo and his wife Gloria and their two children are immigrants in South Africa. This means that they have come from another country to live in South Africa. We read about a week in their lives where everyone has a bad experience. We also read about how Timeo helps his family, by listening to them and supporting 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: Make connections
   b. Explain this strategy to learners.

Group Guided Reading: Work with Groups 1&2

TIME:
30 minutes

RESOURCES:
Core Reader

Graded / Levelled Readers (not supplied by NHLRP)

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 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.
4. **Using Graded / Levelled Readers**
   a. Distribute available readers to the group. (Graded / Levelled Readers)
   b. Listen to each learner read aloud from a reader.
   c. If in line with school policy, issue Graded / Levelled Readers for learners to take home.
5. **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 12.
   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:
      - *bully: Someone who hurts, scares, or says mean things to others on purpose.*
      - *ignore: To not pay attention to someone or something on purpose.*
      - *insult: To say something mean that hurts someone's feelings.*
      - *support: To help someone by being kind, helping with tasks, or encouraging them.*
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 sounds taught in Grade 1

TIME:
15 minutes

RESOURCES:
Frieze cards: ll, qu, z

Core Reader

1. **Revise the following sounds:** *ll, qu, z*
   a. Say the first sound x3.
   b. Show learners the Frieze card and read the sound x3.
   c. Tell learners to listen and then repeat the sound.
   d. Tell learners to say words that start with or use the sound.
2. **Repeat with all sounds.**
3. **Orientate learners to the Core Reader activities for Tuesday.**
   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: Build handwriting fluency

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. **Model how to write the following sentence/s on the board:**
   - I let my dog sit on the bed.
   - I let my dog swim in the cool pool.
   - I let my dog lick the food.

   a. As you write, explain the starting point, direction and spaces between words.
   b. Instruct learners to write the sentence/s in their exercise books.
   c. Walk around and check each learner's: letter formation, letter size and spacing.
   d. Support learners who need assistance.
3. **Make learners aware of writing pace and accuracy.**
   a. When most learners are finished, call 'stop'.
   b. Tell learners to take note of how far they are. Did they complete more than they did the day before?
   c. If they did not finish, tell them to try and write a little faster tomorrow.
   d. Also get learners to compare their writing to yours on the board.
   e. Ask them to take note of how many errors they made.

Shared Reading: Do the Pre-Read

TIME:
15 minutes

RESOURCES:
Anthology, page 43

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: *Timeo helps his family*
   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

Graded / Levelled Readers (not supplied by NHLRP)

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 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.
4. **Using Graded / Levelled Readers**
   a. Distribute available readers to the group. (Graded / Levelled Readers)
   b. Listen to each learner read aloud from a reader.
   c. If in line with school policy, issue Graded / Levelled Readers for learners to take home.
5. **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 24.
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. _____ saw...
      b. I'm so sorry, _____ said...
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: Revise sounds taught in Grade 1

TIME:
15 minutes

RESOURCES:
Frieze cards:
zz, oo, oo

Core Reader

1. **Revise the following sounds:** *zz, oo, oo*
   a. Say the first sound x3.
   b. Show learners the Frieze card and read the sound x3.
   c. Tell learners to listen and then repeat the sound.
   d. Tell learners to say words that start with or use the sound.
2. **Repeat with all sounds.**
3. **Orientate learners to the Core Reader activities for Wednesday.**
   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.

Handwriting: Build handwriting fluency

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. **Model how to write the following sentence/s on the board:**
   - The zoo is big.
   - The big zoo is fun.
   - I had a sweet at the zoo.

   a. As you write, explain the starting point, direction and spaces between words.
   b. Instruct learners to write the sentence/s in their exercise books.
   c. Walk around and check each learner's: letter formation, letter size and spacing.
   d. Support learners who need assistance.
3. **Make learners aware of writing pace and accuracy.**
   a. When most learners are finished, call 'stop'.
   b. Tell learners to take note of how far they are. Did they complete more than they did the day before?
   c. If they did not finish, tell them to try and write a little faster tomorrow.
   d. Also get learners to compare their writing to yours on the board.
   e. Ask them to take note of how many errors they made.

Shared Reading: Do the First Read

TIME:
15 minutes

RESOURCES:
Anthology, page 43

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: *Timeo helps his family*
   d. Say: *Timeo and his wife Gloria and their two children are immigrants in South Africa. This means that they have come from another country to live in South Africa. We read about a week in their lives where everyone has a bad experience. We also read about how Timeo helps his family, by listening to them and supporting 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 & 4 to the whole class. Ask learners to discuss the questions 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 44

Writing Frame:

I help to... at home.

I help to... at school.

1. **Introduce the LSC focus.**
   a. Say: This week we will focus on: Using verbs (action words) in the present tense to write about something that happens today.
   b. Write a sentence on the board: I help my learners at school.
   c. Point out the LSC: The verb, or action word, shows that the action happens today.
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 we do to help at home and at school.
3. **Explain your own answer to the writing task orally, before writing.**
   a. Say: I help at home and at school. I help to... at school and to... at home.
4. **Model the task on the board.**
   a. Draw a quick picture that shows: You helping someone at school.
   b. Show learners how to complete the writing frame.
   c. Point out the LSC: The verb, or action word, shows that the action happens today.

Group Guided Reading: Work with Groups 5&6

TIME:
30 minutes

RESOURCES:
Core Reader

Graded / Levelled Readers (not supplied by NHLRP)

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 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.
4. **Using Graded / Levelled Readers**
   a. Distribute available readers to the group. (Graded / Levelled Readers)
   b. Listen to each learner read aloud from a reader.
   c. If in line with school policy, issue Graded / Levelled Readers for learners to take home.
5. **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 sounds taught in Grade 1

TIME:
15 minutes

RESOURCES:
Frieze cards: ng, th, th, wh

Core Reader

1. **Revise the following sounds:** *ng, th, th, wh*
   a. Say the first sound x3.
   b. Show learners the Frieze card and read the sound x3.
   c. Tell learners to listen and then repeat the sound.
   d. Tell learners to say words that start with or use the sound.
2. **Repeat with all sounds.**
3. **Orientate learners to the Core Reader activities for Thursday.**
   a. Instruct learners to open their Core Readers to page 25.
   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: Build handwriting fluency

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. **Model how to write the following sentence/s on the board:**
   - I lick my big, red sweet.
   - Yum! My sweet is good.
   - I can finish my sweet.

   a. As you write, explain the starting point, direction and spaces between words.
   b. Instruct learners to write the sentence/s in their exercise books.
   c. Walk around and check each learner's: letter formation, letter size and spacing.
   d. Support learners who need assistance.
3. **Make learners aware of writing pace and accuracy.**
   a. When most learners are finished, call 'stop'.
   b. Tell learners to take note of how far they are. Did they complete more than they did the day before?
   c. If they did not finish, tell them to try and write a little faster tomorrow.
   d. Also get learners to compare their writing to yours on the board.
   e. Ask them to take note of how many errors they made.

Shared Reading: Do the Second Read

TIME:
15 minutes

RESOURCES:
Anthology, page 43

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: *Timeo helps his family*.
   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 & 4 to the whole class. Ask learners to discuss the questions with a partner.
      - Call on a few learners to share their answers.

Writing: Plan and draft

TIME:
20 minutes

RESOURCES:
DBE Workbook, page 44

Writing frame:

I help to... at home.

I help to... at school.

1. **Reintroduce the writing task.**
   a. Say: Remember that this week we will draw and write about: What we do to help at home and at 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. cook, clean, wash, sweep, tidy up, hand out books, etc.
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 verb, or action word, shows that the action happens today.
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

Graded / Levelled Readers (not supplied by NHLRP)

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 25.
2. **Go through the Core Reader activities for the day with learners.**
   Remind learners what to do 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.
4. **Using Graded / Levelled Readers**
   a. Distribute available readers to the group. (Graded / Levelled Readers)
   b. Listen to each learner read aloud from a reader.
   c. If in line with school policy, issue Graded / Levelled Readers for learners to take home.
5. **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 in 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:
Core Reader

1. **Settle learners with their exercise books, pens and rulers.**
   a. Tell learners to write the heading, 'Dictation' and to write numbers 1-5 in the margin.
   b. Call out the following five words for learners to write next to numbers 1-5: quiz, buzz, sing, chick, cheek
   c. Next, tell learners to write down the sentence that you say, using the correct punctuation.
   d. Say the following sentence. Repeat it slowly, twice if necessary:
   The bee went buzz, buzz, buzz.
2. **Tell learners to use a coloured pencil to correct their own work.**
   a. Write the five words and the sentence on the board.
   b. As you write, sound out each word.
   c. For the sentence, point out the punctuation used.
   d. Tell learners to circle their errors with the coloured pencil.
   e. 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 26.
   b. Read the text aloud. Tell learners to follow in their books as you read.
   c. Read the text again, this time, learners must join in and read with you.
   d. Model how to complete the written comprehension on the board.
   e. Model how to complete the Morphology activity 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 43

1. **Prepare learners for the Post-Read.**
   a. Remind learners of the story title: *Timeo helps his family*
   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:
DBE Workbook, page 44

Writing frame:

I help to... at home.

I help to... at school.

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 verb, or action word, shows that the action happens today.
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

Graded / Levelled Readers (not supplied by NHLRP)

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 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.
4. **Using Graded / Levelled Readers**
   a. Distribute available readers to the group. (Graded / Levelled Readers)
   b. Listen to each learner read aloud from a reader.
   c. If in line with school policy, issue Graded / Levelled Readers for learners to take home.
5. **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 bodies*
2. **Ask open questions to activate learners' background knowledge.**
   - *What are all the things your body can do?*
   - *What can you do to look after your body?*
   - *What can you do if someone tries to hurt you in any way?*
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 28.**
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:
   An apple a day keeps the doctor away.
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 if we eat healthy foods we will stay healthy.

Phonics: Revise sounds taught in Grade 1

TIME:
15 minutes

RESOURCES:
Frieze cards: a-e

Core Reader

1. **Revise the following sounds:** *a-e*
   a. Say the first sound x3.
   b. Show learners the Frieze card and read the sound x3.
   c. Tell learners to listen and then repeat the sound.
   d. Tell learners to say words that start with or use the sound.
2. **Repeat with all sounds.**
3. **Orientate learners to the Core Reader activities for Monday.**
   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: Build handwriting fluency

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 the following sentence/s on the board:**
   - Wade is too late to make the game.
   - I like to ride my bike.

   a. As you write, explain the starting point, direction and spaces between words.
   b. Instruct learners to write the sentence/s in their exercise books.
   c. Walk around and check each learner's: letter formation, letter size and spacing.
   d. Support learners who need assistance.
3. **Make learners aware of writing pace and accuracy.**
   a. When most learners are finished, call 'stop'.
   b. Tell learners to take note of how far they are.
   c. If they did not finish, tell them to try and write a little faster tomorrow.
   d. Also get learners to compare their writing to yours on the board.
   e. Ask them to take note of how many errors they made.

Shared Reading: Introduce the story

TIME:
15 minutes

RESOURCES:
Anthology, page 55

1. **Introduce the story.**
   a. Say: This week we will read a story titled, *Lesego feels uncomfortable*.
   b. Say: *In this story we meet two sisters, Lesego and Mapule. Lesego tells her sister that their Uncle does things that make her feel uncomfortable. In the story we read how Mapule helps her younger sister to keep her body safe.*
   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

Graded / Levelled Readers (not supplied by NHLRP)

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 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.
4. **Using Graded / Levelled Readers**
   a. Distribute available readers to the group. (Graded / Levelled Readers)
   b. Listen to each learner read aloud from a reader.
   c. If in line with school policy, issue Graded / Levelled Readers for learners to take home.
5. **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 28.
   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:
      - *comfortable: Feeling good and relaxed, like when you are sitting on a soft chair.*
      - *uncomfortable: Not feeling good or relaxed, like when you are sitting on a very hard chair.*
      - *bravely: Doing something even when you feel scared; being strong and careful.*
      - *underneath: Under something or below 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: Revise sounds taught in Grade 1

TIME:
15 minutes

RESOURCES:
Frieze cards: gr

Core Reader

1. **Revise the following sounds:** *gr*
   a. Say the first sound x3.
   b. Show learners the Frieze card and read the sound x3.
   c. Tell learners to listen and then repeat the sound.
   d. Tell learners to say words that start with or use the sound.
2. **Repeat with all sounds.**
3. **Orientate learners to the Core Reader activities for Tuesday.**
   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.

Handwriting: Build handwriting fluency

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. **Model how to write the following sentence/s on the board:**
   - Tim has a green rake.
   - Granny sits at the gate.

   a. As you write, explain the starting point, direction and spaces between words.
   b. Instruct learners to write the sentence/s in their exercise books.
   c. Walk around and check each learner's: letter formation, letter size and spacing.
   d. Support learners who need assistance.
3. **Make learners aware of writing pace and accuracy.**
   a. When most learners are finished, call 'stop'.
   b. Tell learners to take note of how far they are. Did they complete more than they did the day before?
   c. If they did not finish, tell them to try and write a little faster tomorrow.
   d. Also get learners to compare their writing to yours on the board.
   e. Ask them to take note of how many errors they made.

Shared Reading: Do the Pre-Read

TIME:
15 minutes

RESOURCES:
Anthology, page 57

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: *Lesego feels uncomfortable*.
   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

Graded / Levelled Readers (not supplied by NHLRP)

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 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.
4. **Using Graded / Levelled Readers**
   a. Distribute available readers to the group. (Graded / Levelled Readers)
   b. Listen to each learner read aloud from a reader.
   c. If in line with school policy, issue Graded / Levelled Readers for learners to take home.
5. **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:
      - *weak: Not very strong. Your body feels tired or you cannot do hard things easily.*
      - *strong: Having power in your body to lift things, run or play without getting tired quickly.*
      - *healthy: When your body feels good because you eat well, sleep enough, and move or excericse a lot.*
      - *unhealthy: When your body feels not so good because of too much junk food, not enough sleep, or not moving enough.*
   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 33.
   b. Tell learners the following information about the picture:
      - *Our bodies help us do everything - run, jump, play, and learn!*
      - *Our actions impact how healthy our bodies are. For example, what we eat and how much we sleep affects how strong our bodies are.*
      - *Always listen to how you feel and say "no" if someone makes you feel uncomfortable. Ask for help if you feel like you are in danger.*
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 can we do to help our bodies feel healthy?*
   b. *What makes our bodies feel unhealthy?*
   c. *What can we do to protect our bodies and feel safe?*

Phonics: Revise sounds taught in Grade 1

TIME:
15 minutes

RESOURCES:
Frieze cards: i-e

Core Reader

1. **Revise the following sounds:** *i-e*
   a. Say the first sound x3.
   b. Show learners the Frieze card and read the sound x3.
   c. Tell learners to listen and then repeat the sound.
   d. Tell learners to say words that start with or use the sound.
2. **Repeat with all sounds.**
3. **Orientate learners to the Core Reader activities for Wednesday.**
   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: Build handwriting fluency

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. **Model how to write the following sentence/s on the board:**
   - Tim makes a pile of grass.
   - Tim gets a tile at the shop.

   a. As you write, explain the starting point, direction and spaces between words.
   b. Instruct learners to write the sentence/s in their exercise books.
   c. Walk around and check each learner's: letter formation, letter size and spacing.
   d. Support learners who need assistance.
3. **Make learners aware of writing pace and accuracy.**
   a. When most learners are finished, call 'stop'.
   b. Tell learners to take note of how far they are. Did they complete more than they did the day before?
   c. If they did not finish, tell them to try and write a little faster tomorrow.
   d. Also get learners to compare their writing to yours on the board.
   e. Ask them to take note of how many errors they made.

Shared Reading: Do the First Read

TIME:
15 minutes

RESOURCES:
Anthology, page 57

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: *Lesego feels uncomfortable*
   d. Say: *In this story we meet two sisters, Lesego and Mapule. Lesego tells her sister that their Uncle does things that make her feel uncomfortable. In the story we read how Mapule helps her younger sister to keep her body safe.*
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 & 4 to the whole class. Ask learners to discuss the questions 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:

Bodies grow and change.

As a baby, my body was...

Now my body is...

1. **Introduce the LSC focus.**
   a. Say: This week we will focus on: Using verbs (action words) in the past tense to write about something that happened yesterday or before.
   b. Write a sentence on the board: Last year I was in Grade 1.
   c. Point out the LSC: The verb, or action word, shows that the action happens today.
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: When I was a baby, my body was much smaller than it is now.
3. **Explain your own answer to the writing task orally, before writing.**
   a. Say: How our bodies have grown and changed.
4. **Model the task on the board.**
   a. Draw a quick picture that shows: A picture of yourself as a baby.
   b. Show learners how to complete the writing frame.
   c. Point out the LSC: The verb, or action word, shows that the action happens today.

Group Guided Reading: Work with Groups 5&6

TIME:
30 minutes

RESOURCES:
Core Reader

Graded / Levelled Readers (not supplied by NHLRP)

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 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.
4. **Using Graded / Levelled Readers**
   a. Distribute available readers to the group. (Graded / Levelled Readers)
   b. Listen to each learner read aloud from a reader.
   c. If in line with school policy, issue Graded / Levelled Readers for learners to take home.
5. **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 sounds taught in Grade 1

TIME:
15 minutes

RESOURCES:
Frieze cards: pr

Core Reader

1. **Revise the following sounds:** *pr*
   a. Say the first sound x3.
   b. Show learners the Frieze card and read the sound x3.
   c. Tell learners to listen and then repeat the sound.
   d. Tell learners to say words that start with or use the sound.
2. **Repeat with all sounds.**
3. **Orientate learners to the Core Reader activities for Thursday.**
   a. Instruct learners to open their Core Readers to page 34.
   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: Build handwriting fluency

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. **Model how to write the following sentence/s on the board:**
   - I shine with pride.
   - I am in my prime.

   a. As you write, explain the starting point, direction and spaces between words.
   b. Instruct learners to write the sentence/s in their exercise books.
   c. Walk around and check each learner's: letter formation, letter size and spacing.
   d. Support learners who need assistance.
3. **Make learners aware of writing pace and accuracy.**
   a. When most learners are finished, call 'stop'.
   b. Tell learners to take note of how far they are. Did they complete more than they did the day before?
   c. If they did not finish, tell them to try and write a little faster tomorrow.
   d. Also get learners to compare their writing to yours on the board.
   e. Ask them to take note of how many errors they made.

Shared Reading: Do the Second Read

TIME:
15 minutes

RESOURCES:
Anthology, page 57

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: *Lesego feels uncomfortable*
   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 & 4 to the whole class. Ask learners to discuss the questions with a partner.
      - Call on a few learners to share their answers.

Writing: Plan and draft

TIME:
20 minutes

RESOURCES:
Writing frame:

Bodies grow and change.

As a baby, my body was...

Now my body is...

1. **Reintroduce the writing task.**
   a. Say: Remember that this week we will draw and write about: How our bodies have grown and changed.
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. small, big, weak, strong, tall, little, soft, hard, 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 verb, or action word, shows that the action happens today.
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

Graded / Levelled Readers (not supplied by NHLRP)

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 34.
2. **Go through the Core Reader activities for the day with learners.**
   Remind learners what to do 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.
4. **Using Graded / Levelled Readers**
   a. Distribute available readers to the group. (Graded / Levelled Readers)
   b. Listen to each learner read aloud from a reader.
   c. If in line with school policy, issue Graded / Levelled Readers for learners to take home.
5. **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 in 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:
Core Reader

1. **Settle learners with their exercise books, pens and rulers.**
   a. Tell learners to write the heading, 'Dictation' and to write numbers 1-5 in the margin.
   b. Call out the following five words for learners to write next to numbers 1-5: tile, shine, came, prime, make
   c. Next, tell learners to write down the sentence that you say, using the correct punctuation.
   d. Say the following sentence. Repeat it slowly, twice if necessary:
   I make a cake.
2. **Tell learners to use a coloured pencil to correct their own work.**
   a. Write the five words and the sentence on the board.
   b. As you write, sound out each word.
   c. For the sentence, point out the punctuation used.
   d. Tell learners to circle their errors with the coloured pencil.
   e. 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. Read the text aloud. Tell learners to follow in their books as you read.
   c. Read the text again, this time, learners must join in and read with you.
   d. Model how to complete the written comprehension on the board.
   e. Model how to complete the Morphology activity 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 57

1. **Prepare learners for the Post-Read.**
   a. Remind learners of the story title: *Lesego feels uncomfortable*
   b. Explain the task. Say: Today we are going to draw and write about 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 sentences about your drawing: I liked...
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 sentences 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:

Bodies grow and change.

As a baby, my body was...

Now my body 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 verb, or action word, shows that the action happens today.
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

Graded / Levelled Readers (not supplied by NHLRP)

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 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.
4. **Using Graded / Levelled Readers**
   a. Distribute available readers to the group. (Graded / Levelled Readers)
   b. Listen to each learner read aloud from a reader.
   c. If in line with school policy, issue Graded / Levelled Readers for learners to take home.
5. **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 stories. 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, then segment and blend

TIME:
15 minutes

RESOURCES:
Frieze card: e-e

Core Reader

1. **Introduce the new sound:** *e-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.
   d. Ask learners to say words that start with or use the sound.
2. **Show learners how to segment and blend using this sound.**
   a. Say the word: theme
   b. Ask an individual learner to listen carefully and then to segment the word into sounds: th-(e-e)-m
   c. As the learner says each sound, write it on the board.
   d. Next, call a different learner to blend the sounds together to read the word.
   e. Correct learners if they make any errors.
   f. Repeat with the word: eve
3. **Orientate learners to the Core Reader activities for Monday.**
   a. Instruct learners to open their Core Readers to page 37.
   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 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:** *e-e*
   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: E-e
3. **Instruct learners to write in their exercise books.**
   a. Instruct learners to write: a row of the lower-case letter e-e
   b. Instruct learners to write: a row of the upper-case letter E-e
   c. Walk around and check each learner's: letter formation and spacing.

Shared Reading: Introduce the story

TIME:
15 minutes

RESOURCES:
Anthology, Introduction page 67

1. **Introduce the story.**
   a. Say: This week we will read a story titled, *Zama's bad day*.
   b. Say: *Zama is a happy, healthy girl, until one day, her teacher says something that makes Zama feel bad about her body. Zama tells her mom who then teaches her that no one has the right to say things about your body.*
   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

Graded / Levelled Readers (not supplied by NHLRP)

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 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.
4. **Using Graded / Levelled Readers**
   a. Distribute available readers to the group. (Graded / Levelled Readers)
   b. Listen to each learner read aloud from a reader.
   c. If in line with school policy, issue Graded / Levelled Readers for learners to take home.
5. **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 28.
   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:
      - *weight: How heavy something or someone is.*
      - *self-conscious: Feeling shy or nervous because people are looking at you.*
      - *comment (on): To say something about a person, picture, or idea to share your thoughts.*
      - *respectful: Being polite to others; showing that you care about their feelings and ideas.*
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: Introduce a new consonant blend

TIME:
15 minutes

RESOURCES:

Core Reader

1. **Introduce the new blend:** *cr*
   a. Write the individual phonemes on the board and read each one.
   b. Next, ask a learner to blend the two sounds together.
   c. Ask learners to say words that start with or use this blend.
2. **Show learners how to segment and blend words that include this blend.**
   a. Say the word: concrete
   b. Ask an individual learner to listen carefully and then to segment the word into sounds: c-o-n-c-r-(e-e)-t
   c. As the learner says each sound, write it on the board.
   d. Next, call a different learner to blend the sounds together to read the word.
   e. Correct learners if they make any errors.
   f. Repeat with the word: crave
3. **Orientate learners to the Core Reader activities for Tuesday.**
   a. Instruct learners to open their Core Readers to page 38.
   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:
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. **Model how to write: Pete, eke**
   a. Show learners how to write the words on the board.
   b. As you write, explain the starting point, direction and end point of each letter.
3. **Instruct learners to copy the words into their exercise books.**
   a. Walk around and check each learner's: letter formation and spacing.

Shared Reading: Do the Pre-Read

TIME:
15 minutes

RESOURCES:
Anthology, page 69

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: *Zama's bad 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: Work with Groups 3&4

TIME:
30 minutes

RESOURCES:
Core Reader

Graded / Levelled Readers (not supplied by NHLRP)

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 38.
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.
4. **Using Graded / Levelled Readers**
   a. Distribute available readers to the group. (Graded / Levelled Readers)
   b. Listen to each learner read aloud from a reader.
   c. If in line with school policy, issue Graded / Levelled Readers for learners to take home.
5. **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 40.
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 first time...
      b. Today was the big day...
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, then segment and blend

TIME:
15 minutes

RESOURCES:
Frieze card: o-e

Core Reader

1. **Introduce the new sound:** *o-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.
   d. Ask learners to say words that start with or use the sound.
2. **Show learners how to segment and blend using this sound.**
   a. Say the word: home
   b. Ask an individual learner to listen carefully and then to segment the word into sounds: h-(o-e)-m
   c. As the learner says each sound, write it on the board.
   d. Next, call a different learner to blend the sounds together to read the word.
   e. Correct learners if they make any errors.
   f. Repeat with the word: cone
3. **Orientate learners to the Core Reader activities for Wednesday.**
   a. Instruct learners to open their Core Readers to page 39.
   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 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-e*
   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: O-e
3. **Instruct learners to write in their exercise books.**
   a. Instruct learners to write: a row of the lower-case letter o-e
   b. Instruct learners to write: a row of the upper-case letter O-e
   c. Walk around and check each learner's: letter formation and spacing.

Shared Reading: Do the First Read

TIME:
15 minutes

RESOURCES:
Anthology, page 69

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: *Zama's bad day*
   d. Say: *Zama is a happy, healthy girl, until one day, her teacher says something that makes Zama feel bad about her body. Zama tells her mom who then teaches her that no one has the right to say things about your body.*
   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 & 4 to the whole class. Ask learners to discuss the questions 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 8

Writing Frame:

At school I wear my uniform.

At home I wear...

I like to wear...

1. **Introduce the LSC focus.**
   a. Say: This week we will focus on: Using verbs (action words) in the present tense to write about something that happens today.
   b. Write a sentence on the board: I wear shoes at home and at school.
   c. Point out the LSC: The verb, or action word, shows that the action happens today.
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: The clothes we wear at school and at home.
3. **Explain your own answer to the writing task orally, before writing.**
   a. Say: I wear...when I'm at school and... when I'm at home.
4. **Model the task on the board.**
   a. Draw a quick picture that shows: Yourself in your work clothes and yourself in your home clothes.
   b. Show learners how to complete the writing frame.
   c. Point out the LSC: The verb, or action word, shows that the action happens today.

Group Guided Reading: Work with Groups 5&6

TIME:
30 minutes

RESOURCES:
Core Reader

Graded / Levelled Readers (not supplied by NHLRP)

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 39.
2. **Go through the Core Reader activities for the day with learners.**
   Remind learners what to do 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.
4. **Using Graded / Levelled Readers**
   a. Distribute available readers to the group. (Graded / Levelled Readers)
   b. Listen to each learner read aloud from a reader.
   c. If in line with school policy, issue Graded / Levelled Readers for learners to take home.
5. **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: Introduce a new consonant blend

TIME:
15 minutes

RESOURCES:

Core Reader

1. **Introduce the new blend:** *st*
   a. Write the individual phonemes on the board and read each one.
   b. Next, ask a learner to blend the two sounds together.
   c. Ask learners to say words that start with or use this blend.
2. **Show learners how to segment and blend words that include this blend.**
   a. Say the word: stove
   b. Ask an individual learner to listen carefully and then to segment the word into sounds: s-t-(o-e)-v-e
   c. As the learner says each sound, write it on the board.
   d. Next, call a different learner to blend the sounds together to read the word.
   e. Correct learners if they make any errors.
   f. Repeat with the word: stone
3. **Orientate learners to the Core Reader activities for Thursday.**
   a. Instruct learners to open their Core Readers to page 41.
   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:
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. **Model how to write: bone, vote**
   a. Show learners how to write the words on the board.
   b. As you write, explain the starting point, direction and end point of each letter.
3. **Instruct learners to copy the words into their exercise books.**
   a. Walk around and check each learner's: letter formation and spacing.

Shared Reading: Do the Second Read

TIME:
15 minutes

RESOURCES:
Anthology, page 69

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: *Zama's bad day*
   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 & 4 to the whole class. Ask learners to discuss the questions with a partner.
      - Call on a few learners to share their answers.

Writing: Plan and draft

TIME:
20 minutes

RESOURCES:
DBE Workbook, page 8

Writing frame:

At school I wear my uniform.

At home I wear...

I like to wear...

1. **Reintroduce the writing task.**
   a. Say: Remember that this week we will draw and write about: The clothes we wear at school and at home.
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. pants, jersey, dress, pajamas, t-shirt, shorts, etc.
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 verb, or action word, shows that the action happens today.
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

Graded / Levelled Readers (not supplied by NHLRP)

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 41.
2. **Go through the Core Reader activities for the day with learners.**
   Remind learners what to do 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.
4. **Using Graded / Levelled Readers**
   a. Distribute available readers to the group. (Graded / Levelled Readers)
   b. Listen to each learner read aloud from a reader.
   c. If in line with school policy, issue Graded / Levelled Readers for learners to take home.
5. **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 in 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:
Core Reader

1. **Settle learners with their exercise books, pens and rulers.**
   a. Tell learners to write the heading, 'Dictation' and to write numbers 1-5 in the margin.
   b. Call out the following five words for learners to write next to numbers 1-5: tone, mode, home, stove, athlete
   c. Next, tell learners to write down the sentence that you say, using the correct punctuation.
   d. Say the following sentence. Repeat it slowly, twice if necessary: The dog came home late.
2. **Tell learners to use a coloured pencil to correct their own work.**
   a. Write the five words and the sentence on the board.
   b. As you write, sound out each word.
   c. For the sentence, point out the punctuation used.
   d. Tell learners to circle their errors with the coloured pencil.
   e. 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 42.
   b. Read the text aloud. Tell learners to follow in their books as you read.
   c. Read the text again, this time, learners must join in and read with you.
   d. Model how to complete the written comprehension on the board.
   e. Model how to complete the Morphology activity 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 69

1. **Prepare learners for the Post-Read.**
   a. Remind learners of the story title: *Zama's bad day.*
   b. Explain the task. Say: Today we are going to make up our own different ending to the story.
2. **Model the task as follows:**
   a. Close your eyes and pretend to think.
   b. Open your eyes and say: Hmm, I have thought of a different ending to the story.
   c. Tell learners your idea for a different ending.
   d. Try to think of an unusual ending – something that learners' won't think of.
3. **Instruct learners to complete the task.**
   a. Say: Close your eyes and think of a different ending to the story. Do not copy my idea, please think of your own.
   b. Say: Open your eyes and share your ending with your partner.
   c. As learners talk about their ideas, walk around and provide support as needed.
   d. At the end of the lesson, call on a few learners to share their ending with 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 8

Writing frame:

At school I wear my uniform.

At home I wear...

I like to wear...

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 verb, or action word, shows that the action happens today.
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

Graded / Levelled Readers (not supplied by NHLRP)

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 42.
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.
4. **Using Graded / Levelled Readers**
   a. Distribute available readers to the group. (Graded / Levelled Readers)
   b. Listen to each learner read aloud from a reader.
   c. If in line with school policy, issue Graded / Levelled Readers for learners to take home.
5. **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 solve mysteries*
2. **Ask open questions to activate learners' background knowledge.**
   - *Have you ever had a mystery to solve? If so, what was it?*
   - *To solve a mystery, we look for clues. Can you think of different kinds of clues?*
   - *We call people who solve mysteries detectives. What kind of person makes a good detective?*
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:
   A man comes to town on Sunday. He stays for one night and then leaves on Sunday. How is this possible?
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 that Sunday is a horse. This riddle is tricky because it makes us think that Sunday is the day of the week. We are puzzled because we cannot have a Sunday straight after a Sunday. But in the riddle the man comes to town on Sunday, and he leaves on Sunday. This is possible because Sunday is the name of the horse he comes to town on and leaves on.

Phonics: Teach a new sound, then segment and blend

TIME:
15 minutes

RESOURCES:
Frieze card: u-e

Core Reader

1. **Introduce the new sound:** *u-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.
   d. Ask learners to say words that start with or use the sound.
2. **Show learners how to segment and blend using this sound.**
   a. Say the word: cube
   b. Ask an individual learner to listen carefully and then to segment the word into sounds: c-(u-e)-b
   c. As the learner says each sound, write it on the board.
   d. Next, call a different learner to blend the sounds together to read the word.
   e. Correct learners if they make any errors.
   f. Repeat with the word: mule
3. **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: Teach 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:** *u-e*
   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: U-e
3. **Instruct learners to write in their exercise books.**
   a. Instruct learners to write: a row of the lower-case letter u-e
   b. Instruct learners to write: a row of the upper-case letter U-e
   c. Walk around and check each learner's: letter formation and spacing.

Shared Reading: Introduce the story

TIME:
15 minutes

RESOURCES:
Anthology, Introduction page 81

1. **Introduce the story.**
   a. Say: This week we will read a story titled, *Mandu's secret diary*.
   b. Say: *Mandu and her friend Anna love a mystery. When Mandu thinks that someone has been reading her diary, the two girls are determined to find out who the guilty person is. We read all about how they solve this mystery.*
   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

Graded / Levelled Readers (not supplied by NHLRP)

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.
4. **Using Graded / Levelled Readers**
   a. Distribute available readers to the group. (Graded / Levelled Readers)
   b. Listen to each learner read aloud from a reader.
   c. If in line with school policy, issue Graded / Levelled Readers for learners to take home.
5. **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 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:
      - *solve: To find the answer or fix a problem.*
      - *clue: A small piece of information that helps you find the answer to something.*
      - *diary: A private book where you write about your day, thoughts, and feelings.*
      - *mystery: Something that is unknown or unexplained that makes you curious.*
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: Introduce a new consonant blend

TIME:
15 minutes

RESOURCES:
Core Reader

1. **Introduce the new blend:** *thr*
   a. Write the individual phonemes on the board and read each one.
   b. Next, ask a learner to blend the two sounds together.
   c. Ask learners to say words that start with or use this blend.
2. **Show learners how to segment and blend words that include this blend.**
   a. Say the word: thrive
   b. Ask an individual learner to listen carefully and then to segment the word into sounds: th-r-(i-e)-v
   c. As the learner says each sound, write it on the board.
   d. Next, call a different learner to blend the sounds together to read the word.
   e. Correct learners if they make any errors.
   f. Repeat with the word: three
3. **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: Copy words

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. **Model how to write: dune, rude**
   a. Show learners how to write the words on the board.
   b. As you write, explain the starting point, direction and end point of each letter.
3. **Instruct learners to copy the words into their exercise books.**
   a. Walk around and check each learner's: letter formation and spacing.

Shared Reading: Do the Pre-Read

TIME:
15 minutes

RESOURCES:
Anthology, page 83

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: *Mandu's secret diary*.
   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

Graded / Levelled Readers (not supplied by NHLRP)

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.
4. **Using Graded / Levelled Readers**
   a. Distribute available readers to the group. (Graded / Levelled Readers)
   b. Listen to each learner read aloud from a reader.
   c. If in line with school policy, issue Graded / Levelled Readers for learners to take home.
5. **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:
      - *detective: A person who looks for clues to find out what happened.*
      - *evidence: Things or facts that help show the answer, like a footprint or a note.*
      - *suspect: Someone who we think might have done something. We must check to see if it is true.*
      - *search: To look carefully for something or someone.*

   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 49.
   b. Tell learners the following information about the picture:
      - *A detective is a special job or career where people help solve mysteries. But anyone can be a detective - by being curious and asking questions to find clues!*
      - *Detectives use their brains, eyes, and ears to find answers to mysteries. They must pay attention and think carefully.*
      - *Detectives ask lots of questions like: "Who?" "What?" "Where?" "When?" and "Why?"*
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 would you do if you lost something important?*
   b. *Why do people like to solve mysteries?*
   c. *Can you think of a mystery you would like to solve?*

Phonics: Teach a new sound, then segment and blend

TIME:
15 minutes

RESOURCES:
Frieze card: ea

Core Reader

1. **Introduce the new sound:** *ea*
   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.
   d. Ask learners to say words that start with or use the sound.
2. **Show learners how to segment and blend using this sound.**
   a. Say the word: bean.
   b. Ask an individual learner to listen carefully and then to segment the word into sounds: b-ea-n
   c. As the learner says each sound, write it on the board.
   d. Next, call a different learner to blend the sounds together to read the word.
   e. Correct learners if they make any errors.
   f. Repeat with the word: steam
3. **Orientate learners to the Core Reader activities for Wednesday.**
   a. Instruct learners to open their Core Readers to page 48.
   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 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:** *ea*
   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: Ea
3. **Instruct learners to write in their exercise books.**
   a. Instruct learners to write: a row of the lower-case letter ea
   b. Instruct learners to write: a row of the upper-case letter Ea
   c. Walk around and check each learner's: letter formation and spacing.

Shared Reading: Do the First Read

TIME:
15 minutes

RESOURCES:
Anthology, page 83

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: *Mandu's secret diary.*
   d. Say: *Mandu and her friend Anna love a mystery. When Mandu thinks that someone has been reading her diary, the two girls are determined to find out who the guilty person is. We read all about how they solve this mystery.*
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 & 4 to the whole class. Ask learners to discuss the questions 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:

___ was hiding...

___ found him / her!

The clues were ___, ___, and ___.

1. **Introduce the LSC focus.**
   a. Say: This week we will focus on: Using commas to separate items in a list. There is no comma before the last item. Instead we include the word 'and'. For example: I like sweets, chips, cake and cooldrinks.
   b. Write a sentence on the board: Sizwe looked for his friend under the table, in the cupboard, and behind the tree.
   c. Point out the LSC: Commas are used to separate items in a list.
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 story about two children playing hide-and-seek.
3. **Explain your own answer to the writing task orally, before writing.**
   a. Say: One of the children in my story is hiding...
4. **Model the task on the board.**
   a. Draw a quick picture that shows: Two children playing hide-and-seek.
   b. Show learners how to complete the writing frame.
   c. Point out the LSC: Commas are used to separate items in a list.

Group Guided Reading: Work with Groups 5&6

TIME:
30 minutes

RESOURCES:
Core Reader

Graded / Levelled Readers (not supplied by NHLRP)

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 48.
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 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.
4. **Using Graded / Levelled Readers**
   a. Distribute available readers to the group. (Graded / Levelled Readers)
   b. Listen to each learner read aloud from a reader.
   c. If in line with school policy, issue Graded / Levelled Readers for learners to take home.
5. **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: Introduce a new consonant blend

TIME:
15 minutes

RESOURCES:

Core Reader

1. **Introduce the new blend:** *dr*
   a. Write the individual phonemes on the board and read each one.
   b. Next, ask a learner to blend the two sounds together.
   c. Ask learners to say words that start with or use this blend.
2. **Show learners how to segment and blend words that include this blend.**
   a. Say the word: dream
   b. Ask an individual learner to listen carefully and then to segment the word into sounds: d-r-ea-m
   c. As the learner says each sound, write it on the board.
   d. Next, call a different learner to blend the sounds together to read the word.
   e. Correct learners if they make any errors.
   f. Repeat with the word: drive
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:
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. **Model how to write: clean, leap**
   a. Show learners how to write the words on the board.
   b. As you write, explain the starting point, direction and end point of each letter.
3. **Instruct learners to copy the words into their exercise books.**
   a. Walk around and check each learner's: letter formation and spacing.

Shared Reading: Do the Second Read

TIME:
15 minutes

RESOURCES:
Anthology, page 83

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: *Mandu's secret diary.*
   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 & 4 to the whole class. Ask learners to discuss the questions with a partner.
      - Call on a few learners to share their answers.

Writing: Plan and draft

TIME:
20 minutes

RESOURCES:
Writing frame:

___ was hiding...

___ found him / her!

The clues were ___, ___, and ___.

1. **Reintroduce the writing task.**
   a. Say: Remember that this week we will draw and write about: A story about two children playing hide-and-seek.
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. in, behind, under, on, cupboard, basket, tree, bed, curtain, 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: Commas are used to separate items in a list.
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

Graded / Levelled Readers (not supplied by NHLRP)

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 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.
4. **Using Graded / Levelled Readers**
   a. Distribute available readers to the group. (Graded / Levelled Readers)
   b. Listen to each learner read aloud from a reader.
   c. If in line with school policy, issue Graded / Levelled Readers for learners to take home.
5. **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 in 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:
Core Reader

1. **Settle learners with their exercise books, pens and rulers.**
   a. Tell learners to write the heading, 'Dictation' and to write numbers 1-5 in the margin.
   b. Call out the following five words for learners to write next to numbers 1-5: puke, mean, cube, drive, cream
   c. Next, tell learners to write down the sentence that you say, using the correct punctuation.
   d. Say the following sentence. Repeat it slowly, twice if necessary: I rode the mule to the shop.
2. **Tell learners to use a coloured pencil to correct their own work.**
   a. Write the five words and the sentence on the board.
   b. As you write, sound out each word.
   c. For the sentence, point out the punctuation used.
   d. Tell learners to circle their errors with the coloured pencil.
   e. 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 51.
   b. Read the text aloud. Tell learners to follow in their books as you read.
   c. Read the text again, this time, learners must join in and read with you.
   d. Model how to complete the written comprehension on the board.
   e. Model how to complete the Morphology activity 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 83

1. **Prepare learners for the Post-Read.**
   a. Remind learners of the story title: *Mandu's secret diary*
   b. Explain the task. Say: Today we are going to complete a written comprehension about the story.
2. **Model the task as follows:**
   a. Have the questions written on the board.
   b. Read each question aloud.
   c. Explain what kind of answer the question is looking for.
   d. For example: What was Anna wearing? The answer must tell us about Anna's clothing.
   e. For example: What do you think Anna should have done? The answer is not in the text – learners must think of their own ideas.
   f. Show learners that below each question is a sentence starter. Explain that they should use this to help them write their answer.
3. **Instruct learners to complete the task.**
   a. Tell learners to open their exercise books and write the date and the heading: Comprehension.
   b. Tell learners to use the 'sentence starters' below each question and to write the answer to each question in their books.
   c. Instruct learners to use their phonic knowledge to write unknown words. They must say the word slowly and write down the sounds they hear.

Written Comprehension

1. **When did Mandu write in her secret diary?**
   Mandu wrote in her secret diary...
2. **What was the first clue that the girls found?**
   The first clue was...
3. **What was the second clue that the girls found?**
   The second clue was...
4. **Why did Mandu sprinkle flour on the floor?**
   Mandu sprinkled flour on the floor...

Writing: Draft and edit

TIME:
20 minutes

RESOURCES:
Writing frame:

___ was hiding...

___ found him / her!

The clues were ___, ___, and ___.

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: Commas are used to separate items in a list.
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

Graded / Levelled Readers (not supplied by NHLRP)

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.**
   a. 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.
4. **Using Graded / Levelled Readers**
   a. Distribute available readers to the group. (Graded / Levelled Readers)
   b. Listen to each learner read aloud from a reader.
   c. If in line with school policy, issue Graded / Levelled Readers for learners to take home.
5. **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 stories. 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 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: 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:

TIME:
15 minutes

RESOURCES:
Anthology, Introduction page 93

1. **Introduce the story.**
   a. Say: This week we will read a story titled, *Hide and seek*.
   b. Say: *Siviwe and his friends play a game called 'hide and seek'. In this game, one child has to find where all the other children are hiding. Siviwe hides so well that it becomes a mystery to his friends. In the story we read how the mystery is finally solved.*
   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

Graded / Levelled Readers (not supplied by NHLRP)

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 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.
4. **Using Graded / Levelled Readers**
   a. Distribute available readers to the group. (Graded / Levelled Readers)
   b. Listen to each learner read aloud from a reader.
   c. If in line with school policy, issue Graded / Levelled Readers for learners to take home.
5. **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 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:
      - *hide: To go somewhere or put something where others cannot see it.*
      - *seek: To look for something or someone that is lost or hidden.*
      - *missing: Not where it should be, lost or away (like a toy that you cannot find).*
      - *crouch: To bend your knees and lower your body close to 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:**

-ea-	-ake	-ate	-ine

   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:

-ea-	-ake	-ate	-ine
bean dream mean	cake shake rake	crate fate late	dine nine shine

   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 54.
   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 rotating our wrists in circles to the left and then to the right.
   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: *Hide and seek*
   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

Graded / Levelled Readers (not supplied by NHLRP)

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 54.
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.
4. **Using Graded / Levelled Readers**
   a. Distribute available readers to the group. (Graded / Levelled Readers)
   b. Listen to each learner read aloud from a reader.
   c. If in line with school policy, issue Graded / Levelled Readers for learners to take home.
5. **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 56.
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 had finally arrived...
      b. _____ couldn't believe it...
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: mine**
   a. Write the word on the board.
   b. Show learners what happens if you take away the sound m. You are left with: -ine
   c. Show learners what happens if you add the sound /l/. You make a new word: line
2. **Call on different learners to manipulate the words: fine, wine**.
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: Copy sentences

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 sentences on the board:**
   - I will make a cake.
   - I will bake a fine cake.
   - I like to bake cake.

   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 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: *Hide and seek*
   d. Say: *Siviwe and his friends play a game called 'hide and seek'. In this game, one child has to find where all the other children are hiding. Siviwe hides so well that it becomes a mystery to his friends. In the story we read how the mystery is finally solved.*
   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 & 4 to the whole class. Ask learners to discuss the questions 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 48

Writing Frame:

My animal is ___, ___, and ___.

It says...

Can you guess my animal?

1. **Introduce the LSC focus.**
   a. Say: This week we will focus on: Using a question mark at the end of a question.
   b. Write a sentence on the board: Do you like to solve mysteries?
   c. Point out the LSC: The question ends with a question mark.
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: Clues about an animal, without saying what it is. Then, we can read our sentences to a partner so they can guess which animal it is.
3. **Explain your own answer to the writing task orally, before writing.**
   a. Say: I am thinking of an animal that is..., ..., and... It says...
4. **Model the task on the board.**
   a. Draw a quick picture that shows: A picture of your animal.
   b. Show learners how to complete the writing frame.
   c. Point out the LSC: The question ends with a question mark.

Group Guided Reading: Work with Groups 5&6

TIME:
30 minutes

RESOURCES:
Core Reader

Graded / Levelled Readers (not supplied by NHLRP)

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 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.
4. **Using Graded / Levelled Readers**
   a. Distribute available readers to the group. (Graded / Levelled Readers)
   b. Listen to each learner read aloud from a reader.
   c. If in line with school policy, issue Graded / Levelled Readers for learners to take home.
5. **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: came, like, fine
   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 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.

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:**
   - I like to skate fast.
   - I take my mate to skate at the lake.
   - I hope my mate will like to skate.

   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 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: *Hide and seek*
   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 & 4 to the whole class. Ask learners to discuss the questions with a partner.
      - Call on a few learners to share their answers.

Writing: Plan and draft

TIME:
20 minutes

RESOURCES:
DBE Workbook, page 48

Writing frame:

My animal is ___, ___, and ___.

It says...

Can you guess my animal?

1. **Reintroduce the writing task.**
   a. Say: Remember that this week we will draw and write about: Clues about an animal, without saying what it is. Then, we can read our sentences to a partner so they can guess which animal it is.
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. furry, soft, striped, spotted, big, scary, dangerous, friendly, brown, white, roar, neigh, meow, purr, cheep, etc.
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 question ends with a question mark.
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

Graded / Levelled Readers (not supplied by NHLRP)

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 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.
4. **Using Graded / Levelled Readers**
   a. Distribute available readers to the group. (Graded / Levelled Readers)
   b. Listen to each learner read aloud from a reader.
   c. If in line with school policy, issue Graded / Levelled Readers for learners to take home.
5. **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:

The main idea of this story was...

I liked the character... because...

I learnt that...

I think it was wrong / right when... because...

1. **Prepare learners for a group discussion.**
   a. Arrange learners in 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:
Core Reader

1. **Settle learners with their exercise books, pens and rulers.**
   a. Tell learners to write the heading, 'Dictation' and to write numbers 1-5 in the margin.
   b. Call out the following five words for learners to write next to numbers 1-5: home, team, made, grade, time
   c. Next, tell learners to write down the sentence that you say, using the correct punctuation.
   d. Say the following sentence. Repeat it slowly, twice if necessary: You came home with me.
2. **Tell learners to use a coloured pencil to correct their own work.**
   a. Write the five words and the sentence on the board.
   b. As you write, sound out each word.
   c. For the sentence, point out the punctuation used.
   d. Tell learners to circle their errors with the coloured pencil.
   e. 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 58.
   b. Read the text aloud. Tell learners to follow in their books as you read.
   c. Read the text again, this time, learners must join in and read with you.
   d. Model how to complete the written comprehension on the board.
   e. Model how to complete the Morphology activity 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: *Hide and seek.*
   b. Explain the task. Say: Today we are going to draw and write about 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 sentences about your drawing: I liked...
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 sentences 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 48

Writing frame:

My animal is ___, ___, and ___.

It says...

Can you guess my animal?

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

Graded / Levelled Readers (not supplied by NHLRP)

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 58.
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.
4. **Using Graded / Levelled Readers**
   a. Distribute available readers to the group. (Graded / Levelled Readers)
   b. Listen to each learner read aloud from a reader.
   c. If in line with school policy, issue Graded / Levelled Readers for learners to take home.
5. **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 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 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 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: 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 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 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 9 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 9 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 9 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:** *We feel*
2. **Ask open questions to activate learners' background knowledge.**
   - *What are feelings?*
   - *What happens in your body when you feel nervous or upset?*
   - *How can we help a friend who is having a hard feeling?*
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 62.**
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:
   Do you have butterflies in your stomach?
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: You feel nervous or excited. There are not really butterflies in your stomach. It describes the funny, fluttering feeling in your stomach when you feel worried or very excited.

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 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: Build handwriting fluency

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 the following sentence/s on the board:**
   - I can feel lots of things.
   - I can feel sad.

   a. As you write, explain the starting point, direction and spaces between words.
   b. Instruct learners to write the sentence/s in their exercise books.
   c. Walk around and check each learner's: letter formation, letter size and spacing.
   d. Support learners who need assistance.
3. **Make learners aware of writing pace and accuracy.**
   a. When most learners are finished, call 'stop'.
   b. Tell learners to take note of how far they are.
   c. If they did not finish, tell them to try and write a little faster tomorrow.
   d. Also get learners to compare their writing to yours on the board.
   e. Ask them to take note of how many errors they made.

Shared Reading: Introduce the story

TIME:
15 minutes

RESOURCES:
Anthology, Introduction page 115

1. **Introduce the story.**
   a. Say: This week we will read a story titled, *Nyasha on stage*.
   b. Say: *This story is about a boy named Nyasha who dreams of being an actor. He auditions for a school play and feels excited and nervous at the same time. After working hard and practising, he performs in front of the whole school. Even though he feels scared at first, he becomes confident and proud of himself when he finishes. The story shows us that being brave and practising can help our dreams come true.*
   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

Graded / Levelled Readers (not supplied by NHLRP)

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 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.
4. **Using Graded / Levelled Readers**
   a. Distribute available readers to the group. (Graded / Levelled Readers)
   b. Listen to each learner read aloud from a reader.
   c. If in line with school policy, issue Graded / Levelled Readers for learners to take home.
5. **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 62.
   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:
   - *stage: A raised platform where people perform.*
   - *perform: To act, sing or dance for other people.*
   - *audition: A try-out to see if you can get a part in a play or show.*
   - *audience: The group of people who are watching a show.*
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 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 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.

Handwriting: Handwriting fluency

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. **Model how to write the following sentence/s on the board:**
   - I can feel mad.
   - I can feel joy.

   a. As you write, explain the starting point, direction and spaces between words.
   b. Instruct learners to write the sentence/s in their exercise books.
   c. Walk around and check each learner's: letter formation, letter size and spacing.
   d. Support learners who need assistance.
3. **Make learners aware of writing pace and accuracy.**
   a. When most learners are finished, call 'stop'.
   b. Tell learners to take note of how far they are. Did they complete more than they did the day before?
   c. If they did not finish, tell them to try and write a little faster tomorrow.
   d. Also get learners to compare their writing to yours on the board.
   e. Ask them to take note of how many errors they made.

Shared Reading: Do the Pre-Read

TIME:
15 minutes

RESOURCES:
Anthology, page 117

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: *Nyasha on stage*.
   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

Graded / Levelled Readers (not supplied by NHLRP)

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 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.
4. **Using Graded / Levelled Readers**
   a. Distribute available readers to the group. (Graded / Levelled Readers)
   b. Listen to each learner read aloud from a reader.
   c. If in line with school policy, issue Graded / Levelled Readers for learners to take home.
5. **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:
      - *facial expression: The way your face looks when you feel something.*
      - *mixed feelings: When you feel two different feelings at the same time.*
      - *confused: When you are not sure what is happening or what to do. Your mind feels mixed up.*
      - *react: How you act or feel when something happens. For example, you might react to falling down by crying.*

   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 66.
   b. Tell learners the following information about the picture:
   - *All people have feelings. Sometimes we feel happy or excited. Sometimes we feel nervous. Sometimes we feel sad. Feelings are a normal part of being human.*
   - *As we grow up, we learn how to recognise and name our feelings. We also learn how to handle our feelings.*
   - *We also learn that part of being a good friend is knowing how to recognise and respond to other peoples feelings. We help our friends when they are having a tough time.*
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 think the children in this picture are feeling? How do you know?*
   b. *What facial expressions and body language do you see in this picture?*
   c. *Why do you think the children have different feelings?*

Phonics: 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 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: Build Handwriting fluency

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. **Model how to write the following sentence/s on the board:**
   - I feel sad when my toy is lost.
   - I feel sad when I miss my mom.

   a. As you write, explain the starting point, direction and spaces between words.
   b. Instruct learners to write the sentence/s in their exercise books.
   c. Walk around and check each learner's: letter formation, letter size and spacing.
   d. Support learners who need assistance.
3. **Make learners aware of writing pace and accuracy.**
   a. When most learners are finished, call 'stop'.
   b. Tell learners to take note of how far they are. Did they complete more than they did the day before?
   c. If they did not finish, tell them to try and write a little faster tomorrow.
   d. Also get learners to compare their writing to yours on the board.
   e. Ask them to take note of how many errors they made.

Shared Reading: Do the First Read

TIME:
15 minutes

RESOURCES:
Anthology, page 117

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: *Nyasha on stage*.
   d. Say: *This story is about a boy named Nyasha who dreams of being an actor. He auditions for a school play and feels excited and nervous at the same time. After working hard and practising, he performs in front of the whole school. Even though he feels scared at first, he becomes confident and proud of himself when he finishes. The story shows us that being brave and practising can help our dreams come true.*
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 & 4 to the whole class. Ask learners to discuss the questions 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 felt scared when...

I felt scared because...

I showed it by...

So, I...

That helped because...

1. **Introduce the LSC focus.**
   a. Say: This week we will focus on: Using verbs (action words) in the past tense to write about something that happened yesterday or before.
   b. Write a sentence on the board: He ran home because he felt scared.
   c. Point out the LSC: The verb, or action word, shows that the action has already happened.
2. **Introduce the writing task.**
   a. Say: This week we will: Draw a picture and write at least five sentences.
   b. Say: We will draw and write about: A time you felt scared.
3. **Explain your own answer to the writing task orally, before writing.**
   a. Say: I felt scared when...
4. **Model the task on the board.**
   a. Draw a quick picture that shows: Yourself, looking scared.
   b. Show learners how to complete the writing frame.
   c. Point out the LSC: The verb, or action word, shows that the action has already happened.

Group Guided Reading: Work with Groups 5&6

TIME:
30 minutes

RESOURCES:
Core Reader

Graded / Levelled Readers (not supplied by NHLRP)

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 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.
4. **Using Graded / Levelled Readers**
   a. Distribute available readers to the group. (Graded / Levelled Readers)
   b. Listen to each learner read aloud from a reader.
   c. If in line with school policy, issue Graded / Levelled Readers for learners to take home.
5. **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: 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 68.
   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: Build handwriting fluency

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. **Model how to write the following sentence/s on the board:**
   - I feel joy when I sing.
   - I feel joy when I rest in the sun.

   a. As you write, explain the starting point, direction and spaces between words.
   b. Instruct learners to write the sentence/s in their exercise books.
   c. Walk around and check each learner's: letter formation, letter size and spacing.
   d. Support learners who need assistance.
3. **Make learners aware of writing pace and accuracy.**
   a. When most learners are finished, call 'stop'.
   b. Tell learners to take note of how far they are. Did they complete more than they did the day before?
   c. If they did not finish, tell them to try and write a little faster tomorrow.
   d. Also get learners to compare their writing to yours on the board.
   e. Ask them to take note of how many errors they made.

Shared Reading: Do the Second Read

TIME:
15 minutes

RESOURCES:
Anthology, page 117

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: *Nyasha on stage*
   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 & 4 to the whole class. Ask learners to discuss the questions with a partner.
   - Call on a few learners to share their answers.

Writing: Plan and draft

TIME:
20 minutes

RESOURCES:
Writing frame:

I felt scared when...

I felt scared because...

I showed it by...

So, I...

That helped because...

1. **Reintroduce the writing task.**
   a. Say: Remember that this week we will draw and write about: A time you felt scared.2.
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. dark, alone, night, noise.
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 verb, or action word, shows that the action has already happened.
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

Graded / Levelled Readers (not supplied by NHLRP)

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 68.
2. **Go through the Core Reader activities for the day with learners.**
   Remind learners what to do 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.
4. **Using Graded / Levelled Readers**
   a. Distribute available readers to the group. (Graded / Levelled Readers)
   b. Listen to each learner read aloud from a reader.
   c. If in line with school policy, issue Graded / Levelled Readers for learners to take home.
5. **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 in 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:
Core Reader

1. **Settle learners with their exercise books, pens and rulers.**
   a. Tell learners to write the heading, 'Dictation' and to write numbers 1-5 in the margin.
   b. Call out the following five words for learners to write next to numbers 1-5: wish, big, take, went, cool
   c. Next, tell learners to write down the sentence that you say, using the correct punctuation.
   d. Say the following sentence. Repeat it slowly, twice if necessary: I like to chat to mom and dad.
2. **Tell learners to use a coloured pencil to correct their own work.**
   a. Write the five words and the sentence on the board.
   b. As you write, sound out each word.
   c. For the sentence, point out the punctuation used.
   d. Tell learners to circle their errors with the coloured pencil.
   e. 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 69.
   b. Read the text aloud. Tell learners to follow in their books as you read.
   c. Read the text again, this time, learners must join in and read with you.
   d. Model how to complete the written comprehension on the board.
   e. Model how to complete the Morphology activity 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 117

1. **Prepare learners for the Post-Read.**
   a. Remind learners of the story title: *Nyasha on stage*
   b. Explain the task. Say: Today we are going to draw and write about 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 sentences about your drawing: I liked…
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 sentences 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 felt scared when...

I felt scared because...

I showed it by...

So, I...

That helped because...

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 verb, or action word, shows that the action has already happened.
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

Graded / Levelled Readers (not supplied by NHLRP)

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 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.
4. **Using Graded / Levelled Readers**
   a. Distribute available readers to the group. (Graded / Levelled Readers)
   b. Listen to each learner read aloud from a reader.
   c. If in line with school policy, issue Graded / Levelled Readers for learners to take home.
5. **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 stories. 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, then segment and blend

TIME:
15 minutes

RESOURCES:
Frieze card: oi

Core Reader

1. **Introduce the new sound:** *oi*
   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.
   d. Ask learners to say words that start with or use the sound.
2. **Show learners how to segment and blend using this sound.**
   a. Say the word: soil
   b. Ask an individual learner to listen carefully and then to segment the word into sounds: s-oi-l
   c. As the learner says each sound, write in on the board.
   d. Next, call a different learner to blend the sounds together to read the word.
   e. Correct learners if they make any errors.
   f. Repeat with the word: moist
3. **Orientate learners to the Core Reader activities for Monday.**
   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.

Handwriting: Teach 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:** *oi.*
   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 sounds.
   d. Repeat this process modelling how to write: *Oi.*
3. **Instruct learners to write in their exercise books.**
   a. Instruct learners to write: a row of the lower-case letter *oi*
   b. Instruct learners to write: a row of the upper-case letter *Oi*
   c. Walk around and check each learner's: letter formation and spacing.

Shared Reading: Introduce the story

TIME:
15 minutes

RESOURCES:
Anthology, Introduction page 129

1. **Introduce the story.**
   a. Say: This week we will read a story titled, *Bantu feels sad.*
   b. Say: *This story is about Khumo and his friend Bantu. Bantu feels very sad because his granny died. Khumo wants to help. He tries to make Bantu feel better, but nothing works. Then, Khumo learns that when someone is sad, they do not need to forget their sadness. This story helps us understand how to be a good friend to someone who is grieving.*
   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

Graded / Levelled Readers (not supplied by NHLRP)

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 712.
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.
4. **Using Graded / Levelled Readers**
   a. Distribute available readers to the group. (Graded / Levelled Readers)
   b. Listen to each learner read aloud from a reader.
   c. If in line with school policy, issue Graded / Levelled Readers for learners to take home.
5. **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 62.
   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:
      - *impressive: Something that makes you say "Wow!" because it is very good or amazing.*
      - *absent: Not there when you are supposed to be.*
      - *mentioned: Said something.*
      - *grief: A* very sad feeling when someone you love is gone or something very sad happens.
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: Introduce a new consonant blend

TIME:
15 minutes

RESOURCES:

Core Reader

1. **Introduce the new blend:** *nch*
   a. Write the individual phonemes on the board and read each one.
   b. Next, ask a learner to blend the two sounds together.
   c. Ask learners to say words that start with or use this blend.
2. **Show learners how to segment and blend words that include this blend.**
   a. Say the word: bench
   b. Ask an individual learner to listen carefully and then to segment the word into sounds: b-e-n-ch
   c. As the learner says each sound, write in on the board.
   d. Next, call a different learner to blend the sounds together to read the word.
   e. Correct learners if they make any errors.
   f. Repeat with the word: munch
3. **Orientate learners to the Core Reader activities for Tuesday.**
   a. Instruct learners to open their Core Readers to page 72.
   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:
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. **Model how to write:** *coin, oil*
   a. Show learners how to write the words on the board.
   b. As you write, explain the starting point, direction and end point of each letter.
3. **Instruct learners to copy the words into their exercise books.**
   a. Walk around and check each learner's: letter formation and spacing.

Shared Reading: Do the Pre-Read

TIME:
15 minutes

RESOURCES:
Anthology, page 131

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: *Bantu feels sad*
   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

Graded / Levelled Readers (not supplied by NHLRP)

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 72.
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.
4. **Using Graded / Levelled Readers**
   a. Distribute available readers to the group. (Graded / Levelled Readers)
   b. Listen to each learner read aloud from a reader.
   c. If in line with school policy, issue Graded / Levelled Readers for learners to take home.
5. **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 73.
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:
      - When Mrs ____ walked into the room that morning...
      - The learners in class ____ would never forget the day when...
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, then segment and blend

TIME:
15 minutes

RESOURCES:
Frieze card: oy

Core Reader

1. **Introduce the new sound:** *oy*
   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.
   d. Ask learners to say words that start with or use the sound.
2. **Show learners how to segment and blend using this sound.**
   a. Say the word: enjoy.
   b. Ask an individual learner to listen carefully and then to segment the word into sounds: e-n-j-oy
   c. As the learner says each sound, write in on the board.
   d. Next, call a different learner to blend the sounds together to read the word.
   e. Correct learners if they make any errors.
   f. Repeat with the word: joy
3. **Orientate learners to the Core Reader activities for Wednesday.**
   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 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:** *oy.*
   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 sounds.
   d. Repeat this process modelling how to write: *Oy.*
3. **Instruct learners to write in their exercise books.**
   a. Instruct learners to write: a row of the lower-case letter *oy*
   b. Instruct learners to write: a row of the upper-case letter *Oy*
   c. Walk around and check each learner's: letter formation and spacing.

Shared Reading: Do the First Read

TIME:
15 minutes

RESOURCES:
Anthology, page 131

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: *Bantu feels sad*
   d. Say: *This story is about Khumo and his friend Bantu. Bantu feels very sad because his granny died. Khumo wants to help. He tries to make Bantu feel better, but nothing works. Then, Khumo learns that when someone is sad, they do not need to forget their sadness. This story helps us understand how to be a good friend to someone who is grieving.*
   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 & 4 to the whole class. Ask learners to discuss the questions 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 1, page 76

Writing Frame:

The bus is going...

One person feels... because...

Another person feels... because...

A third person feels... because...

The people on the bus feel..., ... and....

1. **Introduce the LSC focus.**
   a. Say: This week we will focus on: Using commas to separate items in a list. There is no comma before the last item. Instead we include the word 'and'. For example: I like sweets, chips, cake and cooldrinks.
   b. Write a sentence on the board: We know lots of feelings, like happy, sad and angry.
   c. Point out the LSC: Commas are used to separate items in a list.
2. **Introduce the writing task.**
   a. Say: This week we will: Draw a picture and write at least five sentences.
   b. Say: Draw the faces in the bus windows and colour in the bus. Then write a paragraph about your picture.
3. **Explain your own answer to the writing task orally, before writing.**
   a. Say: I think the bus is going... and the people inside feel...
4. **Model the task on the board.**
   a. Draw a picture of the faces in the bus windows.
   b. Show learners how to complete the writing frame.
   c. Point out the LSC: Commas are used to separate items in a list.

Group Guided Reading: Work with Groups 5&6

TIME:
30 minutes

RESOURCES:
Core Reader

Graded / Levelled Readers (not supplied by NHLRP)

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 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.
4. **Using Graded / Levelled Readers**
   a. Distribute available readers to the group. (Graded / Levelled Readers)
   b. Listen to each learner read aloud from a reader.
   c. If in line with school policy, issue Graded / Levelled Readers for learners to take home.
5. **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: Introduce a new consonant blend

TIME:
15 minutes

RESOURCES:

Core Reader

1. **Introduce the new blend:** *thr*
   a. Write the individual phonemes on the board and read each one.
   b. Next, ask a learner to blend the two sounds together.
   c. Ask learners to say words that start with or use this blend.
2. **Show learners how to segment and blend words that include this blend.**
   a. Say the word: three
   b. Ask an individual learner to listen carefully and then to segment the word into sounds: th-r-ee
   c. As the learner says each sound, write in on the board.
   d. Next, call a different learner to blend the sounds together to read the word.
   e. Correct learners if they make any errors.
   f. Repeat with the word: thrill
3. **Orientate learners to the Core Reader activities for Thursday.**
   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: Copy words

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. **Model how to write:** *boy, annoy*
   a. Show learners how to write the words on the board.
   b. As you write, explain the starting point, direction and end point of each letter.
3. **Instruct learners to copy the words into their exercise books.**
   a. Walk around and check each learner's: letter formation and spacing.

Writing: Plan and draft

TIME:
20 minutes

RESOURCES:
DBE Workbook 1, page 76

Writing frame:

The bus is going...

One person feels... because...

Another person feels... because...

A third person feels... because...

The people on the bus feel..., ... and....

1. **Reintroduce the writing task.**
   a. Say: Draw the faces in the bus windows and colour in the bus. Then write a paragraph about your 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. happy, excited, nervous, unhappy
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: Commas are used to separate items in a list.
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

Graded / Levelled Readers (not supplied by NHLRP)

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 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.
4. **Using Graded / Levelled Readers**
   a. Distribute available readers to the group. (Graded / Levelled Readers)
   b. Listen to each learner read aloud from a reader.
   c. If in line with school policy, issue Graded / Levelled Readers for learners to take home.
5. **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 in 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:
Core Reader

1. **Settle learners with their exercise books, pens and rulers.**
   a. Tell learners to write the heading, 'Dictation' and to write numbers 1-5 in the margin.
   b. Call out the following five words for learners to write next to numbers 1-5: soil, lunch, enjoy, three, oil
   c. Next, tell learners to write down the sentence that you say, using the correct punctuation.
   d. Say the following sentence. Repeat it slowly, twice if necessary: The kids munch the lunch.
2. **Tell learners to use a coloured pencil to correct their own work.**
   a. Write the five words and the sentence on the board.
   b. As you write, sound out each word.
   c. For the sentence, point out the punctuation used.
   d. Tell learners to circle their errors with the coloured pencil.
   e. 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 76.
   b. Read the text aloud. Tell learners to follow in their books as you read.
   c. Read the text again, this time, learners must join in and read with you.
   d. Model how to complete the written comprehension on the board.
   e. Model how to complete the Morphology activity 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 131

1. **Prepare learners for the Post-Read.**
   a. Remind learners of the story title: *Bantu feels sad*
   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.**
   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 1, page 76

Writing frame:

The bus is going...

One person feels... because...

Another person feels... because...

A third person feels... because...

The people on the bus feel..., ... and....

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: Commas are used to separate items in a list.
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

Graded / Levelled Readers (not supplied by NHLRP)

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 76.
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.
4. **Using Graded / Levelled Readers**
   a. Distribute available readers to the group. (Graded / Levelled Readers)
   b. Listen to each learner read aloud from a reader.
   c. If in line with school policy, issue Graded / Levelled Readers for learners to take home.
5. **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 use technology*
2. **Ask open questions to activate learners' background knowledge.**
   - *What is technology?*
   - *What kinds of technology do you use at home or at school?*
   - *How is a computer different from a book?*
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 78.**
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
   His eyes are glued to the screen.
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: You are watching something very closely and not looking away. It does not mean your eyes are really glued or stuck to the screen – it means you are very focused.

Phonics: Teach a new sound, then segment and blend

TIME:
15 minutes

RESOURCES:
Frieze card: ou

Core Reader

1. **Introduce the new sound:** *ou*
   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.
   d. Ask learners to say words that start with or use the sound.
2. **Show learners how to segment and blend using this sound.**
   a. Say the word: sour
   b. Ask an individual learner to listen carefully and then to segment the word into sounds: s-ou-r
   c. As the learner says each sound, write in on the board.
   d. Next, call a different learner to blend the sounds together to read the word.
   e. Correct learners if they make any errors.
   f. Repeat with the word: round
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 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:** *ou.*
   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 sounds.
   d. Repeat this process modelling how to write: *Ou.*
3. **Instruct learners to write in their exercise books.**
   a. Instruct learners to write: a row of the lower-case letter *ou*
   b. Instruct learners to write: a row of the upper-case letter *Ou*
   c. Walk around and check each learner's: letter formation and spacing.

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, *Zandile uses the Internet*.
   b. Say: *This story is about Zandile, who wants to grow her own strawberries. She doesn't know how to grow strawberries, so she asks people for help. When she can't find someone to help, her sister suggests she use the Internet. Zandile searches online to see if she can find the information she needs. This story shows us how we can use technology to learn new 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: Find and Remember Details.
   b. Explain this strategy to learners.

Group Guided Reading: Work with Groups 1&2

TIME:
30 minutes

RESOURCES:
Core Reader

Graded / Levelled Readers (not supplied by NHLRP)

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.
4. **Using Graded / Levelled Readers**
   a. Distribute available readers to the group. (Graded / Levelled Readers)
   b. Listen to each learner read aloud from a reader.
   c. If in line with school policy, issue Graded / Levelled Readers for learners to take home.
5. **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 78.
   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:
   - *search: To look for information on the Internet by typing words into a phone, tablet or computer.*
   - *expensive: When something costs a lot of money.*
   - *Internet: A worldwide system that connects phones and computers so people can find information and talk to others.*
   - *data: What we buy so we can use the Internet on a phone. It lets you watch videos, send messages, and search online.*
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: Introduce a new consonant blend

TIME:
15 minutes

RESOURCES:

Core Reader

1. **Introduce the new blend:** *tw*
   a. Write the individual phonemes on the board and read each one.
   b. Next, ask a learner to blend the two sounds together.
   c. Ask learners to say words that start with or use this blend.
2. **Show learners how to segment and blend words that include this blend.**
   a. Say the word: twist
   b. Ask an individual learner to listen carefully and then to segment the word into sounds: t-w-i-s-t
   c. As the learner says each sound, write in on the board.
   d. Next, call a different learner to blend the sounds together to read the word.
   e. Correct learners if they make any errors.
   f. Repeat with the word: twin
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: Copy words

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. **Model how to write:** *loud, proud*
   a. Show learners how to write the words on the board.
   b. As you write, explain the starting point, direction and end point of each letter.
3. **Instruct learners to copy the words into their exercise books.**
   a. Walk around and check each learner's: letter formation and spacing.

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: *Zandile uses the Internet*.
   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

Graded / Levelled Readers (not supplied by NHLRP)

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.
4. **Using Graded / Levelled Readers**
   a. Distribute available readers to the group. (Graded / Levelled Readers)
   b. Listen to each learner read aloud from a reader.
   c. If in line with school policy, issue Graded / Levelled Readers for learners to take home.
5. **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:
      - *technology: Technology is something people use to help them do things more easily, like learning, talking to others, or solving problems.*
      - *tool: A tool is something we use to help us do a job. For example, a pencil is a tool for writing, and a laptop is a tool for typing.*
      - *click: To click means to press a button on a mouse, screen, or device to make something happen, like opening a game or a message.*
      - *scam: A scam is when someone lies to try to get your money or your personal information.*
   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 82.
   b. Tell learners the following information about the picture:
      - *Technology is any tool that helps people do things more easily. It is not only phones and computers. A pencil, a radio, and a chalkboard are also technology because they help us write, listen, learn, and share information.*
      - *Technology changes over time. People invent new tools to make things faster or easier. For example, a letter is a way to send a message to someone. You write it on paper and it is delivered by post. It can take many days to arrive. An email is another way to send a message. An email can arrive in just a few seconds. Even though we have email today, some people still like to write letters.*
      - *We need to be careful when we use the Internet. Not everything we see online is true. Some messages try to trick people. We should not click on links from people we do not know, and we should always ask a trusted adult if we are unsure.*
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 the tools change from the top of the page to the bottom of the page?*
   b. *How do you think people communicated or learned using the old tools? How do the newer tools make things faster or easier?*
   c. *What technology do you think people will use in the future?*

Phonics: Teach a new sound, then segment and blend

TIME:
15 minutes

RESOURCES:
Frieze card: ow

Core Reader

1. **Introduce the new sound:** *ow*
   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.
   d. Ask learners to say words that start with or use the sound.
2. **Show learners how to segment and blend using this sound.**
   a. Say the word: how.
   b. Ask an individual learner to listen carefully and then to segment the word into sounds: h-ow
   c. As the learner says each sound, write in on the board.
   d. Next, call a different learner to blend the sounds together to read the word.
   e. Correct learners if they make any errors.
   f. Repeat with the word: brown
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 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:** *ow.*
   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 sounds.
   d. Repeat this process modelling how to write: *Ow.*
3. **Instruct learners to write in their exercise books.**
   a. Instruct learners to write: a row of the lower-case letter *ow*
   b. Instruct learners to write: a row of the upper-case letter *Ow*
   c. Walk around and check each learner's: letter formation and spacing.

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: *Zandile uses the Internet.*
   d. Say: *This story is about Zandile, who wants to grow her own strawberries. She doesn't know how to grow strawberries, so she asks people for help. When she can't find someone to help, her sister suggests she use the Internet. Zandile searches online to see if she can find the information she needs. This story shows us how we can use technology to learn new 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 & 4 to the whole class. Ask learners to discuss the questions 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: Find and remember details.
      - Ask learners: Stories have details we must remember to get the full picture! How do you try to remember details?

Writing: Model the LSC and task

TIME:
20 minutes

RESOURCES:
Writing frame:

One day, I needed help...

I used...

First, I...

Then...

I was able to...

I felt...

1. **Introduce the LSC focus.**
   a. Say: This week we will focus on: Using adjectives to describe people, places or things in our writing. Adjectives give us more information about what something is like.
   b. Write a sentence on the board: The dog. The fluffy, brown dog.
   c. Point out the LSC: Adjectives are used to describe people, places and things.
2. **Introduce the writing task.**
   a. Say: This week we will: Draw a picture and write at least five sentences.
   b. Say: We will draw and write about: A time technology helped you.
3. **Explain your own answer to the writing task orally, before writing.**
   a. Say: Remeber that technology is any tool people invent to make life easier. I use... because...
4. **Model the task on the board.**
   a. Draw a quick picture that shows: A picture of you using the technology that helped you.
   b. Show learners how to complete the writing frame.
   c. Point out the LSC: Adjectives are used to describe people, places and things.

Group Guided Reading: Work with Groups 5&6

TIME:
30 minutes

RESOURCES:
Core Reader

Graded / Levelled Readers (not supplied by NHLRP)

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 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.
4. **Using Graded / Levelled Readers**
   a. Distribute available readers to the group. (Graded / Levelled Readers)
   b. Listen to each learner read aloud from a reader.
   c. If in line with school policy, issue Graded / Levelled Readers for learners to take home.
5. **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: Introduce a new consonant blend

TIME:
15 minutes

RESOURCES:

Core Reader

1. **Introduce the new blend:** *dr*
   a. Write the individual phonemes on the board and read each one.
   b. Next, ask a learner to blend the two sounds together.
   c. Ask learners to say words that start with or use this blend.
2. **Show learners how to segment and blend words that include this blend.**
   a. Say the word: drip
   b. Ask an individual learner to listen carefully and then to segment the word into sounds: d-r-ea-m
   c. As the learner says each sound, write in on the board.
   d. Next, call a different learner to blend the sounds together to read the word.
   e. Correct learners if they make any errors.
   f. Repeat with the word: drip
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: Copy words

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. **Model how to write:** *brown, town*
   a. Show learners how to write the words on the board.
   b. As you write, explain the starting point, direction and end point of each letter.
3. **Instruct learners to copy the words into their exercise books.**
   a. Walk around and check each learner's: letter formation and spacing.

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: *Zandile uses the Internet*
   d. Remind learners of the comprehension strategy.
      - Remind learners of the comprehension strategy.
      - Say, this week we are learning how to: Find and Remember Details.
      - Say, remember, we discussed this yesterday, when I asked you: Stories have details we must remember to get the full picture! How do you try to remember details?
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 & 4 to the whole class. Ask learners to discuss the questions with a partner.
      - Call on a few learners to share their answers.

Writing: Plan and draft

TIME:
20 minutes

RESOURCES:
Writing frame:

One day, I needed help...

I used...

First, I...

Then...

I was able to...

I felt...

1. **Reintroduce the writing task.**
   a. Say: Remember that this week we will draw and write about: A time technology helped you.
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. camera, phone, calculator, printer
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: Adjectives are used to describe people, places and things.
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

Graded / Levelled Readers (not supplied by NHLRP)

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 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.
4. **Using Graded / Levelled Readers**
   a. Distribute available readers to the group. (Graded / Levelled Readers)
   b. Listen to each learner read aloud from a reader.
   c. If in line with school policy, issue Graded / Levelled Readers for learners to take home.
5. **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 in 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:
Core Reader

1. **Settle learners with their exercise books, pens and rulers.**
   a. Tell learners to write the heading, 'Dictation' and to write numbers 1-5 in the margin.
   b. Call out the following five words for learners to write next to numbers 1-5: boy, out, tweet, now, drink
   c. Next, tell learners to write down the sentence that you say, using the correct punctuation.
   d. Say the following sentence. Repeat it slowly, twice if necessary: The brown cow drinks out the river.
2. **Tell learners to use a coloured pencil to correct their own work.**
   a. Write the five words and the sentence on the board.
   b. As you write, sound out each word.
   c. For the sentence, point out the punctuation used.
   d. Tell learners to circle their errors with the coloured pencil.
   e. 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 85.
   b. Read the text aloud. Tell learners to follow in their books as you read.
   c. Read the text again, this time, learners must join in and read with you.
   d. Model how to complete the written comprehension on the board.
   e. Model how to complete the Morphology activity 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: *Zandile uses the Internet*
   b. Explain the task. Say: Today we are going to complete a written comprehension about the story.
2. **Model the task as follows:**
   a. Have the questions written on the board.
   b. Read each question aloud.
   c. Explain what kind of answer the question is looking for.
   d. For example: What was Anna wearing? The answer must tell us about Anna's clothing.
   e. For example: What do you think Anna should have done? The answer is not in the test – learners must think of their own ideas.
   f. Show learners that below each question is a sentence starter. Explain that they should use this to help them write their answer.
3. **Instruct learners to complete the task.**
   a. Tell learners to open their exercise books and write the date and the heading: Comprehension.
   b. Tell learners to use the 'sentence starters' below each question and to write the answer to each question in their books.
   c. Instruct learners to use their phonic knowledge to write unknown words. They must say the word slowly and write down the sounds they hear.

Written Comprehension

1. **What kind of seeds did Zandile want to buy?**
   a. Pumpkin seeds
   b. Strawberry seeds (correct)
   c. Carrot seeds
2. **What did Zandile's mother tell her about plants?**
   a. All plants need lots of water
   b. All plants need the same thing
   c. All plants need different things (correct)
3. **How did Zandile go onto the Internet?**
   a. With a phone and data (correct)
   b. With a computer
   c. With a phone and WiFi

Writing: Draft and edit

TIME:
20 minutes

RESOURCES:
Writing frame:

One day, I needed help...

I used...

First, I...

Then...

I was able to...

I felt...

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 an adjective to each of your sentences.
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: Adjectives are used to describe people, places and things.
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

Graded / Levelled Readers (not supplied by NHLRP)

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.**
   a. Instruct learners to point to the different activities.
   b. 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.
4. **Using Graded / Levelled Readers**
   a. Distribute available readers to the group. (Graded / Levelled Readers)
   b. Listen to each learner read aloud from a reader.
   c. If in line with school policy, issue Graded / Levelled Readers for learners to take home.
5. **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 stories. 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, then segment and blend

TIME:
15 minutes

RESOURCES:
Frieze card: ai

Core Reader

1. **Introduce the new sound:** *ai*
   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.
   d. Ask learners to say words that start with or use the sound.
2. **Show learners how to segment and blend using this sound.**
   a. Say the word: snail
   b. Ask an individual learner to listen carefully and then to segment the word into sounds: s-n-ai-l
   c. As the learner says each sound, write in on the board.
   d. Next, call a different learner to blend the sounds together to read the word.
   e. Correct learners if they make any errors.
   f. Repeat with the word: tail
3. **Orientate learners to the Core Reader activities for Monday.**
   a. Instruct learners to open their Core Readers to page 87.
   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 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:** *ai.*
   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 sounds.
   d. Repeat this process modelling how to write: *Ai.*
3. **Instruct learners to write in their exercise books.**
   a. Instruct learners to write: a row of the lower-case letter *ai*
   b. Instruct learners to write: a row of the upper-case letter *Ai*
   c. Walk around and check each learner's: letter formation and spacing.

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, *Kya uses screens*.
   b. Say: *This story is about a girl named Kya who loves using a phone to watch videos, play games, and chat. Throughout the day, her family does things together, like talking about their day, playing outside, and baking biscuits, but Kya uses phones all day and misses out. At the end of the story, Kya thinks about the choices she has made. This story helps us to think about the time we spend with screens instead of with people.*
   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

Graded / Levelled Readers (not supplied by NHLRP)

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 87.
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.
4. **Using Graded / Levelled Readers**
   a. Distribute available readers to the group. (Graded / Levelled Readers)
   b. Listen to each learner read aloud from a reader.
   c. If in line with school policy, issue Graded / Levelled Readers for learners to take home.
5. **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 78.
   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:
      - *screen: The flat part of a phone, computer, or TV where you see pictures and words.*
      - *stared: Looked at something for a long time without looking away.*
      - *joined in: Took part in something with others.*
      - *moment: A* short time that is important or meaningful.
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: Introduce a new consonant blend

TIME:
15 minutes

RESOURCES:

Core Reader

1. **Introduce the new blend:** *sw*
   a. Write the individual phonemes on the board and read each one.
   b. Next, ask a learner to blend the two sounds together.
   c. Ask learners to say words that start with or use this blend.
2. **Show learners how to segment and blend words that include this blend.**
   a. Say the word: sweet
   b. Ask an individual learner to listen carefully and then to segment the word into sounds: s-w-ee-t
   c. As the learner says each sound, write in on the board.
   d. Next, call a different learner to blend the sounds together to read the word.
   e. Correct learners if they make any errors.
   f. Repeat with the word: swim
3. **Orientate learners to the Core Reader activities for Tuesday.**
   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: Copy words

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. **Model how to write:** *pail, chain*
   a. Show learners how to write the words on the board.
   b. As you write, explain the starting point, direction and end point of each letter.
3. **Instruct learners to copy the words into their exercise books.**
   a. Walk around and check each learner's: letter formation and spacing.

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: *Kya uses screens*
   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

Graded / Levelled Readers (not supplied by NHLRP)

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 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.
4. **Using Graded / Levelled Readers**
   a. Distribute available readers to the group. (Graded / Levelled Readers)
   b. Listen to each learner read aloud from a reader.
   c. If in line with school policy, issue Graded / Levelled Readers for learners to take home.
5. **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 89.
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:
      - ____ and ____ were looking at the phone, when suddenly...
      - It all started when...
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, then segment and blend

TIME:
15 minutes

RESOURCES:
Frieze card: ay

Core Reader

1. **Introduce the new sound:** *ay*
   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.
   d. Ask learners to say words that start with or use the sound.
2. **Show learners how to segment and blend using this sound.**
   a. Say the word: away.
   b. Ask an individual learner to listen carefully and then to segment the word into sounds: a-w-ay
   c. As the learner says each sound, write in on the board.
   d. Next, call a different learner to blend the sounds together to read the word.
   e. Correct learners if they make any errors.
   f. Repeat with the word: play
3. **Orientate learners to the Core Reader activities for Wednesday.**
   a. Instruct learners to open their Core Readers to page 90.
   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 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:** *ay.*
   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 sounds.
   d. Repeat this process modelling how to write: *Ay.*
3. **Instruct learners to write in their exercise books.**
   a. Instruct learners to write: a row of the lower-case letter *ay*
   b. Instruct learners to write: a row of the upper-case letter *Ay*
   c. Walk around and check each learner's: letter formation and spacing.

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: *Kya uses screens*
   d. Say: *This story is about a girl named Kya who loves using a phone to watch videos, play games, and chat. Throughout the day, her family does things together, like talking about their day, playing outside, and baking biscuits, but Kya uses phones all day and misses out. At the end of the story, Kya thinks about the choices she has made. This story helps us to think about the time we spend with screens instead of with people.*
   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 & 4 to the whole class. Ask learners to discuss the questions 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 1, page 88

Writing Frame:

Dear...

I went to the beach with...

At the beach, I...

I saw / found...

I felt...

I liked / didn't like the beach because....

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 feel happy. She feels sad.
   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: Write a letter of at least five sentences to a friend.
   b. Say: We will draw and write about: Pretend you went to the beach. Write a postcard to tell your friend what you saw at the beach.
3. **Explain your own answer to the writing task orally, before writing.**
   a. Say: When I was on the beach, I saw....
4. **Model the task on the board**
   a. Show learners how to complete the writing frame.
   b. 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

Graded / Levelled Readers (not supplied by NHLRP)

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 90.
2. **Go through the Core Reader activities for the day with learners.**
   Remind learners what to do 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.
4. **Using Graded / Levelled Readers**
   a. Distribute available readers to the group. (Graded / Levelled Readers)
   b. Listen to each learner read aloud from a reader.
   c. If in line with school policy, issue Graded / Levelled Readers for learners to take home.
5. **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: Introduce a new consonant blend

TIME:
15 minutes

RESOURCES:

Core Reader

1. **Introduce the new blend:** *sp*
   a. Write the individual phonemes on the board and read each one.
   b. Next, ask a learner to blend the two sounds together.
   c. Ask learners to say words that start with or use this blend.
2. **Show learners how to segment and blend words that include this blend.**
   a. Say the word: speak
   b. Ask an individual learner to listen carefully and then to segment the word into sounds: s-p-ea-k
   c. As the learner says each sound, write in on the board.
   d. Next, call a different learner to blend the sounds together to read the word.
   e. Correct learners if they make any errors.
   f. Repeat with the word: spot
3. **Orientate learners to the Core Reader activities for Thursday.**
   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: Copy words

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. **Model how to write:** *sway, may*
   a. Show learners how to write the words on the board.
   b. As you write, explain the starting point, direction and end point of each letter.
3. **Instruct learners to copy the words into their exercise books.**
   a. Walk around and check each learner's: letter formation and spacing.

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: *Kya uses screens*
   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 & 4 to the whole class. Ask learners to discuss the questions with a partner.
      - Call on a few learners to share their answers.

Writing: Plan and draft

TIME:
20 minutes

RESOURCES:
DBE Workbook 1, page 88

Writing frame:

Dear...

I went to the beach with...

At the beach, I...

I saw / found...

I felt...

I liked / didn't like the beach because....

1. **Reintroduce the writing task.**
   a. Say: Remember that this week we will draw and write about: Pretend you went to the beach. Write a postcard to tell your friend what you saw at the beach.
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. fish, crab, shells, dolphin.
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

Graded / Levelled Readers (not supplied by NHLRP)

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 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.
4. **Using Graded / Levelled Readers**
   a. Distribute available readers to the group. (Graded / Levelled Readers)
   b. Listen to each learner read aloud from a reader.
   c. If in line with school policy, issue Graded / Levelled Readers for learners to take home.
5. **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 in 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:
Core Reader

1. **Settle learners with their exercise books, pens and rulers.**
   a. Tell learners to write the heading, 'Dictation' and to write numbers 1-5 in the margin.
   b. Call out the following five words for learners to write next to numbers 1-5: town, pain, swing, play, speak
   c. Next, tell learners to write down the sentence that you say, using the correct punctuation.
   d. Say the following sentence. Repeat it slowly, twice if necessary: I play and swing with Spot.
2. **Tell learners to use a coloured pencil to correct their own work.**
   a. Write the five words and the sentence on the board.
   b. As you write, sound out each word.
   c. For the sentence, point out the punctuation used.
   d. Tell learners to circle their errors with the coloured pencil.
   e. 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 92.
   b. Read the text aloud. Tell learners to follow in their books as you read.
   c. Read the text again, this time, learners must join in and read with you.
   d. Model how to complete the written comprehension on the board.
   e. Model how to complete the Morphology activity 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: *Kya uses screens*
   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:
DBE Workbook 1, page 88

Writing frame:

Dear...

I went to the beach with...

At the beach, I...

I saw / found...

I felt...

I liked / didn't like the beach because....

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 an adjective to each of your sentences.
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

Graded / Levelled Readers (not supplied by NHLRP)

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 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.
4. **Using Graded / Levelled Readers**
   a. Distribute available readers to the group. (Graded / Levelled Readers)
   b. Listen to each learner read aloud from a reader.
   c. If in line with school policy, issue Graded / Levelled Readers for learners to take home.
5. **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 follow instructions*
2. **Ask open questions to activate learners' background knowledge.**
   - *Why is it important to listen carefully to instructions?*
   - *What helps you to remember steps when there are many instructions?*
   - *What could happen if we do not follow instructions?*
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 94.**
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.
   His heart skipped a beat.
   He did not skip a beat.
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:
   If we say my heart "skipped a beat" it means we suddenly feel a strong emotion (like fear, surprise, or shock). It describes the feeling when your heart seems to stop for a moment. Your heart doesn't really stop or skip a beat, though!
   If we say "he didn't skip a beat" it means the opposite. It means when something happens, you stay calm, react coolly and confidently, and just continue on.

Phonics: Teach a new sound, then segment and blend

TIME:
15 minutes

RESOURCES:
Frieze card:
-y

Core Reader

1. **Introduce the new sound:** *-y*
   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.
   d. Ask learners to say words that start with or use the sound.
2. **Show learners how to segment and blend using this sound.**
   a. Say the word: sky
   b. Ask an individual learner to listen carefully and then to segment the word into sounds: s-k-y
   c. As the learner says each sound, write in on the board.
   d. Next, call a different learner to blend the sounds together to read the word.
   e. Correct learners if they make any errors.
   f. Repeat with the word: fly
3. **Orientate learners to the Core Reader activities for Monday.**
   a. Instruct learners to open their Core Readers to page 96.
   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 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:** *y*.
   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 sounds.
   d. Repeat this process modelling how to write: *Y*.
3. **Instruct learners to write in their exercise books.**
   a. Instruct learners to write: a row of the lower-case letter *y*
   b. Instruct learners to write: a row of the upper-case letter *Y*
   c. Walk around and check each learner's: letter formation and spacing.

Shared Reading: Introduce the story

TIME:
15 minutes

RESOURCES:
Anthology, page 173

1. **Introduce the story.**
   a. Say: This week we will read a story titled, *Stay safe Lesego!*.
   b. Say: *This story is about a girl named Lesego whose mother tells her to stay safe and avoid certain places. Later, a neighbour asks Lesego to go to a shop near the shebeen. Lesego goes to the shop, but she does not follow her mother's safety rules. Along the way, she feels scared and begins to understand why her mother made those safety rules. This story helps us to understand why rules are important.*
   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

Graded / Levelled Readers (not supplied by NHLRP)

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 96.
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.
4. **Using Graded / Levelled Readers**
   a. Distribute available readers to the group. (Graded / Levelled Readers)
   b. Listen to each learner read aloud from a reader.
   c. If in line with school policy, issue Graded / Levelled Readers for learners to take home.
5. **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 94.
   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:
      - *passage: A path or a walkway.*
      - *narrow: Not wide; small from side to side.*
      - *warned: Told someone about danger so they can be careful.*
      - *danger: Something could hurt you.*
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: Introduce a new consonant blend

TIME:
15 minutes

RESOURCES:

Core Reader

1. **Introduce the new blend:** *pt*
   a. Write the individual phonemes on the board and read each one.
   b. Next, ask a learner to blend the two sounds together.
   c. Ask learners to say words that start with or use this blend.
2. **Show learners how to segment and blend words that include this blend.**
   a. Say the word: kept
   b. Ask an individual learner to listen carefully and then to segment the word into sounds: k-e-p-t
   c. As the learner says each sound, write in on the board.
   d. Next, call a different learner to blend the sounds together to read the word.
   e. Correct learners if they make any errors.
   f. Repeat with the word: wept
3. **Orientate learners to the Core Reader activities for Tuesday.**
   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 words

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. **Model how to write:** *shy, dry*
   a. Show learners how to write the words on the board.
   b. As you write, explain the starting point, direction and end point of each letter.
3. **Instruct learners to copy the words into their exercise books.**
   a. Walk around and check each learner's: letter formation and spacing.

Shared Reading: Do the Pre-Read

TIME:
15 minutes

RESOURCES:
Anthology, page 175

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: *Stay safe Lesego!*.
   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

Graded / Levelled Readers (not supplied by NHLRP)

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 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.
4. **Using Graded / Levelled Readers**
   a. Distribute available readers to the group. (Graded / Levelled Readers)
   b. Listen to each learner read aloud from a reader.
   c. If in line with school policy, issue Graded / Levelled Readers for learners to take home.
5. **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:
      - *instructions: Rules or directions that tell you what to do or how to do something.*
      - *safe: Being protected from danger or harm.*
      - *tempted: Feeling like you want to do something, even if you know you probably shouldn't.*
      - *fear: A feeling you have when you think something might hurt you or is scary.*
   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 98.
   b. Tell learners the following information about the picture:
      - *Instructions are usually given to help, guide, or protect us. Instructions may come from parents, teachers, caregivers, or other trusted adults. Although children may not always understand why they are instructed to do something, it is important to recognise that instructions are given for a reason.*
      - *When we follow instructions, we often avoid mistakes, harm or unnecessary problems. When we ignore them, we may face consequences that could have been prevented.*
      - *Following instructions isn't always easy. We have to practice self-control and decision-making. This can sometimes be difficult - like when we feel in a hurry or pressured by friends.*
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 are some rules or instructions you follow every day?*
   b. *What can happen when we don't follow rules or instructions?*
   c. *Can you think of a time you broke a rule or didn't follow instructions? What happened?*

Phonics: Teach a new sound, then segment and blend

TIME:
15 minutes

RESOURCES:
Frieze card: igh

Core Reader

1. **Introduce the new sound:** *igh*
   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.
   d. Ask learners to say words that start with or use the sound.
2. **Show learners how to segment and blend using this sound.**
   a. Say the word: light.
   b. Ask an individual learner to listen carefully and then to segment the word into sounds: l-igh-t
   c. As the learner says each sound, write in on the board.
   d. Next, call a different learner to blend the sounds together to read the word.
   e. Correct learners if they make any errors.
   f. Repeat with the word: night
3. **Orientate learners to the Core Reader activities for Wednesday.**
   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.

Handwriting: Teach 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:** *igh.*
   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 sounds.
   d. Repeat this process modelling how to write: *lgh.*
3. **Instruct learners to write in their exercise books.**
   a. Instruct learners to write: a row of the lower-case letter *igh*
   b. Instruct learners to write: a row of the upper-case letter *lgh*
   c. Walk around and check each learner's: letter formation and spacing.

Shared Reading: Do the First Read

TIME:
15 minutes

RESOURCES:
Anthology, page 175

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: *Stay safe Lesego!*
   d. Say: *This story is about a girl named Lesego whose mother tells her to stay safe and avoid certain places. Later, a neighbour asks Lesego to go to a shop near the shebeen. Lesego goes to the shop, but she does not follow her mother's safety rules. Along the way, she feels scared and begins to understand why her mother made those safety rules. This story helps us to understand why rules are important.*

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 & 4 to the whole class. Ask learners to discuss the questions 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 play...

I play with...

The goal of the game is...

One rule is...

Another rule is...

The rules make it fun because...

1. **Introduce the LSC focus.**
   a. Say: This week we will focus on: Making sure we write paragraphs that are focused on one main idea. All the sentences in a paragraph should be about the same idea.
   b. Write a sentence on the board: The sentences in a paragraph are focused on one main idea.
   c. Point out the LSC: A paragraph about computer: I have a computer at home. It is on my desk. I use my computer to do work and to play games.
2. **Introduce the writing task.**
   a. Say: This week we will: Draw a picture and write two short paragraphs of 3 sentences each.
   b. Say: We will draw and write about: A game you play where you follow the rules.
3. **Explain your own answer to the writing task orally, before writing.**
   a. Say: I like to play....
4. **Model the task on the board.**
   a. Draw a quick picture that shows: You, playing a game.
   b. Show learners how to complete the writing frame.
   c. Point out the LSC: The sentences in a paragraph are focused on one main idea.

Group Guided Reading: Work with Groups 5&6

TIME:
30 minutes

RESOURCES:
Core Reader

Graded / Levelled Readers (not supplied by NHLRP)

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 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.
4. **Using Graded / Levelled Readers**
   a. Distribute available readers to the group. (Graded / Levelled Readers)
   b. Listen to each learner read aloud from a reader.
   c. If in line with school policy, issue Graded / Levelled Readers for learners to take home.
5. **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: Introduce a new consonant blend

TIME:
15 minutes

RESOURCES:

Core Reader

1. **Introduce the new blend:** *mp*
   a. Write the individual phonemes on the board and read each one.
   b. Next, ask a learner to blend the two sounds together.
   c. Ask learners to say words that start with or use this blend.
2. **Show learners how to segment and blend words that include this blend.**
   a. Say the word: swamp
   b. Ask an individual learner to listen carefully and then to segment the word into sounds: s-w-a-m-p
   c. As the learner says each sound, write in on the board.
   d. Next, call a different learner to blend the sounds together to read the word.
   e. Correct learners if they make any errors.
   f. Repeat with the word: lamp
3. **Orientate learners to the Core Reader activities for Thursday.**
   a. Instruct learners to open their Core Readers to page 100.
   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:
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. **Model how to write:** *tight, right*
   a. Show learners how to write the words on the board.
   b. As you write, explain the starting point, direction and end point of each letter.
3. **Instruct learners to copy the words into their exercise books.**
   a. Walk around and check each learner's: letter formation and spacing.

Shared Reading: Do the Second Read

TIME:
15 minutes

RESOURCES:
Anthology, page 175

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: *Stay safe Lesego!*
   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 & 4 to the whole class. Ask learners to discuss the questions 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 play...

I play with...

The goal of the game is...

One rule is...

Another rule is...

The rules make it fun because...

1. **Reintroduce the writing task.**
   a. Say: Remember that this week we will draw and write about: A game you play where you follow the rules.
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. soccer, tag, hide-and-seek, friends.
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 sentences in a paragraph are focused on one main idea.
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

Graded / Levelled Readers (not supplied by NHLRP)

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 100.
2. **Go through the Core Reader activities for the day with learners.**
   Remind learners what to do 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.
4. **Using Graded / Levelled Readers**
   a. Distribute available readers to the group. (Graded / Levelled Readers)
   b. Listen to each learner read aloud from a reader.
   c. If in line with school policy, issue Graded / Levelled Readers for learners to take home.
5. **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 in 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:
Core Reader

1. **Settle learners with their exercise books, pens and rulers.**
   a. Tell learners to write the heading, 'Dictation' and to write numbers 1-5 in the margin.
   b. Call out the following five words for learners to write next to numbers 1-5: speak, shy, kept, fight, pump
   c. Next, tell learners to write down the sentence that you say, using the correct punctuation.
   d. Say the following sentence. Repeat it slowly, twice if necessary: I rode my bike on a high ramp.
2. **Tell learners to use a coloured pencil to correct their own work.**
   a. Write the five words and the sentence on the board.
   b. As you write, sound out each word.
   c. For the sentence, point out the punctuation used.
   d. Tell learners to circle their errors with the coloured pencil.
   e. 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 101.
   b. Read the text aloud. Tell learners to follow in their books as you read.
   c. Read the text again, this time, learners must join in and read with you.
   d. Model how to complete the written comprehension on the board.
   e. Model how to complete the Morphology activity 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 175

1. **Prepare learners for the Post-Read.**
   a. Remind learners of the story title: *Stay safe Lesego!*
   b. Explain the task. Say: Today we are going to draw and write about 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 sentences about your drawing: I liked...
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 sentences 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 play...

I play with...

The goal of the game is...

One rule is...

Another rule is...

The rules make it fun because...

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 sentences in a paragraph are focused on one main idea.
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

Graded / Levelled Readers (not supplied by NHLRP)

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 101.
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.
4. **Using Graded / Levelled Readers**
   a. Distribute available readers to the group. (Graded / Levelled Readers)
   b. Listen to each learner read aloud from a reader.
   c. If in line with school policy, issue Graded / Levelled Readers for learners to take home.
5. **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 stories. 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, then segment and blend

TIME:
15 minutes

RESOURCES:
Frieze card: oa

Core Reader

1. **Introduce the new sound:** *oa*
   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.
   d. Ask learners to say words that start with or use the sound.
2. **Show learners how to segment and blend using this sound.**
   a. Say the word: moat
   b. Ask an individual learner to listen carefully and then to segment the word into sounds: m-oa-t
   c. As the learner says each sound, write in on the board.
   d. Next, call a different learner to blend the sounds together to read the word.
   e. Correct learners if they make any errors.
   f. Repeat with the word: soak
3. **Orientate learners to the Core Reader activities for Monday.**
   a. Instruct learners to open their Core Readers to page 103.
   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 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:** *oa.*
   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 sounds.
   d. Repeat this process modelling how to write: *Oa.*
3. **Instruct learners to write in their exercise books.**
   a. Instruct learners to write: a row of the lower-case letter *oa*
   b. Instruct learners to write: a row of the upper-case letter *Oa*
   c. Walk around and check each learner's: letter formation and spacing.

Shared Reading: Introduce the story

TIME:
15 minutes

RESOURCES:
Anthology, Introduction page 187

1. **Introduce the story.**
   a. Say: This week we will read a story titled, *Vusi and the riverbed*.
   b. Say: *This story is about a boy named Vusi who likes to show that he is brave and not afraid of anything. His friends dare him to walk across a dry riverbed and later through a small stream. After heavy rain, the river is full and strong. When Vusi tries to cross again, he slips and is swept away by the water. At the end of the story we find out what happens to Vusi, and what he learns from this experience.*
   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

Graded / Levelled Readers (not supplied by NHLRP)

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 103.
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.
4. **Using Graded / Levelled Readers**
   a. Distribute available readers to the group. (Graded / Levelled Readers)
   b. Listen to each learner read aloud from a reader.
   c. If in line with school policy, issue Graded / Levelled Readers for learners to take home.
5. **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 94.
   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:
      - *riverbed: The ground at the bottom of a river.*
      - *daring: Brave and willing to try something a little scary.*
      - *dared: When someone challenges you to do something brave, silly, or a little scary.*
      - *trickling*: Water slowly forming a little stream.
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: Introduce a new consonant blend

TIME:
15 minutes

RESOURCES:

Core Reader

1. **Introduce the new blend:** *pr*
   a. Write the individual phonemes on the board and read each one.
   b. Next, ask a learner to blend the two sounds together.
   c. Ask learners to say words that start with or use this blend.
2. **Show learners how to segment and blend words that include this blend.**
   a. Say the word: pry
   b. Ask an individual learner to listen carefully and then to segment the word into sounds: p-r-y
   c. As the learner says each sound, write in on the board.
   d. Next, call a different learner to blend the sounds together to read the word.
   e. Correct learners if they make any errors.
   f. Repeat with the word: pride
3. **Orientate learners to the Core Reader activities for Tuesday.**
   a. Instruct learners to open their Core Readers to page 104.
   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:
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. **Model how to write:** *boat, float*
   a. Show learners how to write the words on the board.
   b. As you write, explain the starting point, direction and end point of each letter.
3. **Instruct learners to copy the words into their exercise books.**
   a. Walk around and check each learner's: letter formation and spacing.

Shared Reading: Do the Pre-Read

TIME:
15 minutes

RESOURCES:
Anthology, page 189

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: *Vusi and the riverbed*.
   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

Graded / Levelled Readers (not supplied by NHLRP)

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 104.
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.
4. **Using Graded / Levelled Readers**
   a. Distribute available readers to the group. (Graded / Levelled Readers)
   b. Listen to each learner read aloud from a reader.
   c. If in line with school policy, issue Graded / Levelled Readers for learners to take home.
5. **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 105.
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:
      - At first, the children followed the directions carefully. But then...
      - The children stood there, staring at the two paths, not knowing...
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, then segment and blend

TIME:
15 minutes

RESOURCES:
Frieze card: ow

Core Reader

1. **Introduce the new sound:** *ow*
   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.
   d. Ask learners to say words that start with or use the sound.
2. **Show learners how to segment and blend using this sound.**
   a. Say the word: show.
   b. Ask an individual learner to listen carefully and then to segment the word into sounds: sh-ow
   c. As the learner says each sound, write in on the board.
   d. Next, call a different learner to blend the sounds together to read the word.
   e. Correct learners if they make any errors.
   f. Repeat with the word: slow
3. **Orientate learners to the Core Reader activities for Wednesday.**
   a. Instruct learners to open their Core Readers to page 106.
   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 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:** *ow.*
   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 sounds.
   d. Repeat this process modelling how to write: *Ow.*
3. **Instruct learners to write in their exercise books.**
   a. Instruct learners to write: a row of the lower-case letter *ow*
   b. Instruct learners to write: a row of the upper-case letter *Ow*
   c. Walk around and check each learner's: letter formation and spacing.

Shared Reading: Do the First Read

TIME:
15 minutes

RESOURCES:
Anthology, page 189

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: *Vusi and the riverbed*
   d. Say: *This story is about a boy named Vusi who likes to show that he is brave and not afraid of anything. His friends dare him to walk across a dry riverbed and later through a small stream. After heavy rain, the river is full and strong. When Vusi tries to cross again, he slips and is swept away by the water. At the end of the story we find out what happens to Vusi, and what he learns from this experience.*
   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 & 4 to the whole class. Ask learners to discuss the questions 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 1, page 80

Writing Frame:

One day...

First...

Next...

Then...

Finally...

In the end...

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: He chases the dog. They chase the dog.
   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: Write a story of at least six sentences.
   b. Say: We will draw and write about: Number these pictures in the correct order. Write a story about the pictures.
3. **Explain your own answer to the writing task orally, before writing.**
   a. Say: I will make up a story about what is happening in the picture, like: One day....
4. **Model the task on the board**
   a. Show learners how to complete the writing frame.
   b. 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

Graded / Levelled Readers (not supplied by NHLRP)

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 106.
2. **Go through the Core Reader activities for the day with learners.**
   Remind learners what to do 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.
4. **Using Graded / Levelled Readers**
   a. Distribute available readers to the group. (Graded / Levelled Readers)
   b. Listen to each learner read aloud from a reader.
   c. If in line with school policy, issue Graded / Levelled Readers for learners to take home.
5. **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: Introduce a new consonant blend

TIME:
15 minutes

RESOURCES:

Core Reader

1. **Introduce the new blend:** *pl*
   a. Write the individual phonemes on the board and read each one.
   b. Next, ask a learner to blend the two sounds together.
   c. Ask learners to say words that start with or use this blend.
2. **Show learners how to segment and blend words that include this blend.**
   a. Say the word: playing
   b. Ask an individual learner to listen carefully and then to segment the word into sounds: p-l-ay-i-n-g
   c. As the learner says each sound, write in on the board.
   d. Next, call a different learner to blend the sounds together to read the word.
   e. Correct learners if they make any errors.
   f. Repeat with the word: pluck
3. **Orientate learners to the Core Reader activities for Thursday.**
   a. Instruct learners to open their Core Readers to page 107.
   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:
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. **Model how to write:** *mow, tow*
   a. Show learners how to write the words on the board.
   b. As you write, explain the starting point, direction and end point of each letter.
3. **Instruct learners to copy the words into their exercise books.**
   a. Walk around and check each learner's: letter formation and spacing.

Shared Reading: Do the Second Read

TIME:
15 minutes

RESOURCES:
Anthology, page 189

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: *Vusi and the riverbed*
   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 & 4 to the whole class. Ask learners to discuss the questions with a partner.
      - Call on a few learners to share their answers.

Writing: Plan and draft

TIME:
20 minutes

RESOURCES:
DBE Workbook 1, page 80

Writing frame:

One day...

First...

Next...

Then...

Finally...

In the end...

1. **Reintroduce the writing task.**
   a. Say: Remember that this week we will draw and write about: Number these pictures in the correct order. Write a story about the pictures.
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. dog, chase, ran, caught.
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

Graded / Levelled Readers (not supplied by NHLRP)

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 107.
2. **Go through the Core Reader activities for the day with learners.**
   Remind learners what to do 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.
4. **Using Graded / Levelled Readers**
   a. Distribute available readers to the group. (Graded / Levelled Readers)
   b. Listen to each learner read aloud from a reader.
   c. If in line with school policy, issue Graded / Levelled Readers for learners to take home.
5. **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 in 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:
Core Reader

1. **Settle learners with their exercise books, pens and rulers.**
   a. Tell learners to write the heading, 'Dictation' and to write numbers 1-5 in the margin.
   b. Call out the following five words for learners to write next to numbers 1-5: sky, oats, prop, slow, plow
   c. Next, tell learners to write down the sentence that you say, using the correct punctuation.
   d. Say the following sentence. Repeat it slowly, twice if necessary: I count five cows grazing the grass.
2. **Tell learners to use a coloured pencil to correct their own work.**
   a. Write the five words and the sentence on the board.
   b. As you write, sound out each word.
   c. For the sentence, point out the punctuation used.
   d. Tell learners to circle their errors with the coloured pencil.
   e. 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 108.
   b. Read the text aloud. Tell learners to follow in their books as you read.
   c. Read the text again, this time, learners must join in and read with you.
   d. Model how to complete the written comprehension on the board.
   e. Model how to complete the Morphology activity 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 189

1. **Prepare learners for the Post-Read.**
   a. Remind learners of the story title: *Vusi and the riverbed*
   b. Explain the task. Say: Today we are going to make up our own different ending to the story.
2. **Model the task as follows:**
   a. Close your eyes and pretend to think.
   b. Open your eyes and say: Hmm, I have thought of a different ending to the story.
   c. Tell learners your idea for a different ending.
   d. Try to think of an unusual ending – something that learners' won't think of.
3. **Instruct learners to complete the task.**
   a. Say: Close your eyes and think of a different ending to the story. Do not copy my idea, please think of your own.
   b. Say: Open your eyes and share your ending with your partner.
   c. As learners talk about their ideas, walk around and provide support as needed.
   d. At the end of the lesson, call on a few learners to share their ending with 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 1, page 80

Writing frame:

One day...

First...

Next...

Then...

Finally...

In the end...

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

Graded / Levelled Readers (not supplied by NHLRP)

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 108.
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.
4. **Using Graded / Levelled Readers**
   a. Distribute available readers to the group. (Graded / Levelled Readers)
   b. Listen to each learner read aloud from a reader.
   c. If in line with school policy, issue Graded / Levelled Readers for learners to take home.
5. **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 are creative*
2. **Ask open questions to activate learners' background knowledge.**
   - *What does it mean to be creative?*
   - *What happens when you try something new and different?*
   - *When do you feel most creative?*
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 110.**
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:
   "To live a creative life, we must lose our fear of being wrong."
   Joseph Chilton Pearce
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:
   Creativity is all about trying new things, and doing things in our own way. When we try new things or do things in a new and different way, we are likely to make mistakes. If we want to really be creative, we have to let go of any fears we have about this.

Phonics: Teach a new sound, then segment and blend

TIME:
15 minutes

RESOURCES:
Frieze card:
-y

Core Reader

1. **Introduce the new sound:** *-y*
   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.
   d. Ask learners to say words that start with or use the sound.
2. **Show learners how to segment and blend using this sound.**
   a. Say the word: sunny
   b. Ask an individual learner to listen carefully and then to segment the word into sounds: s-u-nn-y
   c. As the learner says each sound, write in on the board.
   d. Next, call a different learner to blend the sounds together to read the word.
   e. Correct learners if they make any errors.
   f. Repeat with the word: lucky
3. **Orientate learners to the Core Reader activities for Monday.**
   a. Instruct learners to open their Core Readers to page 112.
   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 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:** *y*.
   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 sounds.
   d. Repeat this process modelling how to write: *Y*.
3. **Instruct learners to write in their exercise books.**
   a. Instruct learners to write: a row of the lower-case letter *y*
   b. Instruct learners to write: a row of the upper-case letter *Y*
   c. Walk around and check each learner's: letter formation and spacing.

Shared Reading: Introduce the story

TIME:
15 minutes

RESOURCES:
Anthology, Introduction page 203

1. **Introduce the story.**
   a. Say: This week we will read a story titled, *The paintbrush*.
   b. Say: *This story is about Bohlale, who sees a poster in her classroom and is amazed. When she gets home, she wants to paint but she can't find a paintbrush. She goes outside to play and finds a rock, a leaf, and a bottle cap. After dinner she has an idea - she uses the objects she found outside to paint. The next day, she takes her favourite painting to school and gives it to her teacher. This story shows us what can happen if we use our creativity.*
   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

Graded / Levelled Readers (not supplied by NHLRP)

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 112.
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.
4. **Using Graded / Levelled Readers**
   a. Distribute available readers to the group. (Graded / Levelled Readers)
   b. Listen to each learner read aloud from a reader.
   c. If in line with school policy, issue Graded / Levelled Readers for learners to take home.
5. **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 110.
   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:
      - *paintbrush: A common tool for painting.*
      - *artist: A person who makes art, like drawings or paintings.*
      - *painting: A picture made with paint.*
      - *poster: A* large printed picture or a sign put on a wall to share information.
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: Introduce a new consonant blend

TIME:
15 minutes

RESOURCES:

Core Reader

1. **Introduce the new blend:** *nt*
   a. Write the individual phonemes on the board and read each one.
   b. Next, ask a learner to blend the two sounds together.
   c. Ask learners to say words that start with or use this blend.
2. **Show learners how to segment and blend words that include this blend.**
   a. Say the word: paint
   b. Ask an individual learner to listen carefully and then to segment the word into sounds: p-ai-n-t
   c. As the learner says each sound, write in on the board.
   d. Next, call a different learner to blend the sounds together to read the word.
   e. Correct learners if they make any errors.
   f. Repeat with the word: print
3. **Orientate learners to the Core Reader activities for Tuesday.**
   a. Instruct learners to open their Core Readers to page 113.
   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:
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. **Model how to write:** *rainy, windy*
   a. Show learners how to write the words on the board.
   b. As you write, explain the starting point, direction and end point of each letter.
3. **Instruct learners to copy the words into their exercise books.**
   a. Walk around and check each learner's: letter formation and spacing.

Shared Reading: Do the Pre-Read

TIME:
15 minutes

RESOURCES:
Anthology, page 205

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 paintbrush*.
   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

Graded / Levelled Readers (not supplied by NHLRP)

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 113.
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.
4. **Using Graded / Levelled Readers**
   a. Distribute available readers to the group. (Graded / Levelled Readers)
   b. Listen to each learner read aloud from a reader.
   c. If in line with school policy, issue Graded / Levelled Readers for learners to take home.
5. **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:
      - *creative: Using your imagination to make something new or do something in your own special way.*
      - *creativity: The ability to think of new ideas and make or do things in your own way.*
      - *pretend: To act or imagine that something is real when it is not.*
      - *make believe: Using your imagination to play or think about things that are not real.*
   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 114.
   b. Tell learners the following information about the picture:
      - *Creativity is about thinking differently. Creativity can be using our imaginations, thinking of new ideas, and solving problems in different ways.*
      - *When making art, people can make different choices. There is no right way or wrong way to make art. Being creative means doing things in your own special way.*
      - *We can also be creative in our play. For example, pretending means imagining something is real when it's not. We can be creative by pretending that a box is car or a shop counter.*
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 did the same paper plate turn into different things?*
   b. *Why do you think each child chose a different idea?*
   c. *What would you turn your paper plate into, and why?*

Phonics: Teach a new sound, then segment and blend

TIME:
15 minutes

RESOURCES:
Frieze card: ey

Core Reader

1. **Introduce the new sound:** *eya*
   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.
   d. Ask learners to say words that start with or use the sound.
2. **Show learners how to segment and blend using this sound.**
   a. Say the word: monkey.
   b. Ask an individual learner to listen carefully and then to segment the word into sounds: m-o-n-k-ey
   c. As the learner says each sound, write in on the board.
   d. Next, call a different learner to blend the sounds together to read the word.
   e. Correct learners if they make any errors.
   f. Repeat with the word: hockey
3. **Orientate learners to the Core Reader activities for Wednesday.**
   a. Instruct learners to open their Core Readers to page 115.
   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 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:** *ey*
   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 sounds.
   d. Repeat this process modelling how to write: *Ey.*
3. **Instruct learners to write in their exercise books.**
   a. Instruct learners to write: a row of the lower-case letter *ey*
   b. Instruct learners to write: a row of the upper-case letter *Ey*
   c. Walk around and check each learner's: letter formation and spacing.

Shared Reading: Do the First Read

TIME:
15 minutes

RESOURCES:
Anthology, page 205

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 paintbrush*
   d. Say: *This story is about Bohlale, who sees a poster in her classroom and is amazed. When she gets home, she wants to paint but she can't find a paintbrush. She goes outside to play and finds a rock, a leaf, and a bottle cap. After dinner she has an idea - she uses the objects she found outside to paint. The next day, she takes her favourite painting to school and gives it to her teacher. This story shows us what can happen if we use our creativity.*
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 & 4 to the whole class. Ask learners to discuss the questions 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 had the idea to...

I used...

I was creative because...

First, I...

Then, I...

In the end....

1. **Introduce the LSC focus.**
   a. Say: This week we will focus on: Making sure we write paragraphs that are focused on one main idea. All the sentences in a paragraph should be about the same idea.
   b. A paragraph about painting: I like to paint. I like to paint things in nature, like trees and flowers. I like to paint in the morning and before bed.
   c. Point out the LSC: The sentences in a paragraph are focused on one main idea.
2. **Introduce the writing task.**
   a. Say: This week we will: Draw a picture and write two short paragraphs of 3 sentences each.
   b. Say: We will draw and write about: A time you were creative. You could write about solving a problem in a creative way, or making something creative.
3. **Explain your own answer to the writing task orally, before writing.**
   a. Say: I was creative when I...
4. **Model the task on the board.**
   a. Draw a quick picture that shows: Yourself, doing something creative.
   b. Show learners how to complete the writing frame.
   c. Point out the LSC: The sentences in a paragraph are focused on one main idea.

Group Guided Reading: Work with Groups 5&6

TIME:
30 minutes

RESOURCES:
Core Reader

Graded / Levelled Readers (not supplied by NHLRP)

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 115.
2. **Go through the Core Reader activities for the day with learners.**
   Remind learners what to do 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.
4. **Using Graded / Levelled Readers**
   a. Distribute available readers to the group. (Graded / Levelled Readers)
   b. Listen to each learner read aloud from a reader.
   c. If in line with school policy, issue Graded / Levelled Readers for learners to take home.
5. **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: Introduce a new consonant blend

TIME:
15 minutes

RESOURCES:

Core Reader

1. **Introduce the new blend:** *nk*
   a. Write the individual phonemes on the board and read each one.
   b. Next, ask a learner to blend the two sounds together.
   c. Ask learners to say words that start with or use this blend.
2. **Show learners how to segment and blend words that include this blend.**
   a. Say the word: wink
   b. Ask an individual learner to listen carefully and then to segment the word into sounds: w-i-n-k
   c. As the learner says each sound, write in on the board.
   d. Next, call a different learner to blend the sounds together to read the word.
   e. Correct learners if they make any errors.
   f. Repeat with the word: blink
3. **Orientate learners to the Core Reader activities for Thursday.**
   a. Instruct learners to open their Core Readers to page 116.
   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:
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. **Model how to write:** *donkey, hockey*
   a. Show learners how to write the words on the board.
   b. As you write, explain the starting point, direction and end point of each letter.
3. **Instruct learners to copy the words into their exercise books.**
   a. Walk around and check each learner's: letter formation and spacing.

Shared Reading: Do the Second Read

TIME:
15 minutes

RESOURCES:
Anthology, page 205

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 paintbrush*
   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 & 4 to the whole class. Ask learners to discuss the questions with a partner.
      - Call on a few learners to share their answers.

Writing: Plan and draft

TIME:
20 minutes

RESOURCES:
Writing frame:

I had the idea to...

I used...

I was creative because...

First, I...

Then, I...

In the end....

1. **Reintroduce the writing task.**
   a. Say: Remember that this week we will draw and write about: A time you were creative. You could write about solving a problem in a creative way, or making something creative.
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. painted, drew, invented, made.
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 sentences in a paragraph are focused on one main idea.
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

Graded / Levelled Readers (not supplied by NHLRP)

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 116.
2. **Go through the Core Reader activities for the day with learners.**
   Remind learners what to do 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.
4. **Using Graded / Levelled Readers**
   a. Distribute available readers to the group. (Graded / Levelled Readers)
   b. Listen to each learner read aloud from a reader.
   c. If in line with school policy, issue Graded / Levelled Readers for learners to take home.
5. **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 in 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:
Core Reader

1. **Settle learners with their exercise books, pens and rulers.**
   a. Tell learners to write the heading, 'Dictation' and to write numbers 1-5 in the margin.
   b. Call out the following five words for learners to write next to numbers 1-5: foam, windy, plenty, keys, think
   c. Next, tell learners to write down the sentence that you say, using the correct punctuation.
   d. Say the following sentence. Repeat it slowly, twice if necessary: Mom has a lucky pinky ring.
2. **Tell learners to use a coloured pencil to correct their own work.**
   a. Write the five words and the sentence on the board.
   b. As you write, sound out each word.
   c. For the sentence, point out the punctuation used.
   d. Tell learners to circle their errors with the coloured pencil.
   e. 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 117.
   b. Read the text aloud. Tell learners to follow in their books as you read.
   c. Read the text again, this time, learners must join in and read with you.
   d. Model how to complete the written comprehension on the board.
   e. Model how to complete the Morphology activity 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 205

1. **Prepare learners for the Post-Read.**
   a. Remind learners of the story title: *The paintbrush*
   b. Explain the task. Say: Today we are going to recount our favourite part of the story.
2. **Model the task as follows:**
   a. Open your eyes and tell learners your favourite part of the story.
   b. Try not to choose the most obvious part of the story for your example.
   c. Recount this part of the story in the correct sequence.
   d. Include important details, like the characters' names.
   e. Tell them why you like this part of the story.
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.
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 had the idea to...

I used...

I was creative because...

First, I...

Then, I...

In the end....

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 an adjective to each of your sentences.
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 sentences in a paragraph are focused on one main idea.
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

Graded / Levelled Readers (not supplied by NHLRP)

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 117.
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.
4. **Using Graded / Levelled Readers**
   a. Distribute available readers to the group. (Graded / Levelled Readers)
   b. Listen to each learner read aloud from a reader.
   c. If in line with school policy, issue Graded / Levelled Readers for learners to take home.
5. **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 stories. 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 119.
   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 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:

TIME:
15 minutes

RESOURCES:
Anthology,
Introduction
page 217

1. **Introduce the story.**
   a. Say: This week we will read a story titled, *The wise son*.
   b. Say: *One night, Mpumi's uncle tells a story about an old farmer who must choose which of his three sons will inherit his farm. He gives them a challenge: they must fill a big barn in five days. The two older sons work very hard, trying to fill the barn with sand and mielies, but they cannot fill it completely. The youngest son spends time thinking and planning. He uses creativity and careful thinking to solve the problem. Can you guess how he solves the problem?*.
   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

Graded / Levelled Readers (not supplied by NHLRP)

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 119.
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.
4. **Using Graded / Levelled Readers**
   a. Distribute available readers to the group. (Graded / Levelled Readers)
   b. Listen to each learner read aloud from a reader.
   c. If in line with school policy, issue Graded / Levelled Readers for learners to take home.
5. **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 110.
   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:
      - *wise: Showing good thinking and making good choices.*
      - *carefully: Thinking slowly and clearly before you decide or act.*
      - *careless: Not paying attention and making mistakes or causing problems.*
      - *accomplish: To do something successfully.*
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 120.
   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 rotating our wrists in circles to the left and then to the right.
   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 219

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 wise son*
   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

Graded / Levelled Readers (not supplied by NHLRP)

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 120.
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.
4. **Using Graded / Levelled Readers**
   a. Distribute available readers to the group. (Graded / Levelled Readers)
   b. Listen to each learner read aloud from a reader.
   c. If in line with school policy, issue Graded / Levelled Readers for learners to take home.
5. **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 121.
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 children found... and it gave them an idea!
      - Let's play pretend! said ____.
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.

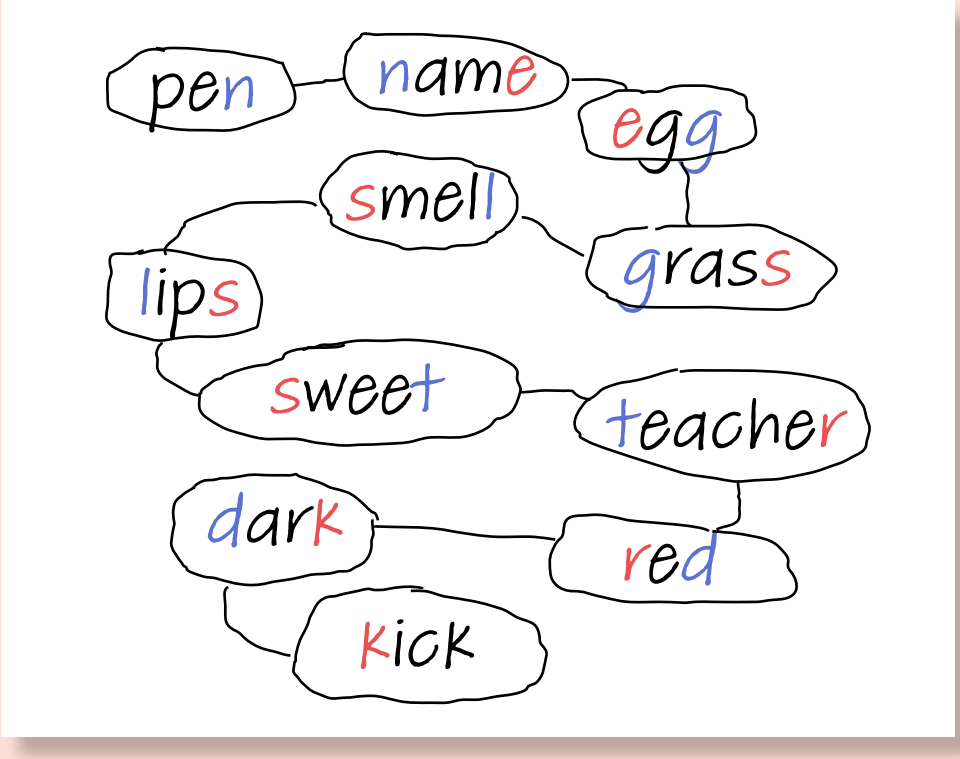
Phonics: Play a phonics game: Word Chains

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 120.
   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 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 sentences on the board:**
   - Sunday was a windy day.
   - The children enjoy the game.
   - Gran and I got a bright green kite.

   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 219

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 wise son*
   d. Say: *One night, Mpumi's uncle tells a story about an old farmer who must choose which of his three sons will inherit his farm. He gives them a challenge: they must fill a big barn in five days. The two older sons work very hard, trying to fill the barn with sand and mielies, but they cannot fill it completely. The youngest son spends time thinking and planning. He uses creativity and careful thinking to solve the problem. Can you guess how he solves the problem?*.
   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 & 4 to the whole class. Ask learners to discuss the questions 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: We usually learn something from a story. Sometimes, we need to decide if something was right or wrong. Sometimes, we need to decide if something was good or bad. What did you learn from this story?

Writing: Model the LSC and task

TIME:
20 minutes

RESOURCES:
DBE Workbook 1, page 100

Writing Frame:

Just then...

I felt...

I decided to...

After that...

In the end...

I learned that...

1. **Introduce the LSC focus.**
   a. Say: This week we will focus on: Using verbs (action words) in the past tense to write about something that happened yesterday or before.
   b. Write a sentence on the board: When I was little, I liked to paint.
   c. Point out the LSC: The verb, or action word, shows that the action has already happened.
2. **Introduce the writing task.**
   a. Say: This week we will: Write a story of at least six sentences.
   b. Say: Be creative and make up an ending to the story.
3. **Explain your own answer to the writing task orally, before writing.**
   a. Say: I will make up my own creative ending to the story, like: Just then...
4. **Model the task on the board**
   a. Show learners how to complete the writing frame.
   b. Point out the LSC: The verb, or action word, shows that the action has already happened.

Group Guided Reading: Work with Groups 5&6

TIME:
30 minutes

RESOURCES:
Core Reader

Graded / Levelled Readers (not supplied by NHLRP)

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 122.
2. **Go through the Core Reader activities for the day with learners.**
   Remind learners what to do 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.
4. **Using Graded / Levelled Readers**
   a. Distribute available readers to the group. (Graded / Levelled Readers)
   b. Listen to each learner read aloud from a reader.
   c. If in line with school policy, issue Graded / Levelled Readers for learners to take home.
5. **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.

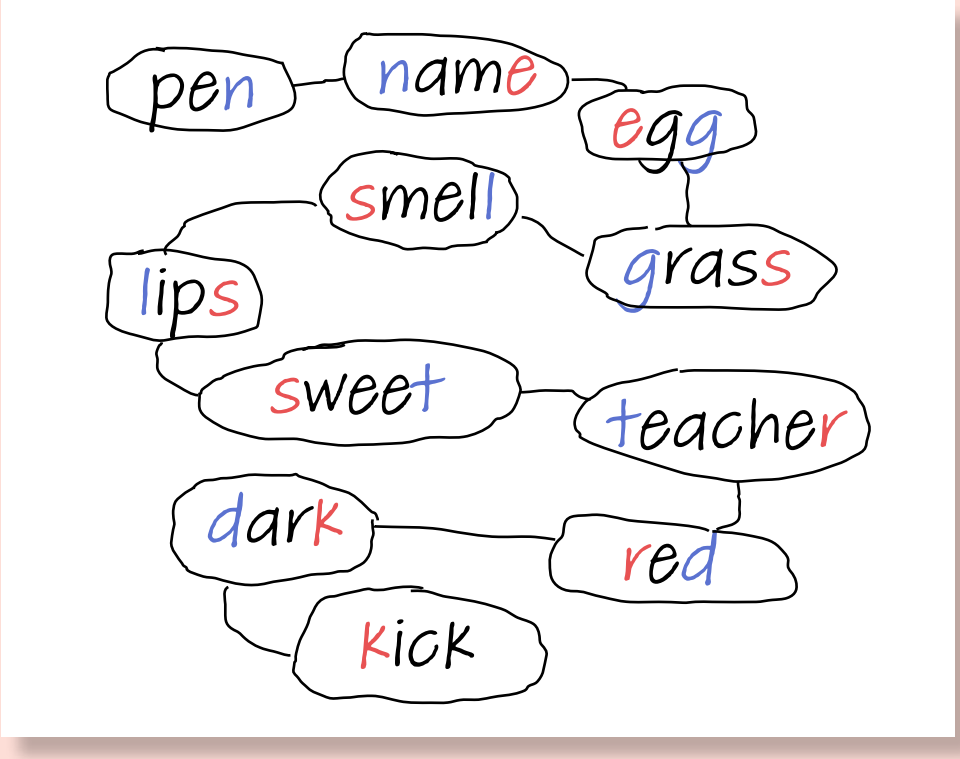
Phonics: Play a phonics game: Word Chains

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 121.
   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 goat and cow sleep in the road.
   - The cow is lazy and brown.
   - The goat roams around the busy road.

   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 219

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 wise son*
   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: We usually learn something from a story. Sometimes, we need to decide if something was right or wrong. Sometimes, we need to decide if something was good or bad. What did you learn from 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 & 4 to the whole class. Ask learners to discuss the questions with a partner.
      - Call on a few learners to share their answers.

Writing: Plan and draft

TIME:
20 minutes

RESOURCES:
DBE Workbook 1, page 100

Writing frame:

Just then...

I felt...

I decided to...

After that...

In the end...

I learned that...

1. **Reintroduce the writing task.**
   a. Say: Be creative and make up an ending to the story.
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 verb, or action word, shows that the action has already happened.
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

Graded / Levelled Readers (not supplied by NHLRP)

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 123.
2. **Go through the Core Reader activities for the day with learners.**
   Remind learners what to do 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.
4. **Using Graded / Levelled Readers**
   a. Distribute available readers to the group. (Graded / Levelled Readers)
   b. Listen to each learner read aloud from a reader.
   c. If in line with school policy, issue Graded / Levelled Readers for learners to take home.
5. **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:

The main idea of this story was...

I liked the character... because...

I learnt that...

I think it was wrong / right when... because...

1. **Prepare learners for a group discussion.**
   a. Arrange learners in 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:
Core Reader.

1. **Settle learners with their exercise books, pens and rulers.**
   a. Tell learners to write the heading, 'Dictation' and to write numbers 1-5 in the margin.
   b. Call out the following five words for learners to write next to numbers 1-5: coin, boys, loud, pail, stay
   c. Next, tell learners to write down the sentence that you say, using the correct punctuation.
   d. Say the following sentence. Repeat it slowly, twice if necessary: I spy a bright light in the night sky.
2. **Tell learners to use a coloured pencil to correct their own work.**
   a. Write the five words and the sentence on the board.
   b. As you write, sound out each word.
   c. For the sentence, point out the punctuation used.
   d. Tell learners to circle their errors with the coloured pencil.
   e. 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 124.
   b. Read the text aloud. Tell learners to follow in their books as you read.
   c. Read the text again, this time, learners must join in and read with you.
   d. Model how to complete the written comprehension on the board.
   e. Model how to complete the Morphology activity 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 219

1. **Prepare learners for the Post-Read.**
   a. Remind learners of the story title: *The wise son*
   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:
DBE Workbook 1, page 100

Writing frame:

Just then...

I felt...

I decided to...

After that...

In the end...

I learned that...

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 verb, or action word, shows that the action has already happened.
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

Graded / Levelled Readers (not supplied by NHLRP)

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 124.
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.
4. **Using Graded / Levelled Readers**
   a. Distribute available readers to the group. (Graded / Levelled Readers)
   b. Listen to each learner read aloud from a reader.
   c. If in line with school policy, issue Graded / Levelled Readers for learners to take home.
5. **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 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 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 7 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 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: 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 9 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 9 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 9 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 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 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 10 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 11 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 11 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 11 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.

NHLRP | National Home Language Reading Programme