NHLRP National Home Language Reading Programme

Teaching Plan

ENGLISH
HOME LANGUAGE

GRADE 3

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 3 | TERM 1 & 2

ENGLISH

NHLRP | National Home Language Reading Programme

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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 travel**
2. **Ask open questions to activate learners' background knowledge.**
   - What kinds of transport can we use to travel?
   - Would you rather go overseas on a ship or in an aeroplane? Why?
   - Would you like to travel in space some day? Why or why not?
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:
   Oh, The Places You'll Go! by Dr Seuss (excerpt) You have brains in your head You have feet in your shoes You can steer yourself In any direction you choose.
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 where you choose to go in your life if up to you. You need to use your brain to think and make decisions. You need to use your feet (and the rest of your body) to do the work to take you places. This poem can be about going to different places in the world through travelling. But it can also be about where you decide to go in life, through the choices you make and the work you put in.

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 cursive 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 cursive.**
   a. Tell learners only to write the lower-case cursive letters that they know.
   b. As learners write, walk around and take note of each learner's letter formation, writing pace, size of letters, etc.
   c. Make note of learners who struggle to form letters, together with the reason why they struggle.
   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, Shamiso's big trip.
   b. Say: In this story Shamiso, a young Zimbabwean girl, and her family go on a trip to Zimbabwe. On the way to visit their family, they stop at the ruins of Great Zimbabwe, where they learn more about their heritage and culture.
   c. Ask: Do you know anything about this?
   d. Briefly show learners the pictures from the story.
2. **Build learners' background knowledge.**
   a. Share and explain the background information provided for the story.
   b. Show learners where the story takes place using the Anthology map.
   c. Ask: Do you have any questions about this story?
3. **Explain the comprehension strategy.**
   a. Say, this week we will learn how to: Make inferences.
   b. Explain this strategy to learners.

Group Guided Reading: Whole Class Orientation

TIME:
30 minutes

RESOURCES:
Core Reader

Learners' exercise books

Learners' pencils

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

Preparation

1. At the start of GGR time, identify and train monitors to hand out:
   - Core Readers
   - Learners' exercise books
2. Train learners to open their Core Readers and exercise books to the correct page.
3. Explain that from Week 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:
      - travel: To go somewhere, usually by car, bus, train, or plane.
      - Zimbabwe: A country in Southern Africa, north of South Africa.
      - palace: A very large and beautiful house where a king or queen might live.
      - ancestors: People in your family who lived a long time ago, like a great-great-grandparent.
      - ancient: Very, very old; from long ago (like old buildings or stories).
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 and 2

TIME:
15 minutes

RESOURCES:
Assessment Book

Full set of Frieze cards

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 cursive 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 cursive.**
   a. Tell learners only to write the upper-case cursive letters that they know.
   b. As learners write, walk around and take note of each learner's letter formation, writing pace, size of letters, etc.
   c. Make note of learners who struggle to form letters, together with the reason why they struggle.
   d. 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: Shamiso's big trip.
   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:
      - journey: The trip from one place to another.
      - suitcase: A big bag you use to carry your clothes and things when you go on a trip.
      - pack: To put your clothes and things into a suitcase or bag for a trip.
      - unpack: To take your clothes and things out of your suitcase when you arrive or when you get back home.
      - ticket: A piece of paper or digital pass that lets you travel on a bus, train, or plane.
   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 travel to explore new places, see different ways of life, have fun adventures, relax, and learn to grow as people.
      - One reason people travel is to experience different cultures. There are more than 7, 000 languages spoken in the world. Each language is part of a unique culture.
      - Animals travel too! Some animals, like birds and whales, travel thousands of miles each year to find food, mates, or warmer weather.
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. Have you ever travelled to a new place? Where did you go?
   b. Would you rather travel to the mountains or to the beach? Why?
   c. Do you think travelling is fun? Why or why not?

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: home, team, made, grade, time, puke, mean, cube, drive, cream
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.
3. **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: Shamiso's big trip.
   d. Say: In this story Shamiso, a young Zimbabwean girl, and her family go on a trip to Zimbabwe. On the way to visit their family, they stop at the ruins of Great Zimbabwe, where they learn more about their heritage and culture.
2. **Do the First Read as follows:**
   a. Read each page of the story aloud, fluently and audibly.
   b. Show learners the pictures.
   c. Where necessary, stop and explain to learners.
   d. Point out the vocabulary words as they appear.
   e. At the end of the story, ask the Read 1 questions as follows:
      - Direct Question 1 & 2 to individual learners.
      - Direct Question 3 to the whole class. Ask learners to discuss the question with a partner.
      - Call on a few learners to share their answers.
   f. Remind learners of the comprehension strategy.
      - Say, this week we are learning how to: Make inferences.
      - Ask learners: What good guess can we make about this that the author hasn't told us? What can you guess about the character's thoughts / feelings?

Writing: Introduce and Practice LSC

TIME:
20 minutes

RESOURCES:
No resources required

1. **Introduce the LSC focus.**
   a. Say, this week we will focus on: Using verbs (action words) in the future tense to write about something that that has not yet happened.
   b. Write a sentence on the board: I will travel for the holidays.
   c. Explain the LSC in context: The words 'will travel' are the verbs in this sentence. The word 'will' tells us the action has not yet happened. It will happen in the future.
2. **Practice the LSC with learners.**
   a. Write on the board: I go to the shop.
   b. Ask learners: How do we change this sentence into the future tense?
   c. Brainstorm with learners: Change the sentence into the future tense. (I will go to the shop.)
3. **Give learners time to practice the LSC independently.**
   a. Write on the board:
      - I study for my exam.
      - I play with my friends.
      - I go on holiday.
   b. Explain to learners: Change these sentences into the future tense.
   c. Give learners a few minutes to complete the task.
4. **Check learners' understanding.**
   a. Call learners back together.
   b. Call on different learners to share their answers.
   c. Point out: The word 'will' in each sentence, showing the future tense.

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:
      - The girl went to the park for a swim.
      - The girl and her friend Jim, swim at the park.
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.
3. **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 cursive or print 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: Shamiso's big trip
   d. Remind learners of the comprehension strategy.
      - Remind learners of the comprehension strategy.
      - Say, this week we are learning how to: Make inferences
      - Say, remember, we discussed this yesterday, when I asked you: What good guess can we make about this that the author hasn't told us? What can you guess about the character's thoughts / feelings.

2. **Do the Second Read as follows:**
   a. Read each page of the story aloud, fluently and audibly.
   b. Show learners the picture.
   c. Use the examples on the introduction page to model the comprehension strategy.
   d. At the end of the story, ask the Read 2 questions as follows:
      - Direct Question 1 & 2 to individual learners.
      - Direct Question 3 to the whole class. Ask learners to discuss the question with a partner.
      - Call on a few learners to share their answers.

Writing: Teacher models planning

TIME:
20 minutes

RESOURCES:
Writing frame

1. **Introduce the writing topic.**
   a. Say, this cycle we will write about: A place you will travel to someday.
2. **Explain your own answer to the writing task orally, before writing. Use the writing frame.**
   a. Say: Someday, I want to travel to…
3. **Model planning for the writing task on the board.**
   a. Draw a quick picture that shows: The place you will travel to.
   b. Use a mind map to plan your story:
      - Where will I go?
      - Who will I go with?
      - How will I travel?
      - What will I do?
      - What will I see?
      - How will I feel?
4. **Get learners thinking.**
   a. Say: tomorrow, you will plan your own writing. Bring your ideas with you tomorrow.

Writing frame:

Someday, I want to travel to…
I will go there with…
We will travel by…
When I get there, I will…
I will see…
I will feel…

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**
   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: 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: Shamiso's big trip
   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: Learners plan

TIME:
20 minutes

RESOURCES:
Writing frame

1. **Remind learners of the writing topic.**
   a. Say, this cycle we will write about: A place you will travel to someday.
2. **Instruct learners to think about their answers to the writing topic.**
   a. Say, now think about how you will answer the writing topic.
   b. Instruct learners to share their idea with a partner.
   c. Call on a few learners to share their answers with the class.
3. **Instruct learners to plan their writing in their exercise books.**
   a. Say: Now use a mind map to record your ideas and plan for the writing task.
4. **Walk around the room and help individual learners plan.**
   a. Say: Tell me about your ideas.
   b. Help struggling learners complete their mind map.

Writing Frame:

Someday, I want to travel to...
I will go there with...
We will travel by...
When I get there, I will...
I will see...
I will feel...

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: 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

TIME:
15 minutes

RESOURCES:

Frieze cards: au, aw

Core Reader

1. **Revise sound 1:** *au*
   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. Tell learners to say words that start with or use the sound.
2. **Revise sound 2:** *aw*
   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. Tell learners to say words that start with or use the sound.
3. **Orientate learners to the Core Reader activities for Monday.**
   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: Teach lower-case cursive letter formation

TIME:
15 minutes

RESOURCES:
Handwriting Chart

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

Shared Reading: Introduce the story

TIME:
15 minutes

RESOURCES:
Anthology, Introduction page 15

1. **Introduce the story.**
   a. Say: This week we will read a story titled, Mashudu's travels.
   b. Say: Mashudu and his dad read a library book titled 'The New Seven Wonders of the World'. By looking at the pictures and reading about these seven fascinating places, Mashudu and his dad feel like they have travelled around the world.
   c. 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 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 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:
      - caption: A short sentence under a picture that tells us what the picture shows.
      - visit: To go to see someone or a place for a short time.
      - description: Words that tell us what something looks like, sounds like, or how it feels.
      - enemies: People or groups who are against each other and may try to fight one another.
      - emperor: A type of leader, like a king.
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

TIME:
15 minutes

RESOURCES:

Frieze cards: dge, ge

Core Reader

1. **Revise sound 1:** *dge*
   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. Tell learners to say words that start with or use the sound.
2. **Revise sound 2:** *ge*
   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. Tell learners to say words that start with or use the sound.
3. **Orientate learners to the Core Reader activities for Tuesday.**
   a. Instruct learners to open their Core Readers to page 10.
   b. Call on individual learners to help you model each activity.
   c. Model how to complete any written activities on the board.

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

Handwriting: Teach upper-case cursive letter formation

TIME:
15 minutes

RESOURCES:
Handwriting Chart

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

Shared Reading: Do the Pre-Read

TIME:
15 minutes

RESOURCES:
Anthology, page 17

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: Mashudu's travels
   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 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 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 11.
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:
      - _____ couldn't wait...
      - _____ was on his/her way...
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 blending

TIME:
15 minutes

RESOURCES:
Core Reader

1. **Revise the blend:** *-aw, -age*
   a. Write the two separate consonants on the board.
   b. Ask a learner to read each sound and then to blend the sounds together.
   c. Tell learners to say words that start with or use the blend.
2. **Orientate learners to the Core Reader activities for Wednesday.**
   a. Instruct learners to open their Core Readers to page 12.
   b. Call on individual learners to help you model each activity.
   c. Model how to complete any written activities on the board.

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

Handwriting: Practice cursive handwriting

TIME:
15 minutes

RESOURCES:
Handwriting Chart

1. **Prepare learners for handwriting.**
   a. Say: Let's warm up our fingers by flicking our fingers in and out.
   b. Check and adjust learners' posture and pencil grip.
2. **Model how to write the following cursive words:** *kick, Dick*
   As you write, explain the starting point, direction and joins between letters.
   a. Instruct learners to write the cursive words in their exercise books.
   b. Walk around and check each learner's: letter formation, joins and spacing.

Shared Reading: Do the First Read

TIME:
15 minutes

RESOURCES:
Anthology, page 15

1. **Prepare learners for the First Read.**
   a. Settle learners on the carpet.
   b. Remind them of the expected behaviour.
   c. Remind learners of the story title: Mashudu's travels
   d. Say: Mashudu and his dad read a library book titled 'The New Seven Wonders of the World'. By looking at the pictures and reading about these seven fascinating places, Mashudu and his dad feel like they have travelled around the world.
   e. Ask: Do you know anything about this?
2. **Do the First Read as follows:**
   a. Read each page of the story aloud, fluently and audibly.
   b. Show learners the pictures.
   c. Where necessary, stop and explain to learners.
   d. Point out the vocabulary words as they appear.
   e. At the end of the story, ask the Read 1 questions as follows:
      - Direct Question 1 & 2 to individual learners.
      - Direct Question 3 to the whole class. Ask learners to discuss the question with a partner.
      - Call on a few learners to share their answers.
   f. Remind learners of the comprehension strategy.
      - Say, this week we are learning how to: 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: Teacher models drafting

TIME:
20 minutes

RESOURCES:
Writing Frame

1. **Reintroduce the writing topic and requirements.**
   a. Say, this cycle we will write about: A place you will travel to someday.
   b. Explain the requirements for the task:
      - Genre: Personal recount / personal narrative
      - Sentences / paragraphs: Write a paragraph of at least six sentences.
      - LSC: Write in the future tense.
2. **Model the task on the board.**
   a. Remind learners of your ideas from your mind map.
   b. Show learners how to complete the writing frame using your plan.
3. **Instruct learners to begin writing in their exercise books.**
   - Say: now use your own plan to fill in the writing frame.
4. **Walk around the room and help individual learners begin writing.**
   a. Say: Let's look at your mind map and use it to begin writing.
   b. Help struggling learners use the writing frame.

Writing Frame:

Someday, I want to travel to...
I will go there with...
We will travel by...
When I get there, I will...
I will see...
I will feel...

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 12.
2. **Go through the Core Reader activities for the day with learners.**
   Remind learners what to do to complete each activity.
3. **Call Group 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: Practice blending and segmenting

TIME:
15 minutes

RESOURCES:
Core Reader

1. **Draw a table and write the following sounds in the table:** *a, u, w, d, g, e, b, s, r, i, k, c*
   a. Point at each sound in the table and say the sound.
   b. Point at each sound in the table and ask different learners to read them.
2. **Model how to build a word.**
   a. Think of a word that you can build using sounds from the table.
   b. Point at the first sound, say the sound and write it on the board.
   c. Repeat this for all sounds in the word.
   d. Run your finger below the word and blend sounds together to read the word.
3. **Call individual learners to build words.**
   a. Call 2-3 learners to build words using the same process.
   b. Correct any errors that learners make.
4. **Orientate learners to the Core Reader activities for Thursday.**
   a. Instruct learners to open their Core Readers to page 13.
   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.

Handwriting: Practice cursive handwriting

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 cursive sentence:** *I kick Dick. a big kid.*
   a. As you write, explain the starting point, direction and joins between letters.
   b. Instruct learners to write the cursive sentence in their exercise books.
   c. Walk around and check each learner's: letter formation, joins and spacing.

Shared Reading: Do the Second Read

TIME:
15 minutes

RESOURCES:
Anthology, page 17

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: Mashudu's travels
   d. 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 to the whole class. Ask learners to discuss the question with a partner.
      - Call on a few learners to share their answers.

Writing: Learners draft

TIME:
20 minutes

RESOURCES:
Writing frame

1. **Remind learners of the writing task and requirements.**
   a. Say, today we will finish writing: A place you will travel to someday.
2. **Instruct learners to continue writing in their exercise books.**
3. **Differentiate.**
   a. Walk around the room and help struggling learners complete the writing frame.
   b. Give advanced learners an additional prompt: Add another sentence to your writing.
4. **Assign homework as needed.**
   a. Explain that learners must finish their draft for homework if they haven't yet finished.

Writing frame:

Someday, I want to travel to...
I will go there with...
We will travel by...
When I get there, I will...
I will see...
I will feel...

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 13.
2. **Go through the Core Reader activities for the day with learners.**
   Remind learners what to do to complete each activity.
3. **Call Group 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:
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: grudge, fault, crawl, autumn*, large
      - teach learners that the /n/ at the end of autumn is silent
   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 am on the edge of a ledge on the ridge.2
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 15.
   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 17

1. **Prepare learners for the Post-Read.**
   a. Remind learners of the story title: Mashudu's travels
   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: Teacher models editing and learners edit

TIME:
20 minutes

RESOURCES:
DBE Workbook, page 421

1. **Remind learners of the writing task: The place you will travel to.**
2. **Introduce the editing checklist**
   a. Say, today we will edit our writing using the editing checklist:
      - Sentences / paragraphs: Write a paragraph of at least six sentences.
      - LSC: The verb, or action word, shows that the action has not yet happened.
3. **Model editing.**
   a. Write a sentence on the board that contains a mistake.
4. **Show learners how to edit the mistake.**
5. **Instruct learners to read and edit their writing.**
   a. Say, now it is time to read and edit your writing.
   b. Walk around the room and help struggling learners read and edit their writing.
6. **Assign DBE Workbook writing activity.**
   a. As learners finish editing, explain that they must work in their DBE workbook.
   b. Instruct learners to complete:
      - DBE Workbook page no: 42
      - Complete the 'Let's Write' activity at the bottom of the page.
      - Rewrite each of these sentences, starting with: Tomorrow.

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 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 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 fix things**
2. **Ask open questions to activate learners' background knowledge.**
   - Which member of your family is good at fixing things?
   - What kinds of problems do they fix?
   - Do you think that kids can try to fix problems? Why or why not?3
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 17.**
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 stitch in time saves nine.
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 idiom means that if you take care of a small problem as soon as it happens, you can prevent it from becoming a bigger problem later on.

Phonics: Revise sounds

TIME:
15 minutes

RESOURCES:

Frieze cards: c, g

Core Reader

1. **Revise sound 1:** *c*
   a. Say the sound x3.
   b. Show learners the Frieze card and read the sound x3.
   c. Tell learners to listen and then repeat the sound.
   d. Tell learners to say words that start with or use the sound.
2. **Revise sound 2:** *g*
   a. Say the sound x3.
   b. Show learners the Frieze card and read the sound x3.
   c. Tell learners to listen and then repeat the sound.
   d. Tell learners to say words that start with or use the sound.
3. **Orientate learners to the Core Reader activities for Monday.**
   a. Instruct learners to open their Core Readers to page 19.
   b. Call on individual learners to help you model each activity.
   c. Model how to complete any written activities on the board.

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

Handwriting: Teach lower-case cursive letter formation

TIME:
15 minutes

RESOURCES:
Handwriting Chart

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

Shared Reading: Introduce the story

TIME:
15 minutes

RESOURCES:
Anthology, Introduction page 29

1. **Introduce the story.**
   a. Say: This week we will read a story titled, The ruined classroom.
   b. Say: Zweli was very excited because on Friday afternoon, Mr Maboya, Zweli's teacher, chose Zweli's writing to hang on the noticeboard. But when Zweli and his classmates come to school on Monday morning, their classroom is ruined! The story explains how the classroom got ruined and then how it was fixed again.
   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 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 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 17.
   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:
      - fix: To make something work again or to repair it.
      - ruin: To break or spoil something.
      - apologise: To say "I'm sorry" when you hurt someone or make a mistake.
      - choir: A group of people who sing together.
      - careful: Paying attention so you do not make mistakes or get hurt.
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

TIME:
15 minutes

RESOURCES:

Frieze cards: ore, are

Core Reader

1. **Revise sound 1:** *ore*
   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. Tell learners to say words that start with or use the sound.
2. **Revise sound 2:** *are*
   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. Tell learners to say words that start with or use the sound.
3. **Orientate learners to the Core Reader activities for Tuesday.**
   a. Instruct learners to open their Core Readers to page 20.
   b. Call on individual learners to help you model each activity.
   c. Model how to complete any written activities on the board.

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

Handwriting: Teach upper-case cursive letter formation

TIME:
15 minutes

RESOURCES:
Handwriting Chart

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

Shared Reading: Do the Pre-Read

TIME:
15 minutes

RESOURCES:
Anthology, page 31

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 ruined classroom.
   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 20.
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:
      - mend: To fix something that is broken or torn so it looks and works like new.
      - sew: To join pieces of fabric together using a needle and thread.
      - needle: A thin, sharp tool with a hole in it that helps you sew or stitch fabric.
      - thread: A thin string used for sewing or fixing clothes
      - hammer: A tool with a heavy head on a stick, used to hit nails.
   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 21.
   b. Tell learners the following information about the picture:
      - Tools like hammers, screwdrivers, and glue help us fix things like toys and other broken objects.
      - Doctors can fix broken bones by using special casts, which help the bone heal back to being strong and straight again.
      - Many animals can fix or repair things in their own way! For example, some birds use mud or mud mixed with grass to build and repair their nests.
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. Have you ever helped fix something? What was it?
   b. What do you think is the hardest thing to fix?
   c. What are some things you would like to learn how to fix?

Phonics: Revise blending

TIME:
15 minutes

RESOURCES:
Core Reader

1. **Revise the blend:** *-ice, -ace*
   a. Write the two separate consonants on the board.
   b. Ask a learner to read each sound and then to blend the sounds together.
   c. Tell learners to say words that start with or use the blend.
2. **Orientate learners to the Core Reader activities for Wednesday.**
   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: Practice cursive handwriting

TIME:
15 minutes

RESOURCES:
Handwriting Chart

1. **Prepare learners for handwriting.**
   a. Say: Let's warm up our fingers by crumpling up a piece of paper and then smoothing it out.
   b. Check and adjust learners' posture and pencil grip.
2. **Model how to write the following cursive words:** *nice, rice face, race*
   a. As you write, explain the starting point, direction and joins between letters.
   b. Instruct learners to write the cursive words in their exercise books.
   c. Walk around and check each learner's: letter formation, joins and spacing.

Shared Reading: Do the First Read

TIME:
15 minutes

RESOURCES:
Anthology, page 31

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 ruined classroom.
   d. Say: Zweli was very excited because on Friday afternoon, Mr Maboya, Zweli's teacher, chose Zweli's writing to hang on the noticeboard. But when Zweli and his classmates come to school on Monday morning, their classroom is ruined! The story explains how the classroom got ruined and then how it was fixed again.
2. **Do the First Read as follows:**
   a. Read each page of the story aloud, fluently and audibly.
   b. Show learners the pictures.
   c. Where necessary, stop and explain to learners.
   d. Point out the vocabulary words as they appear.
   e. At the end of the story, ask the Read 1 questions as follows:
      - Direct Question 1 & 2 to individual learners.
      - Direct Question 3 to the whole class. Ask learners to discuss the question with a partner.
      - Call on a few learners to share their answers.
   f. Remind learners of the comprehension strategy.
      - Say, this week we are learning how to: Make inferences.
      - Ask learners: What good guess can we make about this that the author hasn't told us? What can you guess about the character's thoughts / feelings?

Writing: Introduce and Practice LSC

TIME:
20 minutes

RESOURCES:
No resources required

1. **Introduce the LSC focus.**
   a. Say, this week we will focus on: Using inverted commas (speech marks) to show the words someone said (direct speech).
   b. Write a sentence on the board: "I like to fix things," Teboho said.
   c. Explain the LSC in context: The words inside the inverted commas are the exact words Teboho said. This is called direct speech.
2. **Practice the LSC with learners.**
   a. Write on the board: Kea: My bike is broken.
   b. Ask learners: How can we use inverted commas to turn this sentence into direct speech?
   c. Brainstorm with learners:
      1. Put inverted commas around the sentence: "My bike is broken"
      2. Add a comma before the closing inverted commas: "My bike is broken,"
      3. Add who said it after the quotation: "My bike is broken," said Kea.
3. **Give learners time to practice the LSC independently.**
   a. Write on the board:
      - Neo: I like to help people.
      - Dan: My pencil is broken.
      - Zoleka: She is my best friend.
   b. Explain to learners: Use inverted commas to turn these sentences into direct speech.
   c. Give learners a few minutes to complete the task.
4. **Check learners' understanding.**
   a. Call learners back together.
   b. Call on different learners to share their answers.
   c. Point out: Inverted commas (speech marks) are used to show the words someone said (direct speech).

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 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 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: Practice blending and segmenting

TIME:
15 minutes

RESOURCES:
Core Reader

1. **Draw a table and write the following sounds in the table:** *c, g, o, a, r, e, l, i, u, s, p, b, t*
   a. Point at each sound in the table and say the sound.
   b. Point at each sound in the table and ask different learners to read them.
2. **Model how to build a word.**
   a. Think of a word that you can build using sounds from the table.
   b. Point at the first sound, say the sound and write it on the board.
   c. Repeat this for all sounds in the word.
   d. Run your finger below the word and blend sounds together to read the word.
3. **Call individual learners to build words.**
   a. Call 2-3 learners to build words using the same process.
   b. Correct any errors that learners make.
4. **Orientate learners to the Core Reader activities for Thursday.**
   a. Instruct learners to open their Core Readers to page 23.
   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.

Handwriting: Practice cursive handwriting

TIME:
15 minutes

RESOURCES:
Handwriting Chart

1. **Prepare learners for handwriting.**
   a. Say: Let's warm up our fingers by rotating our wrists in circles to the left and then to the right.
   b. Check and adjust learners' posture and pencil grip.
2. **Model how to write the following cursive sentence:** *Laura had an ice lolly. It fell.*
   a. As you write, explain the starting point, direction and joins between letters.
   b. Instruct learners to write the cursive sentence in their exercise books.
   c. Walk around and check each learner's: letter formation, joins and spacing.

Shared Reading: Do the Second Read

TIME:
15 minutes

RESOURCES:
Anthology, page 31

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

Writing: Teacher models planning

TIME:
20 minutes

RESOURCES:
Writing frame

1. **Introduce the writing topic.**
   a. Say, this cycle we will write about: How you fixed something
2. **Explain your own answer to the writing task orally, before writing. Use the writing frame.**
   a. Say: One day, I saw...
3. **Model planning for the writing task on the board.**
   a. Draw a quick picture that shows: The broken object you will write about.
   b. Use a mind map to plan your story:
      a. What was broken?
      b. How did I feel?
      c. What did I do first?
      d. What did I do after that?
      e. How did I fix it?
4. **Get learners thinking.**
   a. Say: tomorrow, you will plan your own writing. Bring your ideas with you tomorrow.

Writing frame:

One day, I saw...
I felt...
I said, "..."
First...
Next...
At last it was fixed and I...

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 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 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:
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: budget, lace, gel, danger, change
   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: There is a magic elephant at the circus!
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 25.
   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: The ruined classroom
   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: Learners plan

TIME:
20 minutes

RESOURCES:
Writing frame

1. **Remind learners of the writing topic.**
   a. Say: this cycle we will write: How you fixed something
2. **Instruct learners to think about their answers to the writing topic.**
   a. Say, now think about how you will answer the writing topic.
   b. Instruct learners to share their idea with a partner.
   c. Call on a few learners to share their answers with the class.
3. **Instruct learners to plan their writing in their exercise books.**
   a. Say: Now use a mind map to record your ideas and plan for the writing task.
4. **Walk around the room and help individual learners plan.**
   a. Say: Tell me about your ideas.
   b. Help struggling learners complete their mind map.

Writing frame:

One day, I saw...
I felt...
I said, "..."
First...
Next...
At last it was fixed and I...

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: 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

TIME:
15 minutes

RESOURCES:

Frieze cards: air, ear (wear)

Core Reader

1. **Revise sound 1:** *air*
   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. Tell learners to say words that start with or use the sound.
2. **Revise sound 2:** *ear (wear)*
   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. Tell learners to say words that start with or use the sound.
3. **Orientate learners to the Core Reader activities for Monday.**
   a. Instruct learners to open their Core Readers to page 27.
   b. Call on individual learners to help you model each activity.
   c. Model how to complete any written activities on the board.

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

Handwriting: Teach lower-case cursive letter formation

TIME:
15 minutes

RESOURCES:
Handwriting Chart

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

Shared Reading: Introduce the story

TIME:
15 minutes

RESOURCES:
Anthology, Introduction page 43

1. **Introduce the story.**
   a. Say: This week we will read a story titled, Mari Copeny: Water warrior.
   b. Say: This true story takes places in the United States, in the city of Flint in Michigan. Many people in Flint were getting sick from the water, but no one was doing anything to fix it. Then Mari, a young girl, decided to do something. Read all about this brave girl's efforts to help her community.
   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 27.
2. **Go through the Core Reader activities for the day with learners.**
   Remind learners what to do to complete each activity.
3. **Call Group 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 17.
   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:
      - Michigan: A state in the United States famous for the huge lakes all around it.
      - warrior: A person who fights bravely, especially in battles or wars.
      - crisis: A very big problem that needs to be fixed quickly.
      - pollute: To make the air, water, or land dirty and harmful.
      - toxic: Poisonous or harmful to people, animals, or plants.
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

TIME:
15 minutes

RESOURCES:

Frieze cards: ear (dear), eer

Core Reader

1. **Revise sound 1:** *ear (dear)*
   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. Tell learners to say words that start with or use the sound.
2. **Revise sound 2:** *eer*
   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. Tell learners to say words that start with or use the sound.
3. **Orientate learners to the Core Reader activities for Tuesday.**
   a. Instruct learners to open their Core Readers to page 28.
   b. Call on individual learners to help you model each activity.
   c. Model how to complete any written activities on the board.

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

Handwriting: Teach upper-case cursive letter formation

TIME:
15 minutes

RESOURCES:
Handwriting Chart

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

Shared Reading: Do the Pre-Read

TIME:
15 minutes

RESOURCES:
Anthology, page 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: Mari Copeny: Water warrior
   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 28.
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 29.
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:
      - _____ wanted to cry...
      - Today was finally the 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: Revise blending

TIME:
15 minutes

RESOURCES:
Core Reader

1. **Revise the blend:** *-ear, -ear*
   a. Write the two separate consonants on the board.
   b. Ask a learner to read each sound and then to blend the sounds together.
   c. Tell learners to say words that start with or use the blend.
2. **Orientate learners to the Core Reader activities for Wednesday.**
   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: Practice cursive handwriting

TIME:
15 minutes

RESOURCES:
Handwriting Chart

1. **Prepare learners for handwriting.**
   a. Say: Let's warm up our fingers by flicking our fingers in and out.
   b. Check and adjust learners' posture and pencil grip.
2. **Model how to write the following cursive words:** *Mike, make*
   a. As you write, explain the starting point, direction and joins between letters.
   b. Instruct learners to write the cursive words in their exercise books.
   c. Walk around and check each learner's: letter formation, joins and spacing.

Shared Reading: Do the First Read

TIME:
15 minutes

RESOURCES:
Anthology, page 45

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: Mari Copeny: Water warrior
   d. Say: This true story takes places in the United States, in the city of Flint in Michigan. Many people in Flint were getting sick from the water, but no one was doing anything to fix it. Then Mari, a young girl, decided to do something. Read all about this brave girl's efforts to help her community.
   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 question with a partner.
      - Call on a few learners to share their answers.
   f. Remind learners of the comprehension strategy.
      - Say, this week we are learning how to: Ask questions / Wonder.
      - Ask learners: It is fun to wonder about the story and ask ourselves questions. What questions do you have about this story?

Writing: Teacher models drafting

TIME:
20 minutes

RESOURCES:
Writing Frame

1. **Reintroduce the writing topic and requirements.**
   a. Say, this cycle we will write: How you fixed something
   b. Explain the requirements for the task:
      - Genre: Personal recount / personal narrative
      - Sentences / paragraphs: Write a paragraph of at least six sentences.
      - LSC: Write a sentence with inverted commas (direct speech).
2. **Model the task on the board.**
   a. Remind learners of your ideas from your mind map.
   b. Show learners how to complete the writing frame using your plan.
3. **Instruct learners to begin writing in their exercise books.**
   a. Say: now use your own plan to fill in the writing frame.
4. **Walk around the room and help individual learners begin writing.**
   a. Say: Let's look at your mind map and use it to begin writing.
   b. Help struggling learners use the writing frame.

Writing Frame:

One day, I saw...
I felt...
I said, "..."
First...
Next...
At last it was fixed and I...

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 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 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: Practice blending and segmenting

TIME:
15 minutes

RESOURCES:
Core Reader

1. **Draw a table and write the following sounds in the table:** *a, i, e, r, s, t, m, b, d, c, h, k*
   a. Point at each sound in the table and say the sound.
   b. Point at each sound in the table and ask different learners to read them.
2. **Model how to build a word.**
   a. Think of a word that you can build using sounds from the table.
   b. Point at the first sound, say the sound and write it on the board.
   c. Repeat this for all sounds in the word.
   d. Run your finger below the word and blend sounds together to read the word.
3. **Call individual learners to build words.**
   a. Call 2-3 learners to build words using the same process.
   b. Correct any errors that learners make.
4. **Orientate learners to the Core Reader activities for Thursday.**
   a. Instruct learners to open their Core Readers to page 31.
   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.

Handwriting: Practice cursive handwriting

TIME:
15 minutes

RESOURCES:
Handwriting Chart

1. **Prepare learners for handwriting.**
   a. Say: Let's warm up our fingers by squeezing our hands in a fist for the count of 5, then relaxing.
   b. Check and adjust learners' posture and pencil grip.
2. **Model how to write the following cursive sentence:** *Mike made a yummy muffin.*
   a. As you write, explain the starting point, direction and joins between letters.
   b. Instruct learners to write the cursive sentence in their exercise books.
   c. Walk around and check each learner's: letter formation, joins and spacing.

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: Mari Copeny: Water warrior
   d. Remind learners of the comprehension strategy.
      - Say, this week we are learning how to: Ask questions / Wonder.
      - Say, remember, we discussed this yesterday, when I asked you: It is fun to wonder about the story and ask ourselves questions. What questions do you have about this story?
2. **Do the Second Read as follows:**
   a. Read each page of the story aloud, fluently and audibly.
   b. Show learners the picture.
   c. Use the examples on the introduction page to model the comprehension strategy.
   d. At the end of the story, ask the Read 2 questions as follows:
      - Direct Question 1 & 2 to individual learners.
      - Direct Question 3 & 4 to the whole class. Ask learners to discuss the question with a partner.
      - Call on a few learners to share their answers.

Writing: Learners draft

TIME:
20 minutes

RESOURCES:
Writing frame

1. **Remind learners of the writing task and requirements.**
   a. Say, today we will finish writing: How you fixed something
2. **Instruct learners to continue writing in their exercise books.**
3. **Differentiate.**
   a. Walk around the room and help struggling learners complete the writing frame.
   b. Give advanced learners an additional prompt: Add another sentence to your writing.
4. **Assign homework as needed.**
   a. Explain that learners must finish their draft for homework if they haven't yet finished.

Writing frame:

One day, I saw...
I felt...
I said, "..."
First...
Next...
At last it was fixed and I...

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 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 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: jeer, hear, flair, swear, tear
   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: My dad is an engineer with a large beard.
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 33.
   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 45

1. **Prepare learners for the Post-Read.**
   a. Remind learners of the story title: Mari Copeny: Water warrior
   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: Teacher models editing and learners edit

TIME:
20 minutes

RESOURCES:
DBE Workbook, page 161

1. **Remind learners of the writing task: How you fixed something.**
2. **Introduce the editing checklist**
   a. Say, today we will edit our writing using the editing checklist:
      - Sentences / paragraphs: Write a paragraph of at least six sentences.
      - LSC: Inverted commas (speech marks) are used to show the words someone said (direct speech).
3. **Model editing.**
   a. Write a sentence on the board that contains a mistake.
   b. Show learners how to edit the mistake.
4. **Instruct learners to read and edit their writing.**
   a. Say, now it is time to read and edit your writing.
   b. Walk around the room and help struggling learners read and edit their writing.
5. **Assign DBE Workbook writing activity.**
   a. As learners finish editing, explain that they must work in their DBE workbook.
   b. Instruct learners to complete:
      - DBE Workbook page no: 16
      - Complete the 'Let's Write' activity at the bottom of the page.
      - Use inverted commas to turn these sentences into direct speech.

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 33.
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 try to be honest**
2. **Ask open questions to activate learners' background knowledge.**
   - How does it feel to tell a lie?
   - Why do you think it feels this way?
   - Why do we sometimes tell lies?
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 35.**
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.
   Honesty is the best policy.
7. **Discuss the language enrichment with learners.**
   a. Ask: Can you tell me what this means? / Can you figure out the answer?
   b. Encourage learners to share their ideas.
   c. Explain the meaning or provide the answer as follows: A policy is almost the same as a rule. This means that it is best to always tell the truth. If we do not tell the truth, it can lead to all kinds of problems.

Phonics: Revise sounds

TIME:
15 minutes

RESOURCES:

Frieze cards: u-e (tune)

Core Reader

1. **Revise the sound:** *u-e (tune)*
   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. Tell learners to say words that start with or use the sound.
2. **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 lower-case cursive letter formation

TIME:
15 minutes

RESOURCES:
Handwriting Chart

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

Shared Reading: Introduce the story

TIME:
15 minutes

RESOURCES:
Anthology, Introduction page 57

1. **Introduce the story.**
   a. Say: This week we will read a story titled, The blue bracelet.
   b. Say: Zandile and Geeta are best friends. But something happens that could ruin their friendship. Zandile finds a bracelet that Geeta lost. She really wants to keep the beautiful blue bracelet, but she knows that Geeta is sad because she lost it. The story goes on to tell us if Zandile decides to be honest or not.
   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 35.
   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:
      - honest: To tell the truth and do the right thing.
      - dishonest: The opposite of honest - to not tell the truth.
      - bracelet: A piece of jewelry you wear around your wrist.
      - sparkle: To shine and twinkle, like stars.
      - admire: To be impressed by something and to like it a lot.
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

TIME:
15 minutes

RESOURCES:

Frieze cards: ie (pie)

Core Reader

1. **Revise the sound:** *ie (pie)*
   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. Tell learners to say words that start with or use the sound.
2. **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: Teach upper-case cursive letter formation

TIME:
15 minutes

RESOURCES:
Handwriting Chart

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

Shared Reading: Do the Pre-Read

TIME:
15 minutes

RESOURCES:
Anthology, page 59

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 blue bracelet.
   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: 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:
      - trust: Believing someone will tell the truth and do what they say.
      - truth: What really happened or what is real.
      - lie: Saying something that is not true on purpose.
      - break: To hurt or damage something, or make it not work anymore. You can also break someone's trust in you by not telling the truth.
      - broken: Something that is not working or is hurt or damaged.
   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 39.
   b. Tell learners the following information about the picture.
      - Everyone tells lies sometimes, even adults. But most people like to tell the truth because it makes them feel good inside.
      - Lying can be tricky because your face and body might give you away - even if you're trying to be sneaky!
      - Telling the truth helps build trust with friends, family, and teachers. People will trust you more when you're honest.
3. **Discuss the picture.**
   a. Use the questions that follow to discuss the picture as follows:
      - Ask the first question.
      - Instruct learners to discuss the question with their partner.
      - Call on a few individual learners to share their answers.
      - Build learners' background knowledge by correcting misunderstandings and by sharing information related to the theme.
      - Repeat this process with all questions.
4. **Questions:**
   a. Why do people lie?
   b. Can you think of a time it was difficult for you to be honest?
   c. Why is honesty important?

Phonics: Revise blending

TIME:
15 minutes

RESOURCES:
Core Reader

1. **Revise the blend:** *u-e, ie*
   a. Write the two separate consonants on the board.
   b. Ask a learner to read each sound and then to blend the sounds together.
   c. Tell learners to say words that start with or use the blend.
2. **Orientate learners to the Core Reader activities for Wednesday.**
   a. Instruct learners to open their Core Readers to page 40.
   b. Call on individual learners to help you model each activity.
   c. Model how to complete any written activities on the board.

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

Handwriting: Practice cursive handwriting

TIME:
15 minutes

RESOURCES:
Handwriting Chart

1. **Prepare learners for handwriting.**
   a. Say: Let's warm up our fingers by pretending to play the piano.
   b. Check and adjust learners' posture and pencil grip.
2. **Model how to write the following cursive words:** *Nick, nine*
   a. As you write, explain the starting point, direction and joins between letters.
   b. Instruct learners to write the cursive words in their exercise books.
   c. Walk around and check each learner's: letter formation, joins and spacing.

Shared Reading: Do the First Read

TIME:
15 minutes

RESOURCES:
Anthology, page 59

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 blue bracelet
   d. Say: Zandile and Geeta are best friends. But something happens that could ruin their friendship. Zandile finds a bracelet that Geeta lost. She really wants to keep the beautiful blue bracelet, but she knows that Geeta is sad because she lost it. The story goes on to tell us if Zandile decides to be honest or not.
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 question with a partner.
      - Call on a few learners to share their answers.
   f. Remind learners of the comprehension strategy.
      - Say, this week we are learning how to: Make inferences
      - Ask learners: What good guess can we make about this that the author hasn't told us? What can you guess about the character's thoughts / feelings?

Writing: Introduce and Practice LSC

TIME:
20 minutes

RESOURCES:

1. **Introduce the LSC focus.**
   a. Say, this week we will focus on: Using inverted commas (speech marks) to show the words someone said (direct speech).
   b. Write a sentence on the board: Rachel said, “I am being honest!”
   c. Explain the LSC in context: The words inside the inverted commas are the exact words Rachel said. This is called direct speech.
2. **Practice the LSC with learners.**
   a. Write on the board: Sam: I broke the toy.
   b. Ask learners: How can we use inverted commas to turn this sentence into direct speech?
   c. Brainstorm with learners:
      - Put inverted commas around the sentence:“I broke the toy.”
      - Add who said it before the quotation: Sam said “I broke the toy.”
      - Add a comma before the inverted commas: Sam said, “I broke the toy.”
3. **Give learners time to practice the LSC independently.**
   a. Write on the board:
      - Nomvula: I lied to you.
      - David: I need help.
      - Thabo: I feel sad.
   b. Explain to learners: Use inverted commas to turn these sentences into direct speech.
   c. Give learners a few minutes to complete the task.
4. **Check learners’ understanding.**
   a. Call learners back together.
   b. Call on different learners to share their answers.
   c. Point out: Inverted commas (speech marks) are used to show the words someone said (direct speech).

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 40.
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: Practice blending and segmenting

TIME:
15 minutes

RESOURCES:
Core Reader

1. **Draw a table and write the following sounds in the table:** *u, e, i, p, l, d, b, t, r, c, h, aa*
   a. Point at each sound in the table and say the sound.
   b. Point at each sound in the table and ask different learners to read them.
2. **Model how to build a word.**
   a. Think of a word that you can build using sounds from the table.
   b. Point at the first sound, say the sound and write it on the board.
   c. Repeat this for all sounds in the word.
   d. Run your finger below the word and blend sounds together to read the word.
3. **Call individual learners to build words.**
   a. Call 2-3 learners to build words using the same process.
   b. Correct any errors that learners make.
4. **Orientate learners to the Core Reader activities for Thursday.**
   a. Instruct learners to open their Core Readers to page 41.
   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.

Handwriting: Practice cursive handwriting

TIME:
15 minutes

RESOURCES:
Handwriting Chart

1. **Prepare learners for handwriting.**
   a. Say: Let's warm up our fingers by rotating our wrists in circles to the left and then to the right.
   b. Check and adjust learners' posture and pencil grip.
2. **Model how to write the following cursive sentence:** *Nick saw nine nice nuts.*
   a. As you write, explain the starting point, direction and joins between letters.
   b. Instruct learners to write the cursive sentence in their exercise books.
   c. Walk around and check each learner's: letter formation, joins and spacing.

Shared Reading: Do the Second Read

TIME:
15 minutes

RESOURCES:
Anthology, page 59

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 blue bracelet
   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 question with a partner.
      - Call on a few learners to share their answers.

Writing: Teacher models planning

TIME:
20 minutes

RESOURCES:
Writing frame

1. **Introduce the writing topic.**
   a. Say, this cycle we will write: A story about telling a lie and then telling the truth.
2. **Explain your own answer to the writing task orally, before writing. Use the writing frame.**
   Say:
   a. I will tell a story about a child who lies about… and then tells the truth.
   b. I will write two paragraphs. One about the child telling the lie, and then one about the child telling the truth.
   c. Remember: A paragraph is a group of sentences about the same topic or idea.
3. **Model planning for the writing task on the board.**
   a. Draw a quick picture that shows: What the child in your story does wrong.
   b. Use a mind map to plan your story:
      - Who? (characters)
      - Where? (setting)
      - What goes wrong?
      - What is the lie?
      - What is the truth?
      - How does the character feel?
4. **Get learners thinking.**
   a. Say: tomorrow, you will plan your own writing. Bring your ideas with you tomorrow.

Writing frame:

Paragraph 1 – The lie
One day, a child named ____ was…
____ did something wrong! He / she…
____ felt…
When an adult asked, "What happened?" ____ lied.
He / she said, "…"

Paragraph 2 – The truth
Later ____ felt…
____ went back and said, "I must tell the truth. I …"
The adult said, "Thank you for being honest," and…
In the end…

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:

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:
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: rule, tube, prune, tied, tried
   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 hear a grumpy bear, a nice flute, and a loud cheer.
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 43.
   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 59

1. **Prepare learners for the Post-Read.**
   a. Remind learners of the story title: The blue bracelet
   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.
   d. Questions and sentence starters
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.

Written Comprehension

1. **What did the bracelet look like?**
   The bracelet was...
2. **Who lost the bracelet?**
   ... lost the bracelet.
3. **Where did Zandile keep the bracelet?**
   Zandile kept the bracelet...
4. **What made Zandile give the bracelet back?**
   Zandile gave the bracelet back because...
5. **What did Geeta say when Zandile gave her the bracelet?**
   Geeta said:

Writing: Learners plan

TIME:
20 minutes

RESOURCES:
Writing frame

1. **Remind learners of the writing topic.**
   a. Say: this cycle we will write: A story about telling a lie and then telling the truth.
2. **Instruct learners to think about their answers to the writing topic.**
   a. Say, now think about how you will answer the writing topic.
   b. Instruct learners to share their idea with a partner.
   c. Call on a few learners to share their answers with the class.
3. **Instruct learners to plan their writing in their exercise books.**
   a. Say: Say: Now use a mind map to record your ideas and plan for the writing task.
4. **Walk around the room and help individual learners plan.**
   a. Say: Tell me about your ideas.
   b. Help struggling learners complete their mind map.

Writing frame:

Paragraph 1 – The lie
One day, a child named ____ was...
____ did something wrong! He / she...
____ felt...
When an adult asked, "What happened?" ____ lied.
He / she said, "..."

Paragraph 2 – The truth
Later ____ felt...
____ went back and said, "I must tell the truth. I ..."
The adult said, "Thank you for being honest," and...
In the end...

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 43.
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

TIME:
15 minutes

RESOURCES:

Frieze cards: ue (blue)

Core Reader

1. **Revise the sound:** *ue (blue)*
   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. Tell learners to say words that start with or use the sound.
2. **Orientate learners to the Core Reader activities for Monday.**
   a. Instruct learners to open their Core Readers to page 45.
   b. Call on individual learners to help you model each activity.
   c. Model how to complete any written activities on the board.

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

Handwriting: Teach lower-case cursive 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:** *fv*
   a. Stand with your back to learners.
   b. Instruct left-handed learners to put their heads on their desks.
   c. Use your right arm to form the letter: *fv*
   d. Instruct right-handed learners to form the letter with you.
   e. Repeat with left-handed learners.
3. **Instruct learners to practice forming:** *fv*
   a. Say: Make the letter on your partner's back, the desk, in the sand.
4. **Instruct learners to practice writing:** *fv*
   a. Say: Write the letter in your exercise book x3.
   b. Walk around and check each learner's letter formation.

Shared Reading: Introduce the story

TIME:
15 minutes

RESOURCES:
Anthology, Introduction page 71

1. **Introduce the story.**
   a. Say: This week we will read a story titled, The herdboy who cried 'lion'.
   b. Say: This story is a fable, meant to teach us a lesson. Modise was a naughty boy who looked after a herd of cattle. Sometimes, when he was bored, he called out that there was a lion attacking his cattle. Read on to see what the villagers did when Modise called 'lion'.
   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 45.
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 35.
   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:
      - villagers: People who live in a village, which is a smaller than a town.
      - attack: To try to hurt someone or something.
      - trick: To make someone believe something that is not true.
      - fool: To trick someone as a joke or to be sneaky.
      - chase: To run after someone or something to try to catch 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

TIME:
15 minutes

RESOURCES:

Frieze cards: ew (new)

Core Reader

1. **Revise the sound:** *ew (new)*
   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. Tell learners to say words that start with or use the sound.
2. **Orientate learners to the Core Reader activities for Tuesday.**
   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 upper-case cursive letter formation

TIME:
15 minutes

RESOURCES:
Handwriting Chart

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

Shared Reading: Do the Pre-Read

TIME:
15 minutes

RESOURCES:
Anthology, page 74

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 herdboy who cried 'lion'.
   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 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 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 47.
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:
      - Granny found her half-eaten treat…
      - Gogo had waited all day to eat her sweets…
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 blending

TIME:
15 minutes

RESOURCES:
Core Reader

1. **Revise the blend:** *ue, ew*
   a. Write the two separate consonants on the board.
   b. Ask a learner to read each sound and then to blend the sounds together.
   c. Tell learners to say words that start with or use the blend.
2. **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: Practice cursive handwriting

TIME:
15 minutes

RESOURCES:
Handwriting Chart

1. **Prepare learners for handwriting.**
   a. Say: Let's warm up our fingers by flicking our fingers in and out.
   b. Check and adjust learners' posture and pencil grip.
2. **Model how to write the following cursive words:** *Pam, pig*
   a. As you write, explain the starting point, direction and joins between letters.
   b. Instruct learners to write the cursive words in their exercise books.
   c. Walk around and check each learner's: letter formation, joins and spacing.

Shared Reading: Do the First Read

TIME:
15 minutes

RESOURCES:
Anthology, page 74

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 herdboy who cried 'lion'
   d. Say: This story is a fable, meant to teach us a lesson. Modise was a naughty boy who looked after a herd of cattle. Sometimes, when he was bored, he called out that there was a lion attacking his cattle. Read on to see what the villagers did when Modise called 'lion'.
   e. Ask: Do you know anything about this?
2. **Do the First Read as follows:**
   a. Read each page of the story aloud, fluently and audibly.
   b. Show learners the pictures.
   c. Where necessary, stop and explain to learners.
   d. Point out the vocabulary words as they appear.
   e. At the end of the story, ask the Read 1 questions as follows:
      - Direct Question 1 & 2 to individual learners.
      - Direct Question 3 to the whole class. Ask learners to discuss the question with a partner.
      - Call on a few learners to share their answers.
   f. Remind learners of the comprehension strategy.
      - Say, this week we are learning how to: Make inferences.
      - Ask learners: What good guess can we make about this that the author hasn't told us? What can you guess about the character's thoughts / feelings?

Writing: Teacher models drafting

TIME:
20 minutes

RESOURCES:
Writing Frame

1. **Reintroduce the writing topic and requirements.**
   a. Say, this cycle we will write: A story about telling a lie and then telling the truth.
   b. Explain the requirements for the task:
      - Genre: Creative story / fiction
      - Sentences / paragraphs: Write a paragraph of at least six sentences. Write at least two paragraphs, each with their own topic.
      - LSC: Write a sentence with inverted commas (direct speech).
2. **Model the task on the board.**
   a. Remind learners of your ideas from your mind map.
   b. Show learners how to complete the writing frame using your plan.
3. **Instruct learners to begin writing in their exercise books.**
   a. Say: now use your own plan to fill in the writing frame.
4. **Walk around the room and help individual learners begin writing.**
   a. Say: Let's look at your mind map and use it to begin writing.
   b. Help struggling learners use the writing frame.

Writing Frame:

Paragraph 1 – The lie
One day, a child named ____ was...
____ did something wrong! He / she...
____ felt...
When an adult asked, "What happened?" ____ lied.
He / she said, "..."

Paragraph 2 – The truth
Later ____ felt...
____ went back and said, "I must tell the truth. I..."
The adult said, "Thank you for being honest," and...
In the end...

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.**
   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: Practice blending and segmenting

TIME:
15 minutes

RESOURCES:
Core Reader

1. **Draw a table and write the following sounds in the table:** *u, e, w, t, h, c, r, a, o, l, s, p*
   a. Point at each sound in the table and say the sound.
   b. Point at each sound in the table and ask different learners to read them.
2. **Model how to build a word.**
   a. Think of a word that you can build using sounds from the table.
   b. Point at the first sound, say the sound and write it on the board.
   c. Repeat this for all sounds in the word.
   d. Run your finger below the word and blend sounds together to read the word.
3. **Call individual learners to build words.**
   a. Call 2-3 learners to build words using the same process.
   b. Correct any errors that learners make.
4. **Orientate learners to the Core Reader activities for Thursday.**
   a. Instruct learners to open their Core Readers to page 49.
   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.

Handwriting: Practice cursive handwriting

TIME:
15 minutes

RESOURCES:
Handwriting Chart

1. **Prepare learners for handwriting.**
   a. Say: Let's warm up our fingers by rotating our wrists in circles to the left and then to the right.
   b. Check and adjust learners' posture and pencil grip.
2. **Model how to write the following cursive sentence:** *I push Pam into a big pool*
   a. As you write, explain the starting point, direction and joins between letters.
   b. Instruct learners to write the cursive sentence in their exercise books.
   c. Walk around and check each learner's: letter formation, joins and spacing.

Shared Reading: Do the Second Read

TIME:
15 minutes

RESOURCES:
Anthology, page 74

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

Writing: Learners draft

TIME:
20 minutes

RESOURCES:
Writing Frame

1. **Remind learners of the writing task and requirements.**
   a. Say, today we will finish writing: A story about telling a lie and then telling the truth.
2. **Instruct learners to continue writing in their exercise books.**
3. **Differentiate.**
   a. Walk around the room and help struggling learners complete the writing frame.
   b. Give advanced learners an additional prompt: Add another sentence to your writing.
4. **Assign homework as needed.**
   a. Explain that learners must finish their draft for homework if they haven't yet finished.

Writing Frame

Paragraph 1 – The lie
One day, a child named ____ was...
____ did something wrong! He / she...
____ felt...
When an adult asked, "What happened?" ____ lied.
He / she said, "..."

Paragraph 2 – The truth
Later____ felt...
___ went back and said, "I must tell the truth. I..."
The adult said, "Thank you for being honest," and...
In the end...

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 49.
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:
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: sue, cruel, strewn, drew
   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 wind blew the blue birds high up into the 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 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 69

1. **Prepare learners for the Post-Read.**
   a. Remind learners of the story title: The herdboy who cried 'lion'
   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: Teacher models editing and learners edit

TIME:
20 minutes

RESOURCES:
DBE
Workbook 1

1. **Remind learners of the writing task:** A story about telling a lie and then telling the truth.
2. **Introduce the editing checklist**
   a. Say, today we will edit our writing using the editing checklist:
      - Sentences / paragraphs: Write a paragraph of at least six sentences. Write at least two paragraphs, each with their own topic.
      - LSC:
        - The first letter of the sentence is a capital letter.
        - Proper punctuation is used at the end of the sentence.
        - Inverted commas (speech marks) are used to show the words someone said (direct speech).
3. **Model editing.**
   a. Write a sentence on the board that contains a mistake.
   b. Show learners how to edit the mistake.
4. **Instruct learners to read and edit their writing.**
   a. Say, now it is time to read and edit your writing.
   b. Walk around the room and help struggling learners read and edit their writing.
5. **Assign DBE Workbook writing activity.**
   a. As learners finish editing, explain that they must work in their DBE workbook.
   b. Instruct learners to complete:
      - DBE Workbook page no: 20
      - Number the pictures to show the right order.
      - Write one sentence about each picture. Make sure your sentences tell a story.

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.**
   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 education**
2. **Ask open questions to activate learners' background knowledge.**
   - What are some different ways that we can learn new things?
   - What is something you want to learn about?
   - Do you think school is more important for boys or girls, or is it important for both? Why?
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 53.**
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:
   "Education is the most powerful weapon which you can use to change the world." President Nelson Mandela
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:
   Many people think that it takes weapons like guns and bombs to change things in the world. But President Mandela knew that the most powerful weapon is education. He meant that if we keep learning, we can use our knowledge and skills to change the world in a good way.

Phonics: Revise sounds

TIME:
15 minutes

RESOURCES:

Frieze cards: ph

Core Reader

1. **Revise the sound:** *ph*
   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. Tell learners to say words that start with or use the sound.
2. **Orientate learners to the Core Reader activities for Monday.**
   a. Instruct learners to open their Core Readers to page 55.
   b. Call on individual learners to help you model each activity.
   c. Model how to complete any written activities on the board.

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

Handwriting: Teach lower-case cursive letter formation

TIME:
15 minutes

RESOURCES:
Handwriting Chart

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

Shared Reading: Introduce the story

TIME:
15 minutes

RESOURCES:
Anthology, Introduction page 85

1. **Introduce the story.**
   a. Say: This week we will read a story titled, A life without limits.
   b. Say: The true story of Rebeca Gyumi takes place in Tanzania. Throughout her life, Rebeca's family encouraged her to get a good education. But whilst Rebeca's family supported her, many young girls dropped out of school to get married. Read about Rebeca's life to see what she did for girls' education in Tanzania.
   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 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 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 53.
   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:
      - Tanzania: A country in East Africa with the highest mountain in Africa.
      - education: Learning at school or from others so you know more and can do new things.
      - limit: The greatest amount or farthest point that something can get to.
      - allow: To say that someone can do something; to give permission.
      - lawyer: A person who has studied the law and who helps people with legal problems.
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

TIME:
15 minutes

RESOURCES:

Frieze cards: gh

Core Reader

1. **Revise the sound:** *gh*
   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. Tell learners to say words that start with or use the sound.
2. **Orientate learners to the Core Reader activities for Tuesday.**
   a. Instruct learners to open their Core Readers to page 56.
   b. Call on individual learners to help you model each activity.
   c. Model how to complete any written activities on the board.

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

Handwriting: Teach upper-case cursive letter formation

TIME:
15 minutes

RESOURCES:
Handwriting Chart

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

Shared Reading: Do the Pre-Read

TIME:
15 minutes

RESOURCES:
Anthology, page 87

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: A life without limits.
   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 56.
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:
      - subject: Something you learn about at school, like math, reading, or science.
      - study: To spend time learning and practicing so you remember or understand something.
      - graduate: To finish a big level of school (like finishing primary school or high school).
      - graduation: A special celebration where people celebrate finishing school and get a certificate or diploma.
      - career: The kind of work someone does when they grow up, like teacher, doctor, or artist.
   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 57.
   b. Tell learners the following information about the picture:
      - Every school day, millions of kids around the world learn new things, just like you.
      - Almost every country in the world has schools.
      - Learning can happen outside of a classroom, too! We can learn from friends, books, computers, museums, and even nature.
3. **Discuss the picture.**
   a. Use the questions that follow to discuss the picture as follows:
      - Ask the first question.
      - Instruct learners to discuss the question with their partner.
      - Call on a few individual learners to share their answers.
      - Build learners' background knowledge by correcting misunderstandings and by sharing information related to the theme.
      - Repeat this process with all questions.
4. **Questions:**
   a. Why do you think going to school is important?
   b. If you could add a new subject to your school day, what would it be?
   c. Who do you learn from besides your teacher?

Phonics: Revise blending

TIME:
15 minutes

RESOURCES:
Core Reader

1. **Revise the blend:** *ph, gh*
   a. Write the two separate consonants on the board.
   b. Ask a learner to read each sound and then to blend the sounds together.
   c. Tell learners to say words that start with or use the blend.
2. **Orientate learners to the Core Reader activities for Wednesday.**
   a. Instruct learners to open their Core Readers to page 58.
   b. Call on individual learners to help you model each activity.
   c. Model how to complete any written activities on the board.

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

Handwriting: Practice cursive handwriting

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 cursive words:** Quinn, quick
   a. As you write, explain the starting point, direction and joins between letters.
   b. Instruct learners to write the cursive words in their exercise books.
   c. Walk around and check each learner's: letter formation, joins and spacing.

Shared Reading: Do the First Read

TIME:
15 minutes

RESOURCES:
Anthology, page 87

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: A life without limits
   d. Say: The true story of Rebeca Gyumi takes place in Tanzania. Throughout her life, Rebeca's family encouraged her to get a good education. But whilst Rebeca's family supported her, many young girls dropped out of school to get married. Read about Rebeca's life to see what she did for girls' education in Tanzania.
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 question with a partner.
      - Call on a few learners to share their answers.
   f. Remind learners of the comprehension strategy.
      - Say, this week we are learning how to: Make evaluations
      - Ask learners: Sometimes we need to make our own judgements about what is happening in a story. What do you think about the character's decision / action?

Writing: Introduce and Practice LSC

TIME:
20 minutes

RESOURCES:
No resources required.

1. **Introduce the LSC focus.**
   a. Say, this week we will focus on: Using the conjunction 'and' to join two related things or ideas.
   b. Write a sentence on the board:
   I ran to the park. I played on the swings.
   I ran to the park ***and*** I played on the swings.
   c. Explain the LSC in context:
      - We use 'and' to join two ideas or two things.
      - The ideas should be related.
      - Running to the park and playing on the swings are related, so we can join these ideas with the word 'and'.

2. **Practice the LSC with learners.**
   a. Write on the board: I like cats. I like dogs.
   b. Ask learners: How can we use 'and' to join these two sentences?
   Join the two sentences using 'and':
      - Take away the full stop in the first sentence.
      - Put 'and' between the two sentences.
      - Keep only one full stop at the end.
      - New sentence: I like cats and I like dogs.

3. **Give learners time to practice the LSC independently.**
   a. Write on the board:
      - She eats rice. She eats chicken.
      - He jumped. He laughed.
      - I will read my book. I will go to bed.
   b. Explain to learners: Use the conjunction 'and' to join the sets of sentences.
   c. Give learners a few minutes to complete the task.

4. **Check learners' understanding.**
   a. Call learners back together.
   b. Call on different learners to share their answers.
   c. Point out: The conjunction 'and' is used to join two related things or ideas.

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 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 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: Practice blending and segmenting

TIME:
15 minutes

RESOURCES:
Core Reader

1. **Draw a table and write the following sounds in the table:** *p, h, g, i, d, n, c, o, u, e, a, b*
   a. Point at each sound in the table and say the sound.
   b. Point at each sound in the table and ask different learners to read them.
2. **Model how to build a word.**
   a. Think of a word that you can build using sounds from the table.
   b. Point at the first sound, say the sound and write it on the board.
   c. Repeat this for all sounds in the word.
   d. Run your finger below the word and blend sounds together to read the word.
3. **Call individual learners to build words.**
   a. Call 2-3 learners to build words using the same process.
   b. Correct any errors that learners make.
4. **Orientate learners to the Core Reader activities for Thursday.**
   a. Instruct learners to open their Core Readers to page 59.
   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.

Handwriting: Practice cursive handwriting

TIME:
15 minutes

RESOURCES:
Handwriting Chart

1. **Prepare learners for handwriting.**
   a. Say: Let's warm up our fingers by pretending to play the piano.
   b. Check and adjust learners' posture and pencil grip.
2. **Model how to write the following cursive sentence:** *Quick Quinn go in*
   a. As you write, explain the starting point, direction and joins between letters.
   b. Instruct learners to write the cursive sentence in their exercise books.
   c. Walk around and check each learner's: letter formation, joins and spacing.

Shared Reading: Do the Second Read

TIME:
15 minutes

RESOURCES:
Anthology, page 87

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: A life without limits
   d. Remind learners of the comprehension strategy.
      - 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: Sometimes we need to make our own judgements about what is happening in a story. What do you think about the character's decision / action?

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 question with a partner.
      - Call on a few learners to share their answers.

Writing: Teacher models planning

TIME:
20 minutes

RESOURCES:
Writing frame

1. **Introduce the writing topic.**
   a. Say, this cycle we will write: Your favourite place or thing at school.
2. **Explain your own answer to the writing task orally, before writing. Use the writing frame.**
   a. Say: I will write about my favourite things at school. I love...
3. **Model planning for the writing task on the board**.
   a. Use a mind map to plan your story:
      - Favourite subject
      - Favourite place
      - Favourite activity
      - Favourite person
      - My feelings
4. **Get learners thinking.**
   a. Say: tomorrow, you will plan your own writing. Bring your ideas with you tomorrow.

Writing frame:

I go to ____ school.
My favourite thing at school is...
I like it because...
I also like...
My favourite place at school is...
My favourite person at school is...
I feel ____ at school because...

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 59.
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: cellphone, coughing, laughter, phonics, aphid
   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 dolphin and the fish swam in the deep blue sea.
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 61.
   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: A life without limits
   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.
   d. Questions and sentence starters
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.

Written Comprehension

1. **What kind of story is this?**
   This is a fiction / non-fiction story.
2. **Where does this story take place?**
   This story takes place in...
3. **What was the name of Rebeca's primary school?**
   Rebeca's school was called...
4. **What did Rebeca notice in high school?**
   Rebeca noticed that...
5. **What law did Rebeca want to change?**
   Rebeca wanted to change the law that said...

Writing: Learners plan

TIME:
20 minutes

RESOURCES:
Writing frame

1. **Remind learners of the writing topic.**
   a. Say: this cycle we will write: Your favourite place or thing at school.
2. **Instruct learners to think about their answers to the writing topic.**
   a. Say, now think about how you will answer the writing topic.
   b. Instruct learners to share their idea with a partner.
   c. Call on a few learners to share their answers with the class.
3. **Instruct learners to plan their writing in their exercise books.**
   a. Say: Now use a mind map to record your ideas and plan for the writing task.
4. **Walk around the room and help individual learners plan.**
   a. Say: Tell me about your ideas.
   b. Help struggling learners complete their mind map.

Writing frame:

I go to ____ school.
My favourite thing at school is...
I like it because...
I also like...
My favourite place at school is...
My favourite person at school is...
I feel ____ at school because...

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 61.
2. **Go through the Core Reader activities for the day with learners.**
   Remind learners what to do to complete each activity.
3. **Call Group 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 sounds

TIME:
15 minutes

RESOURCES:

Frieze cards: ph, ew

Core Reader

1. **Revise sound 1:** *ph*
   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. Tell learners to say words that start with or use the sound.
2. **Revise sound 2:** *ew*
   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. Tell learners to say words that start with or use the sound.
3. **Orientate learners to the Core Reader activities for Monday.**
   a. Instruct learners to open their Core Readers to page 63.
   b. Call on individual learners to help you model each activity.
   c. Model how to complete any written activities on the board.

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

Handwriting: Teach lower-case cursive letter formation

TIME:
15 minutes

RESOURCES:
Handwriting Chart

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

Shared Reading: Introduce the story

TIME:
15 minutes

RESOURCES:
Anthology,
Introduction
page 99

1. **Introduce the story.**
   a. Say: This week we will read a story titled, Malala's fight for education.
   b. Say: This true story took place around 2012, not too long ago. Malala and her family lived in a peaceful part of Pakistan. But then the Taliban, a group of men with strict rules about religion and how people should live, took over the region. They demanded that girls stop going to school. Malala and her family disagreed with this, and bravely decided to fight against this. But what happened to Malala? Listen to this interesting story to find out.
   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 63.
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 53.
   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:
      - Pakistan: A country in South Asia, known for its tall mountains and tasty food.
      - opportunity: A chance to do something good, like learn or try a new job.
      - ban: To make a rule that something is not allowed.
      - forbidden: Not allowed or against the rules.
      - blog: A place on the internet where someone writes their ideas and stories for others to read.
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

TIME:
15 minutes

RESOURCES:

Frieze cards: u-e, u-e

Core Reader

1. **Revise sound 1:** *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. Tell learners to say words that start with or use the sound.
2. **Revise sound 2:** *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. Tell learners to say words that start with or use the sound.
3. **Orientate learners to the Core Reader activities for Tuesday.**
   a. Instruct learners to open their Core Readers to page 64.
   b. Call on individual learners to help you model each activity.
   c. Model how to complete any written activities on the board.

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

Handwriting: Teach upper-case cursive letter formation

TIME:
15 minutes

RESOURCES:
Handwriting Chart

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

Shared Reading: Do the Pre-Read

TIME:
15 minutes

RESOURCES:
Anthology, page 101

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: Malala's fight for education
   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 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 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 65.
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 were searching for...
      - An old graduation cap fell out of the closet...
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 blending

TIME:
15 minutes

RESOURCES:
Core Reader

1. **Revise the blend:** *ing, er, ed*
   a. Write the two separate consonants on the board.
   b. Ask a learner to read each sound and then to blend the sounds together.
   c. Tell learners to say words that start with or use the blend.
2. **Orientate learners to the Core Reader activities for Wednesday.**
   a. Instruct learners to open their Core Readers to page 66.
   b. Call on individual learners to help you model each activity.
   c. Model how to complete any written activities on the board.

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

Handwriting: Practice cursive handwriting

TIME:
15 minutes

RESOURCES:
Handwriting Chart

1. **Prepare learners for handwriting.**
   a. Say: Let's warm up our fingers by flicking our fingers in and out.
   b. Check and adjust learners' posture and pencil grip.
2. **Model how to write the following cursive words:** *Learning. learned.*
   a. As you write, explain the starting point, direction and joins between letters.
   b. Instruct learners to write the cursive words in their exercise books.
   c. Walk around and check each learner's: letter formation, joins and spacing.

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: Malala's fight for education
   d. Say: This true story took place around 2012, not too long ago. Malala and her family lived in a peaceful part of Pakistan. But then the Taliban, a group of men with strict rules about religion and how people should live, took over the region. They demanded that girls stop going to school. Malala and her family disagreed with this, and bravely decided to fight against this. But what happened to Malala? Listen to this interesting story to find out.
   e. Ask: Do you know anything about this?

2. **Do the First Read as follows:**
   a. Read each page of the story aloud, fluently and audibly.
   b. Show learners the pictures.
   c. Where necessary, stop and explain to learners.
   d. Point out the vocabulary words as they appear.
   e. At the end of the story, ask the Read 1 questions as follows:
      - Direct Question 1 & 2 to individual learners.
      - Direct Question 3 to the whole class. Ask learners to discuss the question with a partner.
      - Call on a few learners to share their answers.
   f. Remind learners of the comprehension strategy.
      - Say, this week we are learning how to: Make connections
      - Ask learners: Can you make a connection to this story? Has something like this ever happened to you or someone you know?

Writing: Teacher models drafting

TIME:
20 minutes

RESOURCES:
Writing Frame

1. **Reintroduce the writing topic and requirements.**
   a. Say, this cycle we will write: Your favourite place or thing at school.
   b. Explain the requirements for the task:
      - Genre: Personal recount / personal narrative
      - Sentences / paragraphs: Write a paragraph of at least seven sentences.
      - LSC: Write a sentence using the conjunction 'and'.
2. **Model the task on the board.**
   a. Remind learners of your ideas from your mind map.
   b. Show learners how to complete the writing frame using your plan.
3. **Instruct learners to begin writing in their exercise books.**
   a. Say: now use your own plan to fill in the writing frame.
4. **Walk around the room and help individual learners begin writing.**
   a. Say: Let's look at your mind map and use it to begin writing.
   b. Help struggling learners use the writing frame.

Writing Frame:

I go to ____ school.
My favourite thing at school is...
I like it because...
I also like...
My favourite place at school is...
My favourite person at school is...
I feel ____ at school because...

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 66.
2. **Go through the Core Reader activities for the day with learners.**
   Remind learners what to do to complete each activity.
3. **Call Group 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: Practice blending and segmenting

TIME:
15 minutes

RESOURCES:
Core Reader

1. **Draw a table and write the following sounds in the table:** *u, e, t, c, k, l, r, d, m, f, p, s*
   a. Point at each sound in the table and say the sound.
   b. Point at each sound in the table and ask different learners to read them.
2. **Model how to build a word.**
   a. Think of a word that you can build using sounds from the table.
   b. Point at the first sound, say the sound and write it on the board.
   c. Repeat this for all sounds in the word.
   d. Run your finger below the word and blend sounds together to read the word.
3. **Call individual learners to build words.**
   a. Call 2-3 learners to build words using the same process.
   b. Correct any errors that learners make.
4. **Orientate learners to the Core Reader activities for Thursday.**
   a. Instruct learners to open their Core Readers to page 67.
   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.

Handwriting: Practice cursive handwriting

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 cursive sentence:** *I am Roger. I am a ram.*
   a. As you write, explain the starting point, direction and joins between letters.
   b. Instruct learners to write the cursive sentence in their exercise books.
   c. Walk around and check each learner's: letter formation, joins and spacing.

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

Writing: Learners draft

TIME:
20 minutes

RESOURCES:
Writing frame

1. **Remind learners of the writing task and requirements.**
   a. Say, today we will finish writing: Your favourite place or thing at school.
2. **Instruct learners to continue writing in their exercise books.**
3. **Differentiate.**
   a. Walk around the room and help struggling learners complete the writing frame.
   b. Give advanced learners an additional prompt: Add another sentence to your writing.
4. **Assign homework as needed.**
   a. Explain that learners must finish their draft for homework if they haven't yet finished.

Writing frame:

I go to ____ school.
My favourite thing at school is...
I like it because...
I also like...
My favourite place at school is...
My favourite person at school is...
I feel ____ at school because...

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 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 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:
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: cried, fried, flute, acute, dew
   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: There is new dew on the grass in the morning.
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 99

1. **Prepare learners for the Post-Read.**
   a. Remind learners of the story title: Malala's fight for education
   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:
   f. Remember what their character does and says
   g. Speak and act like their character
   h. Use some of the same words as their character
   i. 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: Teacher models editing and learners edit

TIME:
20 minutes

RESOURCES:
DBE
Workbook 1

1. **Remind learners of the writing task:** Your favourite place or thing at school.
2. **Introduce the editing checklist**
   a. Say, today we will edit our writing using the editing checklist:
      - Sentences / paragraphs: Write a paragraph of at least seven sentences.
      - LSC:
        The first letter of the sentence is a capital letter.
        Proper punctuation is used at the end of the sentence.
        The conjunction 'and' is used to join two related things or ideas.
3. **Model editing.**
   a. Write a sentence on the board that contains a mistake.
   b. Show learners how to edit the mistake.
4. **Instruct learners to read and edit their writing.**
   a. Say, now it is time to read and edit your writing.
   b. Walk around the room and help struggling learners read and edit their writing.
5. **Assign DBE Workbook writing activity.**
   a. As learners finish editing, explain that they must work in their DBE workbook.
   b. Instruct learners to complete:
      - DBE Workbook page no: 28
      - Complete the 'Let's Write' activity at the bottom of the page.
      - Draw a line that joins the sentence in the blue box to a sentence in the yellow box.

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: 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 from Term 1

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 practise*
2. **Ask open questions to activate learners' background knowledge.**
   - *What kinds of things do we practice?*
   - *Why do we practice? Why is it important?*
   - *How do you feel when you practice something?*
3. **Make a mind map using the questions and learners' answers.**
4. **Add your own answers to the mind map to extend learners' knowledge.**
5. **Instruct learners to open their Core Readers to page 72.**
6. **Tell learners to point to the language enrichment for the theme.**
   a. Read the language enrichment aloud.
   b. Instruct learners to read it with you, or to repeat it after you:
   "Practice makes perfect I can see
   You gotta practice if you wanna be
   The best
   The best you can be
   Practice makes perfect and you'll see
   You can do anything eventually
   Oh woah
   Practice makes perfect
   Try it and see"
   (By Kidsongs)
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 means that if you keep practising something, you will get better at it. You may not be the best right away, but if you keep trying and don't give up, you can improve and learn to do many things.

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 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: 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:**
   - She wanted to do something to help.
   - I have a concert in June.

   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 119

1. **Introduce the story.**
   a. Say: This week we will read a story titled, *Zweli makes a ball*.
   b. Say: *This story is about a boy named Zweli who wants to play soccer with the big kids but feels too shy to ask. When he misses the ball, he decides to practise at home. He does not have a soccer ball, so he makes one using things he finds in his house. Zweli practises kicking his homemade ball every day. After practising a lot, he becomes better at soccer, and then something really exciting happens….*
   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 74.
2. **Go through the Core Reader activities for the day with learners.**
   Remind learners what to do to complete each activity.
3. **Call Group 1 to your Group Guided Reading space.**
   a. Settle the group with their Core Readers.
   b. Call on individual learners to read the phonic sounds.
   c. Call on individual learners to complete the decoding activities.
   d. Call on each learner to read the words or a passage from the previous week.
   e. Make a note of learners who need support.
   f. Make a note of sounds that need to be consolidated.
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 72.
   b. Read or say the language enrichment once again.
   c. Show learners the list of vocabulary words for the theme.
   d. Explain that these words will help us to understand and talk about the theme.
   e. Read the list of words to them.
2. **Use PATS to teach vocabulary.**
   a. Teach the following vocabulary words:
      - *bouncy: Able to bounce up and down when it hits the ground.*
      - *wrapped: To cover or enclose something with paper, plastic or cloth.*
      - *homemade: Made at home using things you have, not bought from a shop.*
      - *scoring: Getting a goal in soccer by kicking the ball between the goalposts.*
      - *embarrassed: Feeling shy or uncomfortable because something did not go well.*
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 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: Build handwriting fluency

TIME:
15 minutes

RESOURCES:
Handwriting Chart

1. **Prepare learners for handwriting.**
   a. Say: Let's warm up our fingers by squeezing our hands in a fist for the count of 5, then relaxing.
   b. Check and adjust learners' posture and pencil grip.
2. **Model how to write the following sentence/s on the board:**
   There was a huge crack in the road.
   I felt bad for telling my friend a lie.
   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: Do the Pre-Read

TIME:
15 minutes

RESOURCES:
Anthology, page 121

1. **Settle learners for the Pre-Read.**
   a. Call learners to sit on the carpet or floor.
   b. Sit in front of the learners with the Anthology.
   c. Make sure all learners can see the book.
   d. Remind learners of the behaviour you expect during Shared Reading, e.g. sit cross legged; keep your hands in your lap; listen carefully; respond when called on; raise your hand to ask a question.
2. **Do the Pre-Read as follows:**
   a. Say the title of the story: *Zweli makes a ball*.
   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 75.
2. **Go through the Core Reader activities for the day with learners.**
   Remind learners what to do to complete each activity.
3. **Call Group 3 to your Group Guided Reading space.**
   a. Settle the group with their Core Readers.
   b. Call on individual learners to read the phonic sounds.
   c. Call on individual learners to complete the decoding activities.
   d. Call on each learner to read the words or a passage from the previous week.
   e. Make a note of learners who need support.
   f. Make a note of sounds that need to be consolidated.
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:
      - *practice: Doing something again and again to get better at it.*
      - *effort: Trying your best and working hard at something.*
      - *improve: To get better at something than you were before.*
      - *determined: Not giving up and deciding to keep trying, even when something feels hard.*
      - *persistence: Continuing to work at something again and again, even when it takes a long time to improve.*
   b. Use the PATS strategies that are suitable for each word.
2. **Build learners' background knowledge.**
   a. Instruct learners to open their Core Readers to page 76.
   b. Tell learners the following information about the picture:
      - *Practice helps us improve. When we do something again and again, we get better at it. We might not do it well the first time, but each time we practise, we learn and improve. Skills grow slowly over time.*
      - *Mistakes are part of learning. Everyone makes mistakes when they are learning something new. Mistakes are not failures! They help us see what we need to work on. If we keep trying, we can improve.*
      - *Effort is more important than talent. Being good at something does not mean you are special or magical. Most skills come from hard work and persistence. When we practise regularly and try our best, we can achieve our goals.*
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 differences do you notice between the first painting and the last one? What do you think the person did to get better each time?*
   b. *How do you think they felt when they first started? How do they feel now?*
   c. *Why is practice important when we want to improve at something?*

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

TIME:
15 minutes

RESOURCES:
Core Reader

1. **Settle learners so that you have their attention.**
2. **Demonstrate the game as follows:**
   a. The person who is on says: The sound is P, I want GIRLS' NAMES.
   b. Learners raise their hands if they can think of a girl's name with P.
   c. The person who is on points to each person and allows them to say their name. They may not repeat a name that has been said.
   d. The 5th person to say a name correctly is then on.
   e. The new person who is on says: The sound is M, I want KINDS OF FOOD.
   f. The game continues in this way.
3. **Orientate learners to the Core Reader activities for Wednesday.**
   a. Instruct learners to open their Core Readers to page 77.
   b. Call on individual learners to help you model each activity.
   c. Model how to complete any written activities on the board.

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

Handwriting: Build handwriting fluency

TIME:
15 minutes

RESOURCES:
Handwriting Chart

1. **Prepare learners for handwriting.**
   a. Say: Let's warm up our fingers by rotating our wrists in circles to the left and then to the right.
   b. Check and adjust learners' posture and pencil grip.
2. **Model how to write the following sentence/s on the board:**
   I like to make art.
   I think you will like it.
   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: Do the First Read

TIME:
15 minutes

RESOURCES:
Anthology, page 121

1. **Prepare learners for the First Read.**
   a. Settle learners on the carpet.
   b. Remind them of the expected behaviour.
   c. Remind learners of the story title: *Zweli makes a ball*.
   d. Say: *This story is about a boy named Zweli who wants to play soccer with the big kids but feels too shy to ask. When he misses the ball, he decides to practise at home. He does not have a soccer ball, so he makes one using things he finds in his house. Zweli practises kicking his homemade ball every day. After practising a lot, he becomes better at soccer, and then something really exciting happens….*

2. **Do the First Read as follows:**
   a. Read each page of the story aloud, fluently and audibly.
   b. Show learners the pictures.
   c. Where necessary, stop and explain to learners.
   d. Point out the vocabulary words as they appear.
   e. At the end of the story, ask the Read 1 questions as follows:
      - Direct Question 1 & 2 to individual learners.
      - Direct Question 3 to the whole class. Ask learners to discuss the question with a partner.
      - Call on a few learners to share their answers.
   f. Remind learners of the comprehension strategy.
      - Say, this week we are learning how to: Make inferences.
      - Ask learners: What good guess can we make about this that the author hasn't told us? What can you guess about the character's thoughts / feelings?

Writing: Introduce and Practice LSC

TIME:
20 minutes

RESOURCES:
No resources required

1. **Introduce the LSC focus.**
   a. Say, this week we will focus on: Using the conjunction 'and' to join two related things or ideas.
   b. Write a sentence on the board: I practiced soccer. I practiced reading. I practiced soccer and reading.
   c. Explain the LSC in context: The conjunction 'and' is used to join two related things or ideas.
2. **Practice the LSC with learners.**
   a. Write on the board: I practice writing. I practice Maths.
   b. Ask learners: How can we use 'and' to join these two sentences?
   c. Brainstorm with learners: When we have two sentences that talk about similar ideas, we can join them using the conjuction 'and'. We can join these two sentences like this: I practice writing and I practice Maths. Sometimes we can make the sentence shorter by removing words that are repeated, like this: I practice writing and Maths.
3. **Give learners time to practice the LSC independently.**
   a. Write on the board:
      - I like to play soccer. I like to play netball.
      - We go to the shop. We go to the park.
      - I will do my Maths homework. I will do my writing homework.
   b. Explain to learners: Practice joining these sentences using the conjunction 'and'.
   c. Give learners a few minutes to complete the task.
4. **Check learners' understanding.**
   a. Call learners back together.
   b. Call on different learners to share their answers.
   c. Point out: The conjunction 'and' is used to join two related things or ideas.

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 77.
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 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 78.
   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.

Handwriting: Build handwriting fluency

TIME:
15 minutes

RESOURCES:
Handwriting Chart

1. **Prepare learners for handwriting.**
   a. Say: Let's warm up our fingers by flicking our fingers in and out.
   b. Check and adjust learners' posture and pencil grip.
2. **Model how to write the following sentence/s on the board:**
   I like to make stew.
   Have you ever seen an elephant?
   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: Do the Second Read

TIME:
15 minutes

RESOURCES:
Anthology, page 121

1. **Prepare learners for the Second Read.**
   a. Settle learners on the carpet.
   b. Remind them of the expected behaviour.
   c. Remind learners of the story title: *Zweli makes a ball*
   d. Remind learners of the comprehension strategy.
      - Remind learners of the comprehension strategy.
      - Say, this week we are learning how to: Make inferences.
      - Say, remember, we discussed this yesterday, when I asked you: What good guess can we make about this that the author hasn't told us? What can you guess about the character's thoughts / feelings?

2. **Do the Second Read as follows:**
   a. Read each page of the story aloud, fluently and audibly.
   b. Show learners the picture.
   c. Use the examples on the introduction page to model the comprehension strategy.
   d. At the end of the story, ask the Read 2 questions as follows:
      - Direct Question 1 & 2 to individual learners.
      - Direct Question 3 to the whole class. Ask learners to discuss the question with a partner.
      - Call on a few learners to share their answers.

Writing: Teacher models planning

TIME:
20 minutes

RESOURCES:
Writing frame

1. **Introduce the writing topic.**
   a. Say, this cycle we will write about: A time I didn't give up.
2. **Explain your own answer to the writing task orally, before writing. Use the writing frame.**
   a. Say: I wanted to learn how to…
   It was difficult, but I didn't give up. I…
3. **Model planning for the writing task on the board.**
   a. Draw a quick picture that shows: The place you will travel to.
   b. Use a mind map to plan your story:
      - What is something you tried to learn or do?
      - Why was it difficult at first?
      - How did you feel when it was hard?
      - What did you do to keep practising or trying?
      - Did anyone help you? How?
      - What mistakes did you make along the way?
      - What happened in the end?
      - How did you feel when you finally succeeded or improved?
      - What did you learn about practising and not giving up?
4. **Get learners thinking.**
   a. Say: tomorrow, you will plan your own writing. Bring your ideas with you tomorrow.

Writing frame:

I wanted to learn…
At first, I…
I felt…
…helped me by…
I kept practising by…
Sometimes, I wanted to…
Slowly, I started to…
In the end, I…
This taught me…

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 78.
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: Informally assess encoding

TIME:
15 minutes

RESOURCES:
Assessment Book

Core Reader

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?
4. **Orientate learners to the Core Reader activities for Friday.**
   a. Instruct learners to open their Core Readers to page 80.
   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 121

1. **Prepare learners for the Post-Read.**
   a. Remind learners of the story title: *Zweli makes a ball*
   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: Learners plan

TIME:
20 minutes

RESOURCES:
Writing frame

1. **Remind learners of the writing topic.**
   a. Say, this cycle we will write about: A time I didn't give up.
2. **Instruct learners to think about their answers to the writing topic.**
   a. Say, now think about how you will answer the writing topic.
   b. Instruct learners to share their idea with a partner.
   c. Call on a few learners to share their answers with the class.
3. **Instruct learners to plan their writing in their exercise books.**
   a. Say: Now use a mind map to record your ideas and plan for the writing task.
4. **Walk around the room and help individual learners plan.**
   a. Say: Tell me about your ideas.
   b. Help struggling learners complete their mind map.

Writing Frame:

I wanted to learn...
At first, I...
I felt...
...helped me by...
I kept practising by...
Sometimes, I wanted to...
Slowly, I started to...
In the end, I...
This taught me...

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 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 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: 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 and blend sounds

TIME:
15 minutes

RESOURCES:
Core Reader

1. **Revise the sounds:** *ed (d), d*
   a. Say the sounds x3.
   b. Show learners the Frieze Cards and read the sounds x3.
   c. Tell learners to listen and then repeat the sounds.
2. **Show learners how to segment and blend using these sounds.**
   a. Revise the following sounds with learners: *ed (d), d, c, e, l, o*
   b. Say the following word: *opened*
   c. Ask an individual learner to listen carefully and then to segment the word into sounds: e.g.: *o-p-e-n-ed*
   d. As the learner says each sound, write in on the board.
   e. Next, call a different learner to blend the sounds together to read the word.
   f. Correct learners if they make any errors.
   g. Repeat with the word: *collected*
3. **Orientate learners to the Core Reader activities for Monday.**
   a. Instruct learners to open their Core Readers to page 82.
   b. Call on individual learners to help you model each activity.
   c. Model how to complete any written activities on the board.

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

Handwriting: Teach lower-case cursive 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:** *ſ*
   a. Stand with your back to learners.
   b. Instruct left-handed learners to put their heads on their desks.
   c. Use your right arm to form the letter: *ſ*
   d. Instruct right-handed learners to form the letter with you.
   e. Repeat with left-handed learners.
3. **Instruct learners to practice forming:** *ſ*
   a. Say: Make the letter on your partner's back, the desk, in the sand.
4. **Instruct learners to practice writing:** *ſ*
   a. Say: Write the letter in your exercise book x3.
   b. Walk around and check each learner's letter formation.

Shared Reading: Introduce the story

TIME:
15 minutes

RESOURCES:
Anthology, Introduction page 131

1. **Introduce the story.**
   a. Say: This week we will read a story titled, *Li Jie, the fabulous and talented archer*.
   b. Say: *This story is about Li Jie, a man who was very good at shooting arrows. Everyone praised him and said he was the best archer ever. Because of this, he became proud and a little arrogant. One day, an old man showed him that skill comes from practice and not from being mysterious or special. Li Jie, and the people in his village, learned that hard work and practice are what make us good at things.*
   c. 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 82.
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 72.
   b. Read or say the language enrichment once again.
   c. Show learners the list of vocabulary words for the theme.
   d. Explain that these words will help us to understand and talk about the theme.
   e. Read the list of words to them.
2. **Use PATS to teach vocabulary.**
   a. Teach the following vocabulary words:
      - *talented: Being very good at doing something*
      - *fabulous: Very, very good or amazing.*
      - *archer: A person who shoots arrows using a bow.*
      - *archery: The sport or activity of shooting arrows at a target.*
      - *accuracy:* Being able to hit exactly where you are aiming without missing.
3. **Use the PATS strategies that are suitable for each word:**
   P: Point at a picture or real object
   A: Act out the word
   T: Tell learners the meaning of the word
   S: Say the word in a sentence

Phonics: Revise and blend sounds

TIME:
15 minutes

RESOURCES:
Core Reader

1. **Revise the sounds:** *ed (d), ed (t)*
   a. Say the sounds x3.
   b. Show learners the Frieze Cards and read the sounds x3.
   c. Tell learners to listen and then repeat the sounds.
2. **Show learners how to segment and blend using these sounds.**
   a. Revise the following sounds with learners: *ed (d), ed (t), a, e, d, k*
   b. Say the following word: *jumped*
   c. Ask an individual learner to listen carefully and then to segment the word into sounds: e.g.: *j-u-m-p-ed*
   d. As the learner says each sound, write in on the board.
   e. Next, call a different learner to blend the sounds together to read the word.
   f. Correct learners if they make any errors.
   g. Repeat with the word: *asked*
3. **Orientate learners to the Core Reader activities for Tuesday.**
   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 upper-case cursive letter formation

TIME:
15 minutes

RESOURCES:
Handwriting Chart

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

Shared Reading: Do the Pre-Read

TIME:
15 minutes

RESOURCES:
Anthology, page 133

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: *Li Jie, the fabulous and talented archer*
   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 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 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 84.
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:
      - Every afternoon...
      - When ____ first started playing...
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 and blend sounds

TIME:
15 minutes

RESOURCES:
Core Reader

1. **Revise the sounds:** *fl, fr*
   a. Say the sounds x3.
   b. Show learners the Frieze Cards and read the sounds x3.
   c. Tell learners to listen and then repeat the sounds.
2. **Show learners how to segment and blend using these sounds.**
   a. Revise the following sounds with learners: *fl, fr, a, e, d, h*
   b. Say the following word: *flashed*
   c. Ask an individual learner to listen carefully and then to segment the word into sounds: e.g.: *f-l-a-sh-ed*
   d. As the learner says each sound, write in on the board.
   e. Next, call a different learner to blend the sounds together to read the word.
   f. Correct learners if they make any errors.
   g. Repeat with the word: *frail.*
3. **Orientate learners to the Core Reader activities for Wednesday.**
   a. Instruct learners to open their Core Readers to page 85.
   b. Call on individual learners to help you model each activity.
   c. Model how to complete any written activities on the board.

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

Handwriting: Practice cursive handwriting

TIME:
15 minutes

RESOURCES:
Handwriting Chart

1. **Prepare learners for handwriting.**
   a. Say: Let's warm up our fingers by flicking our fingers in and out.
   b. Check and adjust learners' posture and pencil grip.
2. **Model how to write the following cursive words:** *rock, Rick*
   a. As you write, explain the starting point, direction and joins between letters.
   b. Instruct learners to write the cursive words in their exercise books.
   c. Walk around and check each learner's: letter formation, joins and spacing.

Shared Reading: Do the First Read

TIME:
15 minutes

RESOURCES:
Anthology, page 133

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: *Li Jie, the fabulous and talented archer*
   d. Say: *This story is about Li Jie, a man who was very good at shooting arrows. Everyone praised him and said he was the best archer ever. Because of this, he became proud and a little arrogant. One day, an old man showed him that skill comes from practice and not from being mysterious or special. Li Jie, and the people in his village, learned that hard work and practice are what make us good at things.*
   e. Ask: Do you know anything about this?

2. **Do the First Read as follows:**
   a. Read each page of the story aloud, fluently and audibly.
   b. Show learners the pictures.
   c. Where necessary, stop and explain to learners.
   d. Point out the vocabulary words as they appear.
   e. At the end of the story, ask the Read 1 questions as follows:
      - Direct Question 1 & 2 to individual learners.
      - Direct Question 3 to the whole class. Ask learners to discuss the question with a partner.
      - Call on a few learners to share their answers.
   f. Remind learners of the comprehension strategy.
      - Say, this week we are learning how to: Make 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: Teacher models drafting

TIME:
20 minutes

RESOURCES:
Writing Frame

1. **Reintroduce the writing topic and requirements.**
   a. Say, this cycle we will write about: A time I didn't give up.
   b. Explain the requirements for the task:
      - Genre: Personal recount / personal narrative
      - Sentences / paragraphs: Write a paragraph of at least eight sentences.
      - LSC: The conjunction 'and' is used to join two related things or ideas.
2. **Model the task on the board.**
   a. Remind learners of your ideas from your mind map.
   b. Show learners how to complete the writing frame using your plan.
3. **Instruct learners to begin writing in their exercise books.**
   - Say: now use your own plan to fill in the writing fame.
4. **Walk around the room and help individual learners begin writing.**
   a. Say: Let's look at your mind map and use it to begin writing.
   b. Help struggling learners use the writing frame.

Writing Frame:

I wanted to learn...
At first, I...
I felt...
...helped me by...
I kept practising by...
Sometimes, I wanted to...
Slowly, I started to...
In the end, I...
This taught me...

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 85.
2. **Go through the Core Reader activities for the day with learners.**
   Remind learners what to do to complete each activity.
3. **Call Group 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: Practice blending and segmenting

TIME:
15 minutes

RESOURCES:
Core Reader

1. **Draw a table and write the following sounds in the table:** *ed, f, l, r, ow, sh, a, p, u, m, j, i*
   a. Point at each sound in the table and say the sound.
   b. Point at each sound in the table and ask different learners to read them.
2. **Model how to build a word.**
   a. Think of a word that you can build using sounds from the table.
   b. Point at the first sound, say the sound and write it on the board.
   c. Repeat this for all sounds in the word.
   d. Run your finger below the word and blend sounds together to read the word.
3. **Call individual learners to build words.**
   a. Call 2-3 learners to build words using the same process.
   b. Correct any errors that learners make.
4. **Orientate learners to the Core Reader activities for Thursday.**
   a. Instruct learners to open their Core Readers to page 86.
   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.

Handwriting: Practice cursive handwriting

TIME:
15 minutes

RESOURCES:
Handwriting Chart

1. **Prepare learners for handwriting.**
   a. Say: Let's warm up our fingers by squeezing our hands in a fist for the count of 5, then relaxing.
   b. Check and adjust learners' posture and pencil grip.
2. **Model how to write the following cursive sentence:** *Rick kicked a big rock.*
   a. As you write, explain the starting point, direction and joins between letters.
   b. Instruct learners to write the cursive sentence in their exercise books.
   c. Walk around and check each learner's: letter formation, joins and spacing.

Shared Reading: Do the Second Read

TIME:
15 minutes

RESOURCES:
Anthology, page 133

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: *Li Jie, the fabulous and talented archer*
   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 to the whole class. Ask learners to discuss the question with a partner.
      - Call on a few learners to share their answers.

Writing: Learners draft

TIME:
20 minutes

RESOURCES:
Writing frame

1. **Remind learners of the writing task and requirements.**
   a. Say, today we will finish writing: A time I didn't give up.
2. **Instruct learners to continue writing in their exercise books.**
3. **Differentiate.**
   a. Walk around the room and help struggling learners complete the writing frame.
   b. Give advanced learners an additional prompt: Add an adjective to each of your sentences.
4. **Assign homework as needed.**
   a. Explain that learners must finish their draft for homework if they haven't yet finished.

Writing frame:

I wanted to learn...
At first, I...
I felt...
...helped me by...
I kept practising by...
Sometimes, I wanted to...
Slowly, I started to...
In the end, I...
This taught me...

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 86.
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:
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: allowed, joined, helped, missed, freed
   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: Last year, the dam flooded.2
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 88.
   b. Read the text aloud. Tell learners to follow in their books as you read.
   c. Model how to complete the written comprehension on the board.
   d. 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 133

1. **Prepare learners for the Post-Read.**
   a. Remind learners of the story title: *Li Jie, the fabulous and talented archer*
   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: Teacher models editing and learner edit

TIME:
20 minutes

RESOURCES:
DBE Workbook 1, page 01

1. **Remind learners of the writing task: A time I didn't give up.**
2. **Introduce the editing checklist**
   a. Say, today we will edit our writing using the editing checklist:
      - Sentences / paragraphs: Write a paragraph of at least eight sentences.
      - LSC: The conjunction 'and' is used to join two related things or ideas.
3. **Model editing.**
   a. Write a sentence on the board that contains a mistake.
4. **Show learners how to edit the mistake.**
5. **Instruct learners to read and edit their writing.**
   a. Say, now it is time to read and edit your writing.
   b. Walk around the room and help struggling learners read and edit their writing.
6. **Assign DBE Workbook writing activity.**
   a. As learners finish editing, explain that they must work in their DBE workbook.
   b. Instruct learners to complete:
      - DBE Workbook page no: 80
      - Complete the 'Let's Write' activity at the bottom of the page. Write a description of yourself. Write about what you look like.

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 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 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 writers*
2. **Ask open questions to activate learners' background knowledge.**
   - *What is writing used for?*
   - *Why do people write?*
   - *What tools are used for writing?*
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 90.**
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:
   "Fill your paper with the breathings of your heart."
   William Wordsworth
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 when you write, you should write about your real thoughts and feelings. Your writing should show what you care about (what is in your heart).

Phonics: Revise and blend sounds

TIME:
15 minutes

RESOURCES:
Core Reader

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

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

Handwriting: Teach lower-case cursive 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:** ◿
   a. Stand with your back to learners.
   b. Instruct left-handed learners to put their heads on their desks.
   c. Use your right arm to form the letter: ◿
   d. Instruct right-handed learners to form the letter with you.
   e. Repeat with left-handed learners.
3. **Instruct learners to practice forming:** ◿
   a. Say: Make the letter on your partner's back, the desk, in the sand.
4. **Instruct learners to practice writing:** ◿
   a. Say: Write the letter in your exercise book x3.
   b. Walk around and check each learner's letter formation.

Shared Reading: Introduce the story

TIME:
15 minutes

RESOURCES:
Anthology, Introduction page 145

1. **Introduce the story.**
   a. Say: This week we will read a story titled, *Stacey's first book*.
   b. Say: *This story is about Stacey Fru, a girl from Johannesburg who loved books from a very young age. When she was just seven years old, she wrote her own book called Smelly Cats. She wanted other children to read it. With the help of her parents and an editor, her book was published. She is not just an author - she is also a philanthropist, speaker, and helper in her community. She teaches others that you are never too young to follow your dreams.*
   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 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 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 90.
   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:
      - *publish: To print and share a book or story so other people can read it.*
      - *edit: To check and fix writing to make it clearer, better, or to correct mistakes.*
      - *editor: A person who helps a writer improve their work by checking spelling, grammar, and ideas.*
      - *book launch: A special event where a new book is introduced and celebrated.*
      - *pride: A* happy feeling you have when you have done something well or worked hard to achieve something.
3. **Use the PATS strategies that are suitable for each word:**
   P: Point at a picture or real object
   A: Act out the word
   T: Tell learners the meaning of the word
   S: Say the word in a sentence

Phonics: Revise and blend sounds

TIME:
15 minutes

RESOURCES:
Core Reader

1. **Revise the sounds:** *-es, s*
   a. Say the sounds x3.
   b. Show learners the Frieze Cards and read the sounds x3.
   c. Tell learners to listen and then repeat the sounds.
2. **Show learners how to segment and blend using these sounds.**
   a. Revise the following sounds with learners: *-es, s, a, e, v, x*
   b. Say the following word: *boxes*
   c. Ask an individual learner to listen carefully and then to segment the word into sounds: e.g.: *b-o-x-es*
   d. As the learner says each sound, write in on the board.
   e. Next, call a different learner to blend the sounds together to read the word.
   f. Correct learners if they make any errors.
   g. Repeat with the word: *leaves*
3. **Orientate learners to the Core Reader activities for Tuesday.**
   a. Instruct learners to open their Core Readers to page 93.
   b. Call on individual learners to help you model each activity.
   c. Model how to complete any written activities on the board.

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

Handwriting: Teach upper-case cursive letter formation

TIME:
15 minutes

RESOURCES:
Handwriting Chart

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

Shared Reading: Do the Pre-Read

TIME:
15 minutes

RESOURCES:
Anthology, page 147

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: *Stacey's first book*.
   b. Explain the skill of prediction. Say: When we make a prediction, we use the title and pictures to try and work out what the story will be about.
   c. Show learners the pictures on each page.
   d. Ask: What do you think is happening here?
   e. Ask: How do you think these pictures link together?

Group Guided Reading: Work with Groups 3&4

TIME:
30 minutes

RESOURCES:
Core Reader

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 93.
2. **Go through the Core Reader activities for the day with learners.**
   Remind learners what to do to complete each activity.
3. **Call Group 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:
      - *author: A person who writes a book or story.*
      - *writer: Someone who shares ideas using words.*
      - *idea: A thought or plan in your mind.*
      - *audience: The people who read or listen to your writing.*
      - *inspire: To encourage someone to try something or believe in themselves.*
   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 94.
   b. Tell learners the following information about the picture:
      - *Long ago, people invented writing to record ideas and information. Writing helped people remember things, share messages, and tell stories. Writing is one of the most powerful tools humans have ever created.*
      - *Writers think carefully about their ideas before they write. They use tools like pencils, paper, or computers. Writing improves when we practise, just like any other skill.*
      - *You do not have to be an adult to be a writer. Children can write stories and share their ideas too. When we share our writing with others, we can inspire and connect with people.*
3. **Discuss the picture.**
   a. Use the questions that follow to discuss the picture as follows:
      - Ask the first question.
      - Instruct learners to discuss the question with their partner.
      - Call on a few individual learners to share their answers.
      - Build learners' background knowledge by correcting misunderstandings and by sharing information related to the theme.
      - Repeat this process with all questions.
4. **Questions:**
   a. *What do you see in the thought bubbles? What do you think the person is writing about?*
   b. *Why do writers need to think before they write?*
   c. *How do writers improve their work?*

Phonics: Revise and blend sounds

TIME:
15 minutes

RESOURCES:
Core Reader

1. **Revise the sounds:** *gl, gr*
   a. Say the sounds x3.
   b. Show learners the Frieze Cards and read the sounds x3.
   c. Tell learners to listen and then repeat the sounds.
2. **Show learners how to segment and blend using these sounds.**
   a. Revise the following sounds with learners: *gl, gr, a, d, e, t*
   b. Say the following word: *gloated*
   c. Ask an individual learner to listen carefully and then to segment the word into sounds: e.g.: *g-l-oa-t-ed*
   d. As the learner says each sound, write in on the board.
   e. Next, call a different learner to blend the sounds together to read the word.
   f. Correct learners if they make any errors.
   g. Repeat with the word: *grateful.*
3. **Orientate learners to the Core Reader activities for Wednesday.**
   a. Instruct learners to open their Core Readers to page 95.
   b. Call on individual learners to help you model each activity.
   c. Model how to complete any written activities on the board.

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

Handwriting: Practice cursive handwriting

TIME:
15 minutes

RESOURCES:
Handwriting Chart

1. **Prepare learners for handwriting.**
   a. Say: Let's warm up our fingers by pretending to play the piano.
   b. Check and adjust learners' posture and pencil grip.
2. **Model how to write the following cursive words:** *some, Sid*
   a. As you write, explain the starting point, direction and joins between letters.
   b. Instruct learners to write the cursive words in their exercise books.
   c. Walk around and check each learner's: letter formation, joins and spacing.

Shared Reading: Do the First Read

TIME:
15 minutes

RESOURCES:
Anthology, page 147

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: *Stacey's first book*.
   d. Say: *This story is about Stacey Fru, a girl from Johannesburg who loved books from a very young age. When she was just seven years old, she wrote her own book called Smelly Cats. She wanted other children to read it. With the help of her parents and an editor, her book was published. She is not just an author - she is also a philanthropist, speaker, and helper in her community. She teaches others that you are never too young to follow your dreams.*
2. **Do the First Read as follows:**
   a. Read each page of the story aloud, fluently and audibly.
   b. Show learners the pictures.
   c. Where necessary, stop and explain to learners.
   d. Point out the vocabulary words as they appear.
   e. At the end of the story, ask the Read 1 questions as follows:
      - Direct Question 1 & 2 to individual learners.
      - Direct Question 3 to the whole class. Ask learners to discuss the question with a partner.
      - Call on a few learners to share their answers.
   f. Remind learners of the comprehension strategy.
      - Say, this week we are learning how to: 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: Introduce and Practice LSC

TIME:
20 minutes

RESOURCES:
No resources required

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 writes a story. We write stories.
   c. Explain the LSC in context: The doing word (verb) matches who is doing it (subject).
2. **Practice the LSC with learners.**
   a. Write on the board: She write a letter.
   b. Ask learners: How can we change this sentence to make sure the doing word (verb) matches who is doing it (subject)?
   c. Brainstorm with learners:
      1. The verb needs to match the subject. When we talk about one person (she), we add -s to the verb. The correct sentence is: She writes a letter.
3. **Give learners time to practice the LSC independently.**
   a. Write on the board:
      - Dineo write an email.
      - He like to write funny stories.
      - I are a good writer.
   b. Explain to learners: Fix these sentences so that the doing word (verb) matches who is doing it (subject).
   c. Give learners a few minutes to complete the task.
4. **Check learners' understanding.**
   a. Call learners back together.
   b. Call on different learners to share their answers.
   c. Point out: 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 95.
2. **Go through the Core Reader activities for the day with learners.**
   Remind learners what to do to complete each activity.
3. **Call Group 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: Practice blending and segmenting

TIME:
15 minutes

RESOURCES:
Core Reader

1. **Draw a table and write the following sounds in the table:** *s, ed, g, l, r, t, oa, b, ss, a, f, u*
   a. Point at each sound in the table and say the sound.
   b. Point at each sound in the table and ask different learners to read them.
2. **Model how to build a word.**
   a. Think of a word that you can build using sounds from the table.
   b. Point at the first sound, say the sound and write it on the board.
   c. Repeat this for all sounds in the word.
   d. Run your finger below the word and blend sounds together to read the word.
3. **Call individual learners to build words.**
   a. Call 2-3 learners to build words using the same process.
   b. Correct any errors that learners make.
4. **Orientate learners to the Core Reader activities for Thursday.**
   a. Instruct learners to open their Core Readers to page 96.
   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.

Handwriting: Practice cursive handwriting

TIME:
15 minutes

RESOURCES:
Handwriting Chart

1. **Prepare learners for handwriting.**
   a. Say: Let's warm up our fingers by squeezing our hands in a fist for the count of 5, then relaxing.
   b. Check and adjust learners' posture and pencil grip.
2. **Model how to write the following cursive sentence:** *Some kids like pigs and some like dogs.*
   a. As you write, explain the starting point, direction and joins between letters.
   b. Instruct learners to write the cursive sentence in their exercise books.
   c. Walk around and check each learner's: letter formation, joins and spacing.

Shared Reading: Do the Second Read

TIME:
15 minutes

RESOURCES:
Anthology, page 147

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: *Stacey's first book*
   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 to the whole class. Ask learners to discuss the question with a partner.
      - Call on a few learners to share their answers.

Writing: Teacher models planning

TIME:
20 minutes

RESOURCES:
Writing frame

1. **Introduce the writing topic.**
   a. Say, this cycle we will write about: You are an author. Write about a book you would like to write someday.
2. **Explain your own answer to the writing task orally, before writing. Use the writing frame.**
   a. Say: I would like to write a book about…
3. **Model planning for the writing task on the board.**
   a. Use a mind map to plan your story:
      - What is your story about?
      - Who is the main character?
      - Describe the main character.
      - Where does the story take place?
      - What problems does the character face?
      - What is something exciting or surprising that happens?
      - How does the character solve the problem?
      - What happens at the end of your story?
      - How do you want people to feel when they read your book?
4. **Get learners thinking.**
   a. Say: tomorrow, you will plan your own writing. Bring your ideas with you tomorrow.

Writing frame:

I want to write a book about…
The main character…
The story takes place in…
At the beginning…
Then…
The character feels…
The problem gets solved when…
In the end…
I want people to feel…when they read my book.

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 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 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:
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: rose, maze, nuts, gives, grazes
   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 am grateful for my family.
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 98.
   b. Read the text aloud. Tell learners to follow in their books as you read.
   c. Model how to complete the written comprehension on the board.
   d. 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 147

1. **Prepare learners for the Post-Read.**
   a. Remind learners of the story title: *Stacey's first book*
   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.
   d. Questions and sentence starters
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.

Written Comprehension

1. **How old was Stacey when she wrote her first book?**
   Stacey was... (7 years old when she wrote her first book.)
2. **What was the title of Stacey's book?**
   The title of the book was... (Smelly Cats.)
3. **Why did Stacey organise a book launch?**
   She organised a book launch so... (she could tell other children and parents about her book.)

Writing: Learners plan

TIME:
20 minutes

RESOURCES:
Writing frame

1. **Remind learners of the writing topic.**
   a. Say: this cycle we will write: You are an author. Write about a book you would like to write someday.
2. **Instruct learners to think about their answers to the writing topic.**
   a. Say, now think about how you will answer the writing topic.
   b. Instruct learners to share their idea with a partner.
   c. Call on a few learners to share their answers with the class.
3. **Instruct learners to plan their writing in their exercise books.**
   a. Say: Now use a mind map to record your ideas and plan for the writing task.
4. **Walk around the room and help individual learners plan.**
   a. Say: Tell me about your ideas.
   b. Help struggling learners complete their mind map.

Writing frame:

I want to write a book about...
The main character...
The story takes place in...
At the beginning...
Then...
The character feels...
The problem gets solved when...
In the end...
I want people to feel...when they read my book.

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 98.
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 and blend sounds

TIME:
15 minutes

RESOURCES:
Core Reader

1. **Revise the sounds:** *tion, sh*
   a. Say the sounds x3.
   b. Show learners the Frieze Cards and read the sounds x3.
   c. Tell learners to listen and then repeat the sounds.
2. **Show learners how to segment and blend using these sounds.**
   a. Revise the following sounds with learners: *tion, sh, a, e, r, t*
   b. Say the following word: *operation*
   c. Ask an individual learner to listen carefully and then to segment the word into sounds: e.g.: *o-p-e-r-a-tion*
   d. As the learner says each sound, write in on the board.
   e. Next, call a different learner to blend the sounds together to read the word.
   f. Correct learners if they make any errors.
   g. Repeat with the word: *she*
3. **Orientate learners to the Core Reader activities for Monday.**
   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: Teach lower-case cursive 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:** *t*
   a. Stand with your back to learners.
   b. Instruct left-handed learners to put their heads on their desks.
   c. Use your right arm to form the letter: *t*
   d. Instruct right-handed learners to form the letter with you.
   e. Repeat with left-handed learners.
3. **Instruct learners to practice forming:** *t*
   a. Say: Make the letter on your partner's back, the desk, in the sand.
4. **Instruct learners to practice writing:** *t*
   a. Say: Write the letter in your exercise book x3.
   b. Walk around and check each learner's letter formation.

Shared Reading: Introduce the story

TIME:
15 minutes

RESOURCES:
Anthology,
Introduction
page 161

1. **Introduce the story.**
   a. Say: This week we will read a story titled, *The world's first writers*.
   b. Say: *This story explains how writing was invented a very long time ago. In a place called Sumer, people needed a way to keep track of food and goods stored in temples. Scribes began drawing pictures on clay tablets to record what was stored. Over time, these pictures became symbols. Writing helped people record ideas, tell stories, and send messages. The invention of writing changed the world forever.*
   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 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 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 90.
   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:
      - *temple: A special building where people go to pray to their gods.*
      - *warehouse: A place where goods, food, or supplies are stored safely.*
      - *tablet: A flat piece of clay that people long ago used to write on before paper was invented.*
      - *detailed: Having many small parts or careful features included.*
      - *symbol: A mark or sign that stands for something else, like a picture or shape that has a special meaning.*
3. **Use the PATS strategies that are suitable for each word:**
   P: Point at a picture or real object
   A: Act out the word
   T: Tell learners the meaning of the word
   S: Say the word in a sentence

Phonics: Revise and blend sounds

TIME:
15 minutes

RESOURCES:
Core Reader

1. **Revise the sounds:** *sion, tion*
   a. Say the sounds x3.
   b. Show learners the Frieze Cards and read the sounds x3.
   c. Tell learners to listen and then repeat the sounds.
2. **Show learners how to segment and blend using these sounds.**
   a. **Revise the following sounds with learners:** *sion, tion, a, c, e, i, n*
   b. **Say the following word:** *mansion*
   c. **Ask an individual learner to listen carefully and then to segment the word into sounds: e.g.:** *m-a-n-sion*
   d. **As the learner says each sound, write in on the board.**
   e. **Next, call a different learner to blend the sounds together to read the word.**
   f. **Correct learners if they make any errors.**
   g. **Repeat with the word:** *injection*
3. **Orientate learners to the Core Reader activities for Tuesday.**
   a. Instruct learners to open their Core Readers to page 101.
   b. Call on individual learners to help you model each activity.
   c. Model how to complete any written activities on the board.

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

Handwriting: Teach upper-case cursive letter formation

TIME:
15 minutes

RESOURCES:
Handwriting Chart

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

Shared Reading: Do the Pre-Read

TIME:
15 minutes

RESOURCES:
Anthology, page 163

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 world's first writers*
   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 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 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 102.
2. **Direct learners to look at the picture.**
   a. Ask: What do you see in this picture?
3. **Tell learners that they must each make up a short story about the picture.**
4. **Tell learners how to structure their story. Say:**
   a. Give each character in your story a name.
   b. Say where the story takes place.
   c. Your story must have a beginning, a middle and an end.
   d. This picture only shows part of your story.
      - The picture may show the beginning of your story.
      - The picture may show the middle of your story.
      - The picture may show the end of your story.
   e. You can start your story by saying:
      - It was a special night...
      - ____ wanted to show her family...
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 and blend sounds

TIME:
15 minutes

RESOURCES:
Core Reader

1. **Revise the sounds:** *mp, sm*
   a. Say the sounds x3.
   b. Show learners the Frieze Cards and read the sounds x3.
   c. Tell learners to listen and then repeat the sounds.
2. **Show learners how to segment and blend using these sounds.**
   a. Revise the following sounds with learners: *mp, sm, e, d, o, s*
   b. Say the following word: *stomped*
   c. Ask an individual learner to listen carefully and then to segment the word into sounds: e.g.: *s-t-o-m-p-ed*
   d. As the learner says each sound, write in on the board.
   e. Next, call a different learner to blend the sounds together to read the word.
   f. Correct learners if they make any errors.
   g. Repeat with the word: *smelled.*
3. **Orientate learners to the Core Reader activities for Wednesday.**
   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: Practice cursive handwriting

TIME:
15 minutes

RESOURCES:
Handwriting Chart

1. **Prepare learners for handwriting.**
   a. Say: Let's warm up our fingers by pretending to play the piano.
   b. Check and adjust learners' posture and pencil grip.
2. **Model how to write the following cursive words:** *tame, Thato*
   a. As you write, explain the starting point, direction and joins between letters.
   b. Instruct learners to write the cursive words in their exercise books.
   c. Walk around and check each learner's: letter formation, joins and spacing.

Shared Reading: Do the First Read

TIME:
15 minutes

RESOURCES:
Anthology, page 163

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 world's first writers*
   d. Say: *This story explains how writing was invented a very long time ago. In a place called Sumer, people needed a way to keep track of food and goods stored in temples. Scribes began drawing pictures on clay tablets to record what was stored. Over time, these pictures became symbols. Writing helped people record ideas, tell stories, and send messages. The invention of writing changed the world forever.*
   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 question with a partner.
      - Call on a few learners to share their answers.
   f. Remind learners of the comprehension strategy.
      - Say, this week we are learning how to: Monitor understanding.
      - Ask learners: Have you ever felt lost when we are reading a story because you lost track of what was happening? How did this make you feel?

Writing: Teacher models drafting

TIME:
20 minutes

RESOURCES:
Writing Frame

1. **Reintroduce the writing topic and requirements.**
   a. Say, this cycle we will write: You are an author. Write about a book you would like to write someday.
   b. Explain the requirements for the task:
      - Genre: Creative story / fiction
      - Sentences / paragraphs: Write at least two paragraphs, each with their own topic.
      - LSC: The doing word (verb) matches who is doing it (subject).
2. **Model the task on the board.**
   a. Remind learners of your ideas from your mind map.
   b. Show learners how to complete the writing frame using your plan.
3. **Instruct learners to begin writing in their exercise books.**
   a. Say: now use your own plan to fill in the writing fame.
4. **Walk around the room and help individual learners begin writing.**
   a. Say: Let's look at your mind map and use it to begin writing.
   b. Help struggling learners use the writing frame.

Writing Frame:

I want to write a book about...
The main character...
The story takes place in...
At the beginning...
Then...
The character feels...
The problem gets solved when...
In the end...
I want people to feel...when they read my book.

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 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 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: Practice blending and segmenting

TIME:
15 minutes

RESOURCES:
Core Reader

1. **Draw a table and write the following sounds in the table:** *si, ti, m, p, s, o, n, i, v, a, c, ar*
   a. Point at each sound in the table and say the sound.
   b. Point at each sound in the table and ask different learners to read them.
2. **Model how to build a word.**
   a. Think of a word that you can build using sounds from the table.
   b. Point at the first sound, say the sound and write it on the board.
   c. Repeat this for all sounds in the word.
   d. Run your finger below the word and blend sounds together to read the word.
3. **Call individual learners to build words.**
   a. Call 2-3 learners to build words using the same process.
   b. Correct any errors that learners make.
4. **Orientate learners to the Core Reader activities for Thursday.**
   a. Instruct learners to open their Core Readers to page 104.
   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.

Handwriting: Practice cursive handwriting

TIME:
15 minutes

RESOURCES:
Handwriting Chart

1. **Prepare learners for handwriting.**
   a. Say: Let's warm up our fingers by squeezing our hands in a fist for the count of 5, then relaxing.
   b. Check and adjust learners' posture and pencil grip.
2. **Model how to write the following cursive sentence:** *Tom and Thili had a bright light.*
   a. As you write, explain the starting point, direction and joins between letters.
   b. Instruct learners to write the cursive sentence in their exercise books.
   c. Walk around and check each learner's: letter formation, joins and spacing.

Shared Reading: Do the Second Read

TIME:
15 minutes

RESOURCES:
Anthology, page 163

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 world's first writers*
   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 question with a partner.
      - Call on a few learners to share their answers.

Writing: Learners draft

TIME:
20 minutes

RESOURCES:
Writing frame

1. **Remind learners of the writing task and requirements.**
   a. Say, today we will finish writing: You are an author. Write about a book you would like to write someday.
2. **Instruct learners to continue writing in their exercise books.**
3. **Differentiate.**
   a. Walk around the room and help struggling learners complete the writing frame.
   b. Give advanced learners an additional prompt: Add an adjective to each of your sentences.
4. **Assign homework as needed.**
   a. Explain that learners must finish their draft for homework if they haven't yet finished.

Writing frame:

I want to write a book about...
The main character...
The story takes place in...
At the beginning...
Then...
The character feels...
The problem gets solved when...
In the end...
I want people to feel...when they read my book.

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 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 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:
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: fiction, bright, smelled, expansion, shield.
   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: Something smelled good in Sal's house.
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 106.
   b. Read the text aloud. Tell learners to follow in their books as you read.
   c. Model how to complete the written comprehension on the board.
   d. 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 163

1. **Prepare learners for the Post-Read.**
   a. Remind learners of the story title: *The world's first writers*
   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: Teacher models editing and learner edit

TIME:
20 minutes

RESOURCES:
DBE Workbook 1, page 141

1. **Remind learners of the writing task: You are an author. Write about a book you would like to write someday.**
2. **Introduce the editing checklist**
   a. Say, today we will edit our writing using the editing checklist:
      - Sentences / paragraphs: Write at least two paragraphs, each with their own topic.
      - LSC: The doing word (verb) matches who is doing it (subject).
3. **Model editing.**
   a. Write a sentence on the board that contains a mistake.
   b. Show learners how to edit the mistake.
4. **Instruct learners to read and edit their writing.**
   a. Say, now it is time to read and edit your writing.
   b. Walk around the room and help struggling learners read and edit their writing.
5. **Assign DBE Workbook writing activity.**
   a. As learners finish editing, explain that they must work in their DBE workbook.
   b. Instruct learners to complete:
      - DBE Workbook page no: 134
      - Complete the 'Let's Write' activity. Plan to write your own story.

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 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 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 have compassion*
2. **Ask open questions to activate learners' background knowledge.**
   - *How do we show compassion towards other people?*
   - *Who might we show compassion towards?*
   - *Why is it important to have compassion for other people?*
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 108.**
6. **Tell learners to point to the language enrichment for the theme.**
   a. Read the language enrichment aloud.
   b. Instruct learners to read it with you, or to repeat it after you.
   Put yourself in someone else's shoes.
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 you put your feet in someone else's shoes, you are wearing the shoes that belong to another person. This expression doesn't really mean you are wearing someone else's shoes. It means you imagine how another person feels and try to understand their situation.

Phonics: Revise and blend sounds

TIME:
15 minutes

RESOURCES:
Core Reader

1. **Revise the sounds:** *-le, l*
   a. Say the sounds x3.
   b. Show learners the Frieze Cards and read the sounds x3.
   c. Tell learners to listen and then repeat the sounds.
2. **Show learners how to segment and blend using these sounds.**
   a. Revise the following sounds with learners: *-le, l, a, c, d, i*
   b. Say the following word: *candle*
   c. Ask an individual learner to listen carefully and then to segment the word into sounds: e.g.: *c-a-n-d-le*
   d. As the learner says each sound, write in on the board.
   e. Next, call a different learner to blend the sounds together to read the word.
   f. Correct learners if they make any errors.
   g. Repeat with the word: *little*
3. **Orientate learners to the Core Reader activities for Monday.**
   a. Instruct learners to open their Core Readers to page 110.
   b. Call on individual learners to help you model each activity.
   c. Model how to complete any written activities on the board.

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

Handwriting: Teach lower-case cursive 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:** *ل*
   a. Stand with your back to learners.
   b. Instruct left-handed learners to put their heads on their desks.
   c. Use your right arm to form the letter: *ل*
   d. Instruct right-handed learners to form the letter with you.
   e. Repeat with left-handed learners.
3. **Instruct learners to practice forming:** *ل*
   a. Say: Make the letter on your partner's back, the desk, in the sand.
4. **Instruct learners to practice writing:** *ل*
   a. Say: Write the letter in your exercise book x3.
   b. Walk around and check each learner's letter formation.

Shared Reading: Introduce the story

TIME:
15 minutes

RESOURCES:
Anthology, Introduction page 175

1. **Introduce the story.**
   a. Say: This week we will read a story titled, *Khumo makes a new friend*.
   b. Say: *This story is about Khumo, who always plays with his best friends Bonga and Bantu. One day, his teacher asks him to include Thomas, a shy boy who sits alone at break. At first, Khumo doesn't t want to include Thomas. But later, he thinks about how lonely he felt when he started school. In the story, we find out what Khumo decides to do….*
   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 110.
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 108.
   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:
      - *shy: Feeling nervous or unsure about talking to others or joining in.*
      - *strange: Something that seems unfamiliar or different.*
      - *alone: Being by yourself, without other people around you.*
      - *lonely: Feeling sad because you do not have friends with you or feel included.*
      - *left out: Not being included in a group or activity when others are.*
3. **Use the PATS strategies that are suitable for each word:**
   P: Point at a picture or real object
   A: Act out the word
   T: Tell learners the meaning of the word
   S: Say the word in a sentence

Phonics: Revise and blend sounds

TIME:
15 minutes

RESOURCES:
Core Reader

1. **Revise the sounds:** *-al, -le*
   a. Say the sounds x3.
   b. Show learners the Frieze Cards and read the sounds x3.
   c. Tell learners to listen and then repeat the sounds.
2. **Show learners how to segment and blend using these sounds.**
   a. Revise the following sounds with learners: *-al, -le, a, c. g, p*
   b. Say the following word: *magical*
   c. Ask an individual learner to listen carefully and then to segment the word into sounds: e.g.: *m-a-g-i-c-al*
   d. As the learner says each sound, write in on the board.
   e. Next, call a different learner to blend the sounds together to read the word.
   f. Correct learners if they make any errors.
   g. Repeat with the word: *spatial*
3. **Orientate learners to the Core Reader activities for Tuesday.**
   a. Instruct learners to open their Core Readers to page 111.
   b. Call on individual learners to help you model each activity.
   c. Model how to complete any written activities on the board.

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

Handwriting: Teach upper-case cursive letter formation

TIME:
15 minutes

RESOURCES:
Handwriting Chart

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

Shared Reading: Do the Pre-Read

TIME:
15 minutes

RESOURCES:
Anthology, page 177

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: *Khumo makes a new friend*.
   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 111.
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:
      - *compassion: Noticing when someone is hurt, sad, lonely, or in need, and choosing to help*
      - *include: Letting someone join in, so they don't feel left out.*
      - *exclude: Leaving someone out or not letting them join in.*
      - *sacrifice: Giving up something you want in order to help or support someone else.*
      - *comfort: Helping someone feel better when they are sad, scared, or upset.*
   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 112.
   b. Tell learners the following information about the picture.
      - *Compassion means noticing when someone is hurt, sad, lonely, or in need. It means caring about how they feel and choosing to help.*
      - *We can show compassion in many different ways, like: Including others, sharing and sacrificing, helping someone who is hurt, comforting someone who is sad, or*
      - *caring for our community.*
      - *Compassion is always a choice. No one can force us to be kind. Sometimes it may cost us time, food, or comfort, and our friends may not always agree. But even small acts of kindness make a big difference and help everyone feel happier and safer.*
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 see compassion happening in this picture?*
   b. *Can you connect to this picture? Have you ever shown compassion in the same ways as you see in the picture?*
   c. *Do you think small acts of kindness and compassion can make a difference? How?*

Phonics: Revise and blend sounds

TIME:
15 minutes

RESOURCES:
Core Reader

1. **Revise the sounds:** *pl, pr*
   a. Say the sounds x3.
   b. Show learners the Frieze Cards and read the sounds x3.
   c. Tell learners to listen and then repeat the sounds.
2. **Show learners how to segment and blend using these sounds.**
   a. Revise the following sounds with learners: *pl, pr, a, c, d, e*
   b. Say the following word: *planted*
   c. Ask an individual learner to listen carefully and then to segment the word into sounds: e.g.: *p-l-a-n-t-ed*
   d. As the learner says each sound, write in on the board.
   e. Next, call a different learner to blend the sounds together to read the word.
   f. Correct learners if they make any errors.
   g. Repeat with the word: *protect.*
3. **Orientate learners to the Core Reader activities for Wednesday.**
   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: Practice cursive handwriting

TIME:
15 minutes

RESOURCES:
Handwriting Chart

1. **Prepare learners for handwriting.**
   a. Say: Let's warm up our fingers by pretending to play the piano.
   b. Check and adjust learners' posture and pencil grip.
2. **Model how to write the following cursive words:** *vine, Video*
   a. As you write, explain the starting point, direction and joins between letters.
   b. Instruct learners to write the cursive words in their exercise books.
   c. Walk around and check each learner's: letter formation, joins and spacing.

Shared Reading: Do the First Read

TIME:
15 minutes

RESOURCES:
Anthology, page 177

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: *Khumo makes a new friend*
   d. Say: *This story is about Khumo, who always plays with his best friends Bonga and Bantu. One day, his teacher asks him to include Thomas, a shy boy who sits alone at break. At first, Khumo doesn't t want to include Thomas. But later, he thinks about how lonely he felt when he started school. In the story, we find out what Khumo decides to do….*
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 question with a partner.
      - Call on a few learners to share their answers.
   f. Remind learners of the comprehension strategy.
      - Say, this week we are learning how to: Make connections.
      - Ask learners: Can you make a connection to this story? Has something like this ever happened to you or someone you know?

Writing: Introduce and Practice LSC

TIME:
20 minutes

RESOURCES:
No resources required

1. **Introduce the LSC focus.**
   a. Say, this week we will focus on: Using inverted commas (speech marks) to show the words someone said (direct speech).
   b. Write a sentence on the board: She said, “I never give up!”
   c. Explain the LSC in context: Inverted commas (speech marks) are used to show the words someone said (direct speech).
2. **Practice the LSC with learners.**
   a. Write on the board: He said My favourite kind of book is a comic book.
   b. Ask learners: Where do the inverted commas go in this sentence?
   c. Brainstorm with learners:
      - We use inverted commas to show the exact words someone says. The correct sentence is: He said, “My favourite kind of book is comic book.”
3. **Give learners time to practice the LSC independently.**
   a. Write on the board:
      - She said I like to help my friends.
      - He helped me when I was sad Ontlametse said.
      - He asked his friend Why do you feel sad.
   b. Explain to learners: Put the inverted commas in the correct place in the sentences.
   c. Give learners a few minutes to complete the task.
4. **Check learners’ understanding.**
   a. Call learners back together.
   b. Call on different learners to share their answers.
   c. Point out: Inverted commas (speech marks) are used to show the words someone said (direct speech).

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 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 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: Practice blending and segmenting

TIME:
15 minutes

RESOURCES:
Core Reader

1. **Draw a table and write the following sounds in the table:** *le, al, p, l, r, t, i, a, n, m, igh, ng*
   a. Point at each sound in the table and say the sound.
   b. Point at each sound in the table and ask different learners to read them.
2. **Model how to build a word.**
   a. Think of a word that you can build using sounds from the table.
   b. Point at the first sound, say the sound and write it on the board.
   c. Repeat this for all sounds in the word.
   d. Run your finger below the word and blend sounds together to read the word.
3. **Call individual learners to build words.**
   a. Call 2-3 learners to build words using the same process.
   b. Correct any errors that learners make.
4. **Orientate learners to the Core Reader activities for Thursday.**
   a. Instruct learners to open their Core Readers to page 114.
   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.

Handwriting: Practice cursive handwriting

TIME:
15 minutes

RESOURCES:
Handwriting Chart

1. **Prepare learners for handwriting.**
   a. Say: Let's warm up our fingers by squeezing our hands in a fist for the count of 5, then relaxing.
   b. Check and adjust learners' posture and pencil grip.
2. **Model how to write the following cursive sentence:** *Nick sat in a van and ate veal.*
   a. As you write, explain the starting point, direction and joins between letters.
   b. Instruct learners to write the cursive sentence in their exercise books.
   c. Walk around and check each learner's: letter formation, joins and spacing.

Shared Reading: Do the Second Read

TIME:
15 minutes

RESOURCES:
Anthology, page 177

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: *Khumo makes a new friend*
   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 question with a partner.
      - Call on a few learners to share their answers.

Writing: Teacher models planning

TIME:
20 minutes

RESOURCES:
Writing frame

1. **Introduce the writing topic.**
   a. Say, this cycle we will write: A time I helped someone.
2. **Explain your own answer to the writing task orally, before writing. Use the writing frame.**
   Say:
   a. I helped someone… by.
3. **Model planning for the writing task on the board.**
   a. Use a mind map to plan your story:
      - Who did you help?
      - Where did this happen?
      - What problem or difficulty did the person have?
      - How did you notice this person needed help?
      - What did you decide to do?
      - How did you help them?
      - How did the person feel after you helped them?
      - How did you feel when you helped?
      - Why is helping others important?
4. **Get learners thinking.**
   a. Say: tomorrow, you will plan your own writing. Bring your ideas with you tomorrow.

Writing frame:

One time, I saw someone…
He / she felt…
I noticed because…
I said, "…"
He / she said, "…"
I decided to…
After I helped, he / she felt…
Helping made me feel…
Compassion means…

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 114.
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:
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: pickle, little, spatial, tame, stomped.
   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: A shark is not a mammal.
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 116.
   b. Read the text aloud. Tell learners to follow in their books as you read.
   c. Model how to complete the written comprehension on the board.
   d. 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 177

1. **Prepare learners for the Post-Read.**
   a. Remind learners of the story title: *Khumo makes a new friend*
   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: Learners plan

TIME:
20 minutes

RESOURCES:
Writing frame

1. **Remind learners of the writing topic.**
   a. Say: this cycle we will write: A time I helped someone.
2. **Instruct learners to think about their answers to the writing topic.**
   a. Say, now think about how you will answer the writing topic.
   b. Instruct learners to share their idea with a partner.
   c. Call on a few learners to share their answers with the class.
3. **Instruct learners to plan their writing in their exercise books.**
   a. Say: Now use a mind map to record your ideas and plan for the writing task.
4. **Walk around the room and help individual learners plan.**
   a. Say: Tell me about your ideas.
   b. Help struggling learners complete their mind map.

Writing frame:

One time, I saw someone...
He / she felt...
I noticed because...
I said, "..."
He / she said, "..."
I decided to...
After I helped, he / she felt...
Helping made me feel...
Compassion means...

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 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 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 and blend sounds

TIME:
15 minutes

RESOURCES:
Core Reader

1. **Revise the sounds:** *-il, -al*
   a. Say the sounds x3.
   b. Show learners the Frieze Cards and read the sounds x3.
   c. Tell learners to listen and then repeat the sounds.
2. **Show learners how to segment and blend using these sounds.**
   a. Revise the following sounds with learners: *-il, -al, b, e, c, n*
   b. Say the following word: *pencil*
   c. Ask an individual learner to listen carefully and then to segment the word into sounds: e.g.: *p-e-n-c-il*
   d. As the learner says each sound, write in on the board.
   e. Next, call a different learner to blend the sounds together to read the word.
   f. Correct learners if they make any errors.
   g. Repeat with the word: *basil*
3. **Orientate learners to the Core Reader activities for Monday.**
   a. Instruct learners to open their Core Readers to page 118.
   b. Call on individual learners to help you model each activity.
   c. Model how to complete any written activities on the board.

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

Handwriting: Teach lower-case cursive 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:** *ᨕᨙ*
   a. Stand with your back to learners.
   b. Instruct left-handed learners to put their heads on their desks.
   c. Use your right arm to form the letter: *ᨕᨙ*
   d. Instruct right-handed learners to form the letter with you.
   e. Repeat with left-handed learners.
3. **Instruct learners to practice forming:** *ᨕᨙ*
   a. Say: Make the letter on your partner's back, the desk, in the sand.
4. **Instruct learners to practice writing:** *ᨕᨙ*
   a. Say: Write the letter in your exercise book x3.
   b. Walk around and check each learner's letter formation.

Shared Reading: Introduce the story

TIME:
15 minutes

RESOURCES:
Anthology, Introduction page 189

1. **Introduce the story.**
   a. Say: This week we will read a story titled, *The extra sandwich.*
   b. Say: *This story is about Mokgadi, who discovers that his friend Matuma does not have lunch because his mother is in hospital. Mokgadi quietly shares his sandwich and then asks for extra food each day so he can continue helping his friend. He even gives up his favourite sandwich and skips breakfast to make sure Matuma has something to eat. Mokgadi learns that helping a friend feels good and makes a difference.*
   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 118.
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 108.
   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:
      - *accident: Something bad that happens suddenly and is not planned, like when someone gets hurt by mistake.*
      - *hospital: A place where doctors and nurses care for people who are sick or injured.*
      - *snuck: Moved quietly and secretly so that no one would notice.*
      - *generous: Willing to share or give to others, even when it means giving up something you like.*
      - *grateful: Feeling thankful because someone has helped you or been kind to 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: Revise and blend sounds

TIME:
15 minutes

RESOURCES:
Core Reader

1. **Revise the sounds:** *-ous, u*
   a. Say the sounds x3.
   b. Show learners the Frieze Cards and read the sounds x3.
   c. Tell learners to listen and then repeat the sounds.
2. **Show learners how to segment and blend using these sounds.**
   a. **Revise the following sounds with learners:** *-ous, u, a, d, e, g*
   b. **Say the following word:** *dangerous*
   c. **Ask an individual learner to listen carefully and then to segment the word into sounds: e.g.:** *d-a-n-g-e-r-ous*
   d. **As the learner says each sound, write in on the board.**
   e. **Next, call a different learner to blend the sounds together to read the word.**
   f. **Correct learners if they make any errors.**
   g. **Repeat with the word:** *nervous*
3. **Orientate learners to the Core Reader activities for Tuesday.**
   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: Teach upper-case cursive letter formation

TIME:
15 minutes

RESOURCES:
Handwriting Chart

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

Shared Reading: Do the Pre-Read

TIME:
15 minutes

RESOURCES:
Anthology, page 191

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 extra sandwich*.
   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 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 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 120.
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:
      - "What's wrong?" ___ asked...
      - Earlier that 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: Revise and blend sounds

TIME:
15 minutes

RESOURCES:
Core Reader

1. **Revise the sounds:** *sp, lp*
   a. Say the sounds x3.
   b. Show learners the Frieze Cards and read the sounds x3.
   c. Tell learners to listen and then repeat the sounds.
2. **Show learners how to segment and blend using these sounds.**
   a. Revise the following sounds with learners: *sp, lp, d, e, p, l*
   b. Say the following word: *spelled*
   c. Ask an individual learner to listen carefully and then to segment the word into sounds: e.g.: *s-p-e-ll-ed*
   d. As the learner says each sound, write in on the board.
   e. Next, call a different learner to blend the sounds together to read the word.
   f. Correct learners if they make any errors.
   g. Repeat with the word: *helped.*
3. **Orientate learners to the Core Reader activities for Wednesday.**
   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: Practice cursive handwriting

TIME:
15 minutes

RESOURCES:
Handwriting Chart

1. **Prepare learners for handwriting.**
   a. Say: Let's warm up our fingers by pretending to play the piano.
   b. Check and adjust learners' posture and pencil grip.
2. **Model how to write the following cursive words:** when, Walter
   a. As you write, explain the starting point, direction and joins between letters.
   b. Instruct learners to write the cursive words in their exercise books.
   c. Walk around and check each learner's: letter formation, joins and spacing.

Shared Reading: Do the First Read

TIME:
15 minutes

RESOURCES:
Anthology, page 191

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 extra sandwich*
   d. Say: *This story is about Mokgadi, who discovers that his friend Matuma does not have lunch because his mother is in hospital. Mokgadi quietly shares his sandwich and then asks for extra food each day so he can continue helping his friend. He even gives up his favourite sandwich and skips breakfast to make sure Matuma has something to eat. Mokgadi learns that helping a friend feels good and makes a difference.*
   e. Ask: Do you know anything about this?

2. **Do the First Read as follows:**
   a. Read each page of the story aloud, fluently and audibly.
   b. Show learners the pictures.
   c. Where necessary, stop and explain to learners.
   d. Point out the vocabulary words as they appear.
   e. At the end of the story, ask the Read 1 questions as follows:
      - Direct Question 1 & 2 to individual learners.
      - Direct Question 3 to the whole class. Ask learners to discuss the question with a partner.
      - Call on a few learners to share their answers.
   f. Remind learners of the comprehension strategy.
      - Say, this week we are learning how to: Make 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: Teacher models drafting

TIME:
20 minutes

RESOURCES:
Writing Frame

1. **Reintroduce the writing topic and requirements.**
   a. Say, this cycle we will write: A time I helped someone.
   b. Explain the requirements for the task:
      - Genre: Personal recount / personal narrative
      - Sentences / paragraphs: Write two paragraph of at least four sentences each, each with their own topic
      - LSC: Inverted commas (speech marks) are used to show the words someone said (direct speech).
2. **Model the task on the board.**
   a. Remind learners of your ideas from your mind map.
   b. Show learners how to complete the writing frame using your plan.
3. **Instruct learners to begin writing in their exercise books.**
   a. Say: now use your own plan to fill in the writing fame.
4. **Walk around the room and help individual learners begin writing.**
   a. Say: Let's look at your mind map and use it to begin writing.
   b. Help struggling learners use the writing frame.

Writing Frame:

One time, I saw someone...
He / she felt...
I noticed because...
I said, "..."
He / she said, "..."
I decided to...
After I helped, he / she felt...
Helping made me feel...
Compassion means...

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 121.
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: Practice blending and segmenting

TIME:
15 minutes

RESOURCES:
Core Reader

1. **Draw a table and write the following sounds in the table:** *il, ous, s, p, l, e, n, c, t, a, m, v*
   a. Point at each sound in the table and say the sound.
   b. Point at each sound in the table and ask different learners to read them.
2. **Model how to build a word.**
   a. Think of a word that you can build using sounds from the table.
   b. Point at the first sound, say the sound and write it on the board.
   c. Repeat this for all sounds in the word.
   d. Run your finger below the word and blend sounds together to read the word.
3. **Call individual learners to build words.**
   a. Call 2-3 learners to build words using the same process.
   b. Correct any errors that learners make.
4. **Orientate learners to the Core Reader activities for Thursday.**
   a. Instruct learners to open their Core Readers to page 122.
   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.

Handwriting: Practice cursive handwriting

TIME:
15 minutes

RESOURCES:
Handwriting Chart

1. **Prepare learners for handwriting.**
   a. Say: Let's warm up our fingers by squeezing our hands in a fist for the count of 5, then relaxing.
   b. Check and adjust learners' posture and pencil grip.
2. **Model how to write the following cursive sentence:** *What happened to Will's new, cool bike?*
   a. As you write, explain the starting point, direction and joins between letters.
   b. Instruct learners to write the cursive sentence in their exercise books.
   c. Walk around and check each learner's: letter formation, joins and spacing.

Shared Reading: Do the Second Read

TIME:
15 minutes

RESOURCES:
Anthology, page 191

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 extra sandwich*
   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 to the whole class. Ask learners to discuss the question with a partner.
      - Call on a few learners to share their answers.

Writing: Learners draft

TIME:
20 minutes

RESOURCES:
Writing Frame

1. **Remind learners of the writing task and requirements.**
   a. Say, today we will finish writing: A time I helped someone.
2. **Instruct learners to continue writing in their exercise books.**
3. **Differentiate.**
   a. Walk around the room and help struggling learners complete the writing frame.
   b. Give advanced learners an additional prompt: Add another sentence to your writing.
4. **Assign homework as needed.**
   a. Explain that learners must finish their draft for homework if they haven't yet finished.

Writing Frame

One time, I saw someone...
He / she felt...
I noticed because...
I said, "..."
He / she said, "..."
I decided to...
After I helped, he / she felt...
Helping made me feel...
Compassion means...

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 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 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:
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: lentil, civil, famous, jump, spent
   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 saw lots of kelp on the beach.
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. Model how to complete the written comprehension on the board.
   d. 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 191

1. **Prepare learners for the Post-Read.**
   a. Remind learners of the story title: *The extra sandwich*
   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: Teacher models editing and learner edit

TIME:
20 minutes

RESOURCES:
DBE Workbook 1, page 84-81

1. **Remind learners of the writing task: A time I helped someone.**
2. **Introduce the editing checklist**
   a. Say, today we will edit our writing using the editing checklist:
      - Sentences / paragraphs: Write two paragraph of at least four sentences each, each with their own topic
      - LSC: Inverted commas (speech marks) are used to show the words someone said (direct speech).
3. **Model editing.**
   a. Write a sentence on the board that contains a mistake.
   b. Show learners how to edit the mistake.
4. **Instruct learners to read and edit their writing.**
   a. Say, now it is time to read and edit your writing.
   b. Walk around the room and help struggling learners read and edit their writing.
5. **Assign DBE Workbook writing activity.**
   a. As learners finish editing, explain that they must work in their DBE workbook.
   b. Instruct learners to complete:
      - DBE Workbook page no: 84–85
      - Number the pictures to show the right order.
      - Write one sentence about each picture. Write what the people say between the inverted commas.

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: Introduce the theme

TIME:
15 minutes

RESOURCES:
Pictures and real objects for theme display

Core Reader

1. **Prepare a theme display:** *We are engineers*
2. **Ask open questions to activate learners' background knowledge.**
   - *What kinds of things do engineers do?*
   - *What are the kinds of questions engineers ask?*
   - *What are the kinds of problems engineers try to solve?*
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 126.**
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:
   "Children are born engineers – they are fascinated with designing their own creations, with taking things apart, and with figuring out how things work."
   Dr. Christine Cunningham
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 children are naturally curious about building and discovering how things work. They enjoy creating, designing, and exploring, just like engineers do.

Phonics: Revise and blend sounds

TIME:
15 minutes

RESOURCES:
Core Reader

1. **Revise the sounds:** *-our, -or*
   a. Say the sounds x3.
   b. Show learners the Frieze Cards and read the sounds x3.
   c. Tell learners to listen and then repeat the sounds.
2. **Show learners how to segment and blend using these sounds.**
   a. Revise the following sounds with learners: *-our, -or, a, h, n, o*
   b. Say the following word: *honour*
   c. Ask an individual learner to listen carefully and then to segment the word into sounds: e.g.: *h-o-n-our*
   d. As the learner says each sound, write in on the board.
   e. Next, call a different learner to blend the sounds together to read the word.
   f. Correct learners if they make any errors.
   g. Repeat with the word: *favour*
3. **Orientate learners to the Core Reader activities for Monday.**
   a. Instruct learners to open their Core Readers to page 128.
   b. Call on individual learners to help you model each activity.
   c. Model how to complete any written activities on the board.

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

Handwriting: Teach lower-case cursive 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:** *x*
   a. Stand with your back to learners.
   b. Instruct left-handed learners to put their heads on their desks.
   c. Use your right arm to form the letter: *x*
   d. Instruct right-handed learners to form the letter with you.
   e. Repeat with left-handed learners.
3. **Instruct learners to practice forming:** *x*
   a. Say: Make the letter on your partner's back, the desk, in the sand.
4. **Instruct learners to practice writing:** *x*
   a. Say: Write the letter in your exercise book x3.
   b. Walk around and check each learner's letter formation.

Shared Reading: Introduce the story

TIME:
15 minutes

RESOURCES:
Anthology,
Introduction
page 203

1. **Introduce the story.**
   a. Say: This week we will read a story titled, *William's brilliant windmill*.
   b. Say: *William Kamkwamba grew up in a village in Malawi where there was no electricity and little water during a drought. After reading a book about energy, William decided to build a windmill to help his village. He collected old parts from a scrap yard and worked hard to build his invention. Even when people laughed at him, he kept trying. William's idea helped his community and later became known around the world.*
   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 128.
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 126.
   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:
      - *windmill: A machine that uses the wind to make electricity or pump water.*
      - *drought: A long time with very little or no rain, which makes it hard to grow food.*
      - *scrap yard: A place where old or broken things, like metal, pipes, and bicycle parts, are kept so that people can reuse them to build or fix new things.*
      - *scrap materials: Old or leftover items, like metal, pipes, or bicycle parts, that can be reused to make something new.*
      - *pump: A machine that moves water from one place to another, like from a borehole to crops.*
3. **Use the PATS strategies that are suitable for each word:**
   P: Point at a picture or real object
   A: Act out the word
   T: Tell learners the meaning of the word
   S: Say the word in a sentence

Phonics: Revise and blend sounds

TIME:
15 minutes

RESOURCES:
Core Reader

1. **Revise the sounds:** *ie, ee*
   a. Say the sounds x3.
   b. Show learners the Frieze Cards and read the sounds x3.
   c. Tell learners to listen and then repeat the sounds.
2. **Show learners how to segment and blend using these sounds.**
   a. Revise the following sounds with learners: *ie, ee, c, d, f, k*
   b. Say the following word: *field*
   c. Ask an individual learner to listen carefully and then to segment the word into sounds: e.g.: *f-ie-l-d*
   d. As the learner says each sound, write in on the board.
   e. Next, call a different learner to blend the sounds together to read the word.
   f. Correct learners if they make any errors.
   g. Repeat with the word: *cookie*
3. **Orientate learners to the Core Reader activities for Tuesday.**
   a. Instruct learners to open their Core Readers to page 129.
   b. Call on individual learners to help you model each activity.
   c. Model how to complete any written activities on the board.

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

Handwriting: Teach upper-case cursive letter formation

TIME:
15 minutes

RESOURCES:
Handwriting Chart

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

Shared Reading: Do the Pre-Read

TIME:
15 minutes

RESOURCES:
Anthology, page 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: *William's brilliant windmill*.
   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 129.
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:
      - *engineer: A person who thinks of ideas and builds tools, machines, or systems to solve problems.*
      - *design: A plan or drawing that shows how something will be made.*
      - *pulley: A wheel with a rope or belt that helps to lift or move heavy things more easily.*
      - *tower: A tall structure.*
      - *collapse: When something falls down or breaks because it can't hold itself up.*
   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 130.
   b. Tell learners the following information about the picture:
      - What kinds of things do engineers do?
      - What are the kinds of questions engineers ask?
      - What are the kinds of problems engineers try to solve?
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 the engineers building? What clues tell you that?*
   b. *What tools or machines can you see? How do they help with the work?*
   c. *What problems do you think engineers have to solve when they build something big?*

Phonics: Revise and blend sounds

TIME:
15 minutes

RESOURCES:
Core Reader

1. **Revise the sounds:** *ld, lk*
   a. Say the sounds x3.
   b. Show learners the Frieze Cards and read the sounds x3.
   c. Tell learners to listen and then repeat the sounds.
2. **Show learners how to segment and blend using these sounds.**
   a. Revise the following sounds with learners: *ld, lk, d, e, h, i*
   b. Say the following word: *shielded*
   c. Ask an individual learner to listen carefully and then to segment the word into sounds: e.g.: *sh-ie-ld-ed*
   d. As the learner says each sound, write in on the board.
   e. Next, call a different learner to blend the sounds together to read the word.
   f. Correct learners if they make any errors.
   g. Repeat with the word: *milk.*
3. **Orientate learners to the Core Reader activities for Wednesday.**
   a. Instruct learners to open their Core Readers to page 131.
   b. Call on individual learners to help you model each activity.
   c. Model how to complete any written activities on the board.

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

Handwriting: Practice cursive handwriting

TIME:
15 minutes

RESOURCES:
Handwriting Chart

1. **Prepare learners for handwriting.**
   a. Say: Let's warm up our fingers by pretending to play the piano.
   b. Check and adjust learners' posture and pencil grip.
2. **Model how to write the following cursive words:** *box, X box*
   a. As you write, explain the starting point, direction and joins between letters.
   b. Instruct learners to write the cursive words in their exercise books.
   c. Walk around and check each learner's: letter formation, joins 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: *William's brilliant windmill*
   d. Say: *William Kamkwamba grew up in a village in Malawi where there was no electricity and little water during a drought. After reading a book about energy, William decided to build a windmill to help his village. He collected old parts from a scrap yard and worked hard to build his invention. Even when people laughed at him, he kept trying. William's idea helped his community and later became known around the world.*

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 question with a partner.
      - Call on a few learners to share their answers.
   f. Remind learners of the comprehension strategy.
      - Say, this week we are learning how to: Make connections.
      - Ask learners: Can you make a connection to this story? Has something like this ever happened to you or someone you know?

Writing: Introduce and Practice LSC

TIME:
20 minutes

RESOURCES:
No resources required

1. **Introduce the LSC focus.**
   a. Say, this week we will focus on: Using the conjunction 'and' to join two sentences.
   b. Write a sentence on the board:
   William is impressive. Xochitl is impressive. William and Xochitl are impressive.
   c. Explain the LSC in context: The conjunction 'and' is used to join two related things or ideas.
2. **Practice the LSC with learners.**
   a. Write on the board: William saw a problem in his community. Xochitl saw a problem in her community.
   b. Ask learners: How can we use 'and' to join these two sentences?
   c. Brainstorm with learners:
   Join the two sentences using 'and':
      - When we have two sentences that talk about similar ideas, we can join them using the conjuction 'and'. We can join these two sentences like this: William saw a problem in his community and Xochitl saw a problem in her community. Sometimes we can make the sentence shorter by removing words that are repeated, like this: William and Xochitl saw problems in their communities. When we join them, we change his/her to their because we are talking about both people together, and we change community to communities because there is more than one community.
3. **Give learners time to practice the LSC independently.**
   a. Write on the board:
      - William is clever and creative. Xochitl is clever and creative.
      - The sun is used for energy. The wind is used for energy.
      - You are a problem solver. I am a problem solver.
   b. Explain to learners: Practice joining these sentences using the conjunction 'and'.
   c. Give learners a few minutes to complete the task.
4. **Check learners' understanding.**
   a. Call learners back together.
   b. Call on different learners to share their answers.
   c. Point out: The conjunction 'and' is used to join two related things or ideas.

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 131.
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: Practice blending and segmenting

TIME:
15 minutes

RESOURCES:
Core Reader

1. **Draw a table and write the following sounds in the table:** *our, ie, l, d, k, f, a, v, m, i, ch, ed*
   a. Point at each sound in the table and say the sound.
   b. Point at each sound in the table and ask different learners to read them.
2. **Model how to build a word.**
   a. Think of a word that you can build using sounds from the table.
   b. Point at the first sound, say the sound and write it on the board.
   c. Repeat this for all sounds in the word.
   d. Run your finger below the word and blend sounds together to read the word.
3. **Call individual learners to build words.**
   a. Call 2-3 learners to build words using the same process.
   b. Correct any errors that learners make.
4. **Orientate learners to the Core Reader activities for Thursday.**
   a. Instruct learners to open their Core Readers to page 132.
   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.

Handwriting: Practice cursive handwriting

TIME:
15 minutes

RESOURCES:
Handwriting Chart

1. **Prepare learners for handwriting.**
   a. Say: Let's warm up our fingers by squeezing our hands in a fist for the count of 5, then relaxing.
   b. Check and adjust learners' posture and pencil grip.
2. **Model how to write the following cursive sentence:** *Xavier went the extra mile to study for his exam.*
   a. As you write, explain the starting point, direction and joins between letters.
   b. Instruct learners to write the cursive sentence in their exercise books.
   c. Walk around and check each learner's: letter formation, joins 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: *William's brilliant windmill*
   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 question with a partner.
      - Call on a few learners to share their answers.

Writing: Teacher models planning

TIME:
20 minutes

RESOURCES:
Writing frame

1. **Introduce the writing topic.**
   a. Say, this cycle we will write: Write about William or Xochitl from our Anthology Stories.
2. **Explain your own answer to the writing task orally, before writing. Use the writing frame.**
   a. Say: I am going to write about an engineer who inspires me...
3. **Model planning for the writing task on the board**.
   a. Use a mind map to plan your story:
      - Who is the engineer you will write about?
      - Where did they live?
      - What problem did they notice in their community?
      - Why was this problem important to solve?
      - What idea did they have to solve this problem?
      - What materials did they use?
      - What challenges did they face?
      - How did their invention help people?
      - What do you think about this person?
4. **Get learners thinking.**
   a. Say: tomorrow, you will plan your own writing. Bring your ideas with you tomorrow.

Writing frame:

An engineer I learned about is...
This person lived in...
They saw a problem when...
The problem was...
They decided to...
They built...
At first, people said / thought...
Their invention helped...
I think...

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 132.
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:
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: humour, favour, chief, thief, yield
   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: What flavour are these cookies.
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 134.
   b. Read the text aloud. Tell learners to follow in their books as you read.
   c. Model how to complete the written comprehension on the board.
   d. 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: *William's brilliant windmill*
   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.
   d. Questions and sentence starters
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.

Written Comprehension

1. **Where did William live?**
   William lived in... (Wimbe Village in Malawi.).
2. **What happened in Malawi when WIlliam was 14 years old?**
   When William was 14... (Malawi had a terrible drought.)
3. **When William dropped out of school, how did he keep learning?**
   To keep learning, William... (went to the library and read books.)
4. **What did William build first?**
   First, William built... (a small windmill.)
5. **Why did William build a big windmill?**
   He built a big windmill to... (pump water from the well for the people of Wimbe.)

Writing: Learners plan

TIME:
20 minutes

RESOURCES:
Writing frame

1. **Remind learners of the writing topic.**
   a. Say: this cycle we will write: Write about William or Xochitl from our Anthology Stories.
2. **Instruct learners to think about their answers to the writing topic.**
   a. Say, now think about how you will answer the writing topic.
   b. Instruct learners to share their idea with a partner.
   c. Call on a few learners to share their answers with the class.
3. **Instruct learners to plan their writing in their exercise books.**
   a. Say: Now use a mind map to record your ideas and plan for the writing task.
4. **Walk around the room and help individual learners plan.**
   a. Say: Tell me about your ideas.
   b. Help struggling learners complete their mind map.

Writing frame:

An engineer I learned about is...
This person lived in...
They saw a problem when...
The problem was...
They decided to...
They built...
At first, people said / thought...
Their invention helped...
I think...

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 134.
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 136.
   b. Call on individual learners to help you model each activity.
   c. Model how to complete any written activities on the board.

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

Handwriting: Revise all letters taught in Term 2

TIME:
15 minutes

RESOURCES:
Assessment Book

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

Shared Reading: Introduce the story

TIME:
15 minutes

RESOURCES:
Anthology, Introduction page 219

1. **Introduce the story.**
   a. Say: This week we will read a story titled, *Xochitl's solar water heater*.
   b. Say: *Xochitl Cruz is a young girl from Mexico who noticed that many trees were being cut down so people could heat water with firewood. She wanted to find a better way to get hot water. So, Xochitl designed and built a solar water heater using recycled materials like plastic bottles and hoses. Her invention used energy from the sun to heat water for her family. Soon, all her neighbours wanted solar heaters, too!.*
   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 136.
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 126.
   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:
      - *solar: Using the power of the sun to make electricity or energy.*
      - *afford: To have enough money to buy something.*
      - *discarded: Something that was thrown away or not wanted anymore.*
      - *invention: A new thing that someone has made to solve a problem or help people.*
      - *beamed: Smiled happily because you are proud of what you or someone else has done.*
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 137.
   b. Call on individual learners to help you model each activity.
   c. Model how to complete any written activities on the board.

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

Handwriting: Revise all letters taught in Term 2

TIME:
15 minutes

RESOURCES:
Assessment Book

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

Shared Reading: Do the Pre-Read

TIME:
15 minutes

RESOURCES:
Anthology, page 221

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: *Xochitl's solar water heater*
   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 137.
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 138.
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 the tower crashed to the floor...
      - "I have a new idea," ____ 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.

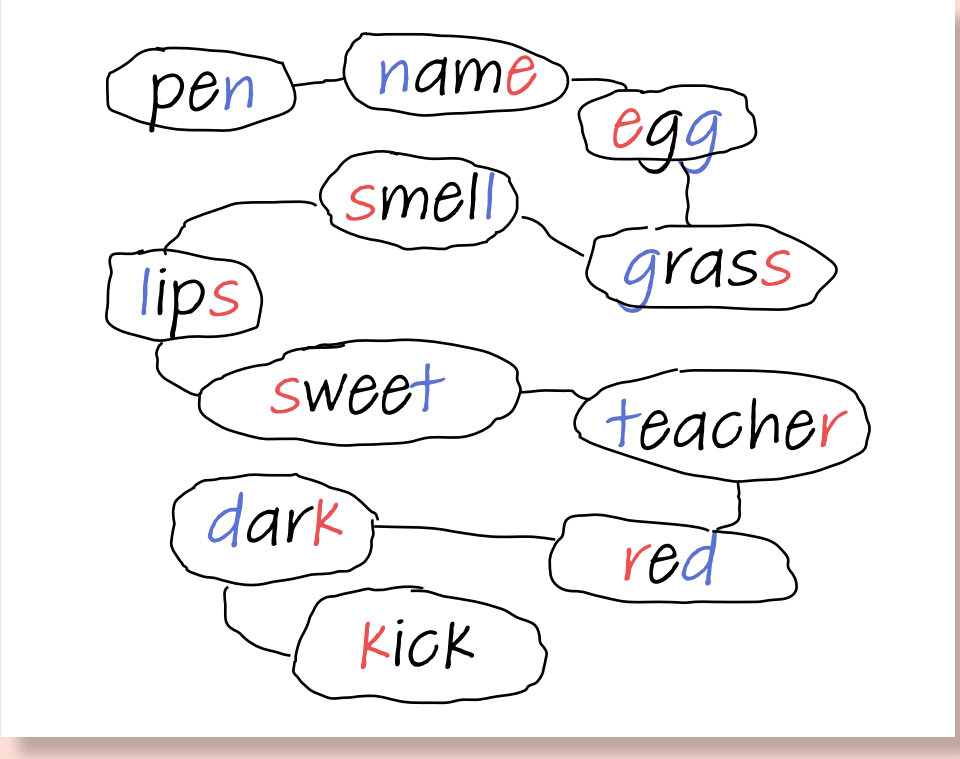
Phonics: Play a phonics game: Word Chains

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 141.
   b. Call on individual learners to help you model each activity.
   c. Model how to complete any written activities on the board.

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

Handwriting: Copy sentences

TIME:
15 minutes

RESOURCES:
Assessment Book

1. **Prepare learners for handwriting.**
   a. Say: Let's warm up our fingers by pretending to play the piano.
   b. Check and adjust learners' posture and pencil grip.
2. **Write the following sentences on the board:**
   - In 2011, she won a prize for her stove design.
   - Palesa designed a stove.
   - She saw that the trees were gone.

   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 221

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: *Xochitl's solar water heater*
   d. Say: *Xochitl Cruz is a young girl from Mexico who noticed that many trees were being cut down so people could heat water with firewood. She wanted to find a better way to get hot water. So, Xochitl designed and built a solar water heater using recycled materials like plastic bottles and hoses. Her invention used energy from the sun to heat water for her family. Soon, all her neighbours wanted solar heaters, too!.*
   e. Ask: Do you know anything about this?
2. **Do the First Read as follows:**
   a. Read each page of the story aloud, fluently and audibly.
   b. Show learners the pictures.
   c. Where necessary, stop and explain to learners.
   d. Point out the vocabulary words as they appear.
   e. At the end of the story, ask the Read 1 questions as follows:
      - Direct Question 1 & 2 to individual learners.
      - Direct Question 3 to the whole class. Ask learners to discuss the question with a partner.
      - Call on a few learners to share their answers.
   f. Remind learners of the comprehension strategy.
      - Say, this week we are learning how to: Make connections
      - Ask learners: Can you make a connection to this story? Has something like this ever happened to you or someone you know?

Writing: Teacher models drafting

TIME:
20 minutes

RESOURCES:
Writing Frame

1. **Reintroduce the writing topic and requirements.**
   a. Say, this cycle we will write: Write about William or Xochitl from our Anthology Stories.
   b. Explain the requirements for the task:
      - Genre: Nonfiction / book report
      - Sentences / paragraphs: Write two paragraph of at least four sentences each, each with their own topic
      - LSC: The conjunction 'and' is used to join two related things or ideas.
2. **Model the task on the board.**
   a. Remind learners of your ideas from your mind map.
   b. Show learners how to complete the writing frame using your plan.
3. **Instruct learners to begin writing in their exercise books.**
   a. Say: now use your own plan to fill in the writing fame.
4. **Walk around the room and help individual learners begin writing.**
   a. Say: Let's look at your mind map and use it to begin writing.
   b. Help struggling learners use the writing frame.

Writing Frame:

An engineer I learned about is...
This person lived in...
They saw a problem when...
The problem was...
They decided to...
They built...
At first, people said / thought...
Their invention helped...
I think...

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 139.
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.

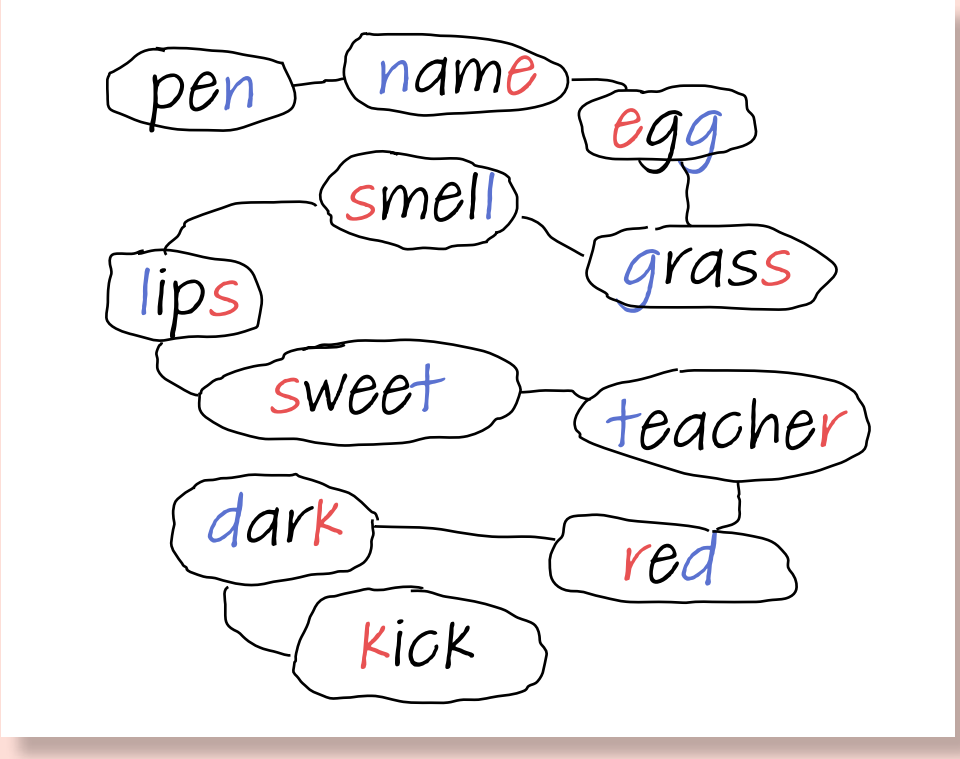
Phonics: Play a phonics game: Word Chains

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 149.
   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.

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 am an expert baker.
   - Palesa designed a stove.
   - Traditions can be old or new.

   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 221

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

Writing: Learners draft

TIME:
20 minutes

RESOURCES:
Writing frame

1. **Remind learners of the writing task and requirements.**
   a. Say, today we will finish writing: Write about William or Xochitl from our Anthology Stories.
2. **Instruct learners to continue writing in their exercise books.**
3. **Differentiate.**
   a. Walk around the room and help struggling learners complete the writing frame.
   b. Give advanced learners an additional prompt: Add another sentence to your writing.
4. **Assign homework as needed.**
   a. Explain that learners must finish their draft for homework if they haven't yet finished.

Writing frame:

An engineer I learned about is...
This person lived in...
They saw a problem when...
The problem was...
They decided to...
They built...
At first, people said / thought...
Their invention helped...
I think...

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 140.
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:
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: bulky, spoken, planted, prism, globes
   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 wise owl is perched in a tree.
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 142.
   b. Read the text aloud. Tell learners to follow in their books as you read.
   c. Model how to complete the written comprehension on the board.
   d. 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 221

1. **Prepare learners for the Post-Read.**
   a. Remind learners of the story title: *Xochitl's solar water heater*
   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: Teacher models editing and learner edit

TIME:
20 minutes

RESOURCES:
DBE Workbook 1, page 121

1. **Remind learners of the writing task: Write about William or Xochitl from our Anthology Stories.**
2. **Introduce the editing checklist**
   a. Say, today we will edit our writing using the editing checklist:
      - Sentences / paragraphs: Write a paragraph of at least 10 sentences.
      - LSC: The first letter of the sentence is a capital letter.
        Proper punctuation is used at the end of the sentence.
        The conjunction 'and' is used to join two related things or ideas.
3. **Model editing.**
   a. Write a sentence on the board that contains a mistake.
   b. Show learners how to edit the mistake.
4. **Instruct learners to read and edit their writing.**
   a. Say, now it is time to read and edit your writing.
   b. Walk around the room and help struggling learners read and edit their writing.
5. **Assign DBE Workbook writing activity.**
   a. As learners finish editing, explain that they must work in their DBE workbook.
   b. Instruct learners to complete:
      - DBE Workbook page no: 122
      - Complete the 'Let's Write' activity. Write a paragraph of 10 sentences about your school. Say what areas need to be cleaned.

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 142.
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 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 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 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 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 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: 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 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.

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 12 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 12 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 12 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:
Writing frame:

Label: Name

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:
Vocabulary flashcards, pictures, objects

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:
Vocabulary flashcards, pictures, objects

Core Reader

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.
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Group Guided Reading: Conduct Oral Reading Fluency Testing

TIME:
30 minutes

RESOURCES:
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Assessment Booklet

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TIME:
15 minutes

RESOURCES:
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