

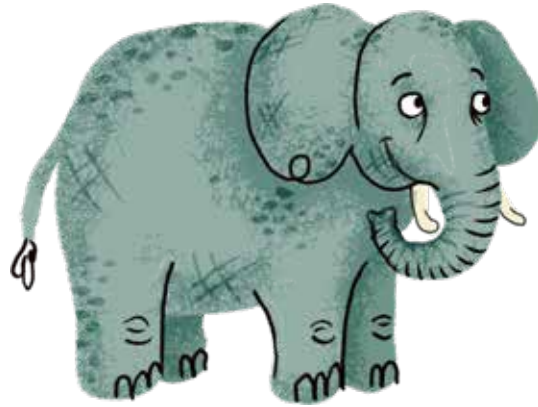
Teaching Plan

ENGLISH
HOME LANGUAGE

TERM 3

GRADE
1





Teaching Plan

GRADE 1 | TERM 3

ENGLISH

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First edition, 2026



TERM 3 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:** *Our clothing*
2. **Ask open questions to activate learners' background knowledge.**
 - *What are your favourite pieces of clothing?*
 - *Why do you love these clothes so much?*
 - *If you could have any item of clothing or shoes, what would it be?*
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: Borrowed clothes never fit well.
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 proverb means that trying to act exactly like someone else, copy their style, or speak like them will never feel comfortable. It also means that we have our own personalities, talents and identities that we should be proud of.



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 4.
 - 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 pretending to play the piano.
 - b. Check and adjust learners' posture and pencil grip.
2. **Model the formation of all lower-case letters taught in Term 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 1

1. **Introduce the story.**
 - a. Say: This week we will read a story titled, *The jacket is mine*.
 - b. Say: *This story is about Matshepo. One cold winter morning, she wakes up excited to wear her favourite jacket. But when she goes to the cupboard to get it, it is gone! Matshepo becomes upset when she sees her younger sister, Felleng, wearing it. She angrily thinks Felleng has stolen her jacket. Matshepo then searches through Felleng's drawers and finds many of her old clothes. She tries them on, but they are all too small. Matshepo feels really angry that Felleng has taken all her clothes. Will Matshepo stay angry, or will her mother help her discover a wonderful surprise about getting bigger?*
 - c. Ask: Do you know anything about this?
 - d. Briefly show learners the pictures from the story.
2. **Build learners' background knowledge.**
 - a. Share and explain the background information provided for the story.
 - b. Show learners where the story takes place using the Anthology map.
 - c. Ask: Do you have any questions about this story?
3. **Explain the comprehension strategy.**
 - a. Say, this week we will learn how to: Visualise.
 - b. Explain this strategy to learners.



Group Guided Reading: Work with Groups 1&2



TIME:
30 minutes



RESOURCES:
Core Reader

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



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's own
resources

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



Listening & Speaking: Teach vocabulary



TIME:
15 minutes



RESOURCES:
Vocabulary
flashcards,
pictures,
objects
Core Reader

1. **Remind learners of the theme.**
 - a. Instruct learners to open their Core Readers to page 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:
 - *shivering*: Shaking because you feel very cold or scared.
 - *fluffy*: Very soft and warm.
 - *outgrow*: To get too big for something so it no longer fits you anymore.
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 5.
 - b. Call on individual learners to help you model each activity.
 - c. Model how to complete any written activities on the board.

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



Handwriting: 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 squeezing our hands in a fist for the count of 5, then relaxing.
 - b. Check and adjust learners' posture and pencil grip.
2. **Model the formation of all upper-case letters taught in Term 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 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: *The jacket is mine*.
 - b. Explain the skill of prediction. Say: When we make a prediction, we use the title and pictures to try and work out what the story will be about.
 - c. Show learners the pictures on each page.
 - d. Ask: What do you think is happening here?
 - e. Ask: How do you think these pictures link together?



Group Guided Reading: Work with Groups 3&4



TIME:
30 minutes



RESOURCES:
Core Reader

1. **Prepare learners for Group Guided Reading.**
 - a. Make sure learners know their reading group.
 - b. Settle learners in pairs with their Core Readers, exercise books and pencils.
 - c. Instruct learners to open their Core Readers to page 5.
2. **Go through the Core Reader activities for the day with learners.**
Remind learners what to do to complete each activity.
3. **Call Group 3 to your Group Guided Reading space.**
 - a. Settle the group with their Core Readers.
 - b. Call on individual learners to read the phonic sounds.
 - c. Call on individual learners to complete the decoding activities.
 - d. Call on each learner to read the words or a passage from the previous week.
 - e. Make a note of learners who need support.
 - f. Make a note of sounds that need to be consolidated.
 - g. Send Group 3 back to their desks and call Group 4.



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's own
resources

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



Listening & Speaking: Teach vocabulary and discuss the theme picture



TIME:
15 minutes



RESOURCES:
Vocabulary
flashcards,
pictures,
objects
Core Reader

1. **Use PATS to teach vocabulary.**
 - a. Teach the following vocabulary words:
 - *clothing*: What people wear.
 - *size*: How big or small something is.
 - *comfortable*: Clothes that feel good on your body.
 - 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 6.
 - b. Tell learners the following information about the picture:
 - *One reason we wear clothing is for protection. Our clothing protects us from the weather, from insect bites and from getting injured as we do different things, like playing soccer.*
 - *In cold weather, we need to wear clothing that covers our bodies and traps our body heat. We lose a lot of body heat through our heads, hands and feet. This means that when it is very cold, we should wear warm socks, gloves and hats.*
 - *In hot weather, we need to wear clothing that protects us from the sun and heat. A hat with a wide brim protects us from sunburn and from overheating. We should also wear light clothing that covers our skin.*
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 clothes can you see in the picture?*
 - b. *Who helps you choose your clothes in the morning?*
 - c. *Do you have any clothes like these at home?*



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 7.
 - b. Call on individual learners to help you model each activity.
 - c. Model how to complete any written activities on the board.

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



Handwriting: Copy words



TIME:
15 minutes



RESOURCES:
Assessment
Book

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



Shared Reading: Do the First Read



TIME:
15 minutes



RESOURCES:
Anthology,
page 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: *The jacket is mine*
 - d. Say: *This story is about Matshepo. One cold winter morning, she wakes up excited to wear her favourite jacket. But when she goes to the cupboard to get it, it is gone! Matshepo becomes upset when she sees her younger sister, Felling, wearing it. She angrily thinks Felling has stolen her jacket. Matshepo then searches through Felling's drawers and finds many of her old clothes. She tries them on, but they are all too small. Matshepo feels really angry that Felling has taken all her clothes. Will Matshepo stay angry, or will her mother help her discover a wonderful surprise about getting bigger?.*
2. **Do the First Read as follows:**
 - a. Read each page of the story aloud, fluently and audibly.
 - b. Show learners the pictures.
 - c. Where necessary, stop and explain to learners.
 - d. Point out the vocabulary words as they appear.
 - e. At the end of the story, ask the Read 1 questions as follows:
 - Direct Question 1 & 2 to individual learners.
 - Direct Question 3 to the whole class. Ask learners to discuss the question with a partner.
 - Call on a few learners to share their answers.
 - f. Remind learners of the comprehension strategy.
 - Say, this week we are learning how to: *Visualise*.
 - Ask learners: *Can you close your eyes and try to visualise something from this story like a movie in your mind? What do you see?*



Writing: Model the LSC and task



TIME:
20 minutes



RESOURCES:
Writing
frame:

When it's
cold, I wear...

When it's hot,
I wear...

I prefer to
wear...

1. **Introduce the LSC focus.**
 - a. Say: This week we will focus on: Using a comma to show a quick pause in a sentence.
 - b. Write a sentence on the board: *Lebo, come and sit on the mat.*
 - c. Point out the LSC: The comma is used in the sentence to show where there should be a quick pause.
2. **Introduce the writing task.**
 - a. Say: This week we will: Draw a picture and write three sentences.
 - b. Say: We will draw and write about: *Clothes for different weather*
3. **Explain your own answer to the writing task orally, before writing.**
 - a. Say: *When it's cold, I wear... to keep me nice and warm.*
4. **Model the task on the board.**
 - a. Draw a quick picture that shows: *Yourself on a cold day.*
 - b. Show learners how to complete the writing frame.
 - c. Point out the LSC: The comma is used in the sentence to show where there should be a quick pause.



Group Guided Reading: Work with Groups 5&6



TIME:
30 minutes



RESOURCES:
Core Reader

1. **Prepare learners for Group Guided Reading.**
 - a. Make sure learners know their reading group.
 - b. Settle learners in pairs with their Core Readers, exercise books and pencils.
 - c. Instruct learners to open their Core Readers to page 7.
2. **Go through the Core Reader activities for the day with learners.**
Remind learners what to do in order to complete each activity.
3. **Call Group 5 to your Group Guided Reading space.**
 - a. Settle the group with their Core Readers.
 - b. Call on individual learners to read the phonic sounds.
 - c. Call on individual learners to complete the decoding activities.
 - d. Call on each learner to read the words or a passage from the previous week.
 - e. Make a note of learners who need support.
 - f. Make a note of sounds that need to be consolidated.
 - g. Send Group 5 back to their desks and call Group 6.



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's own
resources

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



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



TIME:
15 minutes



RESOURCES:
Core Reader

1. **Settle learners so that you have their attention.**
2. **Demonstrate the game as follows:**
 - a. The person who is on says: The sound is P, I want GIRLS' NAMES.
 - b. Learners raise their hands if they can think of a girl's name with P.
 - c. The person who is on points to each person and allows them to say their name. They may not repeat a name that has been said.
 - d. The 5th person to say a name correctly is then on.
 - e. The new person who is on says: The sound is M, I want KINDS OF FOOD.
 - f. The game continues in this way.
3. **Orientate learners to the Core Reader activities for Thursday.**
 - a. Instruct learners to open their Core Readers to page 8.
 - b. Call on individual learners to help you model each activity.
 - c. Model how to complete any written activities on the board.

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



Handwriting: Copy words



TIME:
15 minutes



RESOURCES:
Assessment
Book

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



Shared Reading: Do the Second Read



TIME:
15 minutes



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



Writing: Plan and draft



TIME:
20 minutes



RESOURCES:
Writing
frame:

When it's
cold, I wear...

When it's hot,
I wear...

I prefer to
wear...

1. **Reintroduce the writing task.**
 - a. Say: Remember that this week we will draw and write about: *Clothes for different weather*
2. **Instruct learners to think about their own writing.**
 - a. Say: Close your eyes and think about how you will answer the writing frame.
 - b. Say: Share your idea with a partner.
 - c. Brainstorm and write useful words on the board, e.g. hat, jersey, scarf, sunhat, shorts, T-shirt
3. **Instruct learners to begin writing in their exercise books.**
 - a. Say: Now draw and write down your own ideas.
 - b. Remind learners of the LSC: The comma is used in the sentence to show where there should be a quick pause.
4. **Walk around the room and help individual learners.**
 - a. Ask learners to tell you their ideas.
 - b. Help struggling learners to start the writing task.



Group Guided Reading: Work with Groups 7&8



TIME:
30 minutes



RESOURCES:
Core Reader

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



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's own
resources

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



Listening & Speaking: Discuss the Shared Reading story



TIME:
15 minutes



RESOURCES:
Discussion
framework:

This story
was about...

I liked it
when...

I learnt that...

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



Phonics: Dictation



TIME:
15 minutes



RESOURCES:
Core Reader

1. **Settle learners with their exercise books, pens and rulers.**
 - a. Tell learners to write the heading, 'Dictation' and to write numbers 1–6 in the margin.
 - b. Call out the following six words for learners to write next to numbers 1–6: *dog, cat, get, me, are, and*
2. **Tell learners to use a coloured pencil to correct their own work.**
 - a. Write the six words on the board.
 - b. As you write, sound out each word.
 - c. Tell learners to circle their errors with the coloured pencil.
 - d. Tell learners to rewrite words correctly.
3. **Take note of learners' challenges and progress.**
4. **Orientate learners to the Core Reader activities for Friday.**
 - a. Instruct learners to open their Core Readers to page 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.



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



Writing: Draft and edit



TIME:
20 minutes



RESOURCES:
Writing
frame:

When it's
cold, I wear...

When it's hot,
I wear...

I prefer to
wear...

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



Group Guided Reading: Work with Groups 9&10



TIME:
30 minutes



RESOURCES:
Core Reader

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



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's own
resources

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



Listening & Speaking: Oral Presentations



TIME:
15 minutes



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

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



Phonics: Teach a new sound, then segment and blend



TIME:
15 minutes



RESOURCES:
Frieze Card: *u*
Core Reader

1. **Introduce the new sound: *u***
 - a. Say the sound x3.
 - b. Show learners the Frieze Card and read the sound x3.
 - c. Tell learners to listen and then repeat the sound.
 - d. Ask learners to say words that start with or use the sound.
2. **Show learners how to segment and blend using this sound.**
 - a. Say the word: hut
 - b. Ask an individual learner to listen carefully and then to segment the word into sounds: h-u-t
 - c. As the learner says each sound, write it on the board.
 - d. Next, call a different learner to blend the sounds together to read the word.
 - e. Correct learners if they make any errors.
 - f. Repeat with the word: mug
3. **Orientate learners to the Core Reader activities for Monday.**
 - 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 lower-case letter formation



TIME:
15 minutes



RESOURCES:
Handwriting
Chart

1. **Prepare learners for handwriting.**
 - a. Say: Let's warm up our fingers by shaking our hands out.
 - b. Check and adjust learners' posture and pencil grip.
2. **Show learners how to form: *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***
 - a. 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: 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, *The perfect pants*.
 - b. Say: *This story is about Fadzi. She loves her old, comfortable pants, but she has outgrown them. When it is time to go to the shop for new pants, Fadzi is not excited. She doesn't like the way new clothing feels on her body. At the shop, she tries on different pairs of pants but she just cannot find any that feel right. In the story we find out how Fadzi finally chooses something comfortable to wear, when she opens her mind to a new idea.*
 - c. Ask: Do you know anything about this?
 - d. Briefly show learners the pictures from the story.
2. **Build learners' background knowledge.**
 - a. Share and explain the background information provided for the story.
 - b. Show learners where the story takes place using the Anthology map.
 - c. Ask: Do you have any questions about this story?
3. **Explain the comprehension strategy.**
 - a. Say, this week we will learn how to: Make connections.
 - b. Explain this strategy to learners.



Group Guided Reading: Work with Groups 1&2



TIME:
30 minutes



RESOURCES:
Core Reader

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



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's own
resources

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



Listening & Speaking: Teach vocabulary



TIME:
15 minutes



RESOURCES:
Vocabulary
flashcards,
pictures,
objects
Core Reader

1. **Remind learners of the theme.**
 - a. Instruct learners to open their Core Readers to page 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:
 - *Cloth: Material to make clothes*
 - *stiff: Not soft, difficult to move in.*
 - *baggy: Very loose and not tight on the body.*
3. **Use the PATS strategies that are suitable for each word:**

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



Phonics: Introduce a new consonant blend



TIME:
15 minutes



RESOURCES:
Core Reader

1. **Introduce the new blend: st**
 - a. Write the individual phonemes on the board and read each one.
 - b. Next, ask a learner to blend the two sounds together.
 - c. Ask learners to say words that start with or use this blend.
2. **Show learners how to segment and blend words that include this blend.**
 - a. Say the word: st
 - b. Ask an individual learner to listen carefully and then to segment the word into sounds: s-t-e-p
 - c. As the learner says each sound, write it on the board.
 - d. Next, call a different learner to blend the sounds together to read the word.
 - e. Correct learners if they make any errors.
 - f. Repeat with the word: stamp
3. **Orientate learners to the Core Reader activities for Tuesday.**
 - a. Instruct learners to open their Core Readers to page 11.
 - b. Call on individual learners to help you model each activity.
 - c. Model how to complete any written activities on the board.

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



Handwriting: Teach upper-case letter formation



TIME:
15 minutes



RESOURCES:
Handwriting
Chart

1. **Prepare learners for handwriting.**
 - a. Say: Let's warm up our fingers by shaking our hands out.
 - b. Check and adjust learners' posture and pencil grip.
2. **Show learners how to form: 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 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: *The perfect pants*
 - b. Explain the skill of prediction. Say: When we make a prediction, we use the title and pictures to try and work out what the story will be about.
 - c. Show learners the pictures on each page.
 - d. Ask: What do you think is happening here?
 - e. Ask: How do you think these pictures link together?



Group Guided Reading: Work with Groups 3&4



TIME:
30 minutes



RESOURCES:
Core Reader

1. **Prepare learners for Group Guided Reading.**
 - a. Make sure learners know their reading group.
 - b. Settle learners in pairs with their Core Readers, exercise books and pencils.
 - c. Instruct learners to open their Core Readers to page 11.
2. **Go through the Core Reader activities for the day with learners.**
Remind learners what to do to complete each activity.
3. **Call Group 3 to your Group Guided Reading space.**
 - a. Settle the group with their Core Readers.
 - b. Call on individual learners to read the phonic sounds.
 - c. Call on individual learners to complete the decoding activities.
 - d. Call on each learner to read the words or a passage from the previous week.
 - e. Make a note of learners who need support.
 - f. Make a note of sounds that need to be consolidated.
 - g. Send Group 3 back to their desks and call Group 4.



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's own
resources

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



Listening & Speaking: Creative Storytelling



TIME:
15 minutes



RESOURCES:
Core Reader

1. **Prepare learners for creative storytelling.**
 - a. Arrange learners in groups of 4.
 - b. Tell learners to open their Core Readers to page 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:
 - One day, ____ was getting ready to...
 - When ____ couldn't find...
5. **Instruct learners to complete the activity.**
 - a. Give learners a few minutes to think of their story in silence.
 - b. Then, instruct learners to take turns to tell their stories to their group.
You may want to use the 'talking stick/stone' for this.
 - c. As learners talk, walk around and listen.
6. **End the lesson as follows:**
 - a. Call on one learner to share their story with the class or ask 1–2 learners questions about their group's stories.
 - Ask: What was X's story about?
 - Ask: What did you like about X's story?
 - b. Give the class some generic feedback to improve their stories.
For example: Usually, at the beginning of the story, we say where the story takes place, and who the characters are. Next time, try to include this information in your stories.



Phonics: Teach a new sound, then segment and blend



TIME:
15 minutes



RESOURCES:
Frieze Card: *j*
Core Reader

1. **Introduce the new sound: *j***
 - a. Say the sound x3.
 - b. Show learners the Frieze Card and read the sound x3.
 - c. Tell learners to listen and then repeat the sound.
 - d. Ask learners to say words that start with or use the sound.
2. **Show learners how to segment and blend using this sound.**
 - a. Say the word: jet
 - b. Ask an individual learner to listen carefully and then to segment the word into sounds: j-e-t
 - c. As the learner says each sound, write it on the board.
 - d. Next, call a different learner to blend the sounds together to read the word.
 - e. Correct learners if they make any errors.
 - f. Repeat with the word: jam
3. **Orientate learners to the Core Reader activities for Wednesday.**
 - a. Instruct learners to open their Core Readers to page 13.
 - b. Call on individual learners to help you model each activity.
 - c. Model how to complete any written activities on the board.

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



Handwriting: Teach lower-case letter formation



TIME:
15 minutes



RESOURCES:
Handwriting
Chart

1. **Prepare learners for handwriting.**
 - a. Say: Let's warm up our fingers by rotating our wrists in circles to the left and then to the right.
 - b. Check and adjust learners' posture and pencil grip.
2. **Show learners how to form: *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: *j*
 - d. Instruct right-handed learners to form the letter with you.
 - e. Repeat with left-handed learners.
3. **Instruct learners to practice forming: *j***
 - a. Say: Make the letter on your partner's back, the desk, in the sand.
4. **Instruct learners to practice writing: *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 First Read



TIME:
15 minutes



RESOURCES:
Anthology,
page 17

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 perfect pants*
 - d. Say: *This story is about Fadzi. She loves her old, comfortable pants, but she has outgrown them. When it is time to go to the shop for new pants, Fadzi is not excited. She doesn't like the way new clothing feels on her body. At the shop, she tries on different pairs of pants but she just cannot find any that feel right. In the story we find out how Fadzi finally chooses something comfortable to wear, when she opens her mind to a new idea.*
 - e. Ask: Do you know anything about this?
2. **Do the First Read as follows:**
 - a. Read each page of the story aloud, fluently and audibly.
 - b. Show learners the pictures.
 - c. Where necessary, stop and explain to learners.
 - d. Point out the vocabulary words as they appear.
 - e. At the end of the story, ask the Read 1 questions as follows:
 - Direct Question 1 & 2 to individual learners.
 - Direct Question 3 to the whole class. Ask learners to discuss the question with a partner.
 - Call on a few learners to share their answers.
 - f. Remind learners of the comprehension strategy.
 - Say, this week we are learning how to: Make connections.
 - Ask learners: Can you make a connection to this story? Has something like this ever happened to you or someone you know?



Writing: Model the LSC and task



TIME:
20 minutes



RESOURCES:
DBE
Workbook 2,
page 54

Writing
Frame:

My new
T-shirt has a
picture of a...

I love my
new T-shirt
because...

Do you like
my...T-shirt?

1. **Introduce the LSC focus.**

- Say: This week we will focus on: Using a question mark at the end of a question.
- Write a sentence on the board: Do you like my tiger T-shirt?
- Point out the LSC: The question ends with a question mark.

2. **Introduce the writing task.**

- Say: This week we will: Draw a picture and write three sentences.
- Say: We will draw and write about: Draw your favourite animal on the T-shirt. Write about your new T-shirt.

3. **Explain your own answer to the writing task orally, before writing.**

- Say: My new T-shirt has a picture of a... because that is my favourite animal.

4. **Model the task on the board.**

- Draw a quick picture that shows: A T-shirt with your favourite animal on it.
- Show learners how to complete the writing frame.
- Point out the LSC: The question ends with a question mark.



Group Guided Reading: Work with Groups 5&6



TIME:
30 minutes



RESOURCES:
Core Reader

1. **Prepare learners for Group Guided Reading.**

- Make sure learners know their reading group.
- Settle learners in pairs with their Core Readers, exercise books and pencils.
- 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 in order to complete each activity.

3. **Call Group 5 to your Group Guided Reading space.**

- Settle the group with their Core Readers.
- Call on individual learners to read the phonic sounds.
- Call on individual learners to complete the decoding activities.
- Call on each learner to read the words or a passage from the previous week.
- Make a note of learners who need support.
- Make a note of sounds that need to be consolidated.
- Send Group 5 back to their desks and call Group 6.



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's own
resources

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



Phonics: Introduce a new consonant blend



TIME:
15 minutes



RESOURCES:
Core Reader

1. **Introduce the new blend: sp**
 - a. Write the individual phonemes on the board and read each one.
 - b. Next, ask a learner to blend the two sounds together.
 - c. Ask learners to say words that start with or use this blend.
2. **Show learners how to segment and blend words that include this blend.**
 - a. Say the word: spot
 - b. Ask an individual learner to listen carefully and then to segment the word into sounds: s-p-o-t
 - c. As the learner says each sound, write it on the board.
 - d. Next, call a different learner to blend the sounds together to read the word.
 - e. Correct learners if they make any errors.
 - f. Repeat with the word: spin
3. **Orientate learners to the Core Reader activities for Thursday.**
 - a. Instruct learners to open their Core Readers to page 14.
 - b. Call on individual learners to help you model each activity.
 - c. Model how to complete any written activities on the board.

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



Handwriting: Teach upper-case letter formation



TIME:
15 minutes



RESOURCES:
Handwriting
Chart

1. **Prepare learners for handwriting.**
 - a. Say: Let's warm up our fingers by flicking our fingers in and out.
 - b. Check and adjust learners' posture and pencil grip.
2. **Show learners how to form: 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: J.
 - d. Instruct right-handed learners to form the letter with you.
 - e. Repeat with left-handed learners.
3. **Instruct learners to practice forming: J**
 - Say: Make the letter on your partner's back, the desk, in the sand.
4. **Instruct learners to practice writing: 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 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: *The perfect pants*
 - d. Remind learners of the comprehension strategy.
 - Say, this week we are learning how to: Make connections
 - Say, remember, we discussed this yesterday, when I asked you: Can you make a connection to this story? Has something like this ever happened to you or someone you know?
2. **Do the Second Read as follows:**
 - a. Read each page of the story aloud, fluently and audibly.
 - b. Show learners the picture.
 - c. Use the examples on the introduction page to model the comprehension strategy.
 - d. At the end of the story, ask the Read 2 questions as follows:
 - Direct Question 1 & 2 to individual learners.
 - Direct Question 3 to the whole class. Ask learners to discuss the question with a partner.
 - Call on a few learners to share their answers.



Writing: Plan and draft



TIME:
20 minutes



RESOURCES:
DBE

Workbook 2,
page 54

Writing
frame:

My new
T-shirt has a
picture of a...

I love my
new T-shirt
because...

Do you like
my...T-shirt?

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



Group Guided Reading: Work with Groups 7&8



TIME:
30 minutes



RESOURCES:
Core Reader

1. **Prepare learners for Group Guided Reading.**
 - a. Make sure learners know their reading group.
 - b. Settle learners in pairs with their Core Readers, exercise books and pencils.
 - c. Instruct learners to open their Core Readers to page 14.
2. **Go through the Core Reader activities for the day with learners.**
Remind learners what to do in order to complete each activity.
3. **Call Group 7 to your Group Guided Reading space.**
 - a. Settle the group with their Core Readers.
 - b. Call on individual learners to read the phonic sounds.
 - c. Call on individual learners to complete the decoding activities.
 - d. Call on each learner to read the words or a passage from the previous week.
 - e. Make a note of learners who need support.
 - f. Make a note of sounds that need to be consolidated.
 - g. Send Group 7 back to their desks and call Group 8.



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's own
resources

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



Listening & Speaking: Discuss the Shared Reading story



TIME:
15 minutes



RESOURCES:
Discussion
framework:

This story
was about...

I liked the
character...
because...

I learnt that...

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



Phonics: Dictation



TIME:
15 minutes



RESOURCES:
Core Reader

1. **Settle learners with their exercise books, pens and rulers.**
 - a. Tell learners to write the heading, 'Dictation' and to write numbers 1–6 in the margin.
 - b. Call out the following six words for learners to write next to numbers 1–6: *mug, up, stun, jar, jet, spit*
2. **Tell learners to use a coloured pencil to correct their own work.**
 - a. Write the six words on the board.
 - b. As you write, sound out each word.
 - c. Tell learners to circle their errors with the coloured pencil.
 - d. Tell learners to rewrite words correctly.
3. **Take note of learners' challenges and progress.**
4. **Orientate learners to the Core Reader activities for Friday.**
 - a. Instruct learners to open their Core Readers to page 15.
 - b. Call on individual learners to help you model each activity.
 - c. Model how to complete any written activities on the board.

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



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: *The perfect pants*
 - b. Explain the task. Say: Today we are going to make up our own different ending to the story.
2. **Model the task as follows:**
 - a. Close your eyes and pretend to think.
 - b. Open your eyes and say: Hmm, I have thought of a different ending to the story.
 - c. Tell learners your idea for a different ending.
 - d. Try to think of an unusual ending – something that learners' won't think of.
3. **Instruct learners to complete the task.**
 - a. Say: Close your eyes and think of a different ending to the story. Do not copy my idea, please think of your own.
 - b. Say: Open your eyes and share your ending with your partner.
 - c. As learners talk about their ideas, walk around and provide support as needed.
 - d. At the end of the lesson, call on a few learners to share their ending with the class.
4. **Allow learners to share their work.**
 - a. Give learners a few minutes to show their work to their partner.
 - b. Call on a learner to share their work with the class.



Writing: Draft and edit



TIME:
20 minutes



RESOURCES:
DBE
Workbook 2,
page 54

Writing
frame:

My new
T-shirt has a
picture of a...

I love my
new T-shirt
because...

Do you like
my...T-shirt?

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



Group Guided Reading: Work with Groups 9&10



TIME:
30 minutes



RESOURCES:
Core Reader

1. **Prepare learners for Group Guided Reading.**
 - a. Make sure learners know their reading group.
 - b. Settle learners in pairs with their Core Readers, exercise books and pencils.
 - c. Instruct learners to open their Core Readers to page 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.
 - g. Send Group 9 back to their desks and call Group 10.



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's own
resources

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



Listening & Speaking: Introduce the theme



TIME:
15 minutes



RESOURCES:
Pictures and
real objects
for theme
display
Core Reader

1. **Prepare a theme display:** *Our grandmothers*
2. **Ask open questions to activate learners' background knowledge.**
 - *What makes your grandmothers special?*
 - *What kinds of things do your grandmothers do for you?*
 - *What have you learnt from your grandmothers? What kinds of things have they taught you?*
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 15.**
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 grandmother is a safe umbrella on a rainy day.
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: Grandmothers are just like a umbrella. Whenever you feel sad, scared, or have a bad day at school, getting a big hug from your granny, or even just being with her makes the bad feelings go away. Grandmothers keeps our hearts safe and warm.



Phonics: Teach a new sound, then segment and blend



TIME:
15 minutes



RESOURCES:
Frieze Card: v
Core Reader

1. **Introduce the new sound: v**
 - a. Say the sound x3.
 - b. Show learners the Frieze Card and read the sound x3.
 - c. Tell learners to listen and then repeat the sound.
 - d. Ask learners to say words that start with or use the sound.
2. **Show learners how to segment and blend using this sound.**
 - a. Say the word: van
 - b. Ask an individual learner to listen carefully and then to segment the word into sounds: v-a-n
 - c. As the learner says each sound, write it on the board.
 - d. Next, call a different learner to blend the sounds together to read the word.
 - e. Correct learners if they make any errors.
 - f. Repeat with the word: vet
3. **Orientate learners to the Core Reader activities for Monday.**
 - a. Instruct learners to open their Core Readers to page 18.
 - b. Call on individual learners to help you model each activity.
 - c. Model how to complete any written activities on the board.

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



Handwriting: Teach lower-case letter formation



TIME:
15 minutes



RESOURCES:
Handwriting
Chart

1. **Prepare learners for handwriting.**
 - a. Say: Let's warm up our fingers by shaking our hands out.
 - b. Check and adjust learners' posture and pencil grip.
2. **Show learners how to form: v**
 - 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: v
 - d. Instruct right-handed learners to form the letter with you.
 - e. Repeat with left-handed learners.
3. **Instruct learners to practice forming: v**
 - a. Say: Make the letter on your partner's back, the desk, in the sand.
4. **Instruct learners to practice writing: v**
 - 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, *My grandmother's story*.
- b. Say: *Lungi thinks her Gogo (Grandmother) is amazing! Out in the garden, Gogo can take ordinary red soil, mix it into clay, and shape it with her hands into the most beautiful pots Lungi has ever seen. Lungi wants to learn how to do this too. Then Gogo shares a funny secret from when she was an eight-year-old girl learning to make her very first pot - and how a sudden rainstorm completely ruined it! Lungi and Gogo spend the whole day happily making pots. But as the pots dry in the sun, dark clouds gather in the sky. What will happen to Lungi's beautiful pots?*
- c. Ask: Do you know anything about this?
- d. Briefly show learners the pictures from the story.

2. **Build learners' background knowledge.**

- a. Share and explain the background information provided for the story.
- b. Show learners where the story takes place using the Anthology map.
- c. Ask: Do you have any questions about this story?

3. **Explain the comprehension strategy.**

- a. Say, this week we will learn how to: Monitor understanding
- b. Explain this strategy to learners.



Group Guided Reading: Work with Groups 1&2



TIME:
30 minutes



RESOURCES:
Core Reader

1. **Prepare learners for Group Guided Reading.**
 - a. Make sure learners know their reading group.
 - b. Settle learners in pairs with their Core Readers, exercise books and pencils.
 - c. Instruct learners to open their Core Readers to page 18.
2. **Go through the Core Reader activities for the day with learners.**
Remind learners what to do to complete each activity.
3. **Call Group 1 to your Group Guided Reading space.**
 - a. Settle the group with their Core Readers.
 - b. Call on individual learners to read the phonic sounds.
 - c. Call on individual learners to complete the decoding activities.
 - d. Call on each learner to read the words or a passage from the previous week.
 - e. Make a note of learners who need support.
 - f. Make a note of sounds that need to be consolidated.
 - g. Send Group 1 back to their desks and call Group 2.



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's own
resources

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



Listening & Speaking: Teach vocabulary



TIME:
15 minutes



RESOURCES:
Vocabulary
flashcards,
pictures,
objects
Core Reader

1. **Remind learners of the theme.**
 - a. Instruct learners to open their Core Readers to page 15.
 - 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:
 - *clay*: A type of soft soil that can be shaped into pots and other objects.
 - *formed*: Shaped something into a particular shape.
 - *ruined*: Damaged so badly that it can no longer be used properly.
3. **Use the PATS strategies that are suitable for each word:**

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



Phonics: Introduce a new consonant blend



TIME:
15 minutes



RESOURCES:
Core Reader

1. **Introduce the new blend: sn**
 - a. Write the individual phonemes on the board and read each one.
 - b. Next, ask a learner to blend the two sounds together.
 - c. Ask learners to say words that start with or use this blend.
2. **Show learners how to segment and blend words that include this blend.**
 - a. Say the word: snap
 - b. Ask an individual learner to listen carefully and then to segment the word into sounds: s-n-a-p
 - c. As the learner says each sound, write it on the board.
 - d. Next, call a different learner to blend the sounds together to read the word.
 - e. Correct learners if they make any errors.
 - f. Repeat with the word: snob
3. **Orientate learners to the Core Reader activities for Tuesday.**
 - a. Instruct learners to open their Core Readers to page 19.
 - b. Call on individual learners to help you model each activity.
 - c. Model how to complete any written activities on the board.

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



Handwriting: Teach upper-case letter formation



TIME:
15 minutes



RESOURCES:
Handwriting
Chart

1. **Prepare learners for handwriting.**
 - a. Say: Let's warm up our fingers by flicking our fingers in and out.
 - b. Check and adjust learners' posture and pencil grip.
2. **Show learners how to form: V**
 - 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: V
 - d. Instruct right-handed learners to form the letter with you.
 - e. Repeat with left-handed learners.
3. **Instruct learners to practice forming: V**
 - Say: Make the letter on your partner's back, the desk, in the sand.
4. **Instruct learners to practice writing: V**
 - 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: *My grandmother's story*.
 - b. Explain the skill of prediction. Say: When we make a prediction, we use the title and pictures to try and work out what the story will be about.
 - c. Show learners the pictures on each page.
 - d. Ask: What do you think is happening here?
 - e. Ask: How do you think these pictures link together?



Group Guided Reading: Work with Groups 3&4



TIME:
30 minutes



RESOURCES:
Core Reader

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



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's own
resources

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



Listening & Speaking: 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:
 - *grandmother: The mother of your mother or father.*
 - *relative: A person in your family.*
 - *tradition: Something people do regularly over time.*
 - 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 19.
 - b. Tell learners the following information about the picture:
 - *We can learn many useful and important things from our grandmothers. They can pass down recipes, they can teach us what to do if we are injured or sick, and they can teach us skills like how to make or fix things.*
 - *Grandmothers are the history books of your family. They can tell us stories about what life was like when they were young. They can tell us stories about our parents and great grandparents. They can also tell us how life has changed over the years.*
 - *Scientists studied the brains of grandmothers and found out something amazing. Grandmothers' feelings are connected to the feelings of their grandchildren. When grandchildren feel happy, grandmothers feel happy. When grandchildren feel sad, grandmothers feel sad.*
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 feel when you are with your grandmother?*
 - b. *Why do you think many children enjoy spending time with their grannies?*
 - c. *Have you seen your granny doing any of these activities?*



Phonics: Teach a new sound, then segment and blend



TIME:
15 minutes



RESOURCES:
Frieze Card:
w
Core Reader

1. **Introduce the new sound: w**
 - a. Say the sound x3.
 - b. Show learners the Frieze Card and read the sound x3.
 - c. Tell learners to listen and then repeat the sound.
 - d. Ask learners to say words that start with or use the sound.
2. **Show learners how to segment and blend using this sound.**
 - a. Say the word: wet
 - b. Ask an individual learner to listen carefully and then to segment the word into sounds: w-e-t
 - c. As the learner says each sound, write it on the board.
 - d. Next, call a different learner to blend the sounds together to read the word.
 - e. Correct learners if they make any errors.
 - f. Repeat with the word: win
3. **Orientate learners to the Core Reader activities for Wednesday.**
 - a. Instruct learners to open their Core Readers to page 21.
 - b. Call on individual learners to help you model each activity.
 - c. Model how to complete any written activities on the board.

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



Handwriting: Teach lower-case letter formation



TIME:
15 minutes



RESOURCES:
Handwriting
Chart

1. **Prepare learners for handwriting.**
 - a. Say: Let's warm up our fingers by rotating our wrists in circles to the left and then to the right.
 - b. Check and adjust learners' posture and pencil grip.
2. **Show learners how to form: 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**
 - a. 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 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: *My grandmother's story*.
 - d. Say: *Lungi thinks her Gogo (Grandmother) is amazing! Out in the garden, Gogo can take ordinary red soil, mix it into clay, and shape it with her hands into the most beautiful pots Lungi has ever seen. Lungi wants to learn how to do this too. Then Gogo shares a funny secret from when she was an eight-year-old girl learning to make her very first pot - and how a sudden rainstorm completely ruined it! Lungi and Gogo spend the whole day happily making pots. But as the pots dry in the sun, dark clouds gather in the sky. What will happen to Lungi's beautiful pots?*
2. **Do the First Read as follows:**
 - a. Read each page of the story aloud, fluently and audibly.
 - b. Show learners the pictures.
 - c. Where necessary, stop and explain to learners.
 - d. Point out the vocabulary words as they appear.
 - e. At the end of the story, ask the Read 1 questions as follows:
 - Direct Question 1 & 2 to individual learners.
 - Direct Question 3 to the whole class. Ask learners to discuss the question with a partner.
 - Call on a few learners to share their answers.
 - f. Remind learners of the comprehension strategy.
 - Say, this week we are learning how to: Monitor understanding
 - Ask learners: Have you ever felt lost when we are reading a story because you lost track of what was happening? How did this make you feel?



Writing: Model the LSC and task



TIME:
20 minutes



RESOURCES:
Writing
frame:

My
grandmother
is called...

She is good
at...

I love her
because...

1. **Introduce the LSC focus.**
 - a. Say: This week we will focus on: Using a capital letter at the beginning of someone's name.
 - b. Write a sentence on the board: My grandmother, Naledi, likes gardening.
 - c. Point out the LSC: The first letter of the name is a capital letter.
2. **Introduce the writing task.**
 - a. Say: This week we will: Write three sentences.
 - b. Say: We will draw and write about: My grandmother
3. **Explain your own answer to the writing task orally, before writing.**
 - a. Say: My grandmother is called... She is (was) good at...
4. **Model the task on the board.**
 - a. Draw a quick picture that shows: A picture of your grandmother, doing something she is good at.
 - b. Show learners how to complete the writing frame.
 - c. Point out the LSC: The first letter of the name is a capital letter.



Group Guided Reading: Work with Groups 5&6



TIME:
30 minutes



RESOURCES:
Core Reader

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



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's own
resources

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



Phonics: Introduce a new consonant blend



TIME:
15 minutes



RESOURCES:
Core Reader

1. **Introduce the new blend: s/**
 - a. Write the individual phonemes on the board and read each one.
 - b. Next, ask a learner to blend the two sounds together.
 - c. Ask learners to say words that start with or use this blend.
2. **Show learners how to segment and blend words that include this blend.**
 - a. Say the word: slip
 - b. Ask an individual learner to listen carefully and then to segment the word into sounds: s-l-i-p
 - c. As the learner says each sound, write it on the board.
 - d. Next, call a different learner to blend the sounds together to read the word.
 - e. Correct learners if they make any errors.
 - f. Repeat with the word: slim
3. **Orientate learners to the Core Reader activities for Thursday.**
 - a. Instruct learners to open their Core Readers to page 22.
 - b. Call on individual learners to help you model each activity.
 - c. Model how to complete any written activities on the board.

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



Handwriting: Teach upper-case letter formation



TIME:
15 minutes



RESOURCES:
Handwriting
Chart

1. **Prepare learners for handwriting.**
 - a. Say: Let's warm up our fingers by flicking our fingers in and out.
 - b. Check and adjust learners' posture and pencil grip.
2. **Show learners how to form: 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 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: *My grandmother's story*
 - d. Remind learners of the comprehension strategy.
 - Remind learners of the comprehension strategy.
 - Say, this week we are learning how to: Monitor understanding
 - Say, remember, we discussed this yesterday, when I asked you: Have you ever felt lost when we are reading a story because you lost track of what was happening? How did this make you feel?
2. **Do the Second Read as follows:**
 - a. Read each page of the story aloud, fluently and audibly.
 - b. Show learners the picture.
 - c. Use the examples on the introduction page to model the comprehension strategy.
 - d. At the end of the story, ask the Read 2 questions as follows:
 - Direct Question 1 & 2 to individual learners.
 - Direct Question 3 to the whole class. Ask learners to discuss the question with a partner.
 - Call on a few learners to share their answers.



Writing: Plan and draft



TIME:
20 minutes



RESOURCES:
Writing
frame:

My
grandmother
is called...

She is good
at...

I love her
because...

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



Group Guided Reading: Work with Groups 7&8



TIME:
30 minutes



RESOURCES:
Core Reader

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



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's own
resources

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



Listening & Speaking: Discuss the Shared Reading story



TIME:
15 minutes



RESOURCES:
Discussion
framework:

This story
was about...

I liked it
when...

I learnt that...

1. **Prepare learners for a group discussion.**
 - a. Arrange learners into groups of 4.
 - b. Give each group a 'talking stick or stone'.
 - c. Say: You may only speak when you are holding the 'talking stick/stone'.
2. **Go through the discussion questions.**
 - a. Remind learners of the shared reading story for the week.
 - b. Write the discussion framework on the board.
 - c. Read and explain each question (sentence starter).
 - d. Tell learners that each member of the group must have a turn to answer each question.
 - e. Encourage learners to think of different answers.
3. **Instruct learners to begin their discussions.**
 - a. Instruct the learners holding the 'talking stick/stone' to begin.
 - b. Walk around and offer support as needed.
 - c. In the last few minutes, call on a group to share their answers.
4. **Learner Preparation.**
 - a. Identify 3–4 learners to do Oral Presentations on Monday.
 - b. Tell these learners what to prepare for Monday. (See the LS 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 1–6 in the margin.
 - b. Call out the following six words for learners to write next to numbers 1–6: *vat, van, snot, wig, wit, slit*
2. **Tell learners to use a coloured pencil to correct their own work.**
 - a. Write the six words on the board.
 - b. As you write, sound out each word.
 - c. Tell learners to circle their errors with the coloured pencil.
 - d. Tell learners to rewrite words correctly.
3. **Take note of learners' challenges and progress.**
4. **Orientate learners to the Core Reader activities for Friday.**
 - a. Instruct learners to open their Core Readers to page 23.
 - b. Call on individual learners to help you model each activity.
 - c. Model how to complete any written activities on the board.

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



Shared Reading: Do the Post-Read



TIME:
15 minutes



RESOURCES:
Anthology,
page 31

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



Writing: Draft and edit



TIME:
20 minutes



RESOURCES:
Writing
frame:

My
grandmother
is called...

She is good
at...

I love her
because...

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



Group Guided Reading: Work with Groups 9&10



TIME:
30 minutes



RESOURCES:
Core Reader

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



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's own
resources

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



Listening & Speaking: Oral Presentations



TIME:
15 minutes



RESOURCES:
No resources
required

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



Phonics: Teach a new sound, then segment and blend



TIME:
15 minutes



RESOURCES:
Frieze Card: x
Core Reader

1. **Introduce the new sound: x**
 - a. Say the sound x3.
 - b. Show learners the Frieze Card and read the sound x3.
 - c. Tell learners to listen and then repeat the sound.
 - d. Ask learners to say words that start with or use the sound.
2. **Show learners how to segment and blend using this sound.**
 - a. Say the word: oxen
 - b. Ask an individual learner to listen carefully and then to segment the word into sounds: o-x-e-n
 - c. As the learner says each sound, write it on the board.
 - d. Next, call a different learner to blend the sounds together to read the word.
 - e. Correct learners if they make any errors.
 - f. Repeat with the word: box
3. **Orientate learners to the Core Reader activities for Monday.**
 - a. Instruct learners to open their Core Readers to page 24.
 - b. Call on individual learners to help you model each activity.
 - c. Model how to complete any written activities on the board.

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



Handwriting: Teach lower-case letter formation



TIME:
15 minutes



RESOURCES:
Handwriting
Chart

1. **Prepare learners for handwriting.**
 - a. Say: Let's warm up our fingers by pretending to play the piano.
 - b. Check and adjust learners' posture and pencil grip.
2. **Show learners how to form: 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 37

1. **Introduce the story.**

- a. Say: This week we will read a story titled, *Granny's stone soup*.
- b. Say: *In this story, Tselane and her grandmother are very hungry because there has been no rain and there is very little food in the village. Granny is very clever and comes up with a plan. Even though she has no food, she starts making 'stone soup' using water, a fire, a pot, and stones. When the villagers hear about the soup, they are curious and each bring an ingredient to add. Together, they create a delicious meal that everyone can share. Through Granny's clever plan, the villagers work together to make a delicious meal for everyone.*
- c. Ask: Do you know anything about this?
- d. Briefly show learners the pictures from the story.

2. **Build learners' background knowledge.**

- a. Share and explain the background information provided for the story.
- b. Show learners where the story takes place using the Anthology map.
- c. Ask: Do you have any questions about this story?

3. **Explain the comprehension strategy.**

- a. Say, this week we will learn how to: Make evaluations
- b. Explain this strategy to learners.



Group Guided Reading: Work with Groups 1&2



TIME:
30 minutes



RESOURCES:
Core Reader

1. **Prepare learners for Group Guided Reading.**
 - a. Make sure learners know their reading group.
 - b. Settle learners in pairs with their Core Readers, exercise books and pencils.
 - c. Instruct learners to open their Core Readers to page 24.
2. **Go through the Core Reader activities for the day with learners.**
Remind learners what to do to complete each activity.
3. **Call Group 1 to your Group Guided Reading space.**
 - a. Settle the group with their Core Readers.
 - b. Call on individual learners to read the phonic sounds.
 - c. Call on individual learners to complete the decoding activities.
 - d. Call on each learner to read the words or a passage from the previous week.
 - e. Make a note of learners who need support.
 - f. Make a note of sounds that need to be consolidated.
 - g. Send Group 1 back to their desks and call Group 2.



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's own
resources

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



Listening & Speaking: Teach vocabulary



TIME:
15 minutes



RESOURCES:
Vocabulary
flashcards,
pictures,
objects
Core Reader

1. **Remind learners of the theme.**
 - a. Instruct learners to open their Core Readers to page 15.
 - 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:
 - *drought*: A long period of time with very little or no rain.
 - *ingredient*: One of the foods used to make a meal.
 - *feast*: A large, special meal shared with many people.
3. **Use the PATS strategies that are suitable for each word:**

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



Phonics: Introduce a new consonant blend



TIME:
15 minutes



RESOURCES:
Core Reader

1. **Introduce the new blend: sm**
 - a. Write the individual phonemes on the board and read each one.
 - b. Next, ask a learner to blend the two sounds together.
 - c. Ask learners to say words that start with or use this blend.
2. **Show learners how to segment and blend words that include this blend.**
 - a. Say the word: smog
 - b. Ask an individual learner to listen carefully and then to segment the word into sounds: s-m-o-g
 - c. As the learner says each sound, write it on the board.
 - d. Next, call a different learner to blend the sounds together to read the word.
 - e. Correct learners if they make any errors.
 - f. Repeat with the word: smug
3. **Orientate learners to the Core Reader activities for Tuesday.**
 - a. Instruct learners to open their Core Readers to page 25.
 - b. Call on individual learners to help you model each activity.
 - c. Model how to complete any written activities on the board.

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



Handwriting: Teach upper-case letter formation



TIME:
15 minutes



RESOURCES:
Handwriting
Chart

1. **Prepare learners for handwriting.**
 - a. Say: Let's warm up our fingers by shaking our hands out.
 - b. Check and adjust learners' posture and pencil grip.
2. **Show learners how to form: 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**
 - 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: Do the Pre-Read



TIME:
15 minutes



RESOURCES:
Anthology,
page 39

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



Group Guided Reading: Work with Groups 3&4



TIME:
30 minutes



RESOURCES:
Core Reader

1. **Prepare learners for Group Guided Reading.**
 - a. Make sure learners know their reading group.
 - b. Settle learners in pairs with their Core Readers, exercise books and pencils.
 - c. Instruct learners to open their Core Readers to page 25.
2. **Go through the Core Reader activities for the day with learners.**
Remind learners what to do to complete each activity.
3. **Call Group 3 to your Group Guided Reading space.**
 - a. Settle the group with their Core Readers.
 - b. Call on individual learners to read the phonic sounds.
 - c. Call on individual learners to complete the decoding activities.
 - d. Call on each learner to read the words or a passage from the previous week.
 - e. Make a note of learners who need support.
 - f. Make a note of sounds that need to be consolidated.
 - g. Send Group 3 back to their desks and call Group 4.



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's own
resources

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



Listening & Speaking: Creative Storytelling



TIME:
15 minutes



RESOURCES:
Core Reader

1. **Prepare learners for creative storytelling.**
 - a. Arrange learners in groups of 4.
 - b. Tell learners to open their Core Readers to page 25.
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 ____ loved to rollerblade to...
 - Each and every day, Granny ____ went...
5. **Instruct learners to complete the activity.**
 - a. Give learners a few minutes to think of their story in silence.
 - b. Then, instruct learners to take turns to tell their stories to their group.
You may want to use the 'talking stick/stone' for this.
 - c. As learners talk, walk around and listen.
6. **End the lesson as follows:**
 - a. Call on one learner to share their story with the class or ask 1–2 learners questions about their group's stories.
 - Ask: What was X's story about?
 - Ask: What did you like about X's story?
 - b. Give the class some generic feedback to improve their stories.
For example: Usually, at the beginning of the story, we say where the story takes place, and who the characters are. Next time, try to include this information in your stories.



Phonics: Teach a new sound, then segment and blend



TIME:
15 minutes



RESOURCES:
Frieze Card: z
Core Reader

1. **Introduce the new sound: z**
 - a. Say the sound x3.
 - b. Show learners the Frieze Card and read the sound x3.
 - c. Tell learners to listen and then repeat the sound.
 - d. Ask learners to say words that start with or use the sound.
2. **Show learners how to segment and blend using this sound.**
 - a. Say the word: zero
 - b. Ask an individual learner to listen carefully and then to segment the word into sounds: z-e-r-o
 - c. As the learner says each sound, write it on the board.
 - d. Next, call a different learner to blend the sounds together to read the word.
 - e. Correct learners if they make any errors.
 - f. Repeat with the word: zip
3. **Orientate learners to the Core Reader activities for Wednesday.**
 - 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 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: z**
 - 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: z
 - d. Instruct right-handed learners to form the letter with you.
 - e. Repeat with left-handed learners.
3. **Instruct learners to practice forming: z**
 - a. Say: Make the letter on your partner's back, the desk, in the sand.
4. **Instruct learners to practice writing: z**
 - a. Say: Write the letter in your exercise book x3.
 - b. Walk around and check each learner's letter formation.



Shared Reading: Do the First Read



TIME:
15 minutes



RESOURCES:
Anthology,
page 39

1. **Prepare learners for the First Read.**
 - a. Settle learners on the carpet.
 - b. Remind them of the expected behaviour.
 - c. Remind learners of the story title: *Granny's stone soup*
 - d. Say: *In this story, Tselane and her grandmother are very hungry because there has been no rain and there is very little food in the village. Granny is very clever and comes up with a plan. Even though she has no food, she starts making 'stone soup' using water, a fire, a pot, and stones. When the villagers hear about the soup, they are curious and each bring an ingredient to add. Together, they create a delicious meal that everyone can share. Through Granny's clever plan, the villagers work together to make a delicious meal for everyone.*
 - 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: Model the LSC and task



TIME:
20 minutes



RESOURCES:
DBE
Workbook 2,
page 23

Writing
Frame:

Can I get
my grand-
mother...?

She will like it
because...

She will feel
so...

1. **Introduce the LSC focus.**
 - a. Say: This week we will focus on: Using a question mark at the end of a question.
 - b. Write a sentence on the board: What does your grandmother like to do?
 - c. Point out the LSC: The question ends with a question mark.
2. **Introduce the writing task.**
 - a. Say: This week we will: Draw a picture and write three sentences.
 - b. Say: We will draw and write about: A gift for my grandmother
3. **Explain your own answer to the writing task orally, before writing.**
 - a. Say: Can I get my grandmother...? She will like it because...
4. **Model the task on the board.**
 - a. Draw a quick picture that shows: Yourself, holding a gift for your grandmother.
 - b. Show learners how to complete the writing frame.
 - c. Point out the LSC: The question ends with a question mark.



Group Guided Reading: Work with Groups 5&6



TIME:
30 minutes



RESOURCES:
Core Reader

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 in order to complete each activity.
3. **Call Group 5 to your Group Guided Reading space.**
 - a. Settle the group with their Core Readers.
 - b. Call on individual learners to read the phonic sounds.
 - c. Call on individual learners to complete the decoding activities.
 - d. Call on each learner to read the words or a passage from the previous week.
 - e. Make a note of learners who need support.
 - f. Make a note of sounds that need to be consolidated.
 - g. Send Group 5 back to their desks and call Group 6.



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's own
resources

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



Phonics: Introduce a new consonant blend



TIME:
15 minutes



RESOURCES:
Core Reader

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



TIME:
15 minutes



RESOURCES:
Handwriting
Chart

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



Shared Reading: Do the Second Read



TIME:
15 minutes



RESOURCES:
Anthology,
page 39

1. **Prepare learners for the Second Read.**
 - a. Settle learners on the carpet.
 - b. Remind them of the expected behaviour.
 - c. Remind learners of the story title: *Granny's stone soup*
 - 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: Plan and draft



TIME:
20 minutes



RESOURCES:
DBE
Workbook 2,
page 23

Writing
frame:

Can I get
my grand-
mother...?

She will like it
because...

She will feel
so...

1. **Reintroduce the writing task.**
 - a. Say: Remember that this week we will draw and write about: A gift for my grandmother.
2. **Instruct learners to think about their own writing.**
 - a. Say: Close your eyes and think about how you will answer the writing frame.
 - b. Say: Share your idea with a partner.
 - c. Brainstorm and write useful words on the board, e.g. sweets, chips, berries, yogurt, juice, tea
3. **Instruct learners to open the correct page in their DBE workbooks.**
 - a. Say: Now draw and write down your own ideas.
 - b. Remind learners of the LSC: The question ends with a question mark.
4. **Walk around the room and help individual learners.**
 - a. Ask learners to tell you their ideas.
 - b. Help struggling learners to start the writing task.



Group Guided Reading: Work with Groups 7&8



TIME:
30 minutes



RESOURCES:
Core Reader

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 in order to complete each activity.
3. **Call Group 7 to your Group Guided Reading space.**
 - a. Settle the group with their Core Readers.
 - b. Call on individual learners to read the phonic sounds.
 - c. Call on individual learners to complete the decoding activities.
 - d. Call on each learner to read the words or a passage from the previous week.
 - e. Make a note of learners who need support.
 - f. Make a note of sounds that need to be consolidated.
 - g. Send Group 7 back to their desks and call Group 8.



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's own
resources

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



Listening & Speaking: Discuss the Shared Reading story



TIME:
15 minutes



RESOURCES:
Discussion
framework:

This story
was about...

I liked it
when...

I learnt that...

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



Phonics: Dictation



TIME:
15 minutes



RESOURCES:
Core Reader

1. **Settle learners with their exercise books, pens and rulers.**
 - a. Tell learners to write the heading, 'Dictation' and to write numbers 1–6 in the margin.
 - b. Call out the following six words for learners to write next to numbers 1–6: *fox, oxen, smug, zip, zero, skip*
2. **Tell learners to use a coloured pencil to correct their own work.**
 - a. Write the six words on the board.
 - b. As you write, sound out each word.
 - c. Tell learners to circle their errors with the coloured pencil.
 - d. Tell learners to rewrite words correctly.
3. **Take note of learners' challenges and progress.**
4. **Orientate learners to the Core Reader activities for Friday.**
 - a. Instruct learners to open their Core Readers to page 29.
 - b. Call on individual learners to help you model each activity.
 - c. Model how to complete any written activities on the board.

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



Shared Reading: Do the Post-Read



TIME:
15 minutes



RESOURCES:
Anthology,
page 39

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



Writing: Draft and edit



TIME:
20 minutes



RESOURCES:
DBE
Workbook 2,
page 23

Writing
frame:

Can I get
my grand-
mother...?

She will like it
because...

She will feel
so...

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



Group Guided Reading: Work with Groups 9&10



TIME:
30 minutes



RESOURCES:
Core Reader

1. **Prepare learners for Group Guided Reading.**
 - a. Make sure learners know their reading group.
 - b. Settle learners in pairs with their Core Readers, exercise books and pencils.
 - c. Instruct learners to open their Core Readers to page 29.
2. **Go through the Core Reader activities for the day with learners.**
Remind learners what to do to complete each activity.
3. **Call Group 9 to your Group Guided Reading space.**
 - a. Settle the group with their Core Readers.
 - b. Call on individual learners to read the phonic sounds.
 - c. Call on individual learners to complete the decoding activities.
 - d. Call on each learner to read the words or a passage from the previous week.
 - e. Make a note of learners who need support.
 - f. Make a note of sounds that need to be consolidated.
 - g. Send Group 9 back to their desks and call Group 10.



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's own
resources

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



Listening & Speaking: Introduce the theme



TIME:
15 minutes



RESOURCES:
Pictures and
real objects
for theme
display
Core Reader

1. **Prepare a theme display:** *We play outside*
2. **Ask open questions to activate learners' background knowledge.**
 - *What sports or games can we play outside?*
 - *Have you ever made up any of your own games to play outside? What are these games?*
 - *What do you like about playing outside?*
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 29.**
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:
Fresh air clears the cobwebs.
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:
Sometimes your brain and body get tired, slow and a little grumpy.
Going outside and playing in the fresh air can clear our brains, give us energy and improve our moods.



Phonics: Teach a new sound, then segment and blend



TIME:
15 minutes



RESOURCES:
Frieze Card: y
Core Reader

1. **Introduce the new sound: y**
 - a. Say the sound x3.
 - b. Show learners the Frieze Card and read the sound x3.
 - c. Tell learners to listen and then repeat the sound.
 - d. Ask learners to say words that start with or use the sound.
2. **Show learners how to segment and blend using this sound.**
 - a. Say the word: yoyo
 - b. Ask an individual learner to listen carefully and then to segment the word into sounds: y-o-y-o
 - c. As the learner says each sound, write it on the board.
 - d. Next, call a different learner to blend the sounds together to read the word.
 - e. Correct learners if they make any errors.
 - f. Repeat with the word: yes
3. **Orientate learners to the Core Reader activities for Monday.**
 - a. Instruct learners to open their Core Readers to page 32.
 - b. Call on individual learners to help you model each activity.
 - c. Model how to complete any written activities on the board.

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



Handwriting: Teach lower-case letter formation



TIME:
15 minutes



RESOURCES:
Handwriting
Chart

1. **Prepare learners for handwriting.**
 - a. Say: Let's warm up our fingers by 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: y**
 - 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: y
 - d. Instruct right-handed learners to form the letter with you.
 - e. Repeat with left-handed learners.
3. **Instruct learners to practice forming: y**
 - a. Say: Make the letter on your partner's back, the desk, in the sand.
4. **Instruct learners to practice writing: y**
 - a. Say: Write the letter in your exercise book x3.
 - b. Walk around and check each learner's letter formation.



Shared Reading: Introduce the story



TIME:
15 minutes



RESOURCES:
Anthology,
Introduction
page 51

1. **Introduce the story.**
 - a. Say: This week we will read a story titled, *Let's play Bhati*.
 - b. Say: *Three children visit their families in Soweto over the Christmas holidays. The families live in the same neighbourhood, and the three children become friends. One day they are bored, so they decide to play a game together. Bulelwa wants to play a game called Toti. Chinedu wants to play a game called Bhathi. Xihlala wants to play a game called Chicago. They find out that they all need a stack of tins and a ball to play their game. Then, they find out something else about the three games. What could it be?*
 - c. Ask: Do you know anything about this?
 - d. Briefly show learners the pictures from the story.
2. **Build learners' background knowledge.**
 - a. Share and explain the background information provided for the story.
 - b. Show learners where the story takes place using the Anthology map.
 - c. Ask: Do you have any questions about this story?
3. **Explain the comprehension strategy.**
 - a. Say, this week we will learn how to: Make inferences
 - b. Explain this strategy to learners.



Group Guided Reading: Work with Groups 1&2



TIME:
30 minutes



RESOURCES:
Core Reader

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



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's own
resources

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



Listening & Speaking: Teach vocabulary



TIME:
15 minutes



RESOURCES:
Vocabulary
flashcards,
pictures,
objects
Core Reader

1. **Remind learners of the theme.**
 - a. Instruct learners to open their Core Readers to page 29.
 - 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:
 - *topple*: To fall over or be knocked down.
 - *fielding*: Catching, stopping, or throwing the ball to stop the other team from scoring.
 - *misunderstanding*: When people think different things because they do not understand each other properly.
3. **Use the PATS strategies that are suitable for each word:**

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



Phonics: Introduce a new consonant blend



TIME:
15 minutes



RESOURCES:
Core Reader

1. **Introduce the new blend: sc**
 - a. Write the individual phonemes on the board and read each one.
 - b. Next, ask a learner to blend the two sounds together.
 - c. Ask learners to say words that start with or use this blend.
2. **Show learners how to segment and blend words that include this blend.**
 - a. Say the word: scab
 - b. Ask an individual learner to listen carefully and then to segment the word into sounds: s-c-a-b
 - c. As the learner says each sound, write it on the board.
 - d. Next, call a different learner to blend the sounds together to read the word.
 - e. Correct learners if they make any errors.
 - f. Repeat with the word: scar
3. **Orientate learners to the Core Reader activities for Tuesday.**
 - a. Instruct learners to open their Core Readers to page 33.
 - b. Call on individual learners to help you model each activity.
 - c. Model how to complete any written activities on the board.

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



Handwriting: Teach upper-case letter formation



TIME:
15 minutes



RESOURCES:
Handwriting
Chart

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



Shared Reading: Do the Pre-Read



TIME:
15 minutes



RESOURCES:
Anthology,
page 53

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



Group Guided Reading: Work with Groups 3&4



TIME:
30 minutes



RESOURCES:
Core Reader

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



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's own
resources

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



Listening & Speaking: Teach vocabulary and discuss the theme picture



TIME:
15 minutes



RESOURCES:
Vocabulary
flashcards,
pictures,
objects
Core Reader

1. **Use PATS to teach vocabulary.**
 - a. Teach the following vocabulary words:
 - *teammate: Someone who is on your team.*
 - *remind: To help someone remember something.*
 - *prank: A trick that someone plays on another person for fun.*
 - b. Use the PATS strategies that are suitable for each word.
2. **Build learners' background knowledge.**
 - a. Instruct learners to open their Core Readers to page 33.
 - b. Tell learners the following information about the picture:
 - *Playing outside gives us the chance to make friends. Many outside games are for more than one person, and this gives us a chance to talk to others, to work out problems and to have fun together!*
 - *Playing outside is very important for our development. When we do things like running, jumping, climbing, hopping, balancing, catching and throwing, we are learning how to use and control all the big muscles in our bodies.*
 - *When we can control the big muscles in our bodies, it makes it easier for us to control the little muscles in our bodies. This means that playing outside helps prepare us to do things like drawing, writing, cutting and even playing computer games!*
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. *Which of the games in this picture have you seen in your community?*
 - b. *Have you ever played any of these games?*
 - c. *Which of these games looks the most interesting to you? Why?*



Phonics: Teach a new sound, then segment and blend



TIME:
15 minutes



RESOURCES:
Frieze Card:
qu
Core Reader

1. **Introduce the new sound: *qu***
 - a. Say the sound x3.
 - b. Show learners the Frieze Card and read the sound x3.
 - c. Tell learners to listen and then repeat the sound.
 - d. Ask learners to say words that start with or use the sound.
2. **Show learners how to segment and blend using this sound.**
 - a. Say the word: quit
 - b. Ask an individual learner to listen carefully and then to segment the word into sounds: qu-i-t
 - c. As the learner says each sound, write it on the board.
 - d. Next, call a different learner to blend the sounds together to read the word.
 - e. Correct learners if they make any errors.
 - f. Repeat with the word: quin
3. **Orientate learners to the Core Reader activities for Wednesday.**
 - a. Instruct learners to open their Core Readers to page 35.
 - b. Call on individual learners to help you model each activity.
 - c. Model how to complete any written activities on the board.

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



Handwriting: Teach lower-case letter formation



TIME:
15 minutes



RESOURCES:
Handwriting
Chart

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



Shared Reading: Do the First Read



TIME:
15 minutes



RESOURCES:
Anthology,
page 53

1. **Prepare learners for the First Read.**
 - a. Settle learners on the carpet.
 - b. Remind them of the expected behaviour.
 - c. Remind learners of the story title: *Let's play Bhati*
 - d. Say: *Three children visit their families in Soweto over the Christmas holidays. The families live in the same neighbourhood, and the three children become friends. One day they are bored, so they decide to play a game together. Bulelwa wants to play a game called Toti. Chinedu wants to play a game called Bhathi. Xihlala wants to play a game called Chicago. They find out that they all need a stack of tins and a ball to play their game. Then, they find out something else about the three games. What could it be.*
2. **Do the First Read as follows:**
 - a. Read each page of the story aloud, fluently and audibly.
 - b. Show learners the pictures.
 - c. Where necessary, stop and explain to learners.
 - d. Point out the vocabulary words as they appear.
 - e. At the end of the story, ask the Read 1 questions as follows:
 - Direct Question 1 & 2 to individual learners.
 - Direct Question 3 to the whole class. Ask learners to discuss the question with a partner.
 - Call on a few learners to share their answers.
 - f. Remind learners of the comprehension strategy.
 - Say, this week we are learning how to: Make inferences
 - Ask learners: What good guess can we make about this that the author hasn't told us? What can you guess about the character's thoughts / feelings?



Writing: Model the LSC and task



TIME:
20 minutes



RESOURCES:
Writing
frame:

I like to play
outside with...

We like to...

When we
play, we...

1. **Introduce the LSC focus.**
 - a. Say: This week we will focus on: Using a capital letter at the beginning of someone's name.
 - b. Write a sentence on the board: I like to go to the park with my friend, Thato.
 - c. Point out the LSC: The first letter of the name is a capital letter.
2. **Introduce the writing task.**
 - a. Say: This week we will: Draw a picture and write three sentences.
 - b. Say: We will draw and write about: Playing outside with friends
3. **Explain your own answer to the writing task orally, before writing.**
 - a. Say: When I was a young, I liked to play outside with... We liked to...
4. **Model the task on the board.**
 - a. Draw a quick picture that shows: Yourself as a child, playing with your friend.
 - b. Show learners how to complete the writing frame.
 - c. Point out the LSC: The first letter of the name is a capital letter.



Group Guided Reading: Work with Groups 5&6



TIME:
30 minutes



RESOURCES:
Core Reader

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



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's own
resources

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



Phonics: Introduce a new consonant blend



TIME:
15 minutes



RESOURCES:
Core Reader

1. **Introduce the new blend: sw**
 - a. Write the individual phonemes on the board and read each one.
 - b. Next, ask a learner to blend the two sounds together.
 - c. Ask learners to say words that start with or use this blend.
2. **Show learners how to segment and blend words that include this blend.**
 - a. Say the word: swig
 - b. Ask an individual learner to listen carefully and then to segment the word into sounds: s-w-i-g
 - c. As the learner says each sound, write it on the board.
 - d. Next, call a different learner to blend the sounds together to read the word.
 - e. Correct learners if they make any errors.
 - f. Repeat with the word: swab
3. **Orientate learners to the Core Reader activities for Thursday.**
 - a. Instruct learners to open their Core Readers to page 36.
 - b. Call on individual learners to help you model each activity.
 - c. Model how to complete any written activities on the board.

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



Handwriting: Teach upper-case letter formation



TIME:
15 minutes



RESOURCES:
Handwriting
Chart

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



Shared Reading: Do the Second Read



TIME:
15 minutes



RESOURCES:
Anthology,
page 53

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



Writing: Plan and draft



TIME:
20 minutes



RESOURCES:
Writing
frame:

I like to play
outside with...

We like to...

When we
play, we...

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



Group Guided Reading: Work with Groups 7&8



TIME:
30 minutes



RESOURCES:
Core Reader

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



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's own
resources

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



Listening & Speaking: Discuss the Shared Reading story



TIME:
15 minutes



RESOURCES:
Discussion
framework:

This story
was about...

I liked the
character...
because...

I learnt that...

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



Phonics: Dictation



TIME:
15 minutes



RESOURCES:
Core Reader

1. **Settle learners with their exercise books, pens and rulers.**
 - a. Tell learners to write the heading, 'Dictation' and to write numbers 1–6 in the margin.
 - b. Call out the following six words for learners to write next to numbers 1–6: *yes, yen, scar, quit, quip, swan*
2. **Tell learners to use a coloured pencil to correct their own work.**
 - a. Write the six words on the board.
 - b. As you write, sound out each word.
 - c. Tell learners to circle their errors with the coloured pencil.
 - d. Tell learners to rewrite words correctly.
3. **Take note of learners' challenges and progress.**
4. **Orientate learners to the Core Reader activities for Friday.**
 - a. Instruct learners to open their Core Readers to page 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.



Shared Reading: Do the Post-Read



TIME:
15 minutes



RESOURCES:
Anthology,
page 53

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



Writing: Draft and edit



TIME:
20 minutes



RESOURCES:
Writing
frame:

I like to play
outside with...

We like to...

When we
play, we...

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



Group Guided Reading: Work with Groups 9&10



TIME:
30 minutes



RESOURCES:
Core Reader

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



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's own
resources

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



Listening & Speaking: Oral Presentations



TIME:
15 minutes



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

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



Phonics: Teach a new sound, then segment and blend



TIME:
15 minutes



RESOURCES:
Frieze Card: *ff*
Core Reader

1. **Introduce the new sound: *ff***
 - a. Say the sound x3.
 - b. Show learners the Frieze Card and read the sound x3.
 - c. Tell learners to listen and then repeat the sound.
 - d. Ask learners to say words that start with or use the sound.
2. **Show learners how to segment and blend using this sound.**
 - a. Say the word: sniff
 - b. Ask an individual learner to listen carefully and then to segment the word into sounds: s-n-i-ff
 - c. As the learner says each sound, write it on the board.
 - d. Next, call a different learner to blend the sounds together to read the word.
 - e. Correct learners if they make any errors.
 - f. Repeat with the word: stiff
3. **Orientate learners to the Core Reader activities for Monday.**
 - 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 lower-case letter formation



TIME:
15 minutes



RESOURCES:
Handwriting
Chart

1. **Prepare learners for handwriting.**
 - a. Say: Let's warm up our fingers by crumpling up a piece of paper and then smoothing it out.
 - b. Check and adjust learners' posture and pencil grip.
2. **Show learners how to form: *ff***
 - 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: *ff*
 - d. Instruct right-handed learners to form the letter with you.
 - e. Repeat with left-handed learners.
3. **Instruct learners to practice forming: *ff***
 - a. Say: Make the letter on your partner's back, the desk, in the sand.
4. **Instruct learners to practice writing: *ff***
 - 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 63

1. **Introduce the story.**
 - a. Say: This week we will read a story titled, *Spring Day Splashes*.
 - b. Say: *This story is about Spring Day in South Africa, the 1st of September. Olwethu and Katekani are friends who walk to school together. One day, they notice that the air is warmer, and they see birds and flowers. Then, Katekani realises it is Spring Day. She warns Olwethu that they must run home after school, because her brother and his friends like to play a prank on Spring Day. After school the girls forget about Spring Day until their teacher reminds them. They run as fast as they can, but as they get home, they see Katekani's brother! What Spring Day prank will he play?.*
 - c. Ask: Do you know anything about this?
 - d. Briefly show learners the pictures from the story.
2. **Build learners' background knowledge.**
 - a. Share and explain the background information provided for the story.
 - b. Show learners where the story takes place using the Anthology map.
 - c. Ask: Do you have any questions about this story?
3. **Explain the comprehension strategy.**
 - a. Say, this week we will learn how to: Visualise
 - b. Explain this strategy to learners.



Group Guided Reading: Work with Groups 1&2



TIME:
30 minutes



RESOURCES:
Core Reader

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



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's own
resources

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



Listening & Speaking: Teach vocabulary



TIME:
15 minutes



RESOURCES:
Vocabulary
flashcards,
pictures,
objects
Core Reader

1. **Remind learners of the theme.**
 - a. Instruct learners to open their Core Readers to page 29.
 - 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:
 - *season: A part of the year, such as summer, autumn, winter, or spring.*
 - *nest: A home that a bird builds for its eggs and babies.*
 - *drenched: To be very wet.*
3. **Use the PATS strategies that are suitable for each word:**

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



Phonics: Introduce a new consonant blend



TIME:
15 minutes



RESOURCES:
Core Reader

1. **Introduce the new blend: pr**
 - a. Write the individual phonemes on the board and read each one.
 - b. Next, ask a learner to blend the two sounds together.
 - c. Ask learners to say words that start with or use this blend.
2. **Show learners how to segment and blend words that include this blend.**
 - a. Say the word: prod
 - b. Ask an individual learner to listen carefully and then to segment the word into sounds: p-r-o-d
 - c. As the learner says each sound, write it on the board.
 - d. Next, call a different learner to blend the sounds together to read the word.
 - e. Correct learners if they make any errors.
 - f. Repeat with the word: pram
3. **Orientate learners to the Core Reader activities for Tuesday.**
 - a. Instruct learners to open their Core Readers to page 39.
 - b. Call on individual learners to help you model each activity.
 - c. Model how to complete any written activities on the board.

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



Handwriting: Teach upper-case letter formation



TIME:
15 minutes



RESOURCES:
Handwriting
Chart

1. **Prepare learners for handwriting.**
 - a. Say: Let's warm up our fingers by shaking our hands out.
 - b. Check and adjust learners' posture and pencil grip.
2. **Show learners how to form: FF**
 - 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: FF.
 - d. Instruct right-handed learners to form the letter with you.
 - e. Repeat with left-handed learners.
3. **Instruct learners to practice forming: FF**
 - Say: Make the letter on your partner's back, the desk, in the sand.
4. **Instruct learners to practice writing: FF**
 - 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 65

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



Group Guided Reading: Work with Groups 3&4



TIME:
30 minutes



RESOURCES:
Core Reader

1. **Prepare learners for Group Guided Reading.**
 - a. Make sure learners know their reading group.
 - b. Settle learners in pairs with their Core Readers, exercise books and pencils.
 - c. Instruct learners to open their Core Readers to page 39.
2. **Go through the Core Reader activities for the day with learners.**
Remind learners what to do to complete each activity.
3. **Call Group 3 to your Group Guided Reading space.**
 - a. Settle the group with their Core Readers.
 - b. Call on individual learners to read the phonic sounds.
 - c. Call on individual learners to complete the decoding activities.
 - d. Call on each learner to read the words or a passage from the previous week.
 - e. Make a note of learners who need support.
 - f. Make a note of sounds that need to be consolidated.
 - g. Send Group 3 back to their desks and call Group 4.



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's own
resources

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



Listening & Speaking: Creative Storytelling



TIME:
15 minutes



RESOURCES:
Core Reader

1. **Prepare learners for creative storytelling.**
 - a. Arrange learners in groups of 4.
 - b. Tell learners to open their Core Readers to page 39.
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 walking home when they saw...
 - Instead of going home, the children decided to...
5. **Instruct learners to complete the activity.**
 - a. Give learners a few minutes to think of their story in silence.
 - b. Then, instruct learners to take turns to tell their stories to their group.
You may want to use the 'talking stick/stone' for this.
 - c. As learners talk, walk around and listen.
6. **End the lesson as follows:**
 - a. Call on one learner to share their story with the class or ask 1–2 learners questions about their group's stories.
 - Ask: What was X's story about?
 - Ask: What did you like about X's story?
 - b. Give the class some generic feedback to improve their stories.
For example: Usually, at the beginning of the story, we say where the story takes place, and who the characters are. Next time, try to include this information in your stories.



Phonics: Teach a new sound, then segment and blend



TIME:
15 minutes



RESOURCES:
Frieze Card: //
Core Reader

1. **Introduce the new sound: //**
 - a. Say the sound x3.
 - b. Show learners the Frieze Card and read the sound x3.
 - c. Tell learners to listen and then repeat the sound.
 - d. Ask learners to say words that start with or use the sound.
2. **Show learners how to segment and blend using this sound.**
 - a. Say the word: smell
 - b. Ask an individual learner to listen carefully and then to segment the word into sounds: s-m-e-ll
 - c. As the learner says each sound, write it on the board.
 - d. Next, call a different learner to blend the sounds together to read the word.
 - e. Correct learners if they make any errors.
 - f. Repeat with the word: fall
3. **Orientate learners to the Core Reader activities for Wednesday.**
 - a. Instruct learners to open their Core Readers to page 41.
 - b. Call on individual learners to help you model each activity.
 - c. Model how to complete any written activities on the board.

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



Handwriting: Teach lower-case letter formation



TIME:
15 minutes



RESOURCES:
Handwriting
Chart

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



Shared Reading: Do the First Read



TIME:
15 minutes



RESOURCES:
Anthology,
page 65

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: *Spring Day Splashes*
 - d. Say: *This story is about Spring Day in South Africa, the 1st of September. Olwethu and Katekani are friends who walk to school together. One day, they notice that the air is warmer, and they see birds and flowers. Then, Katekani realises it is Spring Day. She warns Olwethu that they must run home after school, because her brother and his friends like to play a prank on Spring Day. After school the girls forget about Spring Day until their teacher reminds them. They run as fast as they can, but as they get home, they see Katekani's brother! What Spring Day prank will he play?.*
 - e. Ask: Do you know anything about this?
2. **Do the First Read as follows:**
 - a. Read each page of the story aloud, fluently and audibly.
 - b. Show learners the pictures.
 - c. Where necessary, stop and explain to learners.
 - d. Point out the vocabulary words as they appear.
 - e. At the end of the story, ask the Read 1 questions as follows:
 - Direct Question 1 & 2 to individual learners.
 - Direct Question 3 to the whole class. Ask learners to discuss the question with a partner.
 - Call on a few learners to share their answers.
 - f. Remind learners of the comprehension strategy.
 - Say, this week we are learning how to: Visualise
 - Ask learners: Can you close your eyes and try to visualise something from this story like a movie in your mind? What do you see?



Writing: Model the LSC and task



TIME:
20 minutes



RESOURCES:
DBE
Workbook 2,
page 58

Writing
Frame:

I like to play...

It is fun
because...

I play with...

1. **Introduce the LSC focus.**
 - a. Say: This week we will focus on: Making sure the doing word (verb) matches who is doing it (subject).
 - b. Write a sentence on the board: I play soccer. She plays soccer.
 - c. Point out the LSC: The doing word (verb) matches who is doing it (subject).
2. **Introduce the writing task.**
 - a. Say: This week we will: Draw a picture and write three sentences.
 - b. Say: We will draw and write about: My favourite game
3. **Explain your own answer to the writing task orally, before writing.**
 - a. Say: My favourite game is...
4. **Model the task on the board.**
 - a. Draw a quick picture that shows: Yourself, playing your favourite game.
 - b. Show learners how to complete the writing frame.
 - c. Point out the LSC: The doing word (verb) matches who is doing it (subject).



Group Guided Reading: Work with Groups 5&6



TIME:
30 minutes



RESOURCES:
Core Reader

1. **Prepare learners for Group Guided Reading.**
 - a. Make sure learners know their reading group.
 - b. Settle learners in pairs with their Core Readers, exercise books and pencils.
 - c. Instruct learners to open their Core Readers to page 41.
2. **Go through the Core Reader activities for the day with learners.**
Remind learners what to do in order to complete each activity.
3. **Call Group 5 to your Group Guided Reading space.**
 - a. Settle the group with their Core Readers.
 - b. Call on individual learners to read the phonic sounds.
 - c. Call on individual learners to complete the decoding activities.
 - d. Call on each learner to read the words or a passage from the previous week.
 - e. Make a note of learners who need support.
 - f. Make a note of sounds that need to be consolidated.
 - g. Send Group 5 back to their desks and call Group 6.



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's own
resources

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



Phonics: Introduce a new consonant blend



TIME:
15 minutes



RESOURCES:
Core Reader

1. **Introduce the new blend: tr**
 - a. Write the individual phonemes on the board and read each one.
 - b. Next, ask a learner to blend the two sounds together.
 - c. Ask learners to say words that start with or use this blend.
2. **Show learners how to segment and blend words that include this blend.**
 - a. Say the word: trap
 - b. Ask an individual learner to listen carefully and then to segment the word into sounds: t-r-a-p
 - c. As the learner says each sound, write it on the board.
 - d. Next, call a different learner to blend the sounds together to read the word.
 - e. Correct learners if they make any errors.
 - f. Repeat with the word: trim
3. **Orientate learners to the Core Reader activities for Thursday.**
 - a. Instruct learners to open their Core Readers to page 42.
 - b. Call on individual learners to help you model each activity.
 - c. Model how to complete any written activities on the board.

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



Handwriting: Teach upper-case letter formation



TIME:
15 minutes



RESOURCES:
Handwriting
Chart

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



Shared Reading: Do the Second Read



TIME:
15 minutes



RESOURCES:
Anthology,
page 65

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



Writing: Plan and draft



TIME:
20 minutes



RESOURCES:
DBE
Workbook 2,
page 58

Writing
frame:

I like to play...

It is fun
because...

I play with...

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



Group Guided Reading: Work with Groups 7&8



TIME:
30 minutes



RESOURCES:
Core Reader

1. **Prepare learners for Group Guided Reading.**
 - a. Make sure learners know their reading group.
 - b. Settle learners in pairs with their Core Readers, exercise books and pencils.
 - c. Instruct learners to open their Core Readers to page 42.
2. **Go through the Core Reader activities for the day with learners.**
Remind learners what to do in order to complete each activity.
3. **Call Group 7 to your Group Guided Reading space.**
 - a. Settle the group with their Core Readers.
 - b. Call on individual learners to read the phonic sounds.
 - c. Call on individual learners to complete the decoding activities.
 - d. Call on each learner to read the words or a passage from the previous week.
 - e. Make a note of learners who need support.
 - f. Make a note of sounds that need to be consolidated.
 - g. Send Group 7 back to their desks and call Group 8.



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's own
resources

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



Listening & Speaking: Discuss the Shared Reading story



TIME:
15 minutes



RESOURCES:
Discussion
framework:

This story
was about...

I liked it
when...

I learnt that...

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



Phonics: Dictation



TIME:
15 minutes



RESOURCES:
Core Reader

1. **Settle learners with their exercise books, pens and rulers.**
 - a. Tell learners to write the heading, 'Dictation' and to write numbers 1–6 in the margin.
 - b. Call out the following six words for learners to write next to numbers 1–6: *sniff, tiff, pram, fell, smell, tram*
2. **Tell learners to use a coloured pencil to correct their own work.**
 - a. Write the six words on the board.
 - b. As you write, sound out each word.
 - c. Tell learners to circle their errors with the coloured pencil.
 - d. Tell learners to rewrite words correctly.
3. **Take note of learners' challenges and progress.**
4. **Orientate learners to the Core Reader activities for Friday.**
 - a. Instruct learners to open their Core Readers to page 43.
 - b. Call on individual learners to help you model each activity.
 - c. Model how to complete any written activities on the board.

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



Shared Reading: Do the Post-Read



TIME:
15 minutes



RESOURCES:
Anthology,
page 65

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



Writing: Draft and edit



TIME:
20 minutes



RESOURCES:
DBE
Workbook 2,
page 58

Writing
frame:

I like to play...

It is fun
because...

I play with...

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



Group Guided Reading: Work with Groups 9&10



TIME:
30 minutes



RESOURCES:
Core Reader

1. **Prepare learners for Group Guided Reading.**
 - a. Make sure learners know their reading group.
 - b. Settle learners in pairs with their Core Readers, exercise books and pencils.
 - c. Instruct learners to open their Core Readers to page 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.
 - g. Send Group 9 back to their desks and call Group 10.



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's own
resources

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



Listening & Speaking: Introduce the theme



TIME:
15 minutes



RESOURCES:
Pictures and
real objects
for theme
display
Core Reader

1. **Prepare a theme display:** *We speak up*
2. **Ask open questions to activate learners' background knowledge.**
 - *What kinds of things do you think children must speak up about?*
 - *Who are the different people you can speak to if you have a problem?*
 - *What is the best way to speak to someone if you disagree with them or if you are upset?*
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 43.**
6. **Tell learners to point to the language enrichment for the theme.**
 - a. Read the language enrichment aloud.
 - b. Instruct learners to read it with you, or to repeat it after you:
To the tune of 'Twinkle, twinkle, little star' Inside me, I have a voice,
Speaking up is my brave choice! If I'm sad or need some aid, I will speak,
I'm not afraid. My words matter, big and true, I will share my thoughts
with you.
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:
Inside your body, you have a hidden superpower: your voice! Sometimes
when you feel shy, sad, or need help, staying quiet feels easier. But
using your words is a brave choice that makes you a real-life superhero.
Your thoughts are never small or silly. When you take a deep breath and
speak up, you give your friends and family the chance to listen to you,
help you, and love you better.



Phonics: Teach a new sound, then segment and blend



TIME:
15 minutes



RESOURCES:
Frieze Card:
ss
Core Reader

1. **Introduce the new sound: ss**
 - a. Say the sound x3.
 - b. Show learners the Frieze Card and read the sound x3.
 - c. Tell learners to listen and then repeat the sound.
 - d. Ask learners to say words that start with or use the sound.
2. **Show learners how to segment and blend using this sound.**
 - a. Say the word: kiss
 - b. Ask an individual learner to listen carefully and then to segment the word into sounds: k-i-ss
 - c. As the learner says each sound, write it on the board.
 - d. Next, call a different learner to blend the sounds together to read the word.
 - e. Correct learners if they make any errors.
 - f. Repeat with the word: miss
3. **Orientate learners to the Core Reader activities for Monday.**
 - a. Instruct learners to open their Core Readers to page 46.
 - b. Call on individual learners to help you model each activity.
 - c. Model how to complete any written activities on the board.

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



Handwriting: Teach lower-case letter formation



TIME:
15 minutes



RESOURCES:
Handwriting
Chart

1. **Prepare learners for handwriting.**
 - a. Say: Let's warm up our fingers by shaking our hands out.
 - b. Check and adjust learners' posture and pencil grip.
2. **Show learners how to form: ss**
 - 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: ss
 - d. Instruct right-handed learners to form the letter with you.
 - e. Repeat with left-handed learners.
3. **Instruct learners to practice forming: ss**
 - a. Say: Make the letter on your partner's back, the desk, in the sand.
4. **Instruct learners to practice writing: ss**
 - 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 77

1. **Introduce the story.**
 - a. Say: This week we will read a story titled, *My name is Buhlebendalo*.
 - b. Say: *Buhlebendalo loved his name and felt very proud of it. He liked to say it out loud and even sing it. On the first day of Grade 1, his teacher called his name and showed him where to sit. But when he got to his table, he saw the name 'Buhle' taped to the table. Then, his teacher, told him that 'Buhlebendalo' was too long to say. His teacher said she would call him 'Buhle'. Buhlebendalo felt sad and he didn't always hear his teacher calling him. The story goes on to explain how Buhlebendalo speaks up about his name.*
 - c. Ask: Do you know anything about this?
 - d. Briefly show learners the pictures from the story.
2. **Build learners' background knowledge.**
 - a. Share and explain the background information provided for the story.
 - b. Show learners where the story takes place using the Anthology map.
 - c. Ask: Do you have any questions about this story?
3. **Explain the comprehension strategy.**
 - a. Say, this week we will learn how to: Make inferences
 - b. Explain this strategy to learners.



Group Guided Reading: Work with Groups 1&2



TIME:
30 minutes



RESOURCES:
Core Reader

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



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's own
resources

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



Listening & Speaking: Teach vocabulary



TIME:
15 minutes



RESOURCES:
Vocabulary
flashcards,
pictures,
objects
Core Reader

1. **Remind learners of the theme.**
 - a. Instruct learners to open their Core Readers to page 43.
 - 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:
 - *name tag*: A label with a person's name on it.
 - *replaced*: Took one thing away and put another thing in its place.
 - *worried*: Feeling nervous or thinking that something might go wrong.
3. **Use the PATS strategies that are suitable for each word:**

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



Phonics: Introduce a new consonant blend



TIME:
15 minutes



RESOURCES:
Core Reader

1. **Introduce the new blend: br**
 - a. Write the individual phonemes on the board and read each one.
 - b. Next, ask a learner to blend the two sounds together.
 - c. Ask learners to say words that start with or use this blend.
2. **Show learners how to segment and blend words that include this blend.**
 - a. Say the word: brat
 - b. Ask an individual learner to listen carefully and then to segment the word into sounds: b-r-a-t
 - c. As the learner says each sound, write it on the board.
 - d. Next, call a different learner to blend the sounds together to read the word.
 - e. Correct learners if they make any errors.
 - f. Repeat with the word: brag
3. **Orientate learners to the Core Reader activities for Tuesday.**
 - a. Instruct learners to open their Core Readers to page 47.
 - b. Call on individual learners to help you model each activity.
 - c. Model how to complete any written activities on the board.

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



Handwriting: Teach upper-case letter formation



TIME:
15 minutes



RESOURCES:
Handwriting
Chart

1. **Prepare learners for handwriting.**
 - a. Say: Let's warm up our fingers by squeezing our hands in a fist for the count of 5, then relaxing.
 - b. Check and adjust learners' posture and pencil grip.
2. **Show learners how to form: Ss**
 - 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: Ss.
 - d. Instruct right-handed learners to form the letter with you.
 - e. Repeat with left-handed learners.
3. **Instruct learners to practice forming: Ss**
 - Say: Make the letter on your partner's back, the desk, in the sand.
4. **Instruct learners to practice writing: Ss**
 - 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 79

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



Group Guided Reading: Work with Groups 3&4



TIME:
30 minutes



RESOURCES:
Core Reader

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



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's own
resources

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



Listening & Speaking: Teach vocabulary and discuss the theme picture



TIME:
15 minutes



RESOURCES:
Vocabulary
flashcards,
pictures,
objects
Core Reader

1. **Use PATS to teach vocabulary.**
 - a. Teach the following vocabulary words:
 - *speak up: To tell someone what you think, feel, or need.*
 - *brave: Willing to do something even when you feel scared.*
 - *trusted adult: An adult who helps keep children safe.*
 - 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 47.
 - b. Tell learners the following information about the picture:
 - *If an older family member or friend hurts you or makes you do something that you know is wrong, you must try to speak up about this. You could speak to a grown-up you trust, like your teacher. If there is a phone you can use, you can phone Childline by dialling 116. This call is free and the person who answers will listen and help you.*
 - *Often, grown-ups do not know when kids are going through something difficult, or have big feelings about something. Grown-ups are not mind-readers. For this reason, when we have a problem or we want to share our feelings, we need to speak up to the grown-ups we trust.*
 - *Sometimes our big feelings make us want to shout or cry or even hit someone. These actions are never a good way to solve our problems. Try to take 10 deep, slow breaths. When you feel calmer, use your voice to speak up and express your feelings.*
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 think the children in the picture should do if they feel unsafe?*
 - b. *Where do you think these children could go for help?*
 - c. *Have you ever felt unsafe or uncomfortable?*



Phonics: Teach a new sound, then segment and blend



TIME:
15 minutes



RESOURCES:
Frieze Card:
zz
Core Reader

1. **Introduce the new sound: zz**
 - a. Say the sound x3.
 - b. Show learners the Frieze Card and read the sound x3.
 - c. Tell learners to listen and then repeat the sound.
 - d. Ask learners to say words that start with or use the sound.
2. **Show learners how to segment and blend using this sound.**
 - a. Say the word: jazz
 - b. Ask an individual learner to listen carefully and then to segment the word into sounds: j-a-zz
 - c. As the learner says each sound, write it on the board.
 - d. Next, call a different learner to blend the sounds together to read the word.
 - e. Correct learners if they make any errors.
 - f. Repeat with the word: fizz
3. **Orientate learners to the Core Reader activities for Wednesday.**
 - a. Instruct learners to open their Core Readers to page 49.
 - b. Call on individual learners to help you model each activity.
 - c. Model how to complete any written activities on the board.

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



Handwriting: Teach lower-case letter formation



TIME:
15 minutes



RESOURCES:
Handwriting
Chart

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



Shared Reading: Do the First Read



TIME:
15 minutes



RESOURCES:
Anthology,
page 79

1. **Prepare learners for the First Read.**
 - a. Settle learners on the carpet.
 - b. Remind them of the expected behaviour.
 - c. Remind learners of the story title: *My name is Buhlebendalo*
 - d. Say: *Buhlebendalo loved his name and felt very proud of it. He liked to say it out loud and even sing it. On the first day of Grade 1, his teacher called his name and showed him where to sit. But when he got to his table, he saw the name 'Buhle' taped to the table. Then, his teacher, told him that 'Buhlebendalo' was too long to say. His teacher said she would call him 'Buhle'. Buhlebendalo felt sad and he didn't always hear his teacher calling him. The story goes on to explain how Buhlebendalo speaks up about his name.*
2. **Do the First Read as follows:**
 - a. Read each page of the story aloud, fluently and audibly.
 - b. Show learners the pictures.
 - c. Where necessary, stop and explain to learners.
 - d. Point out the vocabulary words as they appear.
 - e. At the end of the story, ask the Read 1 questions as follows:
 - Direct Question 1 & 2 to individual learners.
 - Direct Question 3 to the whole class. Ask learners to discuss the question with a partner.
 - Call on a few learners to share their answers.
 - f. Remind learners of the comprehension strategy.
 - Say, this week we are learning how to: Make inferences
 - Ask learners: What good guess can we make about this that the author hasn't told us? What can you guess about the character's thoughts / feelings?



Writing: Model the LSC and task



TIME:
20 minutes



RESOURCES:
Writing
frame:

I feel... when...

I can share
my feelings
with...

1. **Introduce the LSC focus.**
 - a. Say: This week we will focus on: Using a full stop at the end of a sentence.
 - b. Write a sentence on the board: I can speak up about my feelings.
 - c. Point out the LSC: The sentence ends with a full stop.
2. **Introduce the writing task.**
 - a. Say: This week we will: Draw a picture and write three sentences.
 - b. Say: We will draw and write about: Sharing my feelings
3. **Explain your own answer to the writing task orally, before writing.**
 - a. Say: When I feel sad, I can share my feelings with...
4. **Model the task on the board.**
 - a. Draw a quick picture that shows: Yourself, sharing your feelings with someone important.
 - b. Show learners how to complete the writing frame.
 - c. Point out the LSC: The sentence ends with a full stop.



Group Guided Reading: Work with Groups 5&6



TIME:
30 minutes



RESOURCES:
Core Reader

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



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's own
resources

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



Phonics: Introduce a new consonant blend



TIME:
15 minutes



RESOURCES:
Core Reader

1. **Introduce the new blend: *fr***
 - a. Write the individual phonemes on the board and read each one.
 - b. Next, ask a learner to blend the two sounds together.
 - c. Ask learners to say words that start with or use this blend.
2. **Show learners how to segment and blend words that include this blend.**
 - a. Say the word: frost
 - b. Ask an individual learner to listen carefully and then to segment the word into sounds: f-r-o-s-t
 - c. As the learner says each sound, write it on the board.
 - d. Next, call a different learner to blend the sounds together to read the word.
 - e. Correct learners if they make any errors.
 - f. Repeat with the word: frozen
3. **Orientate learners to the Core Reader activities for Thursday.**
 - a. Instruct learners to open their Core Readers to page 50.
 - b. Call on individual learners to help you model each activity.
 - c. Model how to complete any written activities on the board.

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



Handwriting: Teach upper-case letter formation



TIME:
15 minutes



RESOURCES:
Handwriting
Chart

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



Shared Reading: Do the Second Read



TIME:
15 minutes



RESOURCES:
Anthology,
page 79

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



Writing: Plan and draft



TIME:
20 minutes



RESOURCES:
Writing
frame:

I feel... when...

I can share
my feelings
with...

1. **Reintroduce the writing task.**
 - a. Say: Remember that this week we will draw and write about: Sharing my feelings
2. **Instruct learners to think about their own writing.**
 - a. Say: Close your eyes and think about how you will answer the writing frame.
 - b. Say: Share your idea with a partner.
 - c. Brainstorm and write useful words on the board, e.g. happy, sad, angry, upset, excited, nervous, curious
3. **Instruct learners to begin writing in their exercise books.**
 - a. Say: Now draw and write down your own ideas.
 - b. Remind learners of the LSC: A gift for my grandmother
4. **Walk around the room and help individual learners.**
 - a. Ask learners to tell you their ideas.
 - b. Help struggling learners to start the writing task.



Group Guided Reading: Work with Groups 7&8



TIME:
30 minutes



RESOURCES:
Core Reader

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



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's own
resources

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



Listening & Speaking:



TIME:
15 minutes



RESOURCES:
Discussion
framework:

This story
was about...

I liked the
character...
because...

I learnt that...

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



Phonics: Dictation



TIME:
15 minutes



RESOURCES:
Core Reader

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

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



Shared Reading: Do the Post-Read



TIME:
15 minutes



RESOURCES:
Anthology,
page 79

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



Writing: Draft and edit



TIME:
20 minutes



RESOURCES:
Writing
frame:

I feel... when...

I can share
my feelings
with...

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



Group Guided Reading: Work with Groups 9&10



TIME:
30 minutes



RESOURCES:
Core Reader

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



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's own
resources

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



Listening & Speaking: Oral Presentations



TIME:
15 minutes



RESOURCES:
No resources
required

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



Phonics: Revise all sounds taught in Term 3



TIME:
15 minutes



RESOURCES:
Term 3
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 52.
 - b. Call on individual learners to help you model each activity.
 - c. Model how to complete any written activities on the board.

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



Handwriting: Revise all letters taught in Term 3



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 3.**
 - 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 91

1. **Introduce the story.**
 - a. Say: This week we will read a story titled, *Bohlale's new t-shirt*.
 - b. Say: *One Saturday, Bohlale went to town with her granny. First, they went to the post office. Next, they went to the bank. Finally, Granny took Bohlale to the clothing shop and told her she could choose a new T-shirt. Bohlale loved the T-shirts with pictures of trucks and dinosaurs, but Granny said no. She wanted Bohlale to choose a pink T-shirt. Bohlale and Granny could not agree, so eventually, Granny bought Bohlale a plain white T-shirt. Bohlale felt sad, but then her mom had a great idea that changed everything....*
 - c. Ask: Do you know anything about this?
 - d. Briefly show learners the pictures from the story.
2. **Build learners' background knowledge.**
 - a. Share and explain the background information provided for the story.
 - b. Show learners where the story takes place using the Anthology map.
 - c. Ask: Do you have any questions about this story?
3. **Explain the comprehension strategy.**
 - a. Say, this week we will learn how to: Make inferences
 - b. Explain this strategy to learners.



Group Guided Reading: Work with Groups 1&2



TIME:
30 minutes



RESOURCES:
Core Reader

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



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's own
resources

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



Listening & Speaking: Teach vocabulary



TIME:
15 minutes



RESOURCES:
Vocabulary
flashcards,
pictures,
objects
Core Reader

1. **Remind learners of the theme.**
 - a. Instruct learners to open their Core Readers to page 43.
 - 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:
 - *admire*: To look at something because you like it very much.
 - *compromise*: A solution where each person gives up a little so that both people can agree.
 - *suggest*: To give an idea about what someone could do.
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 3



TIME:
15 minutes



RESOURCES:
Term 3
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 53.
 - b. Call on individual learners to help you model each activity.
 - c. Model how to complete any written activities on the board.

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



Handwriting: Revise all letters taught in Term 3



TIME:
15 minutes



RESOURCES:
Assessment
Book

1. **Prepare learners for handwriting.**
 - a. Say: Let's warm up our fingers by pretending to play the piano.
 - b. Check and adjust learners' posture and pencil grip.
2. **Model the formation of all upper-case letters taught in Term 3.**
 - 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 93

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: *Bohlale's new t-shirt*
 - b. Explain the skill of prediction. Say: When we make a prediction, we use the title and pictures to try and work out what the story will be about.
 - c. Show learners the pictures on each page.
 - d. Ask: What do you think is happening here?
 - e. Ask: How do you think these pictures link together?



Group Guided Reading: Work with Groups 3&4



TIME:
30 minutes



RESOURCES:
Core Reader

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



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's own
resources

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



Listening & Speaking: Creative Storytelling



TIME:
15 minutes



RESOURCES:
Core Reader

1. **Prepare learners for creative storytelling.**
 - a. Arrange learners in groups of 4.
 - b. Tell learners to open their Core Readers to page 53.
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:
 - ____ saw his / her friend...
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



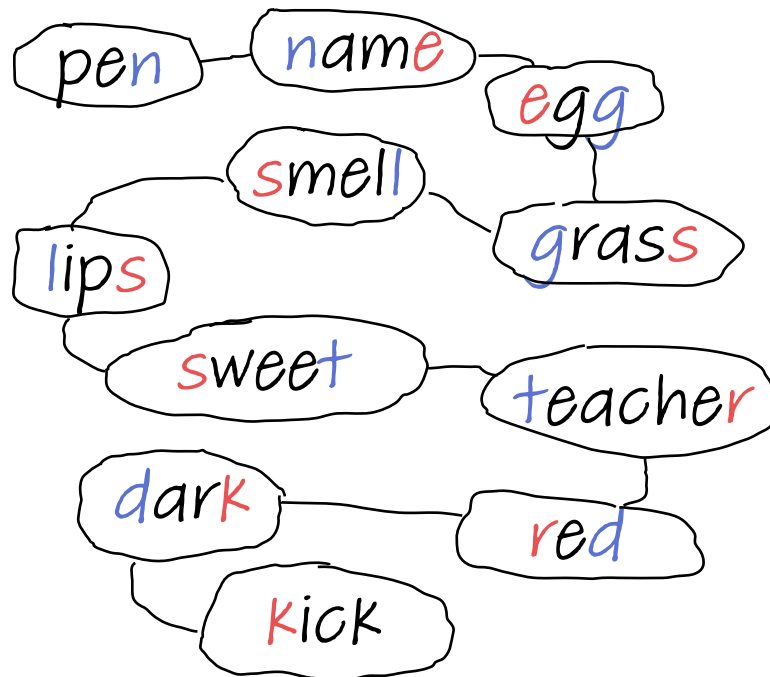
TIME:
15 minutes



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 55.
 - b. Call on individual learners to help you model each activity.
 - c. Model how to complete any written activities on the board.

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



Handwriting: Copy sentences



TIME:
15 minutes



RESOURCES:
Assessment
Book

1. **Prepare learners for handwriting.**
 - a. Say: Let's warm up our fingers by crumpling up a piece of paper and then smoothing it out.
 - b. Check and adjust learners' posture and pencil grip.
2. **Write the following sentences on the board:**
 - I see Jim at jazz class.
 - We play snap and yoyo.
 - 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 93

1. **Prepare learners for the First Read.**
 - a. Settle learners on the carpet.
 - b. Remind them of the expected behaviour.
 - c. Remind learners of the story title: *Bohlale's new t-shirt*
 - d. Say: *One Saturday, Bohlale went to town with her granny. First, they went to the post office. Next, they went to the bank. Finally, Granny took Bohlale to the clothing shop and told her she could choose a new T-shirt. Bohlale loved the T-shirts with pictures of trucks and dinosaurs, but Granny said no. She wanted Bohlale to choose a pink T-shirt. Bohlale and Granny could not agree, so eventually, Granny bought Bohlale a plain white T-shirt. Bohlale felt sad, but then her mom had a great idea that changed everything....*
 - e. Ask: Do you know anything about this?
2. **Do the First Read as follows:**
 - a. Read each page of the story aloud, fluently and audibly.
 - b. Show learners the pictures.
 - c. Where necessary, stop and explain to learners.
 - d. Point out the vocabulary words as they appear.
 - e. At the end of the story, ask the Read 1 questions as follows:
 - Direct Question 1 & 2 to individual learners.
 - Direct Question 3 to the whole class. Ask learners to discuss the question with a partner.
 - Call on a few learners to share their answers.
 - f. Remind learners of the comprehension strategy.
 - Say, this week we are learning how to: Make inferences
 - Ask learners: What good guess can we make about this that the author hasn't told us? What can you guess about the character's thoughts / feelings?



Writing: Model the LSC and task



TIME:
20 minutes



RESOURCES:
DBE
Workbook 2,
page 61

Writing
Frame:

I see a...

I like this toy
because...

I like this toy
better than...

1. **Introduce the LSC focus.**
 - a. Say: This week we will focus on: Using verbs (action words) in the present tense to write about something that happens today.
 - b. Write a sentence on the board: I shop for toys.
 - c. Point out the LSC: The verb, or action word, shows that the action happens today.
2. **Introduce the writing task.**
 - a. Say: This week we will: Draw a picture and write three sentences.
 - b. Say: We will draw and write about: Choosing a toy
 - c. Say: I see a... at the toy store. That is the toy I want to get!
3. **Model the task on the board.**
 - a. Draw a quick picture that shows: Yourself, holding a toy.
 - b. Show learners how to complete the writing frame.
 - c. Point out the LSC: The verb, or action word, shows that the action happens today.



Group Guided Reading: Work with Groups 5&6



TIME:
30 minutes



RESOURCES:
Core Reader

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



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's own
resources

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



Phonics: Play a phonics game: Word Chains



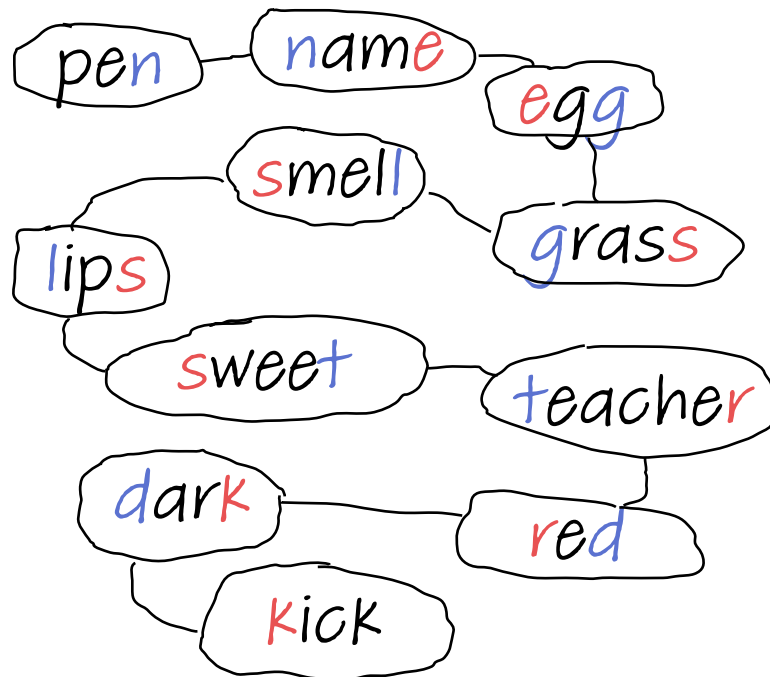
TIME:
15 minutes



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 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: 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:**
 - Mom gets pizza for us to eat.
 - The dogs sniff and smell the van.
 - 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 93

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



Writing: Plan and draft



TIME:
20 minutes



RESOURCES:
DBE
Workbook 2,
page 61

Writing
frame:

I see a...

I like this toy
because...

I like this toy
better than...

1. **Reintroduce the writing task.**
 - a. Say: Remember that this week we will draw and write about: Choosing a toy
2. **Instruct learners to think about their own writing.**
 - a. Say: Close your eyes and think about how you will answer the writing frame.
 - b. Say: Share your idea with a partner.
 - c. Brainstorm and write useful words on the board, e.g. teddy bear, doll, duck, puzzle, train, blocks, dinosaur, dollhouse
3. **Instruct learners to open the correct page in their DBE workbooks.**
 - a. Say: Now draw and write down your own ideas.
 - b. Remind learners of the LSC: The verb, or action word, shows that the action happens today.
4. **Walk around the room and help individual learners.**
 - a. Ask learners to tell you their ideas.
 - b. Help struggling learners to start the writing task.



Group Guided Reading: Work with Groups 7&8



TIME:
30 minutes



RESOURCES:
Core Reader

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



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's own
resources

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



Listening & Speaking: Discuss the Shared Reading story



TIME:
15 minutes



RESOURCES:
Discussion
framework:

This story
was about...

I liked the
character...
because...

I learnt that...

1. **Prepare learners for a group discussion.**
 - a. Arrange learners into groups of 4.
 - b. Give each group a 'talking stick or stone'.
 - c. Say: You may only speak when you are holding the 'talking stick/stone'.
2. **Go through the discussion questions.**
 - a. Remind learners of the shared reading story for the week.
 - b. Write the discussion framework on the board.
 - c. Read and explain each question (sentence starter).
 - d. Tell learners that each member of the group must have a turn to answer each question.
 - e. Encourage learners to think of different answers.
3. **Instruct learners to begin their discussions.**
 - a. Instruct the learners holding the 'talking stick/stone' to begin.
 - b. Walk around and offer support as needed.
 - c. In the last few minutes, call on a group to share their answers.
4. **Learner Preparation.**
 - a. Identify 3–4 learners to do Oral Presentations on Monday.
 - b. Tell these learners what to prepare for Monday. (See the 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 1–6 in the margin.
 - b. Call out the following six words for learners to write next to numbers 1–6: *fizzy, slip, yet, quit, win, frost*
2. **Tell learners to use a coloured pencil to correct their own work.**
 - a. Write the six words on the board.
 - b. As you write, sound out each word.
 - c. Tell learners to circle their errors with the coloured pencil.
 - d. Tell learners to rewrite words correctly.
3. **Take note of learners' challenges and progress.**
4. **Orientate learners to the Core Reader activities for Friday.**
 - a. Instruct learners to open their Core Readers to page 57.
 - b. Call on individual learners to help you model each activity.
 - c. Model how to complete any written activities on the board.

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



Shared Reading: Do the Post-Read



TIME:
15 minutes



RESOURCES:
Anthology,
page 93

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



Writing: Draft and edit



TIME:
20 minutes



RESOURCES:
DBE
Workbook 2,
page 61

Writing
frame:

I see a...

I like this toy
because...

I like this toy
better than...

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



Group Guided Reading: Work with groups 9&10



TIME:
30 minutes



RESOURCES:
Core Reader

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



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's own
resources

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



Listening & Speaking: Play vocabulary games: Act or Draw



TIME:
15 minutes



RESOURCES:
Chalk and
chalkboard

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



Phonics: Write decodable texts



TIME:
15 minutes



RESOURCES:
No resources
required

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



Handwriting: Model how to publish your writing



TIME:
15 minutes



RESOURCES:
Teacher
example:
writing task

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

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



Shared Reading: Model how to publish your writing



TIME:
15 minutes



RESOURCES:
Teacher
example:
writing task

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

Continuation from previous lesson.



Group Guided Reading: Conduct Oral Reading Fluency Testing



TIME:
30 minutes



RESOURCES:
Core Reader
Assessment
Booklet

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



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's own
resources

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



Listening & Speaking: Play vocabulary games: Act or Draw



TIME:
15 minutes



RESOURCES:
Chalk and
chalkboard

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



Phonics: Write decodable texts



TIME:
15 minutes



RESOURCES:
No resources
required

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



Handwriting: Learners reflect and select



TIME:
15 minutes



RESOURCES:
Learners'
Writing Books
Loose A4
papers

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

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



Shared Reading: Learners reflect and select



TIME:
15 minutes



RESOURCES:
Learners'
Writing Books
Loose A4
papers

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

Continuation from previous lesson.



Group Guided Reading: Conduct Oral Reading Fluency Testing



TIME:
30 minutes



RESOURCES:
Core Reader
Assessment
Booklet

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



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's own
resources

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



Listening & Speaking: Play vocabulary games: Act or Draw



TIME:
15 minutes



RESOURCES:
Chalk and
chalkboard

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



Phonics: Write decodable texts



TIME:
15 minutes



RESOURCES:
No resources
required

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



Handwriting: Learners publish their writing



TIME:
15 minutes



RESOURCES:
Learners'
writing books
Loose A4
papers

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

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



Shared Reading: Learners publish their writing



TIME:
15 minutes



RESOURCES:
Learners'
writing books
Loose A4
papers

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

Continuation from previous lesson.



Writing: Learners publish their writing



TIME:
20 minutes



RESOURCES:
Learners'
writing books

Loose A4
papers

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

Continuation from previous lesson.



Group Guided Reading: Conduct Oral Reading Fluency Testing



TIME:
30 minutes



RESOURCES:
Core Reader

Assessment
Booklet

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



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's own
resources

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



Phonics: Write decodable texts



TIME:
15 minutes



RESOURCES:
No resources
required

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



Handwriting: Model how to present your writing



TIME:
15 minutes



RESOURCES:
Learners'
published
writing

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

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



Shared Reading: Model how to present your writing



TIME:
15 minutes



RESOURCES:
Learners'
published
writing

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

Continuation of previous lesson.



Writing: Model how to present your writing



TIME:
20 minutes



RESOURCES:
Learners'
published
writing

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

Continuation of previous lesson.



Group Guided Reading: Conduct Oral Reading Fluency Testing



TIME:
30 minutes



RESOURCES:
Core Reader
Assessment
Booklet

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



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's own
resources

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



Listening & Speaking: Play vocabulary games: Act or Draw



TIME:
15 minutes



RESOURCES:
Chalk and
chalkboard

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



Phonics: Write decodable texts



TIME:
15 minutes



RESOURCES:
No resources
required

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



Shared Reading: Learners present their writing



TIME:
15 minutes



RESOURCES:
Learners'
published
writing

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

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



Writing: Learners continue to present their writing



TIME:
20 minutes



RESOURCES:
Learners'
published
writing

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

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



Group Guided Reading: Conduct Oral Reading Fluency Testing



TIME:
30 minutes



RESOURCES:
Core Reader
Assessment
Booklet

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



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's own
resources

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



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



TIME:
15 minutes



RESOURCES:
No resources
required

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



Phonics: Build and display words



TIME:
15 minutes



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

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



Handwriting: Learners continue to present their writing



TIME:
15 minutes



RESOURCES:
Learners'
published
writing

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

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



Shared Reading: Learners continue to present their writing



TIME:
15 minutes



RESOURCES:
Learners'
published
writing

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

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



Group Guided Reading: Conduct Oral Reading Fluency Testing



TIME:
30 minutes



RESOURCES:
Core Reader
Assessment
Booklet

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



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's own
resources

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



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



TIME:
15 minutes



RESOURCES:
No resources
required

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



Phonics: Build and display words



TIME:
15 minutes



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

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



Handwriting: Learners continue to present their writing



TIME:
15 minutes



RESOURCES:
Learners'
published
writing

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

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



Shared Reading: Learners continue to present their writing



TIME:
15 minutes



RESOURCES:
Learners'
published
writing

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

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



Group Guided Reading: Conduct Oral Reading Fluency Testing



TIME:
30 minutes



RESOURCES:
Core Reader
Assessment
Booklet

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



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's own
resources

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



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



TIME:
15 minutes



RESOURCES:
No resources
required.

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



Phonics: Build and display words



TIME:
15 minutes



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

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



Handwriting: Learners continue to present their writing



TIME:
15 minutes



RESOURCES:
Learners'
published
writing

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

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



Shared Reading: Learners continue to present their writing



TIME:
15 minutes



RESOURCES:
Learners'
published
writing

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

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



Writing: Learners continue to present their writing



TIME:
20 minutes



RESOURCES:
Learners'
published
writing

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

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



Group Guided Reading: Conduct Oral Reading Fluency Testing



TIME:
30 minutes



RESOURCES:
Core Reader
Assessment
Booklet

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



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's own
resources

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



Phonics: Build and display words



TIME:
15 minutes



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

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



Handwriting: Learners continue to present their writing



TIME:
15 minutes



RESOURCES:
Learners'
published
writing

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

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



Shared Reading: Learners continue to present their writing



TIME:
15 minutes



RESOURCES:
Learners'
published
writing

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

1. **Continue to call on learners to present to the class.**
 - a. Call individual learners up to the front of the room to present.
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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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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.
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 - 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.

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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.
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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.
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 - 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

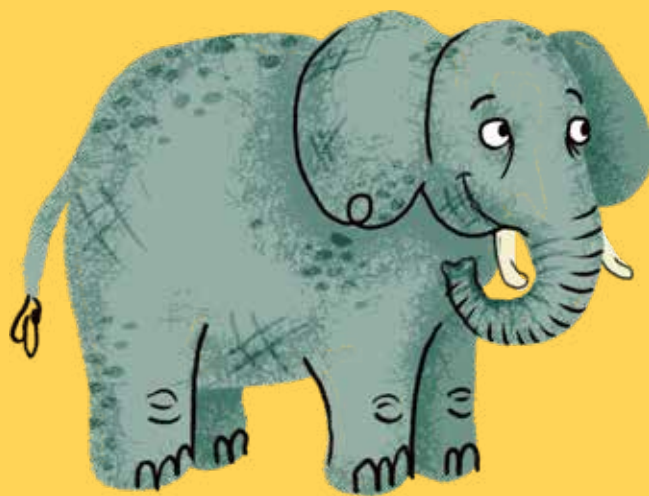


TIME:
15 minutes



RESOURCES:
Teacher's own
resources

- Use your own resources: Big Books, Anthologies and Storybooks are all suitable.
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