

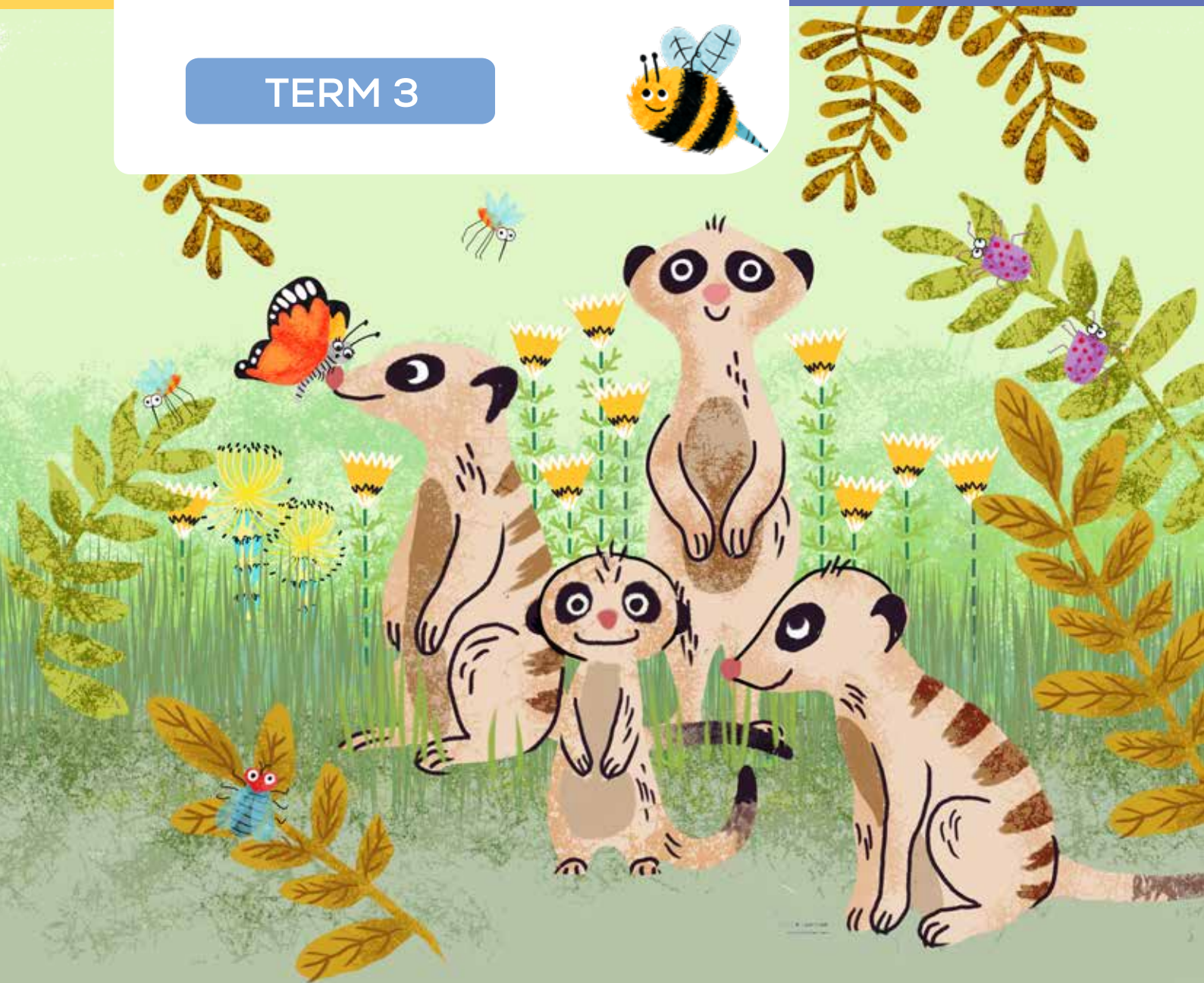
Teaching Plan

ENGLISH
HOME LANGUAGE

TERM 3



GRADE
2





Teaching Plan

GRADE 2 | TERM 3

ENGLISH

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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:** *We feel envy*
2. **Ask open questions to activate learners' background knowledge.**
 - *Can you think of a time you felt envy? / Have you ever wanted something that belonged to someone else?*
 - *What are some things you are good at or proud of?*
 - *What can we do if we are feeling envious?*
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: the green-eyed monster
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, when a friend is popular, or can do something better than us, we get a horrible feeling. This feeling of jealousy or envy is often called the 'green-eyed monster'. But we don't have to listen to that monster! We can tell it to go away because we have our own special talents and personalities.



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: Build handwriting fluency



TIME:
15 minutes



RESOURCES:
Handwriting
Chart

1. **Prepare learners for handwriting.**
 - a. Say: Let's warm up our fingers by pretending to play the piano.
 - b. Check and adjust learners' posture and pencil grip.
2. **Model how to write the following sentence/s on the board:**
 - A boat can float on a lake.
 - A boat with a hole cannot float.
 - a. As you write, explain the starting point, direction and spaces between words.
 - b. Instruct learners to write the sentence/s in their exercise books.
 - c. Walk around and check each learner's: letter formation, letter size and spacing.
 - d. Support learners who need assistance.
3. **Make learners aware of writing pace and accuracy.**
 - a. When most learners are finished, call 'stop'.
 - b. Tell learners to take note of how far they are.
 - c. If they did not finish, tell them to try and write a little faster tomorrow.
 - d. Also get learners to compare their writing to yours on the board.
 - e. Ask them to take note of how many errors they made.



Shared Reading: Introduce the story



TIME:
15 minutes



RESOURCES:
Anthology,
Introduction
page 1

1. **Introduce the story.**
 - a. Say: This week we will read a story titled, *Chuck the truck*.
 - b. Say: *In this story, Chuck the Truck is a little yellow tipper truck who believes that all the other vehicles are better than him. He thinks that all the trains, buses, cars and aeroplanes that he sees are faster or bigger or cooler than him. Then, one day, Chuck sees a little boy fall into a river. He thinks the train or the bus or the car or the aeroplane will help the little boy, but none of them can. Luckily, Chuck thinks of a plan and learns that he is just as special as all the other vehicles.*
 - c. Ask: Do you know anything about this?
 - d. Briefly show learners the pictures from the story.
2. **Build learners' background knowledge.**
 - a. Share and explain the background information provided for the story.
 - b. Show learners where the story takes place using the Anthology map.
 - c. Ask: Do you have any questions about this story?
3. **Explain the comprehension strategy.**
 - a. Say, this week we will learn how to: Monitor understanding.
 - b. Explain this strategy to learners.



Group Guided Reading: Work with Groups 1&2



TIME:
30 minutes



RESOURCES:
Core Reader

Graded /
Levelled
Readers (not
supplied by
NHLRP)

1. **Prepare learners for Group Guided Reading.**
 - a. Make sure learners know their reading group.
 - b. Settle learners in pairs with their Core Readers, exercise books and pencils.
 - c. Instruct learners to open their Core Readers to page 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.
4. **Using Graded / Levelled Readers**
 - a. Distribute available readers to the group. (Graded / Levelled Readers)
 - b. Listen to each learner read aloud from a reader.
 - c. If in line with school policy, issue Graded / Levelled Readers for learners to take home.
5. **Send Group 1 back to their desks and call Group 2.**



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's own
resources

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



Listening & Speaking: Teach vocabulary



TIME:
15 minutes



RESOURCES:
Vocabulary
flashcards,
pictures,
objects
Core Reader

1. **Remind learners of the theme.**
 - a. Instruct learners to open their Core Readers to page 2.
 - b. Read or say the language enrichment once again.
 - c. Show learners the list of vocabulary words for the theme.
 - d. Explain that these words will help us to understand and talk about the theme.
 - e. Read the list of words to them.
2. **Use PATS to teach vocabulary.**
 - a. Teach the following vocabulary words:
 - *tipper truck*: A truck that is made to carry and unload materials. A tipper truck has a back part called a tipper. It can carry things like sand, soil, or stones and tip them out when needed.
 - *lorry*: A large truck used to carry goods from one place to another.
 - *vehicle*: Something that transports people or things by road, such as a car, bus, truck, or bicycle.
 - *speeding*: Moving very fast.
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: Build handwriting fluency



TIME:
15 minutes



RESOURCES:
Handwriting
Chart

1. **Prepare learners for handwriting.**
 - a. Say: Let's warm up our fingers by shaking our hands out.
 - b. Check and adjust learners' posture and pencil grip.
2. **Model how to write the following sentence/s on the board:**
 - When I bath, I use soap.
 - I scrub myself fresh and clean!
 - a. As you write, explain the starting point, direction and spaces between words.
 - b. Instruct learners to write the sentence/s in their exercise books.
 - c. Walk around and check each learner's: letter formation, letter size and spacing.
 - d. Support learners who need assistance.
3. **Make learners aware of writing pace and accuracy.**
 - a. When most learners are finished, call 'stop'.
 - b. Tell learners to take note of how far they are. Did they complete more than they did the day before?
 - c. If they did not finish, tell them to try and write a little faster tomorrow.
 - d. Also get learners to compare their writing to yours on the board.
 - e. Ask them to take note of how many errors they made.



Shared Reading: Do the Pre-Read



TIME:
15 minutes



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



Group Guided Reading: Work with Groups 3&4



TIME:
30 minutes



RESOURCES:
Core Reader

Graded /
Levelled
Readers (not
supplied by
NHLRP)

1. **Prepare learners for Group Guided Reading.**
 - a. Make sure learners know their reading group.
 - b. Settle learners in pairs with their Core Readers, exercise books and pencils.
 - c. Instruct learners to open their Core Readers to page 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.
4. **Using Graded / Levelled Readers**
 - a. Distribute available readers to the group. (Graded / Levelled Readers)
 - b. Listen to each learner read aloud from a reader.
 - c. If in line with school policy, issue Graded / Levelled Readers for learners to take home.
5. **Send Group 3 back to their desks and call Group 4.**



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's own
resources

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



Listening & Speaking: Teach vocabulary and discuss the theme picture



TIME:
15 minutes



RESOURCES:
Vocabulary
flashcards,
pictures,
objects
Core Reader

1. **Use PATS to teach vocabulary.**
 - a. Teach the following vocabulary words:
 - *envy: The name for the feeling we have when we want what someone else has.*
 - *envious: The feeling we have when we want what someone else has.*
 - *strength: Something you are good at.*
 - *trophy: A prize you get for winning or doing well, usually a cup or statue.*
 - 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:
 - *Sometimes people have things they wish we had. Sometimes we see something that belongs to another person, like new takkies, a toy, or a prize. We might wish that we had it too. This is a common feeling.*
 - *Envy is the name of the feeling we have when we want what someone else has. Everyone feels envy sometimes.*
 - *People are good at different things. Some children are good at sport. Some are good at drawing. Some are good at singing, dancing, or helping others. We all have different strengths.*
3. **Discuss the picture.**
 - a. Use the questions that follow to discuss the picture as follows:
 - Ask the first question.
 - Instruct learners to discuss the question with their partner.
 - Call on a few individual learners to share their answers.
 - Build learners' background knowledge by correcting misunderstandings and by sharing information related to the theme.
 - Repeat this process with all questions.
4. **Questions:**
 - a. *What do you see in this picture that might make someone feel envy?*
 - b. *How might a child feel if someone else gets a trophy or a star on their drawing?*
 - c. *What can we do when we wish we had something that another person has?*



Phonics: Phonemic awareness game: The sound is... I want...



TIME:
15 minutes



RESOURCES:
Core Reader

1. **Settle learners so that you have their attention.**
2. **Demonstrate the game as follows:**
 - a. The person who is on says: The sound is P, I want GIRLS' NAMES.
 - b. Learners raise their hands if they can think of a girl's name with P.
 - c. The person who is on points to each person and allows them to say their name. They may not repeat a name that has been said.
 - d. The 5th person to say a name correctly is then on.
 - e. The new person who is on says: The sound is M, I want KINDS OF FOOD.
 - f. The game continues in this way.
3. **Orientate learners to the Core Reader activities for Wednesday.**
 - a. Instruct learners to open their Core Readers to page 7.
 - b. Call on individual learners to help you model each activity.
 - c. Model how to complete any written activities on the board.

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



Handwriting: Build Handwriting fluency



TIME:
15 minutes



RESOURCES:
Handwriting
Chart

1. **Prepare learners for handwriting.**
 - a. Say: Let's warm up our fingers by shaking our hands out.
 - b. Check and adjust learners' posture and pencil grip.
2. **Model how to write the following sentence/s on the board:**
 - It is your lucky day, it is sunny outside!
 - You can slide down the dry slide.
 - a. As you write, explain the starting point, direction and spaces between words.
 - b. Instruct learners to write the sentence/s in their exercise books.
 - c. Walk around and check each learner's: letter formation, letter size and spacing.
 - d. Support learners who need assistance.
3. **Make learners aware of writing pace and accuracy.**
 - a. When most learners are finished, call 'stop'.
 - b. Tell learners to take note of how far they are. Did they complete more than they did the day before?
 - c. If they did not finish, tell them to try and write a little faster tomorrow.
 - d. Also get learners to compare their writing to yours on the board.
 - e. Ask them to take note of how many errors they made.



Shared Reading: Do the First Read



TIME:
15 minutes



RESOURCES:
Anthology,
page 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: *Chuck the truck*.
 - d. Say: *In this story, Chuck the Truck is a little yellow tipper truck who believes that all the other vehicles are better than him. He thinks that all the trains, buses, cars and aeroplanes that he sees are faster or bigger or cooler than him. Then, one day, Chuck sees a little boy fall into a river. He thinks the train or the bus or the car or the aeroplane will help the little boy, but none of them can. Luckily, Chuck thinks of a plan and learns that he is just as special as all the other vehicles.*
2. **Do the First Read as follows:**
 - a. Read each page of the story aloud, fluently and audibly.
 - b. Show learners the pictures.
 - c. Where necessary, stop and explain to learners.
 - d. Point out the vocabulary words as they appear.
 - e. At the end of the story, ask the Read 1 questions as follows:
 - Direct Question 1 & 2 to individual learners.
 - Direct Question 3 & 4 to the whole class. Ask learners to discuss the questions with a partner.
 - Call on a few learners to share their answers.
 - f. Remind learners of the comprehension strategy.
 - Say, this week we are learning how to: Monitor understanding.
 - Ask learners: Have you ever felt lost when we are reading a story because you lost track of what was happening? How did this make you feel?



Writing: Introduce and Practice LSC



TIME:
20 minutes



RESOURCES:
No resources
required

1. **Introduce the LSC focus.**
 - a. Say, this week we will focus on: Making sure the doing word (verb) matches who is doing it (subject).
 - b. Write a sentence on the board: I am feeling envious. He is feeling envious too.
 - c. Explain the LSC in context: The doing word (verb) matches who is doing it (subject).
2. **Practice the LSC with learners.**
 - a. Write on the board: I is feeling happy. She are feeling sad.
 - b. Ask learners: Do these subjects match their verbs? How can we make sure our doing word (verb) matches who is doing it (subject)?
 - c. Brainstorm with learners: We can read our sentences out loud, and make sure what we have written matches what we say. Sometimes, this can help us realise when we have made a subject-verb mistake. When I read these sentences out loud, they sound incorrect! I can fix them: I am feeling happy. She is feeling sad.
3. **Give learners time to practice the LSC independently.**
 - a. Write on the board:
 - I... running.
 - You... running.
 - We... running.
 - They... running.
 - He... running.
 - b. Explain to learners: Complete the sentences so that the subject (who is doing it) matches the verb (doing word).
 - c. Give learners a few minutes to complete the task.
4. **Check learners' understanding.**
 - a. Call learners back together.
 - b. Call on different learners to share their answers.
 - c. Point out: The doing word (verb) matches who is doing it (subject).



Group Guided Reading: Work with Groups 5&6



TIME:
30 minutes



RESOURCES:
Core Reader

Graded /
Levelled
Readers (not
supplied by
NHLRP)

1. **Prepare learners for Group Guided Reading.**
 - a. Make sure learners know their reading group.
 - b. Settle learners in pairs with their Core Readers, exercise books and pencils.
 - c. Instruct learners to open their Core Readers to page 7.
2. **Go through the Core Reader activities for the day with learners.**
Remind learners what to do to complete each activity.
3. **Call Group 5 to your Group Guided Reading space.**
 - a. Settle the group with their Core Readers.
 - b. Call on individual learners to read the phonic sounds.
 - c. Call on individual learners to complete the decoding activities.
 - d. Call on each learner to read the words or a passage from the previous week.
 - e. Make a note of learners who need support.
 - f. Make a note of sounds that need to be consolidated.
4. **Using Graded / Levelled Readers**
 - a. Distribute available readers to the group. (Graded / Levelled Readers)
 - b. Listen to each learner read aloud from a reader.
 - c. If in line with school policy, issue Graded / Levelled Readers for learners to take home.
5. **Send Group 5 back to their desks and call Group 6.**



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's own
resources

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



Phonics: 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: Build handwriting fluency



TIME:
15 minutes



RESOURCES:
Handwriting
Chart

1. **Prepare learners for handwriting.**
 - a. Say: Let's warm up our fingers by shaking our hands out.
 - b. Check and adjust learners' posture and pencil grip.
2. **Model how to write the following sentence/s on the board:**
 - It is bumpy to ride on a donkey.
 - I rode on a donkey named Marcia.
 - a. As you write, explain the starting point, direction and spaces between words.
 - b. Instruct learners to write the sentence/s in their exercise books.
 - c. Walk around and check each learner's: letter formation, letter size and spacing.
 - d. Support learners who need assistance.
3. **Make learners aware of writing pace and accuracy.**
 - a. When most learners are finished, call 'stop'.
 - b. Tell learners to take note of how far they are. Did they complete more than they did the day before?
 - c. If they did not finish, tell them to try and write a little faster tomorrow.
 - d. Also get learners to compare their writing to yours on the board.
 - e. Ask them to take note of how many errors they made.



Shared Reading: Do the Second Read



TIME:
15 minutes



RESOURCES:
Anthology,
page 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: *Chuck the truck*
 - 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 & 4 to the whole class. Ask learners to discuss the questions with a partner.
 - Call on a few learners to share their answers.



Writing: Teacher models planning



TIME:
20 minutes



RESOURCES:
Writing frame

1. **Introduce the writing topic.**
 - a. Say, this cycle we will write about: A story about envy.
2. **Explain your own answer to the writing task orally, before writing. Use the writing frame.**
 - a. Say: I will write about a character who feels envious of... He / she has to learn how to feel better!
3. **Model planning for the writing task on the board.**
 - a. Draw a quick picture that shows: The thing your character is envious of.
 - b. Use a mind map to plan your story:
 - Who is your character?
 - What did your character see?
 - Who did it belong to?
 - Why did your character want it?
 - Did anyone help you? How?
 - How did your character feel at first?
 - What made your character feel differently?
 - How did your character feel at the end?
 - What did you learn about practising and not giving up?
4. **Get learners thinking.**
 - a. Say: tomorrow, you will plan your own writing. Bring your ideas with you tomorrow.

Writing frame:

One day, ____ saw...

It belonged to...

He / she really liked it because...

He / she wished...

I wished...

At first, he / she felt...

Then, he / she thought about...

He / she realised that...

In the end...



Group Guided Reading: Work with Groups 7&8



TIME:
30 minutes



RESOURCES:
Core Reader

Graded /
Levelled
Readers (not
supplied by
NHLRP)

1. **Prepare learners for Group Guided Reading.**
 - a. Make sure learners know their reading group.
 - b. Settle learners in pairs with their Core Readers, exercise books and pencils.
 - c. Instruct learners to open their Core Readers to page 8.
2. **Go through the Core Reader activities for the day with learners.**
Remind learners what to do to complete each activity.
3. **Call Group 7 to your Group Guided Reading space.**
 - a. Settle the group with their Core Readers.
 - b. Call on individual learners to read the phonic sounds.
 - c. Call on individual learners to complete the decoding activities.
 - d. Call on each learner to read the words or a passage from the previous week.
 - e. Make a note of learners who need support.
 - f. Make a note of sounds that need to be consolidated.
4. **Using Graded / Levelled Readers**
 - a. Distribute available readers to the group. (Graded / Levelled Readers)
 - b. Listen to each learner read aloud from a reader.
 - c. If in line with school policy, issue Graded / Levelled Readers for learners to take home.
5. **Send Group 7 back to their desks and call Group 8.**



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's own
resources

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



Listening & Speaking: Discuss the Shared Reading story



TIME:
15 minutes



RESOURCES:
Discussion
framework:

This story
was about...

I liked it
when...

I learnt that...

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



Phonics: Dictation



TIME:
15 minutes



RESOURCES:
Core Reader

1. **Settle learners with their exercise books, pens and rulers.**
 - a. Tell learners to write the heading, 'Dictation' and to write numbers 1-5 in the margin.
 - b. Call out the following five words for learners to write next to numbers 1-5: think, key, spent, rainy, play
 - c. Next, tell learners to write down the sentence that you say, using the correct punctuation.
 - d. Say the following sentence. Repeat it slowly, twice if necessary: I play until the moon comes out..
2. **Tell learners to use a coloured pencil to correct their own work.**
 - a. Write the five words and the sentence on the board.
 - b. As you write, sound out each word.
 - c. For the sentence, point out the punctuation used.
 - d. Tell learners to circle their errors with the coloured pencil.
 - e. Tell learners to rewrite errors correctly.
3. **Take note of learners' challenges and progress.**
4. **Orientate learners to the Core Reader activities for Friday.**
 - a. Instruct learners to open their Core Readers to page 9.
 - b. Read the text aloud. Tell learners to follow in their books as you read.
 - c. Read the text again, this time, learners must join in and read with you.
 - d. Model how to complete the written comprehension on the board.
 - e. Model how to complete the Morphology activity on the board.

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



Shared Reading: Do the Post-Read



TIME:
15 minutes



RESOURCES:
Anthology,
page 3

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



Writing: Learners plan



TIME:
20 minutes



RESOURCES:
Writing frame

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

Writing Frame:

One day, ____ saw...

It belonged to...

He / she really liked it because...

He / she wished...

I wished...

At first, he / she felt...

Then, he / she thought about...

He / she realised that...

In the end...



Group Guided Reading: Work with Groups 9&10



TIME:
30 minutes



RESOURCES:
Core Reader

Graded /
Levelled
Readers (not
supplied by
NHLRP)

1. **Prepare learners for Group Guided Reading.**
 - a. Make sure learners know their reading group.
 - b. Settle learners in pairs with their Core Readers, exercise books and pencils.
 - c. Instruct learners to open their Core Readers to page 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.
4. **Using Graded / Levelled Readers**
 - a. Distribute available readers to the group. (Graded / Levelled Readers)
 - b. Listen to each learner read aloud from a reader.
 - c. If in line with school policy, issue Graded / Levelled Readers for learners to take home.
5. **Send Group 9 back to their desks and call Group 10.**



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's own
resources

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



Listening & Speaking: Oral Presentations



TIME:
15 minutes



RESOURCES:
No resources
required

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



Phonics: Teach a new sound, then segment and blend



TIME:
15 minutes



RESOURCES:
Frieze card:
ar
Core Reader

1. **Introduce the new sound: *ar***
 - 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: ward
 - b. Ask an individual learner to listen carefully and then to segment the word into sounds: w-ar-d
 - c. As the learner says each sound, write in on the board.
 - d. Next, call a different learner to blend the sounds together to read the word.
 - e. Correct learners if they make any errors.
 - f. Repeat with the word: card
3. **Orientate learners to the Core Reader activities for Monday.**
 - 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 lower-case cursive letter formation



TIME:
15 minutes



RESOURCES:
Handwriting
Chart

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



Shared Reading: Introduce the story



TIME:
15 minutes



RESOURCES:
Anthology,
Introduction
page 13

1. **Introduce the story.**
 - a. Say: This week we will read a story titled, *Winter holidays*.
 - b. Say: *In this story, Zweli is excited to return to school after the winter holidays. But when he hears about all the exciting places his friends visited, he begins to feel differently about his own holiday. Later, his class is asked to write about their holiday experiences. Let's read to find out how Zweli feels and what he decides to write about.*
 - c. Ask: Do you know anything about this?
 - d. Briefly show learners the pictures from the story.
2. **Build learners' background knowledge.**
 - a. Share and explain the background information provided for the story.
 - b. Show learners where the story takes place using the Anthology map.
 - c. Ask: Do you have any questions about this story?
3. **Explain the comprehension strategy.**
 - a. Say, this week we will learn how to: Make connections.
 - b. Explain this strategy to learners.



Group Guided Reading: Work with Groups 1&2



TIME:
30 minutes



RESOURCES:
Core Reader

Graded /
Levelled
Readers (not
supplied by
NHLRP)

1. **Prepare learners for Group Guided Reading.**
 - a. Make sure learners know their reading group.
 - b. Settle learners in pairs with their Core Readers, exercise books and pencils.
 - c. Instruct learners to open their Core Readers to page 12.
2. **Go through the Core Reader activities for the day with learners.**
Remind learners what to do to complete each activity.
3. **Call Group 1 to your Group Guided Reading space.**
 - a. Settle the group with their Core Readers.
 - b. Call on individual learners to read the phonic sounds.
 - c. Call on individual learners to complete the decoding activities.
 - d. Call on each learner to read the words or a passage from the previous week.
 - e. Make a note of learners who need support.
 - f. Make a note of sounds that need to be consolidated.
4. **Using Graded / Levelled Readers**
 - a. Distribute available readers to the group. (Graded / Levelled Readers)
 - b. Listen to each learner read aloud from a reader.
 - c. If in line with school policy, issue Graded / Levelled Readers for learners to take home.
5. **Send Group 1 back to their desks and call Group 2.**



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's own
resources

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



Listening & Speaking: Teach vocabulary



TIME:
15 minutes



RESOURCES:
Vocabulary
flashcards,
pictures,
objects
Core Reader

1. **Remind learners of the theme.**
 - a. Instruct learners to open their Core Readers to page 2.
 - b. Read or say the language enrichment once again.
 - c. Show learners the list of vocabulary words for the theme.
 - d. Explain that these words will help us to understand and talk about the theme.
 - e. Read the list of words to them.
2. **Use PATS to teach vocabulary.**
 - a. Teach the following vocabulary words:
 - *ocean*: A very large body of salt water.
 - *waterfall*: Water that flows over the edge of a high rock or cliff.
 - *travel*: To go to another place.
 - *experiences*: An experience is anything that you see, do or feel in your life. It is like a memory that you collect.
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 in on the board.
 - d. Next, call a different learner to blend the sounds together to read the word.
 - e. Correct learners if they make any errors.
 - f. Repeat with the word: snake
3. **Orientate learners to the Core Reader activities for Tuesday.**
 - a. Instruct learners to open their Core Readers to page 12.
 - b. Call on individual learners to help you model each activity.
 - c. Model how to complete any written activities on the board.

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



Handwriting: Teach upper-case cursive letter formation



TIME:
15 minutes



RESOURCES:
Handwriting
Chart

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



Shared Reading: Do the Pre-Read



TIME:
15 minutes



RESOURCES:
Anthology,
page 15

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



Group Guided Reading: Work with Groups 3&4



TIME:
30 minutes



RESOURCES:
Core Reader

Graded /
Levelled
Readers (not
supplied by
NHLRP)

1. **Prepare learners for Group Guided Reading.**
 - a. Make sure learners know their reading group.
 - b. Settle learners in pairs with their Core Readers, exercise books and pencils.
 - c. Instruct learners to open their Core Readers to page 12.
2. **Go through the Core Reader activities for the day with learners.**
Remind learners what to do to complete each activity.
3. **Call Group 3 to your Group Guided Reading space.**
 - a. Settle the group with their Core Readers.
 - b. Call on individual learners to read the phonic sounds.
 - c. Call on individual learners to complete the decoding activities.
 - d. Call on each learner to read the words or a passage from the previous week.
 - e. Make a note of learners who need support.
 - f. Make a note of sounds that need to be consolidated.
4. **Using Graded / Levelled Readers**
 - a. Distribute available readers to the group. (Graded / Levelled Readers)
 - b. Listen to each learner read aloud from a reader.
 - c. If in line with school policy, issue Graded / Levelled Readers for learners to take home.
5. **Send Group 3 back to their desks and call Group 4.**



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's own
resources

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



Listening & Speaking: Creative Storytelling



TIME:
15 minutes



RESOURCES:
Core Reader

1. **Prepare learners for creative storytelling.**
 - a. Arrange learners in groups of 4.
 - b. Tell learners to open their Core Readers to page 13.
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 race would start soon, but the team still had one big problem to solve...
 - It was the day before the big race. As they built, the boys thought about...
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:
er
Core Reader

1. **Introduce the new sound: er**
 - 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: super.
 - b. Ask an individual learner to listen carefully and then to segment the word into sounds: s-u-p-er
 - c. As the learner says each sound, write in on the board.
 - d. Next, call a different learner to blend the sounds together to read the word.
 - e. Correct learners if they make any errors.
 - f. Repeat with the word: summer
3. **Orientate learners to the Core Reader activities for Wednesday.**
 - 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: Practice cursive handwriting



TIME:
15 minutes



RESOURCES:
Handwriting
Chart

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



Shared Reading: Do the First Read



TIME:
15 minutes



RESOURCES:
Anthology,
page 15

1. **Prepare learners for the First Read.**
 - a. Settle learners on the carpet.
 - b. Remind them of the expected behaviour.
 - c. Remind learners of the story title: *Winter holidays*
 - d. Say: *In this story, Zweli is excited to return to school after the winter holidays. But when he hears about all the exciting places his friends visited, he begins to feel differently about his own holiday. Later, his class is asked to write about their holiday experiences. Let's read to find out how Zweli feels and what he decides to write about.*
 - e. Ask: Do you know anything about this?
2. **Do the First Read as follows:**
 - a. Read each page of the story aloud, fluently and audibly.
 - b. Show learners the pictures.
 - c. Where necessary, stop and explain to learners.
 - d. Point out the vocabulary words as they appear.
 - e. At the end of the story, ask the Read 1 questions as follows:
 - Direct Question 1 & 2 to individual learners.
 - Direct Question 3 & 4 to the whole class. Ask learners to discuss the questions with a partner.
 - Call on a few learners to share their answers.
 - f. Remind learners of the comprehension strategy.
 - Say, this week we are learning how to: Make connections.
 - Ask learners: Can you make a connection to this story? Has something like this ever happened to you or someone you know?



Writing: Teacher models drafting



TIME:
20 minutes



RESOURCES:
Writing
Frame

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

Writing Frame:

One day, ____ saw...

It belonged to...

He / she really liked it because...

He / she wished...

I wished...

At first, he / she felt...

Then, he / she thought about...

He / she realised that...

In the end...



Group Guided Reading: Work with Groups 5&6



TIME:
30 minutes



RESOURCES:
Core Reader

Graded /
Levelled
Readers (not
supplied by
NHLRP)

1. **Prepare learners for Group Guided Reading.**
 - a. Make sure learners know their reading group.
 - b. Settle learners in pairs with their Core Readers, exercise books and pencils.
 - c. Instruct learners to open their Core Readers to page 14.
2. **Go through the Core Reader activities for the day with learners.**
Remind learners what to do to complete each activity.
3. **Call Group 5 to your Group Guided Reading space.**
 - a. Settle the group with their Core Readers.
 - b. Call on individual learners to read the phonic sounds.
 - c. Call on individual learners to complete the decoding activities.
 - d. Call on each learner to read the words or a passage from the previous week.
 - e. Make a note of learners who need support.
 - f. Make a note of sounds that need to be consolidated.
4. **Using Graded / Levelled Readers**
 - a. Distribute available readers to the group. (Graded / Levelled Readers)
 - b. Listen to each learner read aloud from a reader.
 - c. If in line with school policy, issue Graded / Levelled Readers for learners to take home.
5. **Send Group 5 back to their desks and call Group 6.**



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's own
resources

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



Phonics: Introduce a new consonant blend



TIME:
15 minutes



RESOURCES:
Core Reader

1. **Introduce the new blend: *nd***
 - 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: pretend
 - b. Ask an individual learner to listen carefully and then to segment the word into sounds: p-r-e-t-e-n-d
 - c. As the learner says each sound, write in on the board.
 - d. Next, call a different learner to blend the sounds together to read the word.
 - e. Correct learners if they make any errors.
 - f. Repeat with the word: blend
3. **Orientate learners to the Core Reader activities for Thursday.**
 - a. Instruct learners to open their Core Readers to page 15.
 - b. Call on individual learners to help you model each activity.
 - c. Model how to complete any written activities on the board.

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



Handwriting: Practice cursive handwriting



TIME:
15 minutes



RESOURCES:
Handwriting
Chart

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



Shared Reading: Do the Second Read



TIME:
15 minutes



RESOURCES:
Anthology,
page 15

1. **Prepare learners for the Second Read.**
 - a. Settle learners on the carpet.
 - b. Remind them of the expected behaviour.
 - c. Remind learners of the story title: *Winter holidays*
 - d. Remind learners of the comprehension strategy.
 - Remind learners of the comprehension strategy.
 - Say, this week we are learning how to: Make connections.
 - Say, remember, we discussed this yesterday, when I asked you: We usually learn something from a story. Sometimes, we need to decide if something was right or wrong. Sometimes, we need to decide if something was good or bad. What did you learn from this story?
2. **Do the Second Read as follows:**
 - a. Read each page of the story aloud, fluently and audibly.
 - b. Show learners the picture.
 - c. Use the examples on the introduction page to model the comprehension strategy.
 - d. At the end of the story, ask the Read 2 questions as follows:
 - Direct Question 1 & 2 to individual learners.
 - Direct Question 3 & 4 to the whole class. Ask learners to discuss the questions with a partner.
 - Call on a few learners to share their answers.



Writing: Learners draft



TIME:
20 minutes



RESOURCES:
Writing frame

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

Writing frame:

One day, ____ saw...

It belonged to...

He / she really liked it because...

He / she wished...

I wished...

At first, he / she felt...

Then, he / she thought about...

He / she realised that...

In the end...



Group Guided Reading: Work with Groups 7&8



TIME:
30 minutes



RESOURCES:
Core Reader

Graded /
Levelled
Readers (not
supplied by
NHLRP)

1. **Prepare learners for Group Guided Reading.**
 - a. Make sure learners know their reading group.
 - b. Settle learners in pairs with their Core Readers, exercise books and pencils.
 - c. Instruct learners to open their Core Readers to page 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 7 to your Group Guided Reading space.**
 - a. Settle the group with their Core Readers.
 - b. Call on individual learners to read the phonic sounds.
 - c. Call on individual learners to complete the decoding activities.
 - d. Call on each learner to read the words or a passage from the previous week.
 - e. Make a note of learners who need support.
 - f. Make a note of sounds that need to be consolidated.
4. **Using Graded / Levelled Readers**
 - a. Distribute available readers to the group. (Graded / Levelled Readers)
 - b. Listen to each learner read aloud from a reader.
 - c. If in line with school policy, issue Graded / Levelled Readers for learners to take home.
5. **Send Group 7 back to their desks and call Group 8.**



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's own
resources

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



Listening & Speaking: Discuss the Shared Reading story



TIME:
15 minutes



RESOURCES:
Discussion
framework:

This story
was about...

I liked it
when...

I learnt that...

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



Phonics: Dictation



TIME:
15 minutes



RESOURCES:
Core Reader

1. **Settle learners with their exercise books, pens and rulers.**
 - a. Tell learners to write the heading, 'Dictation' and to write numbers 1-5 in the margin.
 - b. Call out the following five words for learners to write next to numbers 1-5: market, snip, never, send, pretend
 - c. Next, tell learners to write down the sentence that you say, using the correct punctuation.
 - d. Say the following sentence. Repeat it slowly, twice if necessary: I snip, darn and mend the old socks.
2. **Tell learners to use a coloured pencil to correct their own work.**
 - a. Write the five words and the sentence on the board.
 - b. As you write, sound out each word.
 - c. For the sentence, point out the punctuation used.
 - d. Tell learners to circle their errors with the coloured pencil.
 - e. Tell learners to rewrite errors correctly.
3. **Take note of learners' challenges and progress.**
4. **Orientate learners to the Core Reader activities for Friday.**
 - a. Instruct learners to open their Core Readers to page 16.
 - b. Read the text aloud. Tell learners to follow in their books as you read.
 - c. Read the text again, this time, learners must join in and read with you.
 - d. Model how to complete the written comprehension on the board.
 - e. Model how to complete the Morphology activity on the board.

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



Shared Reading: Do the Post-Read



TIME:
15 minutes



RESOURCES:
Anthology,
page 11

1. **Prepare learners for the Post-Read.**
 - a. Remind learners of the story title: *Winter holidays*
 - 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: Teacher models editing and learners edit



TIME:
20 minutes



RESOURCES:
DBE
Workbook 2,
page 8

1. **Remind learners of the writing task:** A story about envy
2. **Introduce the editing checklist**
 - a. Say, today we will edit our writing using the editing checklist:
 - Sentences / paragraphs: Write a story of at least eight sentences.
 - LSC: The doing word (verb) matches who is doing it (subject).
3. **Model editing.**
 - a. Write a sentence on the board that contains a mistake.
4. **Show learners how to edit the mistake.**
5. **Instruct learners to read and edit their writing.**
 - a. Say, now it is time to read and edit your writing.
 - b. Walk around the room and help struggling learners read and edit their writing.
6. **Assign DBE Workbook writing activity.**
 - a. As learners finish editing, explain that they must work in their DBE workbook.
 - b. Instruct learners to complete:
 - DBE Workbook page no: 8
 - a. Put these pictures in the correct order.
 - b. Then, write one sentence about each picture.
 - c. Make sure your sentences tell a story.
 - d. Can you make your story about our theme: We feel envy?



Group Guided Reading: Work with Groups 9&10



TIME:
30 minutes



RESOURCES:
Core Reader

Graded /
Levelled
Readers (not
supplied by
NHLRP)

1. **Prepare learners for Group Guided Reading.**
 - a. Make sure learners know their reading group.
 - b. Settle learners in pairs with their Core Readers, exercise books and pencils.
 - c. Instruct learners to open their Core Readers to page 16.
2. **Go through the Core Reader activities for the day with learners.**
Remind learners what to do to complete each activity.
3. **Call Group 9 to your Group Guided Reading space.**
 - a. Settle the group with their Core Readers.
 - b. Call on individual learners to read the phonic sounds.
 - c. Call on individual learners to complete the decoding activities.
 - d. Call on each learner to read the words or a passage from the previous week.
 - e. Make a note of learners who need support.
 - f. Make a note of sounds that need to be consolidated.
4. **Using Graded / Levelled Readers**
 - a. Distribute available readers to the group. (Graded / Levelled Readers)
 - b. Listen to each learner read aloud from a reader.
 - c. If in line with school policy, issue Graded / Levelled Readers for learners to take home.
5. **Send Group 9 back to their desks and call Group 10.**



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's own
resources

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



Listening & Speaking: Introduce the theme



TIME:
15 minutes



RESOURCES:
Pictures and
real objects
for theme
display
Core Reader

1. **Prepare a theme display:** *We make mistakes*
2. **Ask open questions to activate learners' background knowledge.**
 - *Can you think of a time you made a mistake?*
 - *Why do we make mistakes when we are learning something new?*
 - *What can we do when we make a mistake?*
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 18.**
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 go back to the drawing board
7. **Discuss the language enrichment with learners.**
 - a. Ask: Can you tell me what this means? / Can you figure out the answer?
 - b. Encourage learners to share their ideas.
 - c. Explain the meaning or provide the answer as follows: When we decide to do something new, it doesn't always work out. If this happens, we can 'go back to the drawing board'. This means we must go back and plan a new idea or way of doing something. When we plan to do something new, we often start by drawing the plan, just like someone who designs buildings or aeroplanes.



Phonics: Teach a new sound, then segment and blend



TIME:
15 minutes



RESOURCES:
Frieze card: ir
Core Reader

1. **Introduce the new sound: *ir***
 - 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: first
 - b. Ask an individual learner to listen carefully and then to segment the word into sounds: f-ir-s-t
 - c. As the learner says each sound, write in on the board.
 - d. Next, call a different learner to blend the sounds together to read the word.
 - e. Correct learners if they make any errors.
 - f. Repeat with the word: bird
3. **Orientate learners to the Core Reader activities for Monday.**
 - a. Instruct learners to open their Core Readers to page 20.
 - b. Call on individual learners to help you model each activity.
 - c. Model how to complete any written activities on the board.

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



Handwriting: Teach lower-case cursive letter formation



TIME:
15 minutes



RESOURCES:
Handwriting
Chart

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



Shared Reading: Introduce the story



TIME:
15 minutes



RESOURCES:
Anthology,
Introduction
page 25

1. **Introduce the story.**
 - a. Say: This week we will read a story titled, *Jabu scrambles eggs*.
 - b. Say: *In this story, Jabu is sent to the shop by his mother while also wanting to meet his friends to play soccer. On his way home, he tries to balance his responsibility with his desire to join the game. Like many of us, Jabu is learning that sometimes we make mistakes when we are distracted or try to do too many things at once. Let's read to find out what happens when Jabu has to make a difficult choice.*
 - c. Ask: Do you know anything about this?
 - d. Briefly show learners the pictures from the story.
2. **Build learners' background knowledge.**
 - a. Share and explain the background information provided for the story.
 - b. Show learners where the story takes place using the Anthology map.
 - c. Ask: Do you have any questions about this story?
3. **Explain the comprehension strategy.**
 - a. Say, this week we will learn how to: Make evaluations.
 - b. Explain this strategy to learners.



Group Guided Reading: Work with Groups 1&2



TIME:
30 minutes



RESOURCES:
Core Reader

Graded /
Levelled
Readers (not
supplied by
NHLRP)

1. **Prepare learners for Group Guided Reading.**
 - a. Make sure learners know their reading group.
 - b. Settle learners in pairs with their Core Readers, exercise books and pencils.
 - c. Instruct learners to open their Core Readers to page 20.
2. **Go through the Core Reader activities for the day with learners.**
Remind learners what to do to complete each activity.
3. **Call Group 1 to your Group Guided Reading space.**
 - a. Settle the group with their Core Readers.
 - b. Call on individual learners to read the phonic sounds.
 - c. Call on individual learners to complete the decoding activities.
 - d. Call on each learner to read the words or a passage from the previous week.
 - e. Make a note of learners who need support.
 - f. Make a note of sounds that need to be consolidated.
4. **Using Graded / Levelled Readers**
 - a. Distribute available readers to the group. (Graded / Levelled Readers)
 - b. Listen to each learner read aloud from a reader.
 - c. If in line with school policy, issue Graded / Levelled Readers for learners to take home.
5. **Send Group 1 back to their desks and call Group 2.**



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's own
resources

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



Listening & Speaking: Teach vocabulary



TIME:
15 minutes



RESOURCES:
Vocabulary
flashcards,
pictures,
objects
Core Reader

1. **Remind learners of the theme.**
 - a. Instruct learners to open their Core Readers to page 18.
 - 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:
 - *errand: A small job that you leave the house to do.*
 - *dozen: A group of twelve items, usually the same item, for example: eggs.*
 - *slimy: When something is wet, slippery, and sticky to touch.*
 - *scrambled eggs: Eggs that are mixed and cooked in a pan (this is a popular way to eat eggs).*
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: gr**
 - 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: green
 - b. Ask an individual learner to listen carefully and then to segment the word into sounds: g-r-ee-n
 - c. As the learner says each sound, write in on the board.
 - d. Next, call a different learner to blend the sounds together to read the word.
 - e. Correct learners if they make any errors.
 - f. Repeat with the word: grass
3. **Orientate learners to the Core Reader activities for Tuesday.**
 - 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 upper-case cursive letter formation



TIME:
15 minutes



RESOURCES:
Handwriting
Chart

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



Shared Reading: Do the Pre-Read



TIME:

15 minutes



RESOURCES:

Anthology,
page 27

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



Group Guided Reading: Work with Groups 3&4



TIME:
30 minutes



RESOURCES:
Core Reader

Graded /
Levelled
Readers (not
supplied by
NHLRP)

1. **Prepare learners for Group Guided Reading.**
 - a. Make sure learners know their reading group.
 - b. Settle learners in pairs with their Core Readers, exercise books and pencils.
 - c. Instruct learners to open their Core Readers to page 21.
2. **Go through the Core Reader activities for the day with learners.**
Remind learners what to do to complete each activity.
3. **Call Group 3 to your Group Guided Reading space.**
 - a. Settle the group with their Core Readers.
 - b. Call on individual learners to read the phonic sounds.
 - c. Call on individual learners to complete the decoding activities.
 - d. Call on each learner to read the words or a passage from the previous week.
 - e. Make a note of learners who need support.
 - f. Make a note of sounds that need to be consolidated.
4. **Using Graded / Levelled Readers**
 - a. Distribute available readers to the group. (Graded / Levelled Readers)
 - b. Listen to each learner read aloud from a reader.
 - c. If in line with school policy, issue Graded / Levelled Readers for learners to take home.
5. **Send Group 3 back to their desks and call Group 4.**



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's own
resources

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



Listening & Speaking: Teach vocabulary and discuss the theme picture



TIME:
15 minutes



RESOURCES:
Vocabulary
flashcards,
pictures,
objects
Core Reader

1. **Use PATS to teach vocabulary.**
 - a. Teach the following vocabulary words:
 - *mistake: Something we do wrong by accident.*
 - *accident: Something bad or surprising that happens by mistake, without anyone meaning to do it.*
 - *spill: When liquid or powder falls out of a container and onto the floor.*
 - *messy: Not neat or clean.*
 - 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 22.
 - b. Tell learners the following information about the picture:
 - *Everyone makes mistakes. Children make mistakes and adults make mistakes too. Mistakes are a normal part of learning.*
 - *It takes hundreds of mistakes to learn something new really well. Every mistake helps your brain understand the problem or challenge better, so that you can learn from it.*
 - *When we make a mistake, we can think about what went wrong and try again. Mistakes help us learn and grow.*
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 mistakes can you see in this picture?*
 - b. *Can you think of a time you made a mistake like one you see in the picture?*
 - c. *What can we do after we make a mistake?*



Phonics: Teach a new sound, then segment and blend



TIME:
15 minutes



RESOURCES:
Frieze card:
ur
Core Reader

1. **Introduce the new sound: *ur***
 - 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: turn.
 - b. Ask an individual learner to listen carefully and then to segment the word into sounds: t-ur-n
 - c. As the learner says each sound, write in on the board.
 - d. Next, call a different learner to blend the sounds together to read the word.
 - e. Correct learners if they make any errors.
 - f. Repeat with the word: curly
3. **Orientate learners to the Core Reader activities for Wednesday.**
 - a. Instruct learners to open their Core Readers to page 23.
 - b. Call on individual learners to help you model each activity.
 - c. Model how to complete any written activities on the board.

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



Handwriting: Practice cursive handwriting



TIME:
15 minutes



RESOURCES:
Handwriting
Chart

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



Shared Reading: Do the First Read



TIME:
15 minutes



RESOURCES:
Anthology,
page 27

1. **Prepare learners for the First Read.**
 - a. Settle learners on the carpet.
 - b. Remind them of the expected behaviour.
 - c. Remind learners of the story title: *Jabu scrambles eggs*.
 - d. Say: *In this story, Jabu is sent to the shop by his mother while also wanting to meet his friends to play soccer. On his way home, he tries to balance his responsibility with his desire to join the game. Like many of us, Jabu is learning that sometimes we make mistakes when we are distracted or try to do too many things at once. Let's read to find out what happens when Jabu has to make a difficult choice.*
2. **Do the First Read as follows:**
 - a. Read each page of the story aloud, fluently and audibly.
 - b. Show learners the pictures.
 - c. Where necessary, stop and explain to learners.
 - d. Point out the vocabulary words as they appear.
 - e. At the end of the story, ask the Read 1 questions as follows:
 - Direct Question 1 & 2 to individual learners.
 - Direct Question 3 & 4 to the whole class. Ask learners to discuss the questions with a partner.
 - Call on a few learners to share their answers.
 - f. Remind learners of the comprehension strategy.
 - Say, this week we are learning how to: Make evaluations.
 - Ask learners: We usually learn something from a story. Sometimes, we need to decide if something was right or wrong. Sometimes, we need to decide if something was good or bad. What did you learn from this story?



Writing: Introduce and Practice LSC



TIME:
20 minutes



RESOURCES:
No resources
required

1. **Introduce the LSC focus.**
 - a. Say, this week we will focus on: Using verbs (action words) in the future tense to write about something that has not yet happened.
 - b. Write a sentence on the board: Yesterday, I made a mistake. I will make a mistake tomorrow.
 - c. Explain the LSC in context: The verb, or action word, shows that the action has not yet happened.
2. **Practice the LSC with learners.**
 - a. Write on the board: I go to the shop. I buy some milk.
 - b. Ask learners: How can we change these sentences so that they are written in the future tense?
 - c. Brainstorm with learners: We usually change sentences to the future tense by adding the word 'will' to the sentence before another doing word, like 'go' or 'buy'. So we write: I will go to the shop. I will buy some milk. That shows the action has not yet happened yet - but it will happen tomorrow.
3. **Give learners time to practice the LSC independently.**
 - a. Write on the board:
 - I eat some sweets.
 - I feel happy.
 - I play with my friends.
 - b. Explain to learners: Change these sentences into the future tense.
 - c. Give learners a few minutes to complete the task.
4. **Check learners' understanding.**
 - a. Call learners back together.
 - b. Call on different learners to share their answers.
 - c. Point out: The verb, or action word, shows that the action has not yet happened.



Group Guided Reading: Work with Groups 5&6



TIME:
30 minutes



RESOURCES:
Core Reader

Graded /
Levelled
Readers (not
supplied by
NHLRP)

1. **Prepare learners for Group Guided Reading.**
 - a. Make sure learners know their reading group.
 - b. Settle learners in pairs with their Core Readers, exercise books and pencils.
 - c. Instruct learners to open their Core Readers to page 23.
2. **Go through the Core Reader activities for the day with learners.**
Remind learners what to do to complete each activity.
3. **Call Group 5 to your Group Guided Reading space.**
 - a. Settle the group with their Core Readers.
 - b. Call on individual learners to read the phonic sounds.
 - c. Call on individual learners to complete the decoding activities.
 - d. Call on each learner to read the words or a passage from the previous week.
 - e. Make a note of learners who need support.
 - f. Make a note of sounds that need to be consolidated.
4. **Using Graded / Levelled Readers**
 - a. Distribute available readers to the group. (Graded / Levelled Readers)
 - b. Listen to each learner read aloud from a reader.
 - c. If in line with school policy, issue Graded / Levelled Readers for learners to take home.
5. **Send Group 5 back to their desks and call Group 6.**



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's own
resources

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



Phonics: Introduce a new consonant blend



TIME:
15 minutes



RESOURCES:
Core Reader

1. **Introduce the new blend: gl**
 - 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: glass
 - b. Ask an individual learner to listen carefully and then to segment the word into sounds: g-l-a-ss
 - c. As the learner says each sound, write in on the board.
 - d. Next, call a different learner to blend the sounds together to read the word.
 - e. Correct learners if they make any errors.
 - f. Repeat with the word: gleam
3. **Orientate learners to the Core Reader activities for Thursday.**
 - 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: Practice cursive handwriting



TIME:
15 minutes



RESOURCES:
Handwriting Chart

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



Shared Reading: Do the Second Read



TIME:
15 minutes



RESOURCES:
Anthology,
page 27

1. **Prepare learners for the Second Read.**
 - a. Settle learners on the carpet.
 - b. Remind them of the expected behaviour.
 - c. Remind learners of the story title: *Jabu scrambles eggs*
 - d. Remind learners of the comprehension strategy.
 - Remind learners of the comprehension strategy.
 - Say, this week we are learning how to: Make evaluations.
 - Say, remember, we discussed this yesterday, when I asked you: We usually learn something from a story. Sometimes, we need to decide if something was right or wrong. Sometimes, we need to decide if something was good or bad. What did you learn from this story?
2. **Do the Second Read as follows:**
 - a. Read each page of the story aloud, fluently and audibly.
 - b. Show learners the picture.
 - c. Use the examples on the introduction page to model the comprehension strategy.
 - d. At the end of the story, ask the Read 2 questions as follows:
 - Direct Question 1 & 2 to individual learners.
 - Direct Question 3 & 4 to the whole class. Ask learners to discuss the questions with a partner.
 - Call on a few learners to share their answers.



Writing: Teacher models planning



TIME:
20 minutes



RESOURCES:
Writing frame

1. **Introduce the writing topic.**
 - a. Say, this cycle we will write about: Learning through our mistakes.
2. **Explain your own answer to the writing task orally, before writing. Use the writing frame.**
 - a. Say: I will write about the time I learned how to... I made lots of mistakes, like..., but I didn't give up.
3. **Model planning for the writing task on the board.**
 - a. Draw a quick picture that shows: Yourself, learning something new.
 - b. Use a mind map to plan your story:
 - What did you learn how to do?
 - What was it like when you first started?
 - What mistakes did you make?
 - Why did you keep trying?
 - How did you practice?
 - What is something new you would like to learn in the future?
 - Why do you want to learn this?
 - What mistakes or challenges do you think you might face?
 - What will you do if learning something new is difficult?
4. **Get learners thinking.**
 - a. Say: tomorrow, you will plan your own writing. Bring your ideas with you tomorrow.

Writing frame:

I learned how to...

At first, it was...

I made many mistakes, like...

I kept trying even though...

In the future, I would like to learn...

I want to learn ... because...

I might mistakes like...

If it is difficult, I will...



Group Guided Reading: Work with Groups 7&8



TIME:
30 minutes



RESOURCES:
Core Reader

Graded /
Levelled
Readers (not
supplied by
NHLRP)

1. **Prepare learners for Group Guided Reading.**
 - a. Make sure learners know their reading group.
 - b. Settle learners in pairs with their Core Readers, exercise books and pencils.
 - c. Instruct learners to open their Core Readers to page 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 7 to your Group Guided Reading space.**
 - a. Settle the group with their Core Readers.
 - b. Call on individual learners to read the phonic sounds.
 - c. Call on individual learners to complete the decoding activities.
 - d. Call on each learner to read the words or a passage from the previous week.
 - e. Make a note of learners who need support.
 - f. Make a note of sounds that need to be consolidated.
4. **Using Graded / Levelled Readers**
 - a. Distribute available readers to the group. (Graded / Levelled Readers)
 - b. Listen to each learner read aloud from a reader.
 - c. If in line with school policy, issue Graded / Levelled Readers for learners to take home.
5. **Send Group 7 back to their desks and call Group 8.**



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's own
resources

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



Listening & Speaking: Discuss the Shared Reading story



TIME:
15 minutes



RESOURCES:
Discussion
framework:

This story
was about...

I liked the
character...
because...

I learnt that...

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



Phonics: Dictation



TIME:
15 minutes



RESOURCES:
Core Reader

1. **Settle learners with their exercise books, pens and rulers.**
 - a. Tell learners to write the heading, 'Dictation' and to write numbers 1-5 in the margin.
 - b. Call out the following five words for learners to write next to numbers 1-5: first, green, burn, glint, turn
 - c. Next, tell learners to write down the sentence that you say, using the correct punctuation.
 - d. Say the following sentence. Repeat it slowly, twice if necessary: The green grass turns dark in winte.
2. **Tell learners to use a coloured pencil to correct their own work.**
 - a. Write the five words and the sentence on the board.
 - b. As you write, sound out each word.
 - c. For the sentence, point out the punctuation used.
 - d. Tell learners to circle their errors with the coloured pencil.
 - e. Tell learners to rewrite errors correctly.
3. **Take note of learners' challenges and progress.**
4. **Orientate learners to the Core Reader activities for Friday.**
 - a. Instruct learners to open their Core Readers to page 25.
 - b. Read the text aloud. Tell learners to follow in their books as you read.
 - c. Read the text again, this time, learners must join in and read with you.
 - d. Model how to complete the written comprehension on the board.
 - e. Model how to complete the Morphology activity on the board.

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



Shared Reading: Do the Post-Read



TIME:
15 minutes



RESOURCES:
Anthology,
page 27

1. **Prepare learners for the Post-Read.**
 - a. Remind learners of the story title: *Jabu scrambles eggs*
 - 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: Learners plan



TIME:
20 minutes



RESOURCES:
Writing frame

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

Writing Frame:

I learned how to...

At first, it was...

I made many mistakes, like...

I kept trying even though...

In the future, I would like to learn...

I want to learn ... because...

I might mistakes like....

If it is difficult, I will...



Group Guided Reading: Work with Groups 9&10



TIME:
30 minutes



RESOURCES:
Core Reader

Graded /
Levelled
Readers (not
supplied by
NHLRP)

1. **Prepare learners for Group Guided Reading.**
 - a. Make sure learners know their reading group.
 - b. Settle learners in pairs with their Core Readers, exercise books and pencils.
 - c. Instruct learners to open their Core Readers to page 25.
2. **Go through the Core Reader activities for the day with learners.**
 - a. Instruct learners to point to the different activities.
 - b. Remind learners what to do to complete each activity.
3. **Call Group 9 to your Group Guided Reading space.**
 - a. Settle the group with their Core Readers.
 - b. Call on individual learners to read the phonic sounds.
 - c. Call on individual learners to complete the decoding activities.
 - d. Call on each learner to read the words or a passage from the previous week.
 - e. Make a note of learners who need support.
 - f. Make a note of sounds that need to be consolidated.
4. **Using Graded / Levelled Readers**
 - a. Distribute available readers to the group. (Graded / Levelled Readers)
 - b. Listen to each learner read aloud from a reader.
 - c. If in line with school policy, issue Graded / Levelled Readers for learners to take home.
5. **Send Group 9 back to their desks and call Group 10.**



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's own
resources

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



Listening & Speaking: Oral Presentations



TIME:
15 minutes



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

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



Phonics: Teach a new sound, then segment and blend



TIME:
15 minutes



RESOURCES:
Frieze card:
or
Core Reader

1. **Introduce the new sound: *or***
 - 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: short
 - b. Ask an individual learner to listen carefully and then to segment the word into sounds: sh-or-t
 - c. As the learner says each sound, write in on the board.
 - d. Next, call a different learner to blend the sounds together to read the word.
 - e. Correct learners if they make any errors.
 - f. Repeat with the word: port
3. **Orientate learners to the Core Reader activities for Monday.**
 - a. Instruct learners to open their Core Readers to page 27.
 - b. Call on individual learners to help you model each activity.
 - c. Model how to complete any written activities on the board.

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



Handwriting: Teach lower-case cursive letter formation



TIME:
15 minutes



RESOURCES:
Handwriting
Chart

1. **Prepare learners for handwriting.**
 - a. Say: Let's warm up our fingers by 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:** *z z 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 z 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 z z*
 - a. Say: Make the letter on your partner's back, the desk, in the sand.
4. **Instruct learners to practice writing:** *z z z*
 - 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 33

1. **Introduce the story.**
 - a. Say: This week we will read a story titled, *Lindeni's easy maths test*.
 - b. Say: *In this story, Lindeni is very confident about her maths skills and believes she does not need to practise or do homework. As the class moves into more challenging work and prepares for a test, Lindeni begins to make choices that affect her learning. Like all of us, she is learning that mistakes can happen when we do not prepare properly. Let's read to find out what Lindeni discovers about learning and effort.*
 - c. Ask: Do you know anything about this?
 - d. Briefly show learners the pictures from the story.
2. **Build learners' background knowledge.**
 - a. Share and explain the background information provided for the story.
 - b. Show learners where the story takes place using the Anthology map.
 - c. Ask: Do you have any questions about this story?
3. **Explain the comprehension strategy.**
 - a. Say, this week we will learn how to: Make inferences.
 - b. Explain this strategy to learners.



Group Guided Reading: Work with Groups 1&2



TIME:
30 minutes



RESOURCES:
Core Reader

Graded /
Levelled
Readers (not
supplied by
NHLRP)

1. **Prepare learners for Group Guided Reading.**
 - a. Make sure learners know their reading group.
 - b. Settle learners in pairs with their Core Readers, exercise books and pencils.
 - c. Instruct learners to open their Core Readers to page 27.
2. **Go through the Core Reader activities for the day with learners.**
Remind learners what to do to complete each activity.
3. **Call Group 1 to your Group Guided Reading space.**
 - a. Settle the group with their Core Readers.
 - b. Call on individual learners to read the phonic sounds.
 - c. Call on individual learners to complete the decoding activities.
 - d. Call on each learner to read the words or a passage from the previous week.
 - e. Make a note of learners who need support.
 - f. Make a note of sounds that need to be consolidated.
4. **Using Graded / Levelled Readers**
 - a. Distribute available readers to the group. (Graded / Levelled Readers)
 - b. Listen to each learner read aloud from a reader.
 - c. If in line with school policy, issue Graded / Levelled Readers for learners to take home.
5. **Send Group 1 back to their desks and call Group 2.**



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's own
resources

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



Listening & Speaking: Teach vocabulary



TIME:
15 minutes



RESOURCES:
Vocabulary
flashcards,
pictures,
objects
Core Reader

1. **Remind learners of the theme.**
 - a. Instruct learners to open their Core Readers to page 18.
 - 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:
 - *worksheet: A page with questions or activities to complete.*
 - *expert: A person who knows a lot about something and is very good at it.*
 - *confident: Feeling sure that you can do something.*
 - *overconfident: Feeling so sure of yourself that you stop trying or practising to do something.*
3. **Use the PATS strategies that are suitable for each word:**

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



Phonics: Introduce a new consonant blend



TIME:
15 minutes



RESOURCES:
Core Reader

1. **Introduce the new blend: *ng***
 - 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: bring
 - b. Ask an individual learner to listen carefully and then to segment the word into sounds: b-r-i-ng
 - c. As the learner says each sound, write in on the board.
 - d. Next, call a different learner to blend the sounds together to read the word.
 - e. Correct learners if they make any errors.
 - f. Repeat with the word: singing
3. **Orientate learners to the Core Reader activities for Tuesday.**
 - a. Instruct learners to open their Core Readers to page 28.
 - b. Call on individual learners to help you model each activity.
 - c. Model how to complete any written activities on the board.

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



Handwriting: Teach upper-case cursive letter formation



TIME:
15 minutes



RESOURCES:
Handwriting
Chart

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



Shared Reading: Do the Pre-Read



TIME:
15 minutes



RESOURCES:
Anthology,
page 35

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



Group Guided Reading: Work with Groups 3&4



TIME:
30 minutes



RESOURCES:
Core Reader

Graded /
Levelled
Readers (not
supplied by
NHLRP)

1. **Prepare learners for Group Guided Reading.**
 - a. Make sure learners know their reading group.
 - b. Settle learners in pairs with their Core Readers, exercise books and pencils.
 - c. Instruct learners to open their Core Readers to page 28.
2. **Go through the Core Reader activities for the day with learners.**
Remind learners what to do to complete each activity.
3. **Call Group 3 to your Group Guided Reading space.**
 - a. Settle the group with their Core Readers.
 - b. Call on individual learners to read the phonic sounds.
 - c. Call on individual learners to complete the decoding activities.
 - d. Call on each learner to read the words or a passage from the previous week.
 - e. Make a note of learners who need support.
 - f. Make a note of sounds that need to be consolidated.
4. **Using Graded / Levelled Readers**
 - a. Distribute available readers to the group. (Graded / Levelled Readers)
 - b. Listen to each learner read aloud from a reader.
 - c. If in line with school policy, issue Graded / Levelled Readers for learners to take home.
5. **Send Group 3 back to their desks and call Group 4.**



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's own
resources

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



Listening & Speaking: Creative Storytelling



TIME:
15 minutes



RESOURCES:
Core Reader

1. **Prepare learners for creative storytelling.**
 - a. Arrange learners in groups of 4.
 - b. Tell learners to open their Core Readers to page 29.
2. **Direct learners to look at the picture.**
 - a. Ask: What do you see in this picture?
3. **Tell learners that they must each make up a short story about the picture.**
4. **Tell learners how to structure their story. Say:**
 - a. Give each character in your story a name.
 - b. Say where the story takes place.
 - c. Your story must have a beginning, a middle and an end.
 - d. This picture only shows part of your story.
 - The picture may show the beginning of your story.
 - The picture may show the middle of your story.
 - The picture may show the end of your story.
 - e. You can start your story by saying:
 - "Oh no!" ____ cried...
 - The children didn't mean to ____, but...
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: a
Core Reader

1. **Introduce the new sound: a**
 - a. Say the sound x3.
 - b. Show learners the Frieze card and read the sound x3.
 - c. Tell learners to listen and then repeat the sound.
 - 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: baby.
 - b. Ask an individual learner to listen carefully and then to segment the word into sounds: b-a-b-y
 - c. As the learner says each sound, write in on the board.
 - d. Next, call a different learner to blend the sounds together to read the word.
 - e. Correct learners if they make any errors.
 - f. Repeat with the word: lady
3. **Orientate learners to the Core Reader activities for Wednesday.**
 - a. Instruct learners to open their Core Readers to page 30.
 - b. Call on individual learners to help you model each activity.
 - c. Model how to complete any written activities on the board.

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



Handwriting: Practice cursive handwriting



TIME:
15 minutes



RESOURCES:
Handwriting
Chart

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



Shared Reading: Do the First Read



TIME:
15 minutes



RESOURCES:
Anthology,
page 35

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: *Linden's easy maths test*
 - d. Say: *In this story, Linden is very confident about her maths skills and believes she does not need to practise or do homework. As the class moves into more challenging work and prepares for a test, Linden begins to make choices that affect her learning. Like all of us, she is learning that mistakes can happen when we do not prepare properly. Let's read to find out what Linden discovers about learning and effort.*
 - e. Ask: Do you know anything about this?
2. **Do the First Read as follows:**
 - a. Read each page of the story aloud, fluently and audibly.
 - b. Show learners the pictures.
 - c. Where necessary, stop and explain to learners.
 - d. Point out the vocabulary words as they appear.
 - e. At the end of the story, ask the Read 1 questions as follows:
 - Direct Question 1 & 2 to individual learners.
 - Direct Question 3 & 4 to the whole class. Ask learners to discuss the questions with a partner.
 - Call on a few learners to share their answers.
 - f. Remind learners of the comprehension strategy.
 - Say, this week we are learning how to: Make inferences.
 - Ask learners: What good guess can we make about this that the author hasn't told us? What can you guess about the character's thoughts / feelings?



Writing: Teacher models drafting



TIME:
20 minutes



RESOURCES:
Writing
Frame

1. **Reintroduce the writing topic and requirements.**
 - a. Say, this cycle we will write about: Learning through our mistakes.
 - b. Explain the requirements for the task:
 - Genre: Personal recount / personal narrative
 - Sentences / paragraphs: Write two paragraph of at least four sentences each, each with their own topic.
 - LSC: The verb, or action word, shows that the action has not yet happened.
2. **Model the task on the board.**
 - a. Remind learners of your ideas from your mind map.
 - b. Show learners how to complete the writing frame using your plan.
3. **Instruct learners to begin writing in their exercise books.**
 - Say: now use your own plan to fill in the writing frame
4. **Walk around the room and help individual learners begin writing.**
 - a. Say: Let's look at your mind map and use it to begin writing.
 - b. Help struggling learners use the writing frame.

Writing Frame:

I learned how to...

At first, it was...

I made many mistakes, like...

I kept trying even though...

In the future, I would like to learn...

I want to learn ... because...

I might mistakes like....

If it is difficult, I will...



Group Guided Reading: Work with Groups 5&6



TIME:
30 minutes



RESOURCES:
Core Reader

Graded /
Levelled
Readers (not
supplied by
NHLRP)

1. **Prepare learners for Group Guided Reading.**
 - a. Make sure learners know their reading group.
 - b. Settle learners in pairs with their Core Readers, exercise books and pencils.
 - c. Instruct learners to open their Core Readers to page 30.
2. **Go through the Core Reader activities for the day with learners.**
Remind learners what to do to complete each activity.
3. **Call Group 5 to your Group Guided Reading space.**
 - a. Settle the group with their Core Readers.
 - b. Call on individual learners to read the phonic sounds.
 - c. Call on individual learners to complete the decoding activities.
 - d. Call on each learner to read the words or a passage from the previous week.
 - e. Make a note of learners who need support.
 - f. Make a note of sounds that need to be consolidated.
4. **Using Graded / Levelled Readers**
 - a. Distribute available readers to the group. (Graded / Levelled Readers)
 - b. Listen to each learner read aloud from a reader.
 - c. If in line with school policy, issue Graded / Levelled Readers for learners to take home.
5. **Send Group 5 back to their desks and call Group 6.**



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's own
resources

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



Phonics: Introduce a new consonant blend



TIME:
15 minutes



RESOURCES:
Core Reader

1. **Introduce the new blend: cr**
 - a. Write the individual phonemes on the board and read each one.
 - b. Next, ask a learner to blend the two sounds together.
 - c. Ask learners to say words that start with or use this blend.
2. **Show learners how to segment and blend words that include this blend.**
 - a. Say the word: cross
 - b. Ask an individual learner to listen carefully and then to segment the word into sounds: c-r-o-ss
 - c. As the learner says each sound, write in on the board.
 - d. Next, call a different learner to blend the sounds together to read the word.
 - e. Correct learners if they make any errors.
 - f. Repeat with the word: crook
3. **Orientate learners to the Core Reader activities for Thursday.**
 - a. Instruct learners to open their Core Readers to page 31.
 - b. Call on individual learners to help you model each activity.
 - c. Model how to complete any written activities on the board.

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



Handwriting: Practice cursive handwriting



TIME:
15 minutes



RESOURCES:
Handwriting
Chart

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



Shared Reading: Do the Second Read



TIME:
15 minutes



RESOURCES:
Anthology,
page 35

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: *Lindeni's easy maths test*
 - d. Remind learners of the comprehension strategy.
 - Say, this week we are learning how to: Make inferences.
 - Say, remember, we discussed this yesterday, when I asked you: What good guess can we make about this that the author hasn't told us? What can you guess about the character's thoughts / feelings?
2. **Do the Second Read as follows:**
 - a. Read each page of the story aloud, fluently and audibly.
 - b. Show learners the picture.
 - c. Use the examples on the introduction page to model the comprehension strategy.
 - d. At the end of the story, ask the Read 2 questions as follows:
 - Direct Question 1 & 2 to individual learners.
 - Direct Question 3 & 4 to the whole class. Ask learners to discuss the questions with a partner.
 - Call on a few learners to share their answers.



Writing: Learners draft



TIME:
20 minutes



RESOURCES:
Writing frame

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

Writing frame:

I learned how to...

At first, it was...

I made many mistakes, like...

I kept trying even though...

In the future, I would like to learn...

I want to learn ... because...

I might mistakes like....

If it is difficult, I will...



Group Guided Reading: Work with Groups 7&8



TIME:
30 minutes



RESOURCES:
Core Reader

Graded /
Levelled
Readers (not
supplied by
NHLRP)

1. **Prepare learners for Group Guided Reading.**
 - a. Make sure learners know their reading group.
 - b. Settle learners in pairs with their Core Readers, exercise books and pencils.
 - c. Instruct learners to open their Core Readers to page 31.
2. **Go through the Core Reader activities for the day with learners.**
Remind learners what to do to complete each activity.
3. **Call Group 7 to your Group Guided Reading space.**
 - a. Settle the group with their Core Readers.
 - b. Call on individual learners to read the phonic sounds.
 - c. Call on individual learners to complete the decoding activities.
 - d. Call on each learner to read the words or a passage from the previous week.
 - e. Make a note of learners who need support.
 - f. Make a note of sounds that need to be consolidated.
4. **Using Graded / Levelled Readers**
 - a. Distribute available readers to the group. (Graded / Levelled Readers)
 - b. Listen to each learner read aloud from a reader.
 - c. If in line with school policy, issue Graded / Levelled Readers for learners to take home.
5. **Send Group 7 back to their desks and call Group 8.**



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's own
resources

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



Listening & Speaking: Discuss the Shared Reading story



TIME:
15 minutes



RESOURCES:
Discussion
framework:

This story
was about...

I liked it
when...

I learnt that...

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



Phonics: Dictation



TIME:
15 minutes



RESOURCES:
Core Reader

1. **Settle learners with their exercise books, pens and rulers.**
 - a. Tell learners to write the heading, 'Dictation' and to write numbers 1-5 in the margin.
 - b. Call out the following five words for learners to write next to numbers 1-5: more, sing, paper, crust, laser
 - c. Next, tell learners to write down the sentence that you say, using the correct punctuation.
 - d. Say the following sentence. Repeat it slowly, twice if necessary: I print my paper with a laser.
2. **Tell learners to use a coloured pencil to correct their own work.**
 - a. Write the five words and the sentence on the board.
 - b. As you write, sound out each word.
 - c. For the sentence, point out the punctuation used.
 - d. Tell learners to circle their errors with the coloured pencil.
 - e. Tell learners to rewrite errors correctly.
3. **Take note of learners' challenges and progress.**
4. **Orientate learners to the Core Reader activities for Friday.**
 - a. Instruct learners to open their Core Readers to page 32.
 - b. Read the text aloud. Tell learners to follow in their books as you read.
 - c. Read the text again, this time, learners must join in and read with you.
 - d. Model how to complete the written comprehension on the board.
 - e. Model how to complete the Morphology activity on the board.

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



Shared Reading: Do the Post-Read



TIME:
15 minutes



RESOURCES:
Anthology,
page 35

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



Writing: Teacher models editing and learners edit



TIME:
20 minutes



RESOURCES:
DBE
Workbook 2,
page 38

1. **Remind learners of the writing task:** Learning through our mistakes
2. **Introduce the editing checklist**
 - a. Say, today we will edit our writing using the editing checklist:
 - Sentences / paragraphs: Write two paragraph of at least four sentences each, each with their own topic.
 - LSC: The verb, or action word, shows that the action has not yet happened.
3. **Model editing.**
 - a. Write a sentence on the board that contains a mistake.
4. **Show learners how to edit the mistake.**
5. **Instruct learners to read and edit their writing.**
 - a. Say, now it is time to read and edit your writing.
 - b. Walk around the room and help struggling learners read and edit their writing.
6. **Assign DBE Workbook writing activity.**
 - a. As learners finish editing, explain that they must work in their DBE workbook.
 - b. Instruct learners to complete:
 - DBE Workbook page no: 38
 - a. Put these pictures in the correct order.
 - b. Then, write one sentence about each picture.
 - c. Make sure your sentences tell a story.
 - d. Can you make your story about our theme: We make mistakes?



Group Guided Reading: Work with Groups 9&10



TIME:
30 minutes



RESOURCES:
Core Reader

Graded /
Levelled
Readers (not
supplied by
NHLRP)

1. **Prepare learners for Group Guided Reading.**
 - a. Make sure learners know their reading group.
 - b. Settle learners in pairs with their Core Readers, exercise books and pencils.
 - c. Instruct learners to open their Core Readers to page 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 9 to your Group Guided Reading space.**
 - a. Settle the group with their Core Readers.
 - b. Call on individual learners to read the phonic sounds.
 - c. Call on individual learners to complete the decoding activities.
 - d. Call on each learner to read the words or a passage from the previous week.
 - e. Make a note of learners who need support.
 - f. Make a note of sounds that need to be consolidated.
4. **Using Graded / Levelled Readers**
 - a. Distribute available readers to the group. (Graded / Levelled Readers)
 - b. Listen to each learner read aloud from a reader.
 - c. If in line with school policy, issue Graded / Levelled Readers for learners to take home.
5. **Send Group 9 back to their desks and call Group 10.**



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's own
resources

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



Listening & Speaking: Introduce the theme



TIME:
15 minutes



RESOURCES:
Pictures and
real objects
for theme
display
Core Reader

1. **Prepare a theme display:** *We dance*
2. **Ask open questions to activate learners' background knowledge.**
 - *Have you ever danced before? When? Where?*
 - *What kind of music or dances do you know?*
 - *How do you think people feel when they dance?*
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 34.**
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.
"Dance is the hidden language of the soul." Martha Graham.
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, we don't have the right words to say how excited, brave, or happy we feel. But when we dance, our hands, feet, and spins tell a beautiful story without making a single sound. Dancing lets your heart speak out loud.



Phonics: Teach a new sound, then segment and blend



TIME:
15 minutes



RESOURCES:
Frieze card: e
Core Reader

1. **Introduce the new sound: e**
 - a. Say the sound x3.
 - b. Show learners the Frieze card and read the sound x3.
 - c. Tell learners to listen and then repeat the sound.
 - 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: she
 - b. Ask an individual learner to listen carefully and then to segment the word into sounds: sh-e
 - c. As the learner says each sound, write in on the board.
 - d. Next, call a different learner to blend the sounds together to read the word.
 - e. Correct learners if they make any errors.
 - f. Repeat with the word: he
3. **Orientate learners to the Core Reader activities for Monday.**
 - 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 lower-case cursive letter formation



TIME:
15 minutes



RESOURCES:
Handwriting
Chart

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



Shared Reading: Introduce the story



TIME:
15 minutes



RESOURCES:
Anthology,
page 47

1. **Introduce the story.**
 - a. Say: This week we will read a story titled, *Dancegod Lloyd*.
 - b. Say: *In this story, Laud loves dancing and expresses himself through movement everywhere he goes. When he is younger, people around him discourage him from dancing, but he continues to follow his passion. As he grows older, he begins creating dance routines, sharing videos online, and his talent starts to reach many people. Let's read to find out how Laud's love for dance grows into something bigger and how it connects to others.*
 - c. Ask: Do you know anything about this?
 - d. Briefly show learners the pictures from the story.
2. **Build learners' background knowledge.**
 - a. Share and explain the background information provided for the story.
 - b. Show learners where the story takes place using the Anthology map.
 - c. Ask: Do you have any questions about this story?
3. **Explain the comprehension strategy.**
 - a. Say, this week we will learn how to: Make evaluations
 - b. Explain this strategy to learners.



Group Guided Reading: Work with Groups 1&2



TIME:
30 minutes



RESOURCES:
Core Reader

Graded /
Levelled
Readers (not
supplied by
NHLRP)

1. **Prepare learners for Group Guided Reading.**
 - a. Make sure learners know their reading group.
 - b. Settle learners in pairs with their Core Readers, exercise books and pencils.
 - c. Instruct learners to open their Core Readers to page 36.
2. **Go through the Core Reader activities for the day with learners.**
Remind learners what to do to complete each activity.
3. **Call Group 1 to your Group Guided Reading space.**
 - a. Settle the group with their Core Readers.
 - b. Call on individual learners to read the phonic sounds.
 - c. Call on individual learners to complete the decoding activities.
 - d. Call on each learner to read the words or a passage from the previous week.
 - e. Make a note of learners who need support.
 - f. Make a note of sounds that need to be consolidated.
4. **Using Graded / Levelled Readers**
 - a. Distribute available readers to the group. (Graded / Levelled Readers)
 - b. Listen to each learner read aloud from a reader.
 - c. If in line with school policy, issue Graded / Levelled Readers for learners to take home.
5. **Send Group 1 back to their desks and call Group 2.**



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's own
resources

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



Listening & Speaking: Teach vocabulary



TIME:
15 minutes



RESOURCES:
Vocabulary
flashcards,
pictures,
objects

Core Reader

1. **Remind learners of the theme.**
 - a. Instruct learners to open their Core Readers to page 34.
 - 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:
 - *choreograph: To create and organise a dance routine from start to finish.*
 - *choreographer: A person who creates and teaches dance routines.*
 - *routine: A set of dance moves done in a particular order.*
 - *academy: A school where people learn special skills, such as dancing.*
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: c/**
 - 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: clouds
 - b. Ask an individual learner to listen carefully and then to segment the word into sounds: c-l-ou-d-s
 - c. As the learner says each sound, write in on the board.
 - d. Next, call a different learner to blend the sounds together to read the word.
 - e. Correct learners if they make any errors.
 - f. Repeat with the word: clean
3. **Orientate learners to the Core Reader activities for Tuesday.**
 - a. Instruct learners to open their Core Readers to page 37.
 - b. Call on individual learners to help you model each activity.
 - c. Model how to complete any written activities on the board.

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



Handwriting: Teach upper-case cursive letter formation



TIME:
15 minutes



RESOURCES:
Handwriting
Chart

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



Shared Reading: Do the Pre-Read



TIME:
15 minutes



RESOURCES:
Anthology,
page 49

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



Group Guided Reading: Work with Groups 3&4



TIME:
30 minutes



RESOURCES:
Core Reader

Graded /
Levelled
Readers (not
supplied by
NHLRP)

1. **Prepare learners for Group Guided Reading.**
 - a. Make sure learners know their reading group.
 - b. Settle learners in pairs with their Core Readers, exercise books and pencils.
 - c. Instruct learners to open their Core Readers to page 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 3 to your Group Guided Reading space.**
 - a. Settle the group with their Core Readers.
 - b. Call on individual learners to read the phonic sounds.
 - c. Call on individual learners to complete the decoding activities.
 - d. Call on each learner to read the words or a passage from the previous week.
 - e. Make a note of learners who need support.
 - f. Make a note of sounds that need to be consolidated.
4. **Using Graded / Levelled Readers**
 - a. Distribute available readers to the group. (Graded / Levelled Readers)
 - b. Listen to each learner read aloud from a reader.
 - c. If in line with school policy, issue Graded / Levelled Readers for learners to take home.
5. **Send Group 3 back to their desks and call Group 4.**



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's own
resources

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



Listening & Speaking: Teach vocabulary and discuss the theme picture



TIME:
15 minutes



RESOURCES:
Vocabulary
flashcards,
pictures,
objects

Core Reader

1. **Use PATS to teach vocabulary.**
 - a. Teach the following vocabulary words:
 - *dance: To move your body to music.*
 - *ballet: A special kind of dance that tells a story using graceful movements.*
 - *hip hop: A fast, energetic style of dancing that lets you express your personality.*
 - *traditional dance: A dance that comes from the culture of a group of people.*
 - 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 38.
 - b. Tell learners the following information about the picture:
 - *There are many different kinds of dancing. Some people dance for fun with their friends. Some people go to classes, like ballet or hip hop, to learn special dance moves. Other people learn traditional dances that come from their culture.*
 - *People dance for lots of different reasons. People dance to have fun, celebrate, tell stories, exercise, perform on stage, or express their feelings.*
 - *Dancing is part of many cultures. Different communities and cultures have their own special dances. These dances help people celebrate important events and share traditions.*
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 different kinds of dancing can you see in this picture?*
 - b. *Which kind of dancing looks most interesting to you? Why?*
 - c. *Why do you think people dance?*



Phonics: Teach a new sound, then segment and blend



TIME:
15 minutes



RESOURCES:
Frieze card: i
Core Reader

1. **Introduce the new sound: i**
 - a. Say the sound x3.
 - b. Show learners the Frieze card and read the sound x3.
 - c. Tell learners to listen and then repeat the sound.
 - 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: tiger.
 - b. Ask an individual learner to listen carefully and then to segment the word into sounds: t-i-g-er
 - c. As the learner says each sound, write in on the board.
 - d. Next, call a different learner to blend the sounds together to read the word.
 - e. Correct learners if they make any errors.
 - f. Repeat with the word: spider
3. **Orientate learners to the Core Reader activities for Wednesday.**
 - a. Instruct learners to open their Core Readers to page 39.
 - b. Call on individual learners to help you model each activity.
 - c. Model how to complete any written activities on the board.

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



Handwriting: Practice cursive handwriting



TIME:
15 minutes



RESOURCES:
Handwriting
Chart

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



Shared Reading: Do the First Read



TIME:
15 minutes



RESOURCES:
Anthology,
page 49

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: *Dancegod Lloyd*
 - d. Say: *In this story, Laud loves dancing and expresses himself through movement everywhere he goes. When he is younger, people around him discourage him from dancing, but he continues to follow his passion. As he grows older, he begins creating dance routines, sharing videos online, and his talent starts to reach many people. Let's read to find out how Laud's love for dance grows into something bigger and how it connects to others.*
2. **Do the First Read as follows:**
 - a. Read each page of the story aloud, fluently and audibly.
 - b. Show learners the pictures.
 - c. Where necessary, stop and explain to learners.
 - d. Point out the vocabulary words as they appear.
 - e. At the end of the story, ask the Read 1 questions as follows:
 - Direct Question 1 & 2 to individual learners.
 - Direct Question 3 & 4 to the whole class. Ask learners to discuss the questions with a partner.
 - Call on a few learners to share their answers.
 - f. Remind learners of the comprehension strategy.
 - Say, this week we are learning how to: Make evaluations.
 - Ask learners: We usually learn something from a story. Sometimes, we need to decide if something was right or wrong. Sometimes, we need to decide if something was good or bad. What did you learn from this story?



Writing: Introduce and Practice LSC



TIME:
20 minutes



RESOURCES:
No resources
required

1. **Introduce the LSC focus.**
 - a. Say, this week we will focus on: Using personal pronouns in a sentence to replace someone's name.
 - b. Write a sentence on the board: My best friend is Amy. She is really nice.
 - c. Explain the LSC in context: The pronoun is used in the sentence to help us talk about who is doing something without using their name.
2. **Practice the LSC with learners.**
 - a. Write on the board: Trevor loves to ride his bike. Trevor rides his bike every morning. Trevor likes to ride up big hills.
 - b. Ask learners: How can we replace the names in these sentences to make the sentences flow better?
 - c. Brainstorm with learners: Instead of repeating a person's name over and over, we can use pronouns to make sentences flow more smoothly. Pronouns are words like: he, she, we, they. For example, we can change the name 'Trevor' in the second and third sentences to 'he', because all the sentences are talking about the same person: Trevor.
3. **Give learners time to practice the LSC independently.**
 - a. Write on the board:
 - I like to read books with Grandpa. ____ is a good reader.
 - Rachel is my friend. ____ is so cool.
 - Siya, Aya, and Bulelwa play soccer. ____ have fun together.
 - My brother and I swim in the pond. ____ love to swim.
 - Simile goes to school. ____ loves to learn.
 - b. Explain to learners: Fill in the correct pronoun.
 - c. Give learners a few minutes to complete the task.
4. **Check learners' understanding.**
 - a. Call learners back together.
 - b. Call on different learners to share their answers.
 - c. Point out: The pronoun is used in the sentence to help us talk about who is doing something without using their name.



Group Guided Reading: Work with Groups 5&6



TIME:
30 minutes



RESOURCES:
Core Reader

Graded /
Levelled
Readers (not
supplied by
NHLRP)

1. **Prepare learners for Group Guided Reading.**
 - a. Make sure learners know their reading group.
 - b. Settle learners in pairs with their Core Readers, exercise books and pencils.
 - c. Instruct learners to open their Core Readers to page 39.
2. **Go through the Core Reader activities for the day with learners.**
Remind learners what to do to complete each activity.
3. **Call Group 5 to your Group Guided Reading space.**
 - a. Settle the group with their Core Readers.
 - b. Call on individual learners to read the phonic sounds.
 - c. Call on individual learners to complete the decoding activities.
 - d. Call on each learner to read the words or a passage from the previous week.
 - e. Make a note of learners who need support.
 - f. Make a note of sounds that need to be consolidated.
4. **Using Graded / Levelled Readers**
 - a. Distribute available readers to the group. (Graded / Levelled Readers)
 - b. Listen to each learner read aloud from a reader.
 - c. If in line with school policy, issue Graded / Levelled Readers for learners to take home.
5. **Send Group 5 back to their desks and call Group 6.**



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's own
resources

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



Phonics: Introduce a new consonant blend



TIME:
15 minutes



RESOURCES:
Core Reader

1. **Introduce the new blend: 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: scam
 - b. Ask an individual learner to listen carefully and then to segment the word into sounds: s-c-a-m
 - c. As the learner says each sound, write in on the board.
 - d. Next, call a different learner to blend the sounds together to read the word.
 - e. Correct learners if they make any errors.
 - f. Repeat with the word: scar
3. **Orientate learners to the Core Reader activities for Thursday.**
 - a. Instruct learners to open their Core Readers to page 40.
 - b. Call on individual learners to help you model each activity.
 - c. Model how to complete any written activities on the board.

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



Handwriting: Practice cursive handwriting



TIME:
15 minutes



RESOURCES:
Handwriting Chart

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



Shared Reading: Do the Second Read



TIME:
15 minutes



RESOURCES:
Anthology,
page 49

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: *Dancegod Lloyd*
 - d. Remind learners of the comprehension strategy.
 - Remind learners of the comprehension strategy.
 - Say, this week we are learning how to: Make evaluations.
 - Say, remember, we discussed this yesterday, when I asked you: We usually learn something from a story. Sometimes, we need to decide if something was right or wrong. Sometimes, we need to decide if something was good or bad. What did you learn from this story?
2. **Do the Second Read as follows:**
 - a. Read each page of the story aloud, fluently and audibly.
 - b. Show learners the picture.
 - c. Use the examples on the introduction page to model the comprehension strategy.
 - d. At the end of the story, ask the Read 2 questions as follows:
 - Direct Question 1 & 2 to individual learners.
 - Direct Question 3 & 4 to the whole class. Ask learners to discuss the questions with a partner.
 - Call on a few learners to share their answers.



Writing: Teacher models planning



TIME:
20 minutes



RESOURCES:
Writing frame

1. **Introduce the writing topic.**
 - a. Say, this cycle we will write about: Someone in my life who loves to dance.
2. **Explain your own answer to the writing task orally, before writing. Use the writing frame.**
 - a. Say: Someone in my life who loves to dance is... I love watching them dance because...
3. **Model planning for the writing task on the board.**
 - a. Draw a quick picture that shows: The person in your life who loves to dance.
 - b. Use a mind map to plan your story:
 - Who is someone in your life who loves to dance?
 - What is their favourite kind of dance?
 - When do they like to dance?
 - How does dancing make them feel?
 - Why do you like to watch them dance?
 - What do you think they look like when they dance?
 - How do you feel when you watch them dance?
 - Do you like to dance too? Why or why not?
4. **Get learners thinking.**
 - a. Say: tomorrow, you will plan your own writing. Bring your ideas with you tomorrow.

Writing frame:

My ____ loves to dance...

His / her favourite dance is...

He / she likes to dance when...

When he / she dances, it makes him / her feel...

I like watching him / her dance because...

When he / she dances, I think he / she looks...

When I watch him / her dance, I feel...

I do / do not like to...



Group Guided Reading: Work with Groups 7&8



TIME:
30 minutes



RESOURCES:
Core Reader

Graded /
Levelled
Readers (not
supplied by
NHLRP)

1. **Prepare learners for Group Guided Reading.**
 - a. Make sure learners know their reading group.
 - b. Settle learners in pairs with their Core Readers, exercise books and pencils.
 - c. Instruct learners to open their Core Readers to page 40.
2. **Go through the Core Reader activities for the day with learners.**
Remind learners what to do to complete each activity.
3. **Call Group 7 to your Group Guided Reading space.**
 - a. Settle the group with their Core Readers.
 - b. Call on individual learners to read the phonic sounds.
 - c. Call on individual learners to complete the decoding activities.
 - d. Call on each learner to read the words or a passage from the previous week.
 - e. Make a note of learners who need support.
 - f. Make a note of sounds that need to be consolidated.
4. **Using Graded / Levelled Readers**
 - a. Distribute available readers to the group. (Graded / Levelled Readers)
 - b. Listen to each learner read aloud from a reader.
 - c. If in line with school policy, issue Graded / Levelled Readers for learners to take home.
5. **Send Group 7 back to their desks and call Group 8.**



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's own
resources

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



Listening & Speaking: Discuss the Shared Reading story



TIME:
15 minutes



RESOURCES:
Discussion
framework:

This story
was about...

I liked the
character...
because...

I learnt that...

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



Phonics: Dictation



TIME:
15 minutes



RESOURCES:
Core Reader

1. **Settle learners with their exercise books, pens and rulers.**
 - a. Tell learners to write the heading, 'Dictation' and to write numbers 1-5 in the margin.
 - b. Call out the following five words for learners to write next to numbers 1-5: scare, pilot, clean, be, thing
 - c. Next, tell learners to write down the sentence that you say, using the correct punctuation.
 - d. Say the following sentence. Repeat it slowly, twice if necessary: He was a great pilot.
2. **Tell learners to use a coloured pencil to correct their own work.**
 - a. Write the five words and the sentence on the board.
 - b. As you write, sound out each word.
 - c. For the sentence, point out the punctuation used.
 - d. Tell learners to circle their errors with the coloured pencil.
 - e. Tell learners to rewrite errors correctly.
3. **Take note of learners' challenges and progress.**
4. **Orientate learners to the Core Reader activities for Friday.**
 - a. Instruct learners to open their Core Readers to page 41.
 - b. Read the text aloud. Tell learners to follow in their books as you read.
 - c. Read the text again, this time, learners must join in and read with you.
 - d. Model how to complete the written comprehension on the board.
 - e. Model how to complete the Morphology activity on the board.

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



Shared Reading: Do the Post-Read



TIME:
15 minutes



RESOURCES:
Anthology,
page 49

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

Written Comprehension

1. **What did some people say to discourage Laud?**
To discourage Laud from dancing, some people said...
2. **What happened when Laud posted a video on Instagram?**
When Laud posted a video on Instagram...
3. **What is the name of the dance school that Laud opened?**
The dance school that Laud opened is called...



Writing: Learners plan



TIME:
20 minutes



RESOURCES:
Writing frame

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

Writing Frame:

My ____ loves to dance...

His / her favourite dance is...

He / she likes to dance when...

When he / she dances, it makes him / her feel...

I like watching him / her dance because...

When he / she dances, I think he / she looks...

When I watch him / her dance, I feel...

I do / do not like to...



Group Guided Reading: Work with Groups 9&10



TIME:
30 minutes



RESOURCES:
Core Reader

Graded /
Levelled
Readers (not
supplied by
NHLRP)

1. **Prepare learners for Group Guided Reading.**
 - a. Make sure learners know their reading group.
 - b. Settle learners in pairs with their Core Readers, exercise books and pencils.
 - c. Instruct learners to open their Core Readers to page 41.
2. **Go through the Core Reader activities for the day with learners.**
Remind learners what to do to complete each activity.
3. **Call Group 9 to your Group Guided Reading space.**
 - a. Settle the group with their Core Readers.
 - b. Call on individual learners to read the phonic sounds.
 - c. Call on individual learners to complete the decoding activities.
 - d. Call on each learner to read the words or a passage from the previous week.
 - e. Make a note of learners who need support.
 - f. Make a note of sounds that need to be consolidated.
4. **Using Graded / Levelled Readers**
 - a. Distribute available readers to the group. (Graded / Levelled Readers)
 - b. Listen to each learner read aloud from a reader.
 - c. If in line with school policy, issue Graded / Levelled Readers for learners to take home.
5. **Send Group 9 back to their desks and call Group 10.**



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's own
resources

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



Listening & Speaking: Oral Presentations



TIME:
15 minutes



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

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



Phonics: Teach a new sound, then segment and blend



TIME:
15 minutes



RESOURCES:
Frieze card: o
Core Reader

1. **Introduce the new sound: o**
 - a. Say the sound x3.
 - b. Show learners the Frieze card and read the sound x3.
 - c. Tell learners to listen and then repeat the sound.
 - 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: so
 - b. Ask an individual learner to listen carefully and then to segment the word into sounds: s-o
 - c. As the learner says each sound, write in on the board.
 - d. Next, call a different learner to blend the sounds together to read the word.
 - e. Correct learners if they make any errors.
 - f. Repeat with the word: go
3. **Orientate learners to the Core Reader activities for Monday.**
 - 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.



Handwriting: Teach lower-case cursive letter formation



TIME:
15 minutes



RESOURCES:
Handwriting
Chart

1. **Prepare learners for handwriting.**
 - a. Say: Let's warm up our fingers by crumpling up a piece of paper and then smoothing it out.
 - b. Check and adjust learners' posture and pencil grip.
2. **Show learners how to form:** *u u 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 u 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 u u*
 - a. Say: Make the letter on your partner's back, the desk, in the sand.
4. **Instruct learners to practice writing:** *u u 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 61

1. **Introduce the story.**
 - a. Say: This week we will read a story titled, *Musa Motha: A gravity defying-dancer*.
 - b. Say: *This is the true story of Musa Motha, an inspiring South African boy who loved playing soccer. When he was nine, a serious bone illness meant doctors had to remove his leg to keep him healthy. Musa could no longer play soccer, but he refused to give up. He fell in love with music and taught himself how to dance using crutches! With amazing strength and balance, he worked hard every single day to show the world that his body was beautiful and strong. Let's read to learn more about how dance changed Musa's life.*
 - c. Ask: Do you know anything about this?
 - d. Briefly show learners the pictures from the story.
2. **Build learners' background knowledge.**
 - a. Share and explain the background information provided for the story.
 - b. Show learners where the story takes place using the Anthology map.
 - c. Ask: Do you have any questions about this story?
3. **Explain the comprehension strategy.**
 - a. Say, this week we will learn how to: Make evaluations.
 - b. Explain this strategy to learners.



Group Guided Reading: Work with Groups 1&2



TIME:
30 minutes



RESOURCES:
Core Reader

Graded /
Levelled
Readers (not
supplied by
NHLRP)

1. **Prepare learners for Group Guided Reading.**
 - a. Make sure learners know their reading group.
 - b. Settle learners in pairs with their Core Readers, exercise books and pencils.
 - c. Instruct learners to open their Core Readers to page 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 1 to your Group Guided Reading space.**
 - a. Settle the group with their Core Readers.
 - b. Call on individual learners to read the phonic sounds.
 - c. Call on individual learners to complete the decoding activities.
 - d. Call on each learner to read the words or a passage from the previous week.
 - e. Make a note of learners who need support.
 - f. Make a note of sounds that need to be consolidated.
4. **Using Graded / Levelled Readers**
 - a. Distribute available readers to the group. (Graded / Levelled Readers)
 - b. Listen to each learner read aloud from a reader.
 - c. If in line with school policy, issue Graded / Levelled Readers for learners to take home.
5. **Send Group 1 back to their desks and call Group 2.**



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's own
resources

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



Listening & Speaking: Teach vocabulary



TIME:
15 minutes



RESOURCES:
Vocabulary
flashcards,
pictures,
objects
Core Reader

1. **Remind learners of the theme.**
 - a. Instruct learners to open their Core Readers to page 34.
 - 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:
 - *gravity*: The force that pulls people and objects towards the ground.
 - *swelling (up)*: Becoming bigger because of an illness or injury.
 - *amputated*: When a doctor removes a body part, such as a leg or arm, because of illness or injury.
 - *adapt*: To change something so that it works in a new situation.
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: present
 - b. Ask an individual learner to listen carefully and then to segment the word into sounds: p-r-e-s-e-nt
 - c. As the learner says each sound, write in on the board.
 - d. Next, call a different learner to blend the sounds together to read the word.
 - e. Correct learners if they make any errors.
 - f. Repeat with the word: pride
3. **Orientate learners to the Core Reader activities for Tuesday.**
 - a. Instruct learners to open their Core Readers to page 44.
 - b. Call on individual learners to help you model each activity.
 - c. Model how to complete any written activities on the board.

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



Handwriting: Teach upper-case cursive letter formation



TIME:
15 minutes



RESOURCES:
Handwriting
Chart

1. **Prepare learners for handwriting.**
 - a. Say: Let's warm up our fingers by shaking our hands out.
 - b. Check and adjust learners' posture and pencil grip.
2. **Show learners how to form:** *U U 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 U 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 U U*
 - Say: Make the letter on your partner's back, the desk, in the sand.
4. **Instruct learners to practice writing:** *U U 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 63

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



Group Guided Reading: Work with Groups 3&4



TIME:
30 minutes



RESOURCES:
Core Reader

Graded /
Levelled
Readers (not
supplied by
NHLRP)

1. **Prepare learners for Group Guided Reading.**
 - a. Make sure learners know their reading group.
 - b. Settle learners in pairs with their Core Readers, exercise books and pencils.
 - c. Instruct learners to open their Core Readers to page 44.
2. **Go through the Core Reader activities for the day with learners.**
Remind learners what to do to complete each activity.
3. **Call Group 3 to your Group Guided Reading space.**
 - a. Settle the group with their Core Readers.
 - b. Call on individual learners to read the phonic sounds.
 - c. Call on individual learners to complete the decoding activities.
 - d. Call on each learner to read the words or a passage from the previous week.
 - e. Make a note of learners who need support.
 - f. Make a note of sounds that need to be consolidated.
4. **Using Graded / Levelled Readers**
 - a. Distribute available readers to the group. (Graded / Levelled Readers)
 - b. Listen to each learner read aloud from a reader.
 - c. If in line with school policy, issue Graded / Levelled Readers for learners to take home.
5. **Send Group 3 back to their desks and call Group 4.**



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's own
resources

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



Listening & Speaking: Creative Storytelling



TIME:
15 minutes



RESOURCES:
Core Reader

1. **Prepare learners for creative storytelling.**
 - a. Arrange learners in groups of 4.
 - b. Tell learners to open their Core Readers to page 45.
2. **Direct learners to look at the picture.**
 - a. Ask: What do you see in this picture?
3. **Tell learners that they must each make up a short story about the picture.**
4. **Tell learners how to structure their story. Say:**
 - a. Give each character in your story a name.
 - b. Say where the story takes place.
 - c. Your story must have a beginning, a middle and an end.
 - d. This picture only shows part of your story.
 - The picture may show the beginning of your story.
 - The picture may show the middle of your story.
 - The picture may show the end of your story.
 - e. You can start your story by saying:
 - It was a special day at dance class...
 - "Today," said the dance teacher, "we will..."
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: 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: music.
 - b. Ask an individual learner to listen carefully and then to segment the word into sounds: m-u-s-i-c
 - c. As the learner says each sound, write in on the board.
 - d. Next, call a different learner to blend the sounds together to read the word.
 - e. Correct learners if they make any errors.
 - f. Repeat with the word: uniform
3. **Orientate learners to the Core Reader activities for Wednesday.**
 - 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: Practice cursive handwriting



TIME:
15 minutes



RESOURCES:
Handwriting
Chart

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



Shared Reading: Do the First Read



TIME:
15 minutes



RESOURCES:
Anthology,
page 63

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: *Musa Motha: A gravity defying-dancer*
 - d. Say: *This is the true story of Musa Motha, an inspiring South African boy who loved playing soccer. When he was nine, a serious bone illness meant doctors had to remove his leg to keep him healthy. Musa could no longer play soccer, but he refused to give up. He fell in love with music and taught himself how to dance using crutches! With amazing strength and balance, he worked hard every single day to show the world that his body was beautiful and strong. Let's read to learn more about how dance changed Musa's life.*
 - e. Ask: Do you know anything about this?
2. **Do the First Read as follows:**
 - a. Read each page of the story aloud, fluently and audibly.
 - b. Show learners the pictures.
 - c. Where necessary, stop and explain to learners.
 - d. Point out the vocabulary words as they appear.
 - e. At the end of the story, ask the Read 1 questions as follows:
 - Direct Question 1 & 2 to individual learners.
 - Direct Question 3 & 4 to the whole class. Ask learners to discuss the questions with a partner.
 - Call on a few learners to share their answers.
 - f. Remind learners of the comprehension strategy.
 - Say, this week we are learning how to: Make evaluations.
 - Ask learners: We usually learn something from a story. Sometimes, we need to decide if something was right or wrong. Sometimes, we need to decide if something was good or bad. What did you learn from this story?



Writing: Teacher models drafting



TIME:
20 minutes



RESOURCES:
Writing
Frame

1. **Reintroduce the writing topic and requirements.**
 - a. Say, this cycle we will write about: Someone in my life who loves to dance.
 - b. Explain the requirements for the task:
 - Genre: Personal recount / personal narrative
 - Sentences / paragraphs: Write two paragraph of at least four sentences each, each with their own topic.
 - LSC: The pronoun is used in the sentence to help us talk about who is doing something without using their name.
2. **Model the task on the board.**
 - a. Remind learners of your ideas from your mind map.
 - b. Show learners how to complete the writing frame using your plan.
3. **Instruct learners to begin writing in their exercise books.**
 - Say: now use your own plan to fill in the writing frame
4. **Walk around the room and help individual learners begin writing.**
 - a. Say: Let's look at your mind map and use it to begin writing.
 - b. Help struggling learners use the writing frame.

Writing Frame:

My ____ loves to dance...

His / her favourite dance is...

He / she likes to dance when...

When he / she dances, it makes him / her feel...

I like watching him / her dance because...

When he / she dances, I think he / she looks...

When I watch him / her dance, I feel...

I do / do not like to...



Group Guided Reading: Work with Groups 5&6



TIME:
30 minutes



RESOURCES:
Core Reader

Graded /
Levelled
Readers (not
supplied by
NHLRP)

1. **Prepare learners for Group Guided Reading.**
 - a. Make sure learners know their reading group.
 - b. Settle learners in pairs with their Core Readers, exercise books and pencils.
 - c. Instruct learners to open their Core Readers to page 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 5 to your Group Guided Reading space.**
 - a. Settle the group with their Core Readers.
 - b. Call on individual learners to read the phonic sounds.
 - c. Call on individual learners to complete the decoding activities.
 - d. Call on each learner to read the words or a passage from the previous week.
 - e. Make a note of learners who need support.
 - f. Make a note of sounds that need to be consolidated.
4. **Using Graded / Levelled Readers**
 - a. Distribute available readers to the group. (Graded / Levelled Readers)
 - b. Listen to each learner read aloud from a reader.
 - c. If in line with school policy, issue Graded / Levelled Readers for learners to take home.
5. **Send Group 5 back to their desks and call Group 6.**



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's own
resources

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



Phonics: Introduce a new consonant blend



TIME:
15 minutes



RESOURCES:
Core Reader

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



TIME:
15 minutes



RESOURCES:
Handwriting
Chart

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



Shared Reading: Do the Second Read



TIME:
15 minutes



RESOURCES:
Anthology,
page 63

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: *Musa Motha: A gravity defying-dancer*
 - d. Remind learners of the comprehension strategy.
 - Say, this week we are learning how to: Make evaluations.
 - Say, remember, we discussed this yesterday, when I asked you: We usually learn something from a story. Sometimes, we need to decide if something was right or wrong. Sometimes, we need to decide if something was good or bad. What did you learn from this story?
2. **Do the Second Read as follows:**
 - a. Read each page of the story aloud, fluently and audibly.
 - b. Show learners the picture.
 - c. Use the examples on the introduction page to model the comprehension strategy.
 - d. At the end of the story, ask the Read 2 questions as follows:
 - Direct Question 1 & 2 to individual learners.
 - Direct Question 3 & 4 to the whole class. Ask learners to discuss the questions with a partner.
 - Call on a few learners to share their answers.



Writing: Learners draft



TIME:
20 minutes



RESOURCES:
Writing frame

1. **Remind learners of the writing task and requirements.**
 - a. Say, today we will finish writing: Someone in my life who loves to dance.
2. **Instruct learners to continue writing in their exercise books.**
3. **Differentiate.**
 - a. Walk around the room and help struggling learners complete the writing frame.
 - b. Give advanced learners an additional prompt: Add details like describing words to your sentences.
4. **Assign homework as needed.**
 - a. Explain that learners must finish their draft for homework if they haven't yet finished.

Writing frame:

My ____ loves to dance...

His / her favourite dance is...

He / she likes to dance when...

When he / she dances, it makes him / her feel...

I like watching him / her dance because...

When he / she dances, I think he / she looks...

When I watch him / her dance, I feel...

I do / do not like to...



Group Guided Reading: Work with Groups 7&8



TIME:
30 minutes



RESOURCES:
Core Reader

Graded /
Levelled
Readers (not
supplied by
NHLRP)

1. **Prepare learners for Group Guided Reading.**
 - a. Make sure learners know their reading group.
 - b. Settle learners in pairs with their Core Readers, exercise books and pencils.
 - c. Instruct learners to open their Core Readers to page 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 7 to your Group Guided Reading space.**
 - a. Settle the group with their Core Readers.
 - b. Call on individual learners to read the phonic sounds.
 - c. Call on individual learners to complete the decoding activities.
 - d. Call on each learner to read the words or a passage from the previous week.
 - e. Make a note of learners who need support.
 - f. Make a note of sounds that need to be consolidated.
4. **Using Graded / Levelled Readers**
 - a. Distribute available readers to the group. (Graded / Levelled Readers)
 - b. Listen to each learner read aloud from a reader.
 - c. If in line with school policy, issue Graded / Levelled Readers for learners to take home.
5. **Send Group 7 back to their desks and call Group 8.**



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's own
resources

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



Listening & Speaking: Discuss the Shared Reading story



TIME:
15 minutes



RESOURCES:
Discussion
framework:

This story
was about...

I liked it
when...

I learnt that...

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



Phonics: Dictation



TIME:
15 minutes



RESOURCES:
Core Reader

1. **Settle learners with their exercise books, pens and rulers.**
 - a. Tell learners to write the heading, 'Dictation' and to write numbers 1-5 in the margin.
 - b. Call out the following five words for learners to write next to numbers 1-5: pretend, no, unit, plans, music
 - c. Next, tell learners to write down the sentence that you say, using the correct punctuation.
 - d. Say the following sentence. Repeat it slowly, twice if necessary: She listens to music and pretends to play it.
2. **Tell learners to use a coloured pencil to correct their own work.**
 - a. Write the five words and the sentence on the board.
 - b. As you write, sound out each word.
 - c. For the sentence, point out the punctuation used.
 - d. Tell learners to circle their errors with the coloured pencil.
 - e. Tell learners to rewrite errors correctly.
3. **Take note of learners' challenges and progress.**
4. **Orientate learners to the Core Reader activities for Friday.**
 - a. Instruct learners to open their Core Readers to page 48.
 - b. Read the text aloud. Tell learners to follow in their books as you read.
 - c. Read the text again, this time, learners must join in and read with you.
 - d. Model how to complete the written comprehension on the board.
 - e. Model how to complete the Morphology activity on the board.

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



Shared Reading: Do the Post-Read



TIME:
15 minutes



RESOURCES:
Anthology,
page 63

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



Writing: Teacher models editing and learners edit



TIME:
20 minutes



RESOURCES:
DBE
Workbook 2,
page 57

1. **Remind learners of the writing task:** Someone in my life who loves to dance
2. **Introduce the editing checklist**
 - a. Say, today we will edit our writing using the editing checklist:
 - Sentences / paragraphs: Write two paragraph of at least four sentences each, each with their own topic.
 - LSC: The pronoun is used in the sentence to help us talk about who is doing something without using their name.
3. **Model editing.**
 - a. Write a sentence on the board that contains a mistake.
4. **Show learners how to edit the mistake.**
5. **Instruct learners to read and edit their writing.**
 - a. Say, now it is time to read and edit your writing.
 - b. Walk around the room and help struggling learners read and edit their writing.
6. **Assign DBE Workbook writing activity.**
 - a. As learners finish editing, explain that they must work in their DBE workbook.
 - b. Instruct learners to complete:
 - DBE Workbook page no: 57
 - Complete the 'Let's Write' activity at the bottom of the page. Write 3 sentences about your birthday.



Group Guided Reading: Work with Groups 9&10



TIME:
30 minutes



RESOURCES:
Core Reader

Graded /
Levelled
Readers (not
supplied by
NHLRP)

1. **Prepare learners for Group Guided Reading.**
 - a. Make sure learners know their reading group.
 - b. Settle learners in pairs with their Core Readers, exercise books and pencils.
 - c. Instruct learners to open their Core Readers to page 48.
2. **Go through the Core Reader activities for the day with learners.**
Remind learners what to do to complete each activity.
3. **Call Group 9 to your Group Guided Reading space.**
 - a. Settle the group with their Core Readers.
 - b. Call on individual learners to read the phonic sounds.
 - c. Call on individual learners to complete the decoding activities.
 - d. Call on each learner to read the words or a passage from the previous week.
 - e. Make a note of learners who need support.
 - f. Make a note of sounds that need to be consolidated.
4. **Using Graded / Levelled Readers**
 - a. Distribute available readers to the group. (Graded / Levelled Readers)
 - b. Listen to each learner read aloud from a reader.
 - c. If in line with school policy, issue Graded / Levelled Readers for learners to take home.
5. **Send Group 9 back to their desks and call Group 10.**



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's own
resources

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



Listening & Speaking: Introduce the theme



TIME:
15 minutes



RESOURCES:
Pictures and
real objects
for theme
display
Core Reader

1. **Prepare a theme display:** *We get help*
2. **Ask open questions to activate learners' background knowledge.**
 - *When was a time you needed help?*
 - *Who helps you when you feel sad, sick or worried?*
 - *What kind of helpers are there in your community?*
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 50.**
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 lean on someone
7. **Discuss the language enrichment with learners.**
 - a. Ask: Can you tell me what this means? / Can you figure out the answer?
 - b. Encourage learners to share their ideas.
 - c. Explain the meaning or provide the answer as follows:
If you are playing outside and your leg gets tired, you might lean your body against a big, strong tree so you don't fall over. 'Leaning on someone' means doing that with your feelings. If you are feeling too sad, tired, or frustrated to handle a problem alone, you can lean on a grown-up or a best friend, and they will hold you up until you feel strong again.



Phonics: Teach a new sound, then segment and blend



TIME:
15 minutes



RESOURCES:
Frieze card:
eer
Core Reader

1. **Introduce the new sound: eer**
 - a. Say the sound x3.
 - b. Show learners the Frieze card and read the sound x3.
 - c. Tell learners to listen and then repeat the sound.
 - d. 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: cheer
 - b. Ask an individual learner to listen carefully and then to segment the word into sounds: ch-eer
 - c. As the learner says each sound, write in on the board.
 - d. Next, call a different learner to blend the sounds together to read the word.
 - e. Correct learners if they make any errors.
 - f. Repeat with the word: deer
3. **Orientate learners to the Core Reader activities for Monday.**
 - a. Instruct learners to open their Core Readers to page 52.
 - b. Call on individual learners to help you model each activity.
 - c. Model how to complete any written activities on the board.

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



Handwriting: Teach lower-case cursive letter formation



TIME:
15 minutes



RESOURCES:
Handwriting
Chart

1. **Prepare learners for handwriting.**
 - a. Say: Let's warm up our fingers by crumpling up a piece of paper and then smoothing it out.
 - b. Check and adjust learners' posture and pencil grip.
2. **Show learners how to form:** *b b b*
 - a. Stand with your back to learners.
 - b. Instruct left-handed learners to put their heads on their desks.
 - c. Use your right arm to form the letter: *b b b*
 - d. Instruct right-handed learners to form the letter with you.
 - e. Repeat with left-handed learners.
3. **Instruct learners to practice forming:** *b b b*
 - a. Say: Make the letter on your partner's back, the desk, in the sand.
4. **Instruct learners to practice writing:** *b b b*
 - 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 75

1. **Introduce the story.**
 - a. Say: This week we will read a story titled, *Dolphins to the rescue*.
 - b. Say: *One morning, a surfer named Todd Endris went out into the ocean in California. He was paddling on his board when a giant great white shark suddenly attacked him! The shark bit Todd's leg, and he was trapped in the deep water. Todd tried his best to fight back, but the shark was too strong. Just when he needed help, six beautiful dolphins rushed over. They swam in a tight circle around Todd. Did Todd make it back to the sandy beach safely? Let's read this exciting true story to find out.*
 - c. Ask: Do you know anything about this?
 - d. Briefly show learners the pictures from the story.
2. **Build learners' background knowledge.**
 - a. Share and explain the background information provided for the story.
 - b. Show learners where the story takes place using the Anthology map.
 - c. Ask: Do you have any questions about this story?
3. **Explain the comprehension strategy.**
 - a. Say, this week we will learn how to: Visualise.
 - b. Explain this strategy to learners.



Group Guided Reading: Work with Groups 1&2



TIME:
30 minutes



RESOURCES:
Core Reader

Graded /
Levelled
Readers (not
supplied by
NHLRP)

1. **Prepare learners for Group Guided Reading.**
 - a. Make sure learners know their reading group.
 - b. Settle learners in pairs with their Core Readers, exercise books and pencils.
 - c. Instruct learners to open their Core Readers to page 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.
4. **Using Graded / Levelled Readers**
 - a. Distribute available readers to the group. (Graded / Levelled Readers)
 - b. Listen to each learner read aloud from a reader.
 - c. If in line with school policy, issue Graded / Levelled Readers for learners to take home.
5. **Send Group 1 back to their desks and call Group 2.**



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's own
resources

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



Listening & Speaking: Teach vocabulary



TIME:
15 minutes



RESOURCES:
Vocabulary
flashcards,
pictures,
objects
Core Reader

1. **Remind learners of the theme.**
 - a. Instruct learners to open their Core Readers to page 50.
 - 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:
 - *dolphin: A clever animal who lives in the ocean. Dolphins are mammals who breath air, just like humans.*
 - *rescue: To help someone who is in danger.*
 - *surfboard: A long board used for riding ocean waves.*
 - *surfer: A person who rides waves on a surfboard.*
3. **Use the PATS strategies that are suitable for each word:**

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



Phonics: Introduce a new consonant blend



TIME:
15 minutes



RESOURCES:
Core Reader

1. **Introduce the new blend: nt**
 - a. Write the individual phonemes on the board and read each one.
 - b. Next, ask a learner to blend the two sounds together.
 - c. Ask learners to say words that start with or use this blend.
2. **Show learners how to segment and blend words that include this blend.**
 - a. Say the word: want
 - b. Ask an individual learner to listen carefully and then to segment the word into sounds: w-a-nt
 - c. As the learner says each sound, write in on the board.
 - d. Next, call a different learner to blend the sounds together to read the word.
 - e. Correct learners if they make any errors.
 - f. Repeat with the word: sent
3. **Orientate learners to the Core Reader activities for Tuesday.**
 - a. Instruct learners to open their Core Readers to page 53.
 - b. Call on individual learners to help you model each activity.
 - c. Model how to complete any written activities on the board.

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



Handwriting: Teach upper-case cursive letter formation



TIME:
15 minutes



RESOURCES:
Handwriting
Chart

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



Shared Reading: Do the Pre-Read



TIME:
15 minutes



RESOURCES:
Anthology,
page 77

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



Group Guided Reading: Work with Groups 3&4



TIME:
30 minutes



RESOURCES:
Core Reader

Graded /
Levelled
Readers (not
supplied by
NHLRP)

1. **Prepare learners for Group Guided Reading.**
 - a. Make sure learners know their reading group.
 - b. Settle learners in pairs with their Core Readers, exercise books and pencils.
 - c. Instruct learners to open their Core Readers to page 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.
4. **Using Graded / Levelled Readers**
 - a. Distribute available readers to the group. (Graded / Levelled Readers)
 - b. Listen to each learner read aloud from a reader.
 - c. If in line with school policy, issue Graded / Levelled Readers for learners to take home.
5. **Send Group 3 back to their desks and call Group 4.**



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's own
resources

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



Listening & Speaking: Teach vocabulary and discuss the theme picture



TIME:
15 minutes



RESOURCES:
Vocabulary
flashcards,
pictures,
objects

Core Reader

1. **Use PATS to teach vocabulary.**
 - a. Teach the following vocabulary words:
 - *therapy: Ways of helping people feel better emotionally or physically.*
 - *therapist: A qualified person who works with you when you need help with your emotions or body.*
 - *heal: To get better after being hurt or upset.*
 - *movement: Using actions like stretching, dancing, running or shaking.*
 - 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 54.
 - b. Tell learners the following information about the picture:
 - *Everyone needs help sometimes. Sometimes people feel sad, worried, angry, sick or confused. When this happens, it is okay to ask for help.*
 - *Some people feel better when they talk. Some feel better when they draw, move their bodies, spend time with animals, or get help from a trusted adult.*
 - *There are many people who help others. These helpers might be family members, teachers, therapists, doctors, traditional healers, pastors/ministers or other trusted adults.*
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 different ways are people getting help in this picture?*
 - b. *How can talking, drawing, moving, or spending time with animals help someone feel better?*
 - c. *Who can help us when we have a problem? Or when we feel sad, worried, or confused?*



Phonics: Teach a new sound, then segment and blend



TIME:
15 minutes



RESOURCES:
Frieze card:
ear (dear)
Core Reader

1. **Introduce the new sound: ear (dear)a**
 - a. Say the sound x3.
 - b. Show learners the Frieze card and read the sound x3.
 - c. Tell learners to listen and then repeat the sound.
 - 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: fear.
 - b. Ask an individual learner to listen carefully and then to segment the word into sounds: f-ear
 - c. As the learner says each sound, write in on the board.
 - d. Next, call a different learner to blend the sounds together to read the word.
 - e. Correct learners if they make any errors.
 - f. Repeat with the word: d-ear
3. **Orientate learners to the Core Reader activities for Wednesday.**
 - a. Instruct learners to open their Core Readers to page 55.
 - b. Call on individual learners to help you model each activity.
 - c. Model how to complete any written activities on the board.

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



Handwriting: Practice cursive handwriting



TIME:
15 minutes



RESOURCES:
Handwriting
Chart

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



Shared Reading: Do the First Read



TIME:
15 minutes



RESOURCES:
Anthology,
page 77

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: *Dolphins to the rescue*
 - d. Say: *One morning, a surfer named Todd Endris went out into the ocean in California. He was paddling on his board when a giant great white shark suddenly attacked him! The shark bit Todd's leg, and he was trapped in the deep water. Todd tried his best to fight back, but the shark was too strong. Just when he needed help, six beautiful dolphins rushed over. They swam in a tight circle around Todd. Did Todd make it back to the sandy beach safely? Let's read this exciting true story to find out.*
2. **Do the First Read as follows:**
 - a. Read each page of the story aloud, fluently and audibly.
 - b. Show learners the pictures.
 - c. Where necessary, stop and explain to learners.
 - d. Point out the vocabulary words as they appear.
 - e. At the end of the story, ask the Read 1 questions as follows:
 - Direct Question 1 & 2 to individual learners.
 - Direct Question 3 & 4 to the whole class. Ask learners to discuss the questions with a partner.
 - Call on a few learners to share their answers.
 - f. Remind learners of the comprehension strategy.
 - Say, this week we are learning how to: Visualise.
 - Ask learners: Can you close your eyes and try to visualise something from this story like a movie in your mind? What do you see?



Writing: Introduce and Practice LSC



TIME:
20 minutes



RESOURCES:
No resources
required

1. **Introduce the LSC focus.**
 - a. Say, this week we will focus on: Using inverted commas (speech marks) to show the words someone said (direct speech).
 - b. Write a sentence on the board: I said, "I need help right now!"
 - c. Explain the LSC in context: Inverted commas (speech marks) are used to show the words someone said (direct speech).
2. **Practice the LSC with learners.**
 - a. Write on the board: My teacher said everyone needs help sometimes.
 - b. Ask learners: Where do we put the inverted commas to show exactly what the person said? What other punctuation must we use?
 - c. Brainstorm with learners: The teacher spoke these words: Everyone needs help sometimes. Because these are the teacher's exact words, we put them inside inverted commas. The inverted commas are like special speech marks that show what someone said. We can follow these steps: My teacher said tells us who is speaking. We must write a comma before the spoken words. The inverted commas go around the exact words the teacher said. We must capitalise the first word inside the inverted commas. We must write a full stop before closing the inverted comma, because it is part of what the teacher said. We write: My teacher said, "Everyone needs help sometimes."
3. **Give learners time to practice the LSC independently.**
 - a. Write on the board:
 - The teacher said I love school.
 - The learners said yay we love school too.
 - The principal said our school is the best.
 - b. Explain to learners: Put the inverted commas in the correct place. Remember to add a comma, capital letter, and full stop to your sentences.
 - c. Give learners a few minutes to complete the task.
4. **Check learners' understanding.**
 - a. Call learners back together.
 - b. Call on different learners to share their answers.
 - c. Point out: Inverted commas (speech marks) are used to show the words someone said (direct speech).



Group Guided Reading: Work with Groups 5&6



TIME:
30 minutes



RESOURCES:
Core Reader

Graded /
Levelled
Readers (not
supplied by
NHLRP)

1. **Prepare learners for Group Guided Reading.**
 - a. Make sure learners know their reading group.
 - b. Settle learners in pairs with their Core Readers, exercise books and pencils.
 - c. Instruct learners to open their Core Readers to page 55.
2. **Go through the Core Reader activities for the day with learners.**
Remind learners what to do to complete each activity.
3. **Call Group 5 to your Group Guided Reading space.**
 - a. Settle the group with their Core Readers.
 - b. Call on individual learners to read the phonic sounds.
 - c. Call on individual learners to complete the decoding activities.
 - d. Call on each learner to read the words or a passage from the previous week.
 - e. Make a note of learners who need support.
 - f. Make a note of sounds that need to be consolidated.
4. **Using Graded / Levelled Readers**
 - a. Distribute available readers to the group. (Graded / Levelled Readers)
 - b. Listen to each learner read aloud from a reader.
 - c. If in line with school policy, issue Graded / Levelled Readers for learners to take home.
5. **Send Group 5 back to their desks and call Group 6.**



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's own
resources

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



Phonics: Introduce a new consonant blend



TIME:
15 minutes



RESOURCES:
Core Reader

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



TIME:
15 minutes



RESOURCES:
Handwriting
Chart

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



Shared Reading: Do the Second Read



TIME:
15 minutes



RESOURCES:
Anthology,
page 77

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: *Dolphins to the rescue*
 - d. Remind learners of the comprehension strategy.
 - Remind learners of the comprehension strategy.
 - Say, this week we are learning how to: Visualise
 - Say, remember, we discussed this yesterday, when I asked you: Can you close your eyes and try to visualise something from this story like a movie in your mind? What do you see?
2. **Do the Second Read as follows:**
 - a. Read each page of the story aloud, fluently and audibly.
 - b. Show learners the picture.
 - c. Use the examples on the introduction page to model the comprehension strategy.
 - d. At the end of the story, ask the Read 2 questions as follows:
 - Direct Question 1 & 2 to individual learners.
 - Direct Question 3 & 4 to the whole class. Ask learners to discuss the questions with a partner.
 - Call on a few learners to share their answers.



Writing: Teacher models planning



TIME:
20 minutes



RESOURCES:
Writing frame

1. **Introduce the writing topic.**
 - a. Say, this cycle we will write about: A time I needed help.
2. **Explain your own answer to the writing task orally, before writing. Use the writing frame.**
 - a. Say: I will write about the time I needed help to...
_____ helped me by...
3. **Model planning for the writing task on the board.**
 - a. Draw a quick picture that shows: The person who helped you.
 - b. Use a mind map to plan your story:
 - What happened?
 - What was the problem?
 - How did you feel?
 - What did you say about it?
 - Who came to help you?
 - What did he / she say?
 - How did you solve the problem?
 - How did you feel in the end?
4. **Get learners thinking.**
 - a. Say: tomorrow, you will plan your own writing. Bring your ideas with you tomorrow.

Writing frame:

One day I was...

Suddenly...

I felt...

I said, "..."

Then, _____ came to help me.

He / she said, "..."

Together, we...

In the end, I felt...



Group Guided Reading: Work with Groups 7&8



TIME:
30 minutes



RESOURCES:
Core Reader

Graded /
Levelled
Readers (not
supplied by
NHLRP)

1. **Prepare learners for Group Guided Reading.**
 - a. Make sure learners know their reading group.
 - b. Settle learners in pairs with their Core Readers, exercise books and pencils.
 - c. Instruct learners to open their Core Readers to page 56.
2. **Go through the Core Reader activities for the day with learners.**
Remind learners what to do to complete each activity.
3. **Call Group 7 to your Group Guided Reading space.**
 - a. Settle the group with their Core Readers.
 - b. Call on individual learners to read the phonic sounds.
 - c. Call on individual learners to complete the decoding activities.
 - d. Call on each learner to read the words or a passage from the previous week.
 - e. Make a note of learners who need support.
 - f. Make a note of sounds that need to be consolidated.
4. **Using Graded / Levelled Readers**
 - a. Distribute available readers to the group. (Graded / Levelled Readers)
 - b. Listen to each learner read aloud from a reader.
 - c. If in line with school policy, issue Graded / Levelled Readers for learners to take home.
5. **Send Group 7 back to their desks and call Group 8.**



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's own
resources

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



Listening & Speaking: Discuss the Shared Reading story



TIME:
15 minutes



RESOURCES:
Discussion
framework:

This story
was about...

I liked the
character...
because...

I learnt that...

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



Phonics: Dictation



TIME:
15 minutes



RESOURCES:
Core Reader

1. **Settle learners with their exercise books, pens and rulers.**
 - a. Tell learners to write the heading, 'Dictation' and to write numbers 1-5 in the margin.
 - b. Call out the following five words for learners to write next to numbers 1-5: unit, steer, sent, ears, blink
 - c. Next, tell learners to write down the sentence that you say, using the correct punctuation.
 - d. Say the following sentence. Repeat it slowly, twice if necessary: I blinked and the deer was gone.
2. **Tell learners to use a coloured pencil to correct their own work.**
 - a. Write the five words and the sentence on the board.
 - b. As you write, sound out each word.
 - c. For the sentence, point out the punctuation used.
 - d. Tell learners to circle their errors with the coloured pencil.
 - e. Tell learners to rewrite errors correctly.
3. **Take note of learners' challenges and progress.**
4. **Orientate learners to the Core Reader activities for Friday.**
 - a. Instruct learners to open their Core Readers to page 57.
 - b. Read the text aloud. Tell learners to follow in their books as you read.
 - c. Read the text again, this time, learners must join in and read with you.
 - d. Model how to complete the written comprehension on the board.
 - e. Model how to complete the Morphology activity on the board.

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



Shared Reading: Do the Post-Read



TIME:
15 minutes



RESOURCES:
Anthology,
page 77

1. **Prepare learners for the Post-Read.**
 - a. Remind learners of the story title: *Dolphins to the rescue*
 - 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: Learners plan



TIME:
20 minutes



RESOURCES:
Writing frame

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

Writing Frame:

One day I was...

Suddenly...

I felt...

I said, "..."

Then, ____ came to help me.

He / she said, "..."

Together, we...

In the end, I felt...



Group Guided Reading: Work with Groups 9&10



TIME:
30 minutes



RESOURCES:
Core Reader

Graded /
Levelled
Readers (not
supplied by
NHLRP)

1. **Prepare learners for Group Guided Reading.**
 - a. Make sure learners know their reading group.
 - b. Settle learners in pairs with their Core Readers, exercise books and pencils.
 - c. Instruct learners to open their Core Readers to page 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.
4. **Using Graded / Levelled Readers**
 - a. Distribute available readers to the group. (Graded / Levelled Readers)
 - b. Listen to each learner read aloud from a reader.
 - c. If in line with school policy, issue Graded / Levelled Readers for learners to take home.
5. **Send Group 9 back to their desks and call Group 10.**



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's own
resources

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



Listening & Speaking: Oral Presentations



TIME:
15 minutes



RESOURCES:
No resources
required

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



Phonics: Revise all sounds taught in Term 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 59.
 - 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 shaking our hands out.
 - b. Check and adjust learners' posture and pencil grip.
2. **Model the formation of all lower-case letters taught in Term 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, *Munene gets help*.
- b. Say: *After his granny dies, a young boy named Munene had to move far away from his home in Limpopo to a new home in Mamelodi. Everything felt wrong and empty, and he felt too sad and tired to get out of bed. His caring aunt noticed that Munene was really struggling, no matter how hard she tried to help him. His auntie explained to Munene that sometimes our minds and emotions get sick, just like our bodies do. Let's read this story to see how sometimes we need different kinds of help to get through difficult times.*
- c. Ask: Do you know anything about this?
- d. Briefly show learners the pictures from the story.

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

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

3. **Explain the comprehension strategy.**

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



Group Guided Reading: Work with Groups 1&2



TIME:
30 minutes



RESOURCES:
Core Reader

Graded /
Levelled
Readers (not
supplied by
NHLRP)

1. **Prepare learners for Group Guided Reading.**
 - a. Make sure learners know their reading group.
 - b. Settle learners in pairs with their Core Readers, exercise books and pencils.
 - c. Instruct learners to open their Core Readers to page 59.
2. **Go through the Core Reader activities for the day with learners.**
Remind learners what to do to complete each activity.
3. **Call Group 1 to your Group Guided Reading space.**
 - a. Settle the group with their Core Readers.
 - b. Call on individual learners to read the phonic sounds.
 - c. Call on individual learners to complete the decoding activities.
 - d. Call on each learner to read the words or a passage from the previous week.
 - e. Make a note of learners who need support.
 - f. Make a note of sounds that need to be consolidated.
4. **Using Graded / Levelled Readers**
 - a. Distribute available readers to the group. (Graded / Levelled Readers)
 - b. Listen to each learner read aloud from a reader.
 - c. If in line with school policy, issue Graded / Levelled Readers for learners to take home.
5. **Send Group 1 back to their desks and call Group 2.**



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's own
resources

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



Listening & Speaking: Teach vocabulary



TIME:
15 minutes



RESOURCES:
Vocabulary
flashcards,
pictures,
objects
Core Reader

1. **Remind learners of the theme.**
 - a. Instruct learners to open their Core Readers to page 50.
 - 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:
 - *grief: The deep sadness people feel when they lose someone or something important forever.*
 - *assured: Helped someone feel calm by telling them not to worry.*
 - *depressed: Feeling very sad for a long time and finding it hard to enjoy things.*
 - *psychologist: A person who helps people understand their thoughts, feelings, and behaviour.*
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 60.
 - b. Call on individual learners to help you model each activity.
 - c. Model how to complete any written activities on the board.

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



Handwriting: 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 rotating our wrists in circles to the left and then to the right.
 - b. Check and adjust learners' posture and pencil grip.
2. **Model the formation of all upper-case letters taught in Term 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: *Munene gets help*
 - b. Explain the skill of prediction. Say: When we make a prediction, we use the title and pictures to try and work out what the story will be about.
 - c. Show learners the pictures on each page.
 - d. Ask: What do you think is happening here?
 - e. Ask: How do you think these pictures link together?



Group Guided Reading: Work with Groups 3&4



TIME:
30 minutes



RESOURCES:
Core Reader

Graded /
Levelled
Readers (not
supplied by
NHLRP)

1. **Prepare learners for Group Guided Reading.**
 - a. Make sure learners know their reading group.
 - b. Settle learners in pairs with their Core Readers, exercise books and pencils.
 - c. Instruct learners to open their Core Readers to page 60.
2. **Go through the Core Reader activities for the day with learners.**
Remind learners what to do to complete each activity.
3. **Call Group 3 to your Group Guided Reading space.**
 - a. Settle the group with their Core Readers.
 - b. Call on individual learners to read the phonic sounds.
 - c. Call on individual learners to complete the decoding activities.
 - d. Call on each learner to read the words or a passage from the previous week.
 - e. Make a note of learners who need support.
 - f. Make a note of sounds that need to be consolidated.
4. **Using Graded / Levelled Readers**
 - a. Distribute available readers to the group. (Graded / Levelled Readers)
 - b. Listen to each learner read aloud from a reader.
 - c. If in line with school policy, issue Graded / Levelled Readers for learners to take home.
5. **Send Group 3 back to their desks and call Group 4.**



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's own
resources

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



Listening & Speaking: Creative Storytelling



TIME:
15 minutes



RESOURCES:
Core Reader

1. **Prepare learners for creative storytelling.**
 - a. Arrange learners in groups of 4.
 - b. Tell learners to open their Core Readers to page 61.
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:
 - "I need help!" ____ yelled...
 - "How did you get stuck in that tree?" ____ asked....
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



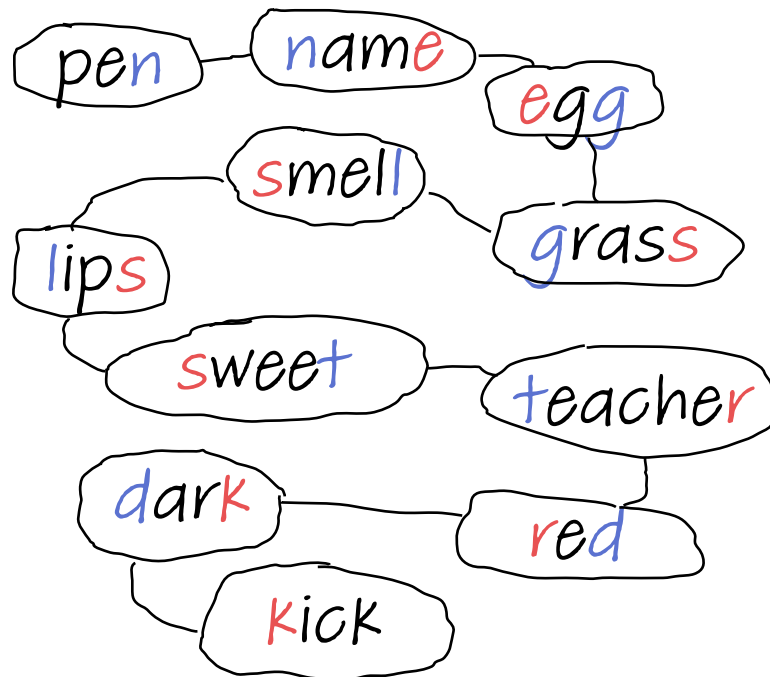
TIME:
15 minutes



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 62.
- 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 cursive 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 cursive words on the board:**

- *bib*
- *Boa*

- a. Instruct learners to copy the cursive words into their exercise books.
- b. They must copy as neatly and accurately as possible.

3. **Check learners' ability to copy cursive words.**

- a. As learners write, walk around and take note of learners who struggle:
 - To copy the cursive words accurately
 - To form cursive letters and words correctly and neatly
 - To finish the cursive words 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: *Munene gets help*
 - d. Say: *After his granny dies, a young boy named Munene had to move far away from his home in Limpopo to a new home in Mamelodi. Everything felt wrong and empty, and he felt too sad and tired to get out of bed. His caring aunt noticed that Munene was really struggling, no matter how hard she tried to help him. His auntie explained to Munene that sometimes our minds and emotions get sick, just like our bodies do. Let's read this story to see how sometimes we need different kinds of help to get through difficult times.*
 - e. Ask: Do you know anything about this?
2. **Do the First Read as follows:**
 - a. Read each page of the story aloud, fluently and audibly.
 - b. Show learners the pictures.
 - c. Where necessary, stop and explain to learners.
 - d. Point out the vocabulary words as they appear.
 - e. At the end of the story, ask the Read 1 questions as follows:
 - Direct Question 1 & 2 to individual learners.
 - Direct Question 3 & 4 to the whole class. Ask learners to discuss the questions with a partner.
 - Call on a few learners to share their answers.
 - f. Remind learners of the comprehension strategy.
 - Say, this week we are learning how to: Make inferences.
 - Ask learners: What good guess can we make about this that the author hasn't told us? What can you guess about the character's thoughts / feelings?



Writing: Teacher models drafting



TIME:
20 minutes



RESOURCES:
Writing
Frame

1. **Reintroduce the writing topic and requirements.**
 - a. Say, this cycle we will write about: A time I needed help.
 - b. Explain the requirements for the task:
 - Genre: Personal recount / personal narrative
 - Sentences / paragraphs: Write two paragraph of at least four sentences each, each with their own topic.
 - LSC: The verb, or action word, shows that the action has not yet happened.
2. **Model the task on the board.**
 - a. Remind learners of your ideas from your mind map.
 - b. Show learners how to complete the writing frame using your plan.
3. **Instruct learners to begin writing in their exercise books.**
 - Say: now use your own plan to fill in the writing frame
4. **Walk around the room and help individual learners begin writing.**
 - a. Say: Let's look at your mind map and use it to begin writing.
 - b. Help struggling learners use the writing frame.

Writing Frame:

One day I was...

Suddenly...

I felt...

I said, "..."

Then, ____ came to help me.

He / she said, "..."

Together, we...

In the end, I felt...



Group Guided Reading: Work with Groups 5&6



TIME:
30 minutes



RESOURCES:
Core Reader

Graded /
Levelled
Readers (not
supplied by
NHLRP)

1. **Prepare learners for Group Guided Reading.**
 - a. Make sure learners know their reading group.
 - b. Settle learners in pairs with their Core Readers, exercise books and pencils.
 - c. Instruct learners to open their Core Readers to page 62.
2. **Go through the Core Reader activities for the day with learners.**
Remind learners what to do to complete each activity.
3. **Call Group 5 to your Group Guided Reading space.**
 - a. Settle the group with their Core Readers.
 - b. Call on individual learners to read the phonic sounds.
 - c. Call on individual learners to complete the decoding activities.
 - d. Call on each learner to read the words or a passage from the previous week.
 - e. Make a note of learners who need support.
 - f. Make a note of sounds that need to be consolidated.
4. **Using Graded / Levelled Readers**
 - a. Distribute available readers to the group. (Graded / Levelled Readers)
 - b. Listen to each learner read aloud from a reader.
 - c. If in line with school policy, issue Graded / Levelled Readers for learners to take home.
5. **Send Group 5 back to their desks and call Group 6.**



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's own
resources

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



Phonics: Play a phonics game: Word Chains



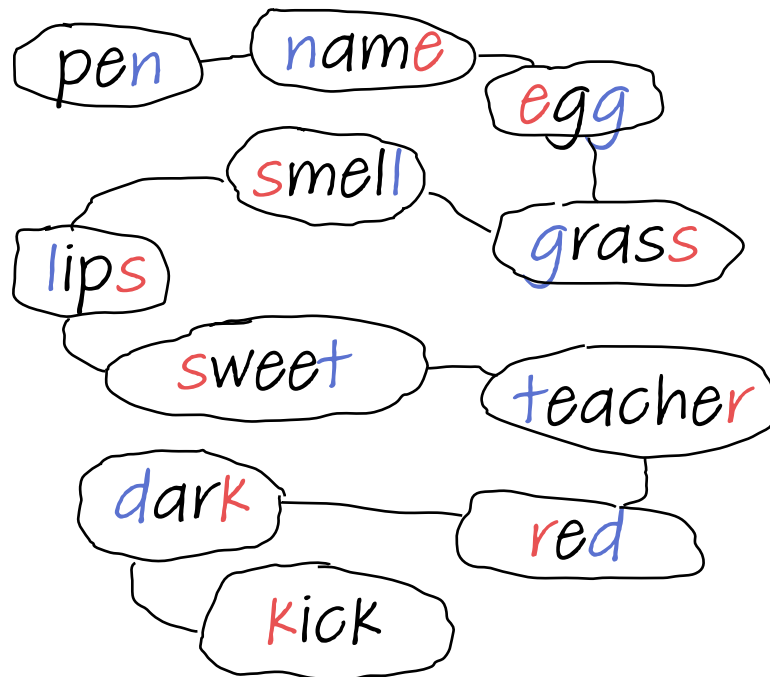
TIME:
15 minutes



RESOURCES:
A4 paper for
learners

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

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



5. **Orientate learners to the Core Reader activities for Thursday.**

- a. Instruct learners to open their Core Readers to page 63.
- b. Call on individual learners to help you model each activity.
- c. Model how to complete any written activities on the board.

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



Handwriting: Copy cursive words



TIME:
15 minutes



RESOURCES:
Assessment
Book

1. **Prepare learners for handwriting.**

- a. Say: Let's warm up our fingers by squeezing our hands in a fist for the count of 5, then relaxing.
- b. Check and adjust learners' posture and pencil grip.

2. **Write the following cursive words on the board:**

- *bee*
- *Bob*

- a. Instruct learners to copy the cursive words into their exercise books.
- b. They must copy as neatly and accurately as possible.

3. **Check learners' ability to copy cursive words.**

- a. As learners write, walk around and take note of learners who struggle:
 - To copy the cursive words accurately
 - To form cursive letters and words correctly and neatly
 - To finish the cursive words 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: *Munene gets help*
 - d. Remind learners of the comprehension strategy.
 - Say, this week we are learning how to: Make inferences.
 - Say, remember, we discussed this yesterday, when I asked you: What good guess can we make about this that the author hasn't told us? What can you guess about the character's thoughts / feelings?
2. **Do the Second Read as follows:**
 - a. Read each page of the story aloud, fluently and audibly.
 - b. Show learners the picture.
 - c. Use the examples on the introduction page to model the comprehension strategy.
 - d. At the end of the story, ask the Read 2 questions as follows:
 - Direct Question 1 & 2 to individual learners.
 - Direct Question 3 & 4 to the whole class. Ask learners to discuss the questions with a partner.
 - Call on a few learners to share their answers.



Writing: Learners draft



TIME:
20 minutes



RESOURCES:
Writing frame

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

Writing frame:

One day I was...

Suddenly...

I felt...

I said, "..."

Then, ____ came to help me.

He / she said, "..."

Together, we...

In the end, I felt...



Group Guided Reading: Work with Groups 7&8



TIME:
30 minutes



RESOURCES:
Core Reader

Graded /
Levelled
Readers (not
supplied by
NHLRP)

1. **Prepare learners for Group Guided Reading.**
 - a. Make sure learners know their reading group.
 - b. Settle learners in pairs with their Core Readers, exercise books and pencils.
 - c. Instruct learners to open their Core Readers to page 63.
2. **Go through the Core Reader activities for the day with learners.**
Remind learners what to do to complete each activity.
3. **Call Group 7 to your Group Guided Reading space.**
 - a. Settle the group with their Core Readers.
 - b. Call on individual learners to read the phonic sounds.
 - c. Call on individual learners to complete the decoding activities.
 - d. Call on each learner to read the words or a passage from the previous week.
 - e. Make a note of learners who need support.
 - f. Make a note of sounds that need to be consolidated.
4. **Using Graded / Levelled Readers**
 - a. Distribute available readers to the group. (Graded / Levelled Readers)
 - b. Listen to each learner read aloud from a reader.
 - c. If in line with school policy, issue Graded / Levelled Readers for learners to take home.
5. **Send Group 7 back to their desks and call Group 8.**



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's own
resources

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



Listening & Speaking: Discuss the Shared Reading story



TIME:
15 minutes



RESOURCES:
Discussion
framework:

The main idea
of this story
was...

I liked the
character...
because...

I learnt that...

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

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



Phonics: Dictation



TIME:
15 minutes



RESOURCES:
Core Reader

1. **Settle learners with their exercise books, pens and rulers.**
 - a. Tell learners to write the heading, 'Dictation' and to write numbers 1-5 in the margin.
 - b. Call out the following five words for learners to write next to numbers 1-5: shirt, burn, word, cheer, dear
 - c. Next, tell learners to write down the sentence that you say, using the correct punctuation.
 - d. Say the following sentence. Repeat it slowly, twice if necessary: I think you burned the shirt.
2. **Tell learners to use a coloured pencil to correct their own work.**
 - a. Write the five words and the sentence on the board.
 - b. As you write, sound out each word.
 - c. For the sentence, point out the punctuation used.
 - d. Tell learners to circle their errors with the coloured pencil.
 - e. Tell learners to rewrite errors correctly.
3. **Take note of learners' challenges and progress.**
4. **Orientate learners to the Core Reader activities for Friday.**
 - a. Instruct learners to open their Core Readers to page 64.
 - b. Read the text aloud. Tell learners to follow in their books as you read.
 - c. Read the text again, this time, learners must join in and read with you.
 - d. Model how to complete the written comprehension on the board.
 - e. Model how to complete the Morphology activity on the board.

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



Shared Reading: Do the Post-Read



TIME:
15 minutes



RESOURCES:
Anthology,
page 93

1. **Prepare learners for the Post-Read.**
 - a. Remind learners of the story title: *Munene gets help*
 - 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: Teacher models editing and learners edit



TIME:
20 minutes



RESOURCES:
DBE
Workbook 2,
page 55

1. **Remind learners of the writing task:** A time I needed help
2. **Introduce the editing checklist**
 - a. Say, today we will edit our writing using the editing checklist:
 - Sentences / paragraphs: Write two paragraph of at least four sentences each, each with their own topic.
 - LSC: The verb, or action word, shows that the action has not yet happened.
3. **Model editing.**
 - a. Write a sentence on the board that contains a mistake.
4. **Show learners how to edit the mistake.**
5. **Instruct learners to read and edit their writing.**
 - a. Say, now it is time to read and edit your writing.
 - b. Walk around the room and help struggling learners read and edit their writing.
6. **Assign DBE Workbook writing activity.**
 - a. As learners finish editing, explain that they must work in their DBE workbook.
 - b. Instruct learners to complete:
 - DBE Workbook page no: 55
 - Complete the 'Let's Write' activity at the bottom of the page. Make an advert about a lost pet. Fill in the missing spaces to complete the advert. Then draw a picture to show what the pet looks like.



Group Guided Reading: Work with Groups 9&10



TIME:
30 minutes



RESOURCES:
Core Reader

Graded /
Levelled
Readers (not
supplied by
NHLRP)

1. **Prepare learners for Group Guided Reading.**
 - a. Make sure learners know their reading group.
 - b. Settle learners in pairs with their Core Readers, exercise books and pencils.
 - c. Instruct learners to open their Core Readers to page 64.
2. **Go through the Core Reader activities for the day with learners.**
Remind learners what to do to complete each activity.
3. **Call Group 9 to your Group Guided Reading space.**
 - a. Settle the group with their Core Readers.
 - b. Call on individual learners to read the phonic sounds.
 - c. Call on individual learners to complete the decoding activities.
 - d. Call on each learner to read the words or a passage from the previous week.
 - e. Make a note of learners who need support.
 - f. Make a note of sounds that need to be consolidated.
4. **Using Graded / Levelled Readers**
 - a. Distribute available readers to the group. (Graded / Levelled Readers)
 - b. Listen to each learner read aloud from a reader.
 - c. If in line with school policy, issue Graded / Levelled Readers for learners to take home.
5. **Send Group 9 back to their desks and call Group 10.**



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's own
resources

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



Listening & Speaking: Play vocabulary games: Act or Draw



TIME:
15 minutes



RESOURCES:
Chalk and
chalkboard

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



Phonics: Write decodable texts



TIME:
15 minutes



RESOURCES:
No resources
required

1. Write 7 phonemes that learners have learnt or revised on the chalkboard.
2. Explain to learners that they are going to play a phonics game for fun.
3. Explain that they are going to write words, sentences or even a story using ONLY those sounds.
4. Make up one short sentence as an example and write it on the board. (Or write words if a sentence is not possible.)
5. Ask learners to check if your words or sentence is correct:
 - a. Does it start with a capital?
 - b. Does it end with a full stop, question mark or exclamation mark?
 - c. Have you only used the 7 phonemes on the board?
6. Next, give learners a few minutes to write their words or sentence/s.
7. Tell learners to 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: Model how to publish your writing



TIME:
15 minutes



RESOURCES:
Teacher
example:
writing task

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

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



Shared Reading: Model how to publish your writing



TIME:
15 minutes



RESOURCES:
Teacher
example:
writing task

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

Continuation from previous lesson.



Group Guided Reading: Conduct Oral Reading Fluency Testing



TIME:
30 minutes



RESOURCES:
Core Reader
Assessment
Booklet

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



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's own
resources

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



Listening & Speaking: Play vocabulary games: Act or Draw



TIME:
15 minutes



RESOURCES:
Chalk and
chalkboard

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



Phonics: Write decodable texts



TIME:
15 minutes



RESOURCES:
No resources
required

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



Handwriting: Learners reflect and select



TIME:
15 minutes



RESOURCES:
Learners'
Writing Books
Loose A4
papers

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

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



Shared Reading: Learners reflect and select



TIME:
15 minutes



RESOURCES:
Learners'
Writing Books
Loose A4
papers

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

Continuation from previous lesson.



Group Guided Reading: Conduct Oral Reading Fluency Testing



TIME:
30 minutes



RESOURCES:
Core Reader
Assessment
Booklet

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



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's own
resources

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



Listening & Speaking: Play vocabulary games: Act or Draw



TIME:
15 minutes



RESOURCES:
Chalk and
chalkboard

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



Phonics: Write decodable texts



TIME:
15 minutes



RESOURCES:
No resources
required

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



Handwriting: Learners publish their writing



TIME:
15 minutes



RESOURCES:
Learners'
writing books
Loose A4
papers

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

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



Shared Reading: Learners publish their writing



TIME:
15 minutes



RESOURCES:
Learners'
writing books
Loose A4
papers

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

Continuation from previous lesson.



Writing: Learners publish their writing



TIME:
20 minutes



RESOURCES:
Learners'
writing books

Loose A4
papers

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

Continuation from previous lesson.



Group Guided Reading: Conduct Oral Reading Fluency Testing



TIME:
30 minutes



RESOURCES:
Core Reader

Assessment
Booklet

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



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's own
resources

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



Phonics: Write decodable texts



TIME:
15 minutes



RESOURCES:
No resources
required

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



Handwriting: Model how to present your writing



TIME:
15 minutes



RESOURCES:
Learners'
published
writing

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

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



Shared Reading: Model how to present your writing



TIME:
15 minutes



RESOURCES:
Learners'
published
writing

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

Continuation of previous lesson.



Writing: Model how to present your writing



TIME:
20 minutes



RESOURCES:
Learners'
published
writing

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

Continuation of previous lesson.



Group Guided Reading: Conduct Oral Reading Fluency Testing



TIME:
30 minutes



RESOURCES:
Core Reader
Assessment
Booklet

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



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's own
resources

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



Listening & Speaking: Play vocabulary games: Act or Draw



TIME:
15 minutes



RESOURCES:
Chalk and
chalkboard

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



Phonics: Write decodable texts



TIME:
15 minutes



RESOURCES:
No resources
required

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



Shared Reading: Learners present their writing



TIME:
15 minutes



RESOURCES:
Learners'
published
writing

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

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



Writing: Learners continue to present their writing



TIME:
20 minutes



RESOURCES:
Learners'
published
writing

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

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



Group Guided Reading: Conduct Oral Reading Fluency Testing



TIME:
30 minutes



RESOURCES:
Core Reader
Assessment
Booklet

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



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's own
resources

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



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



TIME:
15 minutes



RESOURCES:
No resources
required

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



Phonics: Build and display words



TIME:
15 minutes



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

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



Handwriting: Learners continue to present their writing



TIME:
15 minutes



RESOURCES:
Learners'
published
writing

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

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



Shared Reading: Learners continue to present their writing



TIME:
15 minutes



RESOURCES:
Learners'
published
writing

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

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



Group Guided Reading: Conduct Oral Reading Fluency Testing



TIME:
30 minutes



RESOURCES:
Core Reader
Assessment
Booklet

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



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's own
resources

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



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



TIME:
15 minutes



RESOURCES:
No resources
required

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



Phonics: Build and display words



TIME:
15 minutes



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

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



Handwriting: Learners continue to present their writing



TIME:
15 minutes



RESOURCES:
Learners'
published
writing

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

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



Shared Reading: Learners continue to present their writing



TIME:
15 minutes



RESOURCES:
Learners'
published
writing

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

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



Group Guided Reading: Conduct Oral Reading Fluency Testing



TIME:
30 minutes



RESOURCES:
Core Reader
Assessment
Booklet

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



End of Day: Read Aloud



TIME:
15 minutes



RESOURCES:
Teacher's own
resources

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



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



TIME:
15 minutes



RESOURCES:
No resources
required

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



Phonics: Build and display words



TIME:
15 minutes



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

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



Handwriting: Learners continue to present their writing



TIME:
15 minutes



RESOURCES:
Learners'
published
writing

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

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



Shared Reading: Learners continue to present their writing



TIME:
15 minutes



RESOURCES:
Learners'
published
writing

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

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



Writing: Learners continue to present their writing



TIME:
20 minutes



RESOURCES:
Learners'
published
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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:
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Shared Reading: Learners continue to present their writing



TIME:
15 minutes



RESOURCES:
Learners'
published
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.**



Writing: Learners continue to present their writing



TIME:
20 minutes



RESOURCES:
Learners'
published
writing

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Group Guided Reading: Conduct Oral Reading Fluency Testing



TIME:
30 minutes



RESOURCES:
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Booklet

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TIME:
15 minutes



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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.

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Shared Reading: Learners continue to present their writing



TIME:
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Writing: Learners continue to present their writing



TIME:
20 minutes



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Group Guided Reading: Conduct Oral Reading Fluency Testing



TIME:
30 minutes



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