

# Teaching Plan

**ENGLISH**  
HOME LANGUAGE

TERM 3



GRADE  
**3**





# Teaching Plan

GRADE 3 | 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 are entrepreneurs*
2. **Ask open questions to activate learners' background knowledge.**
  - *What are some things people sell in your community?*
  - *Why do people start their own businesses?*
  - *If you started a business, what would you like to sell?*
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:  
I have no true boss, yet my hours are long, I turn every "no" into where I belong. I look at a problem and see a brand new door, I build up a team and create jobs for more. Who am I?
7. **Discuss the language enrichment with learners.**
  - a. Ask: Can you tell me what this means? / Can you figure out the answer?
  - b. Encourage learners to share their ideas.
  - c. Explain the meaning or provide the answer as follows: The answer to the riddle is an Entrepreneur (say: ahn-truh-pruh-nur). That is a big, fancy word for an inventor or a business boss who builds something completely from scratch!



## Phonics & Morphology: Class reflection



TIME:  
15 minutes



RESOURCES:  
Core Reader

Write the following table and sounds on the chalkboard so that they are clearly visible.

|    |    |    |    |     |
|----|----|----|----|-----|
| a  | e  | i  | u  | ea  |
| s  | n  | d  | p  | t   |
| sh | ch | ph | kn | tch |
| b  | m  | l  | v  | w   |

1. **Settle learners on the carpet or floor in front of you.**
2. **Hold a discussion about reading and writing.**
3. **Ask learners to turn and talk and discuss the following question:  
What must we be able to do in order to read and write words?**
4. **After a few minutes, ask learners for feedback.**
5. **Try to ensure that their answers include the following points:**
  - a. *We must know how to read all the different sounds in our language*
  - b. *We must know how to blend sounds together to make words*
  - c. *We must know how to break up words into sounds, and then blend them together to read the words*
  - d. *We must know how to write the sounds, so that we can write words*
6. **As learners provide these answers, call one or two learners to the board, to demonstrate using the sounds in the table.**
7. **Orientate learners to the Core Reader activities for Monday.**
  - a. Instruct learners to open their Core Readers to page 4.
  - b. Read the text to learners, then read the text with learners.
  - c. Discuss the questions that follow the text.
  - d. Take note of learners who feel concerned about reading, and of what their concerns are.
  - e. Work on these issues during Group Guided Reading.



## Handwriting: Practise 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 and complete the following cursive sentence:**
  - *I use phonics and blending to read words.*
  - 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, *Fresh eggs for sale*.
  - b. Say: *Rhulani's gogo has a lot of chickens that lay many eggs! There are so many eggs that they are even hidden all over the yard. One day, after Rhulani's friend, Dakalo, visits and loves the fresh eggs, Gogo gets a brilliant idea. She decides to build a chicken coop and start a family business. Rhulani paints a beautiful sign, and his sister Rudzani makes colourful flyers to advertise their fresh eggs. Will their exciting new egg business be a success? And can they grow their business even bigger.*
  - c. Ask: Do you know anything about this?
  - d. Briefly show learners the pictures from the story.
2. **Build learners' background knowledge.**
  - a. Share and explain the background information provided for the story.
  - b. Show learners where the story takes place using the Anthology map.
  - c. Ask: Do you have any questions about this story?
3. **Explain the comprehension strategy.**
  - a. Say, this week we will learn how to: 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 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:
    - *chicken coop*: A small house or shelter where chickens live.
    - *advertise*: To tell people about something you want to sell.
    - *flyer*: A piece of paper that gives people information.
    - *expand*: To make something bigger or grow it.
3. **Use the PATS strategies that are suitable for each word:**

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



## Phonics & Morphology: Class reflection



TIME:  
15 minutes



RESOURCES:  
Core Reader

1. **Hold a discussion about reading fluency.**
2. **Remind learners that fluently means:**
  - a. *To be able to read without mistakes.*
  - b. *To be able to read at a good pace, as if we are speaking.*
  - c. *To be able to read with the correct tone and expression (to be able to change our voices as we read, to add meaning).*
3. **Ask learners to turn and talk and discuss the following question:**

What can we do to improve our reading fluency?
4. **After a few minutes, ask learners for feedback.**
5. **Try to ensure that their answers include the following points:**
  - a. *We can listen carefully when our teacher reads, to hear fluent reading.*
  - b. *We can practise reading the same story a few times.*
  - c. *We can read every day because the more we practise our reading, the better it will get.*

*We can read stories to our little brothers and sisters and see if they enjoy the way we read.*
6. **Orientate learners to the Core Reader activities for Tuesday.**
  - a. Instruct learners to open their Core Readers to page 5.
  - b. Read the text to learners, then read the text with learners.
  - c. Discuss the questions that follow the text.
  - d. Finally, ask learners if they have concerns about reading fluency. If any do, make a note of this.
  - e. Work on these issues during Group Guided Reading.



## Handwriting: Practise cursive handwriting



TIME:  
15 minutes



RESOURCES:  
Handwriting  
Chart

1. **Prepare learners for handwriting.**
  - a. Say: Let's warm up our fingers by rotating our wrists in circles to the left and then to the right.
  - b. Check and adjust learners' posture and pencil grip.
2. **Model how to write and complete the following cursive sentence:**
  - *I love it when \_\_\_\_\_ reads a story to us.*
  - *I like stories about \_\_\_\_\_.*
  - a. As you write, explain the starting point, direction and spaces between words.
  - b. Instruct learners to write the sentence/s in their exercise books.
  - c. Walk around and check each learner's: letter formation, letter size and spacing.
  - d. Support learners who need assistance.
3. **Make learners aware of writing pace and accuracy.**
  - a. When most learners are finished, call 'stop'.
  - b. Tell learners to take note of how far they are.
  - c. If they did not finish, tell them to try and write a little faster tomorrow.
  - d. Also get learners to compare their writing to yours on the board.
  - e. Ask them to take note of how many errors they made.



## Shared Reading: Do the Pre-Read



TIME:  
15 minutes



RESOURCES:  
Anthology,  
page 31

1. **Settle learners for the Pre-Read.**
  - a. Call learners to sit on the carpet or floor.
  - b. Sit in front of the learners with the Anthology.
  - c. Make sure all learners can see the book.
  - d. Remind learners of the behaviour you expect during Shared Reading, e.g. sit cross legged; keep your hands in your lap; listen carefully; respond when called on; raise your hand to ask a question.
2. **Do the Pre-Read as follows:**
  - a. Say the title of the story: *Fresh eggs for sale*
  - 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:
    - *entrepreneur: A person who starts a business and sells things or services to earn money.*
    - *business: Work that people do to earn money by selling goods or services.*
    - *calculations: Working out answers using numbers.*
    - *customer: A person who buys something from a shop or business.*
  - 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:
    - *People often sell things or provide services to earn money. This is called a business. Some businesses are very large, and some are small family businesses.*
    - *When people work together in a business, they often have different jobs. One person might grow the plants, another might help customers, and another might work out the prices.*
    - *An entrepreneur is someone who starts a business. Entrepreneurs often think of ways to help people while earning money by selling things or providing services needed in their communities.*
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 jobs do you see people doing in this picture?*
  - b. *Why do you think the family is growing and selling plants?*
  - c. *What skills do you think people need to run a business?*



## Phonics & Morphology: Class reflection



TIME:  
15 minutes



RESOURCES:  
Core Reader

1. **Settle learners on the carpet or floor in front of you.**
2. **Hold a discussion about reading comprehension.**
3. **Remind learners that reading comprehension means:**
  - a. *We understand the story.*
  - b. *We remember the story.*
  - c. *We think about the story and ask and answer questions about it.*
4. **Ask learners to turn and talk and discuss the following question:**  
What can we do to improve our reading comprehension?
5. **After a few minutes, ask learners for feedback.**
6. **Try to ensure that their answers include the following points:**
  - a. *We can read the story more than once.*
  - b. *We can try to work out the meaning of unknown words, or ask someone what they mean.*
  - c. *We can read every day because the more we read, the more we will know.*
  - d. *After we have read a story, we can try to remember or work out:*
    - *What was the main idea of the story*
    - *What happened first, next and last*
    - *Who the characters are*
    - *What you liked about the story*
    - *What you learnt about the story*
7. **Orientate learners to the Core Reader activities for Wednesday.**
  - a. Instruct learners to open their Core Readers to page 7.
  - b. Read the text to learners, then read the text with learners.
  - c. Discuss the questions that follow the text.
  - d. Finally, ask learners if they have concerns about reading comprehension. If any do, make a note of this.
  - e. Work on these issues during Group Guided Reading.



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



## Shared Reading: Do the First Read



TIME:  
15 minutes



RESOURCES:  
Anthology,  
page 31

1. **Prepare learners for the First Read.**
  - a. Settle learners on the carpet.
  - b. Remind them of the expected behaviour.
  - c. Remind learners of the story title: *Fresh eggs for sale*.
  - d. Say: *Rhulani's gogo has a lot of chickens that lay many eggs! There are so many eggs that they are even hidden all over the yard. One day, after Rhulani's friend, Dakalo, visits and loves the fresh eggs, Gogo gets a brilliant idea. She decides to build a chicken coop and start a family business. Rhulani paints a beautiful sign, and his sister Rudzani makes colourful flyers to advertise their fresh eggs. Will their exciting new egg business be a success? And can they grow their business even bigger?*
2. **Do the First Read as follows:**
  - a. Read each page of the story aloud, fluently and audibly.
  - b. Show learners the pictures.
  - c. Where necessary, stop and explain to learners.
  - d. Point out the vocabulary words as they appear.
  - e. At the end of the story, ask the Read 1 questions as follows:
    - Direct Question 1 & 2 to individual learners.
    - Direct Question 3 to the whole class. Ask learners to discuss the question with a partner.
    - Call on a few learners to share their answers.
  - f. Remind learners of the comprehension strategy.
    - Say, this week we are learning how to: Make inferences.
    - Ask learners: What good guess can we make about this that the author hasn't told us? What can you guess about the character's thoughts / feelings?



## Writing: Introduce and Practice LSC



TIME:  
20 minutes



RESOURCES:  
No resources  
required

1. **Introduce the LSC focus.**
  - a. Say, this week we will focus on: Using inverted commas (speech marks) to show the words someone said (direct speech).
  - b. Write a sentence on the board: He said, "I want to start a business."
  - 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: Granny said we have lots of tomatoes to sell.
  - 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: Granny spoke these words: we have lots of tomatoes to sell. Because these are Granny'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: Granny said tells us who is speaking. We must write a comma before the spoken words. The inverted commas go around the exact words Granny 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 Granny said. We write: Granny said, "We have lots of tomatoes to sell."
3. **Give learners time to practice the LSC independently.**
  - a. Write on the board:
    - He said I have a good idea.
    - Mom said lets go to the shops.
    - Let's sell our extra eggs she said.
  - 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 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 & Morphology: Class reflection



TIME:  
15 minutes



RESOURCES:  
Core Reader

1. **Settle learners on the carpet or floor in front of you.**
2. **Hold a discussion about morphology.**
3. **Remind learners that:**
  - a. *A morpheme is the smallest part of a word that has meaning.*
  - b. *A word can be made of one morpheme, e.g.: walk*
  - c. *A word can be made of a number of morphemes, e.g.: un-friend-li-ness*
4. **Ask learners if they can think of any examples of morphemes. Listen to their answers.**
5. **Tell learners that this term, we will focus a lot more on morphemes as a way to help us with reading and comprehension.**
6. **Ask learners to turn and talk and discuss the following question:**  
How does it help us to be able to read and understand different morphemes?
7. **After a few minutes, ask learners for feedback.**
8. **Acknowledge and discuss all answers, and add the following points if necessary:**
  - a. *If we know how to read a morpheme, it can help us to read many words, because we can read that part of the word easily.*
  - b. *If we know how to read a morpheme, it can help us to read long words, because we can read that part of the word easily.*
  - c. *If we know the meaning of a morpheme, it can help us to work out the meaning of a word that we don't know.*
9. **Orientate learners to the Core Reader activities for Thursday.**
  - a. Instruct learners to open their Core Readers to page 8.
  - b. Read the text to learners, then read the text with learners.
  - c. Discuss the questions that follow the text.



## Handwriting: Practise cursive handwriting



TIME:  
15 minutes



RESOURCES:  
Handwriting  
Chart

1. **Prepare learners for handwriting.**
  - a. Say: Let's warm up our fingers by crumpling up a piece of paper and then smoothing it out.
  - b. Check and adjust learners' posture and pencil grip.
2. **Model how to write and complete the following cursive sentence:**
  - *A morpheme is a part of a word.*
  - *It adds to or changes the meaning of the word.*
  - a. As you write, explain the starting point, direction and spaces between words.
  - b. Instruct learners to write the sentence/s in their exercise books.
  - c. Walk around and check each learner's: letter formation, letter size and spacing.
  - d. Support learners who need assistance.
3. **Make learners aware of writing pace and accuracy.**
  - a. When most learners are finished, call 'stop'.
  - b. Tell learners to take note of how far they are.
  - c. If they did not finish, tell them to try and write a little faster tomorrow.
  - d. Also get learners to compare their writing to yours on the board.
  - e. Ask them to take note of how many errors they made.



## Shared Reading: Do the Second Read



TIME:  
15 minutes



RESOURCES:  
Anthology,  
page 31

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



## Writing: Teacher models planning



TIME:  
20 minutes



RESOURCES:  
Writing frame

1. **Introduce the writing topic.**
  - a. Say, this cycle we will write about: A story about a character who started a business.
2. **Explain your own answer to the writing task orally, before writing. Use the writing frame.**
  - a. Say: I am going to write a story about a character who starts a \_\_\_\_ business...
3. **Model planning for the writing task on the board.**
  - a. Draw a quick picture that shows: The character and their business.
  - b. Use a mind map to plan your story:
    - Who is your character? (Name and age)
    - What business does your character want to start?
    - Who does your character talk to about their idea?
    - What do they think about and decide after the conversation?
    - Where and how do they set up their business?
    - What happened on the first day of business?
    - What does the first customer say?
    - What problem suddenly happens in the business?
    - How does the character fix the problem?
    - How does the story end? How does the character feel?
4. **Get learners thinking.**
  - a. Say: tomorrow, you will plan your own writing. Bring your ideas with you tomorrow.

### Writing frame:

One day, \_\_\_\_ decided he / she would start a business.

He / she wanted to...

He / she discussed his / her idea with...

He / she decided...

He / she set up their business...

At first, things were...

Then a customer came and said, "..."

Suddenly there was a problem with...

He / she had to...

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:

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 & Morphology: Dictation



TIME:  
15 minutes



RESOURCES:  
No resources  
required

1. **Settle learners with their exercise books, pens and rulers**
  - a. Tell learners to write the heading, 'Dictation' and to write numbers 1-5 in the margin.
  - b. Call out the following five words for learners to write next to numbers 1-5: loving, loved, loves, beloved, unloved
  - 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 can make five words from the word love.
2. **Tell learners to use a coloured pencil to correct their own work.**
  - a. Write the five words and the sentence on the board.
  - b. As you write, sound out each word.
  - c. For the sentence, point out the punctuation used.
  - d. Tell learners to circle their errors with the coloured pencil.
  - e. Tell learners to rewrite errors correctly.
3. **Take note of learners' challenges and progress.**
4. **Orientate learners to the Core Reader activities for Friday.**
  - a. Instruct learners to open their Core Readers to page 10.
  - b. Read the text aloud. Tell learners to follow in their books as you read.
  - c. Model how to complete the written comprehension on the board.

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



## Shared Reading: Do the Post-Read



TIME:  
15 minutes



RESOURCES:  
Anthology,  
page 31

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



## Writing: 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 a character who started a business.
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, \_\_\_\_ decided he / she would start a business.

He / she wanted to...

He / she discussed his / her idea with...

He / she decided...

He / she set up their business...

At first, things were...

Then a customer came and said, "..."

Suddenly there was a problem with...

He / she had to...

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



## End of Day: Read Aloud



TIME:  
15 minutes



RESOURCES:  
Teacher's own  
resources

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



## Listening & Speaking: Oral Presentations



TIME:  
15 minutes



RESOURCES:  
No resources  
required

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



## Phonics & Morphology: Introduce a sound and morpheme



TIME:  
15 minutes



RESOURCES:  
Core Reader  
Frieze Card:  
eigh

1. **Introduce the sound: eigh**
  - a. Say the sound x3.
  - b. Show learners the Frieze Cards and read the sounds x3.
  - c. Tell learners to listen and then repeat the sound.
2. **Show learners how to segment and blend using these sounds.**
  - a. Revise the following sounds with learners: w, t, n, ou, r, b
  - b. Say the following word: neighbour
  - c. Ask an individual learner to listen carefully and then to segment the word into sounds: e.g.: n-eigh-b-ou-r
  - d. As the learner says each sound, write in on the board.
  - e. Next, call a different learner to blend the sounds together to read the word.
  - f. Correct learners if they make any errors.
  - g. Repeat with the word: weight
3. **Introduce this morpheme to learners: -ed**
  - a. Share the following explanation:
    - This morpheme shows that an action has already happened.
    - We call this past tense.
    - We find this morpheme at the end of the verb.
    - If the verb ends in -s, we drop the -s before adding -ed.
  - b. Model and explain the following example on the board:
    - She plays with the dog. She played with the dog.
4. **Orientate learners to the Core Reader activities for Monday.**
  - a. Instruct learners to open their Core Readers to page 12.
  - b. Call on individual learners to help you model each activity.
  - c. Model how to complete any written activities on the board.

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



## Handwriting: Practise cursive handwriting



TIME:  
15 minutes



RESOURCES:  
Handwriting  
Chart

1. **Prepare learners for handwriting.**
  - a. Say: Let's warm up our fingers by pretending to play the piano.
  - b. Check and adjust learners' posture and pencil grip.
2. **Model how to write and complete the following cursive sentence:**
  - *Kelvin Doe was born in Freetown, Sierra Leone.*
  - 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 15

1. **Introduce the story.**
  - a. Say: This week we will read a story titled, *Kelvin Doe: DJ Focus*
  - b. Say: *This true story* is about an entrepreneurial person named Kelvin Doe. We meet Kelvin when he is ten-years-old, living in his home country of Sierra Leone. Kelvin decides to solve his neighbourhood's biggest problem: the dark nights with no electricity. He searches through dustbins for scrap metal, broken electronics, and discarded devices. Through hard work and focus, Kelvin teaches himself engineering and builds an incredible battery out of trash. Next, he dreams even bigger and creates his very own neighbourhood radio station, becoming DJ Focus! Let's read to find out how far Kelvin's dreams take him.
  - c. Briefly show learners the pictures from the story.
2. **Build learners' background knowledge.**
  - a. Share and explain the background information provided for the story.
  - b. Show learners where the story takes place using the Anthology map.
  - c. Ask: Do you have any questions about this story?
3. **Explain the comprehension strategy.**
  - a. Say, this week we will learn how to: Make evaluations.
  - b. Explain this strategy to learners.



## Group Guided Reading: Work with Groups 1&2



TIME:  
30 minutes



RESOURCES:  
Core Reader

Graded /  
Levelled  
Readers (not  
supplied by  
NHLRP)

1. **Prepare learners for Group Guided Reading.**
  - a. Make sure learners know their reading group.
  - b. Settle learners in pairs with their Core Readers, exercise books and pencils.
  - c. Instruct learners to open their Core Readers to page 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:
    - *innovative: Good at thinking of new and clever ideas to solve problems.*
    - *engineering: Designing and building things to solve problems.*
    - *transmitter: A device that sends radio signals so people can listen to a radio station.*
    - *perseverance: Continuing to work hard even when something is difficult.*
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 & Morphology: Blend sounds and practise the use of the morpheme



TIME:  
15 minutes



RESOURCES:  
Core Reader

1. **Revise the sounds: l, t**
  - a. Say the sounds x3.
  - b. Show learners how to blend the sounds together.
  - c. Tell learners to listen and then repeat the blend: -lt
2. **Show learners how to segment and blend using these sounds.**
  - a. Revise the following sounds with learners: a, d, u, v, o, s
  - b. Say the following word: adults
  - c. Ask an individual learner to listen carefully and then to segment the word into sounds: e.g.: a-d-u-l-t-s
  - d. As the learner says each sound, write in on the board.
  - e. Next, call a different learner to blend the sounds together to read the word.
  - f. Correct learners if they make any errors.
  - g. Repeat with the word: volt
3. **Orientate learners to the Core Reader activities for Tuesday.**
  - a. Instruct learners to open their Core Readers to page 13.
  - b. Call on individual learners to help you model each activity.
  - c. Model how to complete any written activities on the board.

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



## Handwriting: Practise cursive handwriting



TIME:  
15 minutes



RESOURCES:  
Handwriting  
Chart

1. **Prepare learners for handwriting.**
  - a. Say: Let's warm up our fingers by shaking our hands out.
  - b. Check and adjust learners' posture and pencil grip.
2. **Model how to write and complete the following cursive sentence:**
  - *When Kelvin was 10 years old, he wanted to fix the electricity problem.*
  - a. As you write, explain the starting point, direction and spaces between words.
  - b. Instruct learners to write the sentence/s in their exercise books.
  - c. Walk around and check each learner's: letter formation, letter size and spacing.
  - d. Support learners who need assistance.
3. **Make learners aware of writing pace and accuracy.**
  - a. When most learners are finished, call 'stop'.
  - b. Tell learners to take note of how far they are.
  - c. If they did not finish, tell them to try and write a little faster tomorrow.
  - d. Also get learners to compare their writing to yours on the board.
  - e. Ask them to take note of how many errors they made.



## Shared Reading: Do the Pre-Read



TIME:  
15 minutes



RESOURCES:  
Anthology,  
page 17

1. **Settle learners for the Pre-Read.**
  - a. Call learners to sit on the carpet or floor.
  - b. Sit in front of the learners with the Anthology.
  - c. Make sure all learners can see the book.
  - d. Remind learners of the behaviour you expect during Shared Reading, e.g. sit cross legged; keep your hands in your lap; listen carefully; respond when called on; raise your hand to ask a question.
2. **Do the Pre-Read as follows:**
  - a. Say the title of the story: *Kelvin Doe: DJ Focus*
  - 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 13.
2. **Go through the Core Reader activities for the day with learners.**  
Remind learners what to do to complete each activity.
3. **Call Group 3 to your Group Guided Reading space.**
  - a. Settle the group with their Core Readers.
  - b. Call on individual learners to read the phonic sounds.
  - c. Call on individual learners to complete the decoding activities.
  - d. Call on each learner to read the words or a passage from the previous week.
  - e. Make a note of learners who need support.
  - f. Make a note of sounds that need to be consolidated.
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 14.
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 have an idea!" \_\_\_\_ said...
    - The \_\_\_\_ family had so many vegetables, they didn't know what to do with them...
    - "I have an announcement to make," Mom said...
5. **Instruct learners to complete the activity.**
  - a. Give learners a few minutes to think of their story in silence.
  - b. Then, instruct learners to take turns to tell their stories to their group. You may want to use the 'talking stick/stone' for this.
  - c. As learners talk, walk around and listen.
6. **End the lesson as follows:**
  - a. Call on one learner to share their story with the class or ask 1-2 learners questions about their group's stories.
    - Ask: What was X's story about?
    - Ask: What did you like about X's story?
  - b. Give the class some generic feedback to improve their stories. For example: Usually, at the beginning of the story, we say where the story takes place, and who the characters are. Next time, try to include this information in your stories.



## Phonics & Morphology: Introduce a sound



TIME:  
15 minutes



RESOURCES:  
Core Reader

Frieze Card:  
ea

1. **Introduce the sound: ea**
2. **Show learners how to segment and blend using these sounds.**
  - a. Revise the following sounds with learners: s, t, b, r, k, ee
  - b. Say the following word: break
  - c. Ask an individual learner to listen carefully and then to segment the word into sounds: e.g.: b-r-ea-k
  - d. As the learner says each sound, write in on the board.
  - e. Next, call a different learner to blend the sounds together to read the word.
  - f. Correct learners if they make any errors.
  - g. Repeat with the word: steak
3. **Orientate learners to the Core Reader activities for Wednesday.**
  - a. Instruct learners to open their Core Readers to page 15.
  - b. Call on individual learners to help you model each activity.
  - c. Model how to complete any written activities on the board.

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



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



## Shared Reading: Do the First Read



TIME:  
15 minutes



RESOURCES:  
Anthology,  
page 17

1. **Prepare learners for the First Read.**
  - a. Settle learners on the carpet.
  - b. Remind them of the expected behaviour.
  - c. Remind learners of the story title: *Kelvin Doe: DJ Focus*
  - d. Say: *This true story is about an entrepreneurial person named Kelvin Doe. We meet Kelvin when he is ten-years-old, living in his home country of Sierra Leoné. Kelvin decides to solve his neighbourhood's biggest problem: the dark nights with no electricity. He searches through dustbins for scrap metal, broken electronics, and discarded devices. Through hard work and focus, Kelvin teaches himself engineering and builds an incredible battery out of trash. Next, he dreams even bigger and creates his very own neighbourhood radio station, becoming DJ Focus! Let's read to find out how far Kelvin's dreams take him.*
  - e. Ask: Do you know anything about this?
2. **Do the First Read as follows:**
  - a. Read each page of the story aloud, fluently and audibly.
  - b. Show learners the pictures.
  - c. Where necessary, stop and explain to learners.
  - d. Point out the vocabulary words as they appear.
  - e. At the end of the story, ask the Read 1 questions as follows:
    - Direct Question 1 & 2 to individual learners.
    - Direct Question 3 to the whole class. Ask learners to discuss the question with a partner.
    - Call on a few learners to share their answers.
  - f. Remind learners of the comprehension strategy.
    - Say, this week we are learning how to: Make evaluations.
    - Ask learners: We usually learn something from a story. Sometimes, we need to decide if something was right or wrong. Sometimes, we need to decide if something was good or bad. What did you learn from this story?



## Writing: Teacher models drafting



TIME:  
20 minutes



RESOURCES:  
Writing  
Frame

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

### Writing Frame:

One day, \_\_\_\_ decided he / she would start a business.

He / she wanted to...

He / she discussed his / her idea with...

He / she decided...

He / she set up their business...

At first, things were...

Then a customer came and said, "..."

Suddenly there was a problem with...

He / she had to...

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 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 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 & Morphology: Blend sounds



TIME:  
15 minutes



RESOURCES:  
Core Reader

1. **Revise the sounds: t, w**
  - a. Say the sounds x3.
  - b. Show learners how to blend the sounds together.
  - c. Tell learners to listen then repeat the blend: tw
2. Show learners how to segment and blend using these sounds.
  - a. Revise the following sounds with learners: i, s, ed, n, oo, sh
  - b. Say the following word: twisted
  - c. Ask an individual learner to listen carefully and then to segment the word into sounds: e.g.: t-w-i-s-t-ed
  - d. As the learner says each sound, write in on the board.
  - e. Next, call a different learner to blend the sounds together to read the word.
  - f. Correct learners if they make any errors.
  - g. Repeat with the word: twin
3. **Orientate learners to the Core Reader activities for Thursday.**
  - 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.

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



## Handwriting: Practise cursive handwriting



TIME:  
15 minutes



RESOURCES:  
Handwriting  
Chart

1. **Prepare learners for handwriting.**
  - a. Say: Let's warm up our fingers by rotating our wrists in circles to the left and then to the right.
  - b. Check and adjust learners' posture and pencil grip.
2. **Model how to write and complete the following cursive sentence:**
  - *Kelvin gave himself a name to use on the radio Df Focus.*
  - a. As you write, explain the starting point, direction and spaces between words.
  - b. Instruct learners to write the sentence/s in their exercise books.
  - c. Walk around and check each learner's: letter formation, letter size and spacing.
  - d. Support learners who need assistance.
3. **Make learners aware of writing pace and accuracy.**
  - a. When most learners are finished, call 'stop'.
  - b. Tell learners to take note of how far they are.
  - c. If they did not finish, tell them to try and write a little faster tomorrow.
  - d. Also get learners to compare their writing to yours on the board.
  - e. Ask them to take note of how many errors they made.



## Shared Reading: Do the Second Read



TIME:  
15 minutes



RESOURCES:  
Anthology,  
page 17

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



## Writing: Learners draft



TIME:  
20 minutes



RESOURCES:  
Writing frame

1. **Remind learners of the writing task and requirements.**
  - a. Say, today we will finish writing: A story about a character who started a business.
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, \_\_\_\_ decided he / she would start a business.

He / she wanted to...

He / she discussed his / her idea with...

He / she decided...

He / she set up their business...

At first, things were...

Then a customer came and said, "..."

Suddenly there was a problem with...

He / she had to...

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 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 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 & Morphology: Dictation



TIME:  
15 minutes



RESOURCES:  
No resources  
required

1. **Settle learners with their exercise books, pens and rulers**
  - a. Tell learners to write the heading, 'Dictation' and to write numbers 1-5 in the margin.
  - b. Call out the following five words for learners to write next to numbers 1-5: weigh, felt, great, break, twin
  - 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 twisted and weighed two parts.
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 18.
  - b. Read the text aloud. Tell learners to follow in their books as you read.
  - c. Model how to complete the written comprehension on the board.

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



## Shared Reading: Do the Post-Read



TIME:  
15 minutes



RESOURCES:  
Anthology,  
page 17

1. **Prepare learners for the Post-Read.**
  - a. Remind learners of the story title: *Kelvin Doe: DJ Focus*
  - 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. **Where was Kelvin Doe born?**  
Kelvin Doe was born in...
2. **When he was a boy, what problem did Kelvin's neighbours have?**  
The problem that Kelvin's neighbours had was...
3. **What were four things that Kelvin used when he invented his battery?**  
Four things that Kelvin used were: \_\_\_\_, \_\_\_\_, \_\_\_\_ and \_\_\_\_.
4. **What did the innovation camp want to help young people to do?**  
The camp wanted to help young people to...
5. **Where did Kelvin go to university?**  
Kelvin went to... in...



## Writing: Teacher models editing and learner edit



TIME:  
20 minutes



RESOURCES:  
DBE  
Workbook 2,  
page 51

1. **Remind learners of the writing task:** A story about a character who started a business.
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 ten sentences.
    - LSC: Inverted commas (speech marks) are used to show the words someone said (direct speech).
3. **Model editing.**
  - a. Write a sentence on the board that contains a mistake.
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: 51
    - Complete the 'Let's Write' activity at the bottom of the page. Design your own advert. Draw a picture and write some sentences to make people want to buy it.



## 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 18.
2. **Go through the Core Reader activities for the day with learners.**  
Remind learners what to do to complete each activity.
3. **Call Group 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 a difference*
2. **Ask open questions to activate learners' background knowledge.**
  - *What are some ways you can help make your home or school a better place?*
  - *What happens when people litter or waste water?*
  - *Why is it important to look after plants, animals, and the environment?*
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 20.**
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: "Unless someone like you cares a whole awful lot, nothing is going to get better. It's not." Dr Seuss, *The Lorax*.
7. **Discuss the language enrichment with learners.**
  - a. Ask: Can you tell me what this means? / Can you figure out the answer?
  - b. Encourage learners to share their ideas.
  - c. Explain the meaning or provide the answer as follows: This means that it only takes one person, like you, who cares about trees and animals to make the world a happier, cleaner place. It also means that if everyone tries to clean up and make less waste, the world can become a better place.



## Phonics & Morphology: Introduce a sound and morpheme



TIME:  
15 minutes



RESOURCES:  
Core Reader  
Frieze Card:  
ea

1. **Introduce the sound: ea**
  - a. Say the sound x3.
  - b. Show learners the Frieze Cards and read the sounds x3.
  - c. Tell learners to listen and then repeat the sound.
2. **Show learners how to segment and blend using these sounds.**
  - a. Revise the following sounds with learners: b, r, d, h, au, eigh
  - b. Say the following word: bread
  - c. Ask an individual learner to listen carefully and then to segment the word into sounds: e.g.: b-r-ea-d
  - d. As the learner says each sound, write in on the board.
  - e. Next, call a different learner to blend the sounds together to read the word.
  - f. Correct learners if they make any errors.
  - g. Repeat with the word: head
3. **Introduce this morpheme to learners: un-**
  - a. Share the following explanation:
    - This morpheme shows the opposite meaning of an adjective.
    - We find this morpheme at the beginning of an adjective.
    - The rest of the word does not change.
  - b. Model and explain the following example on the board:
    - The child is not friendly. The child is unfriendly.
4. **Orientate learners to the Core Reader activities for Monday.**
  - a. Instruct learners to open their Core Readers to page 22.
  - b. Call on individual learners to help you model each activity.
  - c. Model how to complete any written activities on the board.

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



## Handwriting: Practise 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 and complete the following cursive sentence:**
  - *Zweli felt upset after seeing the other kids tease Lungi at school.*
  - 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 31

### 1. **Introduce the story.**

- a. Say: This week we will read a story titled, *Zweli speaks up*.
- b. Say: *Zweli* feels upset when he sees the other kids teasing his friend, Lungi, about her broken shoes. He remembers when his own shoes were broken last year, and it did not feel good. Zweli wants to help, but he feels very nervous. What if the bullies start teasing him next? Zweli speaks to his mom about what to do. The next day, when the school bell rings for break, the kids gather around Lungi again. Zweli takes a deep breath and steps right in front of them to stand up for his friend Lungi. Let's read to find out if the bullies turn on Zweli and to see what happens next.
- c. Ask: Do you know anything about this?
- d. Briefly show learners the pictures from the story.

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

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

### 3. **Explain the comprehension strategy.**

- a. Say, this week we will learn how to: Ask questions / Wonder.
- b. Explain this strategy to learners.



## Group Guided Reading: Work with Groups 1&2



TIME:  
30 minutes



RESOURCES:  
Core Reader

Graded /  
Levelled  
Readers (not  
supplied by  
NHLRP)

1. **Prepare learners for Group Guided Reading.**
  - a. Make sure learners know their reading group.
  - b. Settle learners in pairs with their Core Readers, exercise books and pencils.
  - c. Instruct learners to open their Core Readers to page 22.
2. **Go through the Core Reader activities for the day with learners.**  
Remind learners what to do to complete each activity.
3. **Call Group 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 20.
  - 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:
    - *teased: Said unkind things to make someone feel bad or embarrassed.*
    - *bullied: Treated someone in a mean or hurtful way again and again.*
    - *poking through: Sticking out through a hole.*
    - *stood up for: Helped or defended someone who was being treated unfairly.*
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 & Morphology: Blend sounds and practise the use of the morpheme



TIME:  
15 minutes



RESOURCES:  
Core Reader

1. **Revise the sounds: s, t**
  - a. Say the sounds x3.
  - b. Show learners how to blend the sounds together.
  - c. Tell learners to listen and then repeat the blend: st
2. **Show learners how to segment and blend using these sounds.**
  - a. Revise the following sounds with learners: m, u, ck, ea, n, ch
  - b. Say the following word: steam
  - c. Ask an individual learner to listen carefully and then to segment the word into sounds: e.g.: s-t-ea-m
  - d. As the learner says each sound, write in on the board.
  - e. Next, call a different learner to blend the sounds together to read the word.
  - f. Correct learners if they make any errors.
  - g. Repeat with the word: stuck
3. **Orientate learners to the Core Reader activities for Tuesday.**
  - 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: Practise cursive handwriting



TIME:  
15 minutes



RESOURCES:  
Handwriting  
Chart

1. **Prepare learners for handwriting.**
  - a. Say: Let's warm up our fingers by crumpling up a piece of paper and then smoothing it out.
  - b. Check and adjust learners' posture and pencil grip.
2. **Model how to write and complete the following cursive sentence:**
  - *The next day when the bell rang for break, Zweli felt worried.*
  - a. As you write, explain the starting point, direction and spaces between words.
  - b. Instruct learners to write the sentence/s in their exercise books.
  - c. Walk around and check each learner's: letter formation, letter size and spacing.
  - d. Support learners who need assistance.
3. **Make learners aware of writing pace and accuracy.**
  - a. When most learners are finished, call 'stop'.
  - b. Tell learners to take note of how far they are.
  - c. If they did not finish, tell them to try and write a little faster tomorrow.
  - d. Also get learners to compare their writing to yours on the board.
  - e. Ask them to take note of how many errors they made.



## Shared Reading: Do the Pre-Read



TIME:  
15 minutes



RESOURCES:  
Anthology,  
page 33

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



## Group Guided Reading: 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 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 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:
    - *problem: Something that is wrong or difficult and needs to be fixed.*
    - *solution: An answer to a problem.*
    - *environment: The world around us, including plants, animals, water, land, and people.*
    - *natural resource: Something we get from nature that people use, such as water, sunlight, trees, or soil.*
  - 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 24.
  - b. Tell learners the following information about the picture:
    - *Sometimes people think only adults can solve big problems. But small actions, like picking up litter or turning off a dripping tap, can help make a difference too.*
    - *We share the environment with animals and other people. Places like rivers, parks, forests, and oceans are homes for animals. These are also places that people use. Keeping these places clean is good for everyone.*
    - *Natural resources should not be wasted! Water and energy are important resources. When we use only what we need, there is more available for other people and for the future.*
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 problems can you see in this picture that might harm people, animals, or the environment?*
  - b. *What are people doing to help make a difference?*
  - c. *What are some ways that children can help care for the world around them?*



## Phonics & Morphology: Introduce a sound



TIME:  
15 minutes



RESOURCES:  
Core Reader

Frieze Card:  
ue

1. **Introduce the sound: ue**
2. **Show learners how to segment and blend using these sounds.**
  - a. Revise the following sounds with learners: r, e, s, c, g, a
  - b. Say the following word: rescue
  - c. Ask an individual learner to listen carefully and then to segment the word into sounds: e.g.: r-e-s-c-ue
  - d. As the learner says each sound, write in on the board.
  - e. Next, call a different learner to blend the sounds together to read the word.
  - f. Correct learners if they make any errors.
  - g. Repeat with the word: argue
3. **Orientate learners to the Core Reader activities for Wednesday.**
  - a. Instruct learners to open their Core Readers to page 25.
  - b. Call on individual learners to help you model each activity.
  - c. Model how to complete any written activities on the board.

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



## Handwriting: Practise cursive handwriting



TIME:  
15 minutes



RESOURCES:  
Handwriting  
Chart

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



## Shared Reading: Do the First Read



TIME:  
15 minutes



RESOURCES:  
Anthology,  
page 33

### 1. Prepare learners for the First Read.

- a. Settle learners on the carpet.
- b. Remind them of the expected behaviour.
- c. Remind learners of the story title: *Zweli speaks up*
- d. Say: *Zweli feels upset when he sees the other kids teasing his friend, Lungi, about her broken shoes. He remembers when his own shoes were broken last year, and it did not feel good. Zweli wants to help, but he feels very nervous. What if the bullies start teasing him next? Zweli speaks to his mom about what to do. The next day, when the school bell rings for break, the kids gather around Lungi again. Zweli takes a deep breath and steps right in front of them to stand up for his friend Lungi. Let's read to find out if the bullies turn on Zweli and to see what happens next.*

### 2. Do the First Read as follows:

- a. Read each page of the story aloud, fluently and audibly.
- b. Show learners the pictures.
- c. Where necessary, stop and explain to learners.
- d. Point out the vocabulary words as they appear.
- e. At the end of the story, ask the Read 1 questions as follows:
  - Direct Question 1 & 2 to individual learners.
  - Direct Question 3 to the whole class. Ask learners to discuss the question with a partner.
  - Call on a few learners to share their answers.
- f. Remind learners of the comprehension strategy.
  - Say, this week we are learning how to: Ask questions / Wonder.
  - Ask learners: It is fun to wonder about the story and ask ourselves questions. What questions do you have about this story?



## Writing: 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 commas to separate items in a list. There is no comma before the last item. Instead we include the word 'and' (or 'or'). For example: I want to eat chicken, beans or fish for dinner.
  - b. Write a sentence on the board: I like to help in my house. I help with cooking, cleaning and feeding the animals.
  - c. Explain the LSC in context: Commas are used to separate items in a list.
2. **Practice the LSC with learners.**
  - a. Write on the board: I help my little brother brush his teeth do his homework and tie his shoes.
  - b. Ask learners: Where do we put the commas in this list?
  - c. Brainstorm with learners:
    - We need to put a comma between each items in a list. There is no comma before the last item. Instead we include the word 'and' (or 'or'). In this list, each item is more than one word: I help my little brother brush his teeth, do his homework and tie his shoes.
3. **Give learners time to practice the LSC independently.**
  - a. Write on the board:
    - My favourite activities are playing soccer cooking with my father and listening to stories.
    - I want to eat chicken beans or fish for dinner tonight.
    - Do you want to buy a pink blue or yellow T-shirt?.
  - b. Explain to learners: Put the commas in the correct place in the list.
  - 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: Commas are used to separate items in a list.



## Group Guided Reading: Work with Groups 5&6



TIME:  
30 minutes



RESOURCES:  
Core Reader

Graded /  
Levelled  
Readers (not  
supplied by  
NHLRP)

1. **Prepare learners for Group Guided Reading.**
  - a. Make sure learners know their reading group.
  - b. Settle learners in pairs with their Core Readers, exercise books and pencils.
  - c. Instruct learners to open their Core Readers to page 25.
2. **Go through the Core Reader activities for the day with learners.**  
Remind learners what to do to complete each activity.
3. **Call Group 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 & Morphology: Blend sounds



TIME:  
15 minutes



RESOURCES:  
Core Reader

1. **Revise the sounds: p, t**
  - a. Say the sounds x3.
  - b. Show learners how to blend the sounds together.
  - c. Tell learners to listen then repeat the blend: pt
2. Show learners how to segment and blend using these sounds.
  - a. Revise the following sounds with learners: s, l, e, w, ea, th
  - b. Say the following word: slept
  - c. Ask an individual learner to listen carefully and then to segment the word into sounds: e.g.: s-l-e-p-t
  - d. As the learner says each sound, write in on the board.
  - e. Next, call a different learner to blend the sounds together to read the word.
  - f. Correct learners if they make any errors.
  - g. Repeat with the word: wept
3. **Orientate learners to the Core Reader activities for Thursday.**
  - a. Instruct learners to open their Core Readers to page 26.
  - b. Read the text aloud. Tell learners to follow in their books as you read.
  - c. Read the text again, this time, learners must join in and read with you.
  - d. Model how to complete the written comprehension on the board.

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



## Handwriting: Practise cursive handwriting



TIME:  
15 minutes



RESOURCES:  
Handwriting  
Chart

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



## Shared Reading: Do the Second Read



TIME:  
15 minutes



RESOURCES:  
Anthology,  
page 33

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



## Writing: Teacher models planning



TIME:  
20 minutes



RESOURCES:  
Writing frame

1. **Introduce the writing topic.**
  - a. Say, this cycle we will write about: Write a letter to someone to help solve a problem in your school, home, or community.
2. **Explain your own answer to the writing task orally, before writing. Use the writing frame.**
  - a. Say: I am going to write a letter to \_\_\_\_ to try to solve the problem of \_\_\_\_ in our community...  
I think this person could do... to help.
3. **Model planning for the writing task on the board.**
  - a. Draw a quick picture that shows: Draw a picture of the problem you will write a letter to address.
  - b. Use a mind map to plan your story:
    - a. What is the problem you want to write about?
    - b. Where is the problem happening (school, home, community)?
    - c. Who will you write your letter to?
    - d. Why is this problem important?
    - e. How do you feel about the problem?
    - f. What do you want the person to do to help?
    - g. What is a solution you can suggest?
    - h. How might things be better after the problem is solved?
    - i. Why is this important to you?
4. **Get learners thinking.**
  - a. Say: tomorrow, you will plan your own writing. Bring your ideas with you tomorrow.

### Writing frame:

Dear \_\_\_\_\_,

I am writing to you because...

This problem is happening at...

It is a problem because...

I feel... because...

I think we / you should...

I think you could help by \_\_\_\_\_, \_\_\_\_\_ and / or \_\_\_\_\_.

This will make a difference because...

Thank you for...

Sincerely,

[Name]



## 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 26.
2. **Go through the Core Reader activities for the day with learners.**  
Remind learners what to do to complete each activity.
3. **Call Group 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 & Morphology: Dictation



TIME:  
15 minutes



RESOURCES:  
No resources  
required

1. **Settle learners with their exercise books, pens and rulers**
  - a. Tell learners to write the heading, 'Dictation' and to write numbers 1-5 in the margin.
  - b. Call out the following five words for learners to write next to numbers 1-5: head, instead, rescue, argue, wept
  - 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 unhappy child wept for his mom.
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 28.
  - b. Read the text aloud. Tell learners to follow in their books as you read.
  - c. Model how to complete the written comprehension on the board.

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 33

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



TIME:  
20 minutes



RESOURCES:  
Writing frame

1. **Remind learners of the writing topic.**
  - a. Say: this cycle we will write: Write a letter to someone to help solve a problem in your school, home, or community.
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:

Dear \_\_\_\_\_,

I am writing to you because...

This problem is happening at...

It is a problem because...

I feel... because...

I think we / you should...

I think you could help by \_\_\_\_\_, \_\_\_\_\_ and / or \_\_\_\_\_.

This will make a difference because...

Thank you for...

Sincerely,

[Name]



## 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 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 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 & Morphology: Introduce a sound and morpheme



TIME:  
15 minutes



RESOURCES:  
Core Reader  
Frieze Card:  
ew

1. **Introduce the sound: ew**
  - a. Say the sound x3.
  - b. Show learners the Frieze Cards and read the sounds x3.
  - c. Tell learners to listen and then repeat the sound.
2. **Show learners how to segment and blend using these sounds.**
  - a. Revise the following sounds with learners: ch, ed, f, e, d, ph
  - b. Say the following word: chewed
  - c. Ask an individual learner to listen carefully and then to segment the word into sounds: e.g.: ch-ew-ed
  - d. As the learner says each sound, write in on the board.
  - e. Next, call a different learner to blend the sounds together to read the word.
  - f. Correct learners if they make any errors.
  - g. Repeat with the word: few
3. **Introduce this morpheme to learners: -ful**
  - a. Share the following explanation:
    - This morpheme means 'full of' or having a lot of something.
    - It is found at the end of a word.
    - It changes a noun to an adjective.
    - If the word ends in a -y, we drop the -y and add i.
  - b. Model and explain the following example on the board:
    - The man was full of hate. The man was hateful.
4. **Orientate learners to the Core Reader activities for Monday.**
  - a. Instruct learners to open their Core Readers to page 30.
  - b. Call on individual learners to help you model each activity.
  - c. Model how to complete any written activities on the board.

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



## Handwriting: Practise 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 and complete the following cursive sentence:**
  - *Greta Thunberg lived in a country called Sweden.*
  - 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 43

### 1. **Introduce the story.**

- a. Say: This week we will read a story titled, *Greta Thunberg, climate change hero*.
- b. Say: *This is the true story of Greta Thunberg, a quiet girl from Sweden who often found it hard to talk to others because her brain works a little differently. But when she watched a school video about plastic pollution and starving polar bears, she knew she had to try and do something. Greta used her focus to become an expert on climate change. She started by convincing her own family to stop flying and eating meat. Then, she made a sign and sat outside a government building to protest. This story shows us that one small person can make a difference.*
- c. Ask: Do you know anything about this?
- d. Briefly show learners the pictures from the story.

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

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

### 3. **Explain the comprehension strategy.**

- a. Say, this week we will learn how to: Find and remember details.
- b. Explain this strategy to learners.



## Group Guided Reading: Work with Groups 1&2



TIME:  
30 minutes



RESOURCES:  
Core Reader

Graded /  
Levelled  
Readers (not  
supplied by  
NHLRP)

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



## End of Day: Read Aloud



TIME:  
15 minutes



RESOURCES:  
Teacher's own  
resources

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



## Listening & Speaking: Teach vocabulary



TIME:  
15 minutes



RESOURCES:  
Vocabulary  
flashcards,  
pictures,  
objects  
Core Reader

1. **Remind learners of the theme.**
  - a. Instruct learners to open their Core Readers to page 20
  - 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:
    - *pollution: Dirty or harmful things in the air, water, or land that hurt plants, animals, and people.*
    - *polar bear: A large white bear that lives in very cold places near the North Pole.*
    - *climate change: Long-term changes in the Earth's weather that are making the planet hotter and affecting nature.*
    - *protest: When people come together to show they disagree with something and want it to change.*
3. **Use the PATS strategies that are suitable for each word:**

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



## Phonics & Morphology: Blend sounds and practise the use of the morpheme



TIME:  
15 minutes



RESOURCES:  
Core Reader

1. **Revise the sounds: s, w**
  - a. Say the sounds x3.
  - b. Show learners how to blend the sounds together.
  - c. Tell learners to listen and then repeat the blend: sw
2. **Show learners how to segment and blend using these sounds.**
  - a. Revise the following sounds with learners: ea, t, ee, ck, eigh, n
  - b. Say the following word: sweat
  - c. Ask an individual learner to listen carefully and then to segment the word into sounds: e.g.: s-w-ea-t
  - d. As the learner says each sound, write in on the board.
  - e. Next, call a different learner to blend the sounds together to read the word.
  - f. Correct learners if they make any errors.
  - g. Repeat with the word: sweets
3. **Orientate learners to the Core Reader activities for Tuesday.**
  - a. Instruct learners to open their Core Readers to page 31.
  - b. Call on individual learners to help you model each activity.
  - c. Model how to complete any written activities on the board.

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



## Handwriting: Practise cursive handwriting



TIME:  
15 minutes



RESOURCES:  
Handwriting  
Chart

1. **Prepare learners for handwriting.**
  - a. Say: Let's warm up our fingers by rotating our wrists in circles to the left and then to the right.
  - b. Check and adjust learners' posture and pencil grip.
2. **Model how to write and complete the following cursive sentence:**
  - *The teacher explained that cars and factories make the air too hot.*
  - a. As you write, explain the starting point, direction and spaces between words.
  - b. Instruct learners to write the sentence/s in their exercise books.
  - c. Walk around and check each learner's: letter formation, letter size and spacing.
  - d. Support learners who need assistance.
3. **Make learners aware of writing pace and accuracy.**
  - a. When most learners are finished, call 'stop'.
  - b. Tell learners to take note of how far they are.
  - c. If they did not finish, tell them to try and write a little faster tomorrow.
  - d. Also get learners to compare their writing to yours on the board.
  - e. Ask them to take note of how many errors they made.



## Shared Reading: Do the Pre-Read



TIME:  
15 minutes



RESOURCES:  
Anthology,  
page 45

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



## Group Guided Reading: Work with Groups 3&4



TIME:  
30 minutes



RESOURCES:  
Core Reader

Graded /  
Levelled  
Readers (not  
supplied by  
NHLRP)

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



## End of Day: Read Aloud



TIME:  
15 minutes



RESOURCES:  
Teacher's own  
resources

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



## Listening & Speaking: 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 32.
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:
    - "This house needs our help!" \_\_\_\_ said...
    - One Saturday morning, ... decided they would make a difference at home...
    - Dirty dishes filled the sink and laundry was piled everywhere...
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 & Morphology: Introduce a sound



TIME:  
15 minutes



RESOURCES:  
Core Reader

Frieze Card:  
kn

1. **Introduce the sound: kn**
2. **Show learners how to segment and blend using these sounds.**
  - a. Revise the following sounds with learners: o, ck, s, ee, wh, ie
  - b. Say the following word: knocked
  - c. Ask an individual learner to listen carefully and then to segment the word into sounds: e.g.: kn-o-ck-ed
  - d. As the learner says each sound, write in on the board.
  - e. Next, call a different learner to blend the sounds together to read the word.
  - f. Correct learners if they make any errors.
  - g. Repeat with the word: knees
3. **Orientate learners to the Core Reader activities for Wednesday.**
  - a. Instruct learners to open their Core Readers to page 33.
  - b. Call on individual learners to help you model each activity.
  - c. Model how to complete any written activities on the board.

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



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



## Shared Reading: Do the First Read



TIME:  
15 minutes



RESOURCES:  
Anthology,  
page 45

1. **Prepare learners for the First Read.**
  - a. Settle learners on the carpet.
  - b. Remind them of the expected behaviour.
  - c. Remind learners of the story title: *Greta Thunberg, climate change hero*
  - d. Say: *This is the true story of Greta Thunberg, a quiet girl from Sweden who often found it hard to talk to others because her brain works a little differently. But when she watched a school video about plastic pollution and starving polar bears, she knew she had to try and do something. Greta used her focus to become an expert on climate change. She started by convincing her own family to stop flying and eating meat. Then, she made a sign and sat outside a government building to protest. This story shows us that one small person can make a difference.*
  - e. Ask: Do you know anything about this?
2. **Do the First Read as follows:**
  - a. Read each page of the story aloud, fluently and audibly.
  - b. Show learners the pictures.
  - c. Where necessary, stop and explain to learners.
  - d. Point out the vocabulary words as they appear.
  - e. At the end of the story, ask the Read 1 questions as follows:
    - Direct Question 1 & 2 to individual learners.
    - Direct Question 3 & 4 to the whole class. Ask learners to discuss the question with a partner.
    - Call on a few learners to share their answers.
  - f. Remind learners of the comprehension strategy.
    - Say, this week we are learning how to: Find and remember details.
    - Ask learners: Stories have details we must remember to get the full picture! How do you try to remember details?



## Writing: Teacher models drafting



TIME:  
20 minutes



RESOURCES:  
Writing  
Frame

1. **Reintroduce the writing topic and requirements.**
  - a. Say, this cycle we will write: Write a letter to someone to help solve a problem in your school, home, or community.
  - b. Explain the requirements for the task:
    - Genre: A formal letter
    - Sentences / paragraphs: Write a letter of at least 10 sentences
    - LSC: Commas are used to separate items in a list.
2. **Model the task on the board.**
  - a. Remind learners of your ideas from your mind map.
  - b. Show learners how to complete the writing frame using your plan.
3. **Instruct learners to begin writing in their exercise books.**
  - a. Say: now use your own plan to fill in the writing fame.
4. **Walk around the room and help individual learners begin writing.**
  - a. Say: Let's look at your mind map and use it to begin writing.
  - b. Help struggling learners use the writing frame.

### Writing Frame:

Dear \_\_\_\_\_,

I am writing to you because...

This problem is happening at...

It is a problem because...

I feel...because...

I think we / you should...

I think you could help by \_\_\_\_\_, \_\_\_\_\_ and / or \_\_\_\_\_.

This will make a difference because...

Thank you for...

Sincerely,

[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 33.
2. **Go through the Core Reader activities for the day with learners.**  
Remind learners what to do to complete each activity.
3. **Call Group 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 & Morphology: Blend sounds



TIME:  
15 minutes



RESOURCES:  
Core Reader

1. **Revise the sounds: x, t**
  - a. Say the sounds x3.
  - b. Show learners how to blend the sounds together.
  - c. Tell learners to listen then repeat the blend: xt
2. Show learners how to segment and blend using these sounds.
  - a. Revise the following sounds with learners: e, nd, n, oa, gh, ee
  - b. Say the following word: extend
  - c. Ask an individual learner to listen carefully and then to segment the word into sounds: e.g.: e-x-t-e-nd
  - d. As the learner says each sound, write in on the board.
  - e. Next, call a different learner to blend the sounds together to read the word.
  - f. Correct learners if they make any errors.
  - g. Repeat with the word: next
3. **Orientate learners to the Core Reader activities for Thursday.**
  - a. Instruct learners to open their Core Readers to page 34.
  - 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.

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



## Handwriting: Practise cursive handwriting



TIME:  
15 minutes



RESOURCES:  
Handwriting  
Chart

1. **Prepare learners for handwriting.**
  - a. Say: Let's warm up our fingers by crumpling up a piece of paper and then smoothing it out.
  - b. Check and adjust learners' posture and pencil grip.
2. **Model how to write and complete the following cursive sentence:**
  - *Greta proved that anyone can help the planet. no matter how small they are.*
  - a. As you write, explain the starting point, direction and spaces between words.
  - b. Instruct learners to write the sentence/s in their exercise books.
  - c. Walk around and check each learner's: letter formation, letter size and spacing.
  - d. Support learners who need assistance.
3. **Make learners aware of writing pace and accuracy.**
  - a. When most learners are finished, call 'stop'.
  - b. Tell learners to take note of how far they are.
  - c. If they did not finish, tell them to try and write a little faster tomorrow.
  - d. Also get learners to compare their writing to yours on the board.
  - e. Ask them to take note of how many errors they made.



## Shared Reading: Do the Second Read



TIME:  
15 minutes



RESOURCES:  
Anthology,  
page 45

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: *Greta Thunberg, climate change hero*
  - d. Remind learners of the comprehension strategy.
    - Say, this week we are learning how to: Find and remember details.
    - Say, remember, we discussed this yesterday, when I asked you: Stories have details we must remember to get the full picture! How do you try to remember details?
2. **Do the Second Read as follows:**
  - a. Read each page of the story aloud, fluently and audibly.
  - b. Show learners the picture.
  - c. Use the examples on the introduction page to model the comprehension strategy.
  - d. At the end of the story, ask the Read 2 questions as follows:
    - Direct Question 1 & 2 to individual learners.
    - Direct Question 3 & 4 to the whole class. Ask learners to discuss the question with a partner.
    - Call on a few learners to share their answers.



## Writing: Learners draft



TIME:  
20 minutes



RESOURCES:  
Writing frame

1. **Remind learners of the writing task and requirements.**
  - a. Say, today we will finish writing: Write a letter to someone to help solve a problem in your school, home, or community.
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:

Dear \_\_\_\_\_,

I am writing to you because...

This problem is happening at...

It is a problem because...

I feel... because...

I think we / you should...

I think you could help by \_\_\_\_\_, \_\_\_\_\_ and / or \_\_\_\_\_.

This will make a difference because...

Thank you for...

Sincerely,

[Name]



## Group Guided Reading: Work with Groups 7&8



TIME:  
30 minutes



RESOURCES:  
Core Reader

Graded /  
Levelled  
Readers (not  
supplied by  
NHLRP)

1. **Prepare learners for Group Guided Reading.**
  - a. Make sure learners know their reading group.
  - b. Settle learners in pairs with their Core Readers, exercise books and pencils.
  - c. Instruct learners to open their Core Readers to page 34.
2. **Go through the Core Reader activities for the day with learners.**  
Remind learners what to do to complete each activity.
3. **Call Group 7 to your Group Guided Reading space.**
  - a. Settle the group with their Core Readers.
  - b. Call on individual learners to read the phonic sounds.
  - c. Call on individual learners to complete the decoding activities.
  - d. Call on each learner to read the words or a passage from the previous week.
  - e. Make a note of learners who need support.
  - f. Make a note of sounds that need to be consolidated.
4. **Using Graded / Levelled Readers**
  - a. Distribute available readers to the group. (Graded / Levelled Readers)
  - b. Listen to each learner read aloud from a reader.
  - c. If in line with school policy, issue Graded / Levelled Readers for learners to take home.
5. **Send Group 7 back to their desks and call Group 8.**



## End of Day: Read Aloud



TIME:  
15 minutes



RESOURCES:  
Teacher's own  
resources

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



## Listening & Speaking: Discuss the Shared Reading story



TIME:  
15 minutes



RESOURCES:  
Discussion  
framework:

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 & Morphology: Dictation



TIME:  
15 minutes



RESOURCES:  
No resources  
required

1. **Settle learners with their exercise books, pens and rulers**
  - a. Tell learners to write the heading, 'Dictation' and to write numbers 1-5 in the margin.
  - b. Call out the following five words for learners to write next to numbers 1-5: few, swan, know, knew, text
  - 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 looked at the beautiful swan.
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 36.
  - b. Read the text aloud. Tell learners to follow in their books as you read.
  - c. Model how to complete the written comprehension on the board.

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



## Shared Reading: Do the Post-Read



TIME:  
15 minutes



RESOURCES:  
Anthology,  
page 45

1. **Prepare learners for the Post-Read.**
  - a. Remind learners of the story title: *Greta Thunberg, climate change hero*
  - 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 learner edit



TIME:  
20 minutes



RESOURCES:  
DBE  
Workbook 2,  
page 10–11

1. **Remind learners of the writing task:** Write a letter to someone to help solve a problem in your school, home, or community.
2. **Introduce the editing checklist**
  - a. Say, today we will edit our writing using the editing checklist:
    - Sentences / paragraphs: Write a letter of at least 10 sentences
    - LSC: Commas are used to separate items in a list.
3. **Model editing.**
  - a. Write a sentence on the board that contains a mistake.
  - b. Show learners how to edit the mistake.
4. **Instruct learners to read and edit their writing.**
  - a. Say, now it is time to read and edit your writing.
  - b. Walk around the room and help struggling learners read and edit their writing.
5. **Assign DBE Workbook writing activity.**
  - a. As learners finish editing, explain that they must work in their DBE workbook.
  - b. Instruct learners to complete:
    - DBE Workbook page no: 10–11
    - Complete the 'Let's Write' activity. Read the newspaper article on page 10. Answer the questions on page 11.



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



## End of Day: Read Aloud



TIME:  
15 minutes



RESOURCES:  
Teacher's own  
resources

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



## Listening & Speaking: Introduce the theme



TIME:  
15 minutes



RESOURCES:  
Pictures and  
real objects  
for theme  
display  
Core Reader

1. **Prepare a theme display:** *Our identities*
2. **Ask open questions to activate learners' background knowledge.**
  - What are some of the things that make you who you are?
  - How are you similar to your friends? How are you different from your friends?
  - Are there any special foods, clothes, celebrations, or traditions in your family?
3. **Make a mind map using the questions and learners' answers.**
4. **Add your own answers to the mind map to extend learners' knowledge.**
5. **Instruct learners to open their Core Readers to page 38.**
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.  
Ubuntu: I am because we are.
7. **Discuss the language enrichment with learners.**
  - a. Ask: Can you tell me what this means? / Can you figure out the answer?
  - b. Encourage learners to share their ideas.
  - c. Explain the meaning or provide the answer as follows: This is one of the most important things about our identity as Africans. It means that we cannot survive or be truly happy all by ourselves. Our joy and success are completely tied to the people around us. If you hurt someone else, you hurt yourself. If you help someone else, you lift up your whole community.



## Phonics & Morphology: Introduce a sound and morpheme



TIME:  
15 minutes



RESOURCES:  
Core Reader  
Frieze Card:  
wr

1. **Introduce the sound: wr**
  - a. Say the sound x3.
  - b. Show learners the Frieze Cards and read the sounds x3.
  - c. Tell learners to listen and then repeat the sound.
2. **Show learners how to segment and blend using these sounds.**
  - a. Revise the following sounds with learners: i, t, n, e, s, ll
  - b. Say the following word: written
  - c. Ask an individual learner to listen carefully and then to segment the word into sounds: e.g.: wr-i-tt-e-n
  - d. As the learner says each sound, write in on the board.
  - e. Next, call a different learner to blend the sounds together to read the word.
  - f. Correct learners if they make any errors.
  - g. Repeat with the word: wrist
3. **Introduce this morpheme to learners: -less**
  - a. Share the following explanation:
    - This morpheme means 'without'.
    - It is found at the end of a word.
    - It changes a noun into an adjective.
    - It is the opposite of 'ful'.
  - b. Model and explain the following example on the board:
    - The lady is without blame. The lady is blameless.
4. **Orientate learners to the Core Reader activities for Monday.**
  - 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: Practise cursive handwriting



TIME:  
15 minutes



RESOURCES:  
Handwriting  
Chart

1. **Prepare learners for handwriting.**
  - a. Say: Let's warm up our fingers by shaking our hands out.
  - b. Check and adjust learners' posture and pencil grip.
2. **Model how to write and complete the following cursive sentence:**
  - *Trevor's mother was Black, and his father was white.*
  - 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 57

### 1. **Introduce the story.**

- a. Say: This week we will read a story titled, *Trevor Noah, the king of fitting in*.
- b. Say: *Have you ever heard of Trevor Noah? Long ago in South Africa, Apartheid laws kept people of different races apart. Because Trevor had a Black mother and a white father, he did not fit into any group – he was the only mixed-race child in his family and community. To make friends, clever Trevor learned to speak many languages and started a busy school snack business. Best of all, he learned how to make everyone laugh. Let's read to see how Trevor learned to fit in with everyone, and how this led to his career in comedy.*
- 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 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 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 38.
  - 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:
    - *apartheid*: A system of unfair laws that separated people because of their race.
    - *mixed-race*: A person whose parents come from different racial groups.
    - *comedian*: An entertainer whose main job is to make people laugh.
    - *outsider*: Someone who feels different from a group or feels left out.
3. **Use the PATS strategies that are suitable for each word:**

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



## Phonics & Morphology: Blend sounds and practise the use of the morpheme



TIME:  
15 minutes



RESOURCES:  
Core Reader

1. **Revise the sounds: n, ch**
  - a. Say the sounds x3.
  - b. Show learners how to blend the sounds together.
  - c. Tell learners to listen and then repeat the blend: nch
2. **Show learners how to segment and blend using these sounds.**
  - a. Revise the following sounds with learners: p, i, l, u, ph, au
  - b. Say the following word: lunch
  - c. Ask an individual learner to listen carefully and then to segment the word into sounds: e.g.: l-u-n-ch
  - d. As the learner says each sound, write in on the board.
  - e. Next, call a different learner to blend the sounds together to read the word.
  - f. Correct learners if they make any errors.
  - g. Repeat with the word: pinch
3. **Orientate learners to the Core Reader activities for Tuesday.**
  - a. Instruct learners to open their Core Readers to page 41.
  - b. Call on individual learners to help you model each activity.
  - c. Model how to complete any written activities on the board.

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



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



## Shared Reading: Do the Pre-Read



TIME:  
15 minutes



RESOURCES:  
Anthology,  
page 59

1. **Settle learners for the Pre-Read.**
  - a. Call learners to sit on the carpet or floor.
  - b. Sit in front of the learners with the Anthology.
  - c. Make sure all learners can see the book.
  - d. Remind learners of the behaviour you expect during Shared Reading, e.g. sit cross legged; keep your hands in your lap; listen carefully; respond when called on; raise your hand to ask a question.
2. **Do the Pre-Read as follows:**
  - a. Say the title of the story: *Trevor Noah, the king of fitting in.*
  - 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 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 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:
    - *identity: The things that make you who you are.*
    - *unique: Special and different from everyone else.*
    - *respect: Treating people kindly and valuing their feelings, beliefs, and differences.*
    - *beliefs: Ideas that people think are true or important.*
  - 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 42.
  - b. Tell learners the following information about the picture.
    - *Your identity is who you are. Your identity is made up of many things. It includes your family, language, religion, culture, interests, beliefs, and experiences.*
    - *Families and communities often have different ways of celebrating, dressing, speaking, or preparing food. These traditions are an important part of who they are.*
    - *People do not all look the same, speak the same language, or believe the same things. We can learn from one another and show respect for our differences.*
3. **Discuss the picture.**
  - a. Use the questions that follow to discuss the picture as follows:
    - Ask the first question.
    - Instruct learners to discuss the question with their partner.
    - Call on a few individual learners to share their answers.
    - Build learners' background knowledge by correcting misunderstandings and by sharing information related to the theme.
    - Repeat this process with all questions.
4. **Questions:**
  - a. *What are some things that make each person special and unique?*
  - b. *What languages, foods, clothing, or traditions can you see in this picture?*
  - c. *How can people be different from each other and still be friends?*



## Phonics & Morphology: Introduce a sound



TIME:  
15 minutes



RESOURCES:  
Core Reader

Frieze Card:  
ar

1. **Introduce the sound: ar**
2. **Show learners how to segment and blend using these sounds.**
  - a. Revise the following sounds with learners: c, o, ll, r, e, g
  - b. Say the following word: regular
  - c. Ask an individual learner to listen carefully and then to segment the word into sounds: e.g.: r-e-g-u-l-ar
  - d. As the learner says each sound, write in on the board.
  - e. Next, call a different learner to blend the sounds together to read the word.
  - f. Correct learners if they make any errors.
  - g. Repeat with the word: collar
3. **Orientate learners to the Core Reader activities for Wednesday.**
  - 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: Practise cursive handwriting



TIME:  
15 minutes



RESOURCES:  
Handwriting  
Chart

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



## Shared Reading: Do the First Read



TIME:  
15 minutes



RESOURCES:  
Anthology,  
page 59

1. **Prepare learners for the First Read.**
  - a. Settle learners on the carpet.
  - b. Remind them of the expected behaviour.
  - c. Remind learners of the story title: *Trevor Noah, the king of fitting in*
  - d. Say: *Have you ever heard of Trevor Noah? Long ago in South Africa, Apartheid laws kept people of different races apart. Because Trevor had a Black mother and a white father, he did not fit into any group – he was the only mixed-race child in his family and community. To make friends, clever Trevor learned to speak many languages and started a busy school snack business. Best of all, he learned how to make everyone laugh. Let's read to see how Trevor learned to fit in with everyone, and how this led to his career in comedy.*
2. **Do the First Read as follows:**
  - a. Read each page of the story aloud, fluently and audibly.
  - b. Show learners the pictures.
  - c. Where necessary, stop and explain to learners.
  - d. Point out the vocabulary words as they appear.
  - e. At the end of the story, ask the Read 1 questions as follows:
    - Direct Question 1 & 2 to individual learners.
    - Direct Question 3 & 4 to the whole class. Ask learners to discuss the question with a partner.
    - Call on a few learners to share their answers.
  - f. Remind learners of the comprehension strategy.
    - Say, this week we are learning how to: Make inferences.
    - Ask learners: What good guess can we make about this that the author hasn't told us? What can you guess about the character's thoughts / feelings?



## Writing: Introduce and Practice LSC



TIME:  
20 minutes



RESOURCES:  
No resources  
required

1. **Introduce the LSC focus.**
  - a. Say, this week we will focus on: Using adjectives to describe people, places or things in our writing. Adjectives give us more information about what something is like.
  - b. Write a sentence on the board: A house. A small house. A small, red house.
  - c. Explain the LSC in context: Adjectives are used to describe people, places and things.
2. **Practice the LSC with learners.**
  - a. Write on the board: A cat.
  - b. Ask learners: Can you add adjectives to make this more descriptive?
  - c. Brainstorm with learners:
    - We can add the adjective 'spotted'. We put this word before the word 'cat': A spotted cat. We can add another adjective, like 'soft.' We put this word before the word cat. Since there are two adjectives, we must put a comma between them: A soft, spotted cat.
3. **Give learners time to practice the LSC independently.**
  - a. Write on the board:
    - A car
    - A dog
    - A jacket
  - b. Explain to learners: Add one and then two adjectives to each example.
  - 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: Adjectives are used to describe people, places and things.



## Group Guided Reading: Work with Groups 5&6



TIME:  
30 minutes



RESOURCES:  
Core Reader  
  
Graded /  
Levelled  
Readers (not  
supplied by  
NHLRP)

1. **Prepare learners for Group Guided Reading.**
  - a. Make sure learners know their reading group.
  - b. Settle learners in pairs with their Core Readers, exercise books and pencils.
  - c. Instruct learners to open their Core Readers to page 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 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 & Morphology: Blend sounds



TIME:  
15 minutes



RESOURCES:  
Core Reader

1. **Revise the sounds: sh, r**
  - a. Say the sounds x3.
  - b. Show learners how to blend the sounds together.
  - c. Tell learners to listen then repeat the blend: shr
2. Show learners how to segment and blend using these sounds.
  - a. Revise the following sounds with learners: ei, k, d, e, ch, oo
  - b. Say the following word: shriek
  - c. Ask an individual learner to listen carefully and then to segment the word into sounds: e.g.: sh-r-ie-k
  - d. As the learner says each sound, write in on the board.
  - e. Next, call a different learner to blend the sounds together to read the word.
  - f. Correct learners if they make any errors.
  - g. Repeat with the word: shred
3. **Orientate learners to the Core Reader activities for Thursday.**
  - a. Instruct learners to open their Core Readers to page 44.
  - 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.

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



## Handwriting: Practise cursive handwriting



TIME:  
15 minutes



RESOURCES:  
Handwriting  
Chart

1. **Prepare learners for handwriting.**
  - a. Say: Let's warm up our fingers by rotating our wrists in circles to the left and then to the right.
  - b. Check and adjust learners' posture and pencil grip.
2. **Model how to write and complete the following cursive sentence:**
  - *Making people laugh helped Trevor find a place to belong.*
  - a. As you write, explain the starting point, direction and spaces between words.
  - b. Instruct learners to write the sentence/s in their exercise books.
  - c. Walk around and check each learner's: letter formation, letter size and spacing.
  - d. Support learners who need assistance.
3. **Make learners aware of writing pace and accuracy.**
  - a. When most learners are finished, call 'stop'.
  - b. Tell learners to take note of how far they are.
  - c. If they did not finish, tell them to try and write a little faster tomorrow.
  - d. Also get learners to compare their writing to yours on the board.
  - e. Ask them to take note of how many errors they made.



## Shared Reading: Do the Second Read



TIME:  
15 minutes



RESOURCES:  
Anthology,  
page 59

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



## Writing: Teacher models planning



TIME:  
20 minutes



RESOURCES:  
Writing frame

1. **Introduce the writing topic.**
  - a. Say, this cycle we will write: All about who I am.
2. **Explain your own answer to the writing task orally, before writing. Use the writing frame.**

Say: I am going to write all about what makes me who I am. I am going to include details like....
3. **Model planning for the writing task on the board.**
  - a. Draw a quick picture that shows: A picture of yourself, and something to show your heritage / culture.
  - b. Use a mind map to plan your story:
    - What is your name?
    - Do you know what your name means? If yes, what does it mean and in what language?
    - Where do you live?
    - Who do you live with?
    - What makes you unique or special?
    - What do you enjoy doing with your family?
    - What special celebrations do you have in your family?
    - What food do you like to eat with your family?
    - What do you like to do with your family?
    - How do you feel when you think about your identity and family?
    - Why are you proud of your identity?
4. **Get learners thinking.**
  - a. Say: tomorrow, you will plan your own writing. Bring your ideas with you tomorrow.

### Writing frame:

My name is...

My name means...in...

I live in...

I live with...

Something that makes me unique is...

One of my favourite things to do with my family is...

I love it when we celebrate... because...

We eat... and... together.

I feel... when I think of who I am.

I am proud of my identity because...



## Group Guided Reading: Work with Groups 7&8



TIME:  
30 minutes



RESOURCES:  
Core Reader

Graded /  
Levelled  
Readers (not  
supplied by  
NHLRP)

1. **Prepare learners for Group Guided Reading.**
  - a. Make sure learners know their reading group.
  - b. Settle learners in pairs with their Core Readers, exercise books and pencils.
  - c. Instruct learners to open their Core Readers to page 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 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 & Morphology: Dictation



TIME:  
15 minutes



RESOURCES:  
No resources  
required

1. **Settle learners with their exercise books, pens and rulers**
  - a. Tell learners to write the heading, 'Dictation' and to write numbers 1-5 in the margin.
  - b. Call out the following five words for learners to write next to numbers 1-5: write, bench, argue, shrink, shrill
  - 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: Regular people do not shriek.
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 46.
  - b. Read the text aloud. Tell learners to follow in their books as you read.
  - c. Model how to complete the written comprehension on the board.

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



## Shared Reading: Do the Post-Read



TIME:  
15 minutes



RESOURCES:  
Anthology,  
page 59

1. **Prepare learners for the Post-Read.**
  - a. Remind learners of the story title: *Trevor Noah, the king of fitting in*
  - 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: All about who I am.
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 name is...

My name means...in...

I live in...

I live with...

Something that makes me unique is...

One of my favourite things to do with my family is...

I love it when we celebrate... because...

We eat... and... together.

I feel... when I think of who I am.

I am proud of my identity because...



## Group Guided Reading: Work with Groups 9&10



TIME:  
30 minutes



RESOURCES:  
Core Reader

Graded /  
Levelled  
Readers (not  
supplied by  
NHLRP)

1. **Prepare learners for Group Guided Reading.**
  - a. Make sure learners know their reading group.
  - b. Settle learners in pairs with their Core Readers, exercise books and pencils.
  - c. Instruct learners to open their Core Readers to page 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 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 & Morphology: Introduce a sound and morpheme



TIME:  
15 minutes



RESOURCES:  
Core Reader  
Frieze Card:  
or

1. **Introduce the sound: or**
  - a. Say the sound x3.
  - b. Show learners the Frieze Cards and read the sounds x3.
  - c. Tell learners to listen and then repeat the sound.
2. **Show learners how to segment and blend using these sounds.**
  - a. Revise the following sounds with learners: sh, v, i, t, r, o-e
  - b. Say the following word: visitor
  - c. Ask an individual learner to listen carefully and then to segment the word into sounds: e.g.: v-i-s-i-t-or
  - d. As the learner says each sound, write in on the board.
  - e. Next, call a different learner to blend the sounds together to read the word.
  - f. Correct learners if they make any errors.
  - g. Repeat with the word: shore
3. **Introduce this morpheme to learners: -ly**
  - a. Share the following explanation:
    - This morpheme shows how an action is done.
    - It is found at the end of a word.
    - It turns word that describes a noun into a word that describes a verb.
  - b. Model and explain the following example on the board:
    - I write a letter. (careful) I write a letter carefully.
4. **Orientate learners to the Core Reader activities for Monday.**
  - a. Instruct learners to open their Core Readers to page 48.
  - b. Call on individual learners to help you model each activity.
  - c. Model how to complete any written activities on the board.

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



## Handwriting: Practise 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 and complete the following cursive sentence:**
  - *Olivier's family came from Burundi, a small country in Africa.*
  - 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 71

### 1. **Introduce the story.**

- a. Say: This week we will read a story titled, *Everyone's SA*.
- b. Say: *This story teaches us that many South Africans have relatives and ancestors from all over the world. Olivier is a South African boy with a special cultural heritage from Burundi. When his teacher asks everyone to wear traditional clothes for Heritage Day, Olivier gets very worried. He is afraid that his classmates will laugh at his outfit and say he does not belong. His father helps him dress up in traditional Burundi clothing, and reminds him that South Africa belongs to everyone. Olivier feels better but is still a little nervous when he goes to school. Will his classmates tease him, or will they be interested in his heritage?*
- 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 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 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 38.
  - 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:
    - *heritage: The traditions, beliefs, and culture passed down from your family.*
    - *identity: Who you are, including your culture, family, and experiences.*
    - *exclaimed: To say something with excitement.*
    - *braced: Got ready for something difficult or scary.*
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 & Morphology: Blend sounds and practise the use of the morpheme



TIME:  
15 minutes



RESOURCES:  
Core Reader

1. **Revise the sounds: th, r**
  - a. Say the sounds x3.
  - b. Show learners how to blend the sounds together.
  - c. Tell learners to listen and then repeat the blend: thr
2. **Show learners how to segment and blend using these sounds.**
  - a. Revise the following sounds with learners: oa, t, e, w, a-e, sh
  - b. Say the following word: throat
  - c. Ask an individual learner to listen carefully and then to segment the word into sounds: e.g.: th-r-oa-t
  - d. As the learner says each sound, write in on the board.
  - e. Next, call a different learner to blend the sounds together to read the word.
  - f. Correct learners if they make any errors.
  - g. Repeat with the word: threw
3. **Orientate learners to the Core Reader activities for Tuesday.**
  - a. Instruct learners to open their Core Readers to page 49.
  - b. Call on individual learners to help you model each activity.
  - c. Model how to complete any written activities on the board.

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



## Handwriting: 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:** *That night, Olivier had a bad dream.*
  - 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 Pre-Read



TIME:  
15 minutes



RESOURCES:  
Anthology,  
page 73

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: *Everyone's SA*.
  - 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 49.
2. **Go through the Core Reader activities for the day with learners.**  
Remind learners what to do to complete each activity.
3. **Call Group 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 50.
2. **Direct learners to look at the picture.**
  - a. Ask: What do you see in this picture?
3. **Tell learners that they must each make up a short story about the picture.**
4. **Tell learners how to structure their story. Say:**
  - a. Give each character in your story a name.
  - b. Say where the story takes place.
  - c. Your story must have a beginning, a middle and an end.
  - d. This picture only shows part of your story.
    - The picture may show the beginning of your story.
    - The picture may show the middle of your story.
    - The picture may show the end of your story.
  - e. You can start your story by saying:
    - \_\_\_\_, \_\_\_\_, and \_\_\_\_ were best friends. Everyone thought they were exactly the same, but...
    - The friends met up to watch the big soccer match, all in different kits...
    - The day of the big soccer match, the boys discovered something new about each other...
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 & Morphology: Introduce a sound



TIME:  
15 minutes



RESOURCES:  
Core Reader

Frieze Card:  
re

1. **Introduce the sound: re**
2. **Show learners how to segment and blend using these sounds.**
  - a. Revise the following sounds with learners: c, i, n, t, f, b
  - b. Say the following word: centre
  - c. Ask an individual learner to listen carefully and then to segment the word into sounds: e.g.: c-e-n-t-re
  - d. As the learner says each sound, write in on the board.
  - e. Next, call a different learner to blend the sounds together to read the word.
  - f. Correct learners if they make any errors.
  - g. Repeat with the word: fibres
3. **Orientate learners to the Core Reader activities for Wednesday.**
  - a. Instruct learners to open their Core Readers to page 51.
  - b. Call on individual learners to help you model each activity.
  - c. Model how to complete any written activities on the board.

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



## Handwriting: Practise cursive handwriting



TIME:  
15 minutes



RESOURCES:  
Handwriting  
Chart

1. **Prepare learners for handwriting.**
  - a. Say: Let's warm up our fingers by crumpling up a piece of paper and then smoothing it out.
  - b. Check and adjust learners' posture and pencil grip.
2. **Model how to write and complete the following cursive sentence:**
  - *He dreamed that the kids laughed at his traditional clothes.*
  - a. As you write, explain the starting point, direction and spaces between words.
  - b. Instruct learners to write the sentence/s in their exercise books.
  - c. Walk around and check each learner's: letter formation, letter size and spacing.
  - d. Support learners who need assistance.
3. **Make learners aware of writing pace and accuracy.**
  - a. When most learners are finished, call 'stop'.
  - b. Tell learners to take note of how far they are.
  - c. If they did not finish, tell them to try and write a little faster tomorrow.
  - d. Also get learners to compare their writing to yours on the board.
  - e. Ask them to take note of how many errors they made.



## Shared Reading: Do the First Read



TIME:  
15 minutes



RESOURCES:  
Anthology,  
page 73

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: *Everyone's SA*
  - d. Say: *This story teaches us that many South Africans have relatives and ancestors from all over the world. Olivier is a South African boy with a special cultural heritage from Burundi. When his teacher asks everyone to wear traditional clothes for Heritage Day, Olivier gets very worried. He is afraid that his classmates will laugh at his outfit and say he does not belong. His father helps him dress up in traditional Burundi clothing, and reminds him that South Africa belongs to everyone. Olivier feels better but is still a little nervous when he goes to school. Will his classmates tease him, or will they be interested in his heritage?*
  - e. Ask: Do you know anything about this?
2. **Do the First Read as follows:**
  - a. Read each page of the story aloud, fluently and audibly.
  - b. Show learners the pictures.
  - c. Where necessary, stop and explain to learners.
  - d. Point out the vocabulary words as they appear.
  - e. At the end of the story, ask the Read 1 questions as follows:
    - Direct Question 1 & 2 to individual learners.
    - Direct Question 3 to the whole class. Ask learners to discuss the question with a partner.
    - Call on a few learners to share their answers.
  - f. Remind learners of the comprehension strategy.
    - Say, this week we are learning how to: Make inferences.
    - Ask learners: Sometimes we need to make our own judgements about what is happening in a story. What do you think about the character's decision / action?



## Writing: Teacher models drafting



TIME:  
20 minutes



RESOURCES:  
Writing  
Frame

1. **Reintroduce the writing topic and requirements.**
  - a. Say, this cycle we will write: All about who I am.
  - b. Explain the requirements for the task:
    - Genre: Personal recount / personal narrative
    - Sentences / paragraphs: Write two paragraphs of at least five sentences each, each with their own topic.
    - LSC: Adjectives are used to describe people, places and things.
2. **Model the task on the board.**
  - a. Remind learners of your ideas from your mind map.
  - b. Show learners how to complete the writing frame using your plan.
3. **Instruct learners to begin writing in their exercise books.**
  - a. Say: now use your own plan to fill in the writing fame.
4. **Walk around the room and help individual learners begin writing.**
  - a. Say: Let's look at your mind map and use it to begin writing.
  - b. Help struggling learners use the writing frame.

### Writing Frame:

My name is...

My name means...in...

I live in...

I live with...

Something that makes me unique is...

One of my favourite things to do with my family is...

I love it when we celebrate... because...

We eat... and... together.

I feel... when I think of who I am.

I am proud of my identity because...



## Group Guided Reading: Work with Groups 5&6



TIME:  
30 minutes



RESOURCES:  
Core Reader

Graded /  
Levelled  
Readers (not  
supplied by  
NHLRP)

1. **Prepare learners for Group Guided Reading.**
  - a. Make sure learners know their reading group.
  - b. Settle learners in pairs with their Core Readers, exercise books and pencils.
  - c. Instruct learners to open their Core Readers to page 51.
2. **Go through the Core Reader activities for the day with learners.**  
Remind learners what to do to complete each activity.
3. **Call Group 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 & Morphology: Blend sounds



TIME:  
15 minutes



RESOURCES:  
Core Reader

1. **Revise the sounds: s, m**
  - a. Say the sounds x3.
  - b. Show learners how to blend the sounds together.
  - c. Tell learners to listen then repeat the blend: sm
2. Show learners how to segment and blend using these sounds.
  - a. Revise the following sounds with learners: o-e, k, sh, ed, ue, eigh
  - b. Say the following word: smokes
  - c. Ask an individual learner to listen carefully and then to segment the word into sounds: e.g.: s-m-o-k-(e)-s
  - d. As the learner says each sound, write in on the board.
  - e. Next, call a different learner to blend the sounds together to read the word.
  - f. Correct learners if they make any errors.
  - g. Repeat with the word: smashed
3. **Orientate learners to the Core Reader activities for Thursday.**
  - a. Instruct learners to open their Core Readers to page 52.
  - 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.

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



## Handwriting: Practise cursive handwriting



TIME:  
15 minutes



RESOURCES:  
Handwriting  
Chart

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



## Shared Reading: Do the Second Read



TIME:  
15 minutes



RESOURCES:  
Anthology,  
page 73

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: *Everyone's SA*
  - 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: Sometimes we need to make our own judgements about what is happening in a story. What do you think about the character's decision / action?
2. **Do the Second Read as follows:**
  - a. Read each page of the story aloud, fluently and audibly.
  - b. Show learners the picture.
  - c. Use the examples on the introduction page to model the comprehension strategy.
  - d. At the end of the story, ask the Read 2 questions as follows:
    - Direct Question 1 & 2 to individual learners.
    - Direct Question 3 to the whole class. Ask learners to discuss the question with a partner.
    - Call on a few learners to share their answers.



## Writing: Learners draft



TIME:  
20 minutes



RESOURCES:  
Writing  
Frame

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

### Writing Frame

My name is...

My name means...in...

I live in...

I live with...

Something that makes me unique is...

One of my favourite things to do with my family is...

I love it when we celebrate... because...

We eat... and... together.

I feel... when I think of who I am.

I am proud of my identity because...



## Group Guided Reading: Work with Groups 7&8



TIME:  
30 minutes



RESOURCES:  
Core Reader

Graded /  
Levelled  
Readers (not  
supplied by  
NHLRP)

1. **Prepare learners for Group Guided Reading.**
  - a. Make sure learners know their reading group.
  - b. Settle learners in pairs with their Core Readers, exercise books and pencils.
  - c. Instruct learners to open their Core Readers to page 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 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 & Morphology: Dictation



TIME:  
15 minutes



RESOURCES:  
No resources  
required

1. **Settle learners with their exercise books, pens and rulers**
  - a. Tell learners to write the heading, 'Dictation' and to write numbers 1-5 in the margin.
  - b. Call out the following five words for learners to write next to numbers 1-5: doctor, throw, centre, smog, smell
  - 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 spoke sternly to the boy who threw the paper.
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 54.
  - b. Read the text aloud. Tell learners to follow in their books as you read.
  - c. Model how to complete the written comprehension on the board.

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 73

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



## Writing: Teacher models editing and learner edit



TIME:  
20 minutes



RESOURCES:  
DBE  
Workbook 2,  
page 31-32

1. **Remind learners of the writing task:** All about who I am
2. **Introduce the editing checklist**
  - a. Say, today we will edit our writing using the editing checklist:
    - Sentences / paragraphs: Write two paragraphs of at least five sentences each, each with their own topic.
    - LSC: Adjectives are used to describe people, places and things.
3. **Model editing.**
  - a. Write a sentence on the board that contains a mistake.
  - b. Show learners how to edit the mistake.
4. **Instruct learners to read and edit their writing.**
  - a. Say, now it is time to read and edit your writing.
  - b. Walk around the room and help struggling learners read and edit their writing.
5. **Assign DBE Workbook writing activity.**
  - a. As learners finish editing, explain that they must work in their DBE workbook.
  - b. Instruct learners to complete:
    - DBE Workbook page no: 31-32
    - Talk to your friend about a story that you want to write. Then fill in your ideas on this page.



## 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 54.
2. **Go through the Core Reader activities for the day with learners.**  
Remind learners what to do to complete each activity.
3. **Call Group 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 learn new things*
2. **Ask open questions to activate learners' background knowledge.**
  - *What is something you have learnt how to do recently, or are still learning how to do?*
  - *Who or what helps you learn new things?*
  - *What is something you would like to learn in the future?*
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 56.**
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:  
Learning is a treasure that will follow its owner everywhere.
7. **Discuss the language enrichment with learners.**
  - a. Ask: Can you tell me what this means? / Can you figure out the answer?
  - b. Encourage learners to share their ideas.
  - c. Explain the meaning or provide the answer as follows:  
This proverb means that the things you learn stay with you forever, they are never a waste. You may not need to use that knowledge or skill all the time, but when you do need it, it is there inside of you. Once you learn something, it belongs to you forever, and nobody can ever take it away.



## Phonics & Morphology: Introduce a sound and morpheme



TIME:  
15 minutes



RESOURCES:  
Core Reader  
Frieze Card:  
ch (sounds  
like 'k')

1. **Introduce the sound: ch (sounds like 'k')**
  - a. Say the sound x3.
  - b. Show learners the Frieze Cards and read the sounds x3.
  - c. Tell learners to listen and then repeat the sound.
2. **Show learners how to segment and blend using these sounds.**
  - a. Revise the following sounds with learners: o, r, a, l, n, augh
  - b. Say the following word: choral
  - c. Ask an individual learner to listen carefully and then to segment the word into sounds: e.g.: ch-o-r-al
  - d. As the learner says each sound, write in on the board.
  - e. Next, call a different learner to blend the sounds together to read the word.
  - f. Correct learners if they make any errors.
  - g. Repeat with the word: anchor
3. **Introduce this morpheme to learners: -er**
  - a. Share the following explanation:
    - This morpheme shows a person who does a thing.
    - We find it at the end of a word.
    - It changes a verb into a noun.
    - If the verb ends in -s we drop the -s before adding -er.
  - b. Model and explain the following example on the board:
    - A person who preaches is a preacher.
4. **Orientate learners to the Core Reader activities for Monday.**
  - a. Instruct learners to open their Core Readers to page 58.
  - b. Call on individual learners to help you model each activity.
  - c. Model how to complete any written activities on the board.

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



## Handwriting: Practise cursive handwriting



TIME:  
15 minutes



RESOURCES:  
Handwriting  
Chart

1. **Prepare learners for handwriting.**
  - a. Say: Let's warm up our fingers by pretending to play the piano.
  - b. Check and adjust learners' posture and pencil grip.
2. **Model how to write and complete the following cursive sentence:**
  - *Zandile woke up very early to read her book outside.*
  - 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 85

### 1. **Introduce the story.**

- a. Say: This week we will read a story titled, *Zandile learns to meditate*.
- b. Say: *One morning, Zandile peeps over her garden fence and sees her neighbours doing something very unusual. They are sitting on the ground, making a low humming sound! Zandile wonders what they are doing and asks their daughter, Geeta, who is also Zandile's classmate. Geeta, explains they are meditating to clear their heads and feel calm. Zandile tries it herself, but it does not work at all. Her mind keeps rushing with thoughts about schoolwork and tasty dinners! Geeta invites her next door, where Mr Kapoor shows them both how to cross their legs and take slow, deep breaths. Can Zandile train her busy brain to sit still? Let's read to find out if Zandile learns to clear her mind and feel calm.*
- 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 58.
2. **Go through the Core Reader activities for the day with learners.**  
Remind learners what to do to complete each activity.
3. **Call Group 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 56.
  - 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:
    - *meditation: A practice where you sit quietly and focus your mind to help you feel calm and relaxed.*
    - *calm: Feeling peaceful, relaxed, and not worried or upset.*
    - *distracted: When your attention moves away from what you are trying to focus on.*
    - *relaxed: Feeling comfortable and calm.*
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 & Morphology: Blend sounds and practise the use of the morpheme



TIME:  
15 minutes



RESOURCES:  
Core Reader

1. **Revise the sounds: n, d**
  - a. Say the sounds x3.
  - b. Show learners how to blend the sounds together.
  - c. Tell learners to listen and then repeat the blend: nd
2. **Show learners how to segment and blend using these sounds.**
  - a. Revise the following sounds with learners: d, e, p, s, ai, ss
  - b. Say the following word: depend
  - c. Ask an individual learner to listen carefully and then to segment the word into sounds: e.g.: d-e-p-e-nd
  - d. As the learner says each sound, write in on the board.
  - e. Next, call a different learner to blend the sounds together to read the word.
  - f. Correct learners if they make any errors.
  - g. Repeat with the word: spend
3. **Orientate learners to the Core Reader activities for Tuesday.**
  - 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: Practise 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 and complete the following cursive sentence:**
  - *Her neighbours, Mr and Mrs Kapoor, were sitting on the grass with their eyes closed.*
  - a. As you write, explain the starting point, direction and spaces between words.
  - b. Instruct learners to write the sentence/s in their exercise books.
  - c. Walk around and check each learner's: letter formation, letter size and spacing.
  - d. Support learners who need assistance.
3. **Make learners aware of writing pace and accuracy.**
  - a. When most learners are finished, call 'stop'.
  - b. Tell learners to take note of how far they are.
  - c. If they did not finish, tell them to try and write a little faster tomorrow.
  - d. Also get learners to compare their writing to yours on the board.
  - e. Ask them to take note of how many errors they made.



## Shared Reading: Do the Pre-Read



TIME:  
15 minutes



RESOURCES:  
Anthology,  
page 87

1. **Settle learners for the Pre-Read.**
  - a. Call learners to sit on the carpet or floor.
  - b. Sit in front of the learners with the Anthology.
  - c. Make sure all learners can see the book.
  - d. Remind learners of the behaviour you expect during Shared Reading, e.g. sit cross legged; keep your hands in your lap; listen carefully; respond when called on; raise your hand to ask a question.
2. **Do the Pre-Read as follows:**
  - a. Say the title of the story: *Zandile learns to meditate.*
  - 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 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 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:
    - *improve*: To get better at something.
    - *instructions*: Steps that tell you how to do something.
    - *recipe*: A list of ingredients and steps for making food.
    - *resources (learning resources)*: Things that help us learn, such as books, pictures, videos, or people who teach us.
  - 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 60
  - b. Tell learners the following information about the picture:
    - People learn in lots of different ways. We can learn from books, teachers, family members, friends, videos, and our own experiences.
    - When we learn something new, we do not always get it right the first time. We improve by practising and trying again.
    - Following instructions can help us learn something new. For example, when we bake, we often follow a recipe. The instructions in the recipe help us know what to do step-by-step.
3. **Discuss the picture.**
  - a. Use the questions that follow to discuss the picture as follows:
    - Ask the first question.
    - Instruct learners to discuss the question with their partner.
    - Call on a few individual learners to share their answers.
    - Build learners' background knowledge by correcting misunderstandings and by sharing information related to the theme.
    - Repeat this process with all questions.
4. **Questions:**
  - a. *What are the different ways people in this picture are learning?*
  - b. *Who can help us learn something new?*
  - c. *What is something new you have learnt recently?*



## Phonics & Morphology: Introduce a sound



TIME:  
15 minutes



RESOURCES:  
Core Reader

Frieze Card:  
ear (dear)

1. **Introduce the sound: ear (dear)**
2. **Show learners how to segment and blend using these sounds.**
  - a. Revise the following sounds with learners: c, l, p, a, zz, m
  - b. Say the following word: appear
  - c. Ask an individual learner to listen carefully and then to segment the word into sounds: e.g.: a-p-p-ea-r
  - d. As the learner says each sound, write in on the board.
  - e. Next, call a different learner to blend the sounds together to read the word.
  - f. Correct learners if they make any errors.
  - g. Repeat with the word: clear
3. **Orientate learners to the Core Reader activities for Wednesday.**
  - a. Instruct learners to open their Core Readers to page 61.
  - b. Call on individual learners to help you model each activity.
  - c. Model how to complete any written activities on the board.

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



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



## Shared Reading: Do the First Read



TIME:  
15 minutes



RESOURCES:  
Anthology,  
page 87

### 1. Prepare learners for the First Read.

- a. Settle learners on the carpet.
- b. Remind them of the expected behaviour.
- c. Remind learners of the story title: *Zandile learns to meditate*
- d. Say: *One morning, Zandile peeps over her garden fence and sees her neighbours doing something very unusual. They are sitting on the ground, making a low humming sound! Zandile wonders what they are doing and asks their daughter, Geeta, who is also Zandile's classmate. Geeta, explains they are meditating to clear their heads and feel calm. Zandile tries it herself, but it does not work at all. Her mind keeps rushing with thoughts about schoolwork and tasty dinners! Geeta invites her next door, where Mr Kapoor shows them both how to cross their legs and take slow, deep breaths. Can Zandile train her busy brain to sit still? Let's read to find out if Zandile learns to clear her mind and feel calm.*

### 2. Do the First Read as follows:

- a. Read each page of the story aloud, fluently and audibly.
- b. Show learners the pictures.
- c. Where necessary, stop and explain to learners.
- d. Point out the vocabulary words as they appear.
- e. At the end of the story, ask the Read 1 questions as follows:
  - Direct Question 1 & 2 to individual learners.
  - Direct Question 3 & 4 to the whole class. Ask learners to discuss the question with a partner.
  - Call on a few learners to share their answers.
- f. Remind learners of the comprehension strategy.
  - Say, this week we are learning how to: Make inferences.
  - Ask learners: What good guess can we make about this that the author hasn't told us? What can you guess about the character's thoughts / feelings?



## Writing: Introduce and Practice LSC



TIME:  
20 minutes



RESOURCES:  
No resources  
required

1. **Introduce the LSC focus.**
  - a. Say, this week we will focus on: Using the conjunction 'and' to join two related things or ideas.
  - b. Write a sentence on the board:  
I like reading books. I like watching movies. I like reading books and watching movies.
  - c. Explain the LSC in context: The conjunction 'and' is used to join two related things or ideas.
2. **Practice the LSC with learners.**
  - a. Write on the board: I like learning about plants. I like learning about animals.
  - b. Ask learners: How can we use the conjunction 'and' to join these two sentences?
  - c. Brainstorm with learners:  
Join the two sentences using 'and': When we have two sentences that talk about similar ideas, we can join them using the conjunction 'and'. We can join the two sentences like this: I like learning about plants and I like learning about animals. Sometimes we can make the sentence shorter by removing words that are repeated, like this: I like learning about plants and animals.
3. **Give learners time to practice the LSC independently.**
  - a. Write on the board:
    - Refiloe likes playing with her friends. Refiloe likes playing soccer.
    - I can trust my grandmother. I can trust my sister.
    - Thabang saw cows out the window. He saw goats out the window.
  - b. Explain to learners:
    - Use the conjunction 'and' to join the sets of sentences.
    - The ideas should be related.
    - Join the two sentences using 'and'.
    - Take away the full stop in the first sentence.
    - Put 'and' between the two sentences.
    - Keep only one full stop at the end.
  - c. Give learners a few minutes to complete the task.
4. **Check learners' understanding.**
  - a. Call learners back together.
  - b. Call on different learners to share their answers.
  - c. Point out: The conjunction 'and' is used to join two related things or ideas.



## Group Guided Reading: Work with Groups 5&6



TIME:  
30 minutes



RESOURCES:  
Core Reader

Graded /  
Levelled  
Readers (not  
supplied by  
NHLRP)

1. **Prepare learners for Group Guided Reading.**
  - a. Make sure learners know their reading group.
  - b. Settle learners in pairs with their Core Readers, exercise books and pencils.
  - c. Instruct learners to open their Core Readers to page 61.
2. **Go through the Core Reader activities for the day with learners.**  
Remind learners what to do to complete each activity.
3. **Call Group 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 & Morphology: Blend sounds



TIME:  
15 minutes



RESOURCES:  
Core Reader

1. **Revise the sounds: n, k**
  - a. Say the sounds x3.
  - b. Show learners how to blend the sounds together.
  - c. Tell learners to listen then repeat the blend: nk
2. Show learners how to segment and blend using these sounds.
  - a. Revise the following sounds with learners: th, i, a, d, r, ea
  - b. Say the following word: thinks
  - c. Ask an individual learner to listen carefully and then to segment the word into sounds: e.g.: th-i-n-k-s
  - d. As the learner says each sound, write in on the board.
  - e. Next, call a different learner to blend the sounds together to read the word.
  - f. Correct learners if they make any errors.
  - g. Repeat with the word: drinks
3. **Orientate learners to the Core Reader activities for Thursday.**
  - a. Instruct learners to open their Core Readers to page 62.
  - 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.

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



## Handwriting: Practise cursive handwriting



TIME:  
15 minutes



RESOURCES:  
Handwriting  
Chart

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



## Shared Reading: Do the Second Read



TIME:  
15 minutes



RESOURCES:  
Anthology,  
page 87

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



## Writing: Teacher models planning



TIME:  
20 minutes



RESOURCES:  
Writing frame

1. **Introduce the writing topic.**
  - a. Say, this cycle we will write: A diary entry about trying something new.
2. **Explain your own answer to the writing task orally, before writing. Use the writing frame.**
  - a. Say: I will write about trying... for the first time. In a diary entry, we focus on writing about our thoughts and feelings, so I will write about how I felt.
3. **Model planning for the writing task on the board.**
  - a. Draw a quick picture that shows: Draw yourself trying something new.
  - b. Use a mind map to plan your story:
    - What did you try to learn or improve today?
    - Why did you want to learn this skill?
    - How did you feel at the beginning? Why did you feel this way?
    - What part was difficult for you?
    - What mistakes did you make while learning?
    - How did you feel when you made mistakes or struggled?
    - Who helped you, and what did they do or say?
    - What did you do to keep trying even when it was hard?
    - How did you improve over time?
    - How do you feel now about what you can do?
4. **Get learners thinking.**
  - a. Say: tomorrow, you will plan your own writing. Bring your ideas with you tomorrow.

### Writing frame:

Dear Diary,

I tried to...

At first, I felt... because...

I struggled with...

I made mistakes, like...

When I found it difficult, I...

My teacher / friend / family helped me by...

Even though it was difficult, I kept trying because...

Slowly, I noticed...

I felt...when I realised I was improving.

Now I can...and I feel...

From,

[Name]



## 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 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 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 & Morphology: Dictation



TIME:  
15 minutes



RESOURCES:  
No resources  
required

1. **Settle learners with their exercise books, pens and rulers**
  - a. Tell learners to write the heading, 'Dictation' and to write numbers 1-5 in the margin.
  - b. Call out the following five words for learners to write next to numbers 1-5: chord, blend, fear, shrink, wink
  - 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 Lungi is my dearest friend.
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. Model how to complete the written comprehension 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 87

1. **Prepare learners for the Post-Read.**
  - a. Remind learners of the story title: *Zandile learns to meditate*
  - 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: A diary entry about trying something new.
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:

Dear Diary,

I tried to...

At first, I felt... because...

I struggled with...

I made mistakes, like...

When I found it difficult, I...

My teacher / friend / family helped me by...

Even though it was difficult, I kept trying because...

Slowly, I noticed...

I felt...when I realised I was improving.

Now I can...and I feel...

From,

[Name]



## 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: 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 & Morphology:



TIME:  
15 minutes



RESOURCES:  
Core Reader

1. **Orientate learners to the Core Reader activities for Monday.**
  - a. Instruct learners to open their Core Readers to page 66.
  - b. Explain the syntax activities to learners.
  - c. Model an example of each activity on the board.
  - d. Instruct learners to complete the activities in their exercise books.

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



## Handwriting: Practise 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 and complete the following cursive sentence:**
  - *One night, Geeta and her father were looking at the moon.*
  - 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 99

### 1. **Introduce the story.**

- a. Say: This week we will read a story titled, *Who is Katherine Johnson?*.
- b. Say: *One warm night, Geeta looks up at the bright moon and dreams of flying away in a rocket. Her father, Mr Kapoor, says he doesn't like the idea of Geeta going to space – he would rather she studied mathematics. Then, her father tells her the amazing true story of Katherine Johnson, a brilliant mathematician. Katherine loved counting everything and went to university when she was only 14! Even though some people treated her unfairly because of her skin colour and gender, Katherine never gave up. She worked for NASA and used her incredible math skills to help the very first astronauts travel safely into space. Let's read to find out more about the struggles that Katherine Johnson went through.*
- 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 66.
2. **Go through the Core Reader activities for the day with learners.**  
Remind learners what to do to complete each activity.
3. **Call Group 1 to your Group Guided Reading space.**
  - a. Settle the group with their Core Readers.
  - b. Call on individual learners to read the phonic sounds.
  - c. Call on individual learners to complete the decoding activities.
  - d. Call on each learner to read the words or a passage from the previous week.
  - e. Make a note of learners who need support.
  - f. Make a note of sounds that need to be consolidated.
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 56.
  - 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:
    - *mathematician: A person who uses maths to solve problems and answer questions.*
    - *gravity: The force that pulls things towards the Earth and stops us from floating away.*
    - *discriminate: Treating someone unfairly because of who they are.*
    - *retired: When a person stops working because they are older and have finished their career.*
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 & Morphology:



TIME:  
15 minutes



RESOURCES:  
Core Reader

1. **Ask learners to open their exercise books to the Monday syntax activities.**
  - Write the correct answers on the board and explain them to learners.
  - Tell learners to check their own work and make corrections if required.
2. **Orientate learners to the Core Reader activities for Tuesday.**
  - a. Instruct learners to open their Core Readers to page 67.
  - b. Instruct learners to complete the activities in their exercise books.

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



## Handwriting: Practise cursive handwriting



TIME:  
15 minutes



RESOURCES:  
Handwriting  
Chart

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



## Shared Reading: Do the Pre-Read



TIME:  
15 minutes



RESOURCES:  
Anthology,  
page 101

1. **Settle learners for the Pre-Read.**
  - a. Call learners to sit on the carpet or floor.
  - b. Sit in front of the learners with the Anthology.
  - c. Make sure all learners can see the book.
  - d. Remind learners of the behaviour you expect during Shared Reading, e.g. sit cross legged; keep your hands in your lap; listen carefully; respond when called on; raise your hand to ask a question.
2. **Do the Pre-Read as follows:**
  - a. Say the title of the story: *Who is Katherine Johnson?*
  - 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 67.
2. **Go through the Core Reader activities for the day with learners.**  
Remind learners what to do to complete each activity.
3. **Call Group 3 to your Group Guided Reading space.**
  - a. Settle the group with their Core Readers.
  - b. Call on individual learners to read the phonic sounds.
  - c. Call on individual learners to complete the decoding activities.
  - d. Call on each learner to read the words or a passage from the previous week.
  - e. Make a note of learners who need support.
  - f. Make a note of sounds that need to be consolidated.
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 68.
2. **Direct learners to look at the picture.**
  - a. Ask: What do you see in this picture?
3. **Tell learners that they must each make up a short story about the picture.**
4. **Tell learners how to structure their story. Say:**
  - a. Give each character in your story a name.
  - b. Say where the story takes place.
  - c. Your story must have a beginning, a middle and an end.
  - d. This picture only shows part of your story.
    - The picture may show the beginning of your story.
    - The picture may show the middle of your story.
    - The picture may show the end of your story.
  - e. You can start your story by saying:
    - “Do you think we can do it?” \_\_\_\_ asked...
    - It was the first time...
    - The day we tried to build a rocket was full of surprises...
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 & Morphology:



TIME:  
15 minutes



RESOURCES:  
Core Reader

1. **Ask learners to open their exercise books to the Tuesday syntax activities.**
  - Write the correct answers on the board and explain them to learners.
  - Tell learners to check their own work and make corrections if required.
2. **Orientate learners to the Core Reader activities for Wednesday.**
  - Instruct learners to open their Core Readers to page 69.
  - Instruct learners to complete the activities in their exercise books.



## Handwriting: Practise cursive handwriting



TIME:  
15 minutes



RESOURCES:  
Handwriting  
Chart

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



## Shared Reading: Do the First Read



TIME:  
15 minutes



RESOURCES:  
Anthology,  
page 101

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: *Who is Katherine Johnson?*
  - d. Say: *One warm night*, Geeta looks up at the bright moon and dreams of flying away in a rocket. Her father, Mr Kapoor, says he doesn't like the idea of Geeta going to space – he would rather she studied mathematics. Then, her father tells her the amazing true story of Katherine Johnson, a brilliant mathematician. Katherine loved counting everything and went to university when she was only 14! Even though some people treated her unfairly because of her skin colour and gender, Katherine never gave up. She worked for NASA and used her incredible math skills to help the very first astronauts travel safely into space. Let's read to find out more about the struggles that Katherine Johnson went through.
  - e. Ask: Do you know anything about this?
2. **Do the First Read as follows:**
  - a. Read each page of the story aloud, fluently and audibly.
  - b. Show learners the pictures.
  - c. Where necessary, stop and explain to learners.
  - d. Point out the vocabulary words as they appear.
  - e. At the end of the story, ask the Read 1 questions as follows:
    - Direct Question 1 & 2 to individual learners.
    - Direct Question 3 to the whole class. Ask learners to discuss the question with a partner.
    - Call on a few learners to share their answers.
  - f. Remind learners of the comprehension strategy.
    - Say, this week we are learning how to: Make inferences.
    - Ask learners: What good guess can we make about this that the author hasn't told us? What can you guess about the character's thoughts / feelings?



## Writing: Teacher models drafting



TIME:  
20 minutes



RESOURCES:  
Writing  
Frame

1. **Reintroduce the writing topic and requirements.**
  - a. Say, this cycle we will write: A diary entry about trying something new.
  - b. Explain the requirements for the task:
    - Genre: A diary entry
    - Sentences / paragraphs: Write a diary entry of at least 10 sentences.
    - LSC: The conjunction 'and' is used to join two related things or ideas.
2. **Model the task on the board.**
  - a. Remind learners of your ideas from your mind map.
  - b. Show learners how to complete the writing frame using your plan.
3. **Instruct learners to begin writing in their exercise books.**
  - a. Say: now use your own plan to fill in the writing frame.
4. **Walk around the room and help individual learners begin writing.**
  - a. Say: Let's look at your mind map and use it to begin writing.
  - b. Help struggling learners use the writing frame.

### Writing Frame:

Dear Diary,

I tried to...

At first, I felt... because...

I struggled with...

I made mistakes, like...

When I found it difficult, I...

My teacher / friend / family helped me by...

Even though it was difficult, I kept trying because...

Slowly, I noticed...

I felt...when I realised I was improving.

Now I can...and I feel...

From,

[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 69.
2. **Go through the Core Reader activities for the day with learners.**  
Remind learners what to do to complete each activity.
3. **Call Group 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 & Morphology:



TIME:  
15 minutes



RESOURCES:  
Core Reader

1. **Ask learners to open their exercise books to the Wednesday syntax activities.**
  - Write the correct answers on the board and explain them to learners.
  - Tell learners to check their own work and make corrections if required.
2. **Orientate learners to the Core Reader activities for Thursday.**
  - a. Instruct learners to open their Core Readers to page 70.
  - 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.



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



## Shared Reading: Do the Second Read



TIME:  
15 minutes



RESOURCES:  
Anthology,  
page 101

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: *Who is Katherine Johnson?*
  - 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: Sometimes we need to make our own judgements about what is happening in a story. What do you think about the character's decision / action?
2. **Do the Second Read as follows:**
  - a. Read each page of the story aloud, fluently and audibly.
  - b. Show learners the picture.
  - c. Use the examples on the introduction page to model the comprehension strategy.
  - d. At the end of the story, ask the Read 2 questions as follows:
    - Direct Question 1 & 2 to individual learners.
    - Direct Question 3 to the whole class. Ask learners to discuss the question with a partner.
    - Call on a few learners to share their answers.



## Writing: Learners draft



TIME:  
20 minutes



RESOURCES:  
Writing frame

1. **Remind learners of the writing task and requirements.**
  - a. Say, today we will finish writing: A diary entry about trying something new.
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:

Dear Diary,

I tried to...

At first, I felt... because...

I struggled with...

I made mistakes, like...

When I found it difficult, I...

My teacher / friend / family helped me by...

Even though it was difficult, I kept trying because...

Slowly, I noticed...

I felt... when I realised I was improving.

Now I can...and I feel...

From,

[Name]



## 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 70.
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 & Morphology: Dictation



TIME:  
15 minutes



RESOURCES:  
No resources  
required

1. **Settle learners with their exercise books, pens and rulers**
  - a. Tell learners to write the heading, 'Dictation' and to write numbers 1-5 in the margin.
  - b. Call out the following five words for learners to write next to numbers 1-5: knew, bread, rescue, next, three
  - 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 doctor walked into the mist to rescue the lost people.
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 72.
  - b. Read the text aloud. Tell learners to follow in their books as you read.
  - c. Model how to complete the written comprehension on the board.

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 101

1. **Prepare learners for the Post-Read.**
  - a. Remind learners of the story title: *Who is Katherine Johnson?*
  - 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. **Why did Geeta want to go the moon?**  
Geeta wanted to...
2. **What was one thing that Katherine counted when she was little?**  
One thing that Katherine counted was...
3. **How old was Katherine when she started high school?**  
Katherine started high school when she was...
4. **What were two things that Katherine faced discrimination for?**  
Katherine was discriminated against because she was... and...
5. **Who teased Geeta about maths?**  
\_\_\_ teased Geeta about maths.



## Writing: Teacher models editing and learner edit



TIME:  
20 minutes



RESOURCES:  
DBE  
Workbook 2,  
page 28

1. **Remind learners of the writing task:** A diary entry about trying something new.
2. **Introduce the editing checklist**
  - a. Say, today we will edit our writing using the editing checklist:
    - Sentences / paragraphs: Write a diary entry of at least 10 sentences.
    - LSC: The conjunction 'and' is used to join two related things or ideas.
3. **Model editing.**
  - a. Write a sentence on the board that contains a mistake.
  - b. Show learners how to edit the mistake.
4. **Instruct learners to read and edit their writing.**
  - a. Say, now it is time to read and edit your writing.
  - b. Walk around the room and help struggling learners read and edit their writing.
5. **Assign DBE Workbook writing activity.**
  - a. As learners finish editing, explain that they must work in their DBE workbook.
  - b. Instruct learners to complete:
    - DBE Workbook page no: 28
    - Complete the 'Let's Write' activity. Pretend you are Dan. Write a diary entry about your time at the circus.



## 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 72.
2. **Go through the Core Reader activities for the day with learners.**  
Remind learners what to do to complete each activity.
3. **Call Group 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 & Morphology: 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: Practise 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 and complete the following cursive sentence:**
  - *I use phonics and blending to read words.*
  - *I feel \_\_\_\_\_ about reading.*
  - 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: 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 & Morphology: 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: Practise cursive handwriting



TIME:  
15 minutes



RESOURCES:  
Handwriting  
Chart

1. **Prepare learners for handwriting.**
  - a. Say: Let's warm up our fingers by pretending to play the piano.
  - b. Check and adjust learners' posture and pencil grip.
2. **Model how to write and complete the following cursive sentence:**
  - *I use phonics and blending to read words.*
  - *I feel \_\_\_\_\_ about reading.*
  - 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: 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 & Morphology: Write decodable texts



TIME:  
15 minutes



RESOURCES:  
No resources  
required

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



## Handwriting: Practise 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 and complete the following cursive sentence:**
  - *I use phonics and blending to read words.*
  - *I feel \_\_\_\_ about reading.*
  - 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: 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 & Morphology: Write decodable texts



TIME:  
15 minutes



RESOURCES:  
No resources  
required

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



## Handwriting: Practise 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 and complete the following cursive sentence:**
  - *I use phonics and blending to read words.*
  - *I feel \_\_\_\_\_ about reading.*
  - 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: 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 & Morphology: 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.



## 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.
  - d. Say: When others are presenting, we listen carefully. We always show kindness and clap when they are finished.
2. **Call on learners to present to the class.**
  - a. Call individual learners up to the front of the room to present.
  - b. Give each learner 1-2 minutes to describe their drawing and read their writing.
  - c. Once they have finished, they should walk around and show their picture.
  - d. While learners present, make sure the class is listening carefully. Remind them to clap for each learner who presents.



## Writing: Learners continue to present their writing



TIME:  
20 minutes



RESOURCES:  
Writing  
frame:  
Label: Name

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

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



## Group Guided Reading: Conduct Oral Reading Fluency Testing



TIME:  
30 minutes



RESOURCES:  
Core Reader  
Assessment  
Booklet

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



## End of Day: Read Aloud



TIME:  
15 minutes



RESOURCES:  
Teacher's own  
resources

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



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



TIME:  
15 minutes



RESOURCES:  
No resources  
required

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



## Phonics & Morphology: 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: Practise cursive handwriting



TIME:  
15 minutes



RESOURCES:  
Handwriting  
Chart

1. **Prepare learners for handwriting.**
  - a. Say: Let's warm up our fingers by rotating our wrists in circles to the left and then to the right.
  - b. Check and adjust learners' posture and pencil grip.
2. **Model how to write and complete the following cursive sentence:**
  - *I use phonics and blending to read words.*
  - *I feel \_\_\_\_ about reading.*
  - 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: 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 & Morphology: 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: Practise cursive handwriting



TIME:  
15 minutes



RESOURCES:  
Handwriting  
Chart

1. **Prepare learners for handwriting.**
  - a. Say: Let's warm up our fingers by shaking our hands out.
  - b. Check and adjust learners' posture and pencil grip.
2. **Model how to write and complete the following cursive sentence:**
  - *I use phonics and blending to read words.*
  - *I feel \_\_\_\_\_ about reading.*
  - 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: Learners continue to present their writing



TIME:  
15 minutes



RESOURCES:  
Learners'  
published  
writing

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

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



## Group Guided Reading: Conduct Oral Reading Fluency Testing



TIME:  
30 minutes



RESOURCES:  
Core Reader  
Assessment  
Booklet

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



## End of Day: Read Aloud



TIME:  
15 minutes



RESOURCES:  
Teacher's own  
resources

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



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



TIME:  
15 minutes



RESOURCES:  
Vocabulary  
flashcards,  
pictures,  
objects

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



## Phonics & Morphology: 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: Practise cursive handwriting



TIME:  
15 minutes



RESOURCES:  
Handwriting  
Chart

1. **Prepare learners for handwriting.**
  - a. Say: Let's warm up our fingers by crumpling up a piece of paper and then smoothing it out.
  - b. Check and adjust learners' posture and pencil grip.
2. **Model how to write and complete the following cursive sentence:**
  - *I use phonics and blending to read words.*
  - *I feel \_\_\_\_ about reading.*
  - 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: Learners continue to present their writing



TIME:  
15 minutes



RESOURCES:  
Learners'  
published  
writing

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

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



## Writing: Learners continue to present their writing



TIME:  
20 minutes



RESOURCES:  
Learners'  
published  
writing

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

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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 & Morphology: 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: Practise 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 and complete the following cursive sentence:**
  - *I use phonics and blending to read words.*
  - *I feel \_\_\_\_ about reading.*
  - 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: Learners continue to present their writing



TIME:  
15 minutes



RESOURCES:  
Learners'  
published  
writing

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  - b. Give each learner 1-2 minutes to describe their drawing and read their writing.
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2. **While learners present, make sure the class is listening carefully. Remind them to clap for each learner who presents.**
3. **Display all learners' published work in a class book or on a noticeboard.**



## 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



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



TIME:  
15 minutes



RESOURCES:  
Vocabulary  
flashcards,  
pictures,  
objects  
Core Reader

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



## Phonics & Morphology: Build and display words



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15 minutes



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