

**GRADE 2**

**FIRST ADDITIONAL  
LANGUAGE  
LESSON PLAN  
ENGLISH**

**TERM 1 2020**

# FOREWARD

Dear Foundation Phase Teachers,

Welcome to the Primary School Reading Improvement Programme (PSRIP).

The PSRIP is a structured learning programme for EFAL. This means that a programme has been carefully designed for you to follow on a day-by-day basis as you teach EFAL to your learners. This includes lesson plans, resources and training.

Using a Structured Learning Programme (SLP) has many benefits for teachers and for learners. At first, it may seem a little overwhelming, but please keep trying. Once you are familiar with the routine and core methodologies, your pacing will improve and your life will definitely get easier!

Please look after the resources that you have been given, as these will only be issued once. Please also try to source a variety of reading resources for your learners, and encourage them to do as much independent reading as possible.

Best wishes for a great term,

**The PSRIP Team**

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# LEARNING OUTCOMES

## Term 1 Learning Outcomes

This term, your learners should achieve the following outcomes:

| Listening & Speaking   |            |             |                |              |            |
|--|------------|-------------|----------------|--------------|------------|
| <ol style="list-style-type: none"> <li>1. Learners should be able to respond to greetings as a class and as individuals</li> <li>2. Learners should be able to say or sing 4 new rhymes or songs</li> <li>3. Learners should be able to answer the question of the day</li> <li>4. Learners should be able to talk about their writing</li> <li>5. Learners should understand and be able to use some of the following vocabulary</li> </ol> |            |             |                |              |            |
| birthday   | celebrate  | cake        | balloon        | blow         | candle     |
| present  | unwrap     | remember    | forget         | surprise     | party      |
| wish   | secret     | believe     | gift           | knife        | spoon      |
| fork   | yummy      | receive     | give           | card         | invitation |
| drive  | car        | bus         | taxi           | fly          | airplane   |
| ride   | motorcycle | truck       | lorry          | fast         | slow       |
| bright   | shiny      | brave       | transportation | trip         | boat       |
| bike   | on foot    | here        | there          | move         | travel     |
| friendship   | kind       | helpful     | fun            | swing        | slide      |
| outside  | pretend    | inside      | toys           | game         | laugh      |
| secret   | share      | snack       | hug            | hold hands   | understand |
| listen   | mean       | nice        | stand up for   | bully        | excellent  |
| goal   | set        | future      | excellent      | improve      | quicker    |
| neater   | better     | save        | money          | buy          | earn       |
| difficult  | achieve    | competition | plan           | work         | practise   |
| try  | proud      | thankful    | clever         | hard-working | succeed    |
| fail   | give up    |             |                |              |            |
| Phonemic Awareness & Phonics   |            |             |                |              |            |
| <ol style="list-style-type: none"> <li>1. Learners should be able to recognise the following new phonemes with automaticity</li> <li>2. Learners should be able to blend and segment the following phonemes</li> </ol>   |            |             |                |              |            |
| ai   | tr         | -st         | oa             | dr           | ie         |
| s  | gr         |             |                |              |            |

## Reading

### Learners should be able to decode the following words

|       |       |       |       |      |       |
|-------|-------|-------|-------|------|-------|
| pain  | gain  | rain  | main  | fail | wail  |
| hail  | jail  | train | trail | trap | trip  |
| truck | trick | track | trek  | rust | trust |
| must  | just  | last  | past  | fast | vast  |
| coat  | goat  | goal  | coal  | road | toad  |
| toast | roast | drain | drag  | drip | drop  |
| drill | drib  | drab  | drum  | tie  | pie   |
| lie   | die   | ties  | pies  | lies | dies  |
| grain | groan | grab  | grin  | grip | grill |
| grid  |       |       |       |      |       |

### Learners should be able to read the following words by sight

|        |        |       |         |          |        |
|--------|--------|-------|---------|----------|--------|
| sad    | saw    | sit   | friends | very     | what   |
| doing  | play   | sleep | happy   | wish     | orange |
| green  | help   | can't | yellow  | behind   | front  |
| top    | tyre   | how   | home    | rode     | waited |
| we     | had    | with  | let's   | tree     | please |
| half   | garden | bike  | idea    | together | cost   |
| enough | kitten | noise | brave   |          |        |

### Learners should be able to read a connected text such as the example that follows

I need to hide. I need a plan. I need a plan to hide. The enemies must not spot me. The enemies will look for me. The enemies will look for me but must not spot me. I must hide in a good spot. When the enemies look for me, I must hide. The enemies will look for me. The enemies will look for me soon.

## Comprehension

1. Learners should be able to make predictions about a story by reading the pictures
2. Learners should be able to recall details about a story
3. Learners should be able to sequence events in a story
4. Learners should start to have an awareness of what it means to visualise, make connections, make inferences, make evaluations and wonder about the text
5. Learners should be able to summarise and retell the story

## Writing

1. Learners should be able to draw a picture that conveys meaning
2. Learners should be able to add labels to their drawing
3. Learners should be able to use a short writing frame to complete two related sentences

## Materials and Resources Provided

**Please note that all resources provided belong to the school.**

In Term 1, the PSRIP provides you with the following resources:

| ITEM                  | QUANTITY     | NOTES   |
|-----------------------|--------------|---|
| Handwriting Charts    | 2            | Please display the handwriting charts at the front of the classroom where all learners can see them. This helps learners to correctly form letters if they forget.  |
| Display Boards        | 4            | Use these coloured boards to display your work for the week. At a glance, you will be able to see what to cover for phonics, theme vocabulary, sight words and your writing frame.  |
| Term 1 Lesson Plan    | 1            | Use this lesson plan to see what to teach on a daily basis. The core methodologies included tell you how to teach each lesson. For the first two weeks of Term 1, you will follow an orientation programme.   |
| Term 1 Tracker        | 1            | Use this document to complete your ATP and Term Planner. Tick off and date each activity as it is done. Reflect on your teaching. A sample Programme of Assessment can be found at the back of the Tracker.   |
| Term 1 Big Book       | 1            | Use the big book stories during Shared Reading lessons. There are 4 stories for the term – one story per cycle.   |
| Term 1 Resource Pack  | 1            | All flashcard words and theme word illustrations are included in the Resource Pack. Cut them up and store them in an orderly fashion. You will use these resources with the display boards.   |
| Term 1 Worksheet Pack | 8 Worksheets | In this pack there is one worksheet per week to be used during group guided reading. Please make additional copies if required, so that every learner has access to a worksheet. Train learners to keep these worksheets in a plastic sleeve, so that you can collect and reuse them. |

### Weekly Routine

1. The learning programme follows the same routine every week.
  - This makes it easy for teachers and learners to follow.
  - Learners can prepare for the next activity once they know the routine.
2. The routine is based on the CAPS maximum time for EFAL: 3 hours per week.
3. Please display this routine in your classroom and try to learn it off by heart!

### GRADE 2 WEEKLY ROUTINE

| MONDAY                       |           | TUESDAY                |           | WEDNESDAY                    |           | THURSDAY               |           | FRIDAY                         |           |
|------------------------------|-----------|------------------------|-----------|------------------------------|-----------|------------------------|-----------|--------------------------------|-----------|
| Daily Activities             | 10        |                        |           | Daily Activities             | 10        |                        |           | Daily Activities               | 10        |
|                              |           | Shared Reading         | 15        |                              |           | Shared Reading         | 15        |                                |           |
|                              |           | Pre-Read / Second Read |           |                              |           | First Read / Post-Read |           |                                |           |
| Phonemic Awareness & Phonics | 5         |                        |           | Phonemic Awareness & Phonics | 5         |                        |           | Phonemic Awareness and Phonics | 5         |
|                              |           | Writing                | 15        |                              |           | Writing                | 15        |                                |           |
| Group Guided Reading         | 15        | Group Guided Reading   | 15        | Group Guided Reading         | 15        | Group Guided Reading   | 15        | Group Guided Reading           | 15        |
| <b>Total</b>                 | <b>30</b> | <b>Total</b>           | <b>45</b> | <b>Total</b>                 | <b>30</b> | <b>Total</b>           | <b>45</b> | <b>Total</b>                   | <b>30</b> |

## Weekly Preparation

- It is important to remember that the PSRIP programme has reduced the need for teachers to PLAN, but that PREPARATION is still required!
- One afternoon per week, get together with your colleagues (all Foundation Phase EFAL teachers), and do your preparation together.
- When doing your preparation, remember to:
  1. **Read through the lesson plan** for the week.
  2. Make sure that you **know and understand the methodologies** that must be used. If not, go to the section titled 'Core Methodologies' and revise accordingly.
  3. Next, check which **flashcards** and **illustrations** are needed for theme vocabulary, sight words, phonics and the writing frame. Get these flashcards and illustrations ready as follows:
    - Cut the flashcards or illustrations out.
    - Try to stick them onto cardboard or paper.
    - If possible, laminate or cover in plastic.
    - Store the flashcards for a lesson together in an envelope, or with a rubber band around them.
  4. **Collect any other resources** that you may need, including pictures or real objects.
  5. Check that your **Big Book** is in order.
  6. Read through any the activities in the **DBE Workbook** that you will complete.
  7. **Practice** doing the **writing lessons**.
- It is also a good idea to see that your Tracker is up-to-date from the previous week, and that you have completed all activities and ticked them off in the Tracker.
- Finally, if you are doing any formal assessments that week, read through the rubrics and make sure that you know what to do.

## Themes and Reading Schedule

| WEEK NUMBER | THEME                 | SHARED READING TEXT  | INDEPENDENT READING TEXT |
|-------------|-----------------------|----------------------|--------------------------|
| 1           | Orientation           |                      |                          |
| 2           |                       |                      |                          |
| 3           | Celebrating Birthdays | A forgotten birthday | Worksheet 3              |
| 4           |                       |                      | Worksheet 4              |
| 5           | Getting around        | Chuck the truck      | Worksheet 5              |
| 6           |                       |                      | Worksheet 6              |
| 7           | Helping our friends   | Jane's flat tyre     | Worksheet 7              |
| 8           |                       |                      | Worksheet 8              |
| 9           | Setting goals         | Marie saves up       | Worksheet 9              |
| 10          |                       |                      | Worksheet 10             |

## Term 1 Programme of Assessment

A sample Programme of Assessment can be found at the back of the Term 1 Tracker.

## Classroom Displays

### Display Boards

1. As part of this programme, you will receive four large different-coloured display boards.
2. Each coloured board will be used to display a different set of words for the week.
3. Use these boards as follows:
  - a. **Green** board –display the theme vocabulary words for the week.
  - b. **Blue** board –display the sight words for the week.
  - c. **Yellow** board –display the phonic words for the week.
  - d. **Pink** board –display the writing frame for the week.
4. The words on these boards must be updated every week.
5. Please do not leave up all the theme vocabulary and illustrations for the year. These displays should be related to the theme you are doing. If the whole classroom is full of the words and illustrations it becomes overwhelming, and learners will stop noticing them.
6. Once you have taken down a set of words and illustrations, file them carefully.
7. Look after these words so that you can use them again the following year.

### Theme Table and Wall

1. Try to create a theme table and wall in your classroom.
2. Use this space to display pictures and real objects that relate to the theme.
3. Label these items, so that learners can learn this vocabulary.

**Daily Activities**

These are the oral activities that you will do at the start of the EFAL lesson on Monday, Wednesday and Friday. These are the listening and speaking activities of the programme. They are carefully designed to give learners individual opportunities to speak.

**Daily Activities: Greetings**

1. The greeting part of the daily activities should be very brief (1 to 2 minutes only).
2. Use common English phrases to welcome and greet different children every morning.
3. Each child should respond and greet you back. For example:
  - a) *Greeting 1: Hello, (child's name). How are you this morning?*
  - b) *Response 1: Hello, Teacher. I am fine, thank you. How are you?*
  - c) *Greeting 2: Good morning, (child's name). How are you today?*
  - d) *Response 2: Good morning, Teacher. I am well, thank you. How are you?*
4. This establishes a ROUTINE. The learners soon know that the English lesson begins every day after the greeting.

**Daily Activities: Song / Rhyme / Finger Play**

1. The specific song, rhyme or finger play which you are to do with the learners is listed in the lesson plan.
2. Over time, the learners will get to know these songs and finger plays, and they will sing them automatically.
3. However, when they are first introduced, you need to teach learners the words, action and tune (if there is one).
4. On Monday teach the song, rhyme or finger play to the learners, line-by-line as follows:
  - a. Sing or say the song, rhyme or finger play, and then explain the meaning of it to learners, using code-switching if necessary.
  - b. Sing or say the first line, and then let learners repeat after you.
  - c. Sing or say the second line, and then let learners repeat after you.
  - d. Sing or say the first two lines together, and then let learners repeat after you.
  - e. Continue on in this manner until you have taught learners the whole song or rhyme.
5. For the rest of the week, repeat the song, rhyme or finger play with the learners.
6. Always include appropriate actions with the song or rhyme.
7. Let the children request to sing their favourite songs, rhymes or finger plays at the end of the day – this is a fun way of reinforcing the new language that they have learnt.

**Daily Activities: Theme Vocabulary**

1. Every time you do Daily Activities, you will teach new theme vocabulary words to learners, just before the Question of the Day.
2. Use the methodology 'PATS' to teach new vocabulary.
3. PATS is an acronym for Point, Act, Tell and Say.
4. It is not always possible to do all four actions for each theme word – just do what is appropriate.

- a. P - POINT to a picture or real item, if possible.
  - b. A - ACT out the theme word, if possible.
  - c. T - TELL learners what the theme word means. This could either be code-switching, where you give the meaning of the word in the home language, or it could be a simple explanation of the word.
  - d. S - SAY the word in a sentence, and have the learners repeat the word after you.
5. Once you have taught the theme vocabulary for the week, display the words on the yellow display board.

## **Daily Activities: The Question of the Day**

Every day after the new vocabulary words are introduced, learners use these new words to answer a question. This method of vocabulary introduction ensures that learners interact with each new theme vocabulary word. This activity creates a context for learners to think about, discuss, and answer questions using new vocabulary words.

### **The purpose of the question of the day:**

1. The question of the day reinforces new theme vocabulary for learners.
2. It helps learners to use and repeat the target vocabulary words in complete oral sentences.
3. It creates regular opportunities for learners to hear and speak simple English in a real context.
4. It requires listening, thinking, doing, speaking and seeing, which activates learners' total physical response.
5. The question of the day asks learners an opinion based question (there is no right or wrong answer) or a prediction type question, or a question about what they know or like. These types of questions allow learners to interact with new words without the fear or stress of making a mistake.

### **Getting ready for the question of the day:**

1. If you have a large class, divide them into groups for the Question of the Day. Then, call only one group per day to answer the question. For example, if you are a Grade 3 teacher, you could divide your class into 6 groups:
  - a. On Week 1 Mondays, Group 1 will answer
  - b. On Week 1 Wednesdays, Group 2 will answer
  - c. On Week 1 Fridays, Group 3 will answer
  - d. On Week 2 Mondays, Group 4 will answer
  - e. On Week 2 Wednesdays, Group 5 will answer
  - f. On Week 2 Fridays, Group 6 will answer
2. Write the question of the day on the chalkboard before the lesson begins.
3. Draw a two or three column graph below the question of the day, and fill in the options.
4. Label each column with an answer word.
5. Draw or display matching pictures where possible.

For example:

Question of the day: **Who do you have the most fun with?**

|                  |                   |                   |
|------------------|-------------------|-------------------|
|                  |                   |                   |
| <b>my family</b> | <b>my friends</b> | <b>my teacher</b> |

**Filling out the graph:**

**Modelling:**

1. Read the question out loud to the learners.
2. Point to and read the options from which learners may choose.
3. Explain which option you prefer.
4. Write your vote in the correct column by drawing an X.

**Learners:**

1. Give learners a few seconds to think about which option they will choose.
2. Call a group to come up to the chalkboard to write their answers onto the graph. It is important that you choose a system for this, and that it is always the same so that the learners get used to the routine.
3. Learners line up at the chalkboard.
4. Learners draw their cross on the graph.
5. Once learners have added their response, they return quietly to their seats.
6. As learners answer on the graph, you should repeat their answers so that they hear their choices articulated, with the vocabulary words repeated many times. For example, encourage dialogue, such as:

*Teacher: Pretty, who do **you** have the most fun with?*

*Pretty: **I** have the most fun with my teacher.*

*Teacher: **She** has the most fun with her teacher.*

(For African language speakers learning English, pronouns are a particularly difficult language feature to learn. For this reason, it is important to model the correct use of pronouns for learners, whenever possible. The question of the day gives teachers an opportunity to do this authentically and in context.)

7. Once learners have added their response, they return quietly to their seats.

## Discussing the question of the day:

1. Together with the learners count aloud the number of crosses in each column.
2. Write the total number at the bottom of each column.
3. Ask learners to identify which fruit was liked the most.
4. Ask individual learners the questions provided in the weekly lesson plans. You can help learners here by using modelling to answer the questions before you ask the learners. For example if the question is "Who do you have the most fun with?" You could say:
  - I have the most fun with my friends.
  - I see that 6 learners have the most fun with their friends.
  - If you have the most fun with your friends, raise your hand. (*Instruct learners to raise their hands*)
  - Peter, who do you have the most fun with? (*Ask individual learners*)

## Daily Activities: Sight words

1. From Monday to Thursday, show learners the flashcards of the targeted sight words, and repeat three times.
2. Next, ask learners to repeat each sight word after you, three times.
3. Finally, call on a few individual learners to read each word.
4. On Fridays, do the following:
  - a. Write the sentence on the board.
  - b. Read the sentence to learners, pointing to each word.
  - c. Instruct learners to read the sentence while you point to each word.
  - d. Read the sentence fluently.
  - e. Instruct learners to repeat the sentence fluently.
  - f. Call on a few learners to come and read the sentence while pointing to each word.

### Shared Reading with Comprehension Strategies

In Grade 2, a new story is read every second week.

Shared Reading is done as follows:

|                  |             |
|------------------|-------------|
| Week 1 Tuesday:  | Pre-Read    |
| Week 1 Thursday: | First Read  |
| Week 2 Tuesday:  | Second Read |
| Week 2 Thursday: | Post-Read   |

For these Shared Reading sessions, make sure all learners are settled and can clearly see the big book pictures. Remind learners of your expectations during shared reading time, such as:

1. Sit comfortably and STILL.
2. Keep your HANDS in your laps.
3. Keep your EYES and thoughts on the story.
4. Turn your VOICES off (*make a gesture showing zipped lips*).

The main purposes of Shared Reading in this programme are as follows:

- a. The learners experience what it is like to read an entire story that is more complex than they are able to read alone. Because learners are not worried about the technical part of reading, they can focus on the storyline and the characters. The learners can also enjoy the stories, and develop a love for reading.
- b. As the teacher reads the story aloud, she incidentally models certain reading skills: she reads from the first to the last page; she reads from the top of the page to the bottom; she reads from left to right; she responds to punctuation marks; she reads fluently and at a good pace; and she reads with expression, which adds to the meaning of the text. Learners incidentally learn many skills by observing a fluent reader.
- c. As the teacher reads, she embeds meaning by: pointing to a part of the picture; by using a gesture or action; and by adding expression to her voice. The teacher also explicitly adds meaning, by stopping to explain a word or phrase. By listening to the teacher and watching her, the learners are acquiring new language skills.
- d. Then, very importantly, during Shared Reading, the teacher must teach the learners how to think about a story, and how to build their understanding of a story. In this programme, we have chosen to build comprehension skills by modelling and teaching different comprehension strategies. The following comprehension strategies are used:
  1. Predict
  2. Visualise
  3. Search the text
  4. Summarise
  5. Think about the text (wonder)
  6. Make connections
  7. Make inferences
  8. Make evaluations

## Comprehension strategies

The table below provides information on each strategy.

| <b>Strategy 1: Predict</b>                        |   |
|---|---|
| Explanation                                       | When learners predict, they say what they <u>think</u> will happen in a story. Learners can predict what will happen by looking at the pictures in a book. They can also predict what will happen next after they have read a page of the text. Finally, learners can predict how they think the story might end.     |
| Purpose   | By getting learners to predict, you are getting them to think about the story before they have even read it. Learners must use clues to try and work out who the characters are, and what main events will take place. By predicting, learners are developing their comprehension skills by thinking about the story. |
| Steps<br><i>(For predicting with pictures)</i>    | <ol style="list-style-type: none"> <li>1. Look at the picture.</li> <li>2. Ask learners: What do you think is happening here?</li> <li>3. Let learners think about the question.</li> <li>4. If learners cannot answer, give an example answer to the question.</li> </ol>  |
| Examples<br><i>(For predicting with pictures)</i> | <ol style="list-style-type: none"> <li>1. What do you think is happening here?</li> <li>2. How do you think this character feels? Why?</li> <li>3. What do you think you will see in the next picture?</li> </ol>   |
| Steps<br><i>(For predicting with text)</i>        | <ol style="list-style-type: none"> <li>1. Read a page of text.</li> <li>2. Ask learners: What do you think happens next?</li> <li>3. Let learners think about the question.</li> <li>4. If learners cannot answer, give an example answer to the question.</li> </ol>   |
| Examples<br><i>(For predicting with text)</i>     | <ol style="list-style-type: none"> <li>1. What do you think happens next?</li> <li>2. What do you think this character does next?</li> <li>3. How do you think this story ends?</li> </ol>  |

| <b>Strategy 2: Visualise</b> |   |
|------------------------------|---|
| Explanation                  | When learners visualise, they must think about what is happening in the story like a scene from a movie. They must try to see the story in their minds as it happens. |

|          |   |
|----------|---|
| Purpose  | Visualisation helps learners to see how the events in the text are connected to each other. This helps them to think about the story as a whole, rather than just page by page. This also helps to give meaning to the words on the page – by turning them into a scene from a movie in our minds.  |
| Steps    | <ol style="list-style-type: none"> <li>1. Read the text on the page.</li> <li>2. Say: Now we are going to visualise the story as if we were watching a movie.</li> <li>3. Instruct learners to close their eyes. Explain that learners must listen to the words and make a movie in their mind.</li> <li>4. Read the text again.</li> <li>5. Tell learners what you visualised. (Model the skill.)</li> <li>6. Ask learners: What did you see? (What happened in your movie?)</li> <li>7. Listen to and discuss learner answers. Make sure learners' answers are relevant to what is happening in the story.</li> </ol> |
| Examples | <ol style="list-style-type: none"> <li>1. I visualised when Joe won the race. I could see the sweat coming off his head and flying everywhere. I could see his eyes focussed on the finish line, and his body working as hard as it could.</li> <li>2. What did you visualise? What happened in your movie?</li> </ol>  |

### Strategy 3: Search the text

|             |   |
|-------------|---|
| Explanation | <i>Search the text</i> questions are the most basic type of comprehension questions. These questions ask learner to think about or look at the words on the page, and to recall information.  |
| Purpose     | These questions are a basic check for understanding of the words on the page.   |
| Steps       | <ol style="list-style-type: none"> <li>1. Read the text on the page.</li> <li>2. Ask learners a question about the information in the text, like: Who did Joe want to beat in the race?</li> <li>3. Let learners answer the question.</li> <li>4. NOTE: There is only one correct answer to this type of question. If the learner answers the question incorrectly, you must read the sentence with the correct answer out loud and/or point to the picture for support. Then, give the correct answer to the question. It is important that the learner knows if their answer was incorrect, and that they hear the correct answer.</li> </ol> |

# CORE METHODOLOGIES

|          |   |
|----------|---|
| Examples | <p>These kind of questions usually begin with:</p> <ul style="list-style-type: none"> <li>• Who?</li> <li>• What?</li> <li>• When?</li> <li>• Where?</li> </ul> <p>For example:</p> <ol style="list-style-type: none"> <li>1. <b>Who</b> did Joe want to beat in the race?</li> <li>2. <b>What</b> did Joe do before the race?</li> <li>3. <b>When</b> did Joe train for the race?</li> <li>4. <b>Where</b> was the race being held?</li> </ol> |
|----------|---|

## Strategy 4: Summarise

|             |   |
|-------------|---|
| Explanation | When learners summarise, they think about the most important points in a text. They explain the main points in a few, concise sentences. Summarising can be done orally or in writing.  |
| Purpose     | Summarising shows that the learner has understood the main points of the story. Asking learners to summarise or retell the main points of a story is the best way to check their understanding.   |
| Steps       | <ol style="list-style-type: none"> <li>1. Read the text.</li> <li>2. Remind learners: When we summarise, we think of the most important parts of a story.</li> <li>3. Explain: Today we will summarise the story we just read. That means we will explain what happened in the story in a few sentences.</li> <li>4. Give learners a minute to think about the story.</li> <li>5. Instruct learners to turn and talk and tell their summary to a friend (oral recount).</li> <li>6. Next, instruct learners to write their summary down.</li> </ol> |
| Examples    | <p>Story: Joe wins the race</p> <p><u>Learners should summarise the story into a few sentences as follows:</u></p> <ol style="list-style-type: none"> <li>1. Sizwe always won everything at school.</li> <li>2. The school was holding a big cross country race.</li> <li>3. Joe trained every day after school when he ran home.</li> <li>4. Joe beat Sizwe in the race.</li> <li>5. Everyone was happy for Joe.</li> </ol>  |

| <b>Strategy 5: Think about the text (Wonder)</b> |   |
|--|---|
| Explanation                                      | When the teacher wonders, the teacher thinks out loud about the text. She lets the learners hear what she is thinking about the text.   |
| Purpose  | By modelling how to think/wonder about a text, we teach learners two things. Firstly, we teach learners that good readers do not just read the words, they always think about what they are reading. Secondly, we show learners the kinds of thoughts that we have about a text.<br>By doing this, we show learners how to think creatively and critically about a text. In time, learners will start to do this for themselves.  |
| Steps  | <ol style="list-style-type: none"> <li>1. Read the text on the page.</li> <li>2. Think of a question or idea that a fluent reader might have about the text. (Ideas have been provided in the Read One and Read Two columns in the lesson plans.)</li> <li>3. Say: I see / I notice ...</li> <li>4. Say: I wonder ...</li> <li>5. Let learners think about the question.</li> <li>6. Give a sample answer to the question.</li> <li>7. Learners do <b>not</b> need to answer the question.</li> </ol> |
| Example  | <b>I see</b> that Sizwe laughed at Joe when he entered the race. <b>I wonder</b> if this will upset Joe?  |

| <b>Strategy 6: Make connections</b> |   |
|-------------------------------------|---|
| Explanation                         | When learners <i>make connections</i> , they compare the story to their own lives, or to another text. Sometimes, they think about how something from the story is like something in their own lives. Sometimes, these questions ask learners to think about what they would have done if they were in the story. Sometimes, learners must connect the character's feelings and actions to those of characters in other stories they have read. |
| Purpose                             | These kinds of questions help learners relate to the story and make good guesses about feelings and personal experiences. This helps learners to develop empathy and understanding for the feelings and experiences of other people.  |

# CORE METHODOLOGIES

|          |  |
|----------|--|
| Steps    | <ol style="list-style-type: none"> <li>1. Read the text on the page.</li> <li>2. Ask learners a question, like: When was a time that you wanted to win something, like Joe?</li> <li>3. Use modelling to give a sample answer, like: When Joe wanted to win the race, it reminded me of how I used to compete with my sister at school. She always got top marks for everything, and my parents were so proud. I wanted my parents to feel proud of me too.</li> </ol> |
| Examples | <ol style="list-style-type: none"> <li>1. How does this remind you of your own life?</li> <li>2. Tell me about a time when something similar happened to you.</li> <li>3. If you were Joe, what do you think you would have done when Sizwe laughed at you?</li> <li>4. How do you think Sizwe felt when Joe beat him?</li> <li>5. Which other character does this remind you of?</li> </ol>   |

## Strategy 7: Make inferences

|             |  |
|-------------|--|
| Explanation | <p>Making an inference involves using what you know to make a good guess about what you don't know. This is what is meant by 'reading between the lines'. When learners make an inference, they make a good guess about something using what they have read together with their own experiences and knowledge.</p> <p>Sometimes, the author does not write down every single detail of the story. The author leaves parts of the story unfinished, so readers can work it out for themselves.</p>                          |
| Purpose     | <p>Making inferences is a key thinking and comprehension skill. Learners need to work out parts of a story by making inferences. Learners may miss important information if they do not know how to make appropriate inferences.</p>   |
| Steps       | <ol style="list-style-type: none"> <li>1. Read the text on the page.</li> <li>2. Ask learners: What do you know about this? What does the text say?</li> <li>3. Ask learners: What else can we guess about this? Is there something that the text does not say?</li> <li>4. Listen to and <b>discuss</b> learners' answers. Make sure learners' answers are logical.</li> <li>5. If learners struggle, give them an example of an inference. Use the following sentence frame to help: Based on ... I think ...</li> </ol> |

|         |  |
|---------|--|
| Example | <p><b>Text:</b><br/>My brother applied to go to University. I came home and saw my brother holding a letter and smiling. My mother was crying, and laughing and hugging him.</p> <p><b>Inference:</b><br/>Based on the fact that my brother applied to go to university, and that he is holding a letter looking very happy, we guess that his application was successful.</p> |
|---------|--|

| <b>Strategy 8: Make Evaluations</b> |   |
|-------------------------------------|---|
| Explanation                         | When we evaluate a text, we make a judgement about an aspect of the text.   |
| Purpose                             | Learners must be taught that they must always evaluate what they read, and must be able to support or justify their evaluations.  |
| Steps                               | <ol style="list-style-type: none"> <li>1. Read the text on the page.</li> <li>2. Ask learners an evaluation question, and ask them to support their answer. For example: Do you think x did the right thing? Why or why not?</li> <li>3. Listen to and <b>discuss</b> learners' answers. Make sure learners' answers are logical.</li> <li>4. If learners struggle, share your own evaluation as an example: <b>I think</b> x did the right thing <b>because</b> x</li> </ol> |
| Example                             | <p><b>Some evaluation questions start with:</b></p> <ol style="list-style-type: none"> <li>1. Do you think...</li> <li>2. Do you agree with...</li> <li>3. In your view...</li> <li>4. Did you like...</li> </ol>   |

# CORE METHODOLOGIES

Below is a description of the core methodology of each of the Shared Reading lessons: Pre-Read; First Read; Second Read; and Post-Read. Read these descriptions to get a clear understanding of the flow of each lesson.

## **Shared Reading: Pre-Read**

### ***Comprehension Strategy: Predict***

In the Pre-Read, we build comprehension skills by getting learners to think about the story before it is read to them.

1. Tell learners that today they will look at the pictures in the story, and think about the story.
2. Tell learners that, based on what they see, they will make predictions about the story. This means they will use the pictures to try and guess what the story is about.
3. Explain to learners that they must not think of each picture on its own. They must think about how the pictures relate to each other. They must connect all the pictures to each other to try and work out what the entire story is about.
4. Show learners the cover of the story and read the title aloud.
5. Ask learners: What do you think will happen in this story?
6. Next, look at each picture in the story, and as you look, ask learners:
  - a. What do you see in this picture?
  - b. What do you think is happening here?
  - c. What do you think might happen next?
7. If learners forget to connect the different pictures, prompt them to do this. For example: 'Can you remember what this boy was doing in the last picture? What is he doing now? What do you think is happening?'
8. When you get to the last picture, ask learners: How do you think this story will end (if appropriate)?
9. Thank learners for their predictions.
10. If you have time, read through the story once without stopping.

**Shared Reading: First Read**

**Comprehension Strategy:** *The strategy that must be used is identified in the lesson plan.*

In the First Read, we first build comprehension skills by reading and explaining the story to learners. We also model how to think about the story.

- Before reading, tell the class what you are going to do. Say something like: '*Class, it is time for Shared Reading. Remember, whenever we read or listen to a story, it is important to always think about the story. Today, I am going to show you how I think about the story. I am going to do this by (for example) visualising what happens in the story.. This means that as I read, I will make a movie of the story in my mind.*'
1. Read each page of the story fluently and clearly. As you read, use gestures, actions and facial expressions, and change tone of voice (expression) to enhance meaning.
  2. Where necessary, stop and explain a word or phrase to learners. If you need to code switch, you may do so. This gives learners a clear understanding of the story.
  3. At the same time, during the First Read, we also focus on modelling and teaching a comprehension strategy to learners.
  4. At the end of each page you will see two coloured blocks, numbered 1 and 2.
  5. Once you have read and explained the page to learners, pause and show that you are thinking. Then, read or say the text in block 1. By doing this, you are modelling how to think about the story. It is important that you understand what you are saying – if it does not make sense to you, it will not make sense to your learners.
  6. On the last page of the story, there are a few questions in block 1.
  7. Ask different learners to answer the questions.
  8. Show learners that there can be more than one correct answer to a question, and that learners may have different opinions.

## Shared Reading: Second Read

**Comprehension Strategy: The strategy that must be used is identified in the lesson plan.**

In the Second Read, we continue to build comprehension skills by reading the story to learners, and by modelling how to think about the story.

- Once again, tell the class what you are going to do. Say something like: '*Class, it is time for Shared Reading. Remember, whenever we read or listen to a story, it is important to always think about the story. Today, I am going to show you how I think about the story. I am going to do this by (for example) visualising what happens in the story.. This means that as I read, I will make a movie of the story in my mind.*'
1. Next, read each page of the story fluently and clearly. As you read, use gestures, actions and facial expressions, and change tone of voice (expression) to enhance meaning.
  2. This time, try to avoid code switching.
  3. At the same time, during the Second Read, you will model how to think about the story.
  4. At the end of each page you will see two coloured blocks, numbered 1 and 2.
  5. Once you have read and explained the page to learners, pause and show that you are thinking. Then, read or say the text in block 2. By doing this, you are modelling how to think about the story. It is important that you understand what you are saying – if it does not make sense to you, it will not make sense to your learners.
  6. On the last page of the story, there are a few questions in block 2.
  7. Ask different learners to answer the questions.
  8. Show learners that there can be more than one correct answer to a question, and that learners may have different opinions.

**Shared Reading: Post-Read**

The purpose of the Post-Read activity is to give learners an opportunity to consolidate their understanding of the story, and to practise using the new language that they have learnt.

**In Grade 2 during the post-read, you will do one of the following activities:**

- Act out the story
- Recount the story
- Illustrate the story

**Act out the story (oral activity)**

1. Settle the learners on the carpet, or in a quiet space outside.
2. Tell learners that today they will act out parts of the story that they have read.
3. Hold up the big book. Read the first page.
4. Give learners the instruction of what to act out. (in lesson plan)
5. Act out the instruction with learners.
6. Repeat with every page.
7. Train learners to respond to a signal that they should be quiet and listen as you read a page between actions.

**Recount the story (oral activity)**

1. Settle the learners so that you have their attention.
2. Follow the steps in the lesson plan to recount the story with learners.
3. First, you will model recounting something from the story.
4. Next, you will tell learners to think of something from the story – they should not copy your recount.
5. Then, learners will TURN AND TALK and share their recount with a partner.
6. Finally, you will call on a few learners to share their recounts with the class.

**Illustrate the Story (written activity)****Modelling**

1. Begin by modelling the activity for learners.
2. Explain that today, learners will draw their **favourite** part of the story.
3. Use **modelling** to **think before you write**.
4. Use **modelling** to **explain** your favourite part of the story.
5. Use **modelling** to draw a picture of the part of the story you like best.
6. Use **modelling** to add a label to your drawing.

# CORE METHODOLOGIES

## Oral Instructions:

1. Tell learners they must choose their **favourite** part of the story.
2. Hold up the pictures in the story for all the learners to see.
3. Remind learners that we **think before we write**.
4. Instruct learners to decide which part of the story they will write about.
5. Call on 2-3 learners to tell you their favourite part of the story. (*Learners can point to the picture that they like best if they cannot yet use English words.*)
6. Explain that learners can try to add a label.

## Writing:

1. **Hand out learner books.**
2. As learners write, walk around the room and complete **mini conferences**.
3. Ask learners to tell you about their drawings.
4. Help learners to add a label.
5. Encourage learners!

## Turn and Talk:

1. When there are 2-3 minutes left, instruct learners to put their pencils down.
2. Instruct learners to **turn and talk** with a partner about their drawings.

*Hang up learner drawings at LEARNER EYE-LEVEL around the room. This helps learners have conversations about the story.*

## Phonemic Awareness and Phonics

You will need to master three phonemic awareness and phonic activities for use in Grade 2.

### Monday example lesson and purpose

#### INTRODUCE THE SOUND AND WORDS

1. Say the sound and hold up the flashcard **/sh-/** for learners to see.
2. Say the sound and instruct learners to repeat the sound. Do this three times.
3. Explain that when we see the letters **s** and **h** together in a word, we must not say the sounds separately. We must say one sound: **/sh-/**
4. Say each word loudly and clearly as you show the flashcard: **ship, shop, shut, shed, shell, shack, shock, shall**
5. Ask learners to repeat each word after you.
6. Stick up the flashcards on the Phonics Display Board.

|             |              |
|-------------|--------------|
| <b>ship</b> | <b>shell</b> |
| <b>shop</b> | <b>shack</b> |
| <b>shut</b> | <b>shock</b> |
| <b>shed</b> | <b>shall</b> |

#### PURPOSE OF THE ACTIVITY

- Learners must make the connection between written letters and spoken sounds. Showing the letter and saying the sound helps learners make this connection.
- Learners must understand that written letters can have more than one sound. Learners must learn to distinguish between sounds in English and in the home language.
- Learners must learn to hear and see patterns in words. This helps learners write and read new words more easily.

## Wednesday example lesson and purpose

### SEGMENTING AND BLENDING (I DO)

1. Say the word **ship**
2. Segment the word into the individual sounds: /sh/ - /i/ - /p/
3. Say the beginning sound of the word: /sh/
4. Say the middle sound of the word: /i/
5. Say the end sound of the word: /p/
6. Write the word on the board: **ship**
7. Model pointing and blending the sounds to make a word: /sh/ - /i/ - /p/ = **ship**
8. Remind learners that in English, when **s** and **h** are together in a word they must be read together as one sound: /sh/
9. Repeat this with the word **shut**

### SEGMENTING AND BLENDING (WE DO)

1. Say the word **shell**
2. Ask learners: What is the first sound in the word? /sh/
3. Ask learners: What is the middle sound in the word? /e/
4. Ask learners: What is the last sound in the word? /ll/
5. Ask learners to segment the word into each individual sound: /sh/ - /e/ - /ll/
6. Write the word: **shell**
7. Instruct learners to blend the sounds in the word with you: /sh/ - /e/ - /ll/ = **shell**
8. Repeat this with the word **shock**

### SEGMENTING AND BLENDING (YOU DO)

1. Instruct learners to take out their exercise books.
2. Instruct learners to write the heading: **sh- words**.
3. Instruct learners to write the numbers 1-8.
4. *Make sure the flashcard words are covered. Learners must **not** copy the words from the board.*
5. Say each of the following words. Instruct learners to write the word in their books.

|             |             |             |             |              |              |              |              |
|-------------|-------------|-------------|-------------|--------------|--------------|--------------|--------------|
| <b>ship</b> | <b>shop</b> | <b>shut</b> | <b>shed</b> | <b>shell</b> | <b>shack</b> | <b>shock</b> | <b>shall</b> |
|-------------|-------------|-------------|-------------|--------------|--------------|--------------|--------------|

6. Uncover the Phonics Display Board. Instruct learners to check their words against the flashcard words on the Phonics Display Board.
7. Instruct learners to practise reading the phonic words for **homework**.

### PURPOSE OF THE ACTIVITY

- Learners must understand that words are made up of distinct sounds. These sounds can be put together (blended) or taken apart (segmented).
- Learners must be able to hear and isolate the sounds in words.
- Learners must be able to blend the sounds they hear into a full word. Children can often segment a word (point to and say the individual sounds in a word) but have trouble putting the sounds back together to make a full word. Blending is a critical skill for children to be able to decode words.

**Friday example lesson and purpose****BEGINNING SOUND**

1. Model isolating the beginning sound for learners. Say:
  - /c/ - ash (cash)
  - /fl/ - ash (flash)
2. Say another two words that begin with different sounds, like: mash and bash.
3. Ask learners to identify the word that begin /b/ - (bash).
4. Repeat with different pairs of words.

**LETTER SWAP**

1. Say the word: rash
2. Identify the beginning sound. /r/ - ash. Ask what is left (-ash).
3. Swap the first sound and ask learners what word this makes. /tr/ -ash = trash
4. Do this orally and in writing.
5. Ask learners to think of other words that end the same (rhyme).

**INFORMAL ASSESSMENT**

1. Instruct learners to take out their exercise books.
2. Instruct learners to write the heading: **-ash words**.
3. Instruct learners to write numbers 1-4 and to write down the following words as you say them:

|      |       |      |       |
|------|-------|------|-------|
| cash | flash | rash | trash |
|------|-------|------|-------|

**WORD WALL**

1. Call learners to move the words from the Phonic Display Board to the correct place on the Word Wall.
2. Make sure that learners correctly identify the word family for each word.

**PURPOSE OF THE ACTIVITY**

- Learners must understand that words are made up of distinct sounds. These sounds can be put together (blended) or taken apart (segmented).
- Learners must be able to hear and isolate the sounds in words.
- Learners must recognise patterns in speech and in written language. Recognising patterns helps learners to decode more quickly and effectively. Manipulating (changing) sounds and letters in words help practise seeing and hearing patterns in words.

## Group Guided Reading

It is very important that you listen to every learner read individually, at least once per week.

### What to do with the rest of the class:

1. Before you begin the group guided reading session with a group, you must first settle the rest of the class with their exercise books and decodable Reading Worksheets.
2. Make sure the worksheets are protected, by using flip files or plastic sleeves.
3. Train learners on the routine of Group Guided Reading as follows:
  - a. Settle the class with their reading worksheets
  - b. Explain the worksheet activity that must be completed
  - c. Call a group to read for you
- d. Once you have listened to every learner in the group, send the group back to their seats
4. It is a good idea to seat a weaker reader next to a stronger reader, so that as learners read the worksheets, some peer tutoring can take place.

### Structure of the Reading Worksheets:

1. Each weekly worksheet consists of 5 activities. There are 5 group guided reading sessions per week, so learners must complete one activity per group guided reading session.
2. However, learners who finish before the end of the session must be allowed to select another book or text for independent reading.
3. Try to build a class library for this purpose.
4. **Icons remind the learners of what to do on each day:**
  - a. The mouth reminds learners to sound out words.
  - b. The eye reminds learners that they must read these words by sight.
  - c. The single child reminds learners to read on their own.
  - d. The two children remind learners to read with a partner.
  - e. The hand holding a pen reminds learners that they must draw or write.
5. A master list of all phonic and sight words taught is kept. New stories are structured using the phonic and sight words of the week, and by including phonic and sight words that were previously taught. This means that learners never encounter words on the worksheet that they have not seen before.

### Assigning groups and text selection for Group Guided Reading:

1. In the first two weeks of school, listen to every learner read individually.
2. Use the rubric below to sort learners according to their abilities.
3. Assign learners to same-ability groups.
4. In this programme, there are 5 slots per week to listen to reading. This means that you should ideally form 5 groups.
5. In your Tracker you will find a form to fill in the names of learners per group, and a table that allows you to keep track of what each group has read.
6. **Please note:** this rubric divides learners based on their technical reading skills.
7. If there are many learners at the same level, you may want to use reading comprehension as a further way to divide the group.
8. **In a class of 40 learners, there may be:**

- No full group at level 1, only a few individual learners
- 1 group at level 2
- 2 groups at level 3
- 1 group at level 4
- No full group at level 5, only a few individual learners

| I think this learner reads at:<br>Level 1  | I think this learner reads at:<br>Level 2  | I think this learner reads at:<br>Level 3   | I think this learner reads at:<br>Level 4  | I think this learner reads at:<br>Level 5   |
|--|--|---|--|---|
| <ul style="list-style-type: none"> <li>• This learner knows no or very few words.</li> <li>• This learner does not seem to recognise many letter-sound relationships.</li> </ul> | <ul style="list-style-type: none"> <li>• This learner knows just a few common words.</li> <li>• This learner does not seem to recognise some letter-sound relationships, OR this learner needs a lot of help to read previously unseen words.</li> </ul> | <ul style="list-style-type: none"> <li>• This learner knows many common words.</li> <li>• This learner needs help to decode previously unseen words.</li> </ul> | <ul style="list-style-type: none"> <li>• This learner knows many common words and can decode most previously unseen words.</li> <li>• This learner occasionally needs help to decode more challenging words.</li> <li>• This learner reads with some fluency.</li> </ul> | <ul style="list-style-type: none"> <li>• This learner knows many common words.</li> <li>• This learner can decode previously unseen words.</li> <li>• This learner reads with fluency and expression.</li> <li>• This is one of the best readers in the class.</li> </ul> |

### What to do with each group during Group Guided Reading:

1. Call a group to read to you.
2. Select a text to read with the group – IF YOU HAVE A SERIES OF GRADED READERS, PLEASE MAKE USE OF THIS.
  - a. Make sure that learners all have the correct text.
  - b. Seat the group in a circle.
  - c. Remind learners of the sight words they have learnt for the week. Show the group the flashcards of these words and practice reading them.
  - d. Next, give learners a few minutes to read part of the text independently and in silence.
  - e. Then, ask each learner to read part of the text aloud, on his or her own.
3. During group guided reading, it is important to remember to:
  - a. **Point out the sight words.** Remind learners that there are some words that we cannot sound out, so we must learn to read them by sight.
  - b. **Build decoding skills.** If a learner cannot read a word, do not just help the learner with the word straight away. Rather, encourage the learner to sound the word out, and then blend the sounds together to form the word.

- c. **Praise and encourage learners.** Make group guided learning a positive experience for learners and use this time to try and build learners' confidence.
- d. **Build reading fluency.** Help learners to improve the fluency of their reading. Tell learners that their reading should sound like they are talking. Model reading fluency for learners and let them repeat after you.
- e. **Build reading comprehension.** Tell learners that they must always think about what they are reading. Teach learners to pause, go back, and reread what they have read if they lose track of the meaning. Teach learners to visualise as they read – to build a movie in their heads of what they are reading. Teach learners to try and remember what they have read. Also encourage learners to ask if they do not understand something.

### Care of the Reading Worksheets:

1. It is a good idea to put the worksheets into flip files or plastic sleeves when learners use them.
2. Look after these worksheets carefully and store them properly once they have been used.
3. You should be able to use the same worksheets for many years, as learners do not write on them. Instead, they write in their exercise books.

### Alternate to Group Guided Reading

Remember that the point of Group Guided Reading is to listen to each learner read individually, in order to help them build technical reading skills. If you do not have enough space in your classroom for this, or if you struggle to control the class's behaviour whilst you listen to a group read, there is an alternative.

During the time for Group Guided Reading, settle all learners at their desks with the reading worksheets. Then, do the following:

1. Explain the worksheet activity that they must do.
2. Then, call individual learners one at a time to your table to read aloud to you.
3. Listen to each learner read from a level appropriate text.
4. Build the learner's technical reading skills.
5. Then, resettle the learner in his or her seat with the worksheets.
6. Continue to call individual learners to your table to read aloud to you.

If you decide to use this alternate method of listening to reading, you must ensure that you listen to every learner read at least once per week.

## Writing Strategies

1. Follow the lesson plans to complete the writing task for each week.
2. In the lesson plans, you will notice that the same routine is always followed. This is to help learners, so that they know what to expect in writing lessons. This helps to build confidence.
3. You will also notice that different strategies are slowly taught to learners so they are able to successfully complete sentence frames.
4. The aim is for learners to eventually use these strategies automatically.
5. These strategies help learners feel confident about their writing by showing them that there is a series of steps to follow when they write.

### Strategy 1: Teacher models writing first

- a. The teacher first demonstrates the task to the class (she shows the class exactly what they are going to do).  
By watching the teacher, the learners have a clear idea of the task.

### Strategy 2: Writers think before they write

- a. Writing is the act of putting thoughts onto paper.
- b. This means that writers must think first and decide what to write about before writing.
- c. It also means that there are no correct or incorrect 'answers' when writing – every writer has his or her own thoughts to write about.
- d. Always build in time for learners to think about what they want to write.

### Strategy 3: Writers draw a line for each word

- a. Learners think about the sentence they want to write, and say it aloud.
- b. They count how many words there are in the sentence, and draw a line to represent each word.
- c. Lines must be drawn from left to right and from the top of the page to the bottom.
- d. Lines must be the approximate length of the words.
- e. Spaces must be left between words.
- f. At the end of the sentence, the learner puts a full stop.
- g. With lines in place, the learner fills in words that are known, or must try to write down the starting sounds of a word before asking for help.
- h. This gives a structure to the learner's writing, which builds confidence. Even learners who really struggle can start the writing process in this way.

## **Strategy 4: Writers use resources to write words**

- a. Teach learners not to ask for help to write all unknown words. They should first use other resources to find out how to write the unknown word. For example:
  - Words on a word wall
  - Other books
  - Spelling lists
  - They can even ask their classmates.

## **Strategy 5: Writers use their memories to write words**

- a. Learners should try to remember words they have learnt, and to write these words from memory.

## **Strategy 6: Writers say words slowly like a tortoise**

- a. Teach learners to say an unknown word very slowly to hear its different sounds. (Segmenting)
- b. Next, teach learners to write down every sound that they can hear. (They may not spell the word correctly, but this will be a starting point to write unknown words. For example, **are** may be written as **ar** or even **r**. The teacher can then build on this and show the writer the correct spelling.)
- c. Try to read the learner's phonetic writing, and praise them for using their phonetic knowledge to try and build words. This is an important skill to encourage.

## **Strategy 7: Writers read what they write**

- a. Learners read their sentences aloud to themselves or to a peer. Reading one's writing to a classmate makes the writing process more meaningful.
- b. As they do this, they check they have not left out any words.
- c. They also check that the word order is correct.
- d. Most importantly, set this up so that learners enjoy the reading process, and feel proud of what they have written.

## **Strategy 8: Writers Turn and Talk**

- a. At different times in the lesson, learners can turn to a partner, and take turns to talk to each other.
- b. This can be used to share ideas about what to write about, to read their writing to each other, to tell each other about their pictures, or to check that they understand what to do.
- c. Teach learners to face each other and talk quietly when they turn and talk.

**Strategy 9: Hold Mini-Conferences**

- a. This is a useful strategy to use as learners are writing.
- b. Walk around the room, and stop where you see a learner struggling.
- c. Hold a mini-conference with that learner.
- d. Engage with the learner's work, listen to the learner, and help the learner as needed.
- e. Remember to try and give all learners some individual attention, and to praise their efforts and improvements.

# GRADE 2 - TERM 1

# WEEK 1

## THEME: ORIENTATION

“Good habits are worth being fanatical about.”  
– John Irving

**ORIENTATION: WEEK 1 MONDAY**

**MONDAY**

|                                  |  |
|----------------------------------|--|
| GREETING (oral)                  | <ol style="list-style-type: none"> <li>1. Teacher asks 3 – 4 learners individually.             <ol style="list-style-type: none"> <li>a. Teacher: Good Morning! How are you?</li> <li>b. Learner: I am fine thanks, how are you?</li> </ol> </li> <li>2. Instruct learners to TURN and TALK to their neighbour and say:             <ol style="list-style-type: none"> <li>a. Good morning! How are you?</li> <li>b. I am fine thanks, how are you?</li> </ol> </li> </ol>  |
| QUESTION OF THE DAY              | <ol style="list-style-type: none"> <li>1. Today, you will need to assign learners into QUESTION of the DAY GROUPS.             <ol style="list-style-type: none"> <li>a. You will need 6 groups.</li> <li>b. It is a good idea to seat each group together – these can be mixed-ability groups.</li> <li>c. Each group will answer the question of the day ONCE per week.</li> <li>d. Learners need to KNOW which group they are in.</li> <li>e. Today, assign groups, like: red group; orange group; green group; blue group; purple group; pink group, OR Monday 1 group; Wednesday 1 group; Friday 1 group; Monday 2 group; Wednesday 2 group; Friday 2 group.</li> </ol> </li> <li>2. Play a game with the learners to help them to remember their groups.             <ol style="list-style-type: none"> <li>a. Call different groups to STAND UP and then SIT DOWN.</li> </ol> </li> </ol> |
| VOCABULARY                       | <ol style="list-style-type: none"> <li>1. Teach learners the word: same.             <ol style="list-style-type: none"> <li>a. Hold up 1-5 fingers.</li> <li>b. Explain that learners must hold up the SAME number of fingers.</li> <li>c. Repeat 4-5 times.</li> </ol> </li> </ol>  |
| SONG (and PHONEMIC AWARENESS)    | <p>Names, names are not the same<br/>Clap your hands and say your name!<br/><i>(learners clap the SYLLABLES in name, like: Si-phi-we)</i></p>  |
| WRITING AND LISTENING TO READING | <ol style="list-style-type: none"> <li>1. Explain that today, learners will draw themselves and write two sentences about themselves.</li> <li>2. Use MODELLING to draw yourself on the chalkboard.</li> <li>3. Use MODELLING to add a sentence to your drawing.</li> <li>4. Hand out learner books.</li> <li>5. Give learner 10 minutes to draw themselves and write their names and sentences.</li> <li>6. Explain that learners must keep writing for the entire time.</li> <li>7. If learners are finished, they can add more to their pictures and add more sentences!</li> </ol>   |

|   |   |
|---|---|
| <p>WRITING AND LISTENING TO READING</p> | <p>8. Instruct learners to TURN and TALK. Instruct learners to describe their drawing to a partner.</p> <p><i>The purpose of this activity is to teach TURN AND TALK. Learners may discuss their drawings in HOME LANGUAGE.</i></p> <p><b>GROUP GUIDED READING</b></p> <ol style="list-style-type: none"> <li>1. While the learners are busy with the writing, call learners up individually to read to you.</li> <li>2. Have three Home Language texts available (DBE books can be used)             <ol style="list-style-type: none"> <li>a. One average text</li> <li>b. One easier text</li> <li>c. One harder text</li> </ol> </li> <li>3. This will allow you to group learners according to their abilities for Group Guided Reading.</li> <li>4. Use the follow rubric to help you.</li> </ol> |
|---|---|

| I think this learner reads at:<br><b>Level 1</b>  | I think this learner reads at:<br><b>Level 2</b>  | I think this learner reads at:<br><b>Level 3</b>  | I think this learner reads at:<br><b>Level 4</b>   | I think this learner reads at:<br><b>Level 5</b>  |
|---|---|---|--|---|
| <p>This learner knows no or very few words. This learner does not seem to recognise letter-sound relationships.</p> | <p>This learner knows just a few common words. This learner does not seem to recognise letter-sound relationships OR this learners needs a lot of help to read previously unseen words.</p> | <p>This learner knows some common words. This learner needs help to decode previously unseen words.</p> | <p>This learner knows many common words and can decode most words. This learner occasionally needs help to decode words.</p> | <p>This learner knows many common words. This learner can decode previously unseen words. This learner reads with fluency and expression. This is one of the best readers in the class.</p> |

## ORIENTATION: WEEK 1 TUESDAY

## TUESDAY

|                                     |  |
|-------------------------------------|--|
| GREETING (oral)                     | <ol style="list-style-type: none"> <li>1. Teacher asks 3 – 4 learners individually.             <ol style="list-style-type: none"> <li>a. Teacher: Good morning, how do you feel today?</li> <li>b. Learner: Good morning, I feel happy / I feel sad</li> </ol> </li> <li>2. Instruct learners to TURN AND TALK to their neighbour and say:             <ol style="list-style-type: none"> <li>a. Good morning, how do you feel today?</li> <li>b. Good morning, I feel happy / Good morning, I feel sad.</li> </ol> </li> </ol> |
| QUESTION OF THE DAY                 | <ol style="list-style-type: none"> <li>1. Today, you will remind learners of their QUESTION of the DAY groups.             <ol style="list-style-type: none"> <li>a. Play a game with the learners by calling different groups to do different tasks, like:                 <ul style="list-style-type: none"> <li>• Red group: stand up</li> <li>• Orange group: clap three times</li> <li>• Green group: spin around</li> <li>• Etc.</li> </ul> </li> </ol> </li> </ol>  |
| VOCABULARY                          | <ol style="list-style-type: none"> <li>1. Teach learners the word: same.             <ol style="list-style-type: none"> <li>a. Hand out learner books.</li> <li>b. Draw a SIMPLE shape on the board.</li> <li>c. Explain that learners must draw the SAME thing in their own book.</li> <li>d. Repeat 4-5 times.</li> </ol> </li> </ol>  |
| SONG (and PHONEMIC AWARENESS)       | <p>Names, names are not the same<br/>Clap your hands and say your name!<br/><i>(learners clap the SYLLABLES in name, like: Bu-si-si-we)</i></p>  |
| GROUP GUIDED READING AND WORKSHEETS | <ol style="list-style-type: none"> <li>1. Teach routines for Group Guided Reading.             <ol style="list-style-type: none"> <li>a. Appoint monitors to keep learners quiet.</li> <li>b. Appoint reading book monitors.</li> <li>c. Explain the toilet pass.</li> </ol> </li> <li>2. Teach learners the icons on the reading worksheets.</li> </ol>   |

| ORIENTATION: WEEK 1 WEDNESDAY |  |
|-------------------------------|--|
| WEDNESDAY                     |  |
| GREETING (oral)               | <ol style="list-style-type: none"> <li>1. Teacher asks 3 – 4 learners individually.               <ol style="list-style-type: none"> <li>a. Teacher: Hi, where do you live?</li> <li>b. Learner: Hi, I live in __.</li> </ol> </li> <li>2. Instruct learners to TURN and TALK to their neighbour and say:               <ol style="list-style-type: none"> <li>a. Hi, where do you live?</li> <li>b. Hi, I live in __</li> </ol> </li> </ol> |
| QUESTION OF THE DAY           | <ol style="list-style-type: none"> <li>1. Today, you will remind learners of their QUESTION of the DAY groups.               <ol style="list-style-type: none"> <li>a. Call different groups up to the front of the room.</li> <li>b. Instruct learners to line up by the chalkboard.</li> <li>c. Explain that when you touch a learner on the head, they must walk quietly back to their seat.</li> </ol> </li> </ol>                       |
| VOCABULARY                    | <ol style="list-style-type: none"> <li>1. Teach learners the word: different.               <ol style="list-style-type: none"> <li>a. Hold up 1-5 fingers.</li> <li>b. Explain that learners must hold up a DIFFERENT number of fingers.</li> <li>c. Repeat 4-5 times.</li> </ol> </li> </ol>  |
| SONG (and PHONEMIC AWARENESS) | <p>Names, names are not the same,<br/>           Clap your hands and say your name!<br/> <i>(learners clap the SYLLABLES in name, like: Zin-hle)</i></p>   |

WRITING AND  
LISTENING TO  
READING

1. Explain that today, learners will draw their feelings on the first day of school.
2. Learners will write two sentences about their feelings on the first day of school.
3. Use MODELLING to draw yourself on the chalkboard.
4. Use MODELLING to add two sentences to your drawing.
5. Hand out learner books.
6. Give learner 10 minutes to draw themselves and write their names and the sentences.
7. Explain that learners must keep writing for the entire time.
8. If learners are finished, they can add more to their pictures and add more sentences!
9. Instruct learners to TURN and TALK. Instruct learners to describe their drawing to a partner.

*The purpose of this activity is to teach learners to KEEP WORKING for the entire work period, to work independently and to TURN AND TALK.*

**GROUP GUIDED READING**

1. Continue to listen to individual learners read from a Home Language text.
2. Place learners into groups using the rubric provided on Monday.

| ORIENTATION: WEEK 1 THURSDAY        |   |
|-------------------------------------|---|
| THURSDAY                            |   |
| GREETING (oral)                     | <ol style="list-style-type: none"> <li>1. Teacher asks 3 – 4 learners individually.               <ol style="list-style-type: none"> <li>a. Teacher: Hello, what is your name?</li> <li>b. Learner: Hello, my name is __.</li> <li>c. Teacher: Nice to meet you!</li> <li>d. Learner: Nice to meet you, too!</li> </ol> </li> <li>2. Instruct learners to TURN and TALK to their neighbour and say:               <ol style="list-style-type: none"> <li>a. Hello, what is your name?</li> <li>b. Hello, my name is__.</li> <li>c. Nice to meet you.</li> <li>d. Nice to meet you, too.</li> </ol> </li> </ol>  |
| QUESTION OF THE DAY                 | <ol style="list-style-type: none"> <li>1. Today, you will remind learners of their QUESTION of the DAY groups.               <ol style="list-style-type: none"> <li>a. Call different groups up to the front of the room.</li> <li>b. Instruct learners to line up by the chalkboard.</li> <li>c. Explain that when you say a learner’s name, they must come to you.                   <ul style="list-style-type: none"> <li>• Teacher: What is your name?</li> <li>• Learner: My name is__.</li> <li>• Teacher (asks class) What is his/her name?</li> <li>• Class: His/her name is __.</li> </ul> </li> <li>d. Then, they must WALK quietly back to their seat.</li> </ol> </li> </ol> |
| VOCABULARY                          | <ol style="list-style-type: none"> <li>1. Teach learners the word: different.               <ol style="list-style-type: none"> <li>a. Hand out learner books.</li> <li>b. Draw a SIMPLE shape on the board.</li> <li>c. Explain that learners must draw a DIFFERENT shape in their own book.</li> <li>d. Repeat 4-5 times.</li> </ol> </li> </ol>   |
| SONG (and PHONEMIC AWARENESS)       | <p>Names, names are not the same<br/>           Clap your hands and say your name!<br/> <i>(learners clap the SYLLABLES in name, like: Ca-ro-line)</i></p>  |
| GROUP GUIDED READING AND WORKSHEETS | <ol style="list-style-type: none"> <li>1. Practice routines for Group Guided Reading. Teach learners:               <ol style="list-style-type: none"> <li>a. What the quiet monitors need to do.</li> <li>b. What the reading book monitors need to do.</li> <li>c. How to use the toilet pass.</li> </ol> </li> <li>2. Teach learners the icons on the reading worksheets.</li> </ol>   |

## ORIENTATION: WEEK 1 FRIDAY

## FRIDAY

|                               |   |
|-------------------------------|---|
| GREETING (oral)               | <ol style="list-style-type: none"> <li>1. Instruct learners to GREET EACH OTHER using the greetings they have learned during the week.             <ol style="list-style-type: none"> <li>a. Instruct learners to stand up.</li> <li>b. Instruct learners to turn to a partner.</li> <li>c. Instruct learners to use any greeting to greet each other.</li> <li>d. Instruct learners to find a new partner.</li> <li>e. REPEAT.</li> </ol> </li> </ol>  |
| QUESTION OF THE DAY           | <ol style="list-style-type: none"> <li>1. Today, you will remind learners of their QUESTION of the DAY groups.             <ol style="list-style-type: none"> <li>a. Call different groups up to the front of the room.</li> <li>b. Instruct learners to line up by the chalkboard.</li> <li>c. Explain that when you say a learner's name, they must come to you.                 <ul style="list-style-type: none"> <li>• Teacher: What is your name?</li> <li>• Learner: My name is__.</li> <li>• Teacher (asks class) What is his/her name?</li> <li>• Class: His/her name is __.</li> </ul> </li> <li>d. Then, they must WALK quietly back to their seat.</li> </ol> </li> </ol> |
| VOCABULARY                    | <ol style="list-style-type: none"> <li>1. Same or different.             <ol style="list-style-type: none"> <li>a. Collect some objects, like: 2 DBE workbooks, a pencil, 2 pieces of chalk, an eraser.</li> <li>b. Show learners any two of the objects.</li> <li>c. Explain that if the objects are the SAME, learners should give THUMBS UP.</li> <li>d. If the objects are not the same, they should give THUMBS DOWN.</li> </ol> </li> </ol>   |
| SONG (and PHONEMIC AWARENESS) | <p>Names, names are not the same<br/>           Clap your hands and say your name!<br/> <i>(learners clap the SYLLABLES in name, like: (Them-bi-ki-le)</i></p>  |

# GRADE 2 - TERM 1



## THEME: ORIENTATION

"Routines are powerful when they become rituals that no longer require conscious thought and will power!"

— Jol Gascoigne

**ORIENTATION: WEEK 2 MONDAY**

**MONDAY**

GREETING (oral)

1. Ask 3 – 4 learners individually.
  - a. Teacher: Good day, what is the weather like today?
  - b. Learner: Good day, the weather today is\_\_.
2. Instruct learners to TURN AND TALK and practise their greetings.

QUESTION OF THE DAY

1. Have the following question and graph drawn on the chalkboard:  
What is your favourite colour?

|        |        |       |
|--------|--------|-------|
|        |        |       |
| orange | purple | green |

2. Use MODELLING to show learners how to answer the question.
3. Call GROUP 1 to come and line up.
4. Explain that each child must use the CHALK to make an X in the graph.
5. Then, they must pass the chalk to the next person in line.
6. Next, they must step over to the teacher to answer a question.
  - a. Teacher: What is your favourite colour?
  - b. Learner: My favourite colour is\_\_.
  - c. Teacher (asks class): What is his/her favourite colour?
  - d. Class: His/her favourite colour is\_\_.
7. Then, they must walk quietly back to their seat.
8. All other learners must watch quietly.

|                     |                                |
|---------------------|--------------------------------|
| QUESTION            | What is your favourite colour? |
| GRAPH               | 3 column graph                 |
| OPTIONS             | orange / purple / green        |
| FOLLOW UP QUESTIONS |                                |
| QUESTION            | What is your favourite colour? |
| ANSWER              | I like orange.                 |
| ANSWER              | I like purple.                 |
| ANSWER              | I like green.                  |

|   |   |
|---|---|
| <p>VOCABULARY</p>                       | <ol style="list-style-type: none"> <li>1. Teach learners the word: more.             <ol style="list-style-type: none"> <li>a. Instruct THREE learners to come stand on one side of you.</li> <li>b. Instruct ONE learner to come stand on the other side of you.</li> <li>c. Ask learners: which group of learners has MORE learners in it?</li> <li>d. REPEAT with different numbers of learners.</li> </ol> </li> </ol> <p><i>Note: This same activity will be repeated every day this week, but with different groups. The purpose of this activity is to teach learners the routine for the question of the day.</i></p>   |
| <p>SONG (and PHONEMIC AWARENESS)</p>    | <ol style="list-style-type: none"> <li>1. Teach an ATTENTION GETTER, like:<br/>1-2-3 EYES ON ME.<br/>1-2 EYES ON YOU!</li> <li>2. Instruct learners to talk to their neighbours.</li> <li>3. When they hear "1-2-3 EYES ON ME" they must STOP TALKING.</li> <li>4. They must say "1-2 EYES ON YOU."</li> <li>5. They must sit quietly in their seat with their eyes on the teacher.</li> </ol>  |
| <p>WRITING AND LISTENING TO READING</p> | <ol style="list-style-type: none"> <li>1. Explain that today, learners will draw something they like to do.</li> <li>2. Then, learners will write two sentences about something they like to do.</li> <li>3. Use MODELLING to draw yourself doing something you like to do.</li> <li>4. Use MODELLING to add two sentences to your drawing.</li> <li>5. Hand out learner books.</li> <li>6. Give learner 15 minutes to draw themselves and write their names and the sentences.</li> <li>7. Explain that learners must keep writing for the entire time.</li> <li>8. If learners are finished, they can add more to their pictures and add more sentences!</li> <li>9. Instruct learners to TURN and TALK. Instruct learners to describe their drawing to a partner.</li> </ol> <p><i>The purpose of this activity is to teach learners to KEEP WORKING for the entire work period, to work independently and to TURN AND TALK.</i></p> |

|   |   |
|---|---|
| <p>WRITING AND LISTENING TO READING</p> | <p>GROUP GUIDED READING</p> <ol style="list-style-type: none"> <li>1. While the learners are busy with the writing, call learners up individually to read to you.</li> <li>2. Have three Home Language texts available (DBE books can be used)             <ul style="list-style-type: none"> <li>• One average text</li> <li>• One easier text</li> <li>• One harder text</li> </ul> </li> <li>3. This will allow you to group learners according to their abilities for Group Guided Reading.</li> <li>4. Use the follow rubric to help you.</li> </ol> |
|---|---|

| I think this learner reads at:<br><b>Level 1</b>  | I think this learner reads at:<br><b>Level 2</b>  | I think this learner reads at:<br><b>Level 3</b>  | I think this learner reads at:<br><b>Level 4</b>   | I think this learner reads at:<br><b>Level 5</b>  |
|---|---|---|--|---|
| <p>This learner knows no or very few words. This learner does not seem to recognise letter-sound relationships.</p> | <p>This learner knows just a few common words. This learner does not seem to recognise letter-sound relationships OR this learners needs a lot of help to read previously unseen words.</p> | <p>This learner knows some common words. This learner needs help to decode previously unseen words.</p> | <p>This learner knows many common words and can decode most words. This learner occasionally needs help to decode words.</p> | <p>This learner knows many common words. This learner can decode previously unseen words. This learner reads with fluency and expression. This is one of the best readers in the class.</p> |

**ORIENTATION: WEEK 2 TUESDAY**

**TUESDAY**

GREETING (oral)

1. Ask 3-4 learners to respond.
  - a. Teacher: Hello, what is the date today?
  - b. Learner: Hello, the date today is\_\_.
2. Instruct learners to TURN AND TALK and practise their greetings.

QUESTION OF THE DAY

1. Have the following question and graph drawn on the chalkboard:  
What is your favourite colour?

|        |        |       |
|--------|--------|-------|
|        |        |       |
| orange | purple | green |

2. Use MODELLING to show learners how to answer the question.
3. Call GROUP 2 to come and line up.
4. Explain that each child must use the CHALK to make an X in the graph.
5. Then, they must pass the chalk to the next person in line.
6. Next, they must step over to the teacher to answer a question.
  - a. Teacher: What is your favourite colour?
  - b. Learner: My favourite colour is\_\_.
  - c. Teacher (asks class): What is his/her favourite colour?
  - d. Class: His/her favourite colour is\_\_.
7. Then, they must walk quietly back to their seat.
8. All other learners must watch quietly.

|                     |                                |
|---------------------|--------------------------------|
| QUESTION            | What is your favourite colour? |
| GRAPH               | 3 column graph                 |
| OPTIONS             | orange / purple / green        |
| FOLLOW UP QUESTIONS |                                |
| QUESTION            | What is your favourite colour? |
| ANSWER              | I like orange.                 |
| ANSWER              | I like purple.                 |
| ANSWER              | I like green.                  |

|                                     |  |
|-------------------------------------|--|
| VOCABULARY                          | <ol style="list-style-type: none"> <li>1. Teach learners the word: more. <ol style="list-style-type: none"> <li>a. Draw a line down the middle of the chalkboard.</li> <li>b. Draw FOUR CIRCLES on one side.</li> <li>c. Draw TWO CIRCLE on the other side.</li> <li>d. Ask learners which side has MORE.</li> <li>e. REPEAT with different numbers of circles.</li> </ol> </li> </ol>   |
| SONG (and PHONEMIC AWARENESS)       | <ol style="list-style-type: none"> <li>1. Teach an ATTENTION GETTER, like:<br/>1-2-3 EYES ON ME.<br/>1-2 EYES ON YOU!</li> <li>2. Instruct learners to talk to their neighbours.</li> <li>3. When they hear "1-2-3 EYES ON ME" they must STOP TALKING.</li> <li>4. They must say "1-2 EYES ON YOU."</li> <li>5. They must sit quietly in their seat with their eyes on the teacher.</li> </ol>   |
| GROUP GUIDED READING AND WORKSHEETS | <ol style="list-style-type: none"> <li>1. Practice routines for Group Guided Reading. Teach learners: <ol style="list-style-type: none"> <li>a. What the quiet monitors need to do.</li> <li>b. What the reading book monitors need to do.</li> <li>c. How to use the toilet pass.</li> <li>d. How groups move to the carpet and back to their desks.</li> <li>e. Teach learners the icons on the reading worksheets.</li> </ol> </li> </ol> |

**ORIENTATION: WEEK 2 WEDNESDAY**

**WEDNESDAY**

GREETING (oral)

1. Ask 3-4 learners to respond.
  - a. Teacher: Good morning, what is the day today?
  - b. Learner: Good morning, the day today is\_\_.
2. Instruct learners to TURN AND TALK and practise their greetings.

QUESTION OF THE DAY

1. Have the following question and graph drawn on the chalkboard:  
What is your favourite colour?

|        |        |       |
|--------|--------|-------|
|        |        |       |
| orange | purple | green |

2. Use MODELLING to show learners how to answer the question.
3. Call GROUP 3 to come and line up.
4. Explain that each child must use the CHALK to make an X in the graph.
5. Then, they must pass the chalk to the next person in line.
6. Next, they must step over to the teacher to answer a question.
  - a. Teacher: What is your favourite colour?
  - b. Learner: My favourite colour is\_\_.
  - c. Teacher (asks class): What is his/her favourite colour?
  - d. Class: His/her favourite colour is\_\_.
7. Then, they must walk quietly back to their seat.
8. All other learners must watch quietly.

|                     |                                |
|---------------------|--------------------------------|
| QUESTION            | What is your favourite colour? |
| GRAPH               | 3 column graph                 |
| OPTIONS             | orange / purple / green        |
| FOLLOW UP QUESTIONS |                                |
| QUESTION            | What is your favourite colour? |
| ANSWER              | I like orange.                 |
| ANSWER              | I like purple.                 |
| ANSWER              | I like green.                  |

|                                      |   |
|--------------------------------------|---|
| <p>VOCABULARY</p>                    | <ol style="list-style-type: none"> <li>1. Teach learners the word: fewer.             <ol style="list-style-type: none"> <li>a. Instruct THREE learners to come stand on one side of you.</li> <li>b. Instruct ONE learner to come stand on the other side of you.</li> <li>c. Ask learners: which group of learners has FEWER learners in it?</li> <li>d. REPEAT with different numbers of learners.</li> </ol> </li> </ol>  |
| <p>SONG (and PHONEMIC AWARENESS)</p> | <ol style="list-style-type: none"> <li>1. Teach a NEW ATTENTION GETTER, like:<br/>If you can hear me <u>clap once</u>.<br/>(clap)</li> <li>2. Instruct learners to talk to their neighbours.</li> <li>3. When they hear "IF YOU CAN HEAR ME CLAP ONCE" they must stop talking.</li> <li>4. They must clap once.</li> <li>5. Do this with different numbers until you have the attention of all the learners.</li> <li>6. They must sit quietly in their seat with their eyes on the teacher.</li> </ol>   |
| <p>WRITING</p>                       | <ol style="list-style-type: none"> <li>1. Explain that today, learners will draw their favourite animal.</li> <li>2. Then, learners will write two sentences about their favourite animal.</li> <li>3. Use MODELLING to draw your favourite animal on the chalkboard.</li> <li>4. Use MODELLING to add two sentences sentence to your drawing.</li> <li>5. Hand out learner books.</li> <li>6. Give learner 15 minutes to draw themselves and write their names and the sentences.</li> <li>7. Explain that learners must keep writing for the entire time.</li> <li>8. If learners are finished, they can add more to their pictures and add more sentences!</li> <li>9. Instruct learners to TURN and TALK. Instruct learners to describe their drawing to a partner.</li> </ol> <p><i>The purpose of this activity is to teach learners to KEEP WORKING for the entire work period, to work independently and to TURN AND TALK.</i></p> <p>GROUP GUIDED READING</p> <ol style="list-style-type: none"> <li>1. Continue to listen to individual learners read from a Home Language text.</li> <li>2. Place learners into groups using the rubric provided on Monday.</li> </ol> |

**ORIENTATION: WEEK 2 THURSDAY**

**THURSDAY**

GREETING (oral)

1. Ask 3-4 learners to respond.
  - a. Teacher: Hi, how old are you?
  - b. Learner: Hi, I am \_\_\_ years old.
2. Instruct learners to TURN AND TALK and practise their greetings.

QUESTION OF THE DAY

1. Have the following question and graph drawn on the chalkboard:  
What is your favourite colour?

|        |        |       |
|--------|--------|-------|
|        |        |       |
| orange | purple | green |

2. Use MODELLING to show learners how to answer the question.
3. Call GROUP 4 to come and line up.
4. Explain that each child must use the CHALK to make an X in the graph.
5. Then, they must pass the chalk to the next person in line.
6. Next, they must step over to the teacher to answer a question.
  - a. Teacher: What is your favourite colour?
  - b. Learner: My favourite colour is\_\_.
  - c. Teacher (asks class): What is his/her favourite colour?
  - d. Class: His/her favourite colour is\_\_.
7. Then, they must walk quietly back to their seat.
8. All other learners must watch quietly.

|                     |                                |
|---------------------|--------------------------------|
| QUESTION            | What is your favourite colour? |
| GRAPH               | 3 column graph                 |
| OPTIONS             | orange / purple / green        |
| FOLLOW UP QUESTIONS |                                |
| QUESTION            | What is your favourite colour? |
| ANSWER              | I like orange.                 |
| ANSWER              | I like purple.                 |
| ANSWER              | I like green.                  |

|                                     |  |
|-------------------------------------|--|
| VOCABULARY                          | <ol style="list-style-type: none"> <li>1. Teach learners the word: fewer. <ol style="list-style-type: none"> <li>a. Draw a line down the middle of the chalkboard.</li> <li>b. Draw FOUR CIRCLES on one side.</li> <li>c. Draw TWO CIRCLE on the other side.</li> <li>d. Ask learners which side has FEWER.</li> <li>e. REPEAT with different numbers of circles.</li> </ol> </li> </ol>   |
| SONG (and PHONEMIC AWARENESS)       | <ol style="list-style-type: none"> <li>1. Teach a ATTENTION GETTER, like:<br/>If you can hear me <u>clap twice</u>.<br/>(clap twice)</li> <li>2. Instruct learners to talk to their neighbours.</li> <li>3. When they hear "IF YOU CAN HEAR ME CLAP TWICE" they must stop talking.</li> <li>4. They must clap twice.</li> <li>5. Do this with different numbers until you have the attention of all the learners.</li> <li>6. They must sit quietly in their seat with their eyes on the teacher.</li> </ol> |
| GROUP GUIDED READING AND WORKSHEETS | <ol style="list-style-type: none"> <li>1. Practice routines for Group Guided Reading. Teach learners: <ol style="list-style-type: none"> <li>a. What the quiet monitors need to do.</li> <li>b. What the reading book monitors need to do.</li> <li>c. How to use the toilet pass.</li> <li>d. How groups move to the carpet and back to their desks.</li> <li>e. Teach learners the icons on the reading worksheets.</li> </ol> </li> </ol>   |

**ORIENTATION: WEEK 2 FRIDAY**

**FRIDAY**

GREETING (oral)

1. Instruct learners to GREET EACH OTHER using the greetings they have learned during the week.
  - a. Instruct learners to stand up.
  - b. Instruct learners to find a partner.
  - c. Instruct learners to GREET EACH OTHER.
  - d. Instruct learners to ASK THEIR PARTNER A QUESTION.
  - e. Instruct learners to find a new partner.
  - f. REPEAT.

QUESTION OF THE DAY

1. Have the following question and graph drawn on the chalkboard:  
What is your favourite colour?

|        |        |       |
|--------|--------|-------|
|        |        |       |
| orange | purple | green |

2. Use MODELLING to show learners how to answer the question.
3. Call GROUP 5 to come and line up.
4. Explain that each child must use the CHALK to make an X in the graph.
5. Then, they must pass the chalk to the next person in line.
6. Next, they must step over to the teacher to answer a question.
  - a. Teacher: What is your favourite colour?
  - b. Learner: My favourite colour is\_\_.
  - c. Teacher (asks class): What is his/her favourite colour?
  - d. Class: His/her favourite colour is\_\_.
7. Then, they must walk quietly back to their seat.
8. All other learners must watch quietly.

|                            |                                |
|----------------------------|--------------------------------|
| QUESTION                   | What is your favourite colour? |
| GRAPH                      | 3 column graph                 |
| OPTIONS                    | orange / purple / green        |
| <b>FOLLOW UP QUESTIONS</b> |                                |
| QUESTION                   | What is your favourite colour? |
| ANSWER                     | I like orange.                 |
| ANSWER                     | I like purple.                 |
| ANSWER                     | I like green.                  |

|                                  |  |
|----------------------------------|--|
| VOCABULARY                       | <ol style="list-style-type: none"> <li>1. More or less. <ol style="list-style-type: none"> <li>a. Use DBE BOOKS OR learner exercise books.</li> <li>b. Ask two learners to come up to the front of the classroom.</li> <li>c. Give the learner different amounts of books.</li> <li>d. Ask learners: Who has more books? Who has fewer books?</li> <li>e. Repeat with different learners and different amounts of books.</li> </ol> </li> </ol>  |
| SONG (and PHONEMIC AWARENESS)    | <ol style="list-style-type: none"> <li>1. Practice BOTH of your new ATTENTION GETTERS.<br/>(<i>'One, two three, eye on me...'</i> and <i>'If you can hear me...'</i>)</li> </ol>   |
| WRITING AND LISTENING TO READING | <ol style="list-style-type: none"> <li>1. Explain that today, learners will draw their home.</li> <li>2. Then, learners will write two sentences about their home.</li> <li>3. Use MODELLING to draw your home on the chalkboard.</li> <li>4. Use MODELLING to add two sentences to your drawing.</li> <li>5. Hand out learner books.</li> <li>6. Give learner 15 minutes to draw themselves and write their names and the sentences.</li> <li>7. Explain that learners must keep writing for the entire time.</li> <li>8. If learners are finished, they can add more to their pictures and add more sentences!</li> <li>9. Instruct learners to TURN and TALK. Instruct learners to describe their drawing to a partner.</li> </ol> <p><i>The purpose of this activity is to teach learners to KEEP WORKING for the entire work period, to work independently and to TURN AND TALK.</i></p> <p>GROUP GUIDED READING</p> <ol style="list-style-type: none"> <li>1. Continue to listen to individual learners read from a Home Language text.</li> <li>2. Place learners into groups using the rubric provided on Monday.</li> </ol> |

# GRADE 2 - TERM 1



## THEME: CELEBRATING BIRTHDAYS

"Happy birthday to you! Today you are You, That is truer than true. There is no one alive who is youer than you!"

- Dr Seuss

**WEEK 3: CLASSROOM PREPARATION**

1. At the start of each week, ensure that your classroom is neat and tidy.
2. Update your DISPLAY BOARDS, by removing items that are no longer relevant, and storing them carefully.
3. Then, prepare the flashcard words and theme word illustrations that you will need.
4. Find and prepare items for your theme wall and table that will be of interest to learners, for instance: birthday candles, images of a children's birthday, cardboard cut-out of a birthday cake, box wrapped in gift paper.
5. Do some research on the internet to prepare for the theme. For example: birthday traditions from around the world.
6. Make sure all learner exercise books and DBE Workbooks are marked, and neatly packed where they belong.
7. Make sure all your big books, graded readers and classroom library books are in good order.
8. Adjust your group guided reading groups if necessary.
9. Plan your informal and formal assessment activities for the week.

**EXTENSION ACTIVITIES**

**These activities can be used as independent work for learners who finish their work early OR while you are giving assessments to learners.**

|            |                                     |
|------------|-------------------------------------|
| Activity 1 | DBE Workbook 1: Let's read, page 3  |
| Activity 2 | DBE Workbook 1: Let's write, page 4 |
| Activity 3 | DBE Workbook 1: Word work, page 5   |
| Activity 4 | Draw a picture of a delicious cake! |

| TERM 1: WEEK 3   |  |                   |
|------------------|--|-------------------|
| OVERVIEW         |  |                   |
| THEME            | Celebrating birthdays  |                   |
| THEME VOCABULARY | birthday, celebrate, cake, balloon, blow, candle, present, unwrap, remember, forget, surprise, party |                   |
| SIGHT WORDS      | sad, saw, sit, friends, very   |                   |
| PHONICS          | /ai/ (long a sound) pain, gain, rain, main, fail, wail, hail, jail                                   |                   |
| WRITING FRAME    | <b>Tuesday</b>   | <b>Thursday</b>   |
|                  | Surprise! It's a...!   | Wow! Thank you... |

| TERM 1: WEEK 3      |  |
|---------------------|--|
| INTRODUCE THE THEME |  |
| PICTURE             | Picture of Mandla feeling sad, Big Book story: <u>A forgotten birthday</u>   |
| SHOW                | Show learners the picture from the Big Book. Explain that this is a picture of the <b>main character</b> in the story, Mandla.   |
| SAY                 | <p>Mandla looks so sad, but it is his birthday. I wonder why he feels so sad?</p> <ul style="list-style-type: none"> <li>• Ask learners: Why might someone feel sad on their birthday?</li> <li>• Listen to learner responses.</li> <li>• Explain that this week, we will learn about birthdays. We will get to find out why Mandla is feeling sad on his birthday.</li> </ul> |
| TEACH               | <p>Teach learners the <b>sight words</b> for the week. Explain that learners will see these words in their <b>independent reading</b>.</p> <p>Teach learners the sight words for the week:</p> <ol style="list-style-type: none"> <li>1. Learners copy down the sight words into their books.</li> <li>2. Learners practise reading the sight words at home.</li> </ol>        |

| WEEK 3: MONDAY: DAILY ACTIVITIES (10 MINUTES)  |  |   |         |  |  |                        |   |                        |   |  |   |                        |   |
|--|--|---|---------|--|--|------------------------|---|------------------------|---|--|---|------------------------|---|
| GREETING                                       | Greet the learners in English.   |   |         |  |  |                        |   |                        |   |  |   |                        |   |
| SONG / RHYME                                   | <table border="1"> <thead> <tr> <th>Lyrics</th> <th>Actions</th> </tr> </thead> <tbody> <tr> <td colspan="2"><i>(Choose one learner to come up to the front of the room. Pretend it is their birthday and instruct the learners to sing to them. If possible, make a birthday hat for the learner to wear.)</i></td> </tr> <tr> <td>Happy birthday to you.</td> <td><i>Point to the learner you have chosen</i></td> </tr> <tr> <td>Happy birthday to you.</td> <td><i>Point to the learner you have chosen</i></td> </tr> <tr> <td>Happy birthday dear (<b>learner's name</b>).</td> <td><i>Point to the learner you have chosen</i></td> </tr> <tr> <td>Happy birthday to you.</td> <td><i>Point to the learner you have chosen</i></td> </tr> </tbody> </table> | Lyrics                                      | Actions | <i>(Choose one learner to come up to the front of the room. Pretend it is their birthday and instruct the learners to sing to them. If possible, make a birthday hat for the learner to wear.)</i> |  | Happy birthday to you. | <i>Point to the learner you have chosen</i> | Happy birthday to you. | <i>Point to the learner you have chosen</i> | Happy birthday dear ( <b>learner's name</b> ). | <i>Point to the learner you have chosen</i> | Happy birthday to you. | <i>Point to the learner you have chosen</i> |
|  | Lyrics   | Actions                                     |         |  |  |                        |   |                        |   |  |   |                        |   |
|  | <i>(Choose one learner to come up to the front of the room. Pretend it is their birthday and instruct the learners to sing to them. If possible, make a birthday hat for the learner to wear.)</i>   |   |         |  |  |                        |   |                        |   |  |   |                        |   |
|  | Happy birthday to you.   | <i>Point to the learner you have chosen</i> |         |  |  |                        |   |                        |   |  |   |                        |   |
|  | Happy birthday to you.   | <i>Point to the learner you have chosen</i> |         |  |  |                        |   |                        |   |  |   |                        |   |
| Happy birthday dear ( <b>learner's name</b> ). | <i>Point to the learner you have chosen</i>  |   |         |  |  |                        |   |                        |   |  |   |                        |   |
| Happy birthday to you.                         | <i>Point to the learner you have chosen</i>  |   |         |  |  |                        |   |                        |   |  |   |                        |   |
| THEME VOCABULARY                               | birthday, celebrate, cake, balloon   |   |         |  |  |                        |   |                        |   |  |   |                        |   |
| QUESTION OF THE DAY                            |  |   |         |  |  |                        |   |                        |   |  |   |                        |   |
| Question                                       | Which do you want when you celebrate your birthday?  |   |         |  |  |                        |   |                        |   |  |   |                        |   |
| Graph  | 2 COLUMN GRAPH   |   |         |  |  |                        |   |                        |   |  |   |                        |   |
| Options  | cake / balloons  |   |         |  |  |                        |   |                        |   |  |   |                        |   |
| Follow-up questions                            |  |   |         |  |  |                        |   |                        |   |  |   |                        |   |
| <b>Question</b>                                | <b>How many learners want cake when they celebrate their birthday?</b>   |   |         |  |  |                        |   |                        |   |  |   |                        |   |
| Answer   | __ learners want cake.   |   |         |  |  |                        |   |                        |   |  |   |                        |   |
| <b>Question</b>                                | <b>How many learners want balloons when they celebrate their birthday?</b>   |   |         |  |  |                        |   |                        |   |  |   |                        |   |
| Answer   | __ learners want balloons.   |   |         |  |  |                        |   |                        |   |  |   |                        |   |
| <b>Question</b>                                | <b>Do more learners want cake or balloons?</b>   |   |         |  |  |                        |   |                        |   |  |   |                        |   |
| Answer   | More learners want __.   |   |         |  |  |                        |   |                        |   |  |   |                        |   |
| <b>Question</b>                                | <b>Do fewer learners want cake or balloons?</b>  |   |         |  |  |                        |   |                        |   |  |   |                        |   |
| Answer   | Fewer learners want __.  |   |         |  |  |                        |   |                        |   |  |   |                        |   |
| <b>Question</b>                                | <b>Which do you want when you celebrate your birthday?</b>   |   |         |  |  |                        |   |                        |   |  |   |                        |   |
| Answer   | I want cake.   |   |         |  |  |                        |   |                        |   |  |   |                        |   |

# WEEK 3 - MONDAY

|         |  |
|---------|--|
| Answer  | I want balloons.                               |
| READING | Practise reading the sight words for the week. |

## WEEK 3: MONDAY - PHONEMIC AWARENESS & PHONICS (5 MINUTES)

|             |  |             |             |             |             |             |             |             |             |
|-------------|--|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| SOUND       | <b>/ai/ (long a)</b>   |             |             |             |             |             |             |             |             |
| FLASHCARDS  | <b>pain, gain, rain, main</b><br><b>fail, wail, hail, jail</b>   |             |             |             |             |             |             |             |             |
| ACTIVITY    | <p><b>INTRODUCE THE SOUND AND WORDS</b></p> <ol style="list-style-type: none"> <li>Say the sound and hold up the flashcard <b>/ai/</b> for learners to see.</li> <li>Say the sound and instruct learners to repeat the sound. Do this three times.</li> <li>Explain that when we see the letters <b>a</b> and <b>i</b> together in a word, we must not say the sounds separately. We must say one sound: <b>/ai/ (long a)</b></li> <li>Say each word loudly and clearly as you show the flashcard: <b>pain, gain, rain, main, fail, wail, hail, jail</b></li> <li>Ask learners to repeat each word after you.</li> <li>Stick up the flashcards on the Phonics Display Board.</li> </ol> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td><b>pain</b></td> <td><b>fail</b></td> </tr> <tr> <td><b>gain</b></td> <td><b>wail</b></td> </tr> <tr> <td><b>rain</b></td> <td><b>hail</b></td> </tr> <tr> <td><b>main</b></td> <td><b>jail</b></td> </tr> </table> | <b>pain</b> | <b>fail</b> | <b>gain</b> | <b>wail</b> | <b>rain</b> | <b>hail</b> | <b>main</b> | <b>jail</b> |
| <b>pain</b> | <b>fail</b>  |             |             |             |             |             |             |             |             |
| <b>gain</b> | <b>wail</b>  |             |             |             |             |             |             |             |             |
| <b>rain</b> | <b>hail</b>  |             |             |             |             |             |             |             |             |
| <b>main</b> | <b>jail</b>  |             |             |             |             |             |             |             |             |

## ALTERNATE PROGRAMME: PHONEMIC AWARENESS & PHONICS (5 minutes)

|            |  |
|------------|--|
| SOUND      |  |
| FLASHCARDS |  |
| ACTIVITY   |  |

**WEEK 3: MONDAY: GROUP GUIDED & INDEPENDENT READING (15 MINUTES)****GROUP GUIDED READING (SMALL GROUP)**

|             |  |
|-------------|--|
| GROUP       | GROUP 1  |
| TEXT        | Use your tracker. Choose a text that is appropriate for the learners in the group. |
| SIGHT WORDS | Review any sight words that appear in the chosen text.                             |

**INDEPENDENT READING (WHOLE CLASS)**

Learners use worksheet for independent reading.

| WEEK 3: TUESDAY: SHARED READING (15 MINUTES)  |   |
|---|---|
| TITLE   | <u>A forgotten birthday</u>   |
| ACTIVITY  | <b>PRE-READ</b>   |
| COMPREHENSION STRATEGY  | <b>Predict</b>  |
| PURPOSE   | By getting learners to predict, you are getting them to think about the story before they have even read it. By predicting, learners are developing their comprehension skills by thinking about the story. |
| PRE-READING ACTIVITY  |   |
| <ol style="list-style-type: none"> <li>1. Show learners the front cover of the story: <u>A forgotten birthday</u></li> <li>2. Read the title of the story.</li> <li>3. Ask learners: What do you think will happen in this story?</li> <li>4. Display the Big Book for learners to see. Make sure all learners can see the <b>pictures</b> in the book.</li> <li>5. Show learners the first picture.</li> <li>6. Ask learners: What do you think is happening here?</li> <li>7. Discuss the picture with learners.</li> <li>8. Ask learners: What do you think might happen next?</li> <li>9. Go through each picture in the book and ask learners these questions.</li> <li>10. When you get to the <b>last</b> picture, ask learners: How do you think this story will end?</li> <li>11. Thank learners for their predictions.</li> <li>12. Read through the story once.</li> </ol> |   |

## WEEK 3: TUESDAY: WRITING (15 MINUTES)

WRITING FRAME

**Surprise! It's a...!****Modelling:**

1. Explain that today, learners will write about a present they have always wanted.
2. Read the writing frame to learners.
3. Use **modelling** to show learners that you **think before you write**.
4. Tell learners some ideas you have for filling in the writing frame, like: I have always wanted a pet elephant! Inside my present is going to be a huge elephant!
5. Use **modelling** to draw a quick picture of your idea, like: yourself opening a giant present with an elephant inside!
6. Explain which words you will write. **Draw a line for each word.**
7. Use **modelling** to complete the writing frame: **Surprise! It's an** elephant!
8. **Say words slowly like a tortoise and write the sounds you know.**
9. **Use resources** (sight words, theme vocabulary word) to add labels to your drawing, like: me, present
10. **Erase your example from the board. Explain this was just an example, but learners must write their own ideas.**

**Oral Instructions:**

1. Ask learners: What is a present you have always wanted to receive?
2. Explain that learners can think of anything they have always wanted.
3. Explain that learners should come up with their own ideas – they should **not** copy your idea!
4. Instruct learners to **think before they write**.
5. Call on 6-7 learners to tell you about what they will draw inside their present. They must say: **I have always wanted a...**
6. Explain that learners will now use the writing frame to draw and write their own ideas!

**Writing:**

1. **Hand out learner books.**
2. As learners are writing, walk around the room and complete **mini conferences**.
3. Ask learners to **read their writing**.
4. Help learners complete the writing frame.
5. Help learners **say words slowly like a tortoise** and **use resources**.
6. Encourage learners.

**Turn and Talk:**

1. When there are 2-3 minutes left, instruct learners to put their pencils away.
2. Instruct learners to **turn and talk** with a partner about their drawings.

*Hang up learner drawings at **learner eye-level** around the room. This helps learners have conversations about the theme.*



**WEEK 3: TUESDAY: GROUP GUIDED & INDEPENDENT READING (15 MINUTES)**

**GROUP GUIDED READING (SMALL GROUP)**

|             |  |
|-------------|--|
| GROUP       | GROUP 2  |
| TEXT        | Use your tracker. Choose a text that is appropriate for the learners in the group. |
| SIGHT WORDS | Review any sight words that appear in the chosen text.                             |

**INDEPENDENT READING (WHOLE CLASS)**

Learners use worksheet for independent reading.

| WEEK 3: WEDNESDAY: DAILY ACTIVITIES (10 MINUTES) |   |   |         |  |  |                        |   |                        |   |  |   |                        |   |           |  |                      |                                     |                      |                                     |  |   |                      |                                     |  |  |                    |   |                    |   |                        |   |                    |   |
|--|---|---|---------|--|--|------------------------|---|------------------------|---|--|---|------------------------|---|-----------|--|----------------------|-------------------------------------|----------------------|-------------------------------------|--|---|----------------------|-------------------------------------|--|--|--------------------|---|--------------------|---|------------------------|---|--------------------|---|
| GREETING   | Greet the learners in English.  |   |         |  |  |                        |   |                        |   |  |   |                        |   |           |  |                      |                                     |                      |                                     |  |   |                      |                                     |  |  |                    |   |                    |   |                        |   |                    |   |
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|  | Lyrics  | Actions   |         |  |  |                        |   |                        |   |  |   |                        |   |           |  |                      |                                     |                      |                                     |  |   |                      |                                     |  |  |                    |   |                    |   |                        |   |                    |   |
|  | <i>(Choose one learner to come up to the front of the room. Pretend it is their birthday and instruct the learners to sing to them. If possible, make a birthday hat for the learner to wear.)</i>  |   |         |  |  |                        |   |                        |   |  |   |                        |   |           |  |                      |                                     |                      |                                     |  |   |                      |                                     |  |  |                    |   |                    |   |                        |   |                    |   |
|  | Happy birthday to you.  | <i>Point to the learner you have chosen</i>                   |         |  |  |                        |   |                        |   |  |   |                        |   |           |  |                      |                                     |                      |                                     |  |   |                      |                                     |  |  |                    |   |                    |   |                        |   |                    |   |
|  | Happy birthday to you.  | <i>Point to the learner you have chosen</i>                   |         |  |  |                        |   |                        |   |  |   |                        |   |           |  |                      |                                     |                      |                                     |  |   |                      |                                     |  |  |                    |   |                    |   |                        |   |                    |   |
|  | Happy birthday dear ( <u>learner's name</u> ).  | <i>Point to the learner you have chosen</i>                   |         |  |  |                        |   |                        |   |  |   |                        |   |           |  |                      |                                     |                      |                                     |  |   |                      |                                     |  |  |                    |   |                    |   |                        |   |                    |   |
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|  | EXTENSION   |   |         |  |  |                        |   |                        |   |  |   |                        |   |           |  |                      |                                     |                      |                                     |  |   |                      |                                     |  |  |                    |   |                    |   |                        |   |                    |   |
|  | How old are you now?  | <i>Wave your fingers in the air</i>                           |         |  |  |                        |   |                        |   |  |   |                        |   |           |  |                      |                                     |                      |                                     |  |   |                      |                                     |  |  |                    |   |                    |   |                        |   |                    |   |
|  | How old are you now?  | <i>Wave your fingers in the air</i>                           |         |  |  |                        |   |                        |   |  |   |                        |   |           |  |                      |                                     |                      |                                     |  |   |                      |                                     |  |  |                    |   |                    |   |                        |   |                    |   |
|  | How old are you ( <u>learner's name</u> )?  | <i>Point to the learner you have chosen</i>                   |         |  |  |                        |   |                        |   |  |   |                        |   |           |  |                      |                                     |                      |                                     |  |   |                      |                                     |  |  |                    |   |                    |   |                        |   |                    |   |
|  | How old are you now?  | <i>Wave your fingers in the air</i>                           |         |  |  |                        |   |                        |   |  |   |                        |   |           |  |                      |                                     |                      |                                     |  |   |                      |                                     |  |  |                    |   |                    |   |                        |   |                    |   |
|  | The learner at the front of the room sings back:  |   |         |  |  |                        |   |                        |   |  |   |                        |   |           |  |                      |                                     |                      |                                     |  |   |                      |                                     |  |  |                    |   |                    |   |                        |   |                    |   |
|  | I am __ years old.  | <i>Hold up the number of fingers to show how old they are</i> |         |  |  |                        |   |                        |   |  |   |                        |   |           |  |                      |                                     |                      |                                     |  |   |                      |                                     |  |  |                    |   |                    |   |                        |   |                    |   |
| I am __ years old.                               | <i>Hold up the number of fingers to show how old they are</i>   |   |         |  |  |                        |   |                        |   |  |   |                        |   |           |  |                      |                                     |                      |                                     |  |   |                      |                                     |  |  |                    |   |                    |   |                        |   |                    |   |
| I am __ years old now!                           | <i>Hold up the number of fingers to show how old they are</i>   |   |         |  |  |                        |   |                        |   |  |   |                        |   |           |  |                      |                                     |                      |                                     |  |   |                      |                                     |  |  |                    |   |                    |   |                        |   |                    |   |
| I am __ years old.                               | <i>Hold up the number of fingers to show how old they are</i>   |   |         |  |  |                        |   |                        |   |  |   |                        |   |           |  |                      |                                     |                      |                                     |  |   |                      |                                     |  |  |                    |   |                    |   |                        |   |                    |   |
| THEME VOCABULARY                                 | blow (out), candle, present, unwrap   |   |         |  |  |                        |   |                        |   |  |   |                        |   |           |  |                      |                                     |                      |                                     |  |   |                      |                                     |  |  |                    |   |                    |   |                        |   |                    |   |
| <b>QUESTION OF THE DAY</b>                       |   |   |         |  |  |                        |   |                        |   |  |   |                        |   |           |  |                      |                                     |                      |                                     |  |   |                      |                                     |  |  |                    |   |                    |   |                        |   |                    |   |
| Question   | What is the best part of your birthday?   |   |         |  |  |                        |   |                        |   |  |   |                        |   |           |  |                      |                                     |                      |                                     |  |   |                      |                                     |  |  |                    |   |                    |   |                        |   |                    |   |
| Graph  | 3 COLUMN GRAPH  |   |         |  |  |                        |   |                        |   |  |   |                        |   |           |  |                      |                                     |                      |                                     |  |   |                      |                                     |  |  |                    |   |                    |   |                        |   |                    |   |

|                            |   |
|----------------------------|---|
| Options                    | blowing out candles / eating cake / unwrapping presents |
| <b>Follow up questions</b> |   |
| <b>Question</b>            | <b>How many learners chose blowing out candles?</b>     |
| Answer                     | __ learners chose blowing out candles.                  |
| <b>Question</b>            | <b>How many learners chose eating cake?</b>             |
| Answer                     | __ learners chose eating cake.                          |
| <b>Question</b>            | <b>How many learners chose unwrapping presents?</b>     |
| Answer                     | __ learners chose unwrapping presents.                  |
| <b>Question</b>            | <b>What did most learners in our class choose?</b>      |
| Answer                     | Most learners in our class chose __                     |
| <b>Question</b>            | <b>What did fewest learners in our class choose?</b>    |
| Answer                     | Fewest learners in our class chose __                   |
| <b>Question</b>            | <b>What is the best part of your birthday?</b>          |
| Answer                     | The best part of my birthday is blowing out candles.    |
| Answer                     | The best part of my birthday is eating cake.            |
| Answer                     | The best part of my birthday is unwrapping presents.    |
|                            |   |
| READING                    | Practise reading the sight words for the week.          |

## WEEK 3: WEDNESDAY - PHONEMIC AWARENESS &amp; PHONICS (5 MINUTES)

| SOUND       | /ai/ (long a)  |             |             |             |             |             |             |             |             |
|-------------|--|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| ACTIVITY    | <p><b>SEGMENTING AND BLENDING (I DO)</b></p> <ol style="list-style-type: none"> <li>Say the word <b>pain</b></li> <li>Segment the word into the individual sounds: /p/ - /ai/ - /n/</li> <li>Say the beginning sound of the word: /p/</li> <li>Say the middle sound of the word: /ai/</li> <li>Say the end sound of the word: /n/</li> <li>Write the word on the board: <b>pain</b></li> <li>Model pointing and blending the sounds to make a word:<br/><b>/p/ - /ai/ - /n/ = pain</b></li> <li>Remind learners that in English, when <b>a</b> and <b>i</b> are together in a word they must be read together as one sound: <b>/ai/ (long a)</b></li> <li>Repeat this with the word <b>fail</b></li> </ol> <p><b>SEGMENTING AND BLENDING (WE DO)</b></p> <ol style="list-style-type: none"> <li>Say the word <b>wail</b></li> <li>Ask learners: What is the first sound in the word? /w/</li> <li>Ask learners: What is the middle sound in the word? /ai/</li> <li>Ask learners: What is the last sound in the word? /l/</li> <li>Ask learners to segment the word into each individual sound:<br/><b>/w/ - /ai/ - /l/</b></li> <li>Write the word: <b>wail</b></li> <li>Instruct learners to blend the sounds in the word with you:<br/><b>/w/ - /ai/ - /l/ = wail</b></li> <li>Repeat this with the word <b>main</b></li> </ol> <p><b>SEGMENTING AND BLENDING (YOU DO)</b></p> <ol style="list-style-type: none"> <li>Instruct learners to take out their exercise books.</li> <li>Instruct learners to write the heading: <b>ai words.</b></li> <li>Instruct learners to write the numbers 1-8.</li> <li><i>Make sure the flashcard words are covered. Learners must <b>not</b> copy the words from the board.</i></li> <li>Say each of the following words. Instruct learners to write the word in their books.</li> </ol> <table border="1" data-bbox="579 1853 1492 1912"> <tr> <td><b>pain</b></td> <td><b>rain</b></td> <td><b>fail</b></td> <td><b>wail</b></td> <td><b>gain</b></td> <td><b>main</b></td> <td><b>hail</b></td> <td><b>jail</b></td> </tr> </table> <ol style="list-style-type: none"> <li>Uncover the Phonics Display Board. Instruct learners to check their words against the flashcard words on the Phonics Display Board.</li> <li>Instruct learners to practise reading the phonic words for <b>homework.</b></li> </ol> | <b>pain</b> | <b>rain</b> | <b>fail</b> | <b>wail</b> | <b>gain</b> | <b>main</b> | <b>hail</b> | <b>jail</b> |
| <b>pain</b> | <b>rain</b>  | <b>fail</b> | <b>wail</b> | <b>gain</b> | <b>main</b> | <b>hail</b> | <b>jail</b> |             |             |

**ALTERNATE PROGRAMME: PHONEMIC AWARENESS & PHONICS (5 minutes)**

|          |  |
|----------|--|
| SOUND    |  |
| ACTIVITY |  |

**WEEK 3: WEDNESDAY: GROUP GUIDED & INDEPENDENT READING (15 MINUTES)**

**GROUP GUIDED READING (SMALL GROUP)**

|             |  |
|-------------|--|
| GROUP       | GROUP 3  |
| TEXT        | Use your tracker. Choose a text that is appropriate for the learners in the group. |
| SIGHT WORDS | Review any sight words that appear in the chosen text.                             |

**INDEPENDENT READING (WHOLE CLASS)**

Learners use worksheet for independent reading.

**WEEK 3: THURSDAY: SHARED READING (15 MINUTES)**

|                        |   |   |
|------------------------|---|---|
| TITLE                  | <u>A forgotten birthday</u>   |   |
| ACTIVITY               | FIRST READ  |   |
| COMPREHENSION STRATEGY | <b>Make connections</b>   |   |
| PURPOSE                | Making connections helps learners think critically about the feelings and experiences of characters in the text. Learners connect the story to their own lives, and realise that stories are about experiences of people in the real world!   |   |
|                        | <b>Story</b>  | <b>First Read</b>   |
|                        | <p>It was Mandla's 8<sup>th</sup> birthday. Usually everyone said 'Happy birthday!' But not today.</p> <p>His family was busy outside. His father was busy carrying wood. His sister was busy riding her bicycle. His mother was busy watering the garden.</p> <p>No one said 'Happy birthday!' to him.</p> <p>'This is the worst birthday ever,' thought Mandla.</p> | <p>I wonder why no one said 'Happy birthday' to Mandla? If I were Mandla, I would think everyone had forgotten my birthday.</p>   |
|                        | <p>Then Mandla saw his grandmother and grandfather at the gate. 'I wonder what they are doing here?' Mandla thought.</p> <p>He waited for them to say 'Happy birthday!' But they just said, 'Hi everyone!'</p> <p>'Oh no! This is the worst birthday ever,' thought Mandla.</p>   | <p>Mandla thinks that this is the worst birthday ever. It must be because no one has said 'Happy birthday' to him. If no one wished me happy birthday, I would be feeling very sad!</p> |
|                        | <p>Then Mandla saw his Uncle Tom, Aunt Mapula and his cousins, Thabo and Nomsa. 'I wonder what they are doing here?' Mandla thought.</p> <p>He waited for them to say 'Happy birthday!' But they just said, 'How is everyone today?'</p> <p>'Oh no! This is the worst birthday ever,' thought Mandla.</p>   |   |
|                        | <p>Then Mandla saw his best friend, Steve and his little sister. 'I wonder what they are doing here?' Mandla thought.</p> <p>He waited for them to say 'Happy birthday!' But they just said, 'Hi Mandla!'</p>   | <p>If my best friend forgot my birthday, I would think my friend didn't care about me! I would feel so sad.</p>   |

|   |   |
|---|---|
| <p>'Oh no! This is the worst birthday ever,' thought Mandla.</p>  |   |
| <p>Mandla went up to his room. 'No one remembers my birthday!' he thought, sadly, 'poor me!'<br/>He heard his parents and his grandparents talking in the backyard. 'They don't even care that I'm not there!' he thought.</p>                          | <p>Mandla must think 'poor me' because he is feeling so sad for himself. He must be thinking that his friends and family forgot his special day. If everyone forgot my birthday, I would feel so sad.</p>   |
| <p>Then Mandla's mother called him. He walked to the back of the house.<br/>'Surprise! Surprise! Happy birthday Mandla!' his friends and family shouted.</p>  |   |
| <p>'I thought you forgot my birthday!' shouted Mandla.<br/>'We really surprised you!' said Mandla's father.<br/>'Let's eat some cake,' said grandfather.</p>  | <p>Oh! Mandla must be feeling better. If I were Mandla, I would feel so special that my friends and family worked hard to surprise me.</p>  |
| <p>'Open your presents,' said Steve.<br/>Mandla unwrapped his presents. He shouted, 'I always wanted a spaceship!'<br/>'Wow! Look at this dinosaur!' 'I have been wanting to read this book!'<br/>'This is the best birthday ever,' thought Mandla.</p> |   |
| <p><b>Follow up questions</b></p>   | <p><b>Possible responses</b></p>  |
| <p>Whose birthday is it?</p>  | <p>It is Mandla's birthday.</p>   |
| <p>Who surprised Mandla for his surprise party?</p>   | <p>His mom, dad, sister, grandmother, grandfather, Uncle Tom, Aunt Mapula, his cousins, his friend Steve and Steve's sister.</p>  |
| <p><b>Why question</b></p>  | <p><b>Possible responses</b></p>  |
| <p>Why does Mandla think 'poor me' when he is alone in his room?</p>  | <ul style="list-style-type: none"> <li>• Mandla is feeling sad.</li> <li>• Mandla is feeling sad because he thinks everyone forgot his birthday.</li> <li>• Mandla thinks that no one remembered his birthday.</li> <li>• Mandla does not know about the party because it is a surprise party.</li> <li>• Maybe Mandla thinks no one cares about him.</li> <li>• Maybe Mandla thinks no one loves him.</li> </ul> |

## WEEK 3: THURSDAY: WRITING (15 minutes)

WRITING FRAME

**Wow! Thank you...****Modelling:**

1. Explain that today, learners will add a sentence to their writing from Tuesday. Today they will think about who gave them the present they wrote about on Monday.
2. Read the new writing frame to learners.
3. Use **modelling** to show learners that you **think before you write**.
4. Explain some ideas you have for filling in the writing frame, like: I think if anyone gave me an elephant, it would be my silly big brother.
5. Use **modelling** to add to your drawing, like: Your big brother watching you open the present.
6. Explain which words you will write. **Draw a line for each word.**
7. Use **modelling** to complete the writing frame, like: **Wow! Thank you** Nkosi!
8. **Say words slowly like a tortoise and write the sounds you know.**
9. **Use resources** (sight words, theme vocabulary word) to add labels to your drawing, like: unwrap, brother
10. **Erase your example from the board. Explain this was just an example, but learners must write their own ideas.**

**Oral Instructions:**

1. Remind learners that on Tuesday, we thought about a present we have always wanted. Today we will add a sentence to our writing.
2. Ask learners: Who gave you your present?
3. Instruct learners to **think before they write**.
4. Explain that learners should come up with their own ideas – they should **not** copy your idea!
5. Instruct learners to **turn and talk** with a partner about who they will write about.
6. Give learners 2-3 minutes to turn and talk.
7. Call on 6-7 learners to tell you who they will write about. They must say: ...gave me my present!
8. Explain that learners will now use the writing frame to draw and write their own ideas!

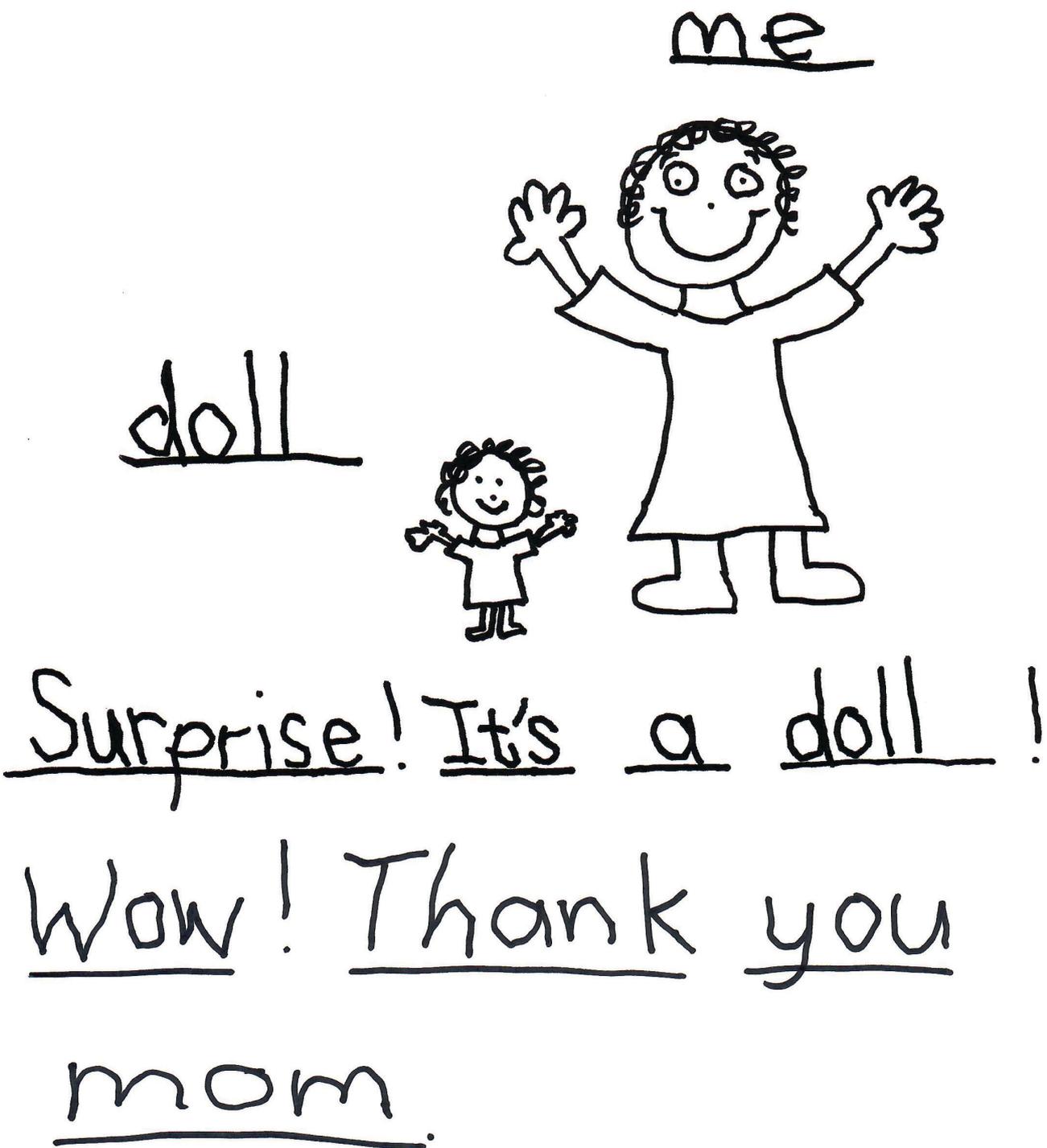
**Writing:**

1. **Hand out learner books.** Instruct learners to find their writing from Tuesday. They will **add** to this!
2. As learners are writing, walk around the room and complete **mini conferences**.
3. Ask learners to **read their writing**.
4. Help learners complete the writing frame.
5. Help learners **say words slowly like a tortoise** and **use resources**.
6. **Encourage learners.**

**Turn and Talk:**

1. When there are 2-3 minutes left, instruct learners to put their pencils away.
2. Instruct learners to **turn and talk** with a partner about their drawings.

*Hang up learner drawings at LEARNER EYE-LEVEL around the room. This helps learners have conversations about the theme.*



**WEEK 3: THURSDAY: GROUP GUIDED & INDEPENDENT READING (15 MINUTES)****GROUP GUIDED READING (SMALL GROUP)**

GROUP

GROUP 4

TEXT

Use your tracker. Choose a text that is appropriate for the learners in the group.

SIGHT WORDS

Review any sight words that appear in the chosen text.

**INDEPENDENT READING (WHOLE CLASS)**

Learners use worksheet for independent reading.

| WEEK 3: FRIDAY: DAILY ACTIVITIES (10 MINUTES) |   |   |         |  |  |                        |   |                        |   |  |   |                        |   |                  |  |                      |                                     |                      |                                     |  |   |                      |                                     |   |  |                    |   |                    |   |                        |   |                    |   |
|---|---|---|---------|--|--|------------------------|---|------------------------|---|--|---|------------------------|---|------------------|--|----------------------|-------------------------------------|----------------------|-------------------------------------|--|---|----------------------|-------------------------------------|---|--|--------------------|---|--------------------|---|------------------------|---|--------------------|---|
| GREETING                                      | Greet the learners in English.  |   |         |  |  |                        |   |                        |   |  |   |                        |   |                  |  |                      |                                     |                      |                                     |  |   |                      |                                     |   |  |                    |   |                    |   |                        |   |                    |   |
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|   | Lyrics  | Actions   |         |  |  |                        |   |                        |   |  |   |                        |   |                  |  |                      |                                     |                      |                                     |  |   |                      |                                     |   |  |                    |   |                    |   |                        |   |                    |   |
|   | <i>(Choose one learner to come up to the front of the room. Pretend it is their birthday and instruct the learners to sing to them. If possible, make a birthday hat for the learner to wear.)</i>  |   |         |  |  |                        |   |                        |   |  |   |                        |   |                  |  |                      |                                     |                      |                                     |  |   |                      |                                     |   |  |                    |   |                    |   |                        |   |                    |   |
|   | Happy birthday to you.  | <i>Point to the learner you have chosen</i>                   |         |  |  |                        |   |                        |   |  |   |                        |   |                  |  |                      |                                     |                      |                                     |  |   |                      |                                     |   |  |                    |   |                    |   |                        |   |                    |   |
|   | Happy birthday to you.  | <i>Point to the learner you have chosen</i>                   |         |  |  |                        |   |                        |   |  |   |                        |   |                  |  |                      |                                     |                      |                                     |  |   |                      |                                     |   |  |                    |   |                    |   |                        |   |                    |   |
|   | Happy birthday dear ( <b>learner's name</b> ).  | <i>Point to the learner you have chosen</i>                   |         |  |  |                        |   |                        |   |  |   |                        |   |                  |  |                      |                                     |                      |                                     |  |   |                      |                                     |   |  |                    |   |                    |   |                        |   |                    |   |
|   | Happy birthday to you.  | <i>Point to the learner you have chosen</i>                   |         |  |  |                        |   |                        |   |  |   |                        |   |                  |  |                      |                                     |                      |                                     |  |   |                      |                                     |   |  |                    |   |                    |   |                        |   |                    |   |
|   | <b>EXTENSION</b>  |   |         |  |  |                        |   |                        |   |  |   |                        |   |                  |  |                      |                                     |                      |                                     |  |   |                      |                                     |   |  |                    |   |                    |   |                        |   |                    |   |
|   | How old are you now?  | <i>Wave your fingers in the air</i>                           |         |  |  |                        |   |                        |   |  |   |                        |   |                  |  |                      |                                     |                      |                                     |  |   |                      |                                     |   |  |                    |   |                    |   |                        |   |                    |   |
|   | How old are you now?  | <i>Wave your fingers in the air</i>                           |         |  |  |                        |   |                        |   |  |   |                        |   |                  |  |                      |                                     |                      |                                     |  |   |                      |                                     |   |  |                    |   |                    |   |                        |   |                    |   |
|   | How old are you ( <b>learner's name</b> )?  | <i>Point to the learner you have chosen</i>                   |         |  |  |                        |   |                        |   |  |   |                        |   |                  |  |                      |                                     |                      |                                     |  |   |                      |                                     |   |  |                    |   |                    |   |                        |   |                    |   |
|   | How old are you now?  | <i>Wave your fingers in the air</i>                           |         |  |  |                        |   |                        |   |  |   |                        |   |                  |  |                      |                                     |                      |                                     |  |   |                      |                                     |   |  |                    |   |                    |   |                        |   |                    |   |
|   | <i>The learner at the front of the room sings back:</i>   |   |         |  |  |                        |   |                        |   |  |   |                        |   |                  |  |                      |                                     |                      |                                     |  |   |                      |                                     |   |  |                    |   |                    |   |                        |   |                    |   |
|   | I am __ years old.  | <i>Hold up the number of fingers to show how old they are</i> |         |  |  |                        |   |                        |   |  |   |                        |   |                  |  |                      |                                     |                      |                                     |  |   |                      |                                     |   |  |                    |   |                    |   |                        |   |                    |   |
|   | I am __ years old.  | <i>Hold up the number of fingers to show how old they are</i> |         |  |  |                        |   |                        |   |  |   |                        |   |                  |  |                      |                                     |                      |                                     |  |   |                      |                                     |   |  |                    |   |                    |   |                        |   |                    |   |
| I am __ years old now!                        | <i>Hold up the number of fingers to show how old they are</i>   |   |         |  |  |                        |   |                        |   |  |   |                        |   |                  |  |                      |                                     |                      |                                     |  |   |                      |                                     |   |  |                    |   |                    |   |                        |   |                    |   |
| I am __ years old.                            | <i>Hold up the number of fingers to show how old they are</i>   |   |         |  |  |                        |   |                        |   |  |   |                        |   |                  |  |                      |                                     |                      |                                     |  |   |                      |                                     |   |  |                    |   |                    |   |                        |   |                    |   |
| THEME VOCABULARY                              | surprise, remember, forget, party   |   |         |  |  |                        |   |                        |   |  |   |                        |   |                  |  |                      |                                     |                      |                                     |  |   |                      |                                     |   |  |                    |   |                    |   |                        |   |                    |   |

| QUESTION OF THE DAY |  |
|---------------------|--|
| <b>Question</b>     | <i>Remind learners that in our story, Mandla thinks everyone forgot his birthday! But then, his family and friends surprise him.</i><br><b>Ask learners:</b> Do you want a surprise party like Mandla? |
| Graph               | 2 COLUMN GRAPH   |
| Options             | yes / no   |
| Follow-up questions |  |
| <b>Question</b>     | <b>How many learners want a surprise party like Mandla?</b>  |
| Answer              | __ learners want a surprise party like Mandla.   |
| <b>Question</b>     | <b>How many learners do not want a surprise party like Mandla?</b>   |
| Answer              | __ learners do not want a surprise party like Mandla.  |
| <b>Question</b>     | <b>Do more learners want a surprise party or not want a surprise party?</b>  |
| Answer              | More learners __ a surprise party.   |
| <b>Question</b>     | <b>Do fewer learners want a surprise party or not want a surprise party?</b>   |
| Answer              | Fewer learners __ a surprise party.  |
| <b>Question</b>     | <b>Do you want a surprise party like Mandla?</b>   |
| Answer              | Yes, I want a surprise party like Mandla.  |
| Answer              | No, I do not want a surprise party like Mandla.  |
|                     |  |
| READING             | Practise reading the sight words for the week.   |

WEEK 3: FRIDAY - PHONEMIC AWARENESS & PHONICS (5 MINUTES)

SOUND

/ai/

FLASHCARDS

**pain, gain, rain, main, fail, wail, hail, jail**

**BEGINNING SOUND**

1. Model isolating the beginning sound for learners. Say:
  - /p/ – ain (pain)
  - /g/ – ain (gain)
2. Say two words: fail, hail
  - Ask learners: Which word begins with the /f/ sound? (fail)
3. Say two words: main, rain
  - Ask learners: Which word begins with the /r/ sound? (rain)
4. Say two words: wail, jail
  - Ask learners: Which word begins with the /j/ sound? (jail)

**LETTER SWAP**

1. Say the word: fail
2. Ask learners: What is the beginning sound? /f/
3. Ask learners: If I take away the /s/ and add /w/ what word does that make?
4. Help learners to hear that the word is: w – ai – l = wail
5. Write: fail
6. Read the word: f – ai – l = fail
7. Erase: 'f'
8. Write: 'w'
9. Read the new word: w – ai – l = wail
10. Ask learners: What other words can you think of that end with '-ail'
11. Let learners brainstorm words. (snail, sail, etc.)

**INFORMAL ASSESSMENT**

1. Instruct learners to take out their exercise books.
2. Instruct learners to write the heading: **ai words**
3. Instruct learners to write numbers from 1-4.
4. *Make sure the flashcard words are covered on the display board. Learners must **not** copy the words.*
5. Say each of the following words. Instruct learners to write the words in their book.

|      |      |      |      |
|------|------|------|------|
| rain | main | pain | gain |
|------|------|------|------|

|          |   |
|----------|---|
| ACTIVITY | 6. Use the results to informally assess learners' progress. Identify learners who need extra support. |
|----------|---|

**ALTERNATE PROGRAMME: PHONEMIC AWARENESS & PHONICS (5 minutes)**

|            |  |
|------------|--|
| SOUND      |  |
| FLASHCARDS |  |
| ACTIVITY   |  |

**WEEK 3: FRIDAY: GROUP GUIDED & INDEPENDENT READING (15 minutes)**

**GROUP GUIDED READING (SMALL GROUP)**

|             |  |
|-------------|--|
| GROUP       | GROUP 5  |
| TEXT        | Use your tracker. Choose a text that is appropriate for the learners in the group. |
| SIGHT WORDS | Review any sight words that appear in the chosen text.                             |

**INDEPENDENT READING (WHOLE CLASS)**

Learners use worksheet for independent reading.

### WEEK 3: FRIDAY: END OF WEEK LEARNING REVIEW

*Note: There is no formal time allocated for this activity. Please try to fit it in to your classroom routine at the end of each week.*

1. Settle learners on the carpet at the end of the day.
2. Conduct the weekly language review session. You may choose to combine HL and FAL learning in this review.
3. Remember to allow learners to 'Turn and Talk' and discuss their answers with a partner. Then, select a few learners to share their answers with the class.
4. Use the following prompting questions to guide the language part of your discussion:
  - a. **What was our language theme for the week?**
  - b. **Which stories did we read together?**
  - c. **What were your favourite new words of the week?**
  - d. **What did you learn from the stories we read?**
  - e. **What did we write about this week?**
  - f. **How did your own writing improve this week?**
  - g. **How did your own reading improve this week?**
  - h. **What are you most proud of this week?**
5. Finally, tell learners to think about two things that they are going to tell their families about what they learnt or how they improved at school this week.

*Please note: This process of self-review and reflection is a critically important part of learning. Please do not skip this weekly activity.*

# GRADE 2 - TERM 1



## THEME: CELEBRATING BIRTHDAYS

"The more you praise and celebrate your life, the more there is in life to celebrate!"

- Oprah Winfrey

## WEEK 4: CLASSROOM PREPARATION

1. At the start of each week, ensure that your classroom is neat and tidy.
2. Update your DISPLAY BOARDS, by removing items that are no longer relevant, and storing them carefully.
3. Then, prepare the flashcard words and theme word illustrations that you will need.
4. Find and prepare items for your theme wall and table that will be of interest to learners, for instance: birthday candles, images of a children’s birthday, cardboard cut-out of a birthday cake, box wrapped in gift paper.
5. Do some research on the internet to prepare for the theme. For example: birthday traditions from around the world.
6. Make sure all learner exercise books and DBE Workbooks are marked, and neatly packed where they belong.
7. Make sure all your big books, graded readers and classroom library books are in good order.
8. Adjust your group guided reading groups if necessary.
9. Plan your informal and formal assessment activities for the week.

## EXTENSION ACTIVITIES

**These activities can be used as independent work for learners who finish their work early OR while you are giving assessments to learners.**

|            |  |
|------------|--|
| Activity 1 | DBE Workbook 1: Let’s read, page 7         |
| Activity 2 | DBE Workbook 1: Word work, page 8          |
| Activity 3 | DBE Workbook 1: Let’s talk, page 8         |
| Activity 4 | Draw a picture of yourself at a big party. |

| TERM 1: WEEK 4   |   |                                      |
|------------------|---|--------------------------------------|
| OVERVIEW         |   |                                      |
| THEME            | Celebrating birthdays   |                                      |
| THEME VOCABULARY | birthday, celebrate, cake, balloon, blow, candle, present, unwrap, remember, forget, surprise, party, wish, secret, believe, gift, knife, spoon, fork, yummy, receive, give, card, invitation |                                      |
| SIGHT WORDS      | what, doing, play, sleep, happy   |                                      |
| PHONICS          | /tr/ train, trail, trap, trip, truck, trick, track, trek  |                                      |
| WRITING FRAME    | <b>Tuesday</b>  | <b>Thursday</b>                      |
|                  | Things I wish for when I blow out my candles:<br>1. I wish for...   | 2. I wish for...<br>3. I wish for... |

| TERM 1: WEEK 4      |   |
|---------------------|---|
| INTRODUCE THE THEME |   |
| PICTURE             | Page 1 of the Big Book story <u>A forgotten birthday</u> .  |
| SHOW                | Show learners the picture of Mandla's surprise birthday party.  |
| SAY                 | <ul style="list-style-type: none"> <li>• Ask learners: Does anyone remember what our theme is?</li> <li>• Listen to learner responses.</li> <li>• Remind learners that we are learning about celebrating birthdays. This week, we will continue to learn words to talk all about celebrating birthdays!</li> </ul>  |
| TEACH               | <p>Teach learners the <b>sight words</b> for the week. Explain that learners will see these words in their <b>independent reading</b>.</p> <p>Teach learners the sight words for the week:</p> <ol style="list-style-type: none"> <li>1. Learners copy down the sight words into their books.</li> <li>2. Learners practise reading the sight words at home.</li> </ol> |

| WEEK 4: MONDAY: DAILY ACTIVITIES (10 minutes) |   |                                  |         |  |                           |                              |                                  |                            |                    |  |                            |  |  |                                    |                            |                              |                                  |                             |                    |   |                            |
|---|---|----------------------------------|---------|--|---------------------------|------------------------------|----------------------------------|----------------------------|--------------------|--|----------------------------|--|--|------------------------------------|----------------------------|------------------------------|----------------------------------|-----------------------------|--------------------|---|----------------------------|
| GREETING                                      | Greet the learners in English.  |                                  |         |  |                           |                              |                                  |                            |                    |  |                            |  |  |                                    |                            |                              |                                  |                             |                    |   |                            |
| SONG / RHYME                                  | <table border="1"> <thead> <tr> <th>Lyrics</th> <th>Actions</th> </tr> </thead> <tbody> <tr> <td><b>One</b> little girl went out to play,</td> <td>Hold up <b>one</b> finger</td> </tr> <tr> <td>At a birthday party one day.</td> <td>Pretend to put on a birthday hat</td> </tr> <tr> <td>She had such enormous fun,</td> <td>Open your arms big</td> </tr> <tr> <td>She called for another friend to come.</td> <td>Beckon for someone to come</td> </tr> <tr> <td colspan="2" style="text-align: center;"><b>(Repeat with <u>three</u>, <u>four</u>, <u>five</u> little girls)</b></td> </tr> <tr> <td>Two little girls went out to play,</td> <td>Hold up <b>two</b> fingers</td> </tr> <tr> <td>At a birthday party one day.</td> <td>Pretend to put on a birthday hat</td> </tr> <tr> <td>They had such enormous fun,</td> <td>Open your arms big</td> </tr> <tr> <td>They called for another friend to come.</td> <td>Beckon for someone to come</td> </tr> </tbody> </table> | Lyrics                           | Actions | <b>One</b> little girl went out to play, | Hold up <b>one</b> finger | At a birthday party one day. | Pretend to put on a birthday hat | She had such enormous fun, | Open your arms big | She called for another friend to come. | Beckon for someone to come | <b>(Repeat with <u>three</u>, <u>four</u>, <u>five</u> little girls)</b> |  | Two little girls went out to play, | Hold up <b>two</b> fingers | At a birthday party one day. | Pretend to put on a birthday hat | They had such enormous fun, | Open your arms big | They called for another friend to come. | Beckon for someone to come |
|   | Lyrics  | Actions                          |         |  |                           |                              |                                  |                            |                    |  |                            |  |  |                                    |                            |                              |                                  |                             |                    |   |                            |
|   | <b>One</b> little girl went out to play,  | Hold up <b>one</b> finger        |         |  |                           |                              |                                  |                            |                    |  |                            |  |  |                                    |                            |                              |                                  |                             |                    |   |                            |
|   | At a birthday party one day.  | Pretend to put on a birthday hat |         |  |                           |                              |                                  |                            |                    |  |                            |  |  |                                    |                            |                              |                                  |                             |                    |   |                            |
|   | She had such enormous fun,  | Open your arms big               |         |  |                           |                              |                                  |                            |                    |  |                            |  |  |                                    |                            |                              |                                  |                             |                    |   |                            |
|   | She called for another friend to come.  | Beckon for someone to come       |         |  |                           |                              |                                  |                            |                    |  |                            |  |  |                                    |                            |                              |                                  |                             |                    |   |                            |
|   | <b>(Repeat with <u>three</u>, <u>four</u>, <u>five</u> little girls)</b>  |                                  |         |  |                           |                              |                                  |                            |                    |  |                            |  |  |                                    |                            |                              |                                  |                             |                    |   |                            |
|   | Two little girls went out to play,  | Hold up <b>two</b> fingers       |         |  |                           |                              |                                  |                            |                    |  |                            |  |  |                                    |                            |                              |                                  |                             |                    |   |                            |
|   | At a birthday party one day.  | Pretend to put on a birthday hat |         |  |                           |                              |                                  |                            |                    |  |                            |  |  |                                    |                            |                              |                                  |                             |                    |   |                            |
|   | They had such enormous fun,   | Open your arms big               |         |  |                           |                              |                                  |                            |                    |  |                            |  |  |                                    |                            |                              |                                  |                             |                    |   |                            |
| They called for another friend to come.       | Beckon for someone to come  |                                  |         |  |                           |                              |                                  |                            |                    |  |                            |  |  |                                    |                            |                              |                                  |                             |                    |   |                            |
| THEME VOCABULARY                              | wish, secret, believe, gift   |                                  |         |  |                           |                              |                                  |                            |                    |  |                            |  |  |                                    |                            |                              |                                  |                             |                    |   |                            |
| QUESTION OF THE DAY                           |   |                                  |         |  |                           |                              |                                  |                            |                    |  |                            |  |  |                                    |                            |                              |                                  |                             |                    |   |                            |
| Question                                      | <p><i>Explain to learners that when we blow out the candles on the cake, people say 'make a wish!' This is because we can wish for something inside our heads when we blow the candles out. Some people think we must only think about the wish, but not say it out loud if want the wish to really come true.</i></p> <p><b>Ask learners:</b> What do you believe about making a wish?</p>   |                                  |         |  |                           |                              |                                  |                            |                    |  |                            |  |  |                                    |                            |                              |                                  |                             |                    |   |                            |
| Graph   | 2 COLUMN GRAPH  |                                  |         |  |                           |                              |                                  |                            |                    |  |                            |  |  |                                    |                            |                              |                                  |                             |                    |   |                            |
| Options                                       | a wish must be secret / You can share your wish   |                                  |         |  |                           |                              |                                  |                            |                    |  |                            |  |  |                                    |                            |                              |                                  |                             |                    |   |                            |
| Follow-up questions                           |   |                                  |         |  |                           |                              |                                  |                            |                    |  |                            |  |  |                                    |                            |                              |                                  |                             |                    |   |                            |
| Question                                      | <b>How many learners believe a wish must be secret?</b>   |                                  |         |  |                           |                              |                                  |                            |                    |  |                            |  |  |                                    |                            |                              |                                  |                             |                    |   |                            |
| Answer  | __ learners believe a wish must be secret.  |                                  |         |  |                           |                              |                                  |                            |                    |  |                            |  |  |                                    |                            |                              |                                  |                             |                    |   |                            |
| Question                                      | <b>How many learners believe it is okay to share your wish?</b>   |                                  |         |  |                           |                              |                                  |                            |                    |  |                            |  |  |                                    |                            |                              |                                  |                             |                    |   |                            |

|                            |  |
|----------------------------|--|
| Answer                     | __ learners believe it is okay to share your wish. |
| <b>Question</b>            | <b>What do more learners believe?</b>              |
| Answer                     | More learners believe __                           |
| <b>Question</b>            | <b>What do fewer learners believe?</b>             |
| Answer                     | Fewer learners believe __                          |
| <b>Question</b>            | <b>What do you believe about making a wish?</b>    |
| Answer                     | I believe a wish must be secret.                   |
| Answer                     | I believe you can share your wish.                 |
| <b>Sight word practise</b> |  |
| READING                    | Practise reading the sight words for the week.     |

**WEEK 4: MONDAY - PHONEMIC AWARENESS & PHONICS (5 minutes)**

|              |  |              |              |              |              |             |              |             |             |
|--------------|--|--------------|--------------|--------------|--------------|-------------|--------------|-------------|-------------|
| SOUND        | <b>/tr/</b>  |              |              |              |              |             |              |             |             |
| FLASHCARDS   | <b>train, trail, trap, trip, truck, trick, track, trek</b>   |              |              |              |              |             |              |             |             |
| ACTIVITY     | <p><b>INTRODUCE THE SOUND AND WORDS</b></p> <ol style="list-style-type: none"> <li>Say the sound and hold up the flashcard <b>/tr/</b> for learners to see.</li> <li>Say the sound and instruct learners to repeat the sound. Do this three times.</li> <li>Explain that when we see the letters <b>t</b> and <b>r</b> together in a word, we must not say the sounds separately. We must say one sound: <b>/tr/</b></li> <li>Say each word loudly and clearly as you show the flashcard: <b>train, trail, trap, trip, truck, trick, track, trek</b></li> <li>Ask learners to repeat each word after you.</li> <li>Stick up the flashcards of the word families on the Phonics Display Board.</li> </ol> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td><b>train</b></td> <td><b>truck</b></td> </tr> <tr> <td><b>trail</b></td> <td><b>trick</b></td> </tr> <tr> <td><b>trap</b></td> <td><b>track</b></td> </tr> <tr> <td><b>trip</b></td> <td><b>trek</b></td> </tr> </table> | <b>train</b> | <b>truck</b> | <b>trail</b> | <b>trick</b> | <b>trap</b> | <b>track</b> | <b>trip</b> | <b>trek</b> |
| <b>train</b> | <b>truck</b>   |              |              |              |              |             |              |             |             |
| <b>trail</b> | <b>trick</b>   |              |              |              |              |             |              |             |             |
| <b>trap</b>  | <b>track</b>   |              |              |              |              |             |              |             |             |
| <b>trip</b>  | <b>trek</b>  |              |              |              |              |             |              |             |             |

**ALTERNATE PROGRAMME: PHONEMIC AWARENESS & PHONICS (5 minutes)**

|            |  |
|------------|--|
| SOUND      |  |
| FLASHCARDS |  |
| ACTIVITY   |  |

**WEEK 4: MONDAY: GROUP GUIDED & INDEPENDENT READING (15 minutes)**

**GROUP GUIDED READING (SMALL GROUP)**

|             |  |
|-------------|--|
| GROUP       | GROUP 1  |
| TEXT        | Use your tracker. Choose a text that is appropriate for the learners in the group. |
| SIGHT WORDS | Review any sight words that appear in the chosen text.                             |

**INDEPENDENT READING (WHOLE CLASS)**

Learners use worksheet for independent reading.

| WEEK 4: TUESDAY: SHARED READING (15 minutes)  |   |
|---|---|
| TITLE   | <u>A forgotten birthday</u>   |
| ACTIVITY  | <b>SECOND READ</b>  |
| COMPREHENSION STRATEGY  | <b>Make connections</b>   |
| PURPOSE   | Making connections helps learners think critically about the feelings and experiences of characters in the text. Learners connect the story to their own lives, and realise that stories are about experiences of people in the real world! |
| Story   | Second Read   |
| <p>It was Mandla's 8<sup>th</sup> birthday. Usually everyone said 'Happy birthday!' But not today.</p> <p>His family was busy outside. His father was busy carrying wood. His sister was busy riding her bicycle. His mother was busy watering the garden.</p> <p>No one said 'Happy birthday!' to him.</p> <p>'This is the worst birthday ever,' thought Mandla.</p> | <p>Oh no! Mandla feels like everyone is too busy for him. <b>That reminds me</b> of when my mom has so much work to do, that she doesn't have time for me. It makes me feel sad sometimes.</p>  |
| <p>Then Mandla saw his grandmother and grandfather at the gate. 'I wonder what they are doing here?' Mandla thought.</p> <p>He waited for them to say 'Happy birthday!' But they just said, 'Hi everyone!'</p> <p>'Oh no! This is the worst birthday ever,' thought Mandla.</p>   |   |
| <p>Then Mandla saw his Uncle Tom, Aunt Mapula and his cousins, Thabo and Nomsa. 'I wonder what they are doing here?' Mandla thought.</p> <p>He waited for them to say 'Happy birthday!' But they just said, 'How is everyone today?'</p> <p>'Oh no! This is the worst birthday ever,' thought Mandla.</p>   | <p>No one is wishing Mandla happy birthday. If I were Mandla, I would feel like I wasn't very important or special. I would feel very sad.</p>  |

|  |   |
|--|---|
| <p>Then Mandla saw his best friend, Steve and his little sister. 'I wonder what they are doing here?' Mandla thought.</p> <p>He waited for them to say 'Happy birthday!' But they just said, 'Hi Mandla!'</p> <p>'Oh no! This is the worst birthday ever,' thought Mandla.</p>   |   |
| <p>Mandla went up to his room. 'No one remembers my birthday!' he thought, sadly, 'poor me!'</p> <p>He heard his parents and his grandparents talking in the backyard. 'They don't even care that I'm not there!' he thought.</p>  | <p>Mandla can hear everyone talking and having fun in the backyard. If that were me, I would think that everyone was having fun without me. I would think they didn't care about me.</p>  |
| <p>Then Mandla's mother called him. He walked to the back of the house.</p> <p>'Surprise! Surprise! Happy birthday Mandla!' his friends and family shouted.</p>  | <p>Oh! Everyone only pretended to forget Mandla's birthday. Then, Mandla was surprised! <b>That reminds me</b> of when my dad turned 60 years old. My mom planned a big surprise party for him. No one said happy birthday to him. When he came back from work, we all jumped out and said 'surprise!' He thought we forgot his birthday, but we just wanted him to be surprised.</p> |
| <p>'I thought you forgot my birthday!' shouted Mandla.</p> <p>'We really surprised you!' said Mandla's father.</p> <p>'Let's eat some cake,' said grandfather.<br/>'Open your presents,' said Steve.<br/>Mandla unwrapped his presents. He shouted, 'I always wanted a spaceship!'<br/>'Wow! Look at this dinosaur!' 'I have been wanting to read this book!'</p> <p>'This is the best birthday ever,' thought Mandla.</p> | <p>Mandla can see that everyone worked so hard to surprise him. If I were Mandla, I would be feeling so special that everyone worked so hard to plan a special party for me.</p>  |

|   |  |
|---|--|
| <p>'Open your presents,' said Steve. Mandla unwrapped his presents. He screamed 'I always wanted a spaceship!' 'Wow! Look at this dinosaur!' 'I have been wanting to read this book!' 'This is the best birthday ever,' thought Mandla.</p> | <p>Mandla looks so happy. If I were Mandla, I would feel so special that my family and friends got me presents that I really wanted.</p>   |
| <p><b>Follow up questions</b></p>   | <p><b>Possible responses</b></p>   |
| <p>How would you feel if your family had forgotten your birthday?</p>   | <p>(Listen to learner responses)</p>   |
| <p>Did Mandla's family really forget his birthday?</p>  | <p>No, Mandla's family pretended to forget his birthday so he would be surprised.</p>  |
| <p><b>Why question</b></p>  | <p><b>Possible responses</b></p>   |
| <p>Why is Mandla happy at the end of the story?</p>   | <ul style="list-style-type: none"> <li>• Mandla is happy because there is a party for him.</li> <li>• Mandla is happy because he gets presents.</li> <li>• Mandla is happy because there is a cake for him.</li> <li>• Mandla realised that no one forgot his birthday.</li> <li>• Mandla realised that everyone was really coming for his party.</li> <li>• Mandla realised that his family wanted him to be surprised.</li> <li>• Mandla knows that his friends and family care about him and love him.</li> </ul> |

## WEEK 4: TUESDAY: WRITING (15 minutes)

## WRITING FRAME

Things I wish for when I blow out my candles:

1. I wish for...

**Modelling:**

1. Explain that today, learners will draw a picture of themselves **thinking** about one thing that they wish for.
2. Explain that learners can show what they are thinking by drawing a **thought bubble**.
3. Read the writing frame to learners.
4. Use **modelling** to show learners that you **think before you write**.
5. Tell learners some ideas you have for filling in the writing frame, like: I really want a new book.
6. Use **modelling** to draw a picture of yourself thinking of something you wish for, like: a **thought bubble** with a book inside.
7. Explain that this week we will write a **list**. This means we will choose things that we wish for and write each of them next to a number.
8. Explain which words you will write. **Draw a line for each word.**
9. Use modelling to complete the heading: **Things I wish for when I blow out my candles:**
10. Use **modelling** to complete the first sentence: **1. I wish for** a new book.
11. **Say words slowly like a tortoise and write the sounds you know.**
12. **Use resources** (like sight words, theme vocabulary words) to add **labels** to your drawing, like: me, book
13. **Erase your example from the board. Explain this was just an example, but learners must write their own ideas.**

**Oral Instructions:**

1. Ask learners: What are some things you wish for?
2. Explain that learners can think of anything they might wish for when they blow out birthday candles.
3. Explain that learners should come up with their own ideas – they should **not** copy your idea!
4. Instruct learners to **think before they write**.
5. Call on 6-7 learners to tell you what they wish for. They must say: **I wish for...**
6. Explain that learners will now use the writing frame to begin their lists.

**Writing:**

1. **Hand out learner books.**
2. As learners are writing, walk around the room and complete **mini conferences**.
3. Ask learners to **read their writing**.
4. Help learners complete the writing frame.
5. Help learners **say words slowly like a tortoise** and **use resources**.
6. Encourage learners.

**Turn and Talk:**

1. When there are 2-3 minutes left, instruct learners to put their pencils away.
2. Instruct learners to **turn and talk** with a partner about their drawings.

*Hang up learner drawings at LEARNER EYE-LEVEL around the room. This helps learners have conversations about the theme.*



Things I wish for  
when I blow out  
my candles:  
 1. I wish for a dog.

**WEEK 4: TUESDAY: GROUP GUIDED & INDEPENDENT READING (15 minutes)**

**GROUP GUIDED READING (SMALL GROUP)**

|             |  |
|-------------|--|
| GROUP       | GROUP 2  |
| TEXT        | Use your tracker. Choose a text that is appropriate for the learners in the group. |
| SIGHT WORDS | Review any sight words that appear in the chosen text.                             |

**INDEPENDENT READING (WHOLE CLASS)**

Learners use worksheet for independent reading.

| WEEK 4: WEDNESDAY: DAILY ACTIVITIES (10 minutes) |  |                                  |         |  |                           |                              |                                  |                            |                    |  |                            |   |  |                                    |                            |                              |                                  |                             |                    |   |                            |
|--|--|----------------------------------|---------|--|---------------------------|------------------------------|----------------------------------|----------------------------|--------------------|--|----------------------------|---|--|------------------------------------|----------------------------|------------------------------|----------------------------------|-----------------------------|--------------------|---|----------------------------|
| GREETING   | Greet the learners in English.   |                                  |         |  |                           |                              |                                  |                            |                    |  |                            |   |  |                                    |                            |                              |                                  |                             |                    |   |                            |
| SONG / RHYME                                     | <table border="1"> <thead> <tr> <th>Lyrics</th> <th>Actions</th> </tr> </thead> <tbody> <tr> <td><b>One</b> little girl went out to play,</td> <td>Hold up <b>one</b> finger</td> </tr> <tr> <td>At a birthday party one day.</td> <td>Pretend to put on a birthday hat</td> </tr> <tr> <td>She had such enormous fun,</td> <td>Open your arms big</td> </tr> <tr> <td>She called for another friend to come.</td> <td>Beckon for someone to come</td> </tr> <tr> <td colspan="2" style="text-align: center;"><b>(Repeat with three, four, five little girls)</b></td> </tr> <tr> <td>Two little girls went out to play,</td> <td>Hold up <b>two</b> fingers</td> </tr> <tr> <td>At a birthday party one day.</td> <td>Pretend to put on a birthday hat</td> </tr> <tr> <td>They had such enormous fun,</td> <td>Open your arms big</td> </tr> <tr> <td>They called for another friend to come.</td> <td>Beckon for someone to come</td> </tr> </tbody> </table> | Lyrics                           | Actions | <b>One</b> little girl went out to play, | Hold up <b>one</b> finger | At a birthday party one day. | Pretend to put on a birthday hat | She had such enormous fun, | Open your arms big | She called for another friend to come. | Beckon for someone to come | <b>(Repeat with three, four, five little girls)</b> |  | Two little girls went out to play, | Hold up <b>two</b> fingers | At a birthday party one day. | Pretend to put on a birthday hat | They had such enormous fun, | Open your arms big | They called for another friend to come. | Beckon for someone to come |
|  | Lyrics   | Actions                          |         |  |                           |                              |                                  |                            |                    |  |                            |   |  |                                    |                            |                              |                                  |                             |                    |   |                            |
|  | <b>One</b> little girl went out to play,   | Hold up <b>one</b> finger        |         |  |                           |                              |                                  |                            |                    |  |                            |   |  |                                    |                            |                              |                                  |                             |                    |   |                            |
|  | At a birthday party one day.   | Pretend to put on a birthday hat |         |  |                           |                              |                                  |                            |                    |  |                            |   |  |                                    |                            |                              |                                  |                             |                    |   |                            |
|  | She had such enormous fun,   | Open your arms big               |         |  |                           |                              |                                  |                            |                    |  |                            |   |  |                                    |                            |                              |                                  |                             |                    |   |                            |
|  | She called for another friend to come.   | Beckon for someone to come       |         |  |                           |                              |                                  |                            |                    |  |                            |   |  |                                    |                            |                              |                                  |                             |                    |   |                            |
|  | <b>(Repeat with three, four, five little girls)</b>  |                                  |         |  |                           |                              |                                  |                            |                    |  |                            |   |  |                                    |                            |                              |                                  |                             |                    |   |                            |
|  | Two little girls went out to play,   | Hold up <b>two</b> fingers       |         |  |                           |                              |                                  |                            |                    |  |                            |   |  |                                    |                            |                              |                                  |                             |                    |   |                            |
|  | At a birthday party one day.   | Pretend to put on a birthday hat |         |  |                           |                              |                                  |                            |                    |  |                            |   |  |                                    |                            |                              |                                  |                             |                    |   |                            |
|  | They had such enormous fun,  | Open your arms big               |         |  |                           |                              |                                  |                            |                    |  |                            |   |  |                                    |                            |                              |                                  |                             |                    |   |                            |
| They called for another friend to come.          | Beckon for someone to come   |                                  |         |  |                           |                              |                                  |                            |                    |  |                            |   |  |                                    |                            |                              |                                  |                             |                    |   |                            |
| THEME VOCABULARY                                 | knife, spoon, fork, yummy  |                                  |         |  |                           |                              |                                  |                            |                    |  |                            |   |  |                                    |                            |                              |                                  |                             |                    |   |                            |
| QUESTION OF THE DAY                              |  |                                  |         |  |                           |                              |                                  |                            |                    |  |                            |   |  |                                    |                            |                              |                                  |                             |                    |   |                            |
| Question   | Explain that we use a knife to cut the cake.<br><b>Ask learners:</b> What do you like to use to eat cake?  |                                  |         |  |                           |                              |                                  |                            |                    |  |                            |   |  |                                    |                            |                              |                                  |                             |                    |   |                            |
| Graph  | 2 COLUMN GRAPH   |                                  |         |  |                           |                              |                                  |                            |                    |  |                            |   |  |                                    |                            |                              |                                  |                             |                    |   |                            |
| Options  | a fork / a spoon   |                                  |         |  |                           |                              |                                  |                            |                    |  |                            |   |  |                                    |                            |                              |                                  |                             |                    |   |                            |
| Follow-up questions                              |  |                                  |         |  |                           |                              |                                  |                            |                    |  |                            |   |  |                                    |                            |                              |                                  |                             |                    |   |                            |
| <b>Question</b>                                  | <b>How many learners like to use a fork to eat cake?</b>   |                                  |         |  |                           |                              |                                  |                            |                    |  |                            |   |  |                                    |                            |                              |                                  |                             |                    |   |                            |
| Answer   | _ learners like to use a fork.   |                                  |         |  |                           |                              |                                  |                            |                    |  |                            |   |  |                                    |                            |                              |                                  |                             |                    |   |                            |
| <b>Question</b>                                  | <b>How many learners like to use a spoon to eat cake?</b>  |                                  |         |  |                           |                              |                                  |                            |                    |  |                            |   |  |                                    |                            |                              |                                  |                             |                    |   |                            |
| Answer   | _ learners like to use a spoon.  |                                  |         |  |                           |                              |                                  |                            |                    |  |                            |   |  |                                    |                            |                              |                                  |                             |                    |   |                            |
| <b>Question</b>                                  | <b>Do more learners like to use a fork or a spoon?</b>   |                                  |         |  |                           |                              |                                  |                            |                    |  |                            |   |  |                                    |                            |                              |                                  |                             |                    |   |                            |
| Answer   | More learners like to use a __   |                                  |         |  |                           |                              |                                  |                            |                    |  |                            |   |  |                                    |                            |                              |                                  |                             |                    |   |                            |
| <b>Question</b>                                  | <b>Do fewer learners like to use a fork or a spoon?</b>  |                                  |         |  |                           |                              |                                  |                            |                    |  |                            |   |  |                                    |                            |                              |                                  |                             |                    |   |                            |

|                 |  |
|-----------------|--|
| Answer          | Fewer learners like to use a __.               |
| <b>Question</b> | <b>What do you like to use to eat cake?</b>    |
| Answer          | I like to use a fork.                          |
| Answer          | I like to use a spoon.                         |
|                 |  |
| READING         | Practise reading the sight words for the week. |

**WEEK 4: WEDNESDAY - PHONEMIC AWARENESS & PHONICS (5 minutes)**

|          |   |
|----------|---|
| SOUND    | <b>/tr/</b>   |
| ACTIVITY | <p><b>SEGMENTING AND BLENDING (I DO)</b></p> <ol style="list-style-type: none"> <li>Say the word <b>train</b></li> <li>Segment the word into the individual sounds: <b>/tr/ - /ai/ - /n/</b></li> <li>Say the beginning sound of the word: <b>/tr/</b></li> <li>Say the middle sound of the word: <b>/ai/</b></li> <li>Say the end sound of the word: <b>/n/</b></li> <li>Write the word on the board: <b>train</b></li> <li>Model pointing and blending the sounds to make a word:<br/><b>/tr/ - /ai/ - /n/ = train</b></li> <li>Remind learners that in English, when <b>t</b> and <b>r</b> are together in a word they must be read together as one sound: <b>/tr/</b></li> <li>Repeat this with the word <b>truck</b></li> </ol> <p><b>SEGMENTING AND BLENDING (WE DO)</b></p> <ol style="list-style-type: none"> <li>Say the word <b>track</b></li> <li>Ask learners: What is the first sound in the word? <b>/tr/</b></li> <li>Ask learners: What is the middle sound in the word? <b>/a/</b></li> <li>Ask learners: What is the last sound in the word? <b>/ck/</b></li> <li>Ask learners to segment the word into each individual sound:<br/><b>/tr/ - /a/ - /ck/</b></li> <li>Write the word: <b>track</b></li> <li>Instruct learners to blend the sounds in the word with you:<br/><b>/tr/ - /a/ - /ck/ = track</b></li> <li>Repeat this with the word <b>trap</b></li> </ol> |

|              |  |              |              |              |              |              |              |              |             |
|--------------|--|--------------|--------------|--------------|--------------|--------------|--------------|--------------|-------------|
|              | <p><b>SEGMENTING AND BLENDING (YOU DO)</b></p> <ol style="list-style-type: none"> <li>Instruct learners to take out their exercise books.</li> <li>Instruct learners to write the heading: <b>tr words</b>.</li> <li>Instruct learners to write the numbers 1-8.</li> <li><i>Make sure the flashcard words are covered. Learners must <b>not</b> copy the words from the board.</i></li> <li>Say each of the following words. Instruct learners to write the word in their books.</li> </ol> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td><b>train</b></td> <td><b>trail</b></td> <td><b>trap</b></td> <td><b>trip</b></td> <td><b>truck</b></td> <td><b>track</b></td> <td><b>trick</b></td> <td><b>trek</b></td> </tr> </table> <ol style="list-style-type: none"> <li>Uncover the Phonics Display Board. Instruct learners to check their words against the flashcard words on the Phonics Display Board.</li> <li>Instruct learners to practise reading the phonic words for <b>homework</b>.</li> </ol> | <b>train</b> | <b>trail</b> | <b>trap</b>  | <b>trip</b>  | <b>truck</b> | <b>track</b> | <b>trick</b> | <b>trek</b> |
| <b>train</b> | <b>trail</b>   | <b>trap</b>  | <b>trip</b>  | <b>truck</b> | <b>track</b> | <b>trick</b> | <b>trek</b>  |              |             |

| <b>ALTERNATE PROGRAMME: PHONEMIC AWARENESS &amp; PHONICS (5 minutes)</b> |  |
|--|--|
| SOUND  |  |
| ACTIVITY   |  |

| <b>WEEK 4: WEDNESDAY: GROUP GUIDED &amp; INDEPENDENT READING (15 minutes)</b> |  |
|---|--|
| <b>GROUP GUIDED READING (SMALL GROUP)</b>                                     |  |
| GROUP   | GROUP 3  |
| TEXT  | Use your tracker. Choose a text that is appropriate for the learners in the group. |
| SIGHT WORDS   | Review any sight words that appear in the chosen text.                             |
| <b>INDEPENDENT READING (WHOLE CLASS)</b>                                      |  |
| Learners use worksheet for independent reading.                               |  |

| WEEK 4: THURSDAY: SHARED READING (15 minutes)  |  |
|--|--|
| TITLE  | <u>A forgotten birthday</u>  |
| ACTIVITY   | <b>RECOUNT THE STORY</b>   |
| PURPOSE  | Recounting helps young learners to get used to sharing their own opinions, as they must choose the part of the story that they liked best. It also shows if the child understood the story or not. |
| SENTENCE FRAME   | When Mandla...that reminds me of when...   |
| INSTRUCTIONS   |  |
| <ol style="list-style-type: none"> <li>1. Explain that learners will talk about something they liked in the story: <u>A forgotten birthday</u>.</li> <li>2. Use <b>modelling</b> to show learners how to give a 1-2 sentence recount of something they <b>connect to</b> in the story, like: <b>When Mandla</b> feels surprised at his party, <b>that reminds me of when</b> my mom surprised my dad.</li> <li>3. Hold up the pictures. Instruct learners to look at the pictures and think about what happened.</li> <li>4. Instruct learners to think about <b>a connection</b> they can make with the story.</li> <li>5. Ask 2-3 learners to <b>share</b> their ideas with the class. <b>Help</b> the learners form complete sentences.</li> <li>6. Explain and correct any common problems to learners.</li> <li>7. Instruct learners to <b>turn and talk</b> and share their <b>own</b> recount with a partner (<b>they should not memorise what the teacher has said. This should be learners own ideas!</b>)</li> </ol> |  |

| WEEK 4: THURSDAY: WRITING (15 minutes)  |  |
|---|--|
| WRITING FRAME   | <ol style="list-style-type: none"> <li>2. <b><u>I wish for...</u></b></li> <li>3. <b><u>I wish for...</u></b></li> </ol> |
| <p><b>Modelling:</b></p> <ol style="list-style-type: none"> <li>1. Explain that today, learners will add two more things they wish for when they blow out their candles. They will continue writing their lists from Tuesday.</li> <li>2. Read the new writing frame to learners.</li> <li>3. Use <b>modelling</b> to show learners that you <b>think before you write</b>.</li> <li>4. Explain some ideas you have for filling in the writing frame, like: I wish I had new, beautiful red shoes. I also wish I had a visit from my grandfather.</li> <li>5. Use <b>modelling</b> to add two <b>thought bubbles</b> to your drawing. In each thought bubble, draw one thing you wish for, like: new shoes, grandfather visiting.</li> <li>6. Explain which words you will write. <b>Draw a line for each word</b>.</li> <li>7. Use <b>modelling</b> to complete the second sentence: <b>2. <u>I wish for</u></b> new red shoes.</li> <li>8. Use <b>modelling</b> to complete the third sentence: <b>3. <u>I wish for</u></b> a visit from my grandfather.</li> </ol> |  |

9. **Say words slowly like a tortoise and write the sounds you know.**
10. **Use resources** (like sight words, theme vocabulary words) to add labels to your drawing, like: wish
11. **Erase your example from the board. Explain this was just an example, but learners must write their own ideas.**

#### Oral Instructions:

1. Ask learners: What else do you wish for when you blow out your candles?
2. Instruct learners to **think before they write**. They must think of two more things they might wish for.
3. Explain that learners should come up with their own ideas – they should **not** copy your ideas!
4. Call on 6-7 learners to tell you one of their ideas. They must say: **I wish for...**
5. Explain that learners will now use the writing frame to write their own ideas!

#### Writing:

1. **Hand out learner books.** Instruct learners to find their writing from Tuesday. Remind learners that they will add to their list from Tuesday.
2. As learners are writing, walk around the room and complete **mini conferences**.
3. Ask learners to **read their writing**.
4. Help learners complete the writing frame.
5. Help learners **say words slowly like a tortoise** and **use resources**.
6. Encourage learners.

#### Turn and Talk:

1. When there are 2-3 minutes left, instruct learners to put their pencils away.
2. Instruct learners to **turn and talk** with a partner about their drawings.

*Hang up learner drawings at LEARNER EYE-LEVEL around the room. This helps learners have conversations about the theme.*



Things I wish for  
when I blow out  
my candles:

1. I wish for a dog.
2. I wish for new clothes.
3. I wish for a car.

**WEEK 4: THURSDAY: GROUP GUIDED & INDEPENDENT READING (15 minutes)****GROUP GUIDED READING (SMALL GROUP)**

GROUP

GROUP 4

TEXT

Use your tracker. Choose a text that is appropriate for the learners in the group.

SIGHT WORDS

Review any sight words that appear in the chosen text.

**INDEPENDENT READING (WHOLE CLASS)**

Learners use worksheet for independent reading.

| WEEK 4: FRIDAY: DAILY ACTIVITIES (10 minutes) |   |   |         |  |                                  |                              |   |                            |                           |  |                                   |  |  |                                    |                                   |                              |   |                             |                           |   |                                   |
|---|---|---|---------|--|----------------------------------|------------------------------|---|----------------------------|---------------------------|--|-----------------------------------|--|--|------------------------------------|-----------------------------------|------------------------------|---|-----------------------------|---------------------------|---|-----------------------------------|
| GREETING                                      | Greet the learners in English.  |   |         |  |                                  |                              |   |                            |                           |  |                                   |  |  |                                    |                                   |                              |   |                             |                           |   |                                   |
| SONG / RHYME                                  | <table border="1"> <thead> <tr> <th>Lyrics</th> <th>Actions</th> </tr> </thead> <tbody> <tr> <td><b>One</b> little girl went out to play,</td> <td><i>Hold up <u>one</u> finger</i></td> </tr> <tr> <td>At a birthday party one day.</td> <td><i>Pretend to put on a birthday hat</i></td> </tr> <tr> <td>She had such enormous fun,</td> <td><i>Open your arms big</i></td> </tr> <tr> <td>She called for another friend to come.</td> <td><i>Beckon for someone to come</i></td> </tr> <tr> <td colspan="2" style="text-align: center;"><b>(Repeat with <u>three, four, five</u> little girls)</b></td> </tr> <tr> <td>Two little girls went out to play,</td> <td><i>Hold up <u>two</u> fingers</i></td> </tr> <tr> <td>At a birthday party one day.</td> <td><i>Pretend to put on a birthday hat</i></td> </tr> <tr> <td>They had such enormous fun,</td> <td><i>Open your arms big</i></td> </tr> <tr> <td>They called for another friend to come.</td> <td><i>Beckon for someone to come</i></td> </tr> </tbody> </table> | Lyrics                                  | Actions | <b>One</b> little girl went out to play, | <i>Hold up <u>one</u> finger</i> | At a birthday party one day. | <i>Pretend to put on a birthday hat</i> | She had such enormous fun, | <i>Open your arms big</i> | She called for another friend to come. | <i>Beckon for someone to come</i> | <b>(Repeat with <u>three, four, five</u> little girls)</b> |  | Two little girls went out to play, | <i>Hold up <u>two</u> fingers</i> | At a birthday party one day. | <i>Pretend to put on a birthday hat</i> | They had such enormous fun, | <i>Open your arms big</i> | They called for another friend to come. | <i>Beckon for someone to come</i> |
|   | Lyrics  | Actions                                 |         |  |                                  |                              |   |                            |                           |  |                                   |  |  |                                    |                                   |                              |   |                             |                           |   |                                   |
|   | <b>One</b> little girl went out to play,  | <i>Hold up <u>one</u> finger</i>        |         |  |                                  |                              |   |                            |                           |  |                                   |  |  |                                    |                                   |                              |   |                             |                           |   |                                   |
|   | At a birthday party one day.  | <i>Pretend to put on a birthday hat</i> |         |  |                                  |                              |   |                            |                           |  |                                   |  |  |                                    |                                   |                              |   |                             |                           |   |                                   |
|   | She had such enormous fun,  | <i>Open your arms big</i>               |         |  |                                  |                              |   |                            |                           |  |                                   |  |  |                                    |                                   |                              |   |                             |                           |   |                                   |
|   | She called for another friend to come.  | <i>Beckon for someone to come</i>       |         |  |                                  |                              |   |                            |                           |  |                                   |  |  |                                    |                                   |                              |   |                             |                           |   |                                   |
|   | <b>(Repeat with <u>three, four, five</u> little girls)</b>  |   |         |  |                                  |                              |   |                            |                           |  |                                   |  |  |                                    |                                   |                              |   |                             |                           |   |                                   |
|   | Two little girls went out to play,  | <i>Hold up <u>two</u> fingers</i>       |         |  |                                  |                              |   |                            |                           |  |                                   |  |  |                                    |                                   |                              |   |                             |                           |   |                                   |
|   | At a birthday party one day.  | <i>Pretend to put on a birthday hat</i> |         |  |                                  |                              |   |                            |                           |  |                                   |  |  |                                    |                                   |                              |   |                             |                           |   |                                   |
|   | They had such enormous fun,   | <i>Open your arms big</i>               |         |  |                                  |                              |   |                            |                           |  |                                   |  |  |                                    |                                   |                              |   |                             |                           |   |                                   |
| They called for another friend to come.       | <i>Beckon for someone to come</i>   |   |         |  |                                  |                              |   |                            |                           |  |                                   |  |  |                                    |                                   |                              |   |                             |                           |   |                                   |
| THEME VOCABULARY                              | receive, give, card, invitation   |   |         |  |                                  |                              |   |                            |                           |  |                                   |  |  |                                    |                                   |                              |   |                             |                           |   |                                   |
| QUESTION OF THE DAY                           |   |   |         |  |                                  |                              |   |                            |                           |  |                                   |  |  |                                    |                                   |                              |   |                             |                           |   |                                   |
| Question                                      | Have you ever received an invitation to a party?  |   |         |  |                                  |                              |   |                            |                           |  |                                   |  |  |                                    |                                   |                              |   |                             |                           |   |                                   |
| Graph   | 2 COLUMN GRAPH  |   |         |  |                                  |                              |   |                            |                           |  |                                   |  |  |                                    |                                   |                              |   |                             |                           |   |                                   |
| Options                                       | yes / no  |   |         |  |                                  |                              |   |                            |                           |  |                                   |  |  |                                    |                                   |                              |   |                             |                           |   |                                   |
| Follow-up questions                           |   |   |         |  |                                  |                              |   |                            |                           |  |                                   |  |  |                                    |                                   |                              |   |                             |                           |   |                                   |
| <b>Question</b>                               | <b>How many learners have received an invitation to a party?</b>  |   |         |  |                                  |                              |   |                            |                           |  |                                   |  |  |                                    |                                   |                              |   |                             |                           |   |                                   |
| Answer  | __ learners have received an invitation to a party.   |   |         |  |                                  |                              |   |                            |                           |  |                                   |  |  |                                    |                                   |                              |   |                             |                           |   |                                   |
| <b>Question</b>                               | <b>How many learners have never received an invitation to a party?</b>  |   |         |  |                                  |                              |   |                            |                           |  |                                   |  |  |                                    |                                   |                              |   |                             |                           |   |                                   |
| Answer  | __ learners have never received an invitation to a party.   |   |         |  |                                  |                              |   |                            |                           |  |                                   |  |  |                                    |                                   |                              |   |                             |                           |   |                                   |
| <b>Question</b>                               | <b>Have more learners received an invitation or not?</b>  |   |         |  |                                  |                              |   |                            |                           |  |                                   |  |  |                                    |                                   |                              |   |                             |                           |   |                                   |
| Answer  | More learners __ received an invitation.  |   |         |  |                                  |                              |   |                            |                           |  |                                   |  |  |                                    |                                   |                              |   |                             |                           |   |                                   |

|                 |   |
|-----------------|---|
| <b>Question</b> | <b>Have fewer learners received an invitation or not?</b> |
| Answer          | Fewer learners __ received an invitation.                 |
| <b>Question</b> | <b>Have you ever received an invitation for a party?</b>  |
| Answer          | Yes, I have received an invitation to a party.            |
| Answer          | No, I have never received an invitation to a party.       |
|                 |   |
| READING         | Practise reading the sight words for the week.            |

### WEEK 4: FRIDAY - PHONEMIC AWARENESS & PHONICS (5 minutes)

|           |   |           |          |          |          |           |          |           |          |          |
|-----------|---|-----------|----------|----------|----------|-----------|----------|-----------|----------|----------|
| SOUND     | <b>/tr/</b>   |           |          |          |          |           |          |           |          |          |
| ACTIVITY  | <p><b>WORD FIND</b></p> <p>Write the following table on the chalkboard:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td><b>tr</b></td> <td><b>a</b></td> <td><b>e</b></td> </tr> <tr> <td><b>i</b></td> <td><b>ck</b></td> <td><b>p</b></td> </tr> <tr> <td><b>ai</b></td> <td><b>l</b></td> <td><b>u</b></td> </tr> </table> <p><b>MODEL</b></p> <ol style="list-style-type: none"> <li>Remind learners of the sound of the week: <b>/tr/</b></li> <li>Review all of the sounds and blends on the chalkboard.</li> <li>Explain that learners will have three minutes to make as many words as they can using the sounds and blends above.</li> <li>Show learners how to make a word using the target sound, like: <b>/tr/ - /i/ - /p/</b></li> <li>Remind learners they can make a word using any of the sounds – they do not need to use <b>/tr/</b>.</li> <li>Show learners how to make another word, like: <b>/p/ - /a/ - /ck/</b>.</li> <li>Remind learners they can make words using the target sound, like <b>trip</b>, or words without the target sound, like <b>pack</b>.</li> </ol> <p><b>LEARNERS DO</b></p> <ol style="list-style-type: none"> <li>Tell learners to open their exercise books and write the heading: <b>tr words</b>.</li> <li>Instruct learners to begin writing.</li> <li>Give learners 3 minutes to find and build as many words as they can.</li> </ol> | <b>tr</b> | <b>a</b> | <b>e</b> | <b>i</b> | <b>ck</b> | <b>p</b> | <b>ai</b> | <b>l</b> | <b>u</b> |
| <b>tr</b> | <b>a</b>  | <b>e</b>  |          |          |          |           |          |           |          |          |
| <b>i</b>  | <b>ck</b>   | <b>p</b>  |          |          |          |           |          |           |          |          |
| <b>ai</b> | <b>l</b>  | <b>u</b>  |          |          |          |           |          |           |          |          |

|  |   |
|--|---|
|  | 4. Allow learners to correct their own work. Show learners how to build these words (and others): <b>trip, trap, trail, track, trick, truck, pack, pick, lick, luck</b> |
|--|---|

**ALTERNATE PROGRAMME: PHONEMIC AWARENESS & PHONICS (5 minutes)**

|          |  |
|----------|--|
| SOUND    |  |
| ACTIVITY |  |

**WEEK 4: FRIDAY: GROUP GUIDED & INDEPENDENT READING (15 minutes)**

**GROUP GUIDED READING (SMALL GROUP)**

|             |  |
|-------------|--|
| GROUP       | GROUP 5  |
| TEXT        | Use your tracker. Choose a text that is appropriate for the learners in the group. |
| SIGHT WORDS | Review any sight words that appear in the chosen text.                             |

**INDEPENDENT READING (WHOLE CLASS)**

Learners use worksheet for independent reading.

**WEEK 4: FRIDAY: END OF WEEK LEARNING REVIEW**

*Note: There is no formal time allocated for this activity. Please try to fit it in to your classroom routine at the end of each week.*

1. Settle learners on the carpet at the end of the day.
2. Conduct the weekly language review session. You may choose to combine HL and FAL learning in this review.
3. Remember to allow learners to 'Turn and Talk' and discuss their answers with a partner. Then, select a few learners to share their answers with the class.
4. Use the following prompting questions to guide the language part of your discussion:
  - a. **What was our language theme for the week?**
  - b. **Which stories did we read together?**
  - c. **What were your favourite new words of the week?**
  - d. **What did you learn from the stories we read?**
  - e. **What did we write about this week?**
  - f. **How did your own writing improve this week?**
  - g. **How did your own reading improve this week?**
  - h. **What are you most proud of this week?**
5. Finally, tell learners to think about two things that they are going to tell their families about what they learnt or how they improved at school this week.

*Please note: This process of self-review and reflection is a critically important part of learning. Please do not skip this weekly activity.*

# GRADE 2 - TERM 1

# WEEK 5

## THEME: GETTING AROUND

'Somebody actually complimented me on my driving today. They left a note on the windscreen, it said "Parking fine".'

- Tommy Cooper

**WEEK 5: CLASSROOM PREPARATION**

1. At the start of each week, ensure that your classroom is neat and tidy.
2. Update your DISPLAY BOARDS, by removing items that are no longer relevant, and storing them carefully.
3. Then, prepare the flashcard words and theme word illustrations that you will need.
4. Find and prepare items for your theme wall and table that will be of interest to learners, for instance: picture of an airplane/car/bike/scooter/boat, toy car, travel pamphlet or brochure, cardboard cut-out of a car/boat etc.
5. Do some research on the internet to prepare for the theme. For example: how to identify different modes of transport.
6. Make sure all learner exercise books and DBE Workbooks are marked, and neatly packed where they belong.
7. Make sure all your big books, graded readers and classroom library books are in good order.
8. Adjust your group guided reading groups if necessary.
9. Plan your informal and formal assessment activities for the week.

**EXTENSION ACTIVITIES**

**These activities can be used as independent work for learners who finish their work early OR while you are giving assessments to learners.**

|            |  |
|------------|--|
| Activity 1 | DBE Workbook 1: Let's read, page 10          |
| Activity 2 | DBE Workbook 1: Let's talk, page 10          |
| Activity 3 | DBE Workbook 1: Let's write, page 10         |
| Activity 4 | Draw a picture of a time you rode in a taxi! |

| TERM 1: WEEK 5   |  |                 |
|------------------|--|-----------------|
| OVERVIEW         |  |                 |
| THEME            | Getting Around   |                 |
| THEME VOCABULARY | drive, car, bus, taxi, fly, airplane, ride, motorcycle, truck, lorry, fast, slow |                 |
| SIGHT WORDS      | wish, orange, green, help, can't   |                 |
| PHONICS          | /-st/ rust, trust, must, just, last, past, fast, vast                            |                 |
| WRITING FRAME    | <b>Tuesday</b>   | <b>Thursday</b> |
|                  | I want to drive a...   | I will go...    |

| TERM 1: WEEK 5      |   |
|---------------------|---|
| INTRODUCE THE THEME |   |
| PICTURE             | Picture of the all the different forms of transportation, DBE Workbook 1, page 11.  |
| SHOW                | Show learners the picture of all the different forms of transportation.   |
| SAY                 | Explain that in this theme, learners will learn all about different ways to get around.   |
| TEACH               | <p>Teach learners the <b>sight words</b> for the week. Explain that learners will see these words in their <b>independent reading</b>.</p> <p>Teach learners the sight words for the week:</p> <ol style="list-style-type: none"> <li>Learners copy down the sight words into their books.</li> <li>Learners practise reading the sight words at home.</li> </ol> |

| WEEK 5: MONDAY: DAILY ACTIVITIES (10 minutes) |   |  |         |   |  |                                   |  |   |  |                      |  |  |  |   |  |                                       |  |   |  |                      |  |  |  |  |                                 |                                 |                                 |  |                                 |                      |  |
|---|---|--|---------|---|--|-----------------------------------|--|---|--|----------------------|--|--|--|---|--|---------------------------------------|--|---|--|----------------------|--|--|--|--|---------------------------------|---------------------------------|---------------------------------|--|---------------------------------|----------------------|--|
| GREETING                                      | Greet the learners in English.  |  |         |   |  |                                   |  |   |  |                      |  |  |  |   |  |                                       |  |   |  |                      |  |  |  |  |                                 |                                 |                                 |  |                                 |                      |  |
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|   | Lyrics  | Actions  |         |   |  |                                   |  |   |  |                      |  |  |  |   |  |                                       |  |   |  |                      |  |  |  |  |                                 |                                 |                                 |  |                                 |                      |  |
|   | The wheels on the bus go round and round,   | <i>Make your hands go around in a circle</i>         |         |   |  |                                   |  |   |  |                      |  |  |  |   |  |                                       |  |   |  |                      |  |  |  |  |                                 |                                 |                                 |  |                                 |                      |  |
|   | Round and round, round and round,   | <i>Make your hands go around in a circle</i>         |         |   |  |                                   |  |   |  |                      |  |  |  |   |  |                                       |  |   |  |                      |  |  |  |  |                                 |                                 |                                 |  |                                 |                      |  |
|   | The wheels on the bus go round and round,   | <i>Make your hands go around in a circle</i>         |         |   |  |                                   |  |   |  |                      |  |  |  |   |  |                                       |  |   |  |                      |  |  |  |  |                                 |                                 |                                 |  |                                 |                      |  |
|   | All around the town.  |  |         |   |  |                                   |  |   |  |                      |  |  |  |   |  |                                       |  |   |  |                      |  |  |  |  |                                 |                                 |                                 |  |                                 |                      |  |
|   |   |  |         |   |  |                                   |  |   |  |                      |  |  |  |   |  |                                       |  |   |  |                      |  |  |  |  |                                 |                                 |                                 |  |                                 |                      |  |
|   | The wipers on the bus go swish swish swish,   | <i>Make your arms go back and forth, like wipers</i> |         |   |  |                                   |  |   |  |                      |  |  |  |   |  |                                       |  |   |  |                      |  |  |  |  |                                 |                                 |                                 |  |                                 |                      |  |
|   | Swish swish swish, swish swish swish,   | <i>Make your arms go back and forth, like wipers</i> |         |   |  |                                   |  |   |  |                      |  |  |  |   |  |                                       |  |   |  |                      |  |  |  |  |                                 |                                 |                                 |  |                                 |                      |  |
|   | The wipers on the bus go swish swish swish,   | <i>Make your arms go back and forth, like wipers</i> |         |   |  |                                   |  |   |  |                      |  |  |  |   |  |                                       |  |   |  |                      |  |  |  |  |                                 |                                 |                                 |  |                                 |                      |  |
|   | All around the town.  |  |         |   |  |                                   |  |   |  |                      |  |  |  |   |  |                                       |  |   |  |                      |  |  |  |  |                                 |                                 |                                 |  |                                 |                      |  |
|   |   |  |         |   |  |                                   |  |   |  |                      |  |  |  |   |  |                                       |  |   |  |                      |  |  |  |  |                                 |                                 |                                 |  |                                 |                      |  |
|   | The hooter on the bus goes beep, beep, beep,  | <i>Pretend to push a hooter</i>                      |         |   |  |                                   |  |   |  |                      |  |  |  |   |  |                                       |  |   |  |                      |  |  |  |  |                                 |                                 |                                 |  |                                 |                      |  |
|   | Beep beep beep, beep beep beep,   | <i>Pretend to push a hooter</i>                      |         |   |  |                                   |  |   |  |                      |  |  |  |   |  |                                       |  |   |  |                      |  |  |  |  |                                 |                                 |                                 |  |                                 |                      |  |
| The hooter on the bus goes beep beep beep,    | <i>Pretend to push a hooter</i>   |  |         |   |  |                                   |  |   |  |                      |  |  |  |   |  |                                       |  |   |  |                      |  |  |  |  |                                 |                                 |                                 |  |                                 |                      |  |
| All around the town.                          |   |  |         |   |  |                                   |  |   |  |                      |  |  |  |   |  |                                       |  |   |  |                      |  |  |  |  |                                 |                                 |                                 |  |                                 |                      |  |
| THEME VOCABULARY                              | drive, car, bus, taxi   |  |         |   |  |                                   |  |   |  |                      |  |  |  |   |  |                                       |  |   |  |                      |  |  |  |  |                                 |                                 |                                 |  |                                 |                      |  |
| QUESTION OF THE DAY                           |   |  |         |   |  |                                   |  |   |  |                      |  |  |  |   |  |                                       |  |   |  |                      |  |  |  |  |                                 |                                 |                                 |  |                                 |                      |  |
| Question                                      | Which one do you want to drive?   |  |         |   |  |                                   |  |   |  |                      |  |  |  |   |  |                                       |  |   |  |                      |  |  |  |  |                                 |                                 |                                 |  |                                 |                      |  |
| Graph   | 3 COLUMN GRAPH  |  |         |   |  |                                   |  |   |  |                      |  |  |  |   |  |                                       |  |   |  |                      |  |  |  |  |                                 |                                 |                                 |  |                                 |                      |  |
| Options                                       | a car / a bus / a taxi  |  |         |   |  |                                   |  |   |  |                      |  |  |  |   |  |                                       |  |   |  |                      |  |  |  |  |                                 |                                 |                                 |  |                                 |                      |  |

| Follow-up questions |  |
|---------------------|--|
| <b>Question</b>     | <b>How many learners want to drive a car?</b>  |
| Answer              | __ learners want to drive a car.               |
| <b>Question</b>     | <b>How many learners want to drive a bus?</b>  |
| Answer              | __ learners want to drive a bus.               |
| <b>Question</b>     | <b>How many learners want to drive a taxi?</b> |
| Answer              | __ learners want to drive a taxi.              |
| <b>Question</b>     | <b>What do most learners want to drive?</b>    |
| Answer              | Most learners want to drive a __               |
| <b>Question</b>     | <b>What do fewest learners want to drive?</b>  |
| Answer              | Fewest learners want to drive a __             |
| <b>Question</b>     | <b>Which one do you want to drive?</b>         |
| Answer              | I want to drive a car.                         |
| Answer              | I want to drive a bus.                         |
| Answer              | I want to drive a taxi.                        |
|                     |  |
| READING             | Practise reading the sight words for the week. |

**WEEK 5: MONDAY - PHONEMIC AWARENESS & PHONICS (5 minutes)**

|              |  |             |             |              |             |             |             |             |             |
|--------------|--|-------------|-------------|--------------|-------------|-------------|-------------|-------------|-------------|
| SOUND        | <b>/-st/</b>   |             |             |              |             |             |             |             |             |
| FLASHCARDS   | <b>rust, trust, must, just</b><br><b>last, past, fast, vast</b>  |             |             |              |             |             |             |             |             |
| ACTIVITY     | <p><b>INTRODUCE THE SOUND AND WORDS</b></p> <ol style="list-style-type: none"> <li>1. Say the sound and hold up the flashcard <b>/-st/</b> for learners to see.</li> <li>2. Say the sound and instruct learners to repeat the sound. Do this three times.</li> <li>3. Explain that sometimes when we see the <b>s</b> and <b>t</b> together it makes one sound <b>/st/</b></li> <li>4. Say each word loudly and clearly as you show the flashcard: <b>rust, trust, must, just, last, past, fast, vast</b></li> <li>5. Ask learners to repeat each word after you.</li> <li>6. Stick up the flashcards on the Phonics Display Board.</li> </ol> <table border="1" data-bbox="579 936 884 1208"> <tr> <td><b>rust</b></td> <td><b>last</b></td> </tr> <tr> <td><b>trust</b></td> <td><b>past</b></td> </tr> <tr> <td><b>must</b></td> <td><b>fast</b></td> </tr> <tr> <td><b>just</b></td> <td><b>vast</b></td> </tr> </table> | <b>rust</b> | <b>last</b> | <b>trust</b> | <b>past</b> | <b>must</b> | <b>fast</b> | <b>just</b> | <b>vast</b> |
| <b>rust</b>  | <b>last</b>  |             |             |              |             |             |             |             |             |
| <b>trust</b> | <b>past</b>  |             |             |              |             |             |             |             |             |
| <b>must</b>  | <b>fast</b>  |             |             |              |             |             |             |             |             |
| <b>just</b>  | <b>vast</b>  |             |             |              |             |             |             |             |             |

**ALTERNATE PROGRAMME: PHONEMIC AWARENESS & PHONICS (5 minutes)**

|            |  |
|------------|--|
| SOUND      |  |
| FLASHCARDS |  |
| ACTIVITY   |  |

## WEEK 5: MONDAY: GROUP GUIDED & INDEPENDENT READING (15 minutes)

### GROUP GUIDED READING (SMALL GROUP)

GROUP

GROUP 1

TEXT

Use your tracker. Choose a text that is appropriate for the learners in the group.

SIGHT WORDS

Review any sight words that appear in the chosen text.

### INDEPENDENT READING (WHOLE CLASS)

Learners use worksheet for independent reading.

## WEEK 5: TUESDAY: SHARED READING (15 minutes)

|                        |   |
|------------------------|---|
| TITLE                  | <u>Chuck the truck</u>  |
| ACTIVITY               | <b>PRE-READ</b>   |
| COMPREHENSION STRATEGY | <b>Predict</b>  |
| PURPOSE                | By getting learners to predict, you are getting them to think about the story before they have even read it. By predicting, learners are developing their comprehension skills by thinking about the story. |

**PRE-READING ACTIVITY**

1. Show learners the front cover of the story: Chuck the truck
2. Read the title of the story.
3. Ask learners: What do you think will happen in this story?
4. Display the Big Book for learners to see. Make sure all learners can see the **pictures** in the book.
5. Show learners the first picture.
6. Ask learners: What do you think is happening here?
7. Discuss the picture with learners.
8. Ask learners: What do you think might happen next?
9. Go through each picture in the book and ask learners these questions.
10. When you get to the **last** picture, ask learners: How do you think this story will end?
11. Thank learners for their predictions.
12. Read through the story once.

## WEEK 5: TUESDAY: WRITING (15 minutes)

WRITING FRAME

I want to drive a...**Modelling:**

1. Explain that today, learners will think about what kind of transport they would want to drive, if they could drive anything!
2. Explain that learners must think about what they want to drive most.
3. Read the writing frame to learners.
4. Use **modelling** to show learners that you **think before you write**.
5. Tell learners some ideas you have for filling in the writing frame, like: I have always wanted to drive a bus because they are so big, and they carry people where they need to go!
6. Use **modelling** to draw a quick picture of your idea, like: you driving a bus.
7. Explain which words you will write. **Draw a line for each word.**
8. Use **modelling** to complete the writing frame: I want to drive a big bus!
9. **Say words slowly like a tortoise and write the sounds you know.**
10. **Use resources** (sight words, theme vocabulary word) to add labels to your drawing, like: me, bus
11. **Erase your example from the board. Explain this was just an example, but learners must write their own ideas.**

**Oral Instructions:**

1. Ask learners: What do you want to drive?
2. Explain that learners should come up with their own ideas – they should **not** copy your idea!
3. Instruct learners to **think before they write**.
4. Call on 6-7 learners to tell you about what they want to drive. They must say: I want to drive a...
5. Explain that learners will now use the writing frame to draw and write their own ideas!

**Writing:**

1. **Hand out learner books.**
2. As learners are writing, walk around the room and complete **mini conferences**.
3. Ask learners to **read their writing**.
4. Help learners complete the writing frame.
5. Help learners **say words slowly like a tortoise** and **use resources**.
6. Encourage learners.

**Turn and Talk:**

1. When there are 2-3 minutes left, instruct learners to put their pencils away.
2. Instruct learners to **turn and talk** with a partner about their drawings.

Hang up learner drawings at LEARNER EYE-LEVEL around the room. This helps learners have conversations about the theme.



I want to drive  
a fast sports car!

**WEEK 5: TUESDAY: GROUP GUIDED & INDEPENDENT READING (15 minutes)**

**GROUP GUIDED READING (SMALL GROUP)**

|             |  |
|-------------|--|
| GROUP       | GROUP 2  |
| TEXT        | Use your tracker. Choose a text that is appropriate for the learners in the group. |
| SIGHT WORDS | Review any sight words that appear in the chosen text.                             |

**INDEPENDENT READING (WHOLE CLASS)**

Learners use worksheet for independent reading.

| WEEK 5: WEDNESDAY: DAILY ACTIVITIES (10 minutes) |   |  |         |   |  |                                   |  |   |  |                      |  |  |  |   |  |                                       |  |   |  |                      |  |  |  |  |                                 |                                 |                                 |  |                                 |                      |  |
|--|---|--|---------|---|--|-----------------------------------|--|---|--|----------------------|--|--|--|---|--|---------------------------------------|--|---|--|----------------------|--|--|--|--|---------------------------------|---------------------------------|---------------------------------|--|---------------------------------|----------------------|--|
| GREETING   | Greet the learners in English.  |  |         |   |  |                                   |  |   |  |                      |  |  |  |   |  |                                       |  |   |  |                      |  |  |  |  |                                 |                                 |                                 |  |                                 |                      |  |
| SONG / RHYME                                     | <table border="1"> <thead> <tr> <th>Lyrics</th> <th>Actions</th> </tr> </thead> <tbody> <tr> <td>The wheels on the bus go round and round,</td> <td><i>Make your hands go around in a circle</i></td> </tr> <tr> <td>Round and round, round and round,</td> <td><i>Make your hands go around in a circle</i></td> </tr> <tr> <td>The wheels on the bus go round and round,</td> <td><i>Make your hands go around in a circle</i></td> </tr> <tr> <td>All around the town.</td> <td></td> </tr> <tr> <td colspan="2" style="background-color: #cccccc;"></td> </tr> <tr> <td>The wipers on the bus go swish swish swish,</td> <td><i>Make your arms go back and forth, like wipers</i></td> </tr> <tr> <td>Swish swish swish, swish swish swish,</td> <td><i>Make your arms go back and forth, like wipers</i></td> </tr> <tr> <td>The wipers on the bus go swish swish swish,</td> <td><i>Make your arms go back and forth, like wipers</i></td> </tr> <tr> <td>All around the town.</td> <td></td> </tr> <tr> <td colspan="2" style="background-color: #cccccc;"></td> </tr> <tr> <td>The hooter on the bus goes beep, beep, beep,</td> <td><i>Pretend to push a hooter</i></td> </tr> <tr> <td>Beep beep beep, beep beep beep,</td> <td><i>Pretend to push a hooter</i></td> </tr> <tr> <td>The hooter on the bus goes beep beep beep,</td> <td><i>Pretend to push a hooter</i></td> </tr> <tr> <td>All around the town.</td> <td></td> </tr> </tbody> </table> | Lyrics   | Actions | The wheels on the bus go round and round, | <i>Make your hands go around in a circle</i> | Round and round, round and round, | <i>Make your hands go around in a circle</i> | The wheels on the bus go round and round, | <i>Make your hands go around in a circle</i> | All around the town. |  |  |  | The wipers on the bus go swish swish swish, | <i>Make your arms go back and forth, like wipers</i> | Swish swish swish, swish swish swish, | <i>Make your arms go back and forth, like wipers</i> | The wipers on the bus go swish swish swish, | <i>Make your arms go back and forth, like wipers</i> | All around the town. |  |  |  | The hooter on the bus goes beep, beep, beep, | <i>Pretend to push a hooter</i> | Beep beep beep, beep beep beep, | <i>Pretend to push a hooter</i> | The hooter on the bus goes beep beep beep, | <i>Pretend to push a hooter</i> | All around the town. |  |
|  | Lyrics  | Actions  |         |   |  |                                   |  |   |  |                      |  |  |  |   |  |                                       |  |   |  |                      |  |  |  |  |                                 |                                 |                                 |  |                                 |                      |  |
|  | The wheels on the bus go round and round,   | <i>Make your hands go around in a circle</i>         |         |   |  |                                   |  |   |  |                      |  |  |  |   |  |                                       |  |   |  |                      |  |  |  |  |                                 |                                 |                                 |  |                                 |                      |  |
|  | Round and round, round and round,   | <i>Make your hands go around in a circle</i>         |         |   |  |                                   |  |   |  |                      |  |  |  |   |  |                                       |  |   |  |                      |  |  |  |  |                                 |                                 |                                 |  |                                 |                      |  |
|  | The wheels on the bus go round and round,   | <i>Make your hands go around in a circle</i>         |         |   |  |                                   |  |   |  |                      |  |  |  |   |  |                                       |  |   |  |                      |  |  |  |  |                                 |                                 |                                 |  |                                 |                      |  |
|  | All around the town.  |  |         |   |  |                                   |  |   |  |                      |  |  |  |   |  |                                       |  |   |  |                      |  |  |  |  |                                 |                                 |                                 |  |                                 |                      |  |
|  |   |  |         |   |  |                                   |  |   |  |                      |  |  |  |   |  |                                       |  |   |  |                      |  |  |  |  |                                 |                                 |                                 |  |                                 |                      |  |
|  | The wipers on the bus go swish swish swish,   | <i>Make your arms go back and forth, like wipers</i> |         |   |  |                                   |  |   |  |                      |  |  |  |   |  |                                       |  |   |  |                      |  |  |  |  |                                 |                                 |                                 |  |                                 |                      |  |
|  | Swish swish swish, swish swish swish,   | <i>Make your arms go back and forth, like wipers</i> |         |   |  |                                   |  |   |  |                      |  |  |  |   |  |                                       |  |   |  |                      |  |  |  |  |                                 |                                 |                                 |  |                                 |                      |  |
|  | The wipers on the bus go swish swish swish,   | <i>Make your arms go back and forth, like wipers</i> |         |   |  |                                   |  |   |  |                      |  |  |  |   |  |                                       |  |   |  |                      |  |  |  |  |                                 |                                 |                                 |  |                                 |                      |  |
|  | All around the town.  |  |         |   |  |                                   |  |   |  |                      |  |  |  |   |  |                                       |  |   |  |                      |  |  |  |  |                                 |                                 |                                 |  |                                 |                      |  |
|  |   |  |         |   |  |                                   |  |   |  |                      |  |  |  |   |  |                                       |  |   |  |                      |  |  |  |  |                                 |                                 |                                 |  |                                 |                      |  |
|  | The hooter on the bus goes beep, beep, beep,  | <i>Pretend to push a hooter</i>                      |         |   |  |                                   |  |   |  |                      |  |  |  |   |  |                                       |  |   |  |                      |  |  |  |  |                                 |                                 |                                 |  |                                 |                      |  |
|  | Beep beep beep, beep beep beep,   | <i>Pretend to push a hooter</i>                      |         |   |  |                                   |  |   |  |                      |  |  |  |   |  |                                       |  |   |  |                      |  |  |  |  |                                 |                                 |                                 |  |                                 |                      |  |
| The hooter on the bus goes beep beep beep,       | <i>Pretend to push a hooter</i>   |  |         |   |  |                                   |  |   |  |                      |  |  |  |   |  |                                       |  |   |  |                      |  |  |  |  |                                 |                                 |                                 |  |                                 |                      |  |
| All around the town.                             |   |  |         |   |  |                                   |  |   |  |                      |  |  |  |   |  |                                       |  |   |  |                      |  |  |  |  |                                 |                                 |                                 |  |                                 |                      |  |
| THEME VOCABULARY                                 | fly, airplane, ride, motorcycle   |  |         |   |  |                                   |  |   |  |                      |  |  |  |   |  |                                       |  |   |  |                      |  |  |  |  |                                 |                                 |                                 |  |                                 |                      |  |
| <b>QUESTION OF THE DAY</b>                       |   |  |         |   |  |                                   |  |   |  |                      |  |  |  |   |  |                                       |  |   |  |                      |  |  |  |  |                                 |                                 |                                 |  |                                 |                      |  |
| Question   | What do you want to do?   |  |         |   |  |                                   |  |   |  |                      |  |  |  |   |  |                                       |  |   |  |                      |  |  |  |  |                                 |                                 |                                 |  |                                 |                      |  |
| Graph  | 2 COLUMN GRAPH  |  |         |   |  |                                   |  |   |  |                      |  |  |  |   |  |                                       |  |   |  |                      |  |  |  |  |                                 |                                 |                                 |  |                                 |                      |  |
| Options  | fly on an airplane / ride on a motorcycle   |  |         |   |  |                                   |  |   |  |                      |  |  |  |   |  |                                       |  |   |  |                      |  |  |  |  |                                 |                                 |                                 |  |                                 |                      |  |

| Follow-up questions |  |
|---------------------|--|
| <b>Question</b>     | <b>How many learners want to fly on an airplane?</b>   |
| Answer              | __ learners want to fly on an airplane.                |
| <b>Question</b>     | <b>How many learners want to ride on a motorcycle?</b> |
| Answer              | __ learners want to ride on a motorcycle.              |
| <b>Question</b>     | <b>What do more learners want to do?</b>               |
| Answer              | More learners want to __.                              |
| <b>Question</b>     | <b>What do fewer learners want to do?</b>              |
| Answer              | Fewer learners want to __.                             |
| <b>Question</b>     | <b>What do you want to do?</b>                         |
| Answer              | I want to fly on an airplane.                          |
| Answer              | I want to ride on a motorcycle.                        |
|                     |  |
| READING             | Practise reading the sight words for the week.         |

WEEK 5: WEDNESDAY - PHONEMIC AWARENESS & PHONICS (5 minutes)

|          |   |
|----------|---|
| SOUND    | <b>/-st/</b>  |
| ACTIVITY | <p><b>SEGMENTING AND BLENDING (I DO)</b></p> <ol style="list-style-type: none"> <li>Say the word <b>trust</b></li> <li>Segment the word into the individual sounds: <b>/tr/ - /u/ - /st/</b></li> <li>Say the beginning sound of the word: <b>/tr/</b></li> <li>Say the middle sound of the word: <b>/u/</b></li> <li>Say the end sound of the word: <b>/st/</b></li> <li>Write the word on the board: <b>trust</b></li> <li>Model pointing and blending the sounds to make a word: <b>/tr/ - /u/ - /st/ = trust</b></li> <li>Repeat this with the word <b>last</b></li> </ol> <p><b>SEGMENTING AND BLENDING (WE DO)</b></p> <ol style="list-style-type: none"> <li>Say the word <b>vast</b></li> <li>Ask learners: What is the first sound in the word? <b>/v/</b></li> <li>Ask learners: What is the middle sound in the word? <b>/a/</b></li> <li>Ask learners: What is the last sound in the word? <b>/st/</b></li> </ol> |

|             |  |             |              |             |             |             |             |             |             |
|-------------|--|-------------|--------------|-------------|-------------|-------------|-------------|-------------|-------------|
|             | <ol style="list-style-type: none"> <li>5. Ask learners to segment the word into each individual sound:<br/><b>/v/ - /a/ - /st/</b></li> <li>6. Write the word: <b>vast</b></li> <li>7. Instruct learners to blend the sounds in the word with you:<br/><b>/v/ - /a/ - /st/ = vast</b></li> <li>8. Repeat this with the word <b>must</b></li> </ol> <p><b>SEGMENTING AND BLENDING (YOU DO)</b></p> <ol style="list-style-type: none"> <li>1. Instruct learners to take out their exercise books.</li> <li>2. Instruct learners to write the heading: <b>st words.</b></li> <li>3. Instruct learners to write the numbers 1-8.</li> <li>4. <i>Make sure the flashcard words are covered. Learners must <b>not</b> copy the words from the board.</i></li> <li>5. Say each of the following words. Instruct learners to write the word in their books.</li> </ol> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td><b>rust</b></td> <td><b>trust</b></td> <td><b>must</b></td> <td><b>just</b></td> <td><b>last</b></td> <td><b>past</b></td> <td><b>fast</b></td> <td><b>vast</b></td> </tr> </table> <ol style="list-style-type: none"> <li>6. Uncover the Phonics Display Board. Instruct learners to check their words against the flashcard words on the Phonics Display Board.</li> <li>7. Instruct learners to practise reading the phonic words for <b>homework.</b></li> </ol> | <b>rust</b> | <b>trust</b> | <b>must</b> | <b>just</b> | <b>last</b> | <b>past</b> | <b>fast</b> | <b>vast</b> |
| <b>rust</b> | <b>trust</b>   | <b>must</b> | <b>just</b>  | <b>last</b> | <b>past</b> | <b>fast</b> | <b>vast</b> |             |             |

**ALTERNATE PROGRAMME: PHONEMIC AWARENESS & PHONICS (5 minutes)**

|          |  |
|----------|--|
| SOUND    |  |
| ACTIVITY |  |

## WEEK 5: WEDNESDAY: GROUP GUIDED & INDEPENDENT READING (15 minutes)

### GROUP GUIDED READING (SMALL GROUP)

GROUP

GROUP 3

TEXT

Use your tracker. Choose a text that is appropriate for the learners in the group.

SIGHT WORDS

Review any sight words that appear in the chosen text.

### INDEPENDENT READING (WHOLE CLASS)

Learners use worksheet for independent reading.

| WEEK 5: THURSDAY: SHARED READING (15 minutes)   |   |
|---|---|
| TITLE   | <u>Chuck the truck</u>  |
| ACTIVITY  | <b>FIRST READ</b>   |
| COMPREHENSION STRATEGY  | <b>Make connections</b>   |
| PURPOSE   | Making connections helps learners think critically about the feelings and experiences of characters in the text. Learners connect the story to their own lives, and realise that stories are about experiences of people in the real world! |
| Story   | First Read  |
| Chuck was a little yellow tipper truck. One day, with a big load full of stones, Chuck drove out onto the big road.   |   |
| <p>Chuck looked at a fast blue train that was speeding past. 'I wish I was as fast as a train,' thought Chuck.</p> <p>Chuck looked at a big orange bus driving by. 'I wish I was as big as a bus,' thought Chuck.</p>                           | Chuck wants to be fast like the train. <b>That reminds me</b> of how on Sports Day, I wanted to run fast like my friend Busi.   |
| Chuck saw a big shiny white plane flying high in the sky. 'I wish I was shiny like a plane,' thought Chuck.   | Chuck wants to be shiny, like the plane. <b>That reminds me</b> of how I wanted new shiny shoes at the beginning of the school year, when all the other learners had new shoes. I felt sad about having to wear my sister's old used shoes. |
| <p>Chuck saw a beautiful red lorry on the road. 'Oh, I wish I was as beautiful as that red lorry,' thought Chuck.</p> <p>Chuck saw a bright green boat speeding down the river. 'I wish I was as bright as that green boat,' thought Chuck.</p> | Chuck wants to be bright and beautiful, like the boat and the lorry. <b>That reminds me</b> of how I wanted a bright and beautiful new jacket after my big sister got a new jacket. I didn't want my old one anymore!                       |
| Chuck saw a cool, new red racing car. 'I wish I was as cool as that new racing car,' thought Chuck.   |   |
| Chuck sat by the river, feeling sad. 'Everyone else is faster or bigger or cooler than me!' thought Chuck sadly. 'I am so small. I am so slow. I am not good at anything!' he thought.  | Chuck wants to be like everyone else. <b>That reminds me</b> of how sometimes, when I see people with brand new clothes or shoes, I wish I had those things too. It makes me not like the things that already belong to me.                 |

|   |   |
|---|---|
| <p>Chuck sat by the river, feeling sad. 'Everyone else is faster or bigger or cooler than me!' thought Chuck sadly. 'I am so small. I am so slow. I am not good at anything!' he thought.</p> <p>Suddenly, Chuck saw a little boy fall into the river.</p> <p>'Help! Help!' shouted the boy. 'Someone please help me! Who can help me?'</p> |   |
| <p>'I can't,' said the train. 'I am too fast to stop.'</p> <p>'I can't,' said the bus. 'I can only stop at bus stops.'</p> <p>'We can't,' said the lorry and the racing car. 'We can't go into the water.'</p> <p>'I can't,' said the plane. 'I am too high.'</p> <p>'I can't,' said the boat. 'The wind is too strong to turn.'</p>        |   |
| <p>Chuck couldn't go in the water. But Chuck was so smart. He had an idea!</p> <p>'I will help you!' said little Chuck. He tipped out the stones he was carrying and dropped his tipper into the water so that the boy could climb out of the water. 'Thank you!' shouted the little boy. 'I am safe!'</p>                                  |   |
| <p>'Thank you brave yellow truck!' said the boy.</p> <p>Chuck drove home after saving the little boy. 'I might not be big or fast or beautiful,' thought Chuck, but I am important too! I like myself just the way I am.'</p>   |   |
| <p><b>Follow up questions</b></p>   | <p><b>Possible responses</b></p>  |
| <p>What is Chuck?</p>   | <p>Chuck is a little yellow tipper truck.</p>   |
| <p>What does Chuck want to be?</p>  | <ul style="list-style-type: none"> <li>• a fast train</li> <li>• a big bus</li> <li>• a shiny airplane</li> <li>• a beautiful lorry</li> <li>• a bright boat</li> <li>• a new, cool racing car</li> </ul> |

| Why question                                | Possible responses  |
|---|---|
| Why did Chuck sit by the river feeling sad? | <ul style="list-style-type: none"> <li>• Because he wished he was big.</li> <li>• Because he wished he was fast.</li> <li>• Because he wished he was shiny.</li> <li>• Because he wished he was bright.</li> <li>• Because he wished he could fly.</li> <li>• Because he wished he could go in the water.</li> <li>• Because he wished he was like the other transport that he sees.</li> </ul> |

## WEEK 5: THURSDAY: WRITING (15 minutes)

WRITING FRAME

I will go...**Modelling:**

1. Explain that today, learners will add a sentence to their writing from Tuesday. Today, learners will think about where they want to drive to.
2. Read the new writing frame to learners.
3. Use **modelling** to show learners that you **think before you write**.
4. Explain some ideas you have for filling in the writing frame, like: There are so many places I want to go. If I was driving a bus, I think the first place I would go is to Maputo.
5. Use **modelling** to add to your drawing, like: a road with Maputo at the end.
6. Explain which words you will write. **Draw a line for each word.**
7. Use **modelling** to complete the writing frame, like: I will go to Maputo!
8. **Say words slowly like a tortoise and write the sounds you know.**
9. **Use resources** (sight words, theme vocabulary word) to add labels to your drawing, like: road, bus
10. **Erase your example from the board. Explain this was just an example, but learners must write their own ideas.**

**Oral Instructions:**

1. Remind learners that on Tuesday, we thought about what kind of transport we want to drive. Today we will think about **where** we want to drive to.
2. Ask learners: "Where do you want to drive?"
3. Instruct learners to **think before they write**.
4. Explain that learners should come up with their own ideas – they should **not** copy your idea!
5. Instruct learners to **turn and talk** with a partner about where they want to drive to.
6. Give learners 2-3 minutes to turn and talk.
7. Call on 6-7 learners to tell you where they will go. They must say: I will go...
8. Explain that learners will now use the writing frame to draw and write their own ideas!

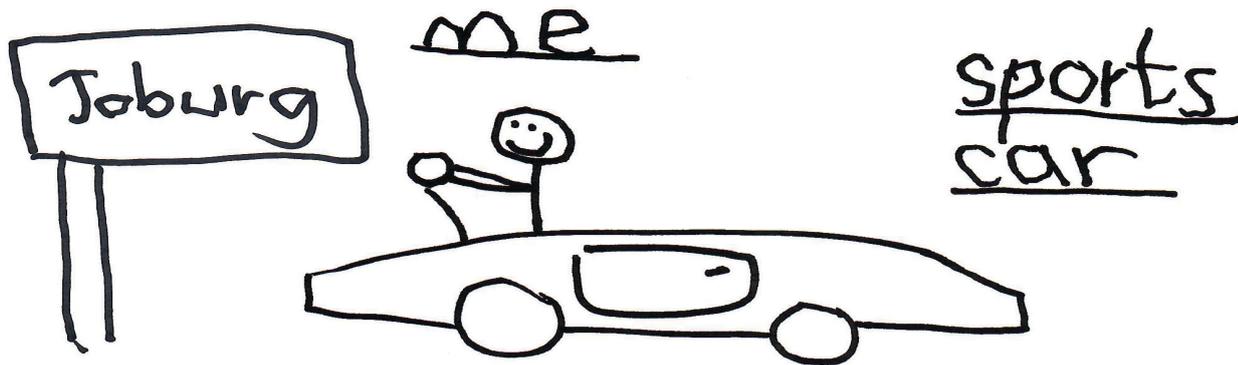
**Writing:**

1. **Hand out learner books.** Instruct learners to find their writing from Tuesday. They will **add** to this!
2. As learners are writing, walk around the room and complete **mini conferences**.
3. Ask learners to **read their writing**.
4. Help learners complete the writing frame.
5. Help learners **say words slowly like a tortoise** and **use resources**.
6. **Encourage learners**.

**Turn and Talk:**

1. When there are 2-3 minutes left, instruct learners to put their pencils away.
2. Instruct learners to **turn and talk** with a partner about their drawings.

*Hang up learner drawings at LEARNER EYE-LEVEL around the room. This helps learners have conversations about the theme.*



I want to drive  
a fast sports car!

I will go to  
Joburg.

**WEEK 5: THURSDAY: GROUP GUIDED & INDEPENDENT READING (15 minutes)****GROUP GUIDED READING (SMALL GROUP)**

GROUP

GROUP 4

TEXT

Use your tracker. Choose a text that is appropriate for the learners in the group.

SIGHT WORDS

Review any sight words that appear in the chosen text.

**INDEPENDENT READING (WHOLE CLASS)**

Learners use worksheet for independent reading.

| WEEK 5: FRIDAY: DAILY ACTIVITIES (10 minutes) |   |  |         |   |  |                                   |  |   |  |                      |  |  |  |   |  |                                       |  |   |  |                      |  |  |  |  |                                 |                                 |                                 |  |                                 |                      |  |
|---|---|--|---------|---|--|-----------------------------------|--|---|--|----------------------|--|--|--|---|--|---------------------------------------|--|---|--|----------------------|--|--|--|--|---------------------------------|---------------------------------|---------------------------------|--|---------------------------------|----------------------|--|
| GREETING                                      | Greet the learners in English.  |  |         |   |  |                                   |  |   |  |                      |  |  |  |   |  |                                       |  |   |  |                      |  |  |  |  |                                 |                                 |                                 |  |                                 |                      |  |
| SONG / RHYME                                  | <table border="1"> <thead> <tr> <th>Lyrics</th> <th>Actions</th> </tr> </thead> <tbody> <tr> <td>The wheels on the bus go round and round,</td> <td><i>Make your hands go around in a circle</i></td> </tr> <tr> <td>Round and round, round and round,</td> <td><i>Make your hands go around in a circle</i></td> </tr> <tr> <td>The wheels on the bus go round and round,</td> <td><i>Make your hands go around in a circle</i></td> </tr> <tr> <td>All around the town.</td> <td></td> </tr> <tr> <td colspan="2" style="background-color: #cccccc;"></td> </tr> <tr> <td>The wipers on the bus go swish swish swish,</td> <td><i>Make your arms go back and forth, like wipers</i></td> </tr> <tr> <td>Swish swish swish, swish swish swish,</td> <td><i>Make your arms go back and forth, like wipers</i></td> </tr> <tr> <td>The wipers on the bus go swish swish swish,</td> <td><i>Make your arms go back and forth, like wipers</i></td> </tr> <tr> <td>All around the town.</td> <td></td> </tr> <tr> <td colspan="2" style="background-color: #cccccc;"></td> </tr> <tr> <td>The hooter on the bus goes beep, beep, beep,</td> <td><i>Pretend to push a hooter</i></td> </tr> <tr> <td>Beep beep beep, beep beep beep,</td> <td><i>Pretend to push a hooter</i></td> </tr> <tr> <td>The hooter on the bus goes beep beep beep,</td> <td><i>Pretend to push a hooter</i></td> </tr> <tr> <td>All around the town.</td> <td></td> </tr> </tbody> </table> | Lyrics   | Actions | The wheels on the bus go round and round, | <i>Make your hands go around in a circle</i> | Round and round, round and round, | <i>Make your hands go around in a circle</i> | The wheels on the bus go round and round, | <i>Make your hands go around in a circle</i> | All around the town. |  |  |  | The wipers on the bus go swish swish swish, | <i>Make your arms go back and forth, like wipers</i> | Swish swish swish, swish swish swish, | <i>Make your arms go back and forth, like wipers</i> | The wipers on the bus go swish swish swish, | <i>Make your arms go back and forth, like wipers</i> | All around the town. |  |  |  | The hooter on the bus goes beep, beep, beep, | <i>Pretend to push a hooter</i> | Beep beep beep, beep beep beep, | <i>Pretend to push a hooter</i> | The hooter on the bus goes beep beep beep, | <i>Pretend to push a hooter</i> | All around the town. |  |
|   | Lyrics  | Actions  |         |   |  |                                   |  |   |  |                      |  |  |  |   |  |                                       |  |   |  |                      |  |  |  |  |                                 |                                 |                                 |  |                                 |                      |  |
|   | The wheels on the bus go round and round,   | <i>Make your hands go around in a circle</i>         |         |   |  |                                   |  |   |  |                      |  |  |  |   |  |                                       |  |   |  |                      |  |  |  |  |                                 |                                 |                                 |  |                                 |                      |  |
|   | Round and round, round and round,   | <i>Make your hands go around in a circle</i>         |         |   |  |                                   |  |   |  |                      |  |  |  |   |  |                                       |  |   |  |                      |  |  |  |  |                                 |                                 |                                 |  |                                 |                      |  |
|   | The wheels on the bus go round and round,   | <i>Make your hands go around in a circle</i>         |         |   |  |                                   |  |   |  |                      |  |  |  |   |  |                                       |  |   |  |                      |  |  |  |  |                                 |                                 |                                 |  |                                 |                      |  |
|   | All around the town.  |  |         |   |  |                                   |  |   |  |                      |  |  |  |   |  |                                       |  |   |  |                      |  |  |  |  |                                 |                                 |                                 |  |                                 |                      |  |
|   |   |  |         |   |  |                                   |  |   |  |                      |  |  |  |   |  |                                       |  |   |  |                      |  |  |  |  |                                 |                                 |                                 |  |                                 |                      |  |
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|   | Swish swish swish, swish swish swish,   | <i>Make your arms go back and forth, like wipers</i> |         |   |  |                                   |  |   |  |                      |  |  |  |   |  |                                       |  |   |  |                      |  |  |  |  |                                 |                                 |                                 |  |                                 |                      |  |
|   | The wipers on the bus go swish swish swish,   | <i>Make your arms go back and forth, like wipers</i> |         |   |  |                                   |  |   |  |                      |  |  |  |   |  |                                       |  |   |  |                      |  |  |  |  |                                 |                                 |                                 |  |                                 |                      |  |
|   | All around the town.  |  |         |   |  |                                   |  |   |  |                      |  |  |  |   |  |                                       |  |   |  |                      |  |  |  |  |                                 |                                 |                                 |  |                                 |                      |  |
|   |   |  |         |   |  |                                   |  |   |  |                      |  |  |  |   |  |                                       |  |   |  |                      |  |  |  |  |                                 |                                 |                                 |  |                                 |                      |  |
|   | The hooter on the bus goes beep, beep, beep,  | <i>Pretend to push a hooter</i>                      |         |   |  |                                   |  |   |  |                      |  |  |  |   |  |                                       |  |   |  |                      |  |  |  |  |                                 |                                 |                                 |  |                                 |                      |  |
|   | Beep beep beep, beep beep beep,   | <i>Pretend to push a hooter</i>                      |         |   |  |                                   |  |   |  |                      |  |  |  |   |  |                                       |  |   |  |                      |  |  |  |  |                                 |                                 |                                 |  |                                 |                      |  |
| The hooter on the bus goes beep beep beep,    | <i>Pretend to push a hooter</i>   |  |         |   |  |                                   |  |   |  |                      |  |  |  |   |  |                                       |  |   |  |                      |  |  |  |  |                                 |                                 |                                 |  |                                 |                      |  |
| All around the town.                          |   |  |         |   |  |                                   |  |   |  |                      |  |  |  |   |  |                                       |  |   |  |                      |  |  |  |  |                                 |                                 |                                 |  |                                 |                      |  |
| THEME VOCABULARY                              | truck, lorry, fast, slow  |  |         |   |  |                                   |  |   |  |                      |  |  |  |   |  |                                       |  |   |  |                      |  |  |  |  |                                 |                                 |                                 |  |                                 |                      |  |
| QUESTION OF THE DAY                           |   |  |         |   |  |                                   |  |   |  |                      |  |  |  |   |  |                                       |  |   |  |                      |  |  |  |  |                                 |                                 |                                 |  |                                 |                      |  |
| Question                                      | Which do you think goes faster?   |  |         |   |  |                                   |  |   |  |                      |  |  |  |   |  |                                       |  |   |  |                      |  |  |  |  |                                 |                                 |                                 |  |                                 |                      |  |
| Graph   | 2 COLUMN GRAPH  |  |         |   |  |                                   |  |   |  |                      |  |  |  |   |  |                                       |  |   |  |                      |  |  |  |  |                                 |                                 |                                 |  |                                 |                      |  |
| Options                                       | a truck   |  |         |   |  |                                   |  |   |  |                      |  |  |  |   |  |                                       |  |   |  |                      |  |  |  |  |                                 |                                 |                                 |  |                                 |                      |  |
| Options                                       | a lorry   |  |         |   |  |                                   |  |   |  |                      |  |  |  |   |  |                                       |  |   |  |                      |  |  |  |  |                                 |                                 |                                 |  |                                 |                      |  |

| Follow-up questions |   |
|---------------------|---|
| <b>Question</b>     | <b>How many learners think a truck is faster?</b> |
| Answer              | _ learners think a truck is faster.               |
| <b>Question</b>     | <b>How many learners think a lorry is faster?</b> |
| Answer              | learners think a lorry is faster.                 |
| <b>Question</b>     | <b>Which do more learners think is faster?</b>    |
| Answer              | Most learners think a __ is faster.               |
| <b>Question</b>     | <b>What do fewer learners think is faster?</b>    |
| Answer              | Fewer learners think a __ is faster.              |
| <b>Question</b>     | <b>Which do you think is faster?</b>              |
| Answer              | I think a truck is faster.                        |
| Answer              | I think a lorry is faster.                        |
|                     |   |
| READING             | Practise reading the sight words for the week.    |

**WEEK 5: FRIDAY - PHONEMIC AWARENESS & PHONICS (5 minutes)**

|            |   |
|------------|---|
| SOUND      | <b>/-st/</b>  |
| FLASHCARDS | <b>rust, trust, must, just, last, past, fast, vast</b>  |
| ACTIVITY   | <p><b>BEGINNING SOUND</b></p> <ol style="list-style-type: none"> <li>Model isolating the beginning sound for learners. Say: <ul style="list-style-type: none"> <li>/l/ – ast (last)</li> <li>/p/ – ast (past)</li> </ul> </li> <li>Say two words: rust, trust <ul style="list-style-type: none"> <li>Ask learners: Which word begins with the /tr/ sound? (trust)</li> </ul> </li> <li>Say two words: fast, vast <ul style="list-style-type: none"> <li>Ask learners: Which word begins with the /f/ sound? (fast)</li> </ul> </li> <li>Say two words: must, just <ul style="list-style-type: none"> <li>Ask learners: Which word begins with the /j/ sound? (just)</li> </ul> </li> </ol> <p><b>LETTER SWAP</b></p> <ol style="list-style-type: none"> <li>Say the word: last</li> <li>Ask learners: What is the beginning sound? /l/</li> <li>Ask learners: If I take away the /l/ and add /p/ what word does that make?</li> </ol> |

|             |   |             |              |             |             |
|-------------|---|-------------|--------------|-------------|-------------|
|             | <ol style="list-style-type: none"> <li>4. Help learners to hear that the word is: p – a – st = last</li> <li>5. Write: last</li> <li>6. Read the word: l – a – st = last</li> <li>7. Erase: 'l'</li> <li>8. Write: 'p'</li> <li>9. Read the new word: p – a – st = past</li> <li>10. Ask learners: What other words can you think of that end with '-ast'</li> <li>11. Let learners brainstorm words. (fast, cast, etc.)</li> </ol> <p><b>INFORMAL ASSESSMENT</b></p> <ol style="list-style-type: none"> <li>1. Instruct learners to take out their exercise books.</li> <li>2. Instruct learners to write the heading: <b>st words</b></li> <li>3. Instruct learners to write numbers from 1-4.</li> <li>4. <i>Make sure the flashcard words are covered on the display board. Learners must <b>not</b> copy the words.</i></li> <li>5. Say each of the following words. Instruct learners to write the words in their book.</li> </ol> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="padding: 2px 10px;"><b>rust</b></td> <td style="padding: 2px 10px;"><b>trust</b></td> <td style="padding: 2px 10px;"><b>just</b></td> <td style="padding: 2px 10px;"><b>must</b></td> </tr> </table> <ol style="list-style-type: none"> <li>6. Use the results to informally assess learners' progress. Identify learners who need extra support.</li> </ol> <p><b>WORD FAMILY WALL</b></p> <ol style="list-style-type: none"> <li>1. Call learners to move the words from the Phonic Display Board to the correct place on the Word Family Wall.</li> <li>2. Make sure that learners correctly identify the word family for each word.</li> </ol> | <b>rust</b> | <b>trust</b> | <b>just</b> | <b>must</b> |
| <b>rust</b> | <b>trust</b>  | <b>just</b> | <b>must</b>  |             |             |

| ALTERNATE PROGRAMME: PHONEMIC AWARENESS & PHONICS (5 minutes) |  |
|---|--|
| SOUND   |  |
| FLASHCARDS  |  |
| ACTIVITY  |  |

**WEEK 5: FRIDAY: GROUP GUIDED & INDEPENDENT READING (15 minutes)****GROUP GUIDED READING (SMALL GROUP)**

|             |  |
|-------------|--|
| GROUP       | GROUP 5  |
| TEXT        | Use your tracker. Choose a text that is appropriate for the learners in the group. |
| SIGHT WORDS | Review any sight words that appear in the chosen text.                             |

**INDEPENDENT READING (WHOLE CLASS)**

Learners use worksheet for independent reading.

**WEEK 5: FRIDAY: END OF WEEK LEARNING REVIEW**

*Note: There is no formal time allocated for this activity. Please try to fit it in to your classroom routine at the end of each week.*

1. Settle learners on the carpet at the end of the day.
2. Conduct the weekly language review session. You may choose to combine HL and FAL learning in this review.
3. Remember to allow learners to 'Turn and Talk' and discuss their answers with a partner. Then, select a few learners to share their answers with the class.
4. Use the following prompting questions to guide the language part of your discussion:
  - a. **What was our language theme for the week?**
  - b. **Which stories did we read together?**
  - c. **What were your favourite new words of the week?**
  - d. **What did you learn from the stories we read?**
  - e. **What did we write about this week?**
  - f. **How did your own writing improve this week?**
  - g. **How did your own reading improve this week?**
  - h. **What are you most proud of this week?**
5. Finally, tell learners to think about two things that they are going to tell their families about what they learnt or how they improved at school this week.

*Please note: This process of self-review and reflection is a critically important part of learning. Please do not skip this weekly activity.*

# GRADE 2 - TERM 1

WEEK



**THEME:**  
**GETTING AROUND**

“Transportation is the centre of the world! It is glue of our daily lives. When it goes well, we don’t see it. When it goes wrong, it negatively colours our lives.” - Robin Chase

## WEEK 6: CLASSROOM PREPARATION

1. At the start of each week, ensure that your classroom is neat and tidy.
2. Update your DISPLAY BOARDS, by removing items that are no longer relevant, and storing them carefully.
3. Then, prepare the flashcard words and theme word illustrations that you will need.
4. Find and prepare items for your theme wall and table that will be of interest to learners, for instance: picture of an airplane/car/bike/scooter/boat, toy car, travel pamphlet or brochure, cardboard cut-out of a car/boat etc.
5. Do some research on the internet to prepare for the theme. For example: how to identify different modes of transport.
6. Make sure all learner exercise books and DBE Workbooks are marked, and neatly packed where they belong.
7. Make sure all your big books, graded readers and classroom library books are in good order.
8. Adjust your group guided reading groups if necessary.
9. Plan your informal and formal assessment activities for the week.

## EXTENSION ACTIVITIES

**These activities can be used as independent work for learners who finish their work early OR while you are giving assessments to learners.**

|            |  |
|------------|--|
| Activity 1 | DBE Workbook 1: Let's do, page 12  |
| Activity 2 | DBE Workbook 1: Listen & repeat, page 12 ( <i>use as extra reading</i> ) |
| Activity 3 | DBE Workbook 1: Let's write, page 12                                     |
| Activity 4 | Draw a picture of your favourite kind of transport.                      |

| TERM 1: WEEK 6   |  |                 |
|------------------|--|-----------------|
| OVERVIEW         |  |                 |
| THEME            | Getting Around   |                 |
| THEME VOCABULARY | drive, car, bus, taxi, fly, airplane, ride, motorcycle, truck, lorry, fast, slow, bright, shiny, brave, transportation, trip, boat, bike, on foot, here, there, move, travel |                 |
| SIGHT WORDS      | brave, yellow, behind, front, top  |                 |
| PHONICS          | /oa/ (long o) coat, goat, goal, coal, road, toad, toast, roast   |                 |
| WRITING FRAME    | <b>Tuesday</b>   | <b>Thursday</b> |
|                  | I am a...  | I am...         |

| TERM 1: WEEK 6    |   |
|-------------------|---|
| DISCUSS THE THEME |   |
| PICTURE           | Picture of the all the different forms of transportation, DBE Workbook 1, page 11.  |
| SHOW              | Show learners the picture of all the different forms of transportation.   |
| SAY               | Explain that this week, we will continue to learn about the many different ways to get around.  |
| TEACH             | <p>Teach learners the <b>sight words</b> for the week. Explain that learners will see these words in their <b>independent reading</b>.</p> <p>Teach learners the sight words for the week:</p> <ol style="list-style-type: none"> <li>Learners copy down the sight words into their books.</li> <li>Learners practise reading the sight words at home.</li> </ol> |

| WEEK 6: MONDAY: DAILY ACTIVITIES (15 minutes) |   |  |         |                         |  |                   |  |                                 |                                       |                       |   |
|---|---|--|---------|-------------------------|--|-------------------|--|---------------------------------|---------------------------------------|-----------------------|---|
| GREETING                                      | Greet the learners in English.  |  |         |                         |  |                   |  |                                 |                                       |                       |   |
| SONG / RHYME                                  | <table border="1"> <thead> <tr> <th>Lyrics</th> <th>Actions</th> </tr> </thead> <tbody> <tr> <td>I am windshield wipers.</td> <td><i>Bend your arm at your elbow<br/>you're your fingers pointing up</i></td> </tr> <tr> <td>This is how I go:</td> <td><i>Move arms left and right, like<br/>wipers</i></td> </tr> <tr> <td>Back and forth, back and forth,</td> <td><i>Continue back and forth motion</i></td> </tr> <tr> <td>In the rain and snow.</td> <td><i>Use your fingers to make rain /<br/>snow</i></td> </tr> </tbody> </table> | Lyrics   | Actions | I am windshield wipers. | <i>Bend your arm at your elbow<br/>you're your fingers pointing up</i> | This is how I go: | <i>Move arms left and right, like<br/>wipers</i> | Back and forth, back and forth, | <i>Continue back and forth motion</i> | In the rain and snow. | <i>Use your fingers to make rain /<br/>snow</i> |
|   | Lyrics  | Actions  |         |                         |  |                   |  |                                 |                                       |                       |   |
|   | I am windshield wipers.   | <i>Bend your arm at your elbow<br/>you're your fingers pointing up</i> |         |                         |  |                   |  |                                 |                                       |                       |   |
|   | This is how I go:   | <i>Move arms left and right, like<br/>wipers</i>                       |         |                         |  |                   |  |                                 |                                       |                       |   |
|   | Back and forth, back and forth,   | <i>Continue back and forth motion</i>                                  |         |                         |  |                   |  |                                 |                                       |                       |   |
| In the rain and snow.                         | <i>Use your fingers to make rain /<br/>snow</i>   |  |         |                         |  |                   |  |                                 |                                       |                       |   |
| THEME<br>VOCABULARY                           | bright, shiny, brave, transportation  |  |         |                         |  |                   |  |                                 |                                       |                       |   |
| QUESTION OF THE DAY                           |   |  |         |                         |  |                   |  |                                 |                                       |                       |   |
| Question                                      | <p><i>Remind learners that in our story Chuck wishes he is like all the other transport he sees. But in the end, Chuck is smart and brave. This story helps us learn that we are all important in different ways.</i></p> <p><b>Ask learners:</b> What do you wish to be?</p>   |  |         |                         |  |                   |  |                                 |                                       |                       |   |
| Graph   | 4 COLUMN GRAPH  |  |         |                         |  |                   |  |                                 |                                       |                       |   |
| Options                                       | bright / shiny / fast / brave   |  |         |                         |  |                   |  |                                 |                                       |                       |   |
| Follow up questions                           |   |  |         |                         |  |                   |  |                                 |                                       |                       |   |
| <b>Question</b>                               | <b>How many learners wish to be bright?</b>   |  |         |                         |  |                   |  |                                 |                                       |                       |   |
| Answer  | __ learners wish to be bright.  |  |         |                         |  |                   |  |                                 |                                       |                       |   |
| <b>Question</b>                               | <b>How many learners wish to be shiny?</b>  |  |         |                         |  |                   |  |                                 |                                       |                       |   |
| Answer  | __ learners wish to be shiny.   |  |         |                         |  |                   |  |                                 |                                       |                       |   |
| <b>Question</b>                               | <b>How many learners wish to be fast?</b>   |  |         |                         |  |                   |  |                                 |                                       |                       |   |
| Answer  | __ learners wish to be fast.  |  |         |                         |  |                   |  |                                 |                                       |                       |   |
| <b>Question</b>                               | <b>How many learners wish to be brave?</b>  |  |         |                         |  |                   |  |                                 |                                       |                       |   |
| Answer  | __ learners wish to be brave.   |  |         |                         |  |                   |  |                                 |                                       |                       |   |
| <b>Question</b>                               | <b>What do most learners wish to be?</b>  |  |         |                         |  |                   |  |                                 |                                       |                       |   |
| Answer  | Most learners wish to be __.  |  |         |                         |  |                   |  |                                 |                                       |                       |   |

|                 |   |
|-----------------|---|
| <b>Question</b> | <b>What do fewest learners wish to be?</b>                        |
| Answer          | Fewest learners wish to be __.                                    |
| <b>Question</b> | <b>If you were a truck like Chuck, what would you wish to be?</b> |
| Answer          | I wish to be bright.  |
| Answer          | I wish to be shiny.   |
| Answer          | I wish to be fast.  |
| Answer          | I wish to be brave.   |
|                 |   |
| READING         | Practise reading the sight words for the week.                    |

**WEEK 6: MONDAY: PHONEMIC AWARENESS & PHONICS (5 minutes)**

|             |  |             |              |             |              |             |             |             |              |
|-------------|--|-------------|--------------|-------------|--------------|-------------|-------------|-------------|--------------|
| SOUND       | <b>/oa/ (long o)</b>   |             |              |             |              |             |             |             |              |
| FLASHCARDS  | <p><b>coat, goat</b><br/> <b>goal, coal</b><br/> <b>road, toad</b><br/> <b>toast, roast</b></p>  |             |              |             |              |             |             |             |              |
| ACTIVITY    | <p><b>INTRODUCE THE SOUND AND WORDS</b></p> <ol style="list-style-type: none"> <li>Say the sound and hold up the flashcard <b>/oa/</b> for learners to see.</li> <li>Say the sound and instruct learners to repeat the sound. Do this three times.</li> <li>Explain that when we see the letters <b>o</b> and <b>a</b> together in a word, we must not say the sounds separately. We must say one sound: <b>/oa/ (long o)</b></li> <li>Say each word loudly and clearly as you show the flashcard: <b>coat, goat, goal, coal, road, toad, toast, roast</b></li> <li>Ask learners to repeat each word after you.</li> <li>Stick up the flashcards on the Phonics Display Board.</li> </ol> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td><b>coat</b></td> <td><b>goal</b></td> <td><b>road</b></td> <td><b>toast</b></td> </tr> <tr> <td><b>goat</b></td> <td><b>coal</b></td> <td><b>toad</b></td> <td><b>roast</b></td> </tr> </table> | <b>coat</b> | <b>goal</b>  | <b>road</b> | <b>toast</b> | <b>goat</b> | <b>coal</b> | <b>toad</b> | <b>roast</b> |
| <b>coat</b> | <b>goal</b>  | <b>road</b> | <b>toast</b> |             |              |             |             |             |              |
| <b>goat</b> | <b>coal</b>  | <b>toad</b> | <b>roast</b> |             |              |             |             |             |              |

**ALTERNATE PROGRAMME: PHONEMIC AWARENESS & PHONICS (5 minutes)**

|            |  |
|------------|--|
| SOUND      |  |
| FLASHCARDS |  |
| ACTIVITY   |  |

**WEEK 6: MONDAY: GROUP GUIDED & INDEPENDENT READING (15 minutes)****GROUP GUIDED READING (SMALL GROUP)**

|             |  |
|-------------|--|
| GROUP       | GROUP 1  |
| TEXT        | Use your tracker. Choose a text that is appropriate for the learners in the group. |
| SIGHT WORDS | Review any sight words that appear in the chosen text.                             |

**INDEPENDENT READING (WHOLE CLASS)**

Learners use worksheet for independent reading.

| WEEK 6: TUESDAY: SHARED READING (15 minutes)  |   |
|---|---|
| TITLE   | <u>Chuck the truck</u>  |
| ACTIVITY  | <b>SECOND READ</b>  |
| COMPREHENSION STRATEGY  | <b>Make a connection</b>  |
| PURPOSE   | Making connections helps learners think critically about the feelings and experiences of characters in the text. Learners connect the story to their own lives, and realise that stories are about experiences of people in the real world! |
| Story   | Think aloud Second read   |
| Chuck was a little yellow tipper truck. One day, with a big load full of stones, Chuck drove out onto the big road.   |   |
| <p>Chuck looked at a fast blue train that was speeding past. 'I wish I was as fast as a train,' thought Chuck.</p> <p>Chuck looked at a big orange bus driving by. 'I wish I was as big as a bus,' thought Chuck.</p>                           | <p>Chuck isn't feeling good about himself. <b>That reminds me</b> of how I can feel when someone reads better than me. It makes me feel like I am not good enough!</p>  |
| Chuck saw a big shiny white plane flying high in the sky. 'I wish I was shiny like a plane,' thought Chuck.   | --  |
| <p>Chuck saw a beautiful red lorry on the road. 'Oh, I wish I was as beautiful as that red lorry,' thought Chuck.</p> <p>Chuck saw a bright green boat speeding down the river. 'I wish I was as bright as that green boat,' thought Chuck.</p> | --  |
| Chuck saw a cool, new red racing car. 'I wish I was as cool as that new racing car,' thought Chuck.   | <p>Chuck is feeling like everyone else is better than him. <b>That's like one time</b>, I lost the athletics race. I was the last one. I felt so slow. I wished that I could be someone else. I felt bad about myself.</p>                  |
| Chuck sat by the river, feeling sad. 'Everyone else is faster or bigger or cooler than me!' thought Chuck sadly. 'I am so small. I am so slow. I am not good at anything!' he thought.  | --  |

|   |   |
|---|---|
| <p>Suddenly, Chuck saw a little boy fall into the river</p>   |   |
| <p>'Help! Help!' shouted the boy. 'Someone please help me! Who can help me?'</p> <p>'I can't,' said the train. 'I am too fast to stop.'</p> <p>'I can't,' said the bus. 'I can only stop at bus stops.'</p> <p>'We can't,' said the lorry and the racing car. 'We can't go into the water.'</p> <p>'I can't,' said the plane. 'I am too high.'</p> <p>'I can't,' said the boat. 'The wind is too strong to turn.'</p> |   |
| <p>Chuck couldn't go in the water. But Chuck was so smart. He had an idea!</p> <p>'I will help you!' said little Chuck. He tipped out the stones he was carrying and dropped his tipper into the water so that the boy could climb out of the water. 'Thank you!' shouted the little boy. 'I am safe!'</p>  | <p>Oh! Chuck has a smart idea. Chuck did something that no one else could do. If I were Chuck, I would feel good about myself!</p>  |
| <p>'Thank you brave yellow truck!' said the boy.</p> <p>Chuck drove home after saving the little boy. 'I might not be big or fast or beautiful,' thought Chuck, but I am important too! I like myself just the way I am.'</p>   | <p>Chuck realizes that he is special and important in his own way. <b>That reminds me</b> of how I felt after I won the spelling contest at school. I felt so good about myself! When I felt good and smart, I didn't want to be anyone but me!</p>   |
| <p><b>Follow up questions</b></p>   | <p><b>Possible responses</b></p>  |
| <p>Who did Chuck save?</p>  | <p>He saved the little boy who fell in the river.</p>   |
| <p>What did the little boy say to Chuck after he saved him?</p>   | <p>He said 'thank you' and he called Chuck brave.</p>   |
| <p><b>Why question</b></p>  | <p><b>Possible responses</b></p>  |
| <p>Why does Chuck decide he is important at the end of the story?</p>   | <ul style="list-style-type: none"> <li>• Because he has a smart idea.</li> <li>• Because he can do something no one else can do.</li> <li>• Because he is the only one who can save the little boy.</li> <li>• Because he feels good about what he did.</li> <li>• Because he realizes he is special in his own way.</li> </ul> |

## WEEK 6: TUESDAY: WRITING (15 minutes)

WRITING FRAME

I am a...**Modelling:**

1. Explain that today, learners will pretend that they are some kind of transportation. They will write **about what kind of transport they would be!**
2. Explain that learners must think about what they would be if they could be anything.
3. Read the writing frame to learners.
4. Use **modelling** to show learners that you **think before you write**.
5. Tell learners some ideas you have for filling in the writing frame, like: I think I would want to be a boat, because I like to swim.
6. Use **modelling** to draw a quick picture of your idea, like: you as a boat.
7. Explain which words you will write. **Draw a line for each word.**
8. Use **modelling** to complete the writing frame: I am a boat.
9. **Say words slowly like a tortoise and write the sounds you know.**
10. **Use resources** (sight words, theme vocabulary word) to add labels to your drawing, like: me, boat
11. **Erase your example from the board. Explain this was just an example, but learners must write their own ideas.**

**Oral Instructions:**

1. Ask learners: What kind of transport do you want to be?
2. Instruct learners to **think before they write**.
3. Explain that learners should come up with their own ideas – they should **not** copy your idea!
4. Call on 6-7 learners to tell you what kind of transport they want to be. They must say: I am a...
5. Explain that learners will now use the writing frame to draw and write their own ideas!

**Writing:**

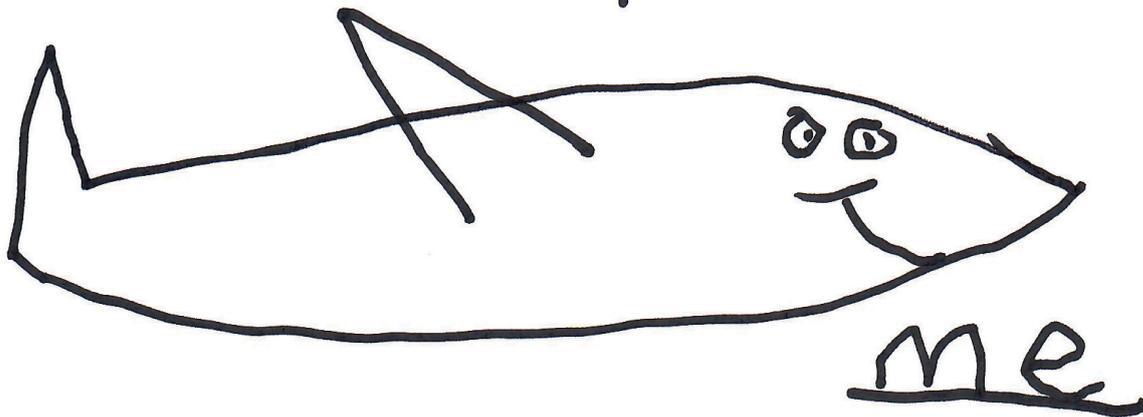
1. **Hand out learner books.**
2. As learners are writing, walk around the room and complete **mini conferences**.
3. Ask learners to **read their writing**.
4. Help learners complete the writing frame.
5. Help learners **say words slowly like a tortoise** and **use resources**.
6. Encourage learners.

**Turn and Talk:**

1. When there are 2-3 minutes left, instruct learners to put their pencils down.
2. Instruct learners to **turn and talk** with a partner about their writing.

*Hang up learner drawings at LEARNER EYE-LEVEL around the room. This helps learners have conversations with their new vocabulary!*

airplane



me

I am an airplane.

**WEEK 6: TUESDAY: GROUP GUIDED & INDEPENDENT READING (15 minutes)**

**GROUP GUIDED READING (SMALL GROUP)**

|             |  |
|-------------|--|
| GROUP       | GROUP 2  |
| TEXT        | Use your tracker. Choose a text that is appropriate for the learners in the group. |
| SIGHT WORDS | Review any sight words that appear in the chosen text.                             |

**INDEPENDENT READING (WHOLE CLASS)**

Learners use worksheet for independent reading.

| WEEK 6: WEDNESDAY: DAILY ACTIVITIES (15 minutes) |   |  |
|--|---|--|
| GREETING   | Greet the learners in English.                        |  |
| SONG / RHYME                                     | <b>Lyrics</b>   | <b>Actions</b>   |
|  | I am windshield wipers.                               | <i>Bend your arm at your elbow you're your fingers pointing up</i> |
|  | This is how I go:                                     | <i>Move arms left and right, like wipers</i>                       |
|  | Back and forth, back and forth,                       | <i>Continue back and forth motion</i>                              |
|  | In the rain and snow.                                 | <i>Use your fingers to make rain / snow</i>                        |
| THEME VOCABULARY                                 | trip, boat, bike, on foot                             |  |
| QUESTION OF THE DAY                              |   |  |
| Question   | How do you want to take a trip?                       |  |
| Graph  | 3 COLUMN GRAPH  |  |
| Options  | by boat / by bike / on foot                           |  |
| Follow up questions                              |   |  |
| <b>Question</b>                                  | <b>How many learners want to take a trip by boat?</b> |  |
| Answer   | __ learners want to take a trip by boat.              |  |
| <b>Question</b>                                  | <b>How many learners want to take a trip by bike?</b> |  |
| Answer   | __ learners want to take a trip by bike.              |  |
| <b>Question</b>                                  | <b>How many learners want to take a trip on foot?</b> |  |
| Answer   | __ learners want to take a trip on foot.              |  |
| <b>Question</b>                                  | <b>How do most learners want to take a trip?</b>      |  |
| Answer   | Most learners want to __.                             |  |
| <b>Question</b>                                  | <b>How do fewest learners want to take a trip?</b>    |  |
| Answer   | Fewest learners want to __.                           |  |
| <b>Question</b>                                  | <b>How do you want to take a trip?</b>                |  |
| Answer   | I want to take a trip by boat.                        |  |
| Answer   | I want to take a trip by bike.                        |  |
| Answer   | I want to take a trip on foot.                        |  |

|         |  |
|---------|--|
| READING | Practise reading the sight words for the week. |
|---------|--|

**WEEK 6: WEDNESDAY - PHONEMIC AWARENESS & PHONICS (5 minutes)**

|             |  |             |             |             |             |              |              |              |              |
|-------------|--|-------------|-------------|-------------|-------------|--------------|--------------|--------------|--------------|
| SOUND       |  |             |             |             |             |              |              |              |              |
| ACTIVITY    | <p><b>SEGMENTING AND BLENDING (I DO)</b></p> <ol style="list-style-type: none"> <li>Say the word <b>toast</b></li> <li>Segment the word into the individual sounds: <b>/t/ - /oa/ - /st/</b></li> <li>Say the beginning sound of the word: <b>/t/</b></li> <li>Say the middle sound of the word: <b>/oa/</b></li> <li>Say the end sound of the word: <b>/st/</b></li> <li>Write the word on the board: <b>toast</b></li> <li>Model pointing and blending the sounds to make a word:<br/><b>/t/ - /oa/ - /st/ = toast</b></li> <li>Repeat this with the word <b>road</b></li> </ol> <p><b>SEGMENTING AND BLENDING (WE DO)</b></p> <ol style="list-style-type: none"> <li>Say the word <b>goal</b></li> <li>Ask learners: What is the first sound in the word? <b>/g/</b></li> <li>Ask learners: What is the middle sound in the word? <b>/oa/</b></li> <li>Ask learners: What is the last sound in the word? <b>/l/</b></li> <li>Ask learners to segment the word into each individual sound:<br/><b>/g/ - /oa/ - /l/</b></li> <li>Write the word: <b>goal</b></li> <li>Instruct learners to blend the sounds in the word with you:<br/><b>/g/ - /oa/ - /l/ = goal</b></li> <li>Repeat this with the word <b>coat</b></li> </ol> <p><b>SEGMENTING AND BLENDING (YOU DO)</b></p> <ol style="list-style-type: none"> <li>Instruct learners to take out their exercise books.</li> <li>Instruct learners to write the heading: <b>oa words.</b></li> <li>Instruct learners to write the numbers 1-8.</li> <li><i>Make sure the flashcard words are covered. Learners must <b>not</b> copy the words from the board.</i></li> <li>Say each of the following words. Instruct learners to write the word in their books.</li> </ol> <table border="1" style="width: 100%; text-align: center;"> <tr> <td><b>coat</b></td> <td><b>goat</b></td> <td><b>goal</b></td> <td><b>coal</b></td> <td><b>road</b></td> <td><b>toad</b></td> <td><b>toast</b></td> <td><b>roast</b></td> </tr> </table> | <b>coat</b> | <b>goat</b> | <b>goal</b> | <b>coal</b> | <b>road</b>  | <b>toad</b>  | <b>toast</b> | <b>roast</b> |
| <b>coat</b> | <b>goat</b>  | <b>goal</b> | <b>coal</b> | <b>road</b> | <b>toad</b> | <b>toast</b> | <b>roast</b> |              |              |

## WEEK 6 - WEDNESDAY

|  |   |
|--|---|
|  | <p>6. Uncover the Phonics Display Board. Instruct learners to check their words against the flashcard words on the Phonics Display Board.</p> <p>7. Instruct learners to practise reading the phonic words for <b>homework</b>.</p> |
|--|---|

### ALTERNATE PROGRAMME: PHONEMIC AWARENESS & PHONICS (5 minutes)

|          |  |
|----------|--|
| SOUND    |  |
| ACTIVITY |  |

### WEEK 6: WEDNESDAY: GROUP GUIDED & INDEPENDENT READING (15 minutes)

#### GROUP GUIDED READING (SMALL GROUP)

|             |  |
|-------------|--|
| GROUP       | GROUP 3  |
| TEXT        | Use your tracker. Choose a text that is appropriate for the learners in the group. |
| SIGHT WORDS | Review any sight words that appear in the chosen text.                             |

#### INDEPENDENT READING (WHOLE CLASS)

Learners use worksheet for independent reading.

## WEEK 6: THURSDAY: SHARED READING (15 minutes)

|                        |  |
|------------------------|--|
| TITLE                  | <u>Chuck the Truck</u>   |
| ACTIVITY               | <b>RECOUNT THE STORY</b>   |
| COMPREHENSION STRATEGY | <b>Summarise</b>   |
| PURPOSE                | Recounting helps young learners to get used to sharing their own opinions, as they must choose the part of the story that they liked best. It also shows if the child understood the story or not. |
| SENTENCE FRAME         | <b><u>I remember when Chuck felt...</u></b><br><b><u>I felt like Chuck when...</u></b>   |

## POST-READING ACTIVITY

1. Before the lesson begins, write the sentence frame on the board.
2. Explain that learners will tell about something they liked in the story: Chuck the truck.
3. Use **modelling** to show learners how to give a 1-2 sentence recount of something they **connect to** in the story, like: **I remember when Chuck felt** sad. **I felt like Chuck when...**
4. Hold up the pictures. Instruct learners to look at the pictures and think about what happened.
5. Instruct learners to think about **a connection** they can make with the story.
6. Ask 2-3 learners to **share** their ideas with the class. **Help** the learners form complete sentences.
7. Explain and correct any common problems to learners.
8. Instruct learners to **turn and talk** and share their **own** recount with a partner (**they should not memorise what the teacher has said. This should be learners own ideas!**)

## WEEK 6: THURSDAY: WRITING (15 minutes)

|               |                       |
|---------------|-----------------------|
| WRITING FRAME | <b><u>I am...</u></b> |
|---------------|-----------------------|

**Modelling:**

1. Explain that today, learners will add a sentence to their writing from Tuesday. Remind learners that in our story, Chuck wanted to be big, bright, shiny and fast. Today, **learners will think about one characteristic they want to have.**
1. Use **modelling** to show learners that you **think before you write.**
2. Explain some ideas you have for filling in the writing frame, like: I remember on Tuesday I decided to be a boat. I want to be a fast and cool boat.
3. Use **modelling** to add to your drawing, like: colour to your boat.
4. Explain which words you will write. **Draw a line for each word.**
5. Use **modelling** to complete the writing frame, like: **I am** a fast and cool boat!

6. **Say words slowly like a tortoise and write the sounds you know.**
7. **Use resources** (sight words, theme vocabulary word) to add labels to your drawing, like: boat, river
8. **Erase your example from the board. Explain this was just an example, but learners must write their own ideas.**

#### Oral Instructions:

1. Remind learners that on Tuesday, we chose what kind of transport we were. Today we will decide what characteristic we want to have.
2. Instruct learners to **think** about what kind of transport they decided to be on Tuesday.
3. Ask learners: What characteristic do you want to have? (Do you want to be fast? Cool? Beautiful? Shiny? Slow? Big? Etc.)
4. Instruct learners to **think before they write.**
5. Explain that learners should come up with their own ideas – they should **not** copy your idea!
6. Instruct learners to **turn and talk** with a partner about what characteristic they want to have.
7. Give learners 2-3 minutes to turn and talk.
8. Call on 6-7 learners to tell you what characteristic they will choose. They must say: **I am...** OR **I want to be...**
9. Explain that learners will now use the writing frame to draw and write their own ideas!

#### Writing:

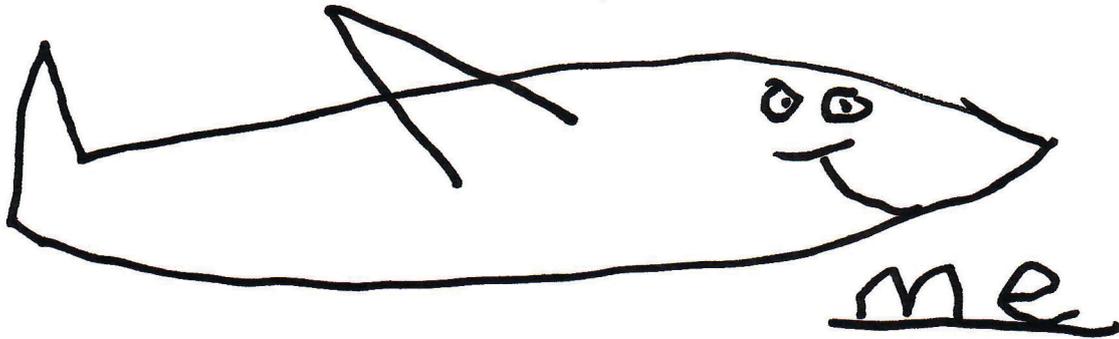
1. **Hand out learner books.** Instruct learners to find their writing from Tuesday. They will **add** to this!
2. As learners are writing, walk around the room and complete **mini conferences.**
3. Ask learners to **read their writing.**
4. Help learners complete the writing frame.
5. Help learners **say words slowly like a tortoise** and **use resources.**
6. **Encourage learners.**

#### Turn and Talk:

1. When there are 2-3 minutes left, instruct learners to put their pencils away.
2. Instruct learners to **turn and talk** with a partner about their drawings.

*Hang up learner drawings at LEARNER EYE-LEVEL around the room. This helps learners have conversations about the theme.*

airplane



I am an airplane.

I am a fast

and shiny  
airplane!

**WEEK 6: THURSDAY: GROUP GUIDED & INDEPENDENT READING (15 minutes)**

**GROUP GUIDED READING (SMALL GROUP)**

|             |  |
|-------------|--|
| GROUP       | GROUP 4  |
| TEXT        | Use your tracker. Choose a text that is appropriate for the learners in the group. |
| SIGHT WORDS | Review any sight words that appear in the chosen text.                             |

**INDEPENDENT READING (WHOLE CLASS)**

Learners use worksheet for independent reading.

| WEEK 6: FRIDAY: DAILY ACTIVITIES (10 minutes) |  |  |
|---|--|--|
| GREETING                                      | Greet the learners in English.   |  |
| SONG / RHYME                                  | <b>Lyrics</b>  | <b>Actions</b>   |
|   | I am windshield wipers.  | <i>Bend your arm at your elbow you're your fingers pointing up</i> |
|   | This is how I go:  | <i>Move arms left and right, like wipers</i>                       |
|   | Back and forth, back and forth,  | <i>Continue back and forth motion</i>                              |
|   | In the rain and snow.  | <i>Use your fingers to make rain / snow</i>                        |
| THEME VOCABULARY                              | here, there, move, travel  |  |
| QUESTION OF THE DAY                           |  |  |
| Question                                      | Think about the place you want to go most. How do you want to travel from here to there? |  |
| Graph   | 3 COLUMN GRAPH   |  |
| Options                                       | by plane / by train / by boat  |  |
| Follow up questions                           |  |  |
| <b>Question</b>                               | <b>How many learners want to go by plane?</b>  |  |
| Answer  | _learners want to go by plane.   |  |
| <b>Question</b>                               | <b>How many learners want to go by train?</b>  |  |
| Answer  | _learners want to go by train.   |  |
| <b>Question</b>                               | <b>How many learners want to go by boat?</b>   |  |
| Answer  | _learners want to go by boat.  |  |
| <b>Question</b>                               | <b>How do most learners want to go?</b>  |  |
| Answer  | Most learners want to go by __.  |  |
| <b>Question</b>                               | <b>How do fewest learners want to go?</b>  |  |
| Answer  | Fewest learners want to go by __.  |  |
| <b>Question</b>                               | <b>How do you want to go?</b>  |  |
| Answer  | I want to go by plane.   |  |

|         |  |
|---------|--|
| Answer  | I want to go by train.                         |
| Answer  | I want to go by boat.                          |
|         |  |
| READING | Practise reading the sight words for the week. |

**WEEK 6: FRIDAY: PHONEMIC AWARENESS & PHONICS (5 minutes)**

|            |   |
|------------|---|
| SOUND      | oa  |
| FLASHCARDS | <b>coat, goat, goal, coal, road, toad, toast, roast</b>   |
| ACTIVITY   | <p><b>BEGINNING SOUND</b></p> <ol style="list-style-type: none"> <li>Model isolating the beginning sound for learners. Say:             <ul style="list-style-type: none"> <li>/c/ – oat (coat)</li> <li>/g/ – oat (goat)</li> </ul> </li> <li>Say two words: goal, coal             <ul style="list-style-type: none"> <li>Ask learners: Which word begins with the /c/ sound? (coal)</li> </ul> </li> <li>Say two words: road, toad             <ul style="list-style-type: none"> <li>Ask learners: Which word begins with the /t/ sound? (toad)</li> </ul> </li> <li>Say two words: toast, roast             <ul style="list-style-type: none"> <li>Ask learners: Which word begins with the /t/ sound? (toast)</li> </ul> </li> </ol> <p><b>LETTER SWAP</b></p> <ol style="list-style-type: none"> <li>Say the word: coat</li> <li>Ask learners: What is the beginning sound? /c/</li> <li>Ask learners: If I take away the /c/ and add /g/ what word does that make?</li> <li>Help learners to hear that the word is: g – oa – t = goat</li> <li>Write: coat</li> <li>Read the word: c – oa – t = coat</li> <li>Erase: 'c'</li> <li>Write: 'g'</li> <li>Read the new word: g – oa – t = goat</li> <li>Ask learners: What other words can you think of that end with '-oat'</li> <li>Let learners brainstorm words. (boat, float, etc.)</li> </ol> |

|             |   |              |              |              |              |
|-------------|---|--------------|--------------|--------------|--------------|
| ACTIVITY    | <p><b>INFORMAL ASSESSMENT</b></p> <ol style="list-style-type: none"> <li>1. Instruct learners to take out their exercise books.</li> <li>2. Instruct learners to write the heading: <b>oa words</b></li> <li>3. Instruct learners to write numbers from 1-4.</li> <li>4. <i>Make sure the flashcard words are covered on the display board. Learners must <b>not</b> copy the words.</i></li> <li>5. Say each of the following words. Instruct learners to write the words in their book.</li> </ol> <table border="1" style="margin: 10px auto; border-collapse: collapse;"> <tr> <td style="padding: 5px; text-align: center;"><b>road</b></td> <td style="padding: 5px; text-align: center;"><b>toad</b></td> <td style="padding: 5px; text-align: center;"><b>toast</b></td> <td style="padding: 5px; text-align: center;"><b>roast</b></td> </tr> </table> <ol style="list-style-type: none"> <li>6. Use the results to informally assess learners' progress. Identify learners who need extra support.</li> </ol> <p><b>WORD FAMILY WALL</b></p> <ol style="list-style-type: none"> <li>1. Call learners to move the words from the Phonic Display Board to the correct place on the Word Family Wall.</li> <li>2. Make sure that learners correctly identify the word family for each word.</li> </ol> | <b>road</b>  | <b>toad</b>  | <b>toast</b> | <b>roast</b> |
| <b>road</b> | <b>toad</b>   | <b>toast</b> | <b>roast</b> |              |              |

**ALTERNATE PROGRAMME: PHONEMIC AWARENESS & PHONICS (5 minutes)**

|            |  |
|------------|--|
| SOUND      |  |
| FLASHCARDS |  |
| ACTIVITY   |  |

## WEEK 6: FRIDAY: GROUP GUIDED & INDEPENDENT READING (15 minutes)

### GROUP GUIDED READING (SMALL GROUP)

|             |  |
|-------------|--|
| GROUP       | GROUP 5  |
| TEXT        | Use your tracker. Choose a text that is appropriate for the learners in the group. |
| SIGHT WORDS | Review any sight words that appear in the chosen text.                             |

### INDEPENDENT READING (WHOLE CLASS)

Learners use worksheet for independent reading.

## WEEK 6: FRIDAY: END OF WEEK LEARNING REVIEW

*Note: There is no formal time allocated for this activity. Please try to fit it in to your classroom routine at the end of each week.*

1. Settle learners on the carpet at the end of the day.
2. Conduct the weekly language review session. You may choose to combine HL and FAL learning in this review.
3. Remember to allow learners to 'Turn and Talk' and discuss their answers with a partner. Then, select a few learners to share their answers with the class.
4. Use the following prompting questions to guide the language part of your discussion:
  - a. **What was our language theme for the week?**
  - b. **Which stories did we read together?**
  - c. **What were your favourite new words of the week?**
  - d. **What did you learn from the stories we read?**
  - e. **What did we write about this week?**
  - f. **How did your own writing improve this week?**
  - g. **How did your own reading improve this week?**
  - h. **What are you most proud of this week?**
5. Finally, tell learners to think about two things that they are going to tell their families about what they learnt or how they improved at school this week.

*Please note: This process of self-review and reflection is a critically important part of learning. Please do not skip this weekly activity.*

# GRADE 2 - TERM 1

# WEEK 7

## THEME: HELPING OUR FRIENDS

“Walking with a friend in the dark is better than walking alone in the light.”  
- Helen Keller

## WEEK 7: CLASSROOM PREPARATION

1. At the start of each week, ensure that your classroom is neat and tidy.
2. Update your DISPLAY BOARDS, by removing items that are no longer relevant, and storing them carefully.
3. Then, prepare the flashcard words and theme word illustrations that you will need.
4. Find and prepare items for your theme wall and table that will be of interest to learners, for instance: picture of friends holding hands/hugging/laughing, cardboard cut-out of a heart, teddy-bear.
5. Do some research on the internet to prepare for the theme. For example: how to teach young learners the importance of friendship.
6. Make sure all learner exercise books and DBE Workbooks are marked, and neatly packed where they belong.
7. Make sure all your big books, graded readers and classroom library books are in good order.
8. Adjust your group guided reading groups if necessary.
9. Plan your informal and formal assessment activities for the week.

## EXTENSION ACTIVITIES

**These activities can be used as independent work for learners who finish their work early OR while you are giving assessments to learners.**

|            |  |
|------------|--|
| Activity 1 | DBE Workbook 1: Let's do, page 16  |
| Activity 2 | DBE Workbook 1: Listen & repeat, page 16 ( <i>use as extra reading</i> ) |
| Activity 3 | DBE Workbook 1: word work, page 17                                       |
| Activity 4 | Draw a picture of your best friends.                                     |

| TERM 1: WEEK 7   |   |               |
|------------------|---|---------------|
| OVERVIEW         |   |               |
| THEME            | Helping our friends   |               |
| THEME VOCABULARY | friendship, kind, helpful, fun, swing, slide, fun, outside, pretend, inside, toys, game |               |
| SIGHT WORDS      | tyre, how, home, rode, waited   |               |
| PHONICS          | /dr/ drain, drag, drip, drop, drill, drib, drab, drum                                   |               |
| WRITING FRAME    | Tuesday   | Thursday      |
|                  | My friend is...<br>He / she is...   | We like to... |

| TERM 1: WEEK 7      |   |
|---------------------|---|
| INTRODUCE THE THEME |   |
| PICTURE             | Picture of the all the different friends at the park, DBE Workbook 1, page 30   |
| SHOW                | Show the picture to learners. Explain that friends do lots of different things together.  |
| SAY                 | Explain that in this theme, learners will think about friendship. They will think about what it means to be a friend and all the different things we do to be a good and helpful friend.  |
| TEACH               | <p>Teach learners the <b>sight words</b> for the week. Explain that learners will see these words in their <b>independent reading</b>.</p> <p>Teach learners the sight words for the week:</p> <ol style="list-style-type: none"> <li>Learners copy down the sight words into their books.</li> <li>Learners practise reading the sight words at home.</li> </ol> |

| WEEK 7: MONDAY: DAILY ACTIVITIES (10 minutes) |  |  |
|---|--|--|
| GREETING                                      | Greet the learners in English.                                   |  |
| SONG / RHYME                                  | <b>Lyrics</b>  | <b>Actions</b>                               |
|   | The more we get together,<br>together, together,                 | <i>Link arms with the people next to you</i> |
|   | The more we get together, the<br>happier we'll be.               | <i>Link arms with the people next to you</i> |
|   | For your friends are my friends,                                 | <i>Learners point to someone else</i>        |
|   | And my friends are your friends.                                 | <i>Learners point to themselves</i>          |
|   | The more we get together, the<br>happier we'll be.               | <i>Link arms with the people next to you</i> |
| THEME<br>VOCABULARY                           | friendship, kind, helpful, fun                                   |  |
| QUESTION OF THE DAY                           |  |  |
| Question                                      | What do you think makes you a good friend?                       |  |
| Graph   | 3 COLUMN GRAPH   |  |
| Options                                       | I am kind / I am helpful / I am funny                            |  |
| Follow up questions                           |  |  |
| <b>Question</b>                               | <b>How many learners are kind?</b>                               |  |
| Answer  | __ learners are kind.  |  |
| <b>Question</b>                               | <b>How many learners are helpful?</b>                            |  |
| Answer  | __ learners are helpful.   |  |
| <b>Question</b>                               | <b>How many learners are funny?</b>                              |  |
| Answer  | __ learners are funny.   |  |
| <b>Question</b>                               | <b>What do most learners think makes them a good friend?</b>     |  |
| Answer  | Most learners think they are a good friend because they are __   |  |
| <b>Question</b>                               | <b>What do fewest learners think makes them a good friend?</b>   |  |
| Answer  | Fewest learners think they are a good friend because they are __ |  |
| <b>Question</b>                               | <b>What do you think makes you a good friend?</b>                |  |

|         |  |
|---------|--|
| Answer  | I am a good friend because I am kind.          |
| Answer  | I am a good friend because I am helpful.       |
| Answer  | I am a good friend because I am funny.         |
|         |  |
| READING | Practise reading the sight words for the week. |

**WEEK 7: MONDAY - PHONEMIC AWARENESS & PHONICS (5 minutes)**

|              |  |              |              |             |             |             |             |             |             |
|--------------|--|--------------|--------------|-------------|-------------|-------------|-------------|-------------|-------------|
| SOUND        | <b>/dr/</b>  |              |              |             |             |             |             |             |             |
| FLASHCARDS   | <b>drain, drag, drip, drop, drill, drib, drab, drum</b>  |              |              |             |             |             |             |             |             |
| ACTIVITY     | <p><b>INTRODUCE THE SOUNDS AND WORDS</b></p> <ol style="list-style-type: none"> <li>Say the sound and hold up the flashcard <b>/dr/</b> for learners to see.</li> <li>Say the sound and instruct learners to repeat the sound. Do this three times.</li> <li>Explain that when we see the letters <b>d</b> and <b>r</b> together in a word, we must not say the sounds separately. We must say one sound: <b>/dr/</b></li> <li>Say each word loudly and clearly as you show the flashcard: <b>drain, drag, drip, drop, drill, drib, drab, drum</b></li> <li>Ask learners to repeat each word after you.</li> <li>Stick up the flashcards on the Phonics Display Board.</li> </ol> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td><b>drain</b></td> <td><b>drill</b></td> </tr> <tr> <td><b>drag</b></td> <td><b>drib</b></td> </tr> <tr> <td><b>drip</b></td> <td><b>drab</b></td> </tr> <tr> <td><b>drop</b></td> <td><b>drum</b></td> </tr> </table> | <b>drain</b> | <b>drill</b> | <b>drag</b> | <b>drib</b> | <b>drip</b> | <b>drab</b> | <b>drop</b> | <b>drum</b> |
| <b>drain</b> | <b>drill</b>   |              |              |             |             |             |             |             |             |
| <b>drag</b>  | <b>drib</b>  |              |              |             |             |             |             |             |             |
| <b>drip</b>  | <b>drab</b>  |              |              |             |             |             |             |             |             |
| <b>drop</b>  | <b>drum</b>  |              |              |             |             |             |             |             |             |

**ALTERNATE PROGRAMME: PHONEMIC AWARENESS & PHONICS (5 minutes)**

|            |  |
|------------|--|
| SOUND      |  |
| FLASHCARDS |  |
| ACTIVITY   |  |

## WEEK 7: MONDAY: GROUP GUIDED & INDEPENDENT READING (15 minutes)

### GROUP GUIDED READING (SMALL GROUP)

|             |  |
|-------------|--|
| GROUP       | GROUP 1  |
| TEXT        | Use your tracker. Choose a text that is appropriate for the learners in the group. |
| SIGHT WORDS | Review any sight words that appear in the chosen text.                             |

### INDEPENDENT READING (WHOLE CLASS)

Learners use worksheet for independent reading.

## WEEK 7: TUESDAY: SHARED READING (15 minutes)

|                        |   |
|------------------------|---|
| TITLE                  | <u>Jane's flat tyre</u>   |
| ACTIVITY               | <b>PRE-READ</b>   |
| COMPREHENSION STRATEGY | <b>Predict</b>  |
| PURPOSE                | By getting learners to predict, you are getting them to think about the story before they have even read it. By predicting, learners are developing their comprehension skills by thinking about the story. |

**PRE-READING ACTIVITY**

1. Show learners the front cover of the story: Jane's flat tyre
2. Read the title of the story.
3. Ask learners: What do you think will happen in this story?
4. Display the Big Book for learners to see. Make sure all learners can see the **pictures** in the book.
5. Show learners the first picture.
6. Ask learners: What do you think is happening here?
7. Discuss the picture with learners.
8. Ask learners: What do you think might happen next?
9. Go through each picture in the book and ask learners these questions.
10. When you get to the **last** picture, ask learners: How do you think this story will end?
11. Thank learners for their predictions.
12. Read through the story once.

## WEEK 7: TUESDAY: WRITING (15 minutes)

|               |   |
|---------------|---|
| WRITING FRAME | <b><u>My friend is...</u></b><br><b><u>He / she is...</u></b> |
|---------------|---|

**Modelling:**

1. Explain that today, learners will write about one of their friends. They will write about one thing they like about this friend.
2. Read the writing frame to learners.
3. Use **modelling** to show learners that you **think before you write**.
4. Tell learners some ideas you have for filling in the writing frame, like: I have lots of friends, but today I think I will write about my best friend Khanyi. I love so many things about her, but I especially like how funny she is!
5. Use **modelling** to draw a quick picture of your idea, like: You with your friend Khanyi, laughing.
6. Explain which words you will write. **Draw a line for each word.**

7. Use **modelling** to complete the writing frame: **My friends is** Khanyi. **She is** funny.
8. **Say words slowly like a tortoise and write the sounds you know.**
9. **Use resources** (sight words, theme vocabulary word) to add labels to your drawing, like: me, friend, Khanyi
10. **Erase your example from the board. Explain this was just an example, but learners must write their own ideas.**

**Oral Instructions:**

1. Ask learners: Which friend will you write about? What do you like about that friend?
2. Explain that learners should come up with their own ideas – they should **not** copy your idea!
3. Instruct learners to **think before they write.**
4. Call on 6-7 learners to tell you who they will write about and what they like about this person. They must say: **My friend is... He / she is...**
5. Explain that learners will now use the writing frame to draw and write their own ideas!

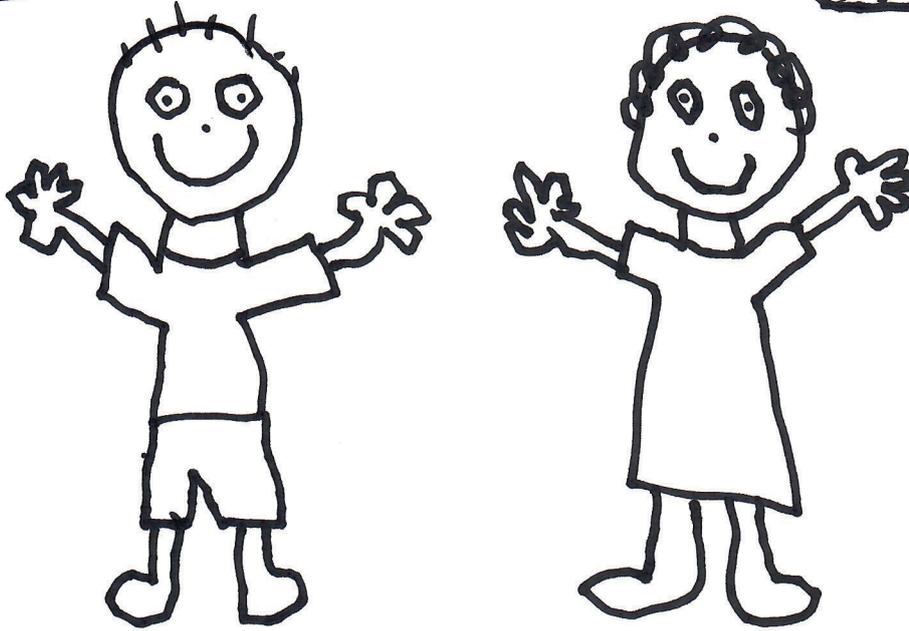
**Writing:**

1. **Hand out learner books.**
2. As learners are writing, walk around the room and complete **mini conferences.**
3. Ask learners to **read their writing.**
4. Help learners complete the writing frame.
5. Help learners **say words slowly like a tortoise** and **use resources.**  
Encourage learners.

**Turn and Talk:**

1. When there are 2-3 minutes left, instruct learners to put their pencils away.
2. Instruct learners to **turn and talk** with a partner about their drawings.

*Hang up learner drawings at LEARNER EYE-LEVEL around the room. This helps learners have conversations about the theme.*

SibumeMy friend is Sibu.He is kind.**WEEK 7: TUESDAY: GROUP GUIDED & INDEPENDENT READING (15 minutes)****GROUP GUIDED READING (SMALL GROUP)**

|             |  |
|-------------|--|
| GROUP       | GROUP 2  |
| TEXT        | Use your tracker. Choose a text that is appropriate for the learners in the group. |
| SIGHT WORDS | Review any sight words that appear in the chosen text.                             |

**INDEPENDENT READING (WHOLE CLASS)**

Learners use worksheet for independent reading.

| WEEK 7: WEDNESDAY: DAILY ACTIVITIES (10 minutes) |   |  |
|--|---|--|
| GREETING   | Greet the learners in English.  |  |
| SONG / RHYME                                     | <b>Lyrics</b>   | <b>Actions</b>                               |
|  | The more we get together,<br>together, together,                      | <i>Link arms with the people next to you</i> |
|  | The more we get together, the<br>happier we'll be.                    | <i>Link arms with the people next to you</i> |
|  | For your friends are my friends,                                      | <i>Learners point to someone else</i>        |
|  | And my friends are your friends.                                      | <i>Learners point to themselves</i>          |
|  | The more we get together, the<br>happier we'll be.                    | <i>Link arms with the people next to you</i> |
| THEME<br>VOCABULARY                              | swing, slide, fun, outside  |  |
| QUESTION OF THE DAY                              |   |  |
| Question   | What is most fun to do outside with friends?                          |  |
| Graph  | 3 COLUMN GRAPH  |  |
| Options  | play on the swings / play on the slide / play soccer                  |  |
| Follow up questions                              |   |  |
| <b>Question</b>                                  | <b>How many learners think playing on the swings is the most fun?</b> |  |
| Answer   | __ learners think playing on the swings is the most fun.              |  |
| <b>Question</b>                                  | <b>How many learners think playing on the slide is the most fun?</b>  |  |
| Answer   | __ learners think playing on the slide is the most fun.               |  |
| <b>Question</b>                                  | <b>How many learners think playing soccer is the most fun?</b>        |  |
| Answer   | __ learners think playing soccer is the most fun.                     |  |
| <b>Question</b>                                  | <b>What is most fun to do outside with friends?</b>                   |  |
| Answer   | I think it is most fun to play on the swings.                         |  |
| Answer   | I think it is most fun to play on the slide.                          |  |
| Answer   | I think it is most fun to play soccer.                                |  |
| READING  | Practise reading the sight words for the week.                        |  |

## WEEK 7: WEDNESDAY - PHONEMIC AWARENESS &amp; PHONICS (5 minutes)

| SOUND        | /dr/   |              |             |              |             |              |             |             |             |
|--------------|--|--------------|-------------|--------------|-------------|--------------|-------------|-------------|-------------|
| ACTIVITY     | <p><b>SEGMENTING AND BLENDING (I DO)</b></p> <ol style="list-style-type: none"> <li>Say the word <b>drain</b></li> <li>Segment the word into the individual sounds: <b>/dr/ - /ai/ - /n/</b></li> <li>Say the beginning sound of the word: <b>/dr/</b></li> <li>Say the middle sound of the word: <b>/ai/</b></li> <li>Say the end sound of the word: <b>/n/</b></li> <li>Write the word on the board: <b>drain</b></li> <li>Model pointing and blending the sounds to make a word:<br/><b>/dr/ - /ai/ - /n/ = drain</b></li> <li>Remind learners that in English, when <b>d</b> and <b>r</b> are together in a word they must be read together as a long sound: <b>/dr/</b></li> <li>Repeat this with the word <b>drill</b></li> </ol> <p><b>SEGMENTING AND BLENDING (WE DO)</b></p> <ol style="list-style-type: none"> <li>Say the word <b>drum</b></li> <li>Ask learners: What is the first sound in the word? <b>/dr/</b></li> <li>Ask learners: What is the middle sound in the word? <b>/u/</b></li> <li>Ask learners: What is the last sound in the word? <b>/m/</b></li> <li>Ask learners to segment the word into each individual sound:<br/><b>/dr/ - /u/ - /m/</b></li> <li>Write the word: <b>drum</b></li> <li>Instruct learners to blend the sounds in the word with you:<br/><b>/dr/ - /u/ - /m/ = drum</b></li> <li>Repeat this with the word <b>drip</b></li> </ol> <p><b>SEGMENTING AND BLENDING (YOU DO)</b></p> <ol style="list-style-type: none"> <li>Instruct learners to take out their exercise books.</li> <li>Instruct learners to write the heading: <b>dr words</b>.</li> <li>Instruct learners to write the numbers 1-8.</li> <li><i>Make sure the flashcard words are covered. Learners must <b>not</b> copy the words from the board.</i></li> <li>Say each of the following words. Instruct learners to write the word in their books.</li> </ol> <table border="1" data-bbox="582 1853 1492 1912"> <tr> <td><b>drain</b></td> <td><b>drag</b></td> <td><b>drip</b></td> <td><b>drop</b></td> <td><b>drill</b></td> <td><b>drib</b></td> <td><b>drab</b></td> <td><b>drum</b></td> </tr> </table> <ol style="list-style-type: none"> <li>Uncover the Phonics Display Board. Instruct learners to check their words against the flashcard words on the Phonics Display Board.</li> <li>Instruct learners to practise reading the phonic words for <b>homework</b>.</li> </ol> | <b>drain</b> | <b>drag</b> | <b>drip</b>  | <b>drop</b> | <b>drill</b> | <b>drib</b> | <b>drab</b> | <b>drum</b> |
| <b>drain</b> | <b>drag</b>  | <b>drip</b>  | <b>drop</b> | <b>drill</b> | <b>drib</b> | <b>drab</b>  | <b>drum</b> |             |             |

**ALTERNATE PROGRAMME: PHONEMIC AWARENESS & PHONICS (5 minutes)**

|            |  |
|------------|--|
| SOUND      |  |
| FLASHCARDS |  |
| ACTIVITY   |  |

**WEEK 7: WEDNESDAY: GROUP GUIDED & INDEPENDENT READING (15 minutes)**

**GROUP GUIDED READING (SMALL GROUP)**

|             |  |
|-------------|--|
| GROUP       | GROUP 3  |
| TEXT        | Use your tracker. Choose a text that is appropriate for the learners in the group. |
| SIGHT WORDS | Review any sight words that appear in the chosen text.                             |

**INDEPENDENT READING (WHOLE CLASS)**

Learners use worksheet for independent reading.

| WEEK 7: THURSDAY: SHARED READING (15 minutes)  |  |
|--|--|
| TITLE  | <u>Jane's flat tyre</u>  |
| ACTIVITY   | <b>FIRST READ</b>  |
| COMPREHENSION STRATEGY   | <b>Search the text</b>   |
| PURPOSE  | By getting learners to recall details about the story, you are checking that they have a basic understanding of the story. You can also show learners how to search the text to find details, once they can read.                |
| Story  | Firt Read  |
| Jane and Mandu loved to ride their bikes together. One day, they were riding their bikes far away from home – all the way down by the river. Jane was riding very fast. As she went down the hill, she went faster and faster.   | <b>Where</b> are Jane and Mandu? Oh! They are riding by the river, far away from home.   |
| Then, Jane's tyre hit a rock! She fell off of her bike! Mandu stopped to make sure Jane was okay.<br>'Are you okay?' Mandu asked.<br>'I'm okay,' Jane said. She stood up and looked at her bicycle.<br>'But look! My tyre is flat! How will I get home?'   | <b>What</b> did Jane's tyre hit? Jane's tyre hit a rock! She cannot ride her bike now. I wonder how she will get home?   |
| 'I have an idea!' Mandu said. 'I will ride home and fetch my pump. Then I will come back. We can pump up your tyre so you can ride home!'<br>Jane didn't really want to stay by the river all by herself, but there wasn't any choice.<br>'Okay,' Jane said, 'that's a smart idea.'<br>Mandu got on her bike and rode back home. | <b>What</b> is Mandu's idea? Oh! Mandu will go home to get a pump to fix Jane's tyre.  |
| Jane waited and waited. It felt like forever. The sun began to set.<br>'What if Mandu got a flat tyre and couldn't get home, just like me?' Jane worried.<br>Jane's stomach began to make noise. It was almost supper time. She was getting hungry and thirsty. 'What if I miss supper?' Jane worried.                           | <b>What</b> is Jane worried about? Oh! She is worried that maybe Mandu got a flat tyre. She is worried she will miss supper. She is worried that she will be stuck by the river all night alone! Oh no! I wonder where Mandu is? |

|   |  |
|---|--|
| Jane saw the moon in the sky. 'What if Mandu can't find me? What if I am here all night alone?' Jane worried.   |  |
| <p>But then, Jane saw Mandu and her brother Dumisani riding towards her. Jane was so happy to see her friend, she jumped up and shouted.</p> <p>'Sorry it took so long!' Mandu said. 'I had to find Dumisani so he could help us! And it's a long ride!'</p> <p>'You must be hungry!' Mandu said. She gave Jane a muffin and some orange juice from her backpack.</p> | <p><b>Why</b> did it take Mandu so long? Oh! Because she had to find her brother so he could come and help them.</p>   |
| <p>Dumisani helped Jane and Mandu to fix the tyre. They pumped it up, full of air.</p> <p>'Just like new!' said Jane.</p> <p>'Let's go home before it gets too dark!' said Dumisani.</p>  |  |
| <p>They rode back home in the moonlight. This time, Jane watched for rocks in the path. This time, Jane rode slowly. She didn't want another flat tyre! It was a long ride home.</p>  |  |
| <p>When they finally got home, Jane hugged Mandu.</p> <p>'Thanks for helping me Mandu!' she said.</p> <p>'You are a good friend!'</p> <p>'That's what friends are for!' Mandu said.</p>   | <p><b>What</b> did Jane do when they got home? Oh! She said thanks and gave her friend a big hug.</p>  |
| <b>Follow up questions</b>  | <b>Possible responses</b>  |
| <b>Who</b> got a flat tyre?   | Jane got a flat tyre.  |
| <b>Where</b> did Mandu go?  | She went home to get a pump.   |
| <b>Why question</b>   | <b>Possible responses</b>  |
| <b>Why</b> did Mandu leave Jane all alone?  | <ul style="list-style-type: none"> <li>• Jane had a flat tyre.</li> <li>• Jane could not ride her bike.</li> <li>• They did not have a pump.</li> <li>• They are far away from home.</li> <li>• Mandu went home to get a pump.</li> <li>• Mandu went home to get help for Jane.</li> <li>• Mandu found her brother Dumisani to help them.</li> </ul> |

## WEEK 7: THURSDAY: WRITING (15 minutes)

WRITING FRAME

We like to...**Modelling:**

1. Explain that today, learners will add a sentence to their writing from Tuesday. Explain that today, learners will think of one thing they like to do with their friend who they wrote about on Tuesday.
2. Read the new writing frame to learners.
3. Use **modelling** to show learners that you **think before you write**.
4. Explain some ideas you have for filling in the writing frame, like: My friend Khanyi and I like to play on the playground. We like the swings and the slide.
5. Use **modelling** to add to your drawing, like: the playground.
6. Explain which words you will write. **Draw a line for each word**.
7. Use **modelling** to complete the writing frame, like: We like to swing on the swings!
8. **Say words slowly like a tortoise and write the sounds you know**.
9. **Use resources** (sight words, theme vocabulary word) to add labels to your drawing, like: friend, me
10. **Erase your example from the board. Explain this was just an example, but learners must write their own ideas.**

**Oral Instructions:**

1. Remind learners that on Tuesday, we wrote about a friend. Today we will write about the same friend.
2. Instruct learners to **think** and remember who they wrote about on Tuesday.
3. Ask learners: What do you like to do with this friend?
4. Instruct learners to **think before they write**.
5. Explain that learners should come up with their own ideas – they should **not** copy your idea!
6. Instruct learners to **turn and talk** with a partner about what they like to do with their friend.
7. Give learners 2-3 minutes to turn and talk.
8. Call on 6-7 learners to tell you what they like to do with their friend. They must say: We like to...
9. Explain that learners will now use the writing frame to draw and write their own ideas!

**Writing:**

1. **Hand out learner books.** Instruct learners to find their writing from Tuesday. They will **add** to this!
2. As learners are writing, walk around the room and complete **mini conferences**.
3. Ask learners to **read their writing**.
4. Help learners complete the writing frame.

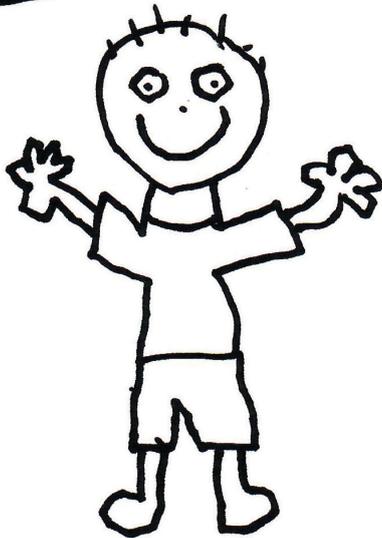
5. Help learners **say words slowly like a tortoise** and **use resources**.
6. **Encourage learners**.

**Turn and Talk:**

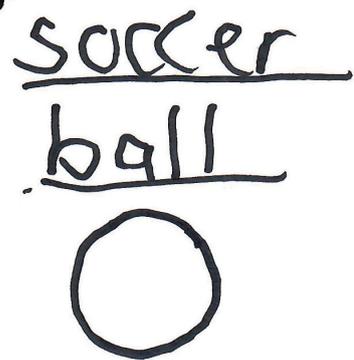
1. When there are 2-3 minutes left, instruct learners to put their pencils away.
2. Instruct learners to **turn and talk** with a partner about their drawings.

*Hang up learner drawings at LEARNER EYE-LEVEL around the room. This helps learners have conversations about the theme.*

Sibu



me



My friend is Sibu.

He is kind.

We like to play

soccer together.

| WEEK 7: FRIDAY: DAILY ACTIVITIES (10 minutes) |   |  |
|---|---|--|
| GREETING                                      | Greet the learners in English.  |  |
| SONG / RHYME                                  | <b>Lyrics</b>   | <b>Actions</b>                               |
|   | The more we get together,<br>together, together,                            | <i>Link arms with the people next to you</i> |
|   | The more we get together, the<br>happier we'll be.                          | <i>Link arms with the people next to you</i> |
|   | For your friends are my friends,  | <i>Learners point to someone else</i>        |
|   | And my friends are your friends.  | <i>Learners point to themselves</i>          |
|   | The more we get together, the<br>happier we'll be.                          | <i>Link arms with the people next to you</i> |
| THEME<br>VOCABULARY                           | pretend, inside, toys, game   |  |
| QUESTION OF THE DAY                           |   |  |
| Question                                      | What is most fun to do inside with friends?                                 |  |
| Graph   | 3 COLUMN GRAPH  |  |
| Options                                       | play pretend / play with toys / play a game                                 |  |
| Follow up questions                           |   |  |
| <b>Question</b>                               | <b>How many learners think playing pretend is the most fun?</b>             |  |
| Answer  | __ learners think playing pretend is the most fun.                          |  |
| <b>Question</b>                               | <b>How many learners think playing with toys is the most fun?</b>           |  |
| Answer  | __ learners think playing with toys is the most fun.                        |  |
| <b>Question</b>                               | <b>How many learners think playing a game is the most fun?</b>              |  |
| Answer  | __ learners think playing a game is the most fun.                           |  |
| <b>Question</b>                               | <b>What do most learners think is most fun to do inside with friends?</b>   |  |
| Answer  | Most learners think it is most fun to__                                     |  |
| <b>Question</b>                               | <b>What do fewest learners think is most fun to do inside with friends?</b> |  |
| Answer  | Fewest learners think it is most fun to__                                   |  |
| <b>Question</b>                               | <b>What is the most fun to do inside with friends?</b>                      |  |

|         |  |
|---------|--|
| Answer  | I think playing pretend is the most fun.       |
| Answer  | I think playing with toys is the most fun.     |
| Answer  | I think playing a game is the most fun.        |
|         |  |
| READING | Practise reading the sight words for the week. |

**WEEK 7: FRIDAY - PHONEMIC AWARENESS & PHONICS (5 minutes)**

|            |   |
|------------|---|
| SOUND      | <b>/dr/</b>   |
| FLASHCARDS | <b>drain, drag, drip, drop, drill, drib, drab, drum</b>   |
| ACTIVITY   | <p><b>BEGINNING SOUND</b></p> <ol style="list-style-type: none"> <li>Model isolating the beginning sound for learners. Say:             <ul style="list-style-type: none"> <li>/dr/ – ain (drain)</li> <li>/g/ – ain (gain)</li> </ul> </li> <li>Say two words: drop, hop             <ul style="list-style-type: none"> <li>Ask learners: Which word begins with the /h/ sound? (hop)</li> </ul> </li> <li>Say two words: skip, drip             <ul style="list-style-type: none"> <li>Ask learners: Which word begins with the /dr/ sound? (drip)</li> </ul> </li> <li>Say two words: drag, nag             <ul style="list-style-type: none"> <li>Ask learners: Which word begins with the /n/ sound? (nag)</li> </ul> </li> </ol> <p><b>LETTER SWAP</b></p> <ol style="list-style-type: none"> <li>Say the word: drum</li> <li>Ask learners: What is the beginning sound? /dr/</li> <li>Ask learners: If I take away the /dr/ and add /g/ what word does that make?</li> <li>Help learners to hear that the word is: g – u – m = gum</li> <li>Write: drum</li> <li>Read the word: dr – u – m = drum</li> <li>Erase: 'dr'</li> <li>Write: 'g'</li> <li>Read the new word: g – u – m = gum</li> <li>Ask learners: What other words can you think of that end with '-um'</li> <li>Let learners brainstorm words. (sum, hum, etc.)</li> </ol> <p><b>INFORMAL ASSESSMENT</b></p> <ol style="list-style-type: none"> <li>Instruct learners to take out their exercise books.</li> <li>Instruct learners to write the heading: <b>dr words</b></li> </ol> |

|              |  |              |             |             |             |
|--------------|--|--------------|-------------|-------------|-------------|
|              | <p>3. <i>Make sure the flashcard words are covered on the display board. Learners must <b>not</b> copy the words.</i></p> <p>4. Say each of the following words. Instruct learners to write the words in their book.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="padding: 2px 10px;"><b>drain</b></td> <td style="padding: 2px 10px;"><b>drop</b></td> <td style="padding: 2px 10px;"><b>drip</b></td> <td style="padding: 2px 10px;"><b>drag</b></td> </tr> </table> <p>5. Use the results to informally assess learners' progress. Identify learners who need extra support.</p> <p><b>WORD FAMILY WALL</b></p> <ol style="list-style-type: none"> <li>1. Call learners to move the words from the Phonic Display Board to the correct place on the Word Family Wall.</li> <li>2. Make sure that learners correctly identify the word family for each word.</li> </ol> | <b>drain</b> | <b>drop</b> | <b>drip</b> | <b>drag</b> |
| <b>drain</b> | <b>drop</b>  | <b>drip</b>  | <b>drag</b> |             |             |

**ALTERNATE PROGRAMME: PHONEMIC AWARENESS & PHONICS (5 minutes)**

|            |  |
|------------|--|
| SOUND      |  |
| FLASHCARDS |  |
| ACTIVITY   |  |

### WEEK 7: FRIDAY: END OF WEEK LEARNING REVIEW

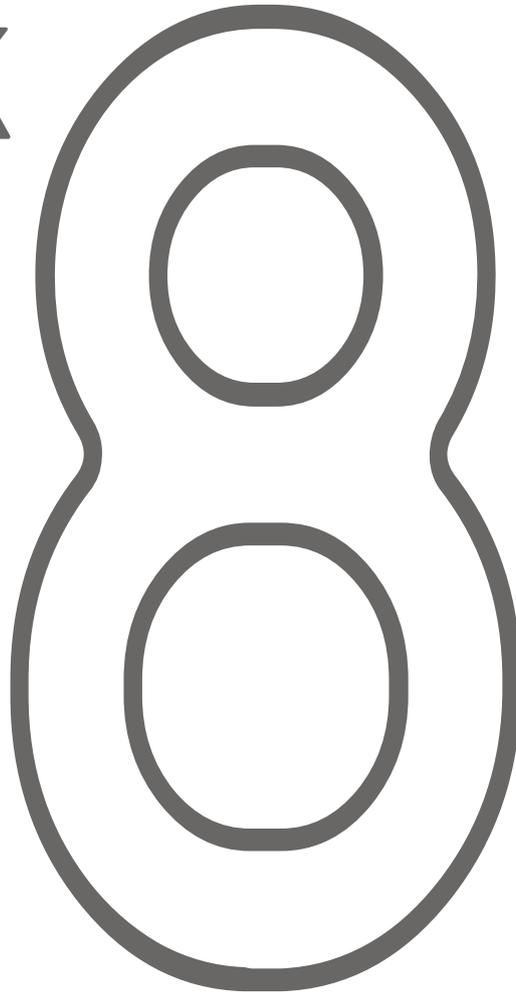
*Note: There is no formal time allocated for this activity. Please try to fit it in to your classroom routine at the end of each week.*

1. Settle learners on the carpet at the end of the day.
2. Conduct the weekly language review session. You may choose to combine HL and FAL learning in this review.
3. Remember to allow learners to 'Turn and Talk' and discuss their answers with a partner. Then, select a few learners to share their answers with the class.
4. Use the following prompting questions to guide the language part of your discussion:
  - a. **What was our language theme for the week?**
  - b. **Which stories did we read together?**
  - c. **What were your favourite new words of the week?**
  - d. **What did you learn from the stories we read?**
  - e. **What did we write about this week?**
  - f. **How did your own writing improve this week?**
  - g. **How did your own reading improve this week?**
  - h. **What are you most proud of this week?**
5. Finally, tell learners to think about two things that they are going to tell their families about what they learnt or how they improved at school this week.

*Please note: This process of self-review and reflection is a critically important part of learning. Please do not skip this weekly activity.*

# GRADE 2 - TERM 1

**WEEK**



**THEME:**  
**HELPING OUR FRIENDS**

"The language of friendship is not words, but meanings."  
- Henry David Thoreau

## WEEK 8: CLASSROOM PREPARATION

1. At the start of each week, ensure that your classroom is neat and tidy.
2. Update your DISPLAY BOARDS, by removing items that are no longer relevant, and storing them carefully.
3. Then, prepare the flashcard words and theme word illustrations that you will need.
4. Find and prepare items for your theme wall and table that will be of interest to learners, for instance: picture of friends holding hands/hugging/laughing, cardboard cut-out of a heart, a teddy-bear, picture of a friend helping a friend.
5. Do some research on the internet to prepare for the theme. For example: how to teach young learners the importance of helping friends in need.
6. Make sure all learner exercise books and DBE Workbooks are marked, and neatly packed where they belong.
7. Make sure all your big books, graded readers and classroom library books are in good order.
8. Adjust your group guided reading groups if necessary.
9. Plan your informal and formal assessment activities for the week.

## EXTENSION ACTIVITIES

**These activities can be used as independent work for learners who finish their work early OR while you are giving assessments to learners.**

|            |  |
|------------|--|
| Activity 1 | DBE Workbook 1: Listen and repeat, page 17 |
| Activity 2 | DBE Workbook 1: Let's write, page 17       |
| Activity 3 | DBE Workbook 1: Let's do, page 20          |
| Activity 4 | Draw a picture of a time you took a taxi!  |

| TERM 1: WEEK 8   |  |                   |
|------------------|--|-------------------|
| OVERVIEW         |  |                   |
| THEME            | Helping our friends  |                   |
| THEME VOCABULARY | friendship, kind, helpful, fun, swing, slide, fun, outside, pretend, inside, toys, game, laugh, secret, share, snack, hug, hold hands, understand, listen, mean, nice, stand up for, bully |                   |
| SIGHT WORDS      | we, had, with, let's tree  |                   |
| PHONICS          | /ie/ tie, pie, lie, die<br>/s/ (ending) ties, pies, lies, dies   |                   |
| WRITING FRAME    | <b>Tuesday</b>   | <b>Thursday</b>   |
|                  | I helped my friend...<br>I felt...   | My friend felt... |

| TERM 1: WEEK 8      |  |
|---------------------|--|
| INTRODUCE THE THEME |  |
| PICTURE             | Picture of the all the different friends at the park, DBE Workbook 1, page 30  |
| SHOW                | Show the picture to learners. Remind learners that we are talking about helping our friends!   |
| SAY                 | <ul style="list-style-type: none"> <li>• Ask learners: What do you see friends doing here?</li> <li>• Listen to learner responses. Help learners use theme vocabulary words from <b>Week 7</b>.</li> <li>• Remind learners that we are learning about helping our friends. We will continue this week to learn words to talk about how friends help each other.</li> </ul> |
| TEACH               | <p>Teach learners the <b>sight words</b> for the week. Explain that learners will see these words in their <b>independent reading</b>.</p> <p>Teach learners the sight words for the week:</p> <ol style="list-style-type: none"> <li>1. Learners copy down the sight words into their books.</li> <li>2. Learners practise reading the sight words at home.</li> </ol>    |

| WEEK 8: MONDAY: DAILY ACTIVITIES (10 minutes) |   |                   |
|---|---|-------------------|
| GREETING                                      | Greet the learners in English.                                    |                   |
| SONG / RHYME                                  | Lyrics  | Actions           |
|   | If you want to be a friend, clap your hands,                      | <i>Clap twice</i> |
|   | If you want to be a friend, clap your hands!                      | <i>Clap twice</i> |
|   | A friend is someone who is always kind to you.                    |                   |
|   | If you want to be a friend, clap your hands!                      | <i>Clap twice</i> |
| THEME VOCABULARY                              | laugh, secret, share, snack                                       |                   |
| QUESTION OF THE DAY                           |   |                   |
| Question                                      | What do you like to do with your friends?                         |                   |
| Graph   | 3 COLUMN GRAPH  |                   |
| Options                                       | laugh / tell secrets / share snacks                               |                   |
| Follow up questions                           |   |                   |
| <b>Question</b>                               | <b>How many learners like to laugh with their friends?</b>        |                   |
| Answer  | __ learners like to laugh with their friends.                     |                   |
| <b>Question</b>                               | <b>How many learners like to tell secrets with their friends?</b> |                   |
| Answer  | __ learners like to tell secrets with their friends.              |                   |
| <b>Question</b>                               | <b>How many learners like to share snacks with their friends?</b> |                   |
| Answer  | __ learners like to share snacks with their friends.              |                   |
| <b>Question</b>                               | <b>What do most learners like to do with their friends?</b>       |                   |
| Answer  | Most learners like to __  |                   |
| <b>Question</b>                               | <b>What do fewest learners like to do with their friends?</b>     |                   |
| Answer  | Fewest learners like to __  |                   |
| <b>Question</b>                               | <b>What do you like to do with your friends?</b>                  |                   |
| Answer  | I like to laugh with my friends.                                  |                   |

|         |  |
|---------|--|
| Answer  | I like to tell secrets with my friends.        |
| Answer  | I like to share snacks with my friends.        |
|         |  |
| READING | Practise reading the sight words for the week. |

**WEEK 9: MONDAY - PHONEMIC AWARENESS & PHONICS (5 minutes)**

|            |   |            |             |            |             |            |             |            |             |
|------------|---|------------|-------------|------------|-------------|------------|-------------|------------|-------------|
| SOUND      | <b>/-ie/ /-s/ ending</b>  |            |             |            |             |            |             |            |             |
| FLASHCARDS | <b>tie, pie, lie, die</b><br><b>ties, pies, lies, dies</b>  |            |             |            |             |            |             |            |             |
| ACTIVITY   | <p><b>INTRODUCE THE SOUND AND WORDS</b></p> <ol style="list-style-type: none"> <li>Say the sound and hold up the flashcard <b>/ie/</b> for learners to see.</li> <li>Say the sound and instruct learners to repeat the sound. Do this three times.</li> <li>Explain that when we see the letters <b>i</b> and <b>e</b> together in a word, we must not say the sounds separately. We must say one sound: <b>/ie/ (long i)</b></li> <li>Say the sound and hold up the flashcard <b>/-s/</b> for learners to see.</li> <li>Say the sound and instruct learners to repeat the sound. Do this three times.</li> <li>Say each word loudly and clearly as you show the flashcard: <b>tie, pie, lie, die, ties, pies, lies, dies</b></li> <li>Ask learners to repeat each word after you.</li> <li>Stick up the flashcards on the Phonics Display Board.</li> </ol> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td><b>tie</b></td> <td><b>ties</b></td> </tr> <tr> <td><b>pie</b></td> <td><b>pies</b></td> </tr> <tr> <td><b>lie</b></td> <td><b>lies</b></td> </tr> <tr> <td><b>die</b></td> <td><b>dies</b></td> </tr> </table> | <b>tie</b> | <b>ties</b> | <b>pie</b> | <b>pies</b> | <b>lie</b> | <b>lies</b> | <b>die</b> | <b>dies</b> |
| <b>tie</b> | <b>ties</b>   |            |             |            |             |            |             |            |             |
| <b>pie</b> | <b>pies</b>   |            |             |            |             |            |             |            |             |
| <b>lie</b> | <b>lies</b>   |            |             |            |             |            |             |            |             |
| <b>die</b> | <b>dies</b>   |            |             |            |             |            |             |            |             |

**ALTERNATE PROGRAMME: PHONEMIC AWARENESS & PHONICS (5 minutes)**

|            |  |
|------------|--|
| SOUND      |  |
| FLASHCARDS |  |
| ACTIVITY   |  |

## WEEK 8: MONDAY: GROUP GUIDED & INDEPENDENT READING (15 minutes)

### GROUP GUIDED READING (SMALL GROUP)

|             |  |
|-------------|--|
| GROUP       | GROUP 1  |
| TEXT        | Use your tracker. Choose a text that is appropriate for the learners in the group. |
| SIGHT WORDS | Review any sight words that appear in the chosen text.                             |

### INDEPENDENT READING (WHOLE CLASS)

Learners use worksheet for independent reading.

| WEEK 8: TUESDAY: SHARED READING (15 minutes)   |   |
|--|---|
| TITLE  | <u>Jane's flat tyre</u>   |
| ACTIVITY   | <b>SECOND READ</b>  |
| COMPREHENSION STRATEGY   | <b>Search the text</b>  |
| PURPOSE  | By getting learners to recall details about the story, you are checking that they have a basic understanding of the story. You can also show learners how to search the text to find details, once they can read. |
| Story  | Second Read   |
| Jane and Mandu loved to ride their bikes together. One day, they were riding their bikes far away from home – all the way down by the river. Jane was riding very fast. As she went down the hill, she went faster and faster.   |   |
| Then, Jane's tyre hit a rock! She fell off of her bike! Mandu stopped to make sure Jane was okay.<br>'Are you okay?' Mandu asked.<br>'I'm okay,' Jane said. She stood up and looked at her bicycle.<br>'But look! My tyre is flat! How will I get home?'   | <b>Why</b> did Jane get a flat tyre? Oh! Because she was going fast and her tyre hit a rock.  |
| 'I have an idea!' Mandu said. 'I will ride home and fetch my pump. Then I will come back. We can pump up your tyre so you can ride home!'<br>Jane didn't really want to stay by the river all by herself, but there wasn't any choice.<br>'Okay,' Jane said, 'that's a smart idea.'<br>Mandu got on her bike and rode back home. | <b>Why</b> does Mandu go all the way back home? Oh! She goes home to get a pump so that they can fix Jane's tyre, and then she can ride her bike back home.   |
| Jane waited and waited. It felt like forever.<br>The sun began to set.<br>'What if Mandu got a flat tyre and couldn't get home, just like me?' Jane worried.<br>Jane's stomach began to make noise. It was almost supper time. She was getting hungry and thirsty.   | <b>Why</b> is Jane worried? She is worried because she is all alone. She can't get home without Mandu's help!   |

|   |  |
|---|--|
| <p>'What if I miss supper?' Jane worried.<br/>Jane saw the moon in the sky. 'What if Mandu can't find me? What if I am here all night alone?' Jane worried.</p>   |  |
| <p>But then, Jane saw Mandu and her brother Dumisani riding towards her. Jane was so happy to see her friend, she jumped up and shouted.<br/>'Sorry it took so long!' Mandu said. 'I had to find Dumisani so he could help us! And it's a long ride!'<br/>'You must be hungry!' Mandu said. She gave Jane a muffin and some orange juice from her backpack.</p> | <p><b>Why</b> did Jane jump up and shout? Oh! Because she was so happy to see her friend.</p>  |
| <p>Dumisani helped Jane and Mandu to fix the tyre. They pumped it up, full of air.<br/>'Just like new!' said Jane.<br/>'Let's go home before it gets too dark!' said Dumisani.</p>  | <p><b>How</b> did they fix the tyre? Oh! They used the pump Mandu brought to fill it with air.</p>   |
| <p>They rode back home in the moonlight. This time, Jane watched for rocks in the path. This time, Jane rode slowly. She didn't want another flat tyre! It was a long ride home.</p>  | <p><b>Why</b> did Jane ride slowly this time? Oh! Because she doesn't want to get another flat tyre!</p>   |
| <p>When they finally got home, Jane hugged Mandu.<br/>'Thanks for helping me Mandu!' she said.<br/>'You are a good friend!'<br/>'That's what friends are for!' Mandu said.</p>  | <p><b>Why</b> did Jane thank Mandu? Oh! Because Mandu was so helpful to her!</p>   |
| <p><b>Follow up questions</b></p>   | <p><b>Possible responses</b></p>   |
| <p><b>What</b> does Mandu bring back?</p>   | <ul style="list-style-type: none"> <li>• She brings back the pump.</li> <li>• She brings back her brother Dumisani.</li> <li>• She brings back a snack for Jane.</li> </ul>  |
| <p><b>How</b> do they fix the tyre?</p>   | <p>They use Mandu's pump to fill it with air.</p>  |
| <p><b>Why question</b></p>  | <p><b>Possible responses</b></p>   |
| <p><b>Why</b> does Jane tell Mandu that she is a good friend?</p>   | <ul style="list-style-type: none"> <li>• Because Mandu brings help for Jane.</li> <li>• Because Mandu rode all the way home and all the way back to help Jane.</li> <li>• Because Mandu brings a snack for Jane.</li> <li>• Because Mandu rides home with Jane in the dark.</li> </ul> |

## WEEK 8: TUESDAY: WRITING (15 minutes)

WRITING FRAME

I helped my friend...I felt...**Modelling:**

1. Explain that today, learners will write about a time they helped a friend. They will write about **how they felt when they helped their friend**.
2. Read the writing frame to learners.
3. Use **modelling** to show learners that you **think before you write**.
4. Tell learners some ideas you have for filling in the writing frame, like: I helped my friend when she fell down. I helped her up. I felt so sad that she was hurt!
5. Use **modelling** to draw a quick picture of your idea, like: You helping your friend up from the ground.
6. Explain which words you will write. **Draw a line for each word**.
7. Use **modelling** to complete the writing frame: I helped my friend get up when she fell down. I felt sad that she was hurt.
8. Say words slowly like a tortoise and write the sounds you know.
9. **Use resources** (sight words, theme vocabulary word) to add labels to your drawing, like: me, friend, up
10. Erase your example from the board. Explain this was just an example, but learners must write their own ideas.

**Oral Instructions:**

1. Ask learners: How did you help your friend? How did you feel?
2. Explain that learners should come up with their own ideas – they should **not** copy your idea!
3. Instruct learners to **think before they write**.
4. Call on 6-7 learners to tell you who they will write about and what they like about this person They must say: I helped my friend... I felt...
5. Explain that learners will now use the writing frame to draw and write their own ideas!

**Writing:**

1. Hand out learner books.
2. As learners are writing, walk around the room and complete **mini conferences**.
3. Ask learners to **read their writing**.
4. Help learners complete the writing frame.
5. Help learners **say words slowly like a tortoise** and **use resources**.
6. Encourage learners.

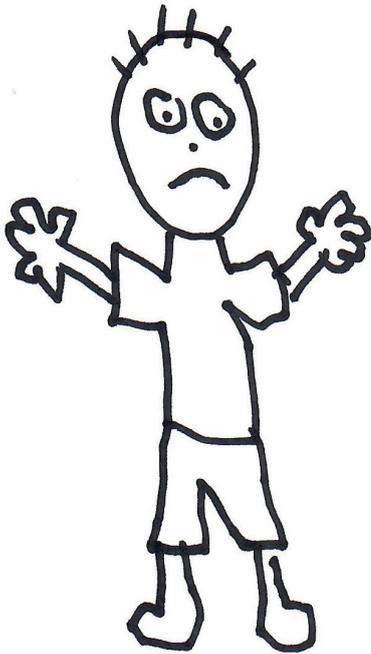
**Turn and Talk:**

1. When there are 2-3 minutes left, instruct learners to put their pencils away.
2. Instruct learners to **turn and talk** with a partner about their drawings.

*Hang up learner drawings at LEARNER EYE-LEVEL around the room. This helps learners have conversations about the theme.*

friend

food



me

I helped my friend

when he had no food

I felt kind .

**WEEK 8: TUESDAY: GROUP GUIDED & INDEPENDENT READING (15 minutes)****GROUP GUIDED READING (SMALL GROUP)**

|             |  |
|-------------|--|
| GROUP       | GROUP 2  |
| TEXT        | Use your tracker. Choose a text that is appropriate for the learners in the group. |
| SIGHT WORDS | Review any sight words that appear in the chosen text.                             |

**INDEPENDENT READING (WHOLE CLASS)**

Learners use worksheet for independent reading.

| <b>WEEK 8: WEDNESDAY: DAILY ACTIVITIES (10 minutes)</b> |   |                             |
|---|---|-----------------------------|
| GREETING  | Greet the learners in English.                          |                             |
| SONG / RHYME  | <b>Lyrics</b>   | <b>Actions</b>              |
|   | If you want to be a friend, clap your hands,            | <i>Clap twice</i>           |
|   | If you want to be a friend, clap your hands!            | <i>Clap twice</i>           |
|   | A friend is someone who is always kind to you.          |                             |
|   | If you want to be a friend, clap your hands!            | <i>Clap twice</i>           |
|   | Extension   |                             |
|   | If you want to be a friend, spin around,                | <i>Spin around in place</i> |
|   | If you want to be a friend, spin around!                | <i>Spin around in place</i> |
|   | A friend is someone who will always help you.           |                             |
|   | If you want to be a friend, spin around!                | <i>Spin around in place</i> |
| THEME VOCABULARY  | hug, hold hands, understand, listen                     |                             |
| <b>QUESTION OF THE DAY</b>                              |   |                             |
| <b>Question</b>   | <b>How can you help a friend who feels sad?</b>         |                             |
| Graph   | 3 COLUMN GRAPH  |                             |
| Options   | give them a hug / hold hands / listen to and understand |                             |
| <b>Follow up questions</b>                              |   |                             |
| <b>Question</b>   | <b>How many learners give their friend a hug?</b>       |                             |
| Answer  | __ learners give their friend a hug.                    |                             |
| <b>Question</b>   | <b>How many learners hold hands with their friend?</b>  |                             |
| Answer  | __ learners hold hands with their friend.               |                             |

|                 |   |
|-----------------|---|
| <b>Question</b> | <b>How many learners listen to and understand their friend?</b> |
| Answer          | __ learners listen and understand.                              |
| <b>Question</b> | <b>What do most learners do when their friend feels sad?</b>    |
| Answer          | Most learners __ when their friend feels sad.                   |
| <b>Question</b> | <b>What do fewest learners do when their friend feels sad?</b>  |
| Answer          | Fewest learners __ when their friend feels sad.                 |

**WEEK 8: WEDNESDAY - PHONEMIC AWARENESS & PHONICS (5 minutes)**

|          |  |
|----------|--|
| SOUND    | <b>/ie/ /-s/ ending</b>  |
| ACTIVITY | <p><b>SEGMENTING AND BLENDING (I DO)</b></p> <ol style="list-style-type: none"> <li>Say the word <b>tie</b></li> <li>Segment the word into the individual sounds: <b>/t/ - /ie/</b></li> <li>Say the beginning sound of the word: <b>/t/</b></li> <li>Say the end sound of the word: <b>/ie/</b></li> <li>Write the word on the board: <b>tie</b></li> <li>Model pointing and blending the sounds to make a word:<br/><b>/t/ - /ie/ = tie</b></li> <li>Remind learners that in English, when <b>i</b> and <b>e</b> are together in a word they must be read together as a long sound: <b>/ie/ (long i)</b></li> <li>Repeat this with the word <b>die</b></li> </ol> <p><b>SEGMENTING AND BLENDING (WE DO)</b></p> <ol style="list-style-type: none"> <li>Say the word <b>lies</b></li> <li>Ask learners: What is the first sound in the word? <b>/l/</b></li> <li>Ask learners: What is the middle sound in the word? <b>/ie/</b></li> <li>Ask learners: What is the last sound in the word? <b>/s/</b></li> <li>Ask learners to segment the word into each individual sound:<br/><b>/l/ - /ie/ - /s/</b></li> <li>Write the word: <b>lies</b></li> <li>Instruct learners to blend the sounds in the word with you:<br/><b>/l/ - /ie/ - /s/ = lies</b></li> <li>Remind learners that in English, when <b>i</b> and <b>e</b> are together in a word they must be read together as one sound: <b>/ie/ (long i)</b></li> <li>Repeat this with the word <b>dies</b></li> </ol> |

|            |   |            |             |            |             |            |             |            |             |
|------------|---|------------|-------------|------------|-------------|------------|-------------|------------|-------------|
|            | <p><b>SEGMENTING AND BLENDING (YOU DO)</b></p> <ol style="list-style-type: none"> <li>1. Instruct learners to take out their exercise books.</li> <li>2. Instruct learners to write the heading: <b>-ie words</b>.</li> <li>3. Instruct learners to write the numbers 1-8.</li> <li>4. <i>Make sure the flashcard words are covered. Learners must <b>not</b> copy the words from the board.</i></li> <li>5. Say each of the following words. Instruct learners to write the word in their books.</li> </ol> <table border="1" style="margin: 10px auto; text-align: center;"> <tr> <td><b>tie</b></td> <td><b>ties</b></td> <td><b>pie</b></td> <td><b>pies</b></td> <td><b>lie</b></td> <td><b>lies</b></td> <td><b>die</b></td> <td><b>dies</b></td> </tr> </table> <ol style="list-style-type: none"> <li>6. Uncover the Phonics Display Board. Instruct learners to check their words against the flashcard words on the Phonics Display Board.</li> <li>7. Instruct learners to practise reading the phonic words for <b>homework</b>.</li> </ol> | <b>tie</b> | <b>ties</b> | <b>pie</b> | <b>pies</b> | <b>lie</b> | <b>lies</b> | <b>die</b> | <b>dies</b> |
| <b>tie</b> | <b>ties</b>   | <b>pie</b> | <b>pies</b> | <b>lie</b> | <b>lies</b> | <b>die</b> | <b>dies</b> |            |             |

| <b>ALTERNATE PROGRAMME: PHONEMIC AWARENESS &amp; PHONICS (5 minutes)</b> |  |
|--|--|
| SOUND  |  |
| ACTIVITY   |  |

| <b>WEEK 8: WEDNESDAY: GROUP GUIDED &amp; INDEPENDENT READING (15 minutes)</b> |  |
|---|--|
| <b>GROUP GUIDED READING (SMALL GROUP)</b>                                     |  |
| GROUP   | GROUP 3  |
| TEXT  | Use your tracker. Choose a text that is appropriate for the learners in the group. |
| SIGHT WORDS   | Review any sight words that appear in the chosen text.                             |
| <b>INDEPENDENT READING (WHOLE CLASS)</b>                                      |  |
| Learners use worksheet for independent reading.                               |  |

| WEEK 8: THURSDAY: SHARED READING (15 minutes)   |   |   |
|---|---|---|
| TITLE   | <u>Jane's flat tyre</u>   |   |
| ACTIVITY  | <b>ACT OUT THE STORY</b>  |   |
| PURPOSE   | To give learners a chance to act out what is happening.                 |   |
| POST-READING ACTIVITY   |   |   |
| TEXT  | TEACHER SAYS  | LEARNERS DO   |
| Jane and Mandu loved to ride their bikes together. One day, they were riding their bikes far away from home – all the way down by the river. Jane was riding very fast. As she went down the hill, she went faster and faster.  | Let's pretend to be Jane. Let's ride our bike and go faster and faster. | <ul style="list-style-type: none"> <li>• Pretend to ride a bike.</li> <li>• Pretend to ride faster and faster.</li> </ul>                   |
| Then, Jane's tyre hit a rock! She fell off of her bike! Mandu stopped to make sure Jane was okay. 'Are you okay?' Mandu asked. 'I'm okay,' Jane said. She stood up and looked at her bicycle. 'But look! My tyre is flat! How will I get home?'   | Let's pretend our tyre hit a rock!                                      | <ul style="list-style-type: none"> <li>• Pretend to fall of their bikes.</li> <li>• Say: 'My tyre is flat! How will I get home?'</li> </ul> |
| 'I have an idea!' Mandu said. 'I will ride home and fetch my pump. Then I will come back. We can pump up your tyre so you can ride home!' Jane didn't really want to stay by the river all by herself, but there wasn't any choice. 'Okay,' Jane said, 'that's a smart idea.' Mandu got on her bike and rode back home. | Let's pretend to be Mandu. Let's say what Mandu says!                   | Say: 'I have an idea! I will ride home and fetch my pump.'  |

|  |  |  |
|--|--|--|
| <p>Jane waited and waited. It felt like forever.<br/>The sun began to set.<br/>'What if Mandu got a flat tyre and couldn't get home, just like me?' Jane worried.<br/>Jane's stomach began to make noise. It was almost supper time. She was getting hungry and thirsty.<br/>'What if I miss supper?' Jane worried.<br/>Jane saw the moon in the sky. 'What if Mandu can't find me? What if I am here all night alone?' Jane worried</p> | <p>Let's pretend to be Jane.<br/>Jane feels worried. Let's be worried like Jane.</p> | <ul style="list-style-type: none"> <li>• Look worried</li> <li>• Say: 'What if Mandu got a flat tyre and couldn't get home!'</li> <li>• Say: 'What if I miss dinner?'</li> <li>• Say: 'What if Mandu can't find me? What if I am here all night alone?'</li> </ul> |
| <p>But then, Jane saw Mandu and her brother Dumisani riding towards her. Jane was so happy to see her friend, she jumped up and shouted.<br/>'Sorry it took so long!' Mandu said. 'I had to find Dumisani so he could help us! And it's a long ride!'<br/>'You must be hungry!' Mandu said. She gave Jane a muffin and some orange juice from her backpack.</p>  | <p>Let's pretend to be Jane. We see Mandu coming! We feel so happy!</p>              | <p>Jump up and shout 'Yay!'.</p>   |
| <p>Dumisani helped Jane and Mandu to fix the tyre. They pumped it up, full of air.<br/>'Just like new!' said Jane.<br/>'Let's go home before it gets too dark!' said Dumisani.</p>   | <p>Let's pretend to be Dumisani. Let's do and say what he says!</p>                  | <ul style="list-style-type: none"> <li>• Pretend to help fix the tyre.</li> <li>• Say: 'Let's go home before it is dark.'</li> </ul>   |
| <p>They rode back home in the moonlight. This time, Jane watched for rocks in the path. This time, Jane rode slowly. She didn't want another flat tyre! It was a long ride home.</p>   | <p>Let's ride our bikes home!</p>  | <p>Pretend to ride a bike home.</p>  |

|  |  |  |
|--|--|--|
| <p>When they finally got home, Jane hugged Mandu.<br/>‘Thanks for helping me Mandu!’ she said. ‘You are a good friend!’<br/>‘That’s what friends are for!’ Mandu said.</p> | <p>Let’s pretend to be Jane. Let’s say what Jane says!</p> | <p>Say: ‘Thank you, Mandu! You are a good friend.’</p> |
|--|--|--|

**WEEK 8: THURSDAY: WRITING (15 minutes)**

| WRITING FRAME | <b><u>My friend felt...</u></b>  |
|---------------|--|
|               | <p><b>Modelling:</b></p> <ol style="list-style-type: none"> <li>1. Explain that today, learners will add a sentence to their writing from Tuesday. Explain that today, learners will think about <b>how they think their friend felt</b> when they helped them.</li> <li>2. Read the new writing frame to learners.</li> <li>3. Use <b>modelling</b> to show learners that you <b>think before you write</b>.</li> <li>4. Explain some ideas you have for filling in the writing frame, like: My friend felt happy that I helped her.</li> <li>5. Use <b>modelling</b> to add to your drawing, like: your friend smiling.</li> <li>6. Explain which words you will write. <b>Draw a line for each word.</b></li> <li>7. Use <b>modelling</b> to complete the writing frame, like: <b><u>My friend felt</u></b> happy.</li> <li>8. Say words slowly like a tortoise and write the sounds you know.</li> <li>9. <b>Use resources</b> (sight words, theme vocabulary word) to add labels to your drawing, like: friend, me</li> <li>10. Erase your example from the board. Explain this was just an example, but learners must write their own ideas.</li> </ol> <p><b>Oral Instructions:</b></p> <ol style="list-style-type: none"> <li>1. Remind learners that on Tuesday, we wrote about how we helped a friend, and how we felt. Today we will write about how our friend felt after we helped them.</li> <li>2. Instruct learners to <b>think</b> and remember what they wrote about on Tuesday.</li> <li>3. Ask learners: How did your friend feel when you helped them?</li> <li>4. Instruct learners to <b>think before they write</b>.</li> <li>5. Explain that learners should come up with their own ideas – they should <b>not</b> copy your idea!</li> <li>6. Instruct learners to <b>turn and talk</b> with a partner about how their friend felt.</li> <li>7. Give learners 2-3 minutes to turn and talk.</li> </ol> |

8. Call on 6-7 learners to tell you what they like to do with their friend. They must say: **My friend felt...**
9. Explain that learners will now use the writing frame to draw and write their own ideas!

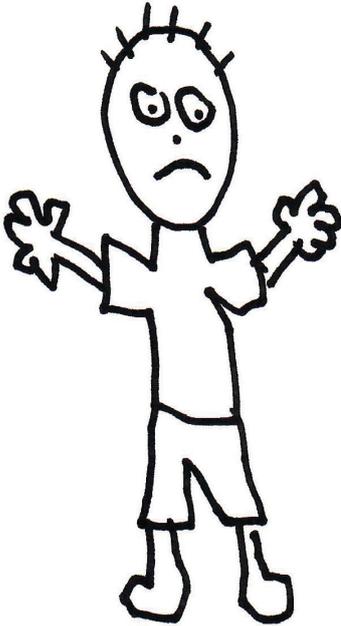
### Writing:

1. **Hand out learner books.** Instruct learners to find their writing from Tuesday. They will **add** to this!
2. As learners are writing, walk around the room and complete **mini conferences**.
3. Ask learners to **read their writing**.
4. Help learners complete the writing frame.
5. Help learners **say words slowly like a tortoise** and **use resources**.
6. **Encourage learners**.

### Turn and Talk:

1. When there are 2-3 minutes left, instruct learners to put their pencils away.
2. Instruct learners to **turn and talk** with a partner about their drawings.

*Hang up learner drawings at **learner eye-level** around the room. This helps learners have conversations about the theme.*

friendfoodme

I helped my friend  
when he had no food .  
I felt kind .

My friend felt happy .  
He was not hungry .

**WEEK 8: THURSDAY: GROUP GUIDED & INDEPENDENT READING (15 minutes)**

**GROUP GUIDED READING (SMALL GROUP)**

|             |  |
|-------------|--|
| GROUP       | GROUP 4  |
| TEXT        | Use your tracker. Choose a text that is appropriate for the learners in the group. |
| SIGHT WORDS | Review any sight words that appear in the chosen text.                             |

**INDEPENDENT READING (WHOLE CLASS)**

Learners use worksheet for independent reading.

| WEEK 8: FRIDAY: DAILY ACTIVITIES (10 minutes)         |   |                             |         |  |                   |  |                   |  |  |  |                   |           |  |  |                             |  |                             |   |  |  |                             |           |  |   |                     |   |                     |   |  |   |                     |
|---|---|-----------------------------|---------|--|-------------------|--|-------------------|--|--|--|-------------------|-----------|--|--|-----------------------------|--|-----------------------------|---|--|--|-----------------------------|-----------|--|---|---------------------|---|---------------------|---|--|---|---------------------|
| GREETING  | Greet the learners in English.  |                             |         |  |                   |  |                   |  |  |  |                   |           |  |  |                             |  |                             |   |  |  |                             |           |  |   |                     |   |                     |   |  |   |                     |
| SONG / RHYME  | <table border="1"> <thead> <tr> <th>Lyrics</th> <th>Actions</th> </tr> </thead> <tbody> <tr> <td>If you want to be a friend, clap your hands,</td> <td><i>Clap twice</i></td> </tr> <tr> <td>If you want to be a friend, clap your hands!</td> <td><i>Clap twice</i></td> </tr> <tr> <td>A friend is someone who is always kind to you.</td> <td></td> </tr> <tr> <td>If you want to be a friend, clap your hands!</td> <td><i>Clap twice</i></td> </tr> <tr> <td colspan="2">Extension</td> </tr> <tr> <td>If you want to be a friend, spin around,</td> <td><i>Spin around in place</i></td> </tr> <tr> <td>If you want to be a friend, spin around!</td> <td><i>Spin around in place</i></td> </tr> <tr> <td>A friend is someone who will always help you.</td> <td></td> </tr> <tr> <td>If you want to be a friend, spin around!</td> <td><i>Spin around in place</i></td> </tr> <tr> <td colspan="2">Extension</td> </tr> <tr> <td>If you want to be a friend, shout hooray,</td> <td><i>Shout hooray</i></td> </tr> <tr> <td>If you want to be a friend, shout hooray!</td> <td><i>Shout hooray</i></td> </tr> <tr> <td>A friend is someone who will play and laugh with you!</td> <td></td> </tr> <tr> <td>If you want to be a friend, shout hooray!</td> <td><i>Shout hooray</i></td> </tr> </tbody> </table> | Lyrics                      | Actions | If you want to be a friend, clap your hands, | <i>Clap twice</i> | If you want to be a friend, clap your hands! | <i>Clap twice</i> | A friend is someone who is always kind to you. |  | If you want to be a friend, clap your hands! | <i>Clap twice</i> | Extension |  | If you want to be a friend, spin around, | <i>Spin around in place</i> | If you want to be a friend, spin around! | <i>Spin around in place</i> | A friend is someone who will always help you. |  | If you want to be a friend, spin around! | <i>Spin around in place</i> | Extension |  | If you want to be a friend, shout hooray, | <i>Shout hooray</i> | If you want to be a friend, shout hooray! | <i>Shout hooray</i> | A friend is someone who will play and laugh with you! |  | If you want to be a friend, shout hooray! | <i>Shout hooray</i> |
|   | Lyrics  | Actions                     |         |  |                   |  |                   |  |  |  |                   |           |  |  |                             |  |                             |   |  |  |                             |           |  |   |                     |   |                     |   |  |   |                     |
|   | If you want to be a friend, clap your hands,  | <i>Clap twice</i>           |         |  |                   |  |                   |  |  |  |                   |           |  |  |                             |  |                             |   |  |  |                             |           |  |   |                     |   |                     |   |  |   |                     |
|   | If you want to be a friend, clap your hands!  | <i>Clap twice</i>           |         |  |                   |  |                   |  |  |  |                   |           |  |  |                             |  |                             |   |  |  |                             |           |  |   |                     |   |                     |   |  |   |                     |
|   | A friend is someone who is always kind to you.  |                             |         |  |                   |  |                   |  |  |  |                   |           |  |  |                             |  |                             |   |  |  |                             |           |  |   |                     |   |                     |   |  |   |                     |
|   | If you want to be a friend, clap your hands!  | <i>Clap twice</i>           |         |  |                   |  |                   |  |  |  |                   |           |  |  |                             |  |                             |   |  |  |                             |           |  |   |                     |   |                     |   |  |   |                     |
|   | Extension   |                             |         |  |                   |  |                   |  |  |  |                   |           |  |  |                             |  |                             |   |  |  |                             |           |  |   |                     |   |                     |   |  |   |                     |
|   | If you want to be a friend, spin around,  | <i>Spin around in place</i> |         |  |                   |  |                   |  |  |  |                   |           |  |  |                             |  |                             |   |  |  |                             |           |  |   |                     |   |                     |   |  |   |                     |
|   | If you want to be a friend, spin around!  | <i>Spin around in place</i> |         |  |                   |  |                   |  |  |  |                   |           |  |  |                             |  |                             |   |  |  |                             |           |  |   |                     |   |                     |   |  |   |                     |
|   | A friend is someone who will always help you.   |                             |         |  |                   |  |                   |  |  |  |                   |           |  |  |                             |  |                             |   |  |  |                             |           |  |   |                     |   |                     |   |  |   |                     |
|   | If you want to be a friend, spin around!  | <i>Spin around in place</i> |         |  |                   |  |                   |  |  |  |                   |           |  |  |                             |  |                             |   |  |  |                             |           |  |   |                     |   |                     |   |  |   |                     |
|   | Extension   |                             |         |  |                   |  |                   |  |  |  |                   |           |  |  |                             |  |                             |   |  |  |                             |           |  |   |                     |   |                     |   |  |   |                     |
|   | If you want to be a friend, shout hooray,   | <i>Shout hooray</i>         |         |  |                   |  |                   |  |  |  |                   |           |  |  |                             |  |                             |   |  |  |                             |           |  |   |                     |   |                     |   |  |   |                     |
|   | If you want to be a friend, shout hooray!   | <i>Shout hooray</i>         |         |  |                   |  |                   |  |  |  |                   |           |  |  |                             |  |                             |   |  |  |                             |           |  |   |                     |   |                     |   |  |   |                     |
| A friend is someone who will play and laugh with you! |   |                             |         |  |                   |  |                   |  |  |  |                   |           |  |  |                             |  |                             |   |  |  |                             |           |  |   |                     |   |                     |   |  |   |                     |
| If you want to be a friend, shout hooray!             | <i>Shout hooray</i>   |                             |         |  |                   |  |                   |  |  |  |                   |           |  |  |                             |  |                             |   |  |  |                             |           |  |   |                     |   |                     |   |  |   |                     |
| THEME VOCABULARY                                      | mean, nice, stand up for, bully   |                             |         |  |                   |  |                   |  |  |  |                   |           |  |  |                             |  |                             |   |  |  |                             |           |  |   |                     |   |                     |   |  |   |                     |

| QUESTION OF THE DAY |  |
|---------------------|--|
| <b>Question</b>     | <b>What should you do if someone is being mean to a friend?</b>  |
| Graph               | 2 COLUMN GRAPH   |
| Options             | tell an adult / stand up for your friend   |
| Follow up questions |  |
| <b>Question</b>     | <b>How many learners think you must tell an adult?</b>   |
| Answer              | __learners think you must tell an adult.   |
| <b>Question</b>     | <b>How many learners think you must stand up for your friend?</b>  |
| Answer              | __learners think you must stand up for your friend.  |
| <b>Question</b>     | <b>What do more learners think you must do?</b>  |
| Answer              | More learners think you must __.   |
| <b>Question</b>     | <b>What do fewer learners think you must do?</b>   |
| Answer              | Fewer learners think you must __.  |
| <b>Question</b>     | <b>What do you think you must do if someone is being mean to a friend?</b>   |
| Answer              | I think you must tell an adult.  |
| Answer              | I think you must stand up for your friend.   |
| IDEA                | Use this as a chance to talk about bullying at school. Explain that if someone is being mean to a friend, you should do both. You can stand up for your friend, and then help them talk to an adult. |
|                     |  |
| READING             | Practise reading the sight words for the week.   |

| WEEK8: FRIDAY: PHONEMIC AWARENESS & PHONICS (5 minutes) |   |
|---|---|
| SOUND   | <b>/ie/ /-s/ ending</b>   |
| FLASHCARDS  | <b>tie, pie, lie, die</b><br><b>ties, pies, lies, dies</b>  |
| ACTIVITY  | <p><b>BEGINNING SOUND</b></p> <ol style="list-style-type: none"> <li>Model isolating the beginning sound for learners. Say: <ul style="list-style-type: none"> <li>/t/ – ie (tie)</li> <li>/l/ – ie (lie)</li> </ul> </li> <li>Say two words: pie, die <ul style="list-style-type: none"> <li>Ask learners: Which word begins with the /d/ sound? (die)</li> </ul> </li> <li>Say two words: dies, ties <ul style="list-style-type: none"> <li>Ask learners: Which word begins with the /t/ sound? (ties)</li> </ul> </li> <li>Say two words: pie, lie <ul style="list-style-type: none"> <li>Ask learners: Which word begins with the /l/ sound? (lie)</li> </ul> </li> </ol> <p><b>LETTER SWAP</b></p> <ol style="list-style-type: none"> <li>Say the word: pies</li> <li>Ask learners: What is the beginning sound? /p/</li> <li>Ask learners: If I take away the /p/ and add /l/ what word does that make?</li> <li>Help learners to hear that the word is: l – ie – s = lies</li> <li>Write: pies</li> <li>Read the word: p – ie – s = pies</li> <li>Erase: 'p'</li> <li>Write: 'l'</li> <li>Read the new word: l – ie – s = lies</li> <li>Ask learners: What other words can you think of that end with '-ies'</li> <li>Let learners brainstorm words. (spies, cries, etc.)</li> </ol> <p><b>INFORMAL ASSESSMENT</b></p> <ol style="list-style-type: none"> <li>Instruct learners to take out their exercise books.</li> <li>Instruct learners to write the heading: <b>/ie/ /-s/ ending words</b></li> <li>Instruct learners to write numbers from 1-4.</li> <li><i>Make sure the flashcard words are covered on the display board. Learners must <b>not</b> copy the words.</i></li> <li>Say each of the following words. Instruct learners to write the words in their book.</li> </ol> |

|            |  |             |             |             |             |
|------------|--|-------------|-------------|-------------|-------------|
|            | <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="padding: 2px 10px;"><b>lie</b></td> <td style="padding: 2px 10px;"><b>pie</b></td> <td style="padding: 2px 10px;"><b>ties</b></td> <td style="padding: 2px 10px;"><b>dies</b></td> </tr> </table> <p>6. Use the results to informally assess learners' progress. Identify learners who need extra support.</p> | <b>lie</b>  | <b>pie</b>  | <b>ties</b> | <b>dies</b> |
| <b>lie</b> | <b>pie</b>   | <b>ties</b> | <b>dies</b> |             |             |

**ALTERNATE PROGRAMME: PHONEMIC AWARENESS & PHONICS (5 minutes)**

|            |  |
|------------|--|
| SOUND      |  |
| FLASHCARDS |  |
| ACTIVITY   |  |

**WEEK 8: FRIDAY: GROUP GUIDED & INDEPENDENT READING (15 minutes)**

**GROUP GUIDED READING (SMALL GROUP)**

|             |  |
|-------------|--|
| GROUP       | GROUP 5  |
| TEXT        | Use your tracker. Choose a text that is appropriate for the learners in the group. |
| SIGHT WORDS | Review any sight words that appear in the chosen text.                             |

**INDEPENDENT READING (WHOLE CLASS)**

Learners use worksheet for independent reading.

**WEEK 8: FRIDAY: END OF WEEK LEARNING REVIEW**

*Note: There is no formal time allocated for this activity. Please try to fit it in to your classroom routine at the end of each week.*

1. Settle learners on the carpet at the end of the day.
2. Conduct the weekly language review session. You may choose to combine HL and FAL learning in this review.
3. Remember to allow learners to 'Turn and Talk' and discuss their answers with a partner. Then, select a few learners to share their answers with the class.
4. Use the following prompting questions to guide the language part of your discussion:
  - a. **What was our language theme for the week?**
  - b. **Which stories did we read together?**
  - c. **What were your favourite new words of the week?**
  - d. **What did you learn from the stories we read?**
  - e. **What did we write about this week?**
  - f. **How did your own writing improve this week?**
  - g. **How did your own reading improve this week?**
  - h. **What are you most proud of this week?**
5. Finally, tell learners to think about two things that they are going to tell their families about what they learnt or how they improved at school this week.

*Please note: This process of self-review and reflection is a critically important part of learning. Please do not skip this weekly activity.*

# GRADE 2 - TERM 1

WEEK

9

**THEME:**  
**SETTING GOALS**

"Setting goals is the first step in turning the invisible into visible."  
- Tony Robins

**WEEK 9: CLASSROOM PREPARATION**

1. At the start of each week, ensure that your classroom is neat and tidy.
2. Update your DISPLAY BOARDS, by removing items that are no longer relevant, and storing them carefully.
3. Then, prepare the flashcard words and theme word illustrations that you will need.
4. Find and prepare items for your theme wall and table that will be of interest to learners, for instance: child's goals written on paper, cardboard cut-outs of stars, calendar, picture of someone reaching their goals e.g. finishing a race, climbing a mountain etc.
5. Do some research on the internet to prepare for the theme. For example: how to teach children goal-setting and the importance of goal-setting.
6. Make sure all learner exercise books and DBE Workbooks are marked, and neatly packed where they belong.
7. Make sure all your big books, graded readers and classroom library books are in good order.
8. Adjust your group guided reading groups if necessary.
9. Plan your informal and formal assessment activities for the week.

**EXTENSION ACTIVITIES**

**These activities can be used as independent work for learners who finish their work early OR while you are giving assessments to learners.**

|            |                                      |
|------------|--------------------------------------|
| Activity 1 | DBE Workbook 1: Let's write, page 22 |
| Activity 2 | DBE Workbook 1: Word work, page 23   |
| Activity 3 | DBE Workbook 1: Let's write, page 23 |
| Activity 4 | DBE Workbook 1: Let's read, page 27  |

| TERM 1: WEEK 9  |  |                                 |
|---|--|---------------------------------|
| OVERVIEW  |  |                                 |
| THEME   | Setting goals  |                                 |
| THEME VOCABULARY  | goal, set, future, excellent, improve, quicker, neater, better, save, money, buy, earn |                                 |
| SIGHT WORDS   | please, half, garden, bike, idea   |                                 |
| PHONICS   | /gr/ grain, groan, grab, grub, grin, grip, grill, grid                                 |                                 |
| WRITING FRAME<br>I will set a goal!<br>My goal is to improve my...<br>I am setting this goal because... | Tuesday  | ADD on Thursday                 |
|   | I will set a goal! My goal is to improve my...<br>I am setting this goal because...    | To achieve this goal, I will... |

| TERM 1: WEEK 9      |   |
|---------------------|---|
| INTRODUCE THE THEME |   |
| PICTURE             | Page 34 of Big Book <u>Marie saves up</u>   |
| SHOW                | Show learners the picture of the yellow bicycle. Explain in our story this week, we will learn about a character who saves her money to buy something big and special. She has an idea of something she wants and she works to achieve it!  |
| SAY                 | <ul style="list-style-type: none"> <li>• Ask learners: What is something you want to do in the future?</li> <li>• Listen to learner responses. This will help you understand what learners already know.</li> <li>• Explain that when we have an idea about something we want to do in the future, this is like a goal. A goal is something we want to do. A goal is something we plan and work hard for. <b>A goal is something that you are trying to do or achieve.</b></li> <li>• Explain that over the next two weeks, we will learn think about setting goals.</li> </ul> |
| TEACH               | <p>Teach learners the <b>sight words</b> for the week. Explain that learners will see these words in their <b>independent reading</b>.</p> <p>Teach learners the sight words for the week:</p> <ol style="list-style-type: none"> <li>1. Learners copy down the sight words into their books.</li> <li>2. Learners practise reading the sight words at home.</li> </ol>   |

| WEEK 9: MONDAY: DAILY ACTIVITIES (10 minutes)                         |   |   |
|---|---|---|
| GREETING  | Greet the learners in English.                                  |   |
| SONG / RHYME<br>(sung to the tune of 'London Bridge is falling down') | <b>Lyrics (words)</b>   | <b>Movements</b>                            |
|   | Always try to do your best,                                     | <i>Clap three times on 'do your best'</i>   |
|   | Do your best, do your best!                                     | <i>Clap three times on 'do your best'</i>   |
|   | Always try to do your best,                                     | <i>Clap three times on 'do your best'</i>   |
|   | Whatever that may be!   |   |
|   | Winning isn't everything,                                       | <i>Shake your head</i>                      |
|   | Everything, everything!   |   |
|   | Winning isn't everything!                                       | <i>Shake your head</i>                      |
|   | It's that you've done your best!                                | <i>Clap three times on 'done your best'</i> |
| THEME VOCABULARY  | goal, set, future, excellent                                    |   |
| QUESTION OF THE DAY   |   |   |
| <b>Question</b>   | <b>Which goal you want to set for the future?</b>               |   |
| Graph   | 2 COLUMN GRAPH  |   |
| Options   | to be an excellent reader / to be an excellent writer           |   |
| Follow up questions   |   |   |
| <b>Question</b>   | <b>How many learners want to be excellent readers?</b>          |   |
| Answer  | __ learners want to be excellent readers.                       |   |
| <b>Question</b>   | <b>How many learners want to be excellent writers?</b>          |   |
| Answer  | __ learners want to be excellent writers.                       |   |
| <b>Question</b>   | <b>Which goal do more learners want to set for the future?</b>  |   |
| Answer  | More learners want to __  |   |
| <b>Question</b>   | <b>Which goal do fewer learners want to set for the future?</b> |   |
| Answer  | Fewer learners want to __                                       |   |
| <b>Question</b>   | <b>Which goal do you want to set for the future?</b>            |   |
| Answer  | I want to be an excellent reader.                               |   |

# WEEK 9 - MONDAY

|         |  |
|---------|--|
| Answer  | I want to be an excellent writer.              |
| READING | Practise reading the sight words for the week. |

## WEEK 10: MONDAY - PHONEMIC AWARENESS & PHONICS (5 minutes)

|              |  |              |             |              |             |             |              |             |             |
|--------------|--|--------------|-------------|--------------|-------------|-------------|--------------|-------------|-------------|
| SOUND        | <b>/gr/</b>  |              |             |              |             |             |              |             |             |
| FLASHCARDS   | <b>grain, groan, grab, grub, grin, grip, grill, grid</b>   |              |             |              |             |             |              |             |             |
| ACTIVITY     | <p><b>INTRODUCE THE SOUND AND WORDS</b></p> <ol style="list-style-type: none"> <li>1. Say the sound and hold up the flashcard <b>/gr/</b> for learners to see.</li> <li>2. Say the sound and instruct learners to repeat the sound. Do this three times.</li> <li>3. Explain that when we see the letters <b>g</b> and <b>r</b> together in a word, we must not say the sounds separately. We must say one sound: <b>/gr/</b></li> <li>4. Say each word loudly and clearly as you show the flashcard: <b>grain, groan, grab, grub, grin, grip, grill, grid</b></li> <li>5. Ask learners to repeat each word after you.</li> <li>6. Stick up the flashcards on the Phonics Display Board</li> </ol> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td><b>grain</b></td> <td><b>grin</b></td> </tr> <tr> <td><b>groan</b></td> <td><b>grip</b></td> </tr> <tr> <td><b>grab</b></td> <td><b>grill</b></td> </tr> <tr> <td><b>grub</b></td> <td><b>grid</b></td> </tr> </table> | <b>grain</b> | <b>grin</b> | <b>groan</b> | <b>grip</b> | <b>grab</b> | <b>grill</b> | <b>grub</b> | <b>grid</b> |
| <b>grain</b> | <b>grin</b>  |              |             |              |             |             |              |             |             |
| <b>groan</b> | <b>grip</b>  |              |             |              |             |             |              |             |             |
| <b>grab</b>  | <b>grill</b>   |              |             |              |             |             |              |             |             |
| <b>grub</b>  | <b>grid</b>  |              |             |              |             |             |              |             |             |

## ALTERNATE PROGRAMME: PHONEMIC AWARENESS & PHONICS (5 minutes)

|            |  |
|------------|--|
| SOUND      |  |
| FLASHCARDS |  |
| ACTIVITY   |  |

**WEEK 9: MONDAY: GROUP GUIDED & INDEPENDENT READING (15 minutes)****GROUP GUIDED READING (SMALL GROUP)**

GROUP

GROUP 1

TEXT

Use your tracker. Choose a text that is appropriate for the learners in the group.

SIGHT WORDS

Review any sight words that appear in the chosen text.

**INDEPENDENT READING (WHOLE CLASS)**

Learners use worksheet for independent reading.

**WEEK 9: TUESDAY: SHARED READING (15 minutes)**

|                        |   |
|------------------------|---|
| TITLE                  | <u>Marie saves up</u>   |
| ACTIVITY               | <b>PRE-READ</b>   |
| COMPREHENSION STRATEGY | <b>Predict</b>  |
| PURPOSE                | By getting learners to predict, you are getting them to think about the story before they have even read it. By predicting, learners are developing their comprehension skills by thinking about the story. |

**PRE-READING ACTIVITY**

1. Show learners the front cover of the story: Marie saves up
2. Read the title of the story.
3. Ask learners: What do you think will happen in this story?
4. Display the Big Book for learners to see. Make sure all learners can see the **pictures** in the book.
5. Show learners the first picture.
6. Ask learners: What do you think is happening here?
7. Discuss the picture with learners.
8. Ask learners: What do you think might happen next?
9. Go through each picture in the book and ask learners these questions.
10. When you get to the **last** picture, ask learners: How do you think this story will end?
11. Thank learners for their predictions.
12. Read through the story once

## WEEK 9: TUESDAY: WRITING (15 minutes)

|               |  |
|---------------|--|
| WRITING FRAME | <p><b><u>I will set a goal! My goal is to improve my...</u></b><br/> <b><u>I am setting this goal because...</u></b></p>   |
| ACTIVITY      | <p><b>Modelling:</b></p> <ol style="list-style-type: none"> <li>1. Explain that today, learners will think about something they want to improve in school. They can think about their reading, their writing, their English, their maths, etc. Learners will set a goal to improve this.</li> <li>2. Read the writing frame to learners.</li> <li>3. Use <b>modelling</b> to show learners to <b>think before you write</b>.</li> <li>4. Tell learners how you will fill in the writing frame, like: I really want to improve my reading. I want to be a faster reader. I want to be able to read longer and more interesting stories. <b><u>I will set a goal. My goal is to improve my</u></b> reading. <b><u>I am setting this goal because</u></b> I want to read more books.</li> <li>5. Use <b>modelling</b> to draw a picture of your idea, like: yourself reading a big book.</li> <li>6. Explain which words you will write. <b>Draw a line for each word</b>.</li> <li>7. <b><u>I will set a goal. My goal is to improve my</u></b> reading. <b><u>I am setting this goal because</u></b> I want to read a big book.</li> <li>8. <b>Say words slowly like a tortoise and write the sounds you know</b>.</li> <li>9. <b>Use resources</b> (like sight words, personal dictionary) to add labels to your drawing, like: me, read</li> <li>10. <b>Erase your example from the board. Explain this was just an example, but learners must write their own ideas.</b></li> </ol> <p><b>Oral Instructions:</b></p> <ol style="list-style-type: none"> <li>1. Ask learners: What do you want to improve at school?</li> <li>2. Explain that learners should come up with their own ideas – they should <b>not</b> copy your idea!</li> <li>3. Instruct learners to <b>think before they write</b>. They must think about something they want to improve in school.</li> <li>4. Call on 2-3 learners to tell you what they want to improve on. They must say: <b><u>My goal is to improve my ...</u></b></li> <li>5. Ask learners: Why do you want to get better at that?</li> <li>6. Instruct learners to <b>think before they write</b>. They must think about why they want to get better at the thing they have chosen.</li> <li>7. Call on 2-3 learners to tell you a reason. They must say: <b><u>I am setting this goal because...</u></b></li> <li>8. Explain that learners will now use the writing frame to draw and write their own ideas!</li> </ol> |

9. **Use resources** (like sight words, personal dictionary) to add labels to your drawing, like: me, read
10. **Erase your example from the board. Explain this was just an example, but learners must write their own ideas.**

**Oral Instructions:**

1. Ask learners: What do you want to improve at school?
2. Explain that learners should come up with their own ideas – they should **not** copy your idea!
3. Instruct learners to **think before they write**. They must think about something they want to improve in school.
4. Call on 2-3 learners to tell you what they want to improve on. They must say: **My goal is to improve my ...**
5. Ask learners: Why do you want to get better at that?
6. Instruct learners to **think before they write**. They must think about why they want to get better at the thing they have chosen.
7. Call on 2-3 learners to tell you a reason. They must say: **I am setting this goal because...**
8. Explain that learners will now use the writing frame to draw and write their own ideas!

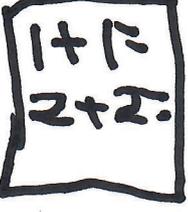
**Writing:**

1. **Hand out learner books.**
2. As learners are writing, walk around the room and complete **mini conferences**.
3. Ask learners to **read their writing**.
4. Help learners complete the writing frame.
5. Help learners **say words slowly like a tortoise** and **use resources**.
6. Encourage learners.

**Turn and Talk:**

1. When there are 2-3 minutes left, instruct learners to put their pencils away.
2. Instruct learners to **turn and talk** with a partner about their drawings.

*Hang up learner drawings at **learner eye-level** around the room. This helps learners have conversations about the theme.*

me   math

My goal is to improve  
my maths. I am  
setting this goal  
because I want to  
pass.

**WEEK 9: TUESDAY: GROUP GUIDED & INDEPENDENT READING (15 minutes)**
**GROUP GUIDED READING (SMALL GROUP)**

|             |  |
|-------------|--|
| GROUP       | GROUP 2  |
| TEXT        | Use your tracker. Choose a text that is appropriate for the learners in the group. |
| SIGHT WORDS | Review any sight words that appear in the chosen text.                             |

**INDEPENDENT READING (WHOLE CLASS)**

Learners use worksheet for independent reading.

| WEEK 9: WEDNESDAY: DAILY ACTIVITIES (10 minutes)                      |  |                                      |
|---|--|--------------------------------------|
| GREETING  | Greet the learners in English.   |                                      |
| SONG / RHYME<br>(sung to the tune of 'London Bridge is falling down') | Lyrics (words)   | Movements                            |
|   | Always try to do your best,  | Clap three times on 'do your best'   |
|   | Do your best, do your best!  | Clap three times on 'do your best'   |
|   | Always try to do your best,  | Clap three times on 'do your best'   |
|   | Whatever that may be!  |                                      |
|   | Winning isn't everything,  | Shake your head                      |
|   | Everything, everything!  |                                      |
|   | Winning isn't everything!  | Shake your head                      |
|   | It's that you've done your best!   | Clap three times on 'done your best' |
| THEME VOCABULARY  | improve, quicker, neater, better   |                                      |
| QUESTION OF THE DAY   |  |                                      |
| Question  | <p>Explain that we set goals to help us do lots of different things. Goals can help us to finish something – like maybe to finish reading a book. Goals can also help us to improve and get better at something.</p> <p><b>Ask learners:</b> Which goal do you want to set for yourself?</p> |                                      |
| Graph   | 3 COLUMN GRAPH   |                                      |
| Options   | to read quicker / to write neater / to speak English better  |                                      |
| Follow up questions   |  |                                      |
| <b>Question</b>   | <b>How many learners want to read quicker?</b>   |                                      |
| Answer  | __ learners want to read quicker.  |                                      |
| <b>Question</b>   | <b>How many learners want to write neater?</b>   |                                      |
| Answer  | __ learners want to write neater.  |                                      |
| <b>Question</b>   | <b>How many learners want to speak English better?</b>   |                                      |
| Answer  | __ learners want to speak English better.  |                                      |
| <b>Question</b>   | <b>Which goal do most learners want to set?</b>  |                                      |
| Answer  | Most learners want to __   |                                      |

|                 |  |
|-----------------|--|
| <b>Question</b> | <b>Which goal do fewest learners want to set?</b>  |
| Answer          | Fewest learners want to __                         |
| <b>Question</b> | <b>Which goal do you want to set for yourself?</b> |
| Answer          | I want to read quicker.                            |
| Answer          | I want to write neater.                            |
| Answer          | I want to speak English better.                    |
|                 |  |
| READING         | Practise reading the sight words for the week.     |

**WEEK 9: WEDNESDAY - PHONEMIC AWARENESS & PHONICS (5 minutes)**

|       |  |
|-------|--|
| SOUND | <b>/gr/</b>  |
|       | <p><b>SEGMENTING AND BLENDING (I DO)</b></p> <ol style="list-style-type: none"> <li>1. Say the word <b>grain</b></li> <li>2. Segment the word into the individual sounds: <b>/gr/ - /ai/ - /n/</b></li> <li>3. Say the beginning sound of the word: <b>/gr/</b></li> <li>4. Say the middle sound of the word: <b>/ai/</b></li> <li>5. Say the end sound of the word: <b>/n/</b></li> <li>6. Write the word on the board: <b>grain</b></li> <li>7. Model pointing and blending the sounds to make a word:<br/><b>/gr/ - /ai/ - /n/ = grain</b></li> <li>8. Remind learners that in English, when <b>g</b> and <b>r</b> are together in a word they must be read together as one sound: <b>/gr/</b></li> <li>9. Repeat this with the word <b>grill</b></li> </ol> <p><b>SEGMENTING AND BLENDING (WE DO)</b></p> <ol style="list-style-type: none"> <li>1. Say the word <b>groan</b></li> <li>2. Ask learners: What is the first sound in the word? <b>/gr/</b></li> <li>3. Ask learners: What is the middle sound in the word? <b>/oa/</b></li> <li>4. Ask learners: What is the last sound in the word? <b>/n/</b></li> <li>5. Ask learners to segment the word into each individual sound: <b>/gr/ - /oa/ - /n/</b></li> <li>6. Write the word: <b>groan</b></li> <li>7. Instruct learners to blend the sounds in the word with you:<br/><b>/gr/ - /oa/ - /n/ = groan</b></li> <li>8. Repeat this with the word <b>grid</b></li> </ol> |

|              |   |              |              |             |             |              |             |              |             |
|--------------|---|--------------|--------------|-------------|-------------|--------------|-------------|--------------|-------------|
| ACTIVITY     | <p><b>SEGMENTING AND BLENDING (YOU DO)</b></p> <ol style="list-style-type: none"> <li>Instruct learners to take out their exercise books.</li> <li>Instruct learners to write the heading: <b>gr words</b>.</li> <li>Instruct learners to write the numbers 1-8.</li> <li>Make sure the flashcard words are covered. Learners must <b>not</b> copy the words from the board.</li> <li>Say each of the following words. Instruct learners to write the word in their books.</li> </ol> <table border="1" style="margin: 10px auto; text-align: center;"> <tr> <td><b>grain</b></td> <td><b>groan</b></td> <td><b>grab</b></td> <td><b>grub</b></td> <td><b>grin</b></td> <td><b>grip</b></td> <td><b>grill</b></td> <td><b>grid</b></td> </tr> </table> <ol style="list-style-type: none"> <li>Uncover the Phonics Display Board. Instruct learners to check their words against the flashcard words on the Phonics Display Board.</li> <li>Instruct learners to practise reading the phonic words for <b>homework</b>.</li> </ol> | <b>grain</b> | <b>groan</b> | <b>grab</b> | <b>grub</b> | <b>grin</b>  | <b>grip</b> | <b>grill</b> | <b>grid</b> |
| <b>grain</b> | <b>groan</b>  | <b>grab</b>  | <b>grub</b>  | <b>grin</b> | <b>grip</b> | <b>grill</b> | <b>grid</b> |              |             |

**ALTERNATE PROGRAMME: PHONEMIC AWARENESS & PHONICS (5 minutes)**

|          |  |
|----------|--|
| SOUND    |  |
| ACTIVITY |  |

**WEEK 9: WEDNESDAY: GROUP GUIDED & INDEPENDENT READING (15 minutes)**

**GROUP GUIDED READING (SMALL GROUP)**

|             |  |
|-------------|--|
| GROUP       | GROUP 3  |
| TEXT        | Use your tracker. Choose a text that is appropriate for the learners in the group. |
| SIGHT WORDS | Review any sight words that appear in the chosen text.                             |

**INDEPENDENT READING (WHOLE CLASS)**

Learners use worksheet for independent reading.

| WEEK 9: THURSDAY: SHARED READING (15 minutes)   |   |
|---|---|
| TITLE   | <u>Marie saves up</u>   |
| ACTIVITY  | <b>FIRST READ</b>   |
| COMPREHENSION STRATEGY  | <b>Visualise</b>  |
| PURPOSE   | Visualisation helps learners to see how the events in the text are connected to each other. This helps them to think about the story as a whole. This also helps to give meaning to the words on the page – by turning them into a scene from a movie in our minds. |
| Story   | First Read  |
| <p>Marie’s friends Busi had the most beautiful pink bike. Every day Marie thought, ‘I wish I had a bike like Busi! Then, we could ride bikes together.’</p> <p>One day when Marie was at the shop with her dad, she saw a yellow bike, just like Busi’s pink one. ‘Oh! I want to buy this bike!’ Marie said. The bike cost R200. ‘Please dad, please will you buy me this bike?’</p> <p>‘I will pay for half of the bike,’ Marie’s dad said. ‘But you must work and save up the rest of the money on your own!’ Marie’s dad gave her R100.</p> <p>When Marie got home, she put the money in her top drawer, where it would be safe. Then, she thought and thought, ‘How will I earn the rest of the money to buy my beautiful yellow bike?’</p> | <p>I can <b>visualise</b> Marie sitting on her bed and thinking hard about how she will earn money for her new bike. I bet she is thinking about riding on her new yellow bike!</p>   |
| <p>The next day, Busi came over on her beautiful pink bike. Marie told Busi all about what her dad said. ‘If I can save up enough money, we will be able to ride bikes together!’ Marie said.</p> <p>‘I have an idea!’ said Busi. ‘Maybe we can work in the garden, and your dad will pay us. Then you can use the money to buy your bike!’</p> <p>Busi and Marie went to Marie’s dad. ‘Daddy, will you pay us if we help in the garden?’ Marie asked.</p>  | <p>I can <b>visualise</b> Marie and Busi working in the garden. As they are working, I think that Marie is thinking about riding on her new, yellow bicycle.</p>  |

|   |  |
|---|--|
| <p>'That is a smart idea!' dad said. 'I need lots of help in that big garden! I will pay you each R20 for each day that you help.' he said.</p> <p>Busi and Marie worked all day. At the end of the day, Marie's dad gave them each R20. Busi gave hers to Marie. 'Having a bike will be lots more fun if you have one too,' she said. 'Wow, thanks Busi!' Marie said.</p> <p>Marie went back to her room. She put her new R40 with her R100. 'I have R140 now!' she thought. Just a couple more days of work and I will be able to buy my new bicycle.</p> |  |
| <p>On Monday after school, Busi and Marie played together in the yard. Marie heard a strange noise.</p> <p>'Listen!' she said. 'Do you hear that?'</p> <p>Busi looked down. She saw a cat caught in the fence.</p> <p>'Oh no!' Busi said. 'This cat is stuck!' Marie knelt down and helped free the kitten.</p> <p>'Poor little kitty!' she said.</p>   | <p>I can <b>visualise</b> Marie hearing a strange noise and looking all around to see where the noise is coming from!</p>  |
| <p>Busi held the cat, and pet it to calm it down. 'What will we do?' Marie asked. 'I bet someone is looking everywhere for this little cat!'</p>  |  |
| <p>Just then, they saw a poster on stuck to a tree. It had a picture of the very cat they had found with the word 'LOST' in red. They wrote down the phone number. Then they ran to Busi's house. Busi's mom let them use her phone to call the number from the poster. Then, Brenda came to collect her cat. As Brenda was leaving, she took R100 out of her purse. 'Thank you for finding my cat,' she said, and gave the money to Busi.</p> <p>'Look!' Busi said, 'Now you have enough money for your bike, and we have some left over!'</p>             | <p>I can <b>visualise</b> the girls running to Busi's house and telling Busi's mom about the lost cat! I can <b>visualise</b> Busi's mom getting out her phone for them!</p> |
| <p>The next Saturday Marie and her dad went to the shop to buy her beautiful, yellow bike. Then she and Busi rode their beautiful bikes together all day, until the sun set!</p>  | <p>I can <b>visualise</b> Busi and Marie riding down the path together.</p>  |

| Follow up questions                             | Possible responses   |
|---|--|
| Who gave Marie money?                           | Her dad, Busi, Brenda (the cat owner)  |
| How much money did Marie need for her new bike? | She needed R200 to buy the bike.   |
| Why question                                    | Possible responses   |
| Why did Marie want to save her money?           | <ul style="list-style-type: none"> <li>• Because she wanted to buy a bike</li> <li>• Because she wanted to buy a bike like her friend Busi.</li> <li>• Because she wanted to ride bikes with her best friend Busi.</li> <li>• Because her dad told her he would pay for half but that she had to save money for the other half.</li> </ul> |

**WEEK 9: THURSDAY: WRITING (15 minutes)**

| WRITING FRAME | <b>To achieve this goal, I will...</b>   |
|---------------|--|
| ACTIVITY      | <p><b>Modelling:</b></p> <ol style="list-style-type: none"> <li>1. Explain that today, learners will add to their sentences from Tuesday. They will add one sentence about something they can do to actually achieve their goal.</li> <li>2. Remind learners that on Tuesday, you wrote about your goal of reading better. Today you will write about that same goal.</li> <li>3. Read the new writing frame to learners.</li> <li>4. Use <b>modelling</b> to show learners how to <b>think before you write</b>.</li> <li>5. Explain what you will write, like: I know that in order to improve my reading, I will need to practise a lot. I will need to read a lot more than I read now.</li> <li>6. Use <b>modelling</b> to add to your drawing, like: yourself thinking about reading at home (use a thought bubble!).</li> <li>7. Explain which words you will write. <b>Draw a line for each word.</b></li> <li>8. Use <b>modelling</b> to complete the new part of the writing frame, like: <b><u>To achieve this goal I will</u></b> read a lot at home.</li> <li>9. <b>Say words slowly like a tortoise and write the sounds you know.</b></li> <li>10. <b>Use resources</b> (like sight words, theme vocabulary words) to add labels, like: practise, home</li> <li>11. <b>Erase your example from the board. Explain this was just an example, but learners must write their own ideas.</b></li> </ol> |

**Oral Instructions:**

1. Ask learners: What did you write about on Tuesday?
2. Instruct learners to think about the goal they wrote about on Tuesday.
3. Instruct learners to **turn and talk** with a partner and tell their partner what goal they wrote about on Tuesday.
4. Call on 2-3 learners to tell you what goal they set on Tuesday.
5. Ask learners: What will you do to achieve your goal?
6. Instruct learners to **think before they write**. They must think about what they can do to really achieve their goal.
7. Call on 2-3 learners to tell you what they will do. They must say: **To achieve this goal I will...**

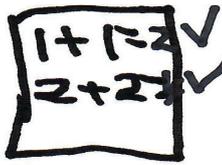
**Writing:**

1. **Hand out learner books.** Instruct learners to find their writing from Tuesday. They will add to this writing.
2. As learners are writing, walk around the room and complete **mini conferences**.
3. Ask learners to **read their writing**.
4. Help learners complete the writing frame.
5. Help learners **say words slowly like a tortoise** and **use resources**.
6. **Encourage learners.**

**Turn and Talk:**

1. When there are 2-3 minutes left, instruct learners to put their pencils away.
2. Instruct learners to **turn and talk** with a partner about their drawings.

*Hang up learner drawings at **learner eye-level** around the room. This helps learners have conversations about the story.*

me   math

My goal is to improve  
my maths. I am  
setting this goal  
because I want to  
pass.

To achieve this goal  
I will work hard  
at school.

**WEEK 9: THURSDAY: GROUP GUIDED & INDEPENDENT READING (15 minutes)**
**GROUP GUIDED READING (SMALL GROUP)**

|             |  |
|-------------|--|
| GROUP       | GROUP 4  |
| TEXT        | Use your tracker. Choose a text that is appropriate for the learners in the group. |
| SIGHT WORDS | Review any sight words that appear in the chosen text.                             |

**INDEPENDENT READING (WHOLE CLASS)**

Learners use worksheet for independent reading.

| WEEK 9: FRIDAY: DAILY ACTIVITIES (10 minutes)                         |  |   |
|---|--|---|
| GREETING  | Greet the learners in English.   |   |
| SONG / RHYME<br>(sung to the tune of 'London Bridge is falling down') | <b>Lyrics (words)</b>  | <b>Movements</b>                            |
|   | Always try to do your best,  | <i>Clap three times on 'do your best'</i>   |
|   | Do your best, do your best!  | <i>Clap three times on 'do your best'</i>   |
|   | Always try to do your best,  | <i>Clap three times on 'do your best'</i>   |
|   | Whatever that may be!  |   |
|   | Winning isn't everything,  | <i>Shake your head</i>                      |
|   | Everything, everything!  |   |
|   | Winning isn't everything!  | <i>Shake your head</i>                      |
|   | It's that you've done your best!   | <i>Clap three times on 'done your best'</i> |
| THEME VOCABULARY  | save, money, buy, earn   |   |
| QUESTION OF THE DAY   |  |   |
| Question  | <p><i>Explain that in our story, Marie's goal is to save enough money to buy a new bicycle. She is willing to work hard for her goal. She works in the garden to earn money. She has to put her money away and save it, rather than spend it on sweets or small toys.</i></p> <p><b>Ask learners:</b> Have you ever saved up money to buy something?</p> |   |
| Graph   | 2 COLUMN GRAPH   |   |
| Options   | yes / no   |   |
| Follow up questions   |  |   |
| <b>Question</b>   | <b>How many learners have saved up money to buy something?</b>   |   |
| Answer  | __ learners have saved up money to buy something.  |   |
| <b>Question</b>   | <b>How many learners have never saved up money to buy something?</b>   |   |
| Answer  | __ learners have never saved up money to buy something.  |   |
| <b>Question</b>   | <b>Have more learners saved up money or not?</b>   |   |
| Answer  | More learners __ saved up money  |   |
| <b>Question</b>   | <b>Have fewer learners saved up money or not?</b>  |   |

|                 |   |
|-----------------|---|
| Answer          | Fewer learners __ saved up money                      |
| <b>Question</b> | <b>Have you ever saved up money to buy something?</b> |
| Answer          | Yes, I have saved up money to buy something.          |
| Answer          | No, I have never saved up money to buy something.     |
|                 |   |
| READING         | Practise reading the sight words for the week.        |

**WEEK 9: FRIDAY - PHONEMIC AWARENESS & PHONICS (5 minutes)**

|            |  |
|------------|--|
| SOUND      | <b>/gr/</b>  |
| FLASHCARDS | <b>grain, groan, grab, grub, grin, grip, grill, grid</b>   |
| ACTIVITY   | <p><b>BEGINNING SOUND</b></p> <ol style="list-style-type: none"> <li>Model isolating the beginning sound for learners. Say:             <ul style="list-style-type: none"> <li>/gr/ – ain (grain)</li> <li>/p/ – ain (pain)</li> </ul> </li> <li>Say two words: grin, sin             <ul style="list-style-type: none"> <li>Ask learners: Which word begins with the /s/ sound? (sin)</li> </ul> </li> <li>Say two words: grip, strip             <ul style="list-style-type: none"> <li>Ask learners: Which word begins with the /gr/ sound? (grip)</li> </ul> </li> <li>Say two words: grab, jab             <ul style="list-style-type: none"> <li>Ask learners: Which word begins with the /j/ sound? (jab)</li> </ul> </li> </ol> <p><b>LETTER SWAP</b></p> <ol style="list-style-type: none"> <li>Say the word: moan</li> <li>Ask learners: What is the beginning sound? /m/</li> <li>Ask learners: If I take away the /m/ and add /gr/ what word does that make?</li> <li>Help learners to hear that the word is: gr – oa – n = groan</li> <li>Write: moan</li> <li>Read the word: m – oa – n = moan</li> <li>Erase: 'm'</li> <li>Write: 'gr'</li> <li>Read the new word: gr – oa – n = groan</li> <li>Ask learners: What other words can you think of that end with '-oan'</li> <li>Let learners brainstorm words. (loan, roan etc.)</li> </ol> |

|                 |   |              |             |             |             |
|-----------------|---|--------------|-------------|-------------|-------------|
| <p>ACTIVITY</p> | <p><b>INFORMAL ASSESSMENT</b></p> <ol style="list-style-type: none"> <li>1. Instruct learners to take out their exercise books.</li> <li>2. Instruct learners to write the heading: <b>gr words</b></li> <li>3. Instruct learners to write numbers from 1-4.</li> <li>4. <i>Make sure the flashcard words are covered on the display board. Learners must <b>not</b> copy the words.</i></li> <li>5. Say each of the following words. Instruct learners to write the words in their book.</li> </ol> <table border="1" style="margin: 10px auto; text-align: center;"> <tr> <td><b>grain</b></td> <td><b>grip</b></td> <td><b>grid</b></td> <td><b>grab</b></td> </tr> </table> <ol style="list-style-type: none"> <li>6. Use the results to informally assess learners' progress. Identify learners who need extra support.</li> </ol> <p><b>WORD FAMILY WALL</b></p> <ol style="list-style-type: none"> <li>1. Call learners to move the words from the Phonic Display Board to the correct place on the Word Family Wall.</li> <li>2. Make sure that learners correctly identify the word family for each word.</li> </ol> | <b>grain</b> | <b>grip</b> | <b>grid</b> | <b>grab</b> |
| <b>grain</b>    | <b>grip</b>   | <b>grid</b>  | <b>grab</b> |             |             |

**ALTERNATE PROGRAMME: PHONEMIC AWARENESS & PHONICS (5 minutes)**

|            |  |
|------------|--|
| SOUND      |  |
| FLASHCARDS |  |
| ACTIVITY   |  |

**WEEK 9: FRIDAY: GROUP GUIDED & INDEPENDENT READING (15 minutes)****GROUP GUIDED READING (SMALL GROUP)**

|             |  |
|-------------|--|
| GROUP       | GROUP 5  |
| TEXT        | Use your tracker. Choose a text that is appropriate for the learners in the group. |
| SIGHT WORDS | Review any sight words that appear in the chosen text.                             |

**INDEPENDENT READING (WHOLE CLASS)**

Learners use worksheet for independent reading.

**WEEK 9: FRIDAY: END OF WEEK LEARNING REVIEW**

*Note: There is no formal time allocated for this activity. Please try to fit it in to your classroom routine at the end of each week.*

1. Settle learners on the carpet at the end of the day.
2. Conduct the weekly language review session. You may choose to combine HL and FAL learning in this review.
3. Remember to allow learners to 'Turn and Talk' and discuss their answers with a partner. Then, select a few learners to share their answers with the class.
4. Use the following prompting questions to guide the language part of your discussion:
  - a. **What was our language theme for the week?**
  - b. **Which stories did we read together?**
  - c. **What were your favourite new words of the week?**
  - d. **What did you learn from the stories we read?**
  - e. **What did we write about this week?**
  - f. **How did your own writing improve this week?**
  - g. **How did your own reading improve this week?**
  - h. **What are you most proud of this week?**
5. Finally, tell learners to think about two things that they are going to tell their families about what they learnt or how they improved at school this week.

*Please note: This process of self-review and reflection is a critically important part of learning. Please do not skip this weekly activity.*

# GRADE 2 - TERM 1

# WEEK 10

## THEME: SETTING GOALS

"Its exciting setting goals and moving towards them."  
- Amber Frey

**WEEK 10: CLASSROOM PREPARATION**

1. At the start of each week, ensure that your classroom is neat and tidy.
2. Update your DISPLAY BOARDS, by removing items that are no longer relevant, and storing them carefully.
3. Then, prepare the flashcard words and theme word illustrations that you will need.
4. Find and prepare items for your theme wall and table that will be of interest to learners, for instance: child's goals written on paper, cardboard cut-outs of stars, calendar, picture of someone reaching their goals e.g. finishing a race, climbing a mountain etc.
5. Do some research on the internet to prepare for the theme. For example: how to encourage goal-setting in young learners.
6. Make sure all learner exercise books and DBE Workbooks are marked, and neatly packed where they belong.
7. Make sure all your big books, graded readers and classroom library books are in good order.
8. Adjust your group guided reading groups if necessary.
9. Plan your informal and formal assessment activities for the week.

**EXTENSION ACTIVITIES**

**These activities can be used as independent work for learners who finish their work early OR while you are giving assessments to learners.**

|            |   |
|------------|---|
| Activity 1 | DBE Workbook 1: Listen & repeat, page 28 (use as extra reading) |
| Activity 2 | DBE Workbook 1: Word work, page 29                              |
| Activity 4 | Draw a picture of something you want to save up for!            |

| TERM 1: WEEK 10  |  |                 |
|------------------|--|-----------------|
| OVERVIEW         |  |                 |
| THEME            | Setting goals  |                 |
| THEME VOCABULARY | goal, set, future, excellent, improve, quicker, neater, better, save, money, buy, earn, easy, difficult, achieve, competition, plan, work, practise, try, proud, thankful, clever, hard-working, succeed, fail, try, give up |                 |
| SIGHT WORDS      | together, cost, enough, kitten, noise  |                 |
| PHONICS          | REVISION   |                 |
| WRITING FRAME    | <b>Tuesday</b>   | <b>Thursday</b> |
|                  | My goals:<br>1.<br>2.  | 3.              |

| TERM 1: WEEK 10     |  |
|---------------------|--|
| INTRODUCE THE THEME |  |
| PICTURE             | Page 34/35 of the DBE Workbook 1: People who help  |
| SHOW                | Show learners the pictures of all the people who help.   |
| SAY                 | <ul style="list-style-type: none"> <li>Remind learners that a goal is something we want to do. A goal is something we plan and work hard for. <b>A goal is something that you are trying to do or achieve.</b></li> <li>Explain that in the picture, we can see people who have all different jobs. They have all achieved different goals to get those jobs. They might have had to go to special schools, get good marks, or train to become strong, etc.</li> <li>When we have a goal, we cannot just wish for it to come true. We must plan how we can achieve our goal and work hard to make it happen!</li> <li>Explain that this week, we will learn continue think about setting goals.</li> </ul> |
| TEACH               | <p>Teach learners the <b>sight words</b> for the week. Explain that learners will see these words in their <b>independent reading</b>.</p> <p>Teach learners the sight words for the week:</p> <ol style="list-style-type: none"> <li>Learners copy down the sight words into their books.</li> <li>Learners practise reading the sight words at home.</li> </ol>  |

| WEEK 10: MONDAY: DAILY ACTIVITIES (10 minutes)              |   |  |
|---|---|--|
| GREETING  | Greet the learners in English.  |  |
| <b>SONG / RHYME</b><br>(Sung to the tune of 'This old man') | <b>Lyrics (words)</b>   | <b>Movement</b>  |
|   | Have a dream, set a goal  | Raise one arm into the air, pointing one finger up; then then do the same with the other arm/ finger |
|   | Believe it with your heart and soul   | Clasp your hands over your heart   |
|   | Make a plan, know what to do  | Tap your head  |
|   | So all your goals and dreams come true  | Raise both arms up, hands outstretched   |
| THEME VOCABULARY  | plan, work, practise, try   |  |
| QUESTION OF THE DAY   |   |  |
| Question  | Remind learners that a goal is different from a dream or a wish. It is important to have dreams, but we must not just dream – we must set goals! We must plan and work hard to achieve a goal.<br><b>Ask learners:</b> How do you plan to become a better reader? |  |
| Graph   | 3 COLUMN GRAPH  |  |
| Options   | I will read more at school / I will read more at home / I will practise my sight words  |  |
| Follow up questions   |   |  |
| <b>Question</b>   | <b>How many learners plan to read more at school?</b>   |  |
| Answer  | __ learners plan to read more at school.  |  |
| <b>Question</b>   | <b>How many learners plan to read more at home?</b>   |  |
| Answer  | __ learners plan to read more at home.  |  |
| <b>Question</b>   | <b>How many learners plan to practise their sight words?</b>  |  |
| Answer  | __ learners plan to practise their sight words  |  |
| <b>Question</b>   | <b>How do most learners plan to become a better reader?</b>   |  |
| Answer  | Most learners plan to __  |  |
| <b>Question</b>   | <b>How do fewest learners plan to become a better reader?</b>   |  |

# WEEK 10 - MONDAY

|                 |   |
|-----------------|---|
| Answer          | Fewest learners plan to __                        |
| <b>Question</b> | <b>How do you plan to become a better reader?</b> |
| Answer          | I plan to read more at school.                    |
| Answer          | I plan to read more at home.                      |
| Answer          | I plan to practise my sight words.                |
|                 |   |
| READING         | Practise reading the sight words for the week.    |

## WEEK 10: MONDAY - PHONEMIC AWARENESS & PHONICS (5 minutes)

|            |   |
|------------|---|
| SOUND      | <b>REVISION</b>   |
| FLASHCARDS | <b><i>/ai/ /tr/ /-st/ /oa/ /dr/ /ie/ /ies/ /gr/</i></b>   |
| ACTIVITY   | <p><b>Revise sounds</b></p> <ol style="list-style-type: none"> <li>1. Say the sound and hold up the flashcard for all sounds covered in the term: <b><i>/ai/ /tr/ /-st/ /oa/ /dr/ /ie/ /ies/ /gr/</i></b></li> <li>2. Hold up the flashcards in different orders and ask individual learners to read the sounds.</li> <li>3. Stick up the sound flashcards on the chalkboard.</li> <li>4. Ask a few different learners to come and build words on the chalkboard, using these sounds and single letters.</li> <li>5. Then, ask learners to build and write down as many words as they can in their books using the sounds covered during the term and single sounds taught previously.</li> </ol> |

## ALTERNATE PROGRAMME: PHONEMIC AWARENESS & PHONICS (5 minutes)

|            |  |
|------------|--|
| SOUND      |  |
| FLASHCARDS |  |
| ACTIVITY   |  |

**WEEK 10: MONDAY: GROUP GUIDED & INDEPENDENT READING (15 minutes)****GROUP GUIDED READING (SMALL GROUP)**

GROUP

GROUP 1

TEXT

Use your tracker. Choose a text that is appropriate for the learners in the group.

SIGHT WORDS

Review any sight words that appear in the chosen text.

**INDEPENDENT READING (WHOLE CLASS)**

Learners use worksheet for independent reading.

| WEEK 10: TUESDAY: SHARED READING (15 minutes)   |   |
|---|---|
| TITLE   | <u>Marie saves up</u>   |
| ACTIVITY  | <b>SECOND READ</b>  |
| COMPREHENSION STRATEGY  | <b>Visualise</b>  |
| PURPOSE   | Visualisation helps learners to see how the events in the text are connected to each other. This helps them to think about the story as a whole. This also helps to give meaning to the words on the page – by turning them into a scene from a movie in our minds. |
| Story   | Second Read   |
| <p>Marie’s friends Busi had the most beautiful pink bike. Every day Marie thought, ‘I wish I had a bike like Busi! Then, we could ride bikes together.’</p> <p>One day when Marie was at the shop with her dad, she saw a yellow bike, just like Busi’s pink one. ‘Oh! I want to buy this bike!’ Marie said. The bike cost R200. ‘Please dad, please will you buy me this bike?’</p> <p>‘I will pay for half of the bike,’ Marie’s dad said. ‘But you must work and save up the rest of the money on your own!’ Marie’s dad gave her R100.</p> <p>When Marie got home, she put the money in her top drawer, where it would be safe. Then, she thought and thought, ‘How will I earn the rest of the money to buy my beautiful yellow bike?’</p> | <p>I can <b>visualise</b> how much Marie wants a new yellow bike. All she can think about is how she will earn money to buy it!</p>   |
| <p>The next day, Busi came over on her beautiful pink bike. Marie told Busi all about what her dad said. ‘If I can save up enough money, we will be able to ride bikes together!’ Marie said.</p> <p>‘I have an idea!’ said Busi. ‘Maybe we can work in the garden, and your dad will pay us. Then you can use the money to buy your bike!’</p> <p>Busi and Marie went to Marie’s dad. ‘Daddy, will you pay us if we help in the garden?’ Marie asked.</p>  | <p>I can <b>visualise</b> how excited Busi is when she finds out Marie might get a new bike!</p>  |

|  |   |
|--|---|
| <p>'That is a smart idea!' dad said. 'I need lots of help in that big garden! I will pay you each R20 for each day that you help.' he said.</p> <p>Busi and Marie worked all day. At the end of the day, Marie's dad gave them each R20. Busi gave hers to Marie. 'Having a bike will be lots more fun if you have one too,' she said.</p> <p>'Wow, thanks Busi!' Marie said.</p> <p>Marie went back to her room. She put her new R40 with her R100. 'I have R140 now!' she thought. Just a couple more days of work and I will be able to buy my new bicycle.</p> |   |
| <p>On Monday after school, Busi and Marie played together in the yard. Marie heard a strange noise.</p> <p>'Listen!' she said. 'Do you hear that?'</p> <p>Busi looked down. She saw a cat caught in the fence.</p> <p>'Oh no!' Busi said. 'This cat is stuck!' Marie knelt down and helped free the kitten.</p> <p>'Poor little kitty!' she said.</p>  | <p>I can <b>visualise</b> Marie feeling scared when she hears a strange noise!</p>  |
| <p>Busi held the cat, and pet it to calm it down. 'What will we do?' Marie asked. 'I bet someone is looking everywhere for this little cat!'</p>   | <p>I can <b>visualise</b> Busi feeling worried about what they will do with the cat!</p>  |
| <p>Just then, they saw a poster on stuck to a tree. It had a picture of the very cat they had found with the word 'LOST' in red. They wrote down the phone number. Then they ran to Busi's house. Busi's mom let them use her phone to call the number from the poster. Then, Brenda came to collect her cat. As Brenda was leaving, she took R100 out of her purse. 'Thank you for finding my cat,' she said, and gave the money to Busi.</p> <p>'Look!' Busi said, 'Now you have enough money for your bike, and we have some left over!'</p>                    | <p>I can <b>visualise</b> how excited Busi is when she sees the R100. She is excited when she realised that Marie has enough to buy her bike!</p> |

|  |  |
|--|--|
| <p>The next Saturday Marie and her dad went to the shop to buy her beautiful, yellow bike. Then she and Busi rode their beautiful bikes together all day, until the sun set!</p> | <p>I can <b>visualise</b> how happy the girls are to ride together! I can <b>visualise</b> them smiling and laughing as they ride together.</p>  |
| <p><b>Follow up questions</b></p>  | <p><b>Possible responses</b></p>   |
| <p>How did Marie earn money?</p>   | <ul style="list-style-type: none"> <li>• She worked in the garden.</li> <li>• Busi worked in the garden and gave her money to Marie.</li> <li>• They found the cat and the owner gave them a reward.</li> </ul>  |
| <p>How much money did the girls have over?</p>   | <ul style="list-style-type: none"> <li>• The girls had R40 over.</li> </ul>  |
| <p><b>Why question</b></p>   | <p><b>Possible responses</b></p>   |
| <p>Why did Busi give her money to Marie?</p>   | <ul style="list-style-type: none"> <li>• Because she wanted to help her friend save up for a bike.</li> <li>• Because she already has a bike.</li> <li>• Because she is a nice and helpful friend.</li> <li>• Because it is much more fun to ride bikes with your friend.</li> </ul> |

## WEEK 10: TUESDAY: WRITING (15 minutes)

|               |  |
|---------------|--|
| WRITING FRAME | <p>My goals:</p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> </ol>  |
| ACTIVITY      | <p><b>Modelling:</b></p> <ol style="list-style-type: none"> <li>1. Explain that today, learners will think about goals that they have. These can be goals in school or goals outside of school.</li> <li>2. Explain that we will write a <b>list</b> of some goals we have.</li> <li>3. Read the writing frame to learners.</li> <li>4. Use <b>modelling</b> to show learners that you <b>think before you write</b>.</li> <li>5. Tell learners how you will fill in the writing frame, like: I have some many different goals. I really want to run a marathon. That is a goal I have. I also want to learn how to paint. That is a goal I have. I want to learn to speak Ndebele. I think it is important to speak as many languages as possible.</li> <li>6. Use <b>modelling</b> to draw a picture of yourself thinking about two goals that you have, like: running and painting (use thought bubbles!)</li> <li>7. Explain which words you will write. <b>Draw a line for each word.</b></li> <li>8. Remind learners that we write a list, we use numbers. Today we will add two things to our list.</li> <li>9. Use <b>modelling</b> to complete the writing frame: <ul style="list-style-type: none"> <li><b>My goals:</b></li> <li>1. I will run a marathon.</li> <li>2. I will learn to paint.</li> </ul> </li> <li>10. <b>Say words slowly like a tortoise and write the sounds you know.</b></li> <li>11. <b>Use resources</b> (like sight words) to add labels to your drawing, like: me, goals</li> <li>12. <b>Erase your example from the board. Explain this was just an example, but learners must write their own ideas.</b></li> </ol> <p><b>Oral Instructions:</b></p> <ol style="list-style-type: none"> <li>1. Ask learners: What goals do you have?</li> <li>2. Instruct learners to <b>think before they write</b>. They must think about <b>two</b> goals that they have.</li> <li>3. Explain that learners should come up with their own ideas – they should <b>not</b> copy your idea!</li> <li>4. Call on 6-7 learners to tell you about one goal that they have. They can say: <b>I want to...</b> OR <b>I will...</b> OR <b>My goal is...</b></li> <li>5. Explain that learners will now use the writing frame to draw and write their own ideas!</li> </ol> |

|          |  |
|----------|--|
| ACTIVITY | <p><b>Writing:</b></p> <ol style="list-style-type: none"><li>1. <b>Hand out learner books.</b></li><li>2. As learners are writing, walk around the room and complete <b>mini conferences</b>.</li><li>3. Ask learners to <b>read their writing</b>.</li><li>4. Help learners complete the writing frame.</li><li>5. Help learners <b>say words slowly like a tortoise</b> and <b>use resources</b>.</li><li>6. Encourage learners.</li></ol> <p><b>Turn and Talk:</b></p> <ol style="list-style-type: none"><li>1. When there are 2-3 minutes left, instruct learners to put their pencils away.</li><li>2. Instruct learners to <b>turn and talk</b> with a partner about their drawings.</li></ol> <p><i>Hang up learner drawings at <b>learner eye-level</b> around the room. This helps learners have conversations about the story.</i></p> |
|----------|--|



My goals:

1. To play soccer better.
2. To bake a cake.

**WEEK 10: TUESDAY: GROUP GUIDED & INDEPENDENT READING (15 minutes)**

**GROUP GUIDED READING (SMALL GROUP)**

|             |  |
|-------------|--|
| GROUP       | GROUP 2  |
| TEXT        | Use your tracker. Choose a text that is appropriate for the learners in the group. |
| SIGHT WORDS | Review any sight words that appear in the chosen text.                             |

**INDEPENDENT READING (WHOLE CLASS)**

Learners use worksheet for independent reading.

| WEEK 10: WEDNESDAY: DAILY ACTIVITIES (10 minutes)           |  |  |
|---|--|--|
| GREETING  | Greet the learners in English.   |  |
| <b>SONG / RHYME</b><br>(Sung to the tune of 'This old man') | <b>Lyrics (words)</b>  | <b>Movement</b>  |
|   | Have a dream, set a goal   | Raise one arm into the air, pointing one finger up; then then do the same with the other arm/ finger |
|   | Believe it with your heart and soul  | Clasp your hands over your heart   |
|   | Make a plan, know what to do   | Tap your head  |
|   | So all your goals and dreams come true   | Raise both arms up, hands outstretched   |
| THEME VOCABULARY  | proud, clever, hard-working, thankful  |  |
| QUESTION OF THE DAY   |  |  |
| Question  | Remind learners that in our story, Marie saves up to buy a bicycle. She has a goal and she works and saves until she finally has enough to achieve it.<br><b>Ask learners:</b> How do you think Marie felt when she could buy her new bicycle? |  |
| Graph   | 3 COLUMN GRAPH   |  |
| Options   | proud / clever / hard-working  |  |
| Follow up questions   |  |  |
| <b>Question</b>   | <b>How many learners think Marie felt proud when she could buy her bicycle?</b>  |  |
| Answer  | __ learners think Marie felt proud.  |  |
| <b>Question</b>   | <b>How many learners think Marie felt clever when she could buy her bicycle?</b>   |  |
| Answer  | __ learners think Marie felt clever.   |  |
| <b>Question</b>   | <b>How many learners think Marie felt hard-working when she could buy her bicycle?</b>   |  |
| Answer  | __ learners think Marie felt hard-working.   |  |
| <b>Question</b>   | <b>How do most learners think Marie felt when she could buy her bicycle?</b>   |  |

|                 |  |
|-----------------|--|
| Answer          | Most learners think Marie felt __  |
| <b>Question</b> | <b>How do fewest learners think Marie felt when she could buy her bicycle?</b>   |
| Answer          | Fewest learners think Marie felt __  |
| <b>Question</b> | <b>How do you think Marie felt when she could buy her new bicycle?</b>   |
| Answer          | I think Marie felt proud when she could buy her new bicycle.   |
| Answer          | I think Marie felt clever when she could buy her new bicycle.  |
| Answer          | I think Marie felt hard-working when she could buy her new bicycle.  |
| EXPLAIN         | Marie also might have felt thankful to her friend Busi. She might have felt thankful because Busi helped her achieve her goal. Busi worked hard and she gave her money to Marie so Marie could buy her bicycle sooner! |
|                 |  |
| READING         | Practise reading the sight words for the week.   |

**WEEK 10: WEDNESDAY - PHONEMIC AWARENESS & PHONICS (5 minutes)**

|          |   |
|----------|---|
| SOUND    | <b>REVISION - pain, wail, trap, trail, must, drag, grab, groan</b>  |
| ACTIVITY | <p><b>Revise words</b></p> <ol style="list-style-type: none"> <li>1. Have all the phonic words flashcards ready.</li> <li>2. Hold up each word, and ask a different individual learner to read it.</li> <li>3. If a learner cannot read a word, help the learner to sound out the word.</li> <li>4. Stick up the word flashcards on the chalkboard.</li> <li>5. Ask a few different learners to come and point to words on the chalkboard.</li> </ol> |

**ALTERNATE PROGRAMME: PHONEMIC AWARENESS & PHONICS (5 minutes)**

|          |  |
|----------|--|
| SOUND    |  |
| ACTIVITY |  |

## WEEK 10 - WEDNESDAY

### WEEK 10: WEDNESDAY: GROUP GUIDED & INDEPENDENT READING (15 minutes)

#### GROUP GUIDED READING (SMALL GROUP)

|             |  |
|-------------|--|
| GROUP       | GROUP 3  |
| TEXT        | Use your tracker. Choose a text that is appropriate for the learners in the group. |
| SIGHT WORDS | Review any sight words that appear in the chosen text.                             |

#### INDEPENDENT READING (WHOLE CLASS)

Learners use worksheet for independent reading.

**WEEK 10: THURSDAY: SHARED READING (15 minutes)**

|                        |   |
|------------------------|---|
| TITLE                  | Marie saves up  |
| ACTIVITY               | <b>STORY ILLUSTRATION</b>                                       |
| COMPREHENSION STRATEGY | <b>Summarise</b>  |
| PURPOSE                | To give learners a chance to summarise and reflect on the text. |

**POST-READING ACTIVITY****Modelling:**

1. Explain that today, learners will draw a picture to summarise the story. Then, they will add one or two sentences to explain something important in the story.
2. Use **modelling** to show learners how to **think before you write**.
3. Use **modelling** to explain an example summary to learners, like: Marie wants a new bike. She saves up her money to buy it.
4. Use **modelling** to draw a picture of your summary on the board.
5. Use **modelling** to add a sentence or two, like: Marie saves her money.
6. **Say words slowly like a tortoise and write the sounds you know.**
7. **Use resources** (sight words, theme vocabulary words) to add labels, like: save, money
8. **Erase your example from the board. Explain this was just an example, but learners must write their own ideas.**

**Oral Instructions:**

1. Hold up the pictures in the story for all learners to see.
2. Tell learners they must draw about something important that happens in the story. Then, they must try to write a 1-2 sentences about their drawing.
3. Instruct learners to **think before they write**.
4. Explain that learners should come up with their own drawing and sentence – they should **not** copy your idea!

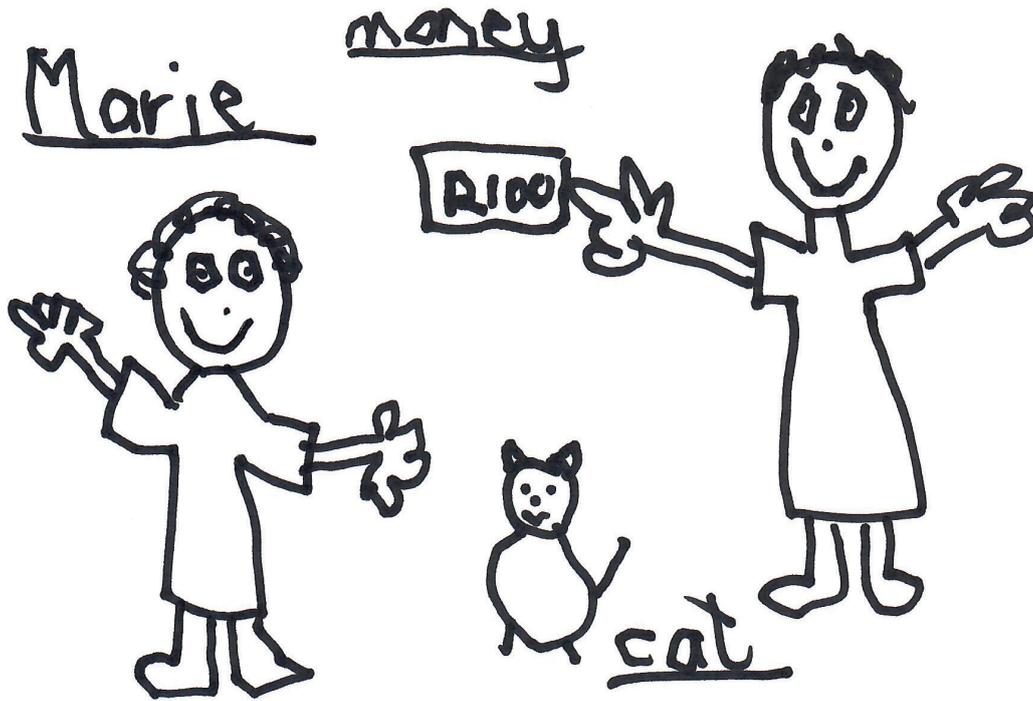
**Writing:**

1. **Hand out learner books.**
2. As learners write, walk around the room and complete **mini conferences**.
3. Instruct learners **to read their writing** to you.
4. Help learners complete a label.
5. Ask learners to tell you about their picture. Make sure learners have drawn an important event from the story!

**Turn and Talk:**

1. When there are 2-3 minutes left, instruct learners to put their pencils away.
2. Instruct learners to **turn and talk** with a partner about their drawings.

Hang up learner drawings at **learner eye-level** around the room. This helps learners have conversations about the story.



Marie saves the cat.

She gets money.

Marie can buy the  
bike.

## WEEK 10: THURSDAY: WRITING (15 minutes)

|               |  |
|---------------|--|
| WRITING FRAME | 3.   |
| ACTIVITY      | <p>Before the lesson begins, redraw your drawing and caption from Tuesday in one section.</p> <p><b>Modelling:</b></p> <ol style="list-style-type: none"> <li>1. Remind learners that on Tuesday, we began our list of goals. Today we will add a new goal to our lists.</li> <li>2. Read the new writing frame to learners. Remind learners that when we write a list, we use numbers.</li> <li>3. Use <b>modelling</b> to show learners that you <b>think before you write</b>.</li> <li>4. Explain how you will fill in the writing frame, like: I want to be a better friend. I think I could be more patient and kind. Sometimes I get angry easily. My goal is to not get angry at my friends.</li> <li>5. Use <b>modelling</b> to add a new thought bubble to show your new goal, like: speaking a new language, staying calm even though you're angry.</li> <li>6. Explain which words you will write. <b>Draw a line for each word.</b></li> <li>7. Use <b>modelling</b> to complete the writing frame, like:       <ol style="list-style-type: none"> <li>3. My goal is to be a better friend</li> </ol> </li> <li>8. <b>Say words slowly like a tortoise and write the sounds you know.</b></li> <li>9. <b>Use resources</b> (like sight words, personal dictionaries) to add labels, like: friend, kind</li> <li>10. <b>Erase your example from the board. Explain this was just an example, but learners must write their own ideas.</b></li> </ol> <p><b>Oral Instructions:</b></p> <ol style="list-style-type: none"> <li>1. Ask learners: What did you write about on Tuesday?</li> <li>2. Instruct learners to think about their writing from Tuesday.</li> <li>3. Instruct learners to <b>turn and talk</b> with a partner and to tell their partner what they wrote about on Tuesday.</li> <li>4. Call on 2-3 learners to tell you one goal they wrote on Tuesday.</li> <li>5. Ask learners: What will you add to your list today? What is a new goal that you have?</li> <li>6. Instruct learners to <b>think before they write</b>.</li> <li>7. Call on 6-7 learners to tell you about their new goal. They can say: <b>I want to...</b> OR <b>I will...</b> OR <b>My goal is...</b></li> <li>8. Explain that learners will now use the writing frame to draw and write their own ideas!</li> </ol> |

|                 |   |
|-----------------|---|
| <p>ACTIVITY</p> | <p><b>Writing:</b></p> <ol style="list-style-type: none"> <li>1. <b>Hand out learner books.</b> Instruct learners to find their writing from Tuesday. Remind learners that they will add to their lists.</li> <li>2. As learners are writing, walk around the room and complete <b>mini conferences</b>.</li> <li>3. Ask learners to <b>read their writing</b>.</li> <li>4. Help learners complete the writing frame.</li> <li>5. Help learners <b>say words slowly like a tortoise</b> and <b>use resources</b>.</li> <li>6. Instruct learners who finish early to add an extra goal to their lists.</li> <li>7. <b>Encourage learners.</b></li> </ol> <p><b>Turn and Talk:</b></p> <ol style="list-style-type: none"> <li>1. When there are 2-3 minutes left, instruct learners to put their pencils away.</li> <li>2. Instruct learners to <b>turn and talk</b> with a partner about their drawings.</li> </ol> <p>Hang up learner drawings at <b>learner eye-level</b> around the room. This helps learners have conversations about the story.</p> |
|-----------------|---|



My goals:

1. To play soccer better.
2. To bake a cake.
3. To learn how to sew.

**WEEK 10: THURSDAY: GROUP GUIDED & INDEPENDENT READING (15 minutes)**

**GROUP GUIDED READING (SMALL GROUP)**

|             |  |
|-------------|--|
| GROUP       | GROUP 4  |
| TEXT        | Use your tracker. Choose a text that is appropriate for the learners in the group. |
| SIGHT WORDS | Review any sight words that appear in the chosen text.                             |

**INDEPENDENT READING (WHOLE CLASS)**

Learners use worksheet for independent reading.

| WEEK 10: FRIDAY: DAILY ACTIVITIES (10 minutes)              |  |   |
|---|--|---|
| GREETING  | Greet the learners in English.   |   |
| <b>SONG / RHYME</b><br>(Sung to the tune of 'This old man') | <b>Lyrics (words)</b>  | <b>Movement</b>   |
|   | Have a dream, set a goal   | <i>Raise one arm into the air, pointing one finger up; then then do the same with the other arm/ finger</i> |
|   | Believe it with your heart and soul  | <i>Clasp your hands over your heart</i>   |
|   | Make a plan, know what to do   | <i>Tap your head</i>  |
|   | So all your goals and dreams come true   | <i>Raise both arms up, hands outstretched</i>   |
| THEME VOCABULARY  | succeed, fail, try, give up  |   |
| QUESTION OF THE DAY   |  |   |
| Question  | Explain that it is important to try lots of new things. Sometimes, we when we try something new, we fail. If we fail, we must try to think of a new plan, and try again! It is okay to make mistakes and fail. We must just keep working hard and trying. We must not give up!<br><b>Ask learners:</b> What must you do if you fail? |   |
| Graph   | 3 COLUMN GRAPH   |   |
| Options   | work harder / keep trying / make a new plan  |   |
| Follow up questions   |  |   |
| <b>Question</b>   | <b>How many learners think you must work harder?</b>   |   |
| Answer  | __ learners think you must work harder.  |   |
| <b>Question</b>   | <b>How many learners think you must keep trying?</b>   |   |
| Answer  | __ learners think you must keep trying.  |   |
| <b>Question</b>   | <b>How many learners think you must make a new plan?</b>   |   |
| Answer  | __ learners think you must make a new plan.  |   |
| <b>Question</b>   | <b>What do most learners think you must do?</b>  |   |
| Answer  | Most learners think you must __  |   |
| <b>Question</b>   | <b>What do fewest learners think you must do?</b>  |   |

|                 |  |
|-----------------|--|
| Answer          | Fewest learners think you must __              |
| <b>Question</b> | <b>What must you do if you fail?</b>           |
| Answer          | I think you must work harder.                  |
| Answer          | I think you must keep trying.                  |
| Answer          | I think you must make a new plan.              |
|                 |  |
| READING         | Practise reading the sight words for the week. |

**WEEK 10: FRIDAY - PHONEMIC AWARENESS & PHONICS (5 minutes)**

|            |   |
|------------|---|
| SOUND      | <b>REVISION</b>   |
| FLASHCARDS | <b>pain, wail, trap, trail, must, drag, grab, groan</b>   |
|            | <p><b>I do...</b></p> <ol style="list-style-type: none"> <li>Use two words that sound similar, for example: <b>trail; wail</b></li> <li>Say the word: <b>trail</b></li> <li>Segment the word into the individual sounds: <b>/tr/ - /ai/ - /l/</b></li> <li>Say the beginning sound of the word: <b>/tr/</b></li> <li>Say the middle sound of the word: <b>/ai/</b></li> <li>Say the end sound of the word: <b>/l/</b></li> <li>Write the word on the chalkboard: <b>trail</b></li> <li>Model pointing and blending the sounds to make a word:<br/><b>/tr/ - /ai/ - /l/ = trail</b></li> <li>Repeat this with the next word: <b>wail</b></li> </ol> <p><b>We do...</b></p> <ol style="list-style-type: none"> <li>Use another two words that sound similar, for example: <b>pain; gain</b></li> <li>Say the word: <b>pain</b></li> <li>Ask learners: What is the first sound in the word? <b>/p/</b></li> <li>Ask learners: What is the middle sound in the word? <b>/ai/</b></li> <li>Ask learners: What is the last sound in the word? <b>/n/</b></li> <li>Ask learners to segment the word into each individual sound:<br/><b>/p/ - /ai/ - /n/</b></li> <li>Write the word: <b>pain</b></li> <li>Instruct learners to blend the sounds in the word with you:<br/><b>/p/ - /ai/ - /n/ = pain</b></li> <li>Repeat this with the next word: <b>gain</b></li> </ol> |

**WEEK 10: FRIDAY: GROUP GUIDED & INDEPENDENT READING (15 minutes)****GROUP GUIDED READING (SMALL GROUP)**

|             |  |
|-------------|--|
| GROUP       | GROUP 5  |
| TEXT        | Use your tracker. Choose a text that is appropriate for the learners in the group. |
| SIGHT WORDS | Review any sight words that appear in the chosen text.                             |

**INDEPENDENT READING (WHOLE CLASS)**

Learners use worksheet for independent reading.

**WEEK 10: FRIDAY: END OF WEEK LEARNING REVIEW**

*Note: There is no formal time allocated for this activity. Please try to fit it in to your classroom routine at the end of each week.*

1. Settle learners on the carpet at the end of the day.
2. Conduct the weekly language review session. You may choose to combine HL and FAL learning in this review.
3. Remember to allow learners to 'Turn and Talk' and discuss their answers with a partner. Then, select a few learners to share their answers with the class.
4. Use the following prompting questions to guide the language part of your discussion:
  - a. **What was our language theme for the week?**
  - b. **Which stories did we read together?**
  - c. **What were your favourite new words of the week?**
  - d. **What did you learn from the stories we read?**
  - e. **What did we write about this week?**
  - f. **How did your own writing improve this week?**
  - g. **How did your own reading improve this week?**
  - h. **What are you most proud of this week?**
5. Finally, tell learners to think about two things that they are going to tell their families about what they learnt or how they improved at school this week.

*Please note: This process of self-review and reflection is a critically important part of learning. Please do not skip this weekly activity.*