

GRADE 2

English First Additional Language

Teacher Toolkit:
CAPS Aligned Lesson Plans
and Resources

TERM 2

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A. ABOUT THE LESSON PLAN

The lesson plans in this book give you, the teacher, detailed information about how to teach a CAPS-aligned lesson every day. By following the lesson plans, you will ensure that you cover the curriculum and give your learners the best possible chance of developing the knowledge and skills required for English First Additional Language in this grade. The particular CAPS concepts and/or skills being focussed on in an activity are noted in the plan for that activity. You should always make sure that you focus on teaching these concepts and/or skills. Section E of this document gives a record of the key English vocabulary the lesson plans help learners learn in this term.

The lesson plans have been designed for a ten week term. Should you use the lesson plans in a term that is longer or shorter than this, you will need to adjust your plans. There are lessons for every day for ten weeks. You might miss some of these days because of public holidays or unforeseen school activities, but you should have enough days in the second term to make up any missed days.

The lesson plans are part of the teacher toolkit for English First Additional Language. The rest of the toolkit comprises an assessment planner and tracker; posters and readers which you will receive for your class; and a variety of *Printable Resources* such as flashcard templates provided in Section F after the lesson plans in this book. Details of the resources needed for the term are given in Section C *Resource List*, in the lesson plans themselves and in the planner and tracker.

1. Links to the CAPS

- These lesson plans are CAPS-compliant. Each lesson has been carefully designed to align with the CAPS requirements. These requirements can be found in the CAPS document for Foundation Phase First Additional Language Grade R–3.
- The CAPS content, concepts and skills that are being focussed on in each lesson are noted in the information about the lesson.
- The maximum time allowed for the First Additional Language (i.e. three hours) has been used.

- All the components for teaching and learning the First Additional Language as required by the CAPS are included in the lesson plans. Information about these components and about assessment is given below.

Listening and Speaking

Listening and Speaking (L&S) lessons develop the learners' understanding and use of English vocabulary, concepts and grammatical structures. Learners need to practise speaking English and this is the focus of the L&S component. Themes are covered in the work done using the posters, readers and DBE workbook. The main themes this term are: *Shopping* and *Healthy Living*.

Note the following general points about Listening and Speaking lessons:

- Every lesson should begin and end with greetings. How to teach greetings is explained in detail in Section B *Methodology Guidelines*.
- When learners learn songs, rhymes, poems and practise following and giving instructions, the teacher and learners combine language with a physical activity. All songs taught in the lesson plans can be found on the EFAL CD. This CD is for your use only. It is not meant to be played to the learners.
- Poster work forms an important part of the weekly L&S lessons. Each term different posters are used and these form part of the themes for the term. In Term 2, all grades use the *Shopping* and *Healthy Living* posters. The details of how to teach a poster lesson are in the *Methodology Guidelines* section and in the lesson plans. A4-size *Shopping* and *Healthy Living* posters can be found in the *Printable Resources* section.
- In Grade 2, Shared Reading falls under the Listening and Speaking component. Listening to stories read by the teacher develops learners' language and literacy skills. The detailed methodology of how to teach Shared Reading is given in the lesson plans.

Reading and Phonics

Phonics

| Phonics programme | |
|---|---|
| This term you will cover the following phonic sounds: | |
| Week 1 | r, v, w, y |
| Week 2 | j, k, u |
| Week 3 | l, x, z |
| Week 4 | Identifies letter-sound relationships of all single letters |
| Week 5 | Breaks down, builds up simple words beginning with single consonant into onset and rime |
| Week 6 | Breaks down, builds up simple words beginning with a single consonant into onset and rime |
| Week 7 | Distinguishes aurally between short and long vowels |
| Week 8 | Assessment |
| Week 9 | Assessment feedback and support |
| Week 10 | Recognises common endings in words: -ed and -ing |

Flashcards of the phonic sounds taught each week can be found in the *Printable Resources* section. Learners read phonic words and draw pictures to explain the meaning of some of these words for homework. All of these words have formed part of the phonic lesson. Learners can copy these words from the board or a list of these words can be stuck into their homework books. Weekly phonic words can be found in the *Printable Resources* section.

Group Guided Reading

Group Guided Reading is allocated one hour per week. In the EFAL lesson plans the same reader is used for all groups. The readers specified for this term are listed in the *Resource List*, and should be available as part of the LTSM provided.

In the time allocated for Group Guided Reading, learners work as a whole class to learn look-and-say words for 30 minutes each week. They then read in a small group with you for the other 30 minutes of the hour allocated to reading.

Every week learners are taught look-and-say words that have been taken from the graded reader for that week. These are words that have not previously been

taught or cannot be decoded (sounded out) because all the phonic sounds in the word have not been taught. It is very important to use pictures, objects or actions to explain the meaning of the look-and-say words so that learners read with meaning.

Use flashcards of the look-and-say words to help learners in class. The words for each week are provided in the *Printable Resources* at the end of this book. The words are also printed on a reading sheet, which is given to each learner to take home to read. Learners practise reading the look-and-say words for homework and, ideally, the sheet should be pasted into their homework book. In the first whole class look-and-say lesson for a specific book, read the book to the learners so that they hear the whole story. This whole class activity is the preparation for the small Group Guided Reading session.

The methodology for teaching look-and-say words is given in detail in the *Methodology Guidelines*.

In Group Guided Reading, learners are divided into groups and each group has a turn to work with you. Listen to each member of a group read from the graded reader and ask questions to check understanding. While one group is reading with you, the rest of the class spends time on a writing task. While you are engaged with one group, the rest of the learners are kept busy with a constructive task.

Further details of how to manage a Group Guided Reading session are provided in the *Methodology Guidelines* section.

Writing

It is very important that learners have ample time to practise writing in English. This is a difficult skill for many learners to grasp. In Grade 2 they need to be able to construct simple sentences using phonic and known sight words, and with the correct punctuation and spelling. They should be able to transfer the punctuation skills learnt in Home Language into their English writing. The use of personal dictionaries will help them to spell new words correctly. Learners should write any word that they don't know how to spell into these books, building up a list of words throughout the year. They can then refer to these words whenever they are completing a written activity. The methodology for teaching the necessary skills in writing activities is in the lesson plans. Sometimes learners will write in their exercise books and at other times they will write in their DBE workbooks. Written DBE workbook activities have also been given for homework on certain days. Please note that the

DBE workbook pages change very little from year to year, but you should still check that the worksheet recommended for a particular lesson are still relevant in the edition of the workbook you are using

Assessment

The programme of assessment in the lesson plans meets the requirements of Circular S1 as developed for the FAL in the Foundation Phase by the DBE, and distributed in October 2017.

The DBE's assessment programme for FAL for the second term is published in the planner and tracker. It shows that some activities are assessed using a rubric, while others are assessed using a checklist. The required rubrics and checklists are also provided in the tracker.

The lesson plans make it very clear when assessments using a rubric should take place, and what should be assessed. This information is also provided in the *Programme of Assessment in the Lesson Plans* in the planner and tracker. Assessments using the rubric take place during Weeks 6, 7 and 8 in the times normally allocated to the component being assessed.

Exemplars of assessment activities are described in detail in the planner and tracker. For some activities, the whole class completes an assessment activity at the same time (such as in Writing). However, in Listening and Speaking activities, while learners must all be assessed on the same materials in the same way, they cannot all be assessed at the same time. You will need to assess about a quarter of the class in different lessons. Which group should be assessed is clearly stated in the assessment lessons. While one group is being assessed, the other learners will have an activity which they can work on independently.

No specific lessons are allocated for assessment of skills that need to be assessed using the checklist. However, lessons in which learners are working on these skills are noted in the *Programme of Assessment in the Lesson Plans* given in the planner and tracker. You can use these lessons to assess each learner according to the checklists provided.

All assessment activities are taught in the lesson plans, and no skill is assessed that has not been taught. You should ensure that all assessment activities are completed and marks recorded as required.

An assessment record sheet for you to copy and complete for all the learners in your class is provided in the planner and tracker that accompanies these lesson plans.

2. Broad guidelines for using the lesson plans

1. All the **planning** has been done for your Term 2 EFAL lessons. However you need to complete your own daily **preparation**. This means that every day you must do the following preparation tasks:
 - Mark any work including assessment work that the learners completed in their books that day.
 - Record the results of any assessment activities.
 - Write down any comments/assessment notes.
 - Read through your lesson plan for the next day so that you know how to teach the lesson. It is also often a good idea to share ideas with colleagues teaching the same lessons.
 - Identify any flashcards, pictures or objects that you will need for the next day, and prepare them. The planner and tracker will be of great help here.
 - Check that all your readers and DBE workbooks are ready to be used.
 - Tidy your classroom.
 - Note the date of completing the lesson in your tracker.
 - Reflect on the lesson and make notes in your planner and tracker if appropriate.
2. **The lesson plans must be used in conjunction with the following resources:**
 - The prescribed readers: *Friends; Look at my Weaving; Where we Live*.
 - The posters: *Shopping and Healthy Living*.
 - DBE workbooks (2017). The lesson plans refer to the 2017 edition of these workbooks. As the workbooks change very little from year to year, the same pages are likely to be relevant in subsequent years. However, you should check that the page being referred to is still appropriate for the work being done.
 - Other resources as reflected in the lesson plans.
3. **The content in each lesson has been carefully sequenced.** It is important that no lesson is skipped. Should you miss an EFAL lesson for any reason, you should continue the next time this component is done from where you left off.
4. Generally, lessons are allocated 30 minutes, but once in each week there is a longer lesson to ensure that learners get the time specified in the CAPS for EFAL. You might have to adjust the day on which you have this extended time to fit in with your school's timetable.

5. **Lesson pace:** Make sure that you cover all aspects of the lesson in the allocated time. Allow sufficient time for the learners to complete the activities. It is important to manage the pace of the lesson carefully, otherwise you may not cover all that is expected in the lesson.
6. **In Grade 2 the learners are given EFAL homework.** Each week they practise reading four to six phonic words and express their understanding of the meaning of two of these words in a drawing. They also practise reading the look-and-say words that they have learnt in the Group Guided Reading lesson. DBE workbook activities have been given for homework on certain days. Allocate a few minutes at the end of the relevant lessons to discuss homework. Make sure that the learners understand what they have to do.
7. **Support and extension activities:** Identify learners that need additional practise to consolidate their learning. You may need to assist these learners before or after school, or during break. Don't keep the learners for more than ten minutes of any break. If any learner completes a written activity ahead of the other learners, be prepared to give them an enrichment activity. These are not in the lesson plan. This means that you need to think of a few enrichment activities yourself or get the learners to complete DBE workbook activities that have not been covered in the lesson plans. DBE workbook pages that can be used as extension activities in different lessons have been included in these lessons.
8. **Lesson reflection:** Briefly write down **what worked well** and **what did not work so well** so that you can use these daily notes to complete your weekly reflection in the tracker.

B. METHODOLOGY GUIDELINES

1. General points

- When you give an instruction for an activity that you think the learners may not understand, try to demonstrate its meaning or give it in the LoLT and then in English. It is important that the learners hear the same explanation in English as this helps develop their understanding of English.
- It is important not to encourage parroting in the learners when they learn a First Additional Language. For this reason, for example, in each Listening and Speaking poster-based lesson, sentences are repeated only three times.
- Questions must be asked the way they are set out in each lesson plan so that the correct language structure is taught.
- It is important to have all the suggested resources for Listening and Speaking lessons as seeing an object, picture, poster or an action helps learners to link meaning to the word and/or sentence. The objects/pictures needed are clearly noted in each lesson.
- There are a number of **language games** that can be played when you have extra time in Listening and Speaking lessons. Examples of these are:
 - Simon says: **Put your hands in the air. Touch your head. Move your feet**, etc.
 - Do this/Do that: Say: **Do this** (e.g. put one hand in the air) and learners must copy you.

When you say **Do that** the learner must not do the action. Any learner who does the **Do that** action, is out of the game.

- I spy with my little eye something beginning with
- *Eency, weency spider* (on EFAL CD).
- *Here is the church* (on EFAL CD).
- *Twinkle, twinkle little star* (on EFAL CD).

2. Guidelines for repeated activities

Listening and Speaking: Greetings

- Settle the class. The learners should be standing quietly behind or next to their chairs.
- Greet the learners by saying: **Good morning, children.**
- Learners answer: **Good morning Mrs/Mr/Miss**
- Ask the question: **How are you, children?**
- Learners reply: **I am fine, thank you. How are you?**
- You reply: **I am fine, thank you.**
- At the end of the lesson say: **Goodbye, children. See you tomorrow.**
- Learners answer: **Goodbye, Mrs/Mr/Miss See you tomorrow.**

Listening and Speaking: Poster work

- Prepare the learners for the lesson. They must be sitting facing the poster. They must all be able to see the poster.
- Say: **This poster is about the ...**
- Ask: **What can you see in the poster?**
- Any learner can answer whatever they see. Encourage the learners to speak in sentences.
- Point to the picture of the new vocabulary word and say the word.
- Point to the picture of the new vocabulary word again and ask: **Who/What is this?**
- The learners answer with the word.
- Follow the same procedure with all the new vocabulary words that are indicated in the lesson plans. Also do more actions to explain the words.
- Say the first sentence and point to the poster showing that sentence.
- Repeat the first sentence and point to the poster showing the sentence.
- Ask the first question.
- Answer the question with the learners.
- Ask the first question again.
- All or some of the learners answer the question.
- Ask the same question for a third time.
- Select a few learners to answer the question.
- Repeat the same procedure for the second question.
- Repeat the same procedure for the other sentences.

Preparation for Group Guided Reading: Learning look-and-say words

- Settle the learners so that you have their attention.
- Read the reader to the class.
- Explain that you are going to teach learners how to read a number of words. Once they know how to read enough words, they will be able to read a book, so they must pay close attention.

- Hold up one flashcard at a time and clearly say the word twice, while learners look and listen.
- Ask if the learners know what the word means. Get them to show their understanding through using an action or by explaining the meaning. If possible, show learners the real object or a picture of the flashcard word.
- Learners now read the word – you can ask the whole class, different groups of learners or individual learners to read the word.
- Introduce the next word in exactly the same manner.
- Flash between the two words, asking different learners to read the words.
- Continue in the same way until all the words for the lesson have been covered.
- Tell the learners to take out their reading sheets or to open their homework books at the reading sheets.
- Learners must use **one colour** to tick or circle the words that they have learnt to read.
- For homework, they must practise reading these words aloud to someone at home or in their community.

Group Guided Reading: Organising groups

- Reallocate learners to different groups from Term 1, if you think it is necessary because they have developed at a different pace from the other members of their initial group.

Paired and Independent Reading

- Organise learners into pairs for paired reading. In most sessions put learners together of similar reading ability. Occasionally you can place an average reader with a strong reader and an average reader with a weak reader. For independent reading the learners read on their own.
- Hand out the books and explain that learners doing paired reading should take turns to read aloud to each other, and to discuss the pictures and the story.
- Allow learners to read inside or outside the classroom.

C. RESOURCE LIST

The resources below are part of the toolkit provided with the lesson plans. You will also need various other resources as noted in the lesson plans.

- **Printable Resources** (See Section F)
 1. Flashcard templates: Phonic letters/sounds
 2. Flashcard templates: Look-and-say words
 3. Reading sheet: Homework look-and-say words
 4. Phonic sheet: Homework words
 5. A4 posters: *Shopping*
Healthy Living
- **Posters:** Class-sized wall posters *Shopping* and *Healthy Living*
- **CD:** *EFAL*
- **Readers:** For Group Guided Reading *Friends*, *Look at My Weaving* and *Where We Live*
- **Term 2 CAPS Planner, Tracker and Assessment Resources**

D. WEEKLY LESSON PLANS

WEEK 1

| | |
|-------------------|-------------------|
| TOTAL TIME | 1 hour 30 minutes |
|-------------------|-------------------|

| DAY 1 | |
|--|---|
| ACTIVITY 1 | LISTENING AND SPEAKING |
| TIME | 30 minutes |
| CONTENT/CONCEPTS/ SKILLS | <ul style="list-style-type: none"> Begins to develop understanding and ability to use simple language structures in the context of meaningful spoken language Continues to develop an oral vocabulary (listening and speaking) using themes or topics Understands and responds to simple questions |
| RESOURCES | <ul style="list-style-type: none"> Poster (<i>Shopping</i>) |
| ACTIVITY DESCRIPTION | |
| <p>Focus of the lesson: Learns present tense/s, prepositions and vocabulary.</p> <ul style="list-style-type: none"> Prepare the learners for the lesson. They must be sitting facing the <i>Shopping</i> poster. They must all be able to see the poster. Say: This poster is about shopping. Ask: What can you see in the poster? Any learner can answer whatever they see. Try to get them to use sentences when they speak. Point to the picture of money and say money. Point to the picture of money again and ask: What is this? The learners answer: Money. Follow the same procedure with: pavement. Point to the picture of the girl waiting and say: Waits. Point to the picture of the girl waiting and ask: What does the girl do? Learners answer: The girl waits. Point to the picture of the boy dropping the tins and say: Drops. Point to the picture of the boy dropping the tins and ask: What does the boy do? Learners answer: The boy drops. Say: The girl waits for her mom and point to the poster showing the girl waiting for her mom. Repeat: The girl waits for her mom and point to the poster showing the girl waiting for her mom. Ask: What does the girl do? Answer with the learners: The girl waits for her mom. Ask: What does the girl do? All or some of the learners answer: The girl waits for her mom. Ask the same question for a third time: What does the girl do? Select a few learners to answer the question: The girl waits for her mom. Repeat the same procedure for the second question: Who waits for her mom? Repeat the same procedure for the other sentences. Reflect on the lesson. | |

| Sentence | Question 1 | Question 2 |
|---------------------------------|--|--|
| The girl waits for her mom. | What does the girl do? <i>The girl waits for her mom.</i> | Who waits for her mom? <i>The girl waits for her mom.</i> |
| The woman gets money. | What does the woman do? <i>The woman gets money.</i> | Who gets money? <i>The woman gets money.</i> |
| The woman walks from the bus. | What does the woman do? <i>The woman walks from the bus.</i> | Who walks from the bus? <i>The woman walks from the bus.</i> |
| The boy drops the tins. | What does the boy do? <i>The boy drops the tins.</i> | Who drops the tins? <i>The boy drops the tins.</i> |
| The girl walks on the pavement. | What does the girl do? <i>The girl walks on the pavement.</i> | Who walks on the pavement? <i>The girl walks on the pavement.</i> |
| The food is in the trolley. | What is in the trolley? <i>The food is in the trolley.</i> | Where is the food? <i>The food is in the trolley.</i> |

DAY 2

| | |
|-----------------------------|--|
| ACTIVITY 1 | PHONICS |
| TIME | 30 minutes |
| CONTENT/CONCEPTS/ SKILLS | <ul style="list-style-type: none"> Identifies letter-sound relationships of all single letters Builds up and breaks simple words into individual sounds Writes familiar words and sentences from dictation |
| RESOURCES | <ul style="list-style-type: none"> Flashcards: r, v, w, y Pictures, objects, actions: ran, red, rain, van, violin, vet, wash, water, wet, yacht, yellow, yes Phonics and writing books, pencils Homework books |

ACTIVITY DESCRIPTION

Focus of the lesson: Learns **r, v, w, and y**, breaks words into sounds, writes words and sentence.

- Settle the class so that you have their attention. They should have their Phonics and writing books, pencils and homework books on their desks.
- Say the sound **r** a few times and get the learners to repeat it.
- Show the learners the flashcard of the sound and repeat it a few times.
- Ask different groups and individual learners to read the sound.
- Show learners the pictures or real objects that use the sound, and ask learners to name these items, e.g. **ran, red, rain**.
- Ask learners if they can identify other words that use that sound – repeat the words emphasising the sound.
- Follow the same procedure for the **v** sound. Words that begin with **v** – **van, violin, vet**.
- Follow the same procedure with **w** – **wash, water, wet**.
- Follow the same procedure with **y** – **yacht, yellow, yes**.
- Write the letters **b, a, c, d, e, f, g, h, i, l, m, n, o, p, r, s, t, v** on the board.
- Ask the learners to give a word that has three of these sounds in it.
- Write the words on the board – **vet, red, ran, fig, rot, ram, wet, yes, lot, not, fit**. Explain the meaning of these words.
- Break the words into their sounds with the learners and then say the whole word: **v-e-t (vet); r-e-d (red); r-a-n (ran); f-i-g (fig); r-o-t (rot); r-a-m (ram), w-e-t (wet), y-e-s (yes), l-o-t (lot), n-o-t (not), f-i-t (fit)**. This is done orally. Don't write the words with dashes on the board.
- Ask individual learners to break the words down into their sounds and then say the whole word: **v-e-t (vet); r-e-d (red); r-a-n (ran); f-i-g (fig); r-o-t (rot); r-a-m (ram), w-e-t (wet), y-e-s (yes), l-o-t (lot), n-o-t (not), f-i-t (fit)**.
- Tell the learners that you are going to say a sentence to them and they must write it. Remind them that sentences begin with capital letters and end with full stops. Dictate the following sentence: **Yes, the rat is wet**.
- Write the sentence on the board and the learners can mark their own sentences.
- Put the flashcards of **r, w** and **y** on the board.
- Show a learner one of the following pictures: **red, water, yellow, rain, wash, yacht** and ask them to point to the letter that that picture begins with.
- Mark the checklist for the learners assessed.
- Reflect on the lesson.

In books:

- Learners turn to a clean page in their homework books.
- Point out to the learners how you have laid things out on the chalkboard:
- The heading is written on the top left-hand side of the page: *Words*.
- The date is written on the top right-hand side of the page.
- Paste in the Phonic Sheet with the weekly words (**vet, red, wet, fig, rot, yes**) found in the *Printable Resources* section.
- Explain the homework to the learners and make sure that they understand what to do.

HOMework

Reads the words and draws pictures to explain the meaning of three of the six words.

DAY 3

| DAY 3 | |
|--|--|
| ACTIVITY 1 | LISTENING AND SPEAKING: SHARED READING |
| TIME | 30 minutes |
| CONTENT/CONCEPTS/ SKILLS | <ul style="list-style-type: none"> • Listens to short stories, recounts or non-fiction texts told or read from a Big Book or illustrated poster • Answers simple literal questions about the story with short answers • Names some of the things in the picture in response to questions from the teacher |
| RESOURCES | <ul style="list-style-type: none"> • DBE workbooks pp. 42, 43, 44, 45 |
| ACTIVITY DESCRIPTION | |
| <p>Focus of the lesson: Listens to story, answers questions and names things.</p> <ul style="list-style-type: none"> • Settle the learners. They must have their DBE workbooks on their desks. • Show the learners pp. 42 and 43. Ask them what they can see: a train with animals in it. • Show them a coach on the train and explain what a coach is. • Read the words The animal train pointing to each word. • Read p. 43, explaining any word that the learners may not understand. • Ask the learners the following questions and try and get them to answer in full sentences: <ol style="list-style-type: none"> 1. Where are the animals going? (The animals are going to the park for a picnic.) 2. Name the animals in the coaches. 3. Why must the elephant sit alone? (He is big and fat and no other animal can fit in the coach with him.) • Ask the learners to turn to p. 44 in their DBE workbooks. Show them the page. • Discuss the picture of the animals with the learners. • Learners count the animals in the coaches. • Explain the concepts most and least. Use the LoLT if necessary. • Ask individual learners the questions on p. 45. • Learners answer the questions. • Reflect on the lesson. | |

| | |
|---|--|
| ACTIVITY 2 | PREPARATION FOR GROUP GUIDED READING: LOOK-AND-SAY WORDS WITH WHOLE CLASS |
| TIME | 30 minutes |
| CONTENT/CONCEPTS/ SKILLS | <ul style="list-style-type: none"> Continues to build a sight word vocabulary |
| RESOURCES | <ul style="list-style-type: none"> Flashcard words: Imaan, Alex, friends, they, both, eight, years, old Reader (<i>Friends</i>) Homework books with reading sheets |
| ACTIVITY DESCRIPTION | |
| <p>Focus of the lesson: Listens to story and learns look-and-say words.</p> <ul style="list-style-type: none"> Settle the learners so that you have their attention. Read the book to the learners. Explain that you are going to teach learners how to read a number of words. Once they know how to read enough words, they will be able to read a book, so they must pay close attention. Hold up one flashcard at a time and clearly say the word twice, while learners look and listen. Ask if the learners know what the word means. Get them to show their understanding through using an action or by explaining the meaning. If possible, show learners the real object or a picture of the flashcard word. Learners now read the word – you can ask the whole class, different groups of learners or individual learners to read the word. Introduce the next word in exactly the same manner. Flash between the two words, asking different learners to read the words. Continue in the same way until all the words for the lesson have been covered. Tell the learners to take out their reading sheets or to open their homework books at the reading sheets. Learners must use one colour to tick or circle the words that they have learnt to read. For homework, they must practise reading these words aloud to someone at home or in their community. Explain the homework to the learners and make sure that they understand what to do. Reflect on the lesson. | |
| HOMEWORK | |
| Reading sheets: learners must practise reading words aloud to someone at home or in the community. | |

DAY 4

| ACTIVITY 1 | WRITING |
|---|--|
| TIME | 30 minutes |
| CONTENT/CONCEPTS/ SKILLS | <ul style="list-style-type: none"> • Chooses and copies a caption to match a picture • With help writes a caption for a picture • Uses handwriting skills taught in Home Language • Uses punctuation already taught in Home Language |
| RESOURCES | <ul style="list-style-type: none"> • Poster (<i>Shopping</i>) • Phonics and writing books, crayons, pencils |
| ACTIVITY DESCRIPTION | |
| <p>Focus of the lesson: Writes a caption.</p> <p><u>Before the lesson:</u> Write the following sentences on the board:</p> <p>The girl runs in the shop. The boy drops the tins. The man is cross.</p> <ul style="list-style-type: none"> • Prepare the learners for the lesson. They must have their Phonics and writing books, crayons and pencils on their desks. • Point to the poster and ask the learners: What does the boy do? • Learners answer: The boy drops the tins. • Read the sentences on the board to the learners. • Ask a learner which is the correct sentence for what the boy does: The boy drops the tins. • Erase the sentences. • Tell the learners that they must draw The boy drops the tins. • Write the following words boy, drops, The, tins, the on the board in this order, i.e. not the correct order. • Read the words with the learners, pointing to each word. • Tell the learners that they must use these words to write: The boy drops the tins. • Remind the learners that sentences begin with capital letters and end with full stops. • Walk around and help when necessary. • Explain the homework to the learners and make sure that they understand what to do. • Reflect on the lesson. | |
| HOMEWORK | |
| Reading sheets – learners must practise reading words aloud to someone at home or in the community. | |

DAY 5

| ACTIVITY 1 | GROUP GUIDED READING | | | | |
|---|--|----------|----------|----------|----------|
| TIME | 30 minutes | | | | |
| CONTENT/CONCEPTS/ SKILLS | <ul style="list-style-type: none"> • Read aloud from own book in a Group Guided Reading group with the teacher • Use the reading strategies taught in Home Language to make sense and to monitor self when reading • Read with increasing fluency and expression • Show an understanding of punctuation when reading aloud • Begin to build a sight word vocabulary | | | | |
| RESOURCES | <ul style="list-style-type: none"> • GGR (<i>Friends</i>) • Phonics and writing books, crayons, pencils | | | | |
| ACTIVITY DESCRIPTION | | | | | |
| <p>Focus of lesson: Individuals from the group read pages in a book; rest of the class draws pictures of look-and-say words.</p> <p>Whole class</p> <ul style="list-style-type: none"> • Ask the learners to read their look-and-say words to themselves. • When they have finished reading they must draw pictures to express their understanding of the meaning of two of the look-and-say words. • They must copy the word next to the picture from their reading sheets. <p>Group Guided Reading: Groups 1 and 2</p> <ul style="list-style-type: none"> • Listen to each learner read p. 2 from the reader, <i>Friends</i>. • Ask learners the oral comprehension questions: <ul style="list-style-type: none"> – What are their names? (Imaan, Alex) – How old are they? (Eight years old.) • If necessary, support learners by helping them sound out the words, reminding them of any look-and-say words on the page they are reading, and suggesting they use the pictures to assist them in understanding what they are reading. • Informally assess learners and make notes. • Reflect on the lesson. | | | | | |
| Whole class | 1 | 2 | 3 | 4 | 5 |

WEEK 2

| | |
|-------------------|---------|
| TOTAL TIME | 3 hours |
|-------------------|---------|

| DAY 1 | |
|---|--|
| ACTIVITY 1 | LISTENING AND SPEAKING |
| TIME | 30 minutes |
| CONTENT/CONCEPTS/ SKILLS | <ul style="list-style-type: none"> • Understands and responds to simple questions • Makes simple requests and statements |
| RESOURCES | <ul style="list-style-type: none"> • DBE workbooks pp. 64, 65 |
| ACTIVITY DESCRIPTION | |
| <p>Focus of the lesson: Understands and uses questions.</p> <ul style="list-style-type: none"> • Prepare the learners for the lesson. They should have their DBE workbooks open to pp. 64, 65. • Read the short passage on p. 64. • Ask individual learners: What does the child do in the morning? • A learner answers: S/he wakes up. • Ask different individual learners: What does the child do in the afternoon? • Learners answer: S/he goes home. • Ask different individual learners: What does the child do at night? • Learners answer: S/he eats supper or S/he sleeps. • Ask different individual learners these questions twice more. • Then tell the learners to ask the person sitting next to them the same questions. Ask the question yourself first then the learners ask their partners: <ul style="list-style-type: none"> – What do you do in the morning? – What do you do in the afternoon? – What do you do at night? • The other learners answer the question. • Each learner must get a chance to ask the questions. • Explain the homework to the learners and make sure that they understand what to do. • Reflect on the lesson. | |
| HOMEWORK | |
| DBE workbook p. 45 – pastes stickers, traces the words and draws a line from the animals to where they live. | |

DAY 2

| | |
|-----------------------------|---|
| ACTIVITY 1 | PHONICS |
| TIME | 30 minutes |
| CONTENT/CONCEPTS/ SKILLS | <ul style="list-style-type: none"> Identifies letter-sound relationships of all single letters Builds up and breaks simple words into individual sounds Writes familiar words and sentences from dictation |
| RESOURCES | <ul style="list-style-type: none"> Flashcards of sounds: j, k, u Pictures, objects or actions: jam, Jik, job, kite, kit, umbrella, us, up Phonics and writing books, pencils Homework books |

ACTIVITY DESCRIPTION

Focus of the lesson: Learns **j, k, and w**, breaks words into sounds, writes words and sentence.

- Settle the class so that you have their attention. They should have their Phonics and writing books, pencils and homework books on their desks.
- Say the sound **j** a few times and get learners to repeat it.
- Show learners the flashcard of the sound and repeat it a few times.
- Ask different groups and individual learners to read the sound.
- Show learners the pictures or real objects that use the sound, and ask learners to name these items, e.g. **jam, Jik, and job**.
- Ask learners if they can identify other words that use that sound – repeat the words emphasising the sound.
- Follow the same procedure with **k**. Words that begin with **k** – **kite, kit**.
- Follow the same procedure with **u**. Words that begin with **u** – **umbrella, us, up**.
- Write the letters **b, t, a, f, g, h, s, c, d, e, i, j, k, m, n, o, p, r, s, t, u** on the board.
- Ask the learners to tell you a word that has three of these sounds in it.
- Write the words on the board – **jam; Jik; kit; job; up; us; cut**. Explain the meaning of these words.
- Break the words into sounds with the learners and say the whole word – **j-a-m (jam); J-i-k (Jik); j-o-b (job); k-i-t (kit); u-p (up); u-s (us); c-u-t (cut)**. This is done orally. Don't write the words with dashes on the board.
- Ask individual learners to break the words into sounds and say the whole word – **j-a-m (jam); J-i-k (Jik); j-o-b (job); k-i-t (kit); u-p (up); u-s (us); c-u-t (cut)**.
- Tell the learners that you are going to say a sentence to them and they must write it. Remind them that sentences begin with capital letters and end with full stops. Dictate the following sentence: **The man has a job with us**.
- Write the sentence on the board and the learners can mark their own sentences.
- Put the flashcards of **j, k** and **u** on the board.
- Show a learner one of the following pictures: **jam, kite, umbrella** and ask them to point to the letter that that picture begins with.
- Mark the checklist for the learners assessed.

In books:

- Learners turn to a clean page in their homework books.
- Point out to learners how you have laid things out on the chalkboard:
- The heading is written on the top left-hand side of the page: *Words*.
- The date is written on the top right-hand side of the page.
- Paste in the Phonic Sheet with the weekly words (**jam, Jik, kit, job, up, us, cut**) found in the *Printable Resources* section.
- Learners must draw pictures of four of the seven words.
- Explain the homework to the learners and make sure that they understand what to do.
- Reflect on the lesson.

HOMework

Reads seven words and draws pictures to explain the meaning of three of the seven words.

DAY 3

| DAY 3 | |
|--|--|
| ACTIVITY 1 | LISTENING AND SPEAKING: SHARED READING |
| TIME | 30 minutes |
| CONTENT/CONCEPTS/ SKILLS | <ul style="list-style-type: none"> • Listens to a simple recount • Acts out the story using some of the dialogue |
| RESOURCES | <ul style="list-style-type: none"> • DBE workbooks p. 64 |
| ACTIVITY DESCRIPTION | |
| <p>Focus of the lesson: Listens to a recount and acts out the story.</p> <ul style="list-style-type: none"> • Prepare the learners for the lesson. They must have their DBE workbooks open to p. 64. • Point to the picture for wake up, play and eat lunch. • Tell the learners to turn to the fourth page of stickers at the back of the book. They must find the stickers and stick them on the blank spaces for wake up, play and eat lunch. • Give a recount of a child's day. Point to the correct pictures as you say: She wakes up. She walks to school with her friend. She paints a picture. She plays and eats lunch. • Ask a few individual learners to give a recount (tell the class) what the boy or girl does in each picture. They must point to the picture when they say the sentence. • Put the learners into groups and they must each have a turn acting out and trying to say what the girl/boy does in each picture. • Walk around and help when necessary. • Reflect on the lesson. | |

| | |
|--|---|
| ACTIVITY 2 | PREPARATION FOR GROUP GUIDED READING: LOOK-AND-SAY WORDS WITH THE WHOLE CLASS |
| TIME | 15 minutes |
| CONTENT/CONCEPTS/ SKILLS | <ul style="list-style-type: none"> • Continues to build a sight vocabulary |
| RESOURCES | <ul style="list-style-type: none"> • Flashcard words: have, hair, different, smiles, hands, noses • Homework books with reading sheets |
| ACTIVITY DESCRIPTION | |
| <p>Focus of the lesson: Learns look-and-say words.</p> <ul style="list-style-type: none"> • Settle the learners so that you have their attention. • Explain that you are going to teach learners how to read a number of words. • Hold up one flashcard at a time and clearly say the word twice, while learners look and listen. • Ask if the learners know what the word means. Get them to show their understanding through using an action or by explaining the meaning. If possible, show learners the real object or a picture of the flashcard word. • Learners now read the word – you can ask the whole class, different groups of learners or individual learners to read the word. • Introduce the next word in exactly the same manner. • Flash between the two words, asking different learners to read the words. • Continue in the same way until all the words for the lesson have been covered. • Tell the learners to take out their reading sheets or to open their homework books at the reading sheets. • Learners must use one colour to tick or circle the words that they have learnt to read. • For homework, they must practise reading these words aloud to someone at home or in their community. • Reflect on the lesson. | |

| ACTIVITY 3 | | GROUP GUIDED READING | | | | |
|--|--|----------------------|---|---|---|--|
| TIME | 15 minutes | | | | | |
| CONTENT/CONCEPTS/ SKILLS | <ul style="list-style-type: none"> • Read aloud from own book in a Group Guided Reading group with the teacher • Use the reading strategies taught in Home Language to make sense and to monitor self when reading • Read with increasing fluency and expression • Show an understanding of punctuation when reading aloud • Begin to build a sight word vocabulary | | | | | |
| RESOURCES | <ul style="list-style-type: none"> • GGR (<i>Friends</i>) • DBE workbooks p. 43, crayons | | | | | |
| ACTIVITY DESCRIPTION | | | | | | |
| <p>Focus of lesson: Individuals from the group read pages in a book; rest of the class colours the crayons.</p> <p>Whole class</p> <ul style="list-style-type: none"> • Ask the learners to turn to p. 43 and colour the crayons the correct colour. <p>Group Guided Reading: Group 3</p> <ul style="list-style-type: none"> • Listen to each learner read p. 2 from the reader <i>Friends</i>. • Ask learners the oral comprehension questions: <ul style="list-style-type: none"> – What are their names? (Imaan, Alex) – How old are they? (Eight years old.) • If necessary, support learners by helping them sound out the words, reminding them of any look-and-say words on the page they are reading, and suggesting they use the pictures to assist them in understanding what they are reading. • Informally assess learners and make notes. • Explain the homework to the learners and make sure that they understand what to do. • Reflect on the lesson. | | | | | | |
| Whole class | 1 | 2 | 3 | 4 | 5 | |
| HOMEWORK | | | | | | |
| Reading sheets – learners must practise reading words aloud to someone at home or in the community. | | | | | | |

DAY 4

| ACTIVITY 1 | WRITING |
|--|--|
| TIME | 30 minutes |
| CONTENT/CONCEPTS/ SKILLS | <ul style="list-style-type: none"> • Chooses and copies a caption to match a picture • With help writes a caption for a picture • Uses handwriting skills taught in Home Language • Uses punctuation already taught in Home Language |
| RESOURCES | <ul style="list-style-type: none"> • Phonics and writing books, crayons, pencils • Poster (<i>Shopping</i>) |
| ACTIVITY DESCRIPTION | |
| <p>Focus of the lesson: Writes a caption.</p> <p><u>Before the lesson:</u> Write the following sentences on the board:</p> <p>The old girl sits. The young boy walks. The young girl sits.</p> <ul style="list-style-type: none"> • Prepare the learners for the lesson. They must have their Phonics and writing books, crayons and pencils on their desks. • Point to the poster and ask the learners: What does the young girl do? • Learners answer: The young girl sits. • Read the sentences on the board to the learners. • Ask a learner to tell the class which sentence is the correct sentence for The young girl sits (point to this in the poster). • Erase the sentences. • Tell the learners that they must draw The young girl sits. • Write the four words girl, young, sits, The on the board in this order, i.e. not the correct order. Read the four words with the learners, pointing to each word as you read it. • Tell the learners that they must use these four words to write: The young girl sits. Remind the learners that sentences begin with a capital letter and end with a full stop. • Walk around and help when necessary. • Explain the homework to the learners and make sure that they understand what to do. • Reflect on the lesson. | |
| HOMEWORK | |
| <p>Reading sheets – learners must practise reading words aloud to someone at home or in the community. Completes p. 58 in DBE workbooks.</p> | |

DAY 5

| | |
|-----------------------------|--|
| ACTIVITY 1 | GROUP GUIDED READING |
| TIME | 30 minutes |
| CONTENT/CONCEPTS/ SKILLS | <ul style="list-style-type: none"> • Read aloud from own book in a Group Guided Reading group with the teacher • Use the reading strategies taught in Home Language to make sense and to monitor self when reading • Read with increasing fluency and expression • Show an understanding of punctuation when reading aloud • Begin to build a sight word vocabulary |
| RESOURCES | <ul style="list-style-type: none"> • GGR (<i>Friends</i>) • Phonics and writing books, crayons, pencils |

ACTIVITY DESCRIPTION

Focus of lesson: Individuals from the group read pages in a book; rest of the class draws pictures of look-and-say words.

Whole class

- Ask the learners to read their look-and-say words to themselves.
- When they have finished reading they must draw pictures to express their understanding of the meaning of two of the look-and-say words.
- They must copy the word next to the picture from their reading sheets.

Group Guided Reading: Groups 4 and 5

- Listen to each learner read two sentences from the reader, *Friends* pp. 4–7.
- Ask learners the oral comprehension question:
 - **What is different, not the same about the friends?** (hands, noses, smiles, hair)
- If necessary, support learners by helping them sound out the words, reminding them of any look-and-say words on the page they are reading, and suggesting they use the pictures to assist them in understanding what they are reading.
- Informally assess learners and make notes.
- Reflect on the lesson.

| | | | | | |
|-------------|---|---|---|---|---|
| Whole class | 1 | 2 | 3 | 4 | 5 |
|-------------|---|---|---|---|---|

WEEK 3

| | |
|-------------------|---------|
| TOTAL TIME | 3 hours |
|-------------------|---------|

| DAY 1 | | |
|---|---|--|
| ACTIVITY 1 | LISTENING AND SPEAKING | |
| TIME | 30 minutes | |
| CONTENT/CONCEPTS/ SKILLS | <ul style="list-style-type: none"> • Begins to develop understanding and ability to use simple language structures in the context of meaningful spoken language • Continues to develop an oral vocabulary (listening and speaking) using themes or topics • Understands and responds to simple questions | |
| RESOURCES | <ul style="list-style-type: none"> • Poster (<i>Shopping</i>) | |
| ACTIVITY DESCRIPTION | | |
| <p>Focus of the lesson: Learns past tense, adjectives and vocabulary.</p> <ul style="list-style-type: none"> • Prepare the learners for the lesson. They must be sitting facing the <i>Shopping</i> poster. They must all be able to see the poster. • Say: This poster is about shopping. Ask: What can you see in the poster? • Any learner can answer whatever they see. Try to get them to use sentences when they speak. • Point to the picture of the old woman and say: Old. • Point to the picture of the old woman again and ask: Who is this? The learners answer: Old woman. • Follow the same procedure with: young, angry and naughty. • Point to the picture of the man paying and say: Paid. • Point to the picture of the man paying and ask: What did the man do? Learners answer: Paid. • Follow the same procedure with shouted (use woman) and pointed (use girl). • Say: The old woman waited and point to the poster showing the old woman waiting. • Repeat: The old woman waited and point to the poster showing the old woman waiting. • Ask: What did the old woman do? • Answer with the learners: The old woman waited. • Ask: What did the old woman do? • All or some of the learners answer: The old woman waited. • Ask the same question for a third time: What did the old woman do? • Select a few learners to answer the question: The old woman waited. • Repeat the same procedure for the second question: Who waited? • Repeat the same procedure for the other sentences. • Explain the homework to the learners and make sure that they understand what to do. • Reflect on the lesson. | | |
| Sentence | Question 1 | Question 2 |
| The old woman waited. | What did the old woman do? <i>The old woman waited.</i> | Who waited? <i>The old woman waited.</i> |
| The young man paid. | What did the young man do? <i>The young man paid.</i> | Who paid? <i>The young man paid.</i> |
| The angry woman shouted. | What did the angry woman do? <i>The angry woman shouted.</i> | Who shouted? <i>The angry woman shouted.</i> |
| The young girl sat. | What did the young girl do? <i>The young girl sat.</i> | Who sat? <i>The young girl sat.</i> |
| The naughty girl pointed. | What did the naughty girl do? <i>The naughty girl pointed.</i> | Who pointed? <i>The naughty girl pointed.</i> |
| HOMEWORK | | |
| Completes bottom of p. 44 in DBE workbooks. | | |

DAY 2

| | |
|-----------------------------|---|
| ACTIVITY 1 | PHONICS |
| TIME | 30 minutes |
| CONTENT/CONCEPTS/ SKILLS | <ul style="list-style-type: none"> Identifies letter-sound relationships of all single letters Builds up and breaks simple words into individual sounds Writes familiar words and sentences from dictation |
| RESOURCES | <ul style="list-style-type: none"> Flashcards: z, x Pictures or objects of words: zebra, zip, box, fox, fix, mix Phonics and writing books Homework books |

ACTIVITY DESCRIPTION

Focus of the lesson: Learns **z** and **x**, breaks words into sounds and correctly writes words and a sentence.

- Settle the class so that you have their attention.
- Say the sound **z** a few times and get learners to repeat it.
- Show learners the flashcard of the sound and repeat it a few times.
- Ask different groups and individual learners to read the sound.
- Show learners the pictures or real objects that use the sound, and ask learners to name these items, e.g. **zebra, zip**.
- Ask learners if they can identify other words that use that sound – repeat the words emphasising the sound.
- Follow the same procedure for the **x**. Tell the learners that **x** is mainly found at the end of words, e.g. **box, fox, fix, mix**.
- Write the letters **b, t, a, f, g, h, s, c, d, e, l, j, u, k, i, m, n, o, p** on the board.
- Ask the learners to tell you a word that has three of these sounds in it.
- Write the words on the board – **zip, box, fox, fix, mix**. Explain the meaning of these words.
- Break the words into their sounds with the learners and say the whole word: **z-i-p (zip); b-o-x (box); f-o-x (fox); f-i-x (fix); m-i-x (mix)**. This is done orally. Don't write the words with dashes on the board.
- Ask individual learners to break the words into their sounds and say the whole word: **z-i-p (zip); b-o-x (box); f-o-x (fox); f-i-x (fix); m-i-x (mix)**.
- Tell the learners that you are going to say a sentence to them and they must write it. Remind them that sentences begin with capital letters and end with full stops. Dictate the following sentence: **A fox sits on the red box**.
- Write the sentence on the board and the learners can mark their own sentences.
- Put the flashcards of **z** and **x** on the board.
- Show a learner one of the following pictures: **zebra, box, zip, fox** and ask them to point to the letter that that picture begins with or ends with
- Mark the checklist for the learners assessed.
- Reflect on the lesson.

In books:

- Learners turn to a clean page in their homework books.
- Point out to learners how you have laid things out on the chalkboard:
- The heading is written on the top left-hand side of the page: *Words*.
- The date is written on the top right-hand side of the page.
- Paste in the Phonic Sheet with the weekly words (**zip, box, fox, fix, mix**) found in the *Printable Resources* section.
- Learners must draw pictures of three of the five words.
- Explain the homework to the learners and make sure that they understand what to do.

HOMework

Reads five words and draws pictures to explain the meaning of three words.

DAY 3

| DAY 3 | |
|--|--|
| ACTIVITY 1 | LISTENING AND SPEAKING: SHARED READING |
| TIME | 30 minutes |
| CONTENT/CONCEPTS/ SKILLS | <ul style="list-style-type: none"> • Listens to short stories, recounts or non-fiction texts told or read from a Big Book or illustrated poster • Answers simple literal questions about the story with short answers • Names some of the things in the picture in response to questions from the teacher |
| RESOURCES | <ul style="list-style-type: none"> • Reader (<i>Friends</i>) |
| ACTIVITY DESCRIPTION | |
| <p>Focus of the lesson: Listens to a story, answers questions and names objects.</p> <ul style="list-style-type: none"> • Prepare the learners. They should all be able to see a reader, <i>Friends</i>. • Read pp. 8-14 in <i>Friends</i>. • Show the pictures on each page and point to what the girls are doing. • Ask individual learners the following questions and try to get them to answer in full sentences: <ul style="list-style-type: none"> – Page 8: What is the girl doing? (The girl is drawing.) – Page 9: What is the girl doing? (The girl is reading.) – Put up your hands if you like drawing. – Put up your hands if you like reading. – Page 11: What colour is the apple? (The apple is red.) – Page 12: Who likes milk? (Alex likes milk.) – What is your favourite drink? (My favourite drink is...) – Page 14: Who likes dresses? (Imaan likes dresses.) • Point to the following pencil, book, apple, bananas, milk, juice, dress and jeans and ask individual learners: What is this? • Reflect on the lesson. | |
| ACTIVITY 2 | PREPARATION FOR GROUP GUIDED READING: LOOK-AND-SAY WORDS WITH THE WHOLE CLASS |
| TIME | 15 minutes |
| CONTENT/CONCEPTS/ SKILLS | <ul style="list-style-type: none"> • Continues to build a sight vocabulary |
| RESOURCES | <ul style="list-style-type: none"> • Flashcards: do, things, likes, drawing, reading, eat, bananas, apples • Homework books with reading sheets |
| ACTIVITY DESCRIPTION | |
| <p>Focus of the lesson: Learns look-and-say words.</p> <ul style="list-style-type: none"> • Settle the learners so that you have their attention. • Explain that you are going to teach learners how to read a number of words. • Hold up one flashcard at a time and clearly say the word twice, while learners look and listen. • Ask if the learners know what the word means. Get them to show their understanding through using an action or by explaining the meaning. If possible, show learners the real object or a picture of the flashcard word. • Learners now read the word – you can ask the whole class, different groups of learners or individual learners to read the word. • Introduce the next word in exactly the same manner. • Flash between the two words, asking different learners to read the words. • Continue in the same way until all the words for the lesson have been covered. • Tell the learners to take out their reading sheets or to open their homework books at the reading sheets. • Learners must use one colour to tick or circle the words that they have learnt to read. • For homework, they must practise reading these words aloud to someone at home or in their community. • Reflect on the lesson. | |
| HOMEWORK | |
| Reading sheets – learners must practise reading words aloud to someone at home or in the community. | |

| ACTIVITY 3 | | GROUP GUIDED READING | | | | |
|---|--|----------------------|---|---|---|--|
| TIME | 15 minutes | | | | | |
| CONTENT/CONCEPTS/ SKILLS | <ul style="list-style-type: none"> • Read aloud from own book in a Group Guided Reading group with the teacher • Use the reading strategies taught in Home Language to make sense and to monitor self when reading • Read with increasing fluency and expression • Show an understanding of punctuation when reading aloud • Begin to build a sight word vocabulary | | | | | |
| RESOURCES | <ul style="list-style-type: none"> • GGR (<i>Friends</i>) • DBE workbooks p. 48 • Pencils, crayons | | | | | |
| ACTIVITY DESCRIPTION | | | | | | |
| <p>Focus of lesson: Individuals from the group read pages in a book; rest of the class draws a crocodile and a tree.</p> <p>Whole class</p> <ul style="list-style-type: none"> • Ask the learners to turn to p. 48 and draw a crocodile and a tree. • They can colour the pictures if they finish early. <p>Group Guided Reading: Group 1</p> <ul style="list-style-type: none"> • Listen to each learner read two sentences from the reader <i>Friends</i> pp. 4–7. • Ask learners the oral comprehension question: <ul style="list-style-type: none"> – What is different, not the same about the friends? (hands, noses, smiles, hair). • If necessary, support learners by helping them sound out the words, reminding them of any look-and-say words on the page they are reading, and suggesting they use the pictures to assist them in understanding what they are reading. • Informally assess learners and make notes. • Explain the homework to the learners and make sure that they understand what to do. • Reflect on the lesson. | | | | | | |
| Whole class | 1 | 2 | 3 | 4 | 5 | |
| HOMEWORK | | | | | | |
| Reading sheets – learners must practise reading words aloud to someone at home or in the community. | | | | | | |

DAY 4

| DAY 4 | |
|---|--|
| ACTIVITY 1 | WRITING |
| TIME | 30 minutes |
| CONTENT/CONCEPTS/ SKILLS | <ul style="list-style-type: none"> • Completes sentences by filling in missing words • Uses handwriting skills taught in Home Language • Uses punctuation already taught in Home Language |
| RESOURCES | <ul style="list-style-type: none"> • Phonics and writing books, pencils |
| ACTIVITY DESCRIPTION | |
| <p>Focus of the lesson: Completes sentences by filling in missing words.</p> <p><u>Before the lesson:</u> Write the following words and sentences on the board:</p> | |
| <div style="border: 1px solid black; padding: 5px; width: fit-content; margin-bottom: 10px;">jam us ran dot get</div> <ol style="list-style-type: none"> 1. The boy -----. 2. I have a ----- on my top. 3. I ----- a book. 4. The-----is red. 5. The girl ran with-----. | |
| <div style="border: 1px solid black; padding: 5px; width: fit-content; margin-bottom: 10px;">wet lot bit man red</div> <ol style="list-style-type: none"> 1. The dog -----me. 2. The -----runs. 3. I have a -----top. 4. I have a-----of hats. 5. My book is -----. <ul style="list-style-type: none"> • Prepare the learners for the lesson. They must have their Phonics and writing books and pencils on their desks. • Read the five words and the first sentence with the learners. Stop when you come to the line so that they realise that there is a word missing. • Explain that where there is a line they must fill in a word taken from the five words on the board. • Read the first sentence again and write the word ran on the line. • Read the five sentences with them. • Explain to the learners that they must copy the sentence into their books and put a word, from the box where the line is. The sentence must make sense. • Walk around and help when necessary. • Then tell the learners to complete numbers 6–10 from the words in the box (read these words to them). • Learners who finish early can read their sentences to a partner. • Explain the homework to the learners and make sure that they understand what to do. • Reflect on the lesson. | |
| HOMEWORK | |
| Reading sheets – learners must practise reading words aloud to someone at home or in the community. | |

DAY 5

| | |
|-------------------------------------|--|
| ACTIVITY 1 | GROUP GUIDED READING |
| TIME | 30 minutes |
| CONTENT/CONCEPTS/ SKILLS | <ul style="list-style-type: none"> • Read aloud from own book in a Group Guided Reading group with the teacher • Use the reading strategies taught in Home Language to make sense and to monitor self when reading • Read with increasing fluency and expression • Show an understanding of punctuation when reading aloud • Begin to build a sight word vocabulary |
| RESOURCES | <ul style="list-style-type: none"> • GGR (<i>Friends</i>) • Phonics and writing books, crayons, pencils |

ACTIVITY DESCRIPTION

Focus of lesson: Individuals from the group read pages in a book; rest of the class draws pictures of look-and-say words.

Whole class

- Ask the learners to read their look-and-say words to themselves.
- When they have finished reading they must draw pictures to express their understanding of the meaning of two of the look-and-say words.
- They must copy the word next to the picture from their reading sheets.

Group Guided Reading: Groups 2 and 3

- Listen to each learner read two sentences from the reader, *Friends* pp. 8–10.
- Ask learners the oral comprehension questions:
 - **Who likes drawing?** (Imaan)
 - **What do they eat that is different?** (apples and bananas)
- If necessary, support learners by helping them sound out the words, reminding them of any look-and-say words on the page they are reading, and suggesting they use the pictures to assist them in understanding what they are reading.
- Informally assess learners and make notes.
- Reflect on the lesson.

| | | | | | |
|--------------------|----------|----------|----------|----------|----------|
| Whole class | 1 | 2 | 3 | 4 | 5 |
|--------------------|----------|----------|----------|----------|----------|

WEEK 4

| | |
|-------------------|---------|
| TOTAL TIME | 3 hours |
|-------------------|---------|

| DAY 1 | |
|--|---|
| ACTIVITY 1 | LISTENING AND SPEAKING |
| TIME | 30 minutes |
| CONTENT/CONCEPTS/ SKILLS | <ul style="list-style-type: none"> Memorises and performs simple poems, action rhymes and songs |
| RESOURCES | <ul style="list-style-type: none"> The wheels on the bus The wheels on the bus go round and round Round and round, round and round The wheels on the bus go round and round All day long. The wipers on the bus go back and forth Back and forth, back and forth The wipers on the bus go back and forth All day long. The grannies on the bus go knit, knit, knit Knit, knit, knit; knit, knit, knit The grannies on the bus go knit, knit, knit All day long. The babies on the bus go weh, weh, weh Weh, weh, weh, weh, weh, weh The babies on the bus go weh, weh, weh All day long. |
| <p>Focus of the lesson: Learns and sings a song.</p> <ul style="list-style-type: none"> Prepare the learners. Their desks should be clear. Sing the song to the learners, doing the actions as well. Sing the first line and do actions. Sing the first line with the learners. Repeat. Follow the same procedure for the second line. Follow the same procedure for the third line. Sing the first verse with the learners. Practise three times. Follow the same procedure with all the verses. Explain the homework to the learners and make sure that they understand what to do. Reflect on the lesson. | |
| HOMEWORK | |
| Completes the exercise at the top of p. 71 in DBE workbooks – long or short time. | |

DAY 2

| | |
|-----------------------------|--|
| ACTIVITY 1 | PHONICS |
| TIME | 30 minutes |
| CONTENT/CONCEPTS/ SKILLS | <ul style="list-style-type: none"> Identifies letter-sound relationships of all single letters Builds up and breaks simple words into individual sounds |
| RESOURCES | <ul style="list-style-type: none"> Flashcards of sounds: a, b, c, d, e, f, g, h, i, j, k, l, m, n, p, o, r, s, t, u, v, w, x, y, z Phonics and writing books, pencils |

ACTIVITY DESCRIPTION

Focus of the lesson: Learns all letters and writes words.

- Prepare the learners for the lesson. They should have their Phonics and writing books, DBE workbooks and pencils on their desks.
- Revise all the sounds by showing the learners the flashcard and then they must say the sound.
- Tell the learners to write the date in their Phonics and writing books and to write number 1–15 next to the margin.
- Explain to them that you are going to say a number and then a sound and they must write that sound next to the number.
- Say: **1** and the sound **o**.
- Continue in the same way for the following sounds:
2 – d; 3 – s; 4 – e; 5 – g; 6 – t; 7 – a; 8 – x; 9 – i; 10 – b.
- Explain to the learners that you are now going to say words and they must write the word next to the number:
11 – box; 12 – get; 13 – hit; 14 – man; 15 – cut.
- Then dictate the following sentence to the learners: **The dog dug and the cat sat.**
- Write the sounds and words next to the correct number on the board. Write the sentence on the board.
- Learners can mark their own work. They must write the correct answer next to any answer that was incorrect.
- Reflect on the lesson.

In books:

- Learners turn to a clean page in their homework books.
- Point out to learners how you have laid things out on the chalkboard:
 - The heading is written on the top left-hand side of the page: *Words*.
 - The date is written on the top right-hand side of the page.
- Paste in the Phonic Sheet with the weekly words (**sat, bed, us, pot, fox, bit**) found in the *Printable Resources* section.
- Learners must read the words for homework.
- Explain the homework to the learners and make sure that they understand what to do.

HOMework

Reads six words.

DAY 3

| ACTIVITY 1 | LISTENING AND SPEAKING: SHARED READING |
|--|--|
| TIME | 30 minutes |
| CONTENT/CONCEPTS/ SKILLS | <ul style="list-style-type: none"> • Listens to short stories, recounts or non-fiction texts told or read from a Big Book or illustrated poster • Answers simple literal questions about the story with short answers • Names some of the things in the picture in response to questions from the teacher • With help from the teacher retells the story |
| RESOURCES | <ul style="list-style-type: none"> • DBE workbooks p. 47 |
| ACTIVITY DESCRIPTION | |
| <p>Focus of the lesson: Listens to the story, answers questions and retells the story.</p> <ul style="list-style-type: none"> • Prepare the learners for the lesson. They should have their DBE workbooks on their desks. • Ask the learners to turn to p. 47. • Read the title, <i>Wild Animals</i>, pointing to each word. Explain the title to the learners. • Read p. 47 to the learners. Point to the animals when you read their name, e.g. point to the zebra when you read zebra. • Ask individual learners the following questions and encourage them to answer in full sentences: <ul style="list-style-type: none"> – What animals does the writer like? (The writer likes zebras and cobras.) – Where do the crocodile and hippo swim? (They swim in the dam.) – What does the lion want to eat? (The lion wants to eat the buck.) – Which animal do you like the best? (I like the) • Ask individual learners to point to the zebra, cobra, crocodile, elephant, hippo, buck and lion. • Put the learners into groups of three learners and they must retell the story to each other. Each learner in the group must get a turn to retell the story. • Reflect on the lesson. | |

| ACTIVITY 2 | PREPARATION FOR GROUP GUIDED READING: LOOK-AND-SAY WORDS WITH THE WHOLE CLASS |
|---|---|
| TIME | 15 minutes |
| CONTENT/CONCEPTS/ SKILLS | <ul style="list-style-type: none"> • Continues to build a sight word vocabulary |
| RESOURCES | <ul style="list-style-type: none"> • Flashcards: drink, orange, juice, milk, wear, dresses, jeans, good • Homework books with reading sheets |
| ACTIVITY DESCRIPTION | |
| <p>Focus of the lesson: Learns look-and-say words.</p> <ul style="list-style-type: none"> • Settle the learners so that you have their attention. • Hold up one flashcard at a time and clearly say the word twice, while learners look and listen. • Ask if the learners know what the word means. Get them to show their understanding through using an action or by explaining the meaning. If possible, show learners the real object or a picture of the flashcard word. • Learners now read the word – you can ask the whole class, different groups of learners or individual learners to read the word. • Introduce the next word in exactly the same manner. • Flash between the two words, asking different learners to read the words. • Continue in the same way until all the words for the lesson have been covered. • Tell the learners to take out their reading sheets or to open their homework books at the reading sheets. • Learners must use one colour to tick or circle the words that they have learnt to read. • For homework, they must practise reading these words aloud to someone at home or in their community. • Reflect on the lesson. | |

| ACTIVITY 3 | | GROUP GUIDED READING | | | | |
|--|--|----------------------|---|---|---|--|
| TIME | 15 minutes | | | | | |
| CONTENT/CONCEPTS/ SKILLS | <ul style="list-style-type: none"> • Read aloud from own book in a Group Guided Reading group with the teacher • Use the reading strategies taught in Home Language to make sense and to monitor self when reading • Read with increasing fluency and expression • Show an understanding of punctuation when reading aloud • Begin to build a sight word vocabulary | | | | | |
| RESOURCES | <ul style="list-style-type: none"> • GGR (<i>Friends</i>) • DBE workbooks p. 59 • Pencils, crayons | | | | | |
| ACTIVITY DESCRIPTION | | | | | | |
| <p>Focus of lesson: Individuals from the group read pages in a book; rest of the class fills letters into words.</p> <p>Whole class</p> <ul style="list-style-type: none"> • Ask the learners to turn to p. 59 and fill the letters into the words. <p>Group Guided Reading: Group 4</p> <ul style="list-style-type: none"> • Listen to each learner read two sentences from the reader <i>Friends</i> pp. 8–10. • Ask learners the oral comprehension questions: <ul style="list-style-type: none"> – Who likes drawing? (Imaan) – What do they eat that is different? (apples and bananas) • If necessary, support learners by helping them sound out the words, reminding them of any look-and-say words on the page they are reading, and suggesting they use the pictures to assist them in understanding what they are reading. • Informally assess learners and make notes. • Explain the homework to the learners and make sure that they understand what to do. • Reflect on the lesson. | | | | | | |
| Whole class | 1 | 2 | 3 | 4 | 5 | |
| HOMEWORK | | | | | | |
| Reading sheets – learners must practise reading words aloud to someone at home or in the community. | | | | | | |

DAY 4

| DAY 4 | |
|--|---|
| ACTIVITY 1 | WRITING |
| TIME | 30 minutes |
| CONTENT/CONCEPTS/ SKILLS | <ul style="list-style-type: none"> • Writes sentences using words containing the phonic sounds and common sight words • Uses punctuation already taught in the Home Language • Uses handwriting skills already taught in Home Language • Builds own word bank and personal dictionary |
| RESOURCES | <ul style="list-style-type: none"> • Phonics and writing books • Pencils |
| ACTIVITY DESCRIPTION | |
| <p>Focus of the lesson: Correctly writes sentences using phonic words.</p> <ul style="list-style-type: none"> • Prepare the learners for the lesson. They must have their Phonics and writing books and pencils on the desks. • Tell the learners that they are going to write three sentences using words that they know how to spell. • Say: I could write I sit on my bed. Write this sentence on the board and read it with the learners. • Erase the sentence. • Remind the learners to use punctuation, i.e. full stops and capital letters. • Tell them that if they don't know how to spell a word they must bring their personal dictionary to you to write the word into it. • Ask the learners to begin writing their sentences. Walk around and help when necessary. • Write any difficult words that the learners ask you to spell on the board, e.g. boy, girl, child. This may give other learners ideas on which words they could use. • Don't write any word that contains the sounds that the learners have learnt on the board. Rather help the learner to sound out the word and write the letters as s/he sounds it out, e.g. run, wet, mud. These words contain the letters that the learners have learnt. • Take in the books and mark them. • Explain the homework to the learners and make sure that they understand what to do. • Reflect on the lesson. | |
| HOMEWORK | |
| Reading sheets – learners must practise reading words aloud to someone at home or in the community. | |

DAY 5

| ACTIVITY 1 | GROUP GUIDED READING AND PAIRED/INDEPENDENT READING | | | | |
|---|--|----------|----------|----------|----------|
| TIME | 30 minutes | | | | |
| CONTENT/CONCEPTS/ SKILLS | <ul style="list-style-type: none"> • Read aloud from own book in a Group Guided Reading group with the teacher • Use the reading strategies taught in Home Language to make sense and to monitor self when reading • Read with increasing fluency and expression • Show an understanding of punctuation when reading aloud • Begin to build a sight word vocabulary • Independently reads books read in GGR sessions and other books | | | | |
| RESOURCES | <ul style="list-style-type: none"> • GGR (<i>Friends</i>) • Paired/Independent Reading – own book, class book or GGR book already read | | | | |
| ACTIVITY DESCRIPTION | | | | | |
| <p>Focus of lesson: Individuals from the group read pages in a book; rest of the class does paired/independent reading.</p> <p>Paired/Independent Reading: Whole class</p> <ul style="list-style-type: none"> • Organise learners for paired or independent reading. • Hand out the books. • Explain that learners doing paired reading should take turns to read aloud to each other, and to discuss the pictures and the story. They should do this quietly. • Allow learners to read inside or outside the classroom. <p>Group Guided Reading: Groups 5 and 1</p> <ul style="list-style-type: none"> • Listen to each learner read two sentences or a page from the reader <i>Friends</i> pp. 12–16. • Ask learners the oral comprehension questions: <ul style="list-style-type: none"> – Who wears dresses? (Imaan) – Are the girls good friends? (Yes) – Name one way they are different. (Any answer from the book.) • If necessary, support learners by helping them sound out the words, reminding them of any look-and-say words on the page they are reading, and suggesting they use the pictures to assist them in understanding what they are reading. • Informally assess learners and make notes. • Reflect on the lesson. | | | | | |
| Whole class | 1 | 2 | 3 | 4 | 5 |

WEEK 5

| | |
|-------------------|---------|
| TOTAL TIME | 3 hours |
|-------------------|---------|

| DAY 1 | | |
|--|---|--|
| ACTIVITY 1 | LISTENING AND SPEAKING | |
| TIME | 30 minutes | |
| CONTENT/CONCEPTS/ SKILLS | <ul style="list-style-type: none"> • Begins to develop understanding and ability to use simple language structures in the context of meaningful spoken language • Continues to develop an oral vocabulary (listening and speaking) using themes or topics • Understands and responds to simple questions | |
| RESOURCES | <ul style="list-style-type: none"> • Poster (<i>Healthy Living</i>) | |
| ACTIVITY DESCRIPTION | | |
| <p>Focus of the lesson: Learns past tense, adjectives and vocabulary.</p> <ul style="list-style-type: none"> • Prepare the learners for the lesson. They must be sitting facing the <i>Healthy Living</i> poster. They must all be able to see the poster. • Say: This poster is about food and healthy living. Explain that healthy living is eating fruit, vegetables, chicken, meat and not too many sweets and chips. • Ask: What can you see in the poster? • Any learner can answer whatever they see. Try to get them to use sentences when they speak. • Point to the picture of the pretty girl and say: Pretty. • Point to the picture of the pretty girl again and ask: Who is this? • The learners answer: The pretty girl. • Follow the same procedure with healthy, water melon, fat, street, thin, tall and called. Do actions to explain the words. • Say: The healthy girl jumped and point to the poster showing the healthy girl jumping. • Repeat: The healthy girl jumped and point to the poster showing the healthy girl jumping. • Ask: What did the healthy girl do? • Answer with the learners: The healthy girl jumped. • Ask: What did the healthy girl do? • All or some of the learners answer: The healthy girl jumped. • Ask the same question for a third time: What did the healthy girl do? • Select a few learners to answer the question: The healthy girl jumped. • Repeat the same procedure for the second question: Who jumped? • Repeat the same procedure for the other sentences. • Reflect on the lesson. | | |
| Sentence | Question 1 | Question 2 |
| The healthy girl jumped. | What did the healthy girl do? <i>The healthy girl jumped.</i> | Who jumped? <i>The healthy girl jumped.</i> |
| The pretty girl ate water melon. | What did the pretty girl do? <i>The pretty girl ate water melon.</i> | Who ate water melon? <i>The pretty girl ate water melon.</i> |
| The fat people walked in the street. | What did the fat people do? <i>The fat people walked in the street.</i> | Who walked in the street? <i>The fat people walked in the street.</i> |
| The thin boy called the girl. | What did the thin boy do? <i>The thin boy called his friend.</i> | Who called the girl? <i>The thin boy called the girl.</i> |
| The tall man talked to his friend. | What did the tall man do? <i>The tall man talked to his friend.</i> | Who talked to his friend? <i>The tall man talked to his friend.</i> |

DAY 2

| | |
|-----------------------------|--|
| ACTIVITY 1 | PHONICS |
| TIME | 30 minutes |
| CONTENT/CONCEPTS/ SKILLS | <ul style="list-style-type: none"> Builds up and breaks down simple words beginning with a single consonant into onset and rime |
| RESOURCES | <ul style="list-style-type: none"> Homework books |

ACTIVITY DESCRIPTION

Focus of the lesson: Breaks words into onset and rime.

- Settle the class so that you have their attention. They should have their homework books on their desks.
- Write the following words on the board: **mat, sat, bat, cat, rat.**
- Ask the learners to look at the words and tell you what all the words have. Ask: **What is the same?** (They all have **-at.**)
- Rewrite the words separating the first consonant from the rhyming part of the word: **m-at; s-at; b-at; c-at; f-at; r-at.** Tell the learners that you are writing the first letter separate from the part that is the same.
- Ask again: **What is the same in all these words?**
- Learners answer: **The words all end with -at.**
- Ask: **What is different in all these words?**
- Learners answer: **The beginning letter/sound is different.**
- Say: **These are rhyming words – they all end with the same sound.**
- Follow the same procedure with the following words. Ask individual learners to come and break the words into consonant and rime, i.e. separate the part that is different from the parts that are the same in each word in the list.
 - sit, hit, kit, bit** **s-it; h-it; k-it; b-it**
 - pot, lot, not, cot** **p-ot; l-ot; n-ot; c-ot**
- Write the following words on the board:
 - bed, red, pot, fed**
 - cut, red, nut, hut**
 - sit, cut, hit, kit**
 - sit, pot, not, lot**
- Ask individual learners to come and cross out the odd word in the family.
- Mark the checklist for these learners.

In books:

- Learners turn to a clean page in their homework books.
- Point out to learners how you have laid things out on the chalkboard:
 - The heading is written on the top left-hand side of the page: *Words.*
 - The date is written on the top right-hand side of the page.
- Paste in the Phonic Sheet with the weekly words (**cat, sat, bat, hit, bit, sit, lot, not, cot**) found in the *Printable Resources* section.
- Learners must break the words into the consonant and rime; separate the part that is different from the parts that are the same in each word in the list.
- Explain the homework to the learners and make sure that they understand what to do.
- Reflect on the lesson.

HOMework

Reads nine words and separates the part that is different from the parts that are the same in each word in the list.

DAY 3

| | |
|--|--|
| ACTIVITY 1 | LISTENING AND SPEAKING: SHARED READING |
| TIME | 30 minutes |
| CONTENT/CONCEPTS/ SKILLS | <ul style="list-style-type: none"> • Listens to short stories, recounts or non-fiction texts told or read from a Big Book or illustrated poster • Answers simple literal questions about the story with short answers • Names some of the things in the picture in response to questions from the teacher • With help from the teacher retells the story |
| RESOURCES | <ul style="list-style-type: none"> • DBE workbooks p. 50 |
| ACTIVITY DESCRIPTION | |
| <p>Focus of the lesson: Listens to the story, answers questions and retells the story.</p> <ul style="list-style-type: none"> • Prepare the learners for the lesson. They should have their DBE workbooks on their desks. • Ask the learners to turn to p. 50. • Read the title, <i>At the beach</i>, pointing to each word. Explain the title to the learners. • Read p. 51 to the learners. Point to the objects when you read their name, e.g. point to the sea when you read sea. • Ask individual learners the following questions and encourage them to answer in full sentences: <ul style="list-style-type: none"> – Where do they like to swim? (They like to swim in the sea.) – What do they do in the sand? (They dig in the sand.) – What does the girl/boy see? (S/he sees a ship.) – What does s/he not want to see? (S/he does not want to see a shark.) • Ask individual learners to point to the sea, ship, sand and fish. • Put the learners into groups of three learners and they must retell the story to each other. Each learner in the group must get a turn to retell the story. • Reflect on the lesson. | |

| | |
|--|--|
| ACTIVITY 2 | PREPARATION FOR GROUP GUIDED READING: LOOK-AND-SAY WORDS WITH THE WHOLE CLASS |
| TIME | 30 minutes |
| CONTENT/CONCEPTS/ SKILLS | <ul style="list-style-type: none"> Continues to build a sight word vocabulary |
| RESOURCES | <ul style="list-style-type: none"> Reader (<i>Look at My Weaving</i>) Flashcards: some, black, paper, goes, over, under, yellow Homework books with reading sheets |
| ACTIVITY DESCRIPTION | |
| <p>Focus of the lesson: Learns look-and-say words.</p> <ul style="list-style-type: none"> Settle the learners so that you have their attention. Read the book to the learners. Explain that you are going to teach learners how to read a number of words. Once they know how to read enough words, they will be able to read a book, so they must pay close attention. Hold up one flashcard at a time and clearly say the word twice, while learners look and listen. Ask if the learners know what the word means. Get them to show their understanding through using an action or by explaining the meaning. If possible, show learners the real object or a picture of the flashcard word. Learners now read the word – you can ask the whole class, different groups of learners or individual learners to read the word. Introduce the next word in exactly the same manner. Flash between the two words, asking different learners to read the words. Continue in the same way until all the words for the lesson have been covered. Tell the learners to take out their reading sheets or to open their homework books at the reading sheets. Learners must use one colour to tick or circle the words that they have learnt to read. For homework, they must practise reading these words aloud to someone at home or in their community. Explain the homework to the learners and make sure that they understand what to do. Reflect on the lesson. | |
| HOMEWORK | |
| Reading sheets – learners must practise reading words aloud to someone at home or in the community. | |

DAY 4

| DAY 4 | |
|---|---|
| ACTIVITY 1 | WRITING |
| TIME | 30 minutes |
| CONTENT/CONCEPTS/ SKILLS | <ul style="list-style-type: none"> • Writes sentences using words containing the phonic sounds and common sight words already taught • Uses handwriting skills already taught in Home language • Uses punctuation skills already taught in Home Language • Builds own word bank and personal dictionary |
| RESOURCES | <ul style="list-style-type: none"> • Phonics and writing books • Pencils |
| ACTIVITY DESCRIPTION | |
| <p>Focus of the lesson: Correctly writes sentences using phonic words and sight words.</p> <ul style="list-style-type: none"> • Prepare the learners for the lesson. They should have their Phonics and writing books and pencils on their desks. • Write the heading <i>Sentences</i> on the board. • Say: You are going to write sentences using the sounds and words you have learnt. • Write a sentence on the board that contain phonic words and sight words they have learnt, to show the learners what to do. • You could write the following sentence: <i>I have a red pen.</i> • Learners must write three sentences of their own, using words they know and any words containing the phonic sounds they have been taught. • Remind the learners to use punctuation, i.e. capital letters and full stops. • Tell them that they can bring their personal dictionaries to you and you will write any word that they don't know how to spell in it. • Write any difficult words that the learners ask you to spell on the board, e.g. boy, girl, child. This may give other learners ideas on which words they could use. • Don't write any word that contains the sounds that the learners have learnt on the board. Rather help the learner to sound out the word and write the letters as s/he sounds it out, e.g. run, wet, mud. These words contain the letters that the learners have learnt. • Walk around and help when necessary. • Take in the books and mark them. • Explain the homework to the learners and make sure that they understand what to do. • Reflect on the lesson. | |
| HOMEWORK | |
| Reading sheets – learners must practise reading words aloud to someone at home or in the community. | |

DAY 5

| ACTIVITY 1 | GROUP GUIDED READING AND PAIRED/INDEPENDENT READING | | | | |
|---|--|----------|----------|----------|----------|
| TIME | 30 minutes | | | | |
| CONTENT/CONCEPTS/ SKILLS | <ul style="list-style-type: none"> • Read aloud from own book in a Group Guided Reading group with the teacher • Use the reading strategies taught in Home Language to make sense and to monitor self when reading • Read with increasing fluency and expression • Show an understanding of punctuation when reading aloud • Begin to build a sight word vocabulary • Independently reads books read in GGR sessions and other books | | | | |
| RESOURCES | <ul style="list-style-type: none"> • GGR (<i>Look at My Weaving</i>) • Paired/Independent Reading – own book, class book or GGR book already read | | | | |
| ACTIVITY DESCRIPTION | | | | | |
| <p>Focus of lesson: Individuals from the group read pages in a book; rest of the class does paired/independent reading.</p> <p>Paired/Independent Reading: Whole class</p> <ul style="list-style-type: none"> • Organise learners for paired or independent reading. • Hand out the books. • Explain that learners doing paired reading should take turns to read aloud to each other, and to discuss the pictures and the story. They should do this quietly. • Allow learners to read inside or outside the classroom. <p>Group Guided Reading: Groups 2 and 3</p> <ul style="list-style-type: none"> • Listen to each learner read two sentences or a page from the readers <i>Look at My Weaving</i> pp. 2–9. • Ask learners the oral comprehension question: <ul style="list-style-type: none"> – What colour paper does the boy cut? (black, red, orange, yellow) • If necessary, support learners by helping them sound out the words, reminding them of any look-and-say words on the page they are reading, and suggesting they use the pictures to assist them in understanding what they are reading. • Informally assess learners and make notes. • Reflect on the lesson. | | | | | |
| Whole class | 1 | 2 | 3 | 4 | 5 |

WEEK 6

| | |
|------------|---------|
| TOTAL TIME | 3 hours |
|------------|---------|

| DAY 1 | |
|---|--|
| ACTIVITY 1 | LISTENING AND SPEAKING |
| TIME | 30 minutes |
| CONTENT/CONCEPTS/ SKILLS | <ul style="list-style-type: none">• Listens to a simple recount• With the help of the teacher, gives a simple recount |
| RESOURCES | <ul style="list-style-type: none">• DBE workbooks p. 53 |
| ACTIVITY DESCRIPTION | |
| <p>Focus of the lesson: Listens to a recount and gives a recount.</p> <ul style="list-style-type: none">• Prepare the learners for the lesson. They must have their DBE workbooks open to p. 53 and a pencil on their desks.• Point to the pictures at the bottom of p. 53 about <i>Baking a cake</i>. Point to the first picture and ask the learners to write the number 1 in the white square block; 3 in the next white block and 2 in the last white block.• Give a recount of baking a cake. Point to the correct pictures as you say: The children mixed the ingredients (explain what this word means) together. The boy put the cake in the oven. When the cake was cooked the children ate a slice of cake. They enjoyed it.• Ask a few individual learners to give a recount (tell the class) for each picture. They must tell the story in the correct order, pointing to the correct picture.• Put the learners into groups and they must each have a turn trying to say what the children do in each picture.• Walk around and help when necessary.• Explain the homework to the learners and make sure that they understand what to do.• Reflect on the lesson. | |
| HOMEWORK | |
| Completes the bottom of p. 67 – word sums. | |

DAY 2

| | |
|-----------------------------|--|
| ACTIVITY 1 | PHONICS |
| TIME | 30 minutes |
| CONTENT/CONCEPTS/ SKILLS | <ul style="list-style-type: none"> Builds up and breaks down simple words beginning with a single consonant into onset and rime |
| RESOURCES | <ul style="list-style-type: none"> Phonics and writing books Pencils Homework books |

ACTIVITY DESCRIPTION

Focus of the lesson: Breaks words into onset and rime.

- Settle the class so that you have their attention. They should have their Phonics and writing books, homework books and pencils on their desks.
- Write the following words on the board: **set, bet, met, get.**
- Ask the learners to look at the words and tell you what all the words have. Ask: **What is the same?** (They all have **-et.**)
- Rewrite the words separating the first consonant, i.e. the part that is different in each word from the rhyming part of the word, i.e. the part that is the same in each word in the list: **s-et; b-et; m-et; g-et.** Tell the learners that you are writing the first letter that is different in all the words separate from the part that is the same in all the words.
- Ask again: **What is the same in all these words?**
- Learners answer: **The words end with - et.**
- Ask: **What is different in all these words?**
- Learners answer: **The beginning letter/sound is different.**
- Say: **These are rhyming words – they all end with the same sound.**
- Write the following words on the board:
 - bed, red, pot, fed**
 - cut, red, nut, hut**
 - sit, cut, hit, kit**
 - sit, pot, not, lot**
- Tell the learners to write these words in their books and cross out the odd word in the family.
- Take in the books and mark them.
- Mark the checklist for the learners.
- Reflect on the lesson.

In books:

- Learners turn to a clean page in their homework books.
- Point out to learners how you have laid things out on the chalkboard:
 - The heading is written on the top left-hand side of the page: *Words.*
 - The date is written on the top right-hand side of the page.
 - The eight words are neatly and carefully listed below the heading: **job, cob, hob; red, fed, led; mud, bud.**
- Learners must copy the words into their homework books and break the words into the consonant and rime; separate the part that is different from the parts that are the same in each word in the list.
- Explain the homework to the learners and make sure that they understand what to do.

HOMEWORK

- Reads eight words and separates the part that is different from the parts that are the same in each word in the list.

DAY 3

| ACTIVITY 1 | LISTENING AND SPEAKING: SHARED READING |
|---|---|
| TIME | 30 minutes |
| CONTENT/CONCEPTS/ SKILLS | <ul style="list-style-type: none"> • Listens to a simple recount • Understands and responds to simple questions |
| RESOURCES | <ul style="list-style-type: none"> • Pictures: monkeys, lions, elephants |
| ACTIVITY DESCRIPTION | |
| <p>Focus of the lesson: Listens to a recount and answers questions.</p> <ul style="list-style-type: none"> • Prepare the learners. Their desks should be clear. • Tell them you are going to tell them about a trip to the zoo. They must listen very carefully as you are going to ask questions afterwards. • Read the recount of a trip to the zoo twice to the learners before asking the questions. Show the pictures of the animals when you say that animal's name. <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>On Monday our class went to the zoo. We got in the bus and drove to the zoo. We first went to see the monkeys. They were jumping from branch to branch. Then we saw the lions. They roared at us and then ate their meat. Finally, we saw the big elephants. They walked very slowly. We ate our lunch before we got on the bus and went back to school.</p> </div> <ul style="list-style-type: none"> • Ask individual learners the following questions and encourage them to answer in full sentences: <ul style="list-style-type: none"> – On what day did our class go to the zoo? (Our class went to the zoo on Monday.) – How did they get to the zoo? (They went by bus.) – What animal did they see first? (First they saw a monkey.) – What were the monkeys doing? (The monkeys were jumping from branch to branch.) – What animals did they see next? (Next they saw the lions.) – What were the lions eating? (They were eating meat.) – What was the last animal they saw? (The last animal they saw was an elephant.) – What did the class eat? (They ate their lunch.) • Reflect on the lesson. | |

| ACTIVITY 2 | PREPARATION FOR GROUP GUIDED READING: LOOK-AND-SAY WORDS WITH THE WHOLE CLASS |
|---|--|
| TIME | 15 minutes |
| CONTENT/CONCEPTS/ SKILLS | <ul style="list-style-type: none"> • Continues to build a sight word vocabulary |
| RESOURCES | <ul style="list-style-type: none"> • Flashcard words: green, blue, purple, look, my, weaving • Homework books with reading sheets |
| ACTIVITY DESCRIPTION | |
| <p>Focus of the lesson: Learns look-and-say words.</p> <ul style="list-style-type: none"> • Settle the learners so that you have their attention. • Hold up one flashcard at a time and clearly say the word twice, while learners look and listen. • Ask if the learners know what the word means. Get them to show their understanding through using an action or by explaining the meaning. If possible, show learners the real object or a picture of the flashcard word. • Learners now read the word – you can ask the whole class, different groups of learners or individual learners to read the word. • Introduce the next word in exactly the same manner. • Flash between the two words, asking different learners to read the words. • Continue in the same way until all the words for the lesson have been covered. • Tell the learners to take out their reading sheets or to open their homework books at the reading sheets. • Learners must use one colour to tick or circle the words that they have learnt to read. • For homework, they must practise reading these words aloud to someone at home or in their community. • Reflect on the lesson. | |

| ACTIVITY 3 | | GROUP GUIDED READING | | | | |
|---|--|----------------------|---|---|---|--|
| TIME | 15 minutes | | | | | |
| CONTENT/CONCEPTS/ SKILLS | <ul style="list-style-type: none"> • Read aloud from own book in a Group Guided Reading group with the teacher • Use the reading strategies taught in Home Language to make sense and to monitor self when reading • Read with increasing fluency and expression • Show an understanding of punctuation when reading aloud • Begin to build a sight word vocabulary | | | | | |
| RESOURCES | <ul style="list-style-type: none"> • GGR (<i>Look at My Weaving</i>) • DBE workbooks pp. 50, 51 • Pencils | | | | | |
| ACTIVITY DESCRIPTION | | | | | | |
| <p>Focus of lesson: Individuals from the group read pages in a book; rest of the class traces the castle and paste stickers.</p> <p>Whole class</p> <ul style="list-style-type: none"> • Ask the learners to turn to pp. 50, 51 and trace the castle and pasted the stickers. <p>Group Guided Reading: Group 4</p> <ul style="list-style-type: none"> • Listen to each learner read two sentences from the reader <i>Look at My Weaving</i> pp. 2–9. • Ask learners the oral comprehension question: <ul style="list-style-type: none"> – What colour paper did the boy cut? (black, red, orange, yellow) • If necessary, support learners by helping them sound out the words, reminding them of any look-and-say words on the page they are reading, and suggesting they use the pictures to assist them in understanding what they are reading. • Informally assess learners and make notes. • Explain the homework to the learners and make sure that they understand what to do. • Reflect on the lesson. | | | | | | |
| Whole class | 1 | 2 | 3 | 4 | 5 | |
| HOMEWORK | | | | | | |
| Reading sheets – learners must practise reading words aloud to someone at home or in the community. | | | | | | |

DAY 4

| | |
|-----------------------------|---|
| ACTIVITY 1 | WRITING |
| TIME | 30 minutes |
| CONTENT/CONCEPTS/ SKILLS | <ul style="list-style-type: none"> Writes sentences using words containing the phonic sounds and common sight words already taught Uses handwriting skills already taught in Home Language Uses punctuation skills already taught in Home Language Builds own word bank and personal dictionary |
| RESOURCES | <ul style="list-style-type: none"> Phonics and writing books Pencils |

ACTIVITY DESCRIPTION

Focus of the lesson: Correctly writes sentences using phonic words and sight words.

- Prepare the learners for the lesson. They should have their Phonics and writing books and pencils on their desks.
- Write the heading *Sentences* on the board.
- Say: **You are going to write sentences using the sounds and words you have learnt.**
- Write a sentence on the board that contain phonic words and sight words they have learnt, to show the learners what to do.
- You could write the following sentence: **The dog runs to the man.**
- Learners must write three sentences of their own, using words they know and any words containing the phonic sounds they have been taught.
- Remind the learners to use punctuation, i.e. capital letters and full stops.
- Tell them that they can bring their personal dictionaries to you and you will write any word that they don't know how to spell in it.
- Write any difficult words that the learners ask you to spell on the board, e.g. **boy, girl, child**. This may give other learners ideas on which words they could use.
- Don't write any word that contains the sounds that the learners have learnt on the board. Rather help the learner to sound out the word and write the letters as s/he sounds it out, e.g. **run, wet, mud**. These words contain the letters that the learners have learnt.
- Walk around and help when necessary.
- Take in the books and mark them.
- Explain the homework to the learners and make sure that they understand what to do.
- Reflect on the lesson.

HOMework

Reading sheets – learners must practise reading words aloud to someone at home or in the community.

DAY 5

| | |
|---|---|
| ACTIVITY 1 | READING: ASSESSMENT GROUP 1 This assessment activity can be found in the planner and tracker |
| HOMework | |
| <ul style="list-style-type: none"> Reading sheets – learners must practise reading words aloud to someone at home or in the community. | |

WEEK 7

| | |
|-------------------|---------|
| TOTAL TIME | 3 hours |
|-------------------|---------|

| DAY 1 | |
|---|---|
| ACTIVITY 1 | LISTENING AND SPEAKING: ASSESSMENT GROUP 1 This assessment activity can be found in the planner and tracker |
| HOMEWORK | |
| <ul style="list-style-type: none"> Completes top exercise on p. 67 in DBE workbooks – <i>What do you do?</i> | |

| DAY 2 | |
|---|---|
| ACTIVITY 1 | PHONICS |
| TIME | 30 minutes |
| CONTENT/CONCEPTS/ SKILLS | <ul style="list-style-type: none"> Distinguishes aurally between long and short vowels |
| RESOURCES | <ul style="list-style-type: none"> Flashcards of sounds: A, a; O, o; E, e |
| ACTIVITY DESCRIPTION | |
| <p>Focus of the lesson: Hears the difference between long and short vowels.</p> <ul style="list-style-type: none"> Settle the class so that you have their attention. Tell them to listen carefully. <p><u>Note to teacher:</u> a is short a as at the beginning of ant; A is long A as in the middle of late or brain.</p> <ul style="list-style-type: none"> Say: a and show the flashcard for a. Say: A and show the flashcard for A. Say these three times. Hold up flashcard for a and learners say: a. Hold up flashcard for A and learners say: A. Say: I am going to say words, you must listen and tell me which sound is in the word – a or A. I want you to point to the correct flashcard. Say the following words and ask individual learners to point to the correct flashcard: at, cat, late, rain, made, fan, ankle, main, ran, cake, play, say, fat, sat, take, ray, ran, crane, pan, swam. Give as many individual learners as possible a chance to select the correct sound. Follow the same procedure with o and O: not, orange, note, soak, on, rot, float, dot, phone, lot, coat, boat, hot, rot. Follow the same procedure with e and E: pet, red, cream, bed, sheep, beach, fed, get, meet, feed. Reflect on the lesson. | |

| DAY 3 | |
|-------------------|---|
| ACTIVITY 1 | LISTENING AND SPEAKING: ASSESSMENT GROUP 2 This assessment activity can be found in the planner and tracker |
| ACTIVITY 2 | READING: ASSESSMENT GROUP 2 This assessment activity can be found in the planner and tracker |

DAY 4

| | |
|-----------------------------|--|
| ACTIVITY 1 | WRITING |
| TIME | 30 minutes |
| CONTENT/CONCEPTS/ SKILLS | <ul style="list-style-type: none"> • Completes sentences by filling in missing words • Uses handwriting skills taught in Home Language • Uses punctuation already taught in Home Language |
| RESOURCES | <ul style="list-style-type: none"> • Phonics and writing books • Pencils |

ACTIVITY DESCRIPTION

Focus of the lesson: Completes sentences by filling in missing words.

Before the lesson: Write the following words and sentences on the board:

| |
|---------------------|
| gets mat in hot bug |
|---------------------|

1. She sits _____ the sand.
2. He runs to the _____ water.
3. The _____ bit me.
4. She _____ a cup.
5. My baby slept on the _____ .

- Prepare the learners for the lesson. They must have their Phonics and writing books and pencils on their desks.
- Read the five words and the first sentence with the learners. Stop when you come to the line so that they realise that there is a word missing.
- Explain that where there is a line they must fill in a word taken from the five words on the board.
- Read the first sentence again and write the word **in** on the line.
- Read the five sentences with them.
- Explain to the learners that they must copy the sentence into their books and put a word, from the box where the line is. The sentence must make sense.
- Walk around and help when necessary.
- Learners who finish early can read their sentences to a partner.
- Explain the homework to the learners and make sure that they understand what to do.
- Reflect on the lesson.

HOMework

Reading sheets – learners must practise reading words aloud to someone at home or in the community.

DAY 5

| | |
|------------|--|
| ACTIVITY 1 | READING: ASSESSMENT GROUP 3 This assessment activity can be found in the planner and tracker |
|------------|--|

WEEK 8

| | |
|-------------------|---------|
| TOTAL TIME | 3 hours |
|-------------------|---------|

DAY 1

| | |
|-------------------|---|
| ACTIVITY 1 | LISTENING AND SPEAKING: ASSESSMENT GROUP 3 This assessment activity can be found in the planner and tracker |
|-------------------|---|

DAY 2

| | |
|-------------------|--|
| ACTIVITY 1 | PHONICS: ASSESSMENT WHOLE CLASS This assessment activity can be found in the planner and tracker |
|-------------------|--|

DAY 3

| | |
|-------------------|---|
| ACTIVITY 1 | LISTENING AND SPEAKING: ASSESSMENT GROUP 4 This assessment activity can be found in the planner and tracker |
|-------------------|---|

| | |
|-------------------|--|
| ACTIVITY 2 | READING: ASSESSMENT GROUP 4 This assessment activity can be found in the planner and tracker |
|-------------------|--|

DAY 4

| | |
|-------------------|--|
| ACTIVITY 1 | WRITING: ASSESSMENT WHOLE CLASS This assessment activity can be found in the planner and tracker |
|-------------------|--|

DAY 5

| | |
|-------------------|--|
| ACTIVITY 1 | READING: ASSESSMENT GROUP 5 This assessment activity can be found in the planner and tracker |
|-------------------|--|

WEEK 9

| | |
|-------------------|---------|
| TOTAL TIME | 3 hours |
|-------------------|---------|

DAY 1

| ACTIVITY 1 | LISTENING AND SPEAKING |
|-------------------------------------|---|
| TIME | 30 minutes |
| CONTENT/CONCEPTS/ SKILLS | <ul style="list-style-type: none"> Begins to develop understanding and ability to use simple language structures in the context of meaningful spoken language Continues to develop an oral vocabulary (listening and speaking) using themes or topics Understands and responds to simple questions |
| RESOURCES | <ul style="list-style-type: none"> Pencils of different lengths, children of different heights, books of different weights |

ACTIVITY DESCRIPTION

Focus of the lesson: Understands and uses comparatives.

- Prepare the learners for the lesson. They must be sitting quietly facing you.
- Hold up a *short pencil* and say: **This pencil is short.** Explain in LoLT if necessary.
- Ask the learners: **What is this pencil?**
- Learners answer: **This pencil is short.**
- Hold up a pencil that is *shorter* than the first pencil and say: **This pencil is shorter.**
- Show the learners the two pencils and say: **This pencil is short.** Hold up the short pencil.
- Still holding up the two pencils say: **This pencil is shorter.** Hold up the shorter pencil.
- Hold up the shorter pencil and ask the learners: **What is this pencil?**
- The learners answer: **Shorter** or **This pencil is shorter.**
- Hold up a pencil that is the *shortest* pencil and say: **This pencil is the shortest.**
- Show the learners the three pencils and say: **This pencil is short.** Hold up the short pencil.
- Say: **This pencil is shorter.** Hold up the shorter pencil.
- Say: **This pencil is the shortest.** Hold up the shortest pencil.
- Hold up the shortest pencil and ask the learners: **What is this pencil?**
- Learners answer: **Shortest** or **This pencil is the shortest.**
- Follow the same procedure with pencils that are *long, longer, longest.*
- Follow the same procedure with children of different heights – *tall, taller, tallest.*
- Follow the same procedure with books of different weights – *heavy, heavier, heaviest.*
- Follow the same procedure with books of different weights – *light, lighter, lightest.*
- Reflect on the lesson.

DAY 2

| | |
|-------------------------------------|---|
| ACTIVITY 1 | PHONICS: ASSESSMENT FEEDBACK AND SUPPORT |
| TIME | 30 minutes |
| CONTENT/CONCEPTS/ SKILLS | <ul style="list-style-type: none"> Identifies letter-sound relationships of all single letters Builds up and breaks down simple words beginning with a single consonant into onset and rime |
| RESOURCES | <ul style="list-style-type: none"> Assessment books Pencils |

ACTIVITY DESCRIPTION

Focus of the lesson: Learns from errors made in the assessment.

- Learners must have their assessment books and pencils on their desks. Settle the class so that you have their attention.
- Write the date and numbers 1–26 next to the margin on the board.
- Say the number and the sound/word and write the sound/word next to the number on the board.
- Learners check if they wrote the correct or incorrect answer. If they wrote the incorrect answer they must write the correct answer in their books.
- Write the following numbers with the letters:

| | |
|--------|--------|
| 1 – i | 14 – r |
| 2 – f | 15 – e |
| 3 – a | 16 – m |
| 4 – b | 17 – h |
| 5 – g | 18 – s |
| 6 – t | 19 – p |
| 7 – o | 20 – j |
| 8 – x | 21 – q |
| 9 – u | 22 – k |
| 10 – c | 23 – z |
| 11 – l | 24 – v |
| 12 – n | 25 – w |
| 13 – d | 26 – y |
- Explain the homework to the learners and make sure that they understand what to do.
- Reflect on the lesson.

HOMEWORK

Reading sheets – learners must practise reading words aloud to someone at home or in the community.

DAY 3

| DAY 3 | | |
|---|---|---|
| ACTIVITY 1 | LISTENING AND SPEAKING | |
| TIME | 30 minutes | |
| CONTENT/CONCEPTS/ SKILLS | <ul style="list-style-type: none"> Begins to develop understanding and ability to use simple language structures in the context of meaningful spoken language Continues to develop an oral vocabulary (listening and speaking) using themes or topics Understands and responds to simple questions | |
| RESOURCES | <ul style="list-style-type: none"> Poster (<i>Healthy Living</i>) | |
| ACTIVITY DESCRIPTION | | |
| <p>Focus of the lesson: Learns present tense/s, prepositions and vocabulary.</p> <ul style="list-style-type: none"> Prepare the learners for the lesson. They must be sitting facing the <i>Healthy Living</i> poster. They must all be able to see the poster. Say: This poster is about food and healthy eating. Ask: What can you see in the poster? Any learner can answer whatever they see. Try to get them to use sentences when they speak. Point to the picture of the runner and say: Runner. Point to the picture of the runner again and ask: What do we call her? The learners answer: Runner or a runner. Follow the same procedure with: bottle, high, air, gardener, garden, litter, ground and parcels. Do actions to explain the words. Point to the picture of the runner dropping the bottle and say: Drops. Point to the picture of the runner dropping the bottle again and ask: What does the runner do? Learners answer: Drops the bottle. Say: The runner drops her bottle and point to the poster showing the runner dropping her bottle. Repeat: The runner drops her bottle and point to the poster showing the runner drops her bottle. Ask: What does the runner drop? Answer with the learners: The runner drops her bottle. Ask: What does the runner drop? All or some of the learners answer: The runner drops her bottle. Ask the same question for a third time: What does the runner drop? Select a few learners to answer the question: The runner drops her bottle. Repeat the same procedure for the second question: What does the runner do? Repeat the same procedure for the other sentences. Reflect on the lesson. | | |
| Sentence | Question 1 | Question 2 |
| The runner drops her bottle. | What does the runner drop? <i>The runner drops her bottle.</i> | What does the runner do? <i>The runner drops her bottle.</i> |
| The girl jumps high in the air. | Who jumps high in the air? <i>The girl jumps high in the air.</i> | What does the girl do? <i>The girl jumps high in the air.</i> |
| The gardener digs in the garden. | Who digs in the garden? <i>The gardener digs in the garden.</i> | What does the gardener do? <i>The gardener digs in the garden.</i> |
| The woman throws litter on the ground. | Who throws litter on the ground? <i>The woman throws litter on the ground.</i> | What does the woman throw on the ground? <i>The woman throws litter on the ground.</i> |
| The women carry parcels on their heads. | Who carries parcels on their heads? <i>The women carry parcels on their heads.</i> | What do the women carry on their heads? <i>The women carry parcels on their heads.</i> |

| | |
|---|--|
| ACTIVITY 2 | PREPARATION FOR GROUP GUIDED READING: LOOK-AND-SAY WORDS WITH THE WHOLE CLASS |
| TIME | 30 minutes |
| CONTENT/CONCEPTS/ SKILLS | <ul style="list-style-type: none"> Continues to build a sight word vocabulary |
| RESOURCES | <ul style="list-style-type: none"> Reader (<i>Where We Live</i>) Flashcard words: Karabo, nine, she, Bongani, he, lives, near, road, live, river, supermarket, shop, tall, building Homework books with reading sheets |
| ACTIVITY DESCRIPTION | |
| <p>Focus of the lesson: Listens to the story and learns the look-and-say words.</p> <ul style="list-style-type: none"> Settle the learners so that you have their attention. Read the book to the learners. Explain that you are going to teach learners how to read a number of words. Once they know how to read enough words, they will be able to read a book, so they must pay close attention. Hold up one flashcard at a time and clearly say the word twice, while learners look and listen. Ask if the learners know what the word means. Get them to show their understanding through using an action or by explaining the meaning. If possible, show learners the real object or a picture of the flashcard word. Learners now read the word – you can ask the whole class, different groups of learners or individual learners to read the word. Introduce the next word in exactly the same manner. Flash between the two words, asking different learners to read the words. Continue in the same way until all the words for the lesson have been covered. Tell the learners to take out their reading sheets or to open their homework books at the reading sheets. Learners must use one colour to tick or circle the words that they have learnt to read. For homework, they must practise reading these words aloud to someone at home or in their community. Explain the homework to the learners and make sure that they understand what to do. Reflect on the lesson. | |
| HOMEWORK | |
| Reading sheets – learners must practise reading words aloud to someone at home or in the community. | |

DAY 4

| DAY 4 | |
|--|--|
| ACTIVITY 1 | WRITING |
| TIME | 30 minutes |
| CONTENT/CONCEPTS/ SKILLS | <ul style="list-style-type: none"> • Chooses and copies a caption to match a picture • With help writes a caption for a picture • Uses handwriting skills taught in Home Language • Uses punctuation already taught in Home Language |
| RESOURCES | <ul style="list-style-type: none"> • Phonics and writing books, crayons, pencils • Poster (<i>Healthy Living</i>) |
| ACTIVITY DESCRIPTION | |
| <p>Focus of the lesson: Writes a caption.</p> <p><u>Before the lesson:</u> Write the following sentences on the board:</p> <p>The dog eats the food. The boy jumps on the bike. The girl jumps high in the air.</p> <ul style="list-style-type: none"> • Prepare the learners for the lesson. They must have their Phonics and writing books, crayons and pencils on their desks. • Point to the poster and ask the learners: What does the girl do? • Learners answer: The girl jumps high in the air. • Read the sentences on the board to the learners. • Ask a learner to tell the class which sentence is the correct sentence for <i>the girl jumps high in the air</i> (point to this in the poster). • Erase the sentences. • Tell the learners that they must draw The girl jumps high in the air. • Write the words jumps, girl, The, in, high, the, air on the board in this order, i.e. not the correct order. Read the words with the learners, pointing to each word as you read it. • Tell the learners that they must use these words to write: The girl jumps high in the air. Remind the learners that sentences begin with a capital letter and end with a full stop. • Walk around and help when necessary. • Explain the homework to the learners and make sure that they understand what to do. • Reflect on the lesson. | |
| HOMEWORK | |
| Reading sheets – learners must practise reading words aloud to someone at home or in the community. | |

DAY 5

| ACTIVITY 1 | GROUP GUIDED READING AND PAIRED/INDEPENDENT READING | | | | |
|---|--|----------|----------|----------|----------|
| TIME | 30 minutes | | | | |
| CONTENT/CONCEPTS/ SKILLS | <ul style="list-style-type: none"> • Read aloud from own book in a Group Guided Reading group with the teacher • Use the reading strategies taught in Home Language to make sense and to monitor self when reading • Read with increasing fluency and expression • Show an understanding of punctuation when reading aloud • Begin to build a sight word vocabulary • Independently reads books read in GGR sessions and other books | | | | |
| RESOURCES | <ul style="list-style-type: none"> • GGR (<i>Where We Live</i>) • Paired/Independent Reading – own book, class book or GGR book already read | | | | |
| ACTIVITY DESCRIPTION | | | | | |
| <p>Focus of lesson: Individuals from the group read pages in a book; rest of the class does paired/independent reading.</p> <p>Paired/Independent Reading: Whole class</p> <ul style="list-style-type: none"> • Organise learners for paired or independent reading. • Hand out the books. • Explain that learners doing paired reading should take turns to read aloud to each other, and to discuss the pictures and the story. They must do this quietly. • Allow learners to read inside or outside the classroom. <p>Group Guided Reading: Groups 1 and 2</p> <ul style="list-style-type: none"> • Listen to each learner read two sentences or a page from the readers <i>Where We Live</i> pp. 2–8. • Ask learners the oral comprehension questions: <ul style="list-style-type: none"> – How old is Karabo? (Nine years old) – How old is Bongani? (Eight years old) – What does Karobo live near? (A road) – Who lives near a supermarket? (Karabo) – Who lives near a shop? (Bongani) • If necessary, support learners by helping them sound out the words, reminding them of any look-and-say words on the page they are reading, and suggesting they use the pictures to assist them in understanding what they are reading. • Informally assess learners and make notes. • Reflect on the lesson. | | | | | |
| Whole class | 1 | 2 | 3 | 4 | 5 |

WEEK 10

| | |
|-------------------|---------|
| TOTAL TIME | 3 hours |
|-------------------|---------|

| DAY 1 | |
|--|---|
| ACTIVITY 1 | LISTENING AND SPEAKING |
| TIME | 30 minutes |
| CONTENT/CONCEPTS/ SKILLS | <ul style="list-style-type: none"> • Begins to develop understanding and ability to use simple language structures in the context of meaningful spoken language • Continues to develop an oral vocabulary (listening and speaking) using themes or topics • Understands and responds to simple questions |
| RESOURCES | <ul style="list-style-type: none"> • Objects: chair, book, desk, children • DBE workbooks p. 49 |
| ACTIVITY DESCRIPTION | |
| <p>Focus of the lesson: Understands and uses prepositions.</p> <ul style="list-style-type: none"> • Prepare the learners for the lesson. They must be sitting quietly facing you. • Put a book <i>on</i> the desk and say: On (points to the book on the desk). The book is on the desk. • Say: Put a book on your desk. Say: On my desk. • Learners put books on their desks and say: On my desk. • Put your hand <i>under</i> the chair and say: Under. My hand is under the chair. • Say: Put your hand under your chair. Say: Under. • Learners put their hands under their chairs and say under. • Stand <i>between</i> two children and say: Between (points to between the two children). I am between the children. • Say: Stand between two children. Say: Between. • Learners stand between two children and say: Between. • Ask the learners to turn to p. 49 in DBE workbooks. • Read the sentences and the prepositions and with the learners decide which is the best preposition to complete the sentences. • Learners write the preposition to complete the sentences. • Explain the homework to the learners and make sure that they understand what to do. • Reflect on the lesson. | |
| HOMEWORK | |
| Completes the bottom exercise at the bottom of p. 74 in DBE workbooks – punctuates sentences. | |

DAY 2

| | |
|-----------------------------|--|
| ACTIVITY 1 | PHONICS |
| TIME | 30 minutes |
| CONTENT/CONCEPTS/ SKILLS | <ul style="list-style-type: none"> Recognises common endings in words -ed, -ing |
| RESOURCES | <ul style="list-style-type: none"> DBE workbooks p. 52 Crayons |

ACTIVITY DESCRIPTION

Focus of the lesson: Understands the use of **-ed** and **-ing**.

- Settle the learners so that you have their attention. They must have their DBE workbooks and crayons on their desks.
- Say the following sentences emphasising the endings that are in *italics*:
 - The boy walked.**
 - The girl dressed.**
 - The boy coloured.**
 - The girl washed.**
 - The boy looked.**
- Write the sentences on the board. Write **ed** in a different colour. Tell the learners that **ed** on the end of words means that the action has finished/ended.
- Read the sentences with the learners emphasising the ending **ed**.
- Follow the same procedure for the following sentences (tell the learners that **ing** means the action is happening now):
 - The boy is walking.**
 - The girl is dressing.**
 - The boy is colouring.**
 - The girl is washing.**
 - The boy is looking.**
- Tell the learners to turn to p. 52 in their DBE workbooks.
- Read the sentences with the learners.
- Ask the learners to shade the **ed** and **ing** in a different colour.
- Write the following sentence on the board and read it with the learners and then ask individual learners to read it: **The man walked to his job and looked at the beds.**

In books:

- Learners turn to a clean page in their homework books.
- Point out to learners how you have laid things out on the chalkboard:
 - The heading is written on the top left-hand side of the page: *ed and ing*.
 - The date is written on the top right-hand side of the page.
 - The five sentences are neatly and carefully listed below the heading:
 - The girl dressed.**
 - The boy looked.**
 - The boy walked.**
 - The girl is colouring.**
 - The girl is washing.**
- Learners must copy the sentences into their homework books and shade the **ed** and **ing** in each word.
- Explain the homework to the learners and make sure that they understand what to do.
- Reflect on the lesson.

HOMWORK

Reads five sentences and shades **ed** and **ing** in the words.

DAY 3

| DAY 3 | |
|---|---|
| ACTIVITY 1 | LISTENING AND SPEAKING: SHARED READING |
| TIME | 30 minutes |
| CONTENT/CONCEPTS/ SKILLS | <ul style="list-style-type: none"> • Listens to short stories, recounts or non-fiction texts old or read from a Big Book or illustrated poster • Answers simple literal questions about the story with short answers • Names some of the things in the picture in response to questions from the teacher • With help from the teacher retells the story |
| RESOURCES | <ul style="list-style-type: none"> • Reader (<i>Where We Live</i>) |
| ACTIVITY DESCRIPTION | |
| <p>Focus of the lesson: Listens to a story, answers questions, names objects and retells the story.</p> <ul style="list-style-type: none"> • Settle the learners. Their desks should be clear. • Ask different learners to read pp. 2–16 from reader <i>Where We Live</i>. • Ask individual learners the following questions and encourage them to answer in full sentences: <ul style="list-style-type: none"> – What are the children’s names? (The children’s names are Karabo and Bongani.) – What country do they live in? (They live in South Africa.) – What country do you live in? (I live in South Africa.) – Who lives near a tree? (Bongani lives near a tree.) – Who lives near a building? (Karabo lives near a building.) – What do you like about the story? • Put the learners in groups of three learners and they retell each other the story. • Walk around and help when necessary. • Reflect on the lesson. | |

| | |
|--|---|
| ACTIVITY 2 | PREPARATION FOR GROUP GUIDED READING: LOOK-AND-SAY WORDS WITH THE WHOLE CLASS |
| TIME | 15 minutes |
| CONTENT/CONCEPTS/ SKILLS | <ul style="list-style-type: none"> • Continues to build a sight word vocabulary |
| RESOURCES | <ul style="list-style-type: none"> • Flashcard words: tree, park, field, both, South Africa • Homework books with reading sheets |
| ACTIVITY DESCRIPTION | |
| <p>Focus of the lesson: Learns look-and-say words.</p> <ul style="list-style-type: none"> • Settle the learners so that you have their attention. • Hold up one flashcard at a time and clearly say the word twice, while learners look and listen. • Ask if the learners know what the word means. Get them to show their understanding through using an action or by explaining the meaning. If possible, show learners the real object or a picture of the flashcard word. • Learners now read the word – you can ask the whole class, different groups of learners or individual learners to read the word. • Introduce the next word in exactly the same manner. • Flash between the two words, asking different learners to read the words. • Continue in the same way until all the words for the lesson have been covered. • Tell the learners to take out their reading sheets or to open their homework books at the reading sheets. • Learners must use one colour to tick or circle the words that they have learnt to read. • For homework, they must practise reading these words aloud to someone at home or in their community. • Explain the homework to the learners and make sure that they understand what to do. • Reflect on the lesson. | |

| ACTIVITY 3 | | GROUP GUIDED READING | | | | |
|--|--|----------------------|---|---|---|--|
| TIME | 15 minutes | | | | | |
| CONTENT/CONCEPTS/ SKILLS | <ul style="list-style-type: none"> • Read aloud from own book in a Group Guided Reading group with the teacher • Use the reading strategies taught in Home Language to make sense and to monitor self when reading • Read with increasing fluency and expression • Show an understanding of punctuation when reading aloud • Begin to build a sight word vocabulary | | | | | |
| RESOURCES | <ul style="list-style-type: none"> • GGR (<i>Where We Live</i>) • DBE workbooks p. 75 • Pencils | | | | | |
| ACTIVITY DESCRIPTION | | | | | | |
| <p>Focus of lesson: Individuals from the group read pages in a book; rest of the class fills this or these into sentences.</p> <p>Whole class</p> <ul style="list-style-type: none"> • Ask the learners to turn to p. 75 and fill this or these into sentences. <p>Group Guided Reading: Group 3</p> <ul style="list-style-type: none"> • Listen to each learner read two sentences from the reader <i>Where We Live</i> pp. 2–8. • Ask learners the oral comprehension questions: <ul style="list-style-type: none"> – How old is Karabo? (nine years old) – How old is Bongani? (eight years old) – What does Karobo live near? (a road) – Who lives near a supermarket? (Karabo) – Who lives near a shop? (Bongani) • If necessary, support learners by helping them sound out the words, reminding them of any look-and-say words on the page they are reading, and suggesting they use the pictures to assist them in understanding what they are reading. • Informally assess learners and make notes. • Explain the homework to the learners and make sure that they understand what to do. • Reflect on the lesson. | | | | | | |
| Whole class | 1 | 2 | 3 | 4 | 5 | |
| HOMEWORK | | | | | | |
| Reading sheets – learners must practise reading words aloud to someone at home or in the community. | | | | | | |

DAY 4

| DAY 4 | |
|---|--|
| ACTIVITY 1 | WRITING |
| TIME | 30 minutes |
| CONTENT/CONCEPTS/ SKILLS | <ul style="list-style-type: none">• Completes sentences by filling in missing words• Uses handwriting skills taught in Home Language• Uses punctuation already taught in Home Language |
| RESOURCES | <ul style="list-style-type: none">• Phonics and writing books• Pencils |
| ACTIVITY DESCRIPTION | |
| <p>Focus of the lesson: Completes sentences by filling in missing words.</p> <p><u>Before the lesson:</u> Write the following words and sentences on the board:</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px 0;">sits dug cot man cup</div> <ol style="list-style-type: none">1. She _____ in the sand.2. He _____ on the bed.3. The _____ walks home.4. I drink from a _____.5. My baby sleeps in a _____. <ul style="list-style-type: none">• Prepare the learners for the lesson. They must have their Phonics and writing books and pencils on their desks.• Read the five words and the first sentence with the learners. Stop when you come to the line so that they realise that there is a word missing.• Explain that where there is a line they must fill in a word taken from the five words on the board.• Read the first sentence again and write the word sits on the line.• Read the five sentences with them.• Explain to the learners that they must copy the sentence into their books and put a word, from the box where the line is. The sentence must make sense.• Walk around and help when necessary.• Learners who finish early can read their sentences to a partner.• Explain the homework to the learners and make sure that they understand what to do.• Reflect on the lesson. | |
| HOMEWORK | |
| Reading sheets – learners must practise reading words aloud to someone at home or in the community. | |

DAY 5

| ACTIVITY 1 | GROUP GUIDED READING AND PAIRED/INDEPENDENT READING | | | | |
|---|--|----------|----------|----------|----------|
| TIME | 30 minutes | | | | |
| CONTENT/CONCEPTS/ SKILLS | <ul style="list-style-type: none"> • Read aloud from own book in a Group Guided Reading group with the teacher • Use the reading strategies taught in Home Language to make sense and to monitor self when reading • Read with increasing fluency and expression • Show an understanding of punctuation when reading aloud • Begin to build a sight word vocabulary • Independently reads books read in GGR sessions and other books | | | | |
| RESOURCES | <ul style="list-style-type: none"> • GGR (<i>Where We Live</i>) • Paired/Independent Reading – own book, class book or GGR book already read | | | | |
| ACTIVITY DESCRIPTION | | | | | |
| <p>Focus of lesson: Individuals from the group read pages in a book; rest of the class does paired/independent reading.</p> <p>Paired/Independent Reading: Whole class</p> <ul style="list-style-type: none"> • Organise learners for paired or independent reading. • Hand out the books. • Explain that learners doing paired reading should take turns to read aloud to each other, and to discuss the pictures and the story. They must do this quietly. • Allow learners to read inside or outside the classroom. <p>Group Guided Reading: Groups 4 and 5</p> <ul style="list-style-type: none"> • Listen to each learner read two sentences or a page from the readers <i>Where We Live</i> pp. 9–16. • Ask learners oral comprehension questions: <ul style="list-style-type: none"> – What does Bongani live near? (a tree) – What does Karabo live near? (a park) – Where do they both live? (in South Africa) • If necessary, support learners by helping them sound out the words, reminding them of any look-and-say words on the page they are reading, and suggesting they use the pictures to assist them in understanding what they are reading. • Informally assess learners and make notes. • Reflect on the lesson. | | | | | |
| Whole class | 1 | 2 | 3 | 4 | 5 |

E. SENTENCES TO EXPLAIN PHONIC WORDS

| Phonic words | Sentences to explain words |
|--------------|--|
| ran | The boy ran very fast. |
| red | Red is a colour that I like. |
| rain | The rain helps the flowers grow. |
| van | A van is a small truck. |
| violin | A violin is a musical instrument. |
| vet | A vet is a person who helps animals when they are sick. |
| wash | We wash our hands. |
| water | I drink water. |
| wet | My shirt was wet because I splashed water on it. |
| yacht | A yacht is a sailing boat. |
| yellow | Yellow is my dad's favourite colour. |
| yes | Yes, I like chocolate. |
| jam | The girl likes jam on her bread. |
| Jik | My mom uses Jik to clean. |
| job | My job is to be a teacher. |
| kite | I fly a kite when it is windy. |
| kit | When the man plays cricket he has a kit – bat, shoes and pads. |
| umbrella | I use an umbrella when it rains. |
| us | Come with us to school. |
| up | She jumps up and down. |
| zebra | A zebra is an animal that has stripes. |
| zip | The zip on my pants is broken. |
| box | The sweets are in a box. |
| fox | A fox is a small animal. |
| fix | I must fix the light. |
| mix | He mixes the cake ingredients. |

F. PRINTABLE RESOURCES

1.FLASHCARD TEMPLATES: Phonic letters/sounds

r

v

w

y

j

k

u

l

X

Z

2. FLASHCARD TEMPLATES: Look-and-say words

Imaan

Alex

friends

they

both

eight

years

old

have

hair

different

smiles

hands

noses

do

things

likes

drawings

reading

eat

bananas

apples

drink

orange

juice

milk

wear

dresses

jeans

good

some

black

paper

goes

over

under

yellow

green

blue

purple

look

my

weaving

Karabo

nine

she

Bongani

he

lives

live

near

road

river

supermarket

shop

tall

building

tree

park

field

both

South Africa

3. READING SHEET: Homework look-and-say words

| Reading sheets: Homework look-and-say words | | |
|---|-----------|----------|
| Grade: 2 | Term: 2 | EFAL |
| <i>Friends; Look at My Weaving; Where We Live</i> | | |
| Read from left to right → | | |
| Imaan | Alex | friends |
| they | both | eight |
| years | old | have |
| hair | different | smiles |
| hands | noses | do |
| things | likes | drawings |
| reading | eat | bananas |
| apples | drink | orange |
| juice | milk | wear |
| dresses | jeans | good |
| some | black | paper |
| goes | over | under |
| yellow | green | blue |
| purple | look | my |
| weaving | Karabo | nine |

Reading sheets: Homework look-and-say words

Grade: 2

Term: 2

EFAL

*Friends; Look at My Weaving;
Where We Live*

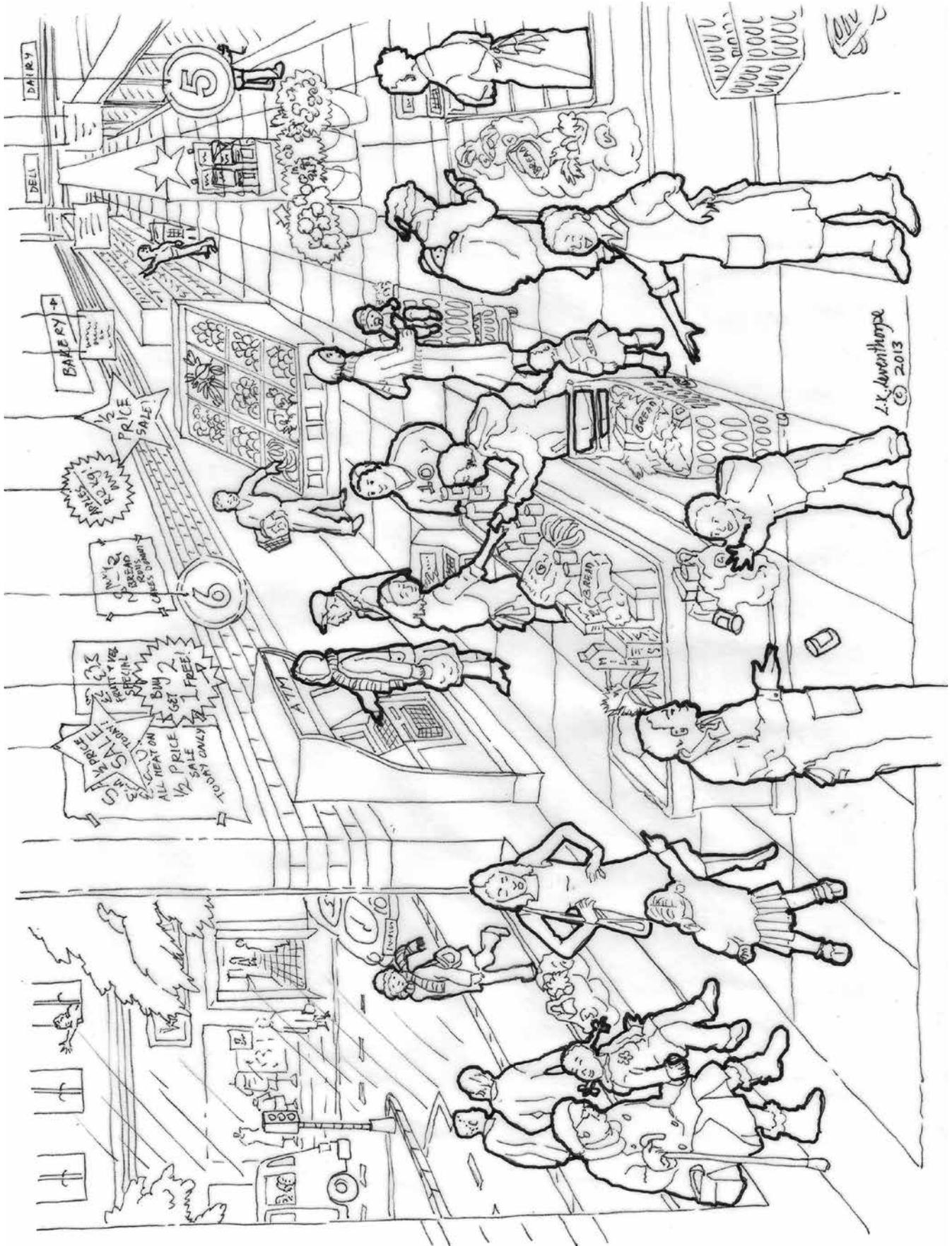
Read from left to right →

| | | |
|-------|--------------|-------------|
| she | Bongani | he |
| lives | live | near |
| road | river | supermarket |
| shop | tall | building |
| tree | park | field |
| both | South Africa | |

4. PHONIC SHEET: Homework words

| Grade 2: Term 2 Homework words | | | | | |
|-----------------------------------|--------|--------|--------|--------|--------|
| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
| vet | jam | zip | sat | cat | job |
| wet | Jik | box | bed | sat | cob |
| rot | job | fox | us | bat | hob |
| red | kit | fix | pot | hit | red |
| yes | up | mix | fox | bit | fed |
| fig | us | | bit | sit | led |
| | cut | | | lot | mud |
| | | | | not | bud |
| | | | | cot | |

5. LINE DRAWING OF THE POSTER: *Shopping*



5. LINE DRAWING OF THE POSTER: *Healthy Living*





Jika iMfundo
what I do matters

Jik'iMfundo is a programme to improve learning outcomes, funded by the National Education Collaboration Trust, the KwaZulu-Natal Department of Education and others.

THE PROGRAMME TO IMPROVE LEARNING OUTCOMES

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