





**GRADE 2**

# **English First Additional Language**

Teacher Toolkit:  
CAPS Aligned Lesson Plans  
and Resources

**TERM 3**

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# A. ABOUT THE LESSON PLAN

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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 F 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 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 G 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: *The Zoo* and *The Hospital*.

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*. Learners have already been taught how to greet in Grade 1 so this is added here to reinforce the same way of greeting that they have used in the previous grade.
- 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 3, all grades use *The Zoo* and *The Hospital* posters. This helps the learners to build on the vocabulary and grammar that they have learnt in the previous grade. The details of how to teach a poster lesson are in the *Methodology Guidelines* section and in the lesson plans. A4-size *The Zoo* and *The Hospital* posters can be found in the *Printable Resources* section.
- In Grade 2, Shared Reading falls under the Listening and Speaking component and has been allocated 30 minutes every week. Learners should be familiar with this component as it is also taught in Home Language. Listening to stories read by the teacher develops learners' language and literacy skills. DBE workbook texts are often used for Shared Reading lessons. Learners can follow in their workbooks as the teacher reads. The detailed methodology of how to teach Shared Reading is given in the lesson plans.

## Reading and Phonics

### Phonics

Phonics lessons have been allocated 30 minutes per week. CAPS suggests 15 minutes but this has been extended slightly to better support the development of phonic skills.

In their Home Language lessons, learners learn the letter-sound relationships of their Home Language and how to decode in their Home Language. In EFAL phonic lessons they learn the sound-letter relationships of English letters and hear how they differ from or are the same as those of their Home Language. They also learn how to build and sound out words in English. This helps them to decode when they are reading and spelling. The sounds that are covered in the term are in the *Phonics programme* below.

Phonics programme	
This term you will cover the following phonic sounds:	
Week 1	<b>-ing and -ed</b>
Week 2	Break down three-letter words beginning with a consonant into consonant and rime
Week 3	Groups words into word families
Week 4	Groups words into word families
Week 5	<b>th</b>
Week 6	<b>ch, sh</b>
Week 7	Revision of <b>th, sh, ch</b> sounds
Week 8	Assessment
Week 9	<b>ng, qu</b>
Week 10	Assessment feedback and support

Flashcard templates of the phonic sounds taught each week can be found in the *Printable Resources* section. Learners can copy the words covered each week 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. Two spelling tests are given this term. A list of the phonic words with sentences to explain their meaning is provided in Section E of this document.

### 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 is 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 third 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 5, 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 3 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. Note the content, concepts and skills that are to be taught and the focus of each activity so that you are sure to direct your teaching toward these.
- 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: *Buttons, It's My Fruit and Insects*.
- The posters: *The Zoo and The Hospital*.
- 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. As far as possible, ensure that your learners have the following **resources for written work** and please try and use 72-page books:

- **Two 17 mm lined A4 or A5 books – one for the first half of the year and one for the second half of the year.** Label these books as follows:
  - **Phonics and Writing Book 1**
  - **Phonics and Writing Book 2**
 Phonics to be done in the front of these book and Writing to be done at the back.
- **One 17 mm lined A4 or A5 book.** Label this book as follows: **Assessments.**
- All books must be neatly covered and labelled.
- If you have ordered different exercise books, you can use them for the writing activities.
- Exercise books or special personal dictionary books can be used as **personal dictionaries.**

5. Generally, as shown in the table below, EFAL is allocated 30 minutes, but once in each week it is given an hour 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.

You can use the information in this table to help you plan your daily timetable for each week of the term.

Day	Components	Time allocated
1	Listening and Speaking	30 minutes
2	Phonics	30 minutes
3	Listening and Speaking – Shared Reading	30 minutes
	Group Guided Reading	30 minutes
4	Writing	30 minutes
5	Group Guided Reading	30 minutes

6. **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.

7. **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.

8. **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 10 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.

The DBE has published some excellent materials to support you in working with learners with learning barriers. Two such publications are:

- Directorate Inclusive Education, Department of Basic Education (2011) *Guidelines for Responding to Learner Diversity in the Classroom through Curriculum and Assessment Policy Statements*. Pretoria. [www.education.gov.za](http://www.education.gov.za), [www.thutong.doe.gov.za/InclusiveEducation](http://www.thutong.doe.gov.za/InclusiveEducation).
- Directorate Inclusive Education, Department of Basic Education (2010) *Guidelines for Inclusive Teaching and Learning. Education White Paper 6. Special Needs Education: Building an inclusive education and training system*. Pretoria. [www.education.gov.za](http://www.education.gov.za), [www.thutong.doe.gov.za/InclusiveEducation](http://www.thutong.doe.gov.za/InclusiveEducation).

9. **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 planner and tracker.

# B. METHODOLOGY GUIDELINES

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## 1. General points

- When learners are introduced to a First Additional Language it is important that they hear the vocabulary and grammar of that language repeatedly. This helps them to understand and use the language. For this reason, vocabulary and grammar are repeated in different ways throughout these lesson plans: the same vocabulary is used in the poster lessons, instructions and reading; whole lessons or parts of lessons are repeated twice or three times in a term; and work is revised during the first week of the term, and during the last week of the term. There is also regular revision of the vocabulary, grammar, instructions, questions, phonic sounds and written activities to give the learners plenty of opportunity to learn to understand, use, read and write the First Additional Language. These kinds of activities in the lesson plans have been marked as consolidation activities in the planner and tracker.
- 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 actions to explain the words where possible.
- Say the first sentence and point to the poster showing that sentence.
- Repeat the first sentence and point to the part of poster illustrating 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.

### ***Group Guided Reading: Working with each group***

- In each group, each learner reads two sentences from the reader and answers questions about what s/he has read. In some weeks a learner will read one sentence and answer a question about what s/he has read.
- Ask the questions given in the lesson plans to make sure that all learners are reading for meaning and understand what they have read.
- You should try to have other English reading books that learners can read during Group Guided Reading time if they cope well with the reader. You will then be able to assess whether or not they can recognise the look-and-say words in other books, and can decode and understand what they are reading. Always remember to ask questions after the learners have read any part of a book so that you know that they understand what they are reading. Reading without meaning is pointless. It is important to continually be aware of how the learners are reading as you may need to change learners to different groups.
- Two groups will read in turn during one 30 minute session, and the other two in a subsequent session. As noted above, learners not reading will have a writing task to complete.
- The lesson plans give you detailed steps of how to manage the Group Guided Reading session, and tell you which of the four groups to work with during each lesson. If you have divided learners into a different number of groups, you will need to adjust the group reading turns accordingly.

### ***Paired and Independent Reading***

- In Grade 2 Term 3 the learners do paired and independent reading. They have done this in Home Language so should know what to do.
- 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. Tell them that they must read quietly so as not to disturb the rest of the class.

- Allow learners to read inside or outside the classroom.

### Spelling test

- A spelling test is given twice this term. The learners can use the following method to help them learn their weekly words:
  - **Look** at the word, e.g. fat
  - **Sound out** the word, e.g. f-a-t
  - **Cover** the word with one hand
  - **Write** the word, e.g. fat
  - **Check** the word that they have written to see if they have spelt it correctly
  - If it is incorrect, **start the process** again until they write the word correctly
  - **Use** this process when learning all words.
- Prepare the learners for the spelling test. They should be sitting quietly, with their exercise books and pencils in front of them.
- Tell the learners to write the heading *Spelling test* and the date at the top of the page. Show them how to do this on the board.

- Tell the learners to fold the page in half, and write numbers 1–5 in the margin and 6–10 down the middle of the page. Show them how to do this.
- Clearly call out the number **1** and then the first spelling word.
- Learners must neatly write the word next to number **1**. If they don't know how to write the word, they must put a dash next to that number.
- Tell the learners that you are going to dictate one sentence to them and they must write this sentence. Dictate this sentence.
- Throughout the test, learners must work in silence and must not look at other learners' work.
- At the end of the test, write the words on the board and the learners can mark their own work. They must write the correct word next to any words they got wrong and also in the sentence. Collect the learners' writing books and make a note of those learners who get less than five words correct and more than 3 errors in the sentence.

## C. RESOURCE LIST

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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 G)
  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: *The Zoo*  
*The Hospital*
- **Posters:** Class-sized wall posters *The Zoo* and *The Hospital*
- **CD:** *EFAL*
- **Readers:** For Group Guided Reading *Buttons, It's My Fruit* and *Insects*
- **Term 3 CAPS Planner, Tracker and Assessment Resources**

# D. WEEKLY LESSON PLANS

## WEEK 1

<b>TOTAL TIME</b>	2 hours 30 minutes
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DAY 2	
<b>ACTIVITY 1</b>	<b>PHONICS</b>
<b>TIME</b>	30 minutes
<b>CONTENT/CONCEPTS/ SKILLS</b>	<ul style="list-style-type: none"> <li>Recognises common endings in words <b>-ing</b> and <b>-ed</b></li> </ul>
<b>RESOURCES</b>	<ul style="list-style-type: none"> <li>Homework books</li> </ul>
<b>ACTIVITY DESCRIPTION</b>	
<p><b>Focus of lesson: Recognises common endings (-ing and -ed) in words.</b></p> <p><u>Before the lesson:</u> Write the sentences on the board. Write <b>ed</b> and <b>ing</b> in a different colour.</p> <ul style="list-style-type: none"> <li>Settle the class so that you have the learners' attention. They should have their homework books and pencils on their desks.</li> <li>Say the following sentences emphasising the endings that are in bold:           <ul style="list-style-type: none"> <li>The woman worked<b>ed</b>.</li> <li>The boy coloured<b>ed</b>.</li> <li>The man looked<b>ed</b>.</li> <li>The boy washed<b>ed</b>.</li> <li>They waved<b>ed</b>.</li> <li>The mother talked<b>ed</b>.</li> <li>The girl walked<b>ed</b>.</li> </ul> </li> <li>Read the first sentence and point out the <b>ed</b>. Tell the learners that <b>ed</b> at the end of words means that the woman has finished working.</li> <li>Read the sentences with the learners emphasising the ending <b>ed</b>.</li> <li>Follow the same procedure for these sentences. Tell the learners that <b>ing</b> means the woman is working now.           <ul style="list-style-type: none"> <li>The woman is working<b>ing</b>.</li> <li>The boy is colouring<b>ing</b>.</li> <li>The man is looking<b>ing</b>.</li> <li>The boy is washing<b>ing</b>.</li> <li>They are waving<b>ing</b>.</li> <li>The mother is talking<b>ing</b>.</li> <li>The girl is walking<b>ing</b>.</li> </ul> </li> <li>Ask different learners to read the sentences. They must emphasize the <b>ed</b> or <b>ing</b> when they read.</li> <li>Learners copy the words (<b>cook, walk, look, touch</b>) or paste in the list into their homework books. Explain the homework to the learners making sure that they understand what to do: they write two sentences of their own using <b>ed</b> with two of these words, two sentences using <b>ing</b> with the other two of these words. They should colour the <b>ed</b> and <b>ing</b> in each word.</li> <li>Reflect on the lesson.</li> </ul>	
<b>HOMEWORK</b>	
<ul style="list-style-type: none"> <li>Writes four sentences – two using <b>ed</b> and two using <b>ing</b> with these words: cook, walk, look, touch.</li> </ul>	

## DAY 3

ACTIVITY 1	LISTENING AND SPEAKING: SHARED READING
TIME	30 minutes
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> <li>• Listens to short stories, recounts or non-fiction texts told or read from a big book or illustrated poster</li> <li>• Answers simple literal questions about the text with short answers</li> <li>• Names some of the things in the picture in response to questions from the teacher</li> </ul>
RESOURCES	<ul style="list-style-type: none"> <li>• Reader (<i>Buttons</i>)</li> </ul>

### ACTIVITY DESCRIPTION

**Focus of lesson:** Listens to stories, answers simple questions and names some of the things in the picture.

- Brief greetings.
- Settle the learners. They should all be able to see the reader, *Buttons*.
- Show the learners the cover of the book.
- Ask: **What can you see?** (Two girls and one boy.) **What are these?** (Point to the buttons.) (Buttons.)
- Read the word **buttons** pointing to the word.
- Read pp. 2–10.
- Ask the learners the following questions. Encourage the learners to answer in full sentences:
  - Page 2 – **What colour is this button?** (It is yellow.)
  - Page 5 – **What is the boy counting?** (He’s counting buttons.) **What shape are the buttons?** (They are circles.)
  - Page 6 – **What shape is the button?** (It’s a heart.) **What colour is it?** (It is red.)
  - Page 9 – **Are all or some of the buttons green?** (Some of the buttons are green.) **How many buttons are green?** (Six of the buttons are green – the learners count the buttons.)
  - Page 10 – **What shape is the button?** (It’s a square.) **What colour is the button?** (It’s orange.)
  - Page 11 – **How many orange buttons are there?** (There are six orange buttons.)
- Read pp. 2–10 again.
- Reflect on the lesson.

<b>ACTIVITY 2</b>	<b>PREPARATION FOR GROUP GUIDED READING: LOOK-AND-SAY WORDS WITH THE WHOLE CLASS</b>
<b>TIME</b>	15 minutes
<b>CONTENT/CONCEPTS/ SKILLS</b>	<ul style="list-style-type: none"> <li>Continues to build a sight word vocabulary</li> </ul>
<b>RESOURCES</b>	<ul style="list-style-type: none"> <li>Reader (<i>Buttons</i>)</li> <li>Flashcard words: <b>All, my, buttons, circles, of, them, hearts</b></li> <li>Homework books with reading sheets</li> </ul>
<b>ACTIVITY DESCRIPTION</b>	
<p><b>Focus of lesson: Learns look-and-say words.</b></p> <ul style="list-style-type: none"> <li>Settle the learners so that you have their attention.</li> <li>Hold up one flashcard at a time and clearly say the word twice, while learners look and listen.</li> <li>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.</li> <li>Learners now read the word – you can ask the whole class, different groups of learners or individual learners to read the word.</li> <li>Introduce the next word in exactly the same manner.</li> <li>Flash between the two words, asking different learners to read the words.</li> <li>Continue in the same way until all the words for the lesson have been covered.</li> <li>Tell the learners to take out their reading sheets or to open their homework books at the reading sheets.</li> <li>Learners must use one colour to tick or circle the words that they have learnt to read.</li> <li>Explain the homework to the learners and make sure that they understand what to do: they must practise reading these words aloud to someone at home or in their community.</li> <li>Reflect on the lesson.</li> </ul>	

ACTIVITY 3		GROUP GUIDED READING				
TIME	15 minutes					
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> <li>• Reads aloud from own book in a Group Guided Reading group with the teacher</li> <li>• Uses the reading strategies taught in Home Language to make sense and to monitor self when reading</li> <li>• Reads with increasing fluency and expression</li> <li>• Shows an understanding of punctuation when reading aloud</li> <li>• Continues to build a sight word vocabulary</li> </ul>					
RESOURCES	<ul style="list-style-type: none"> <li>• GGR (<i>Buttons</i>)</li> <li>• DBE workbook p. 25</li> <li>• Pencils, crayons</li> </ul>					
ACTIVITY DESCRIPTION						
<p><b>Focus of lesson: Individuals from the group read pages in a book; rest of the class draws a picture.</b></p> <p><b>Whole class</b></p> <ul style="list-style-type: none"> <li>• Ask the learners to turn to p. 25 in DBE workbook and draw a picture about how they come to school.</li> </ul> <p><b>Group Guided Reading: Group 1</b></p> <ul style="list-style-type: none"> <li>• Listen to each learner read one page from the reader, <i>Buttons</i> pp. 2–8.</li> <li>• Ask learners the oral comprehension questions: <b>What colour are the buttons?</b> (They are yellow or blue or red or green.) <b>What shape are they?</b> (They are circles or hearts.)</li> <li>• 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.</li> <li>• Use the words read as part of the 40–50 words that you need to assess individual learners on for the checklist. Each time learners read you can use the words read as part of the total they must be able to read.</li> <li>• Informally assess learners and make notes.</li> <li>• Reflect on the lesson.</li> </ul>						
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"> <li>• With help, writes a caption for a picture</li> <li>• Builds own word bank and personal dictionary</li> </ul>
RESOURCES	<ul style="list-style-type: none"> <li>• Phonics and Writing books, crayons, pencils</li> </ul>
ACTIVITY DESCRIPTION	
<p><b>Focus of lesson: With the teacher's help writes a caption for a picture.</b></p> <ul style="list-style-type: none"> <li>• Prepare the learners for the lesson. They must have their Phonics and Writing books, crayons and pencils on their desks.</li> <li>• Draw a quick picture of a girl sitting on a chair. Tell the learners that this girl is sitting on a chair.</li> <li>• Write the sentence: <b>The girl sits.</b> next to your picture.</li> <li>• Say: <b>I want you to draw a picture of a girl or boy doing something. Write a few words next to the picture about the boy or girl just like I have done. Don't write what I have written. You must write something else. Try and write a sentence. For example: The boy runs; A girl walks.</b> Tell the learners they can bring their personal dictionaries to you if they don't know how to spell a word.</li> <li>• Walk around and help when necessary.</li> <li>• Explain the homework and make sure that the learners understand what to do.</li> <li>• Reflect on the lesson.</li> </ul>	
HOMEWORK	
Reading sheets: learners must practise reading words aloud to someone at home or in the community.	

## DAY 5

ACTIVITY 1	GROUP GUIDED READING				
<b>TIME</b>	30 minutes				
<b>CONTENT/CONCEPTS/ SKILLS</b>	<ul style="list-style-type: none"> <li>• Reads aloud from own book in a Group Guided Reading group with the teacher</li> <li>• Uses the reading strategies taught in Home Language to make sense and to monitor self when reading</li> <li>• Reads with increasing fluency and expression</li> <li>• Shows an understanding of punctuation when reading aloud</li> <li>• Continues to build a sight word vocabulary</li> </ul>				
<b>RESOURCES</b>	<ul style="list-style-type: none"> <li>• GGR (<i>Buttons</i>)</li> <li>• Phonics and Writing books, crayons, pencils</li> </ul>				
ACTIVITY DESCRIPTION					
<p><b>Focus of lesson:</b> Individuals from the group read pages in a book; rest of the class draws pictures of look-and-say words.</p> <p><b>Whole class</b>            Ask the learners to read their look-and-say words quietly 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> <p><b>Group Guided Reading: Groups 2 and 3</b>            Listen to each learner read one page from the reader, <i>Buttons</i> pp. 2–8.            Ask learners the oral comprehension question: <b>What colour are the buttons?</b> (They are yellow or blue or red or green.) <b>What shape are they?</b> (They are circles or hearts.)            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.            Use the words read as part of the 40–50 words that you need to assess individual learners on for the checklist. Each time learners read you can use the words read as part of the total they must be able to read.            Informally assess learners and make notes.            Reflect on the lesson.</p>					
<b>Whole class</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

## WEEK 2

<b>TOTAL TIME</b>	3 hours
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DAY 1		
ACTIVITY 1	LISTENING AND SPEAKING	
<b>TIME</b>	30 minutes	
<b>CONTENT/CONCEPTS/ SKILLS</b>	<ul style="list-style-type: none"> <li>Begins to develop understanding and ability to use simple language structures in the context of meaningful spoken language</li> <li>Continues to develop an oral vocabulary (listening and speaking) using themes or topics</li> <li>Understands and responds to simple questions</li> </ul>	
<b>RESOURCES</b>	<ul style="list-style-type: none"> <li>Poster (<i>The Zoo</i>)</li> </ul>	
ACTIVITY DESCRIPTION		
<p><b>Focus of the lesson:</b> Learns the past tense, prepositions and vocabulary.</p> <ul style="list-style-type: none"> <li>Brief greetings.</li> <li>Prepare the learners for the lesson. They must be sitting facing the poster, <i>The Zoo</i>. They must all be able to see the poster.</li> <li>Say: <b>This poster is about the zoo.</b> Ask: <b>What can you see in the poster?</b></li> <li>Any learner can answer whatever they see. They give a simple recount of what they can see.</li> <li>Point to the picture of the man picking up the bucket and say: <b>Picked up.</b></li> <li>Point to the picture of the man picking up the bucket and ask: <b>What did the man do?</b></li> <li>The learners answer: <b>Picked up the bucket.</b></li> <li>Follow the same procedure with the following words: <b>worked, waved</b> and <b>talked.</b></li> <li>Say: <b>The man picked up the bucket</b> and point to the poster showing the man picking up the bucket.</li> <li>Repeat: <b>The man picked up the bucket</b> and point to the poster showing the man picking up the bucket.</li> <li>Ask: <b>What did the man do?</b> Answer with the learners: <b>The man picked up the bucket.</b></li> <li>Ask: <b>What did the man do?</b> All or some of the learners answer: <b>The man picked up the bucket.</b></li> <li>Ask the same question for a third time.</li> <li>Select a few learners to answer the question.</li> <li>Repeat the same procedure for Question 2: <b>Who picked up the bucket?</b></li> <li>Repeat procedure for all the sentences below.</li> <li>Reflect on the lesson.</li> </ul>		
Sentence	Question 1	Question 2
The man picked up the bucket.	What did the man do? <i>The man picked up the bucket.</i>	Who picked up the bucket? <i>The man picked up the bucket.</i>
The woman worked at the zoo.	What did the woman do? <i>The woman worked at the zoo.</i>	Who worked at the zoo? <i>The woman worked at the zoo.</i>
They waved at the elephant.	What did they do? <i>They waved at the elephant.</i>	Who waved at the elephant? <i>They waved at the elephant.</i>
The mother talked to her baby.	What did the mother do? <i>The mother talked to her baby.</i>	Who talked to her baby? <i>The mother talked to her baby.</i>
The man looked at the brown buck.	What did the man do? <i>The man looked at the brown buck.</i>	Who looked at the brown buck? <i>The man looked at the brown buck.</i>

## DAY 2

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

### ACTIVITY DESCRIPTION

**Focus of lesson:** Builds up and breaks down simple words into the first consonant and the rhyming part of the word.

Before the lesson: Write the following words on the board underlining the **at** that has been underlined here:

mat	sat	bat	cat	fat	rat
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- Settle the class so that you have their attention. They should have their Phonics and Writing books, homework books and pencils on their desks.
- Read the words to the learners. Ask: **What is the same in all these words?** (They all end with **at**.)
- Ask: **What is different in all these words?** (The beginning letter/sound is different.)
- Say: **I have broken these words into parts: the first letter/sound and the last part. The first sound/letter in each word is different, but they all have the same last part. These parts rhyme – they sound the same.** (Explain this in LoLT and English.)
- Say the words with the learners breaking them into the first sound and then the last syllable: **m-at, s-at, b-at, c-at, f-at, r-at**.
- Then write the words on the board and break them into the first sound and then the last syllable that rhymes: **m-at, s-at, b-at, c-at, f-at, r-at** with a dash between the first sound and the syllable that rhymes.
- Follow the same procedure with the following words. Write the words on the board and then get the learners to break them into the initial sound and the last syllable like has been done in the brackets. The learners must do this orally. They must not write the words on the board.
  - sit, lit, hit, bit                   (s-it, h-it, l-it, b-it)
  - pot, lot, not, cot               (p-ot, l-ot, n-ot, c-ot)
  - bed, red, fed, led               (b-ed, r-ed, f-ed, l-ed)
  - cut, nut, hut, but               (c-ut, n-ut, h-ut, b-ut)
- Then learners must write these words down breaking them into first letter and then the two sounds/letters that are the same, the sounds that rhyme. They must write the first sound, then a dash and then the syllable that rhymes like you did on the board.
- Learners copy the words (**sit, hit, bit, bat, sat, cat, not, pot, lot**) or paste the list into their homework books.
- Explain the homework to the learners and makes sure they understand what to do: they should break the words into the first sound/letter and the two sound/letters that are the same, the sounds that rhyme.
- Reflect on the lesson.

### HOMework

- Learners should read nine words (**sit, hit, bit, bat, sat, cat, not, pot, lot**) and write them down, breaking them into first letter/sound and the two sound/letters that are the same, the sounds that rhyme.

## DAY 3

DAY 3	
ACTIVITY 1	LISTENING AND SPEAKING: SHARED READING
TIME	30 minutes
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> <li>• Listens to short stories, recounts or non-fiction texts</li> <li>• Answers simple literal questions about the text with short answers</li> <li>• Names some of the things in the picture in response to questions from the teacher</li> </ul>
RESOURCES	<ul style="list-style-type: none"> <li>• DBE workbook p. 2</li> </ul>
ACTIVITY DESCRIPTION	
<p><b>Focus of lesson:</b> Listens to the story, answers questions and names some things in the pictures.</p> <ul style="list-style-type: none"> <li>• Prepare the learners for the lesson. They should sit at their desks with their DBE workbooks open to p. 2.</li> <li>• Read the story and point to the picture after each sentence, e.g. <b>Nomsa went to the farm.</b> Point to the picture where Nomsa is at the farm. Get all the learners to point to this picture.</li> <li>• Continue this process for all the sentences.</li> <li>• Repeat the story in the same way.</li> <li>• Ask different learners to point to the following objects:               <ul style="list-style-type: none"> <li>– farm</li> <li>– cow</li> <li>– boy</li> <li>– girl</li> <li>– woman</li> <li>– bag</li> <li>– desk</li> </ul> </li> <li>• Reflect on the lesson.</li> </ul>	
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"> <li>• Continues to build a sight vocabulary</li> </ul>
RESOURCES	<ul style="list-style-type: none"> <li>• Flashcards of reading words: last week's words (<b>All, my, buttons, circles, of, them, hearts</b>) and <b>squares, orange, stars</b></li> <li>• Homework books with reading sheets</li> </ul>
ACTIVITY DESCRIPTION	
<p><b>Focus of lesson:</b> Learns look-and-say words.</p> <p><b>See Methodology Guidelines: Preparation for Group Guided Reading.</b></p> <ul style="list-style-type: none"> <li>• Explain the homework to the learners and make sure that they understand what to do: they must practise reading these words aloud to someone at home or in their community.</li> <li>• Reflect on the lesson.</li> </ul>	
HOMEWORK	
<ul style="list-style-type: none"> <li>• Reading sheets: learners must practise reading words aloud to someone at home or in the community.</li> </ul>	

ACTIVITY 3		GROUP GUIDED READING AND PAIRED/INDEPENDENT READING				
TIME	15 minutes					
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> <li>• Reads aloud from own book in a Group Guided Reading group with the teacher</li> <li>• Uses the reading strategies taught in Home Language to make sense and to monitor self when reading</li> <li>• Reads with increasing fluency and expression</li> <li>• Shows an understanding of punctuation when reading aloud</li> <li>• Continues to build a sight word vocabulary</li> <li>• Reads independently books read in GGR sessions and simple caption books and picture books</li> </ul>					
RESOURCES	<ul style="list-style-type: none"> <li>• GGR (<i>Buttons</i>)</li> <li>• Paired/Independent Reading – own book or class book or GGR book already read</li> </ul>					
ACTIVITY DESCRIPTION						
<p><b>Focus of lesson:</b> Individuals from the group read pages in a book; rest of the class does Paired/Independent Reading.</p> <p><b>Paired/Independent Reading: Whole class</b></p> <ul style="list-style-type: none"> <li>• Organise learners for Paired or Independent Reading.</li> <li>• Hand out the books.</li> <li>• 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.</li> <li>• Allow learners to read inside or outside the classroom.</li> </ul> <p><b>Group Guided Reading: Group 4</b></p> <ul style="list-style-type: none"> <li>• Listen to each learner read a page from the reader, <i>Buttons</i> pp. 10–16.</li> <li>• Ask learners the oral comprehension questions: <b>What shape are the buttons?</b> (They are squares or stars.) <b>What colour are the buttons?</b> (They are orange or black or pink.)</li> <li>• 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.</li> <li>• Use the words read as part of the 40–50 words that you need to assess individual learners on for the checklist. Each time learners read you can use the words read as part of the total they must be able to read.</li> <li>• Informally assess learners and make notes.</li> <li>• Reflect on the lesson.</li> </ul>						
Whole class	1	2	3	4	5	
HOMEWORK						
<ul style="list-style-type: none"> <li>• Reading sheets: learners must practise reading words aloud to someone at home or in the community.</li> </ul>						

## DAY 4

DAY 4	
ACTIVITY 1	WRITING
TIME	30 minutes
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> <li>• Completes sentences by filling in missing words</li> </ul>
RESOURCES	<ul style="list-style-type: none"> <li>• Phonics and Writing books</li> <li>• Pencils</li> </ul>
ACTIVITY DESCRIPTION	
<p><b>Focus of lesson: Completes sentences by filling in missing words.</b></p> <p><u>Before the lesson:</u> Write the following sentences on the board:</p> <ul style="list-style-type: none"> <li>– <b>I like</b></li> <li>– <b>I do not like</b></li> <li>– <b>I want to</b></li> <li>– <b>I do not want to</b></li> </ul> <ul style="list-style-type: none"> <li>• Prepare the learners for the lesson. They must have their Phonics and Writing books, crayons and pencils on their desks.</li> <li>• Read the first sentence (<b>I like</b>) pointing to each word as you read it. Then write the word <b>apples</b> after <b>I like</b> and read this sentence: <b>I like apples.</b></li> <li>• Follow the same procedure for: <b>I do not like bananas.</b></li> <li>• Read the sentence (<b>I want to</b>) pointing to each word as you read it. Write the word <b>read</b> after <b>I want to</b> so that the sentence is <b>I want to read.</b></li> <li>• Follow the same procedure for: <b>I do not want to swim.</b></li> <li>• On the board, write number 1 and next to it <b>I like.</b></li> <li>• On the board write the number 2 and next to it <b>I do not like.</b></li> <li>• On the board, write number 3 and next to it <b>I want to.</b></li> <li>• On the board write the number 4 and next to it <b>I do not want to.</b></li> <li>• Tell the learners that they must fill in words next to <b>I like, I do not like, I want to</b> and <b>I do not want to.</b> The words must be things that they like, and do not like and things that they want to do and things that they don't want to do.</li> <li>• Walk around and help when necessary.</li> <li>• When they are finished they can draw pictures next to the sentences and read their sentences to a friend.</li> <li>• Take in the books and mark them and give support to learners who need it.</li> <li>• Explain the homework to the learners and make sure that they understand what to do: they must practise reading these words aloud to someone at home or in their community.</li> <li>• Reflect on the lesson.</li> </ul>	
HOMEWORK	
<ul style="list-style-type: none"> <li>• Reading sheets: learners must practise reading words aloud to someone at home or in the community.</li> </ul>	

## DAY 5

ACTIVITY 1	GROUP GUIDED READING AND PAIRED/INDEPENDENT READING				
<b>TIME</b>	30 minutes				
<b>CONTENT/CONCEPTS SKILLS</b>	<ul style="list-style-type: none"> <li>• Reads aloud from own book in a Group Guided Reading group with the teacher</li> <li>• Uses the reading strategies taught in Home Language to make sense and to monitor self when reading</li> <li>• Reads with increasing fluency and expression</li> <li>• Shows an understanding of punctuation when reading aloud</li> <li>• Continues to build a sight word vocabulary</li> <li>• Reads independently books read in GGR sessions and simple caption books and picture books</li> </ul>				
<b>RESOURCES</b>	<ul style="list-style-type: none"> <li>• GGR (<i>Buttons</i>)</li> <li>• Paired/Independent Reading – own book or class book or GGR book already read</li> </ul>				
<b>ACTIVITY DESCRIPTION</b>					
<p><b>Focus of lesson:</b> Individuals from the group read pages in a book; rest of the class does Paired/Independent reading.</p> <p><b>Paired/Independent Reading: Whole class</b></p> <ul style="list-style-type: none"> <li>• Organise learners for Paired or Independent Reading.</li> <li>• Hand out the books.</li> <li>• 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.</li> <li>• Allow learners to read inside or outside the classroom.</li> </ul> <p><b>Group Guided Reading: Groups 5 and 1</b></p> <ul style="list-style-type: none"> <li>• Listen to each learner read a page from the reader, <i>Buttons</i> pp. 10–16.</li> <li>• Ask learners the oral comprehension questions: <b>What shape are the buttons?</b> (They are squares or stars.) <b>What colour are the buttons?</b> (They are orange or black or pink.)</li> <li>• 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.</li> <li>• Use the words read as part of the 40–50 words that you need to assess individual learners on for the checklist. Each time learners read you can use the words read as part of the total they must be able to read.</li> <li>• Informally assess learners and make notes.</li> <li>• Reflect on the lesson.</li> </ul>					
<b>Whole class</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

# WEEK 3

<b>TOTAL TIME</b>	3 hours
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## DAY 1

<b>ACTIVITY 1</b>	<b>LISTENING AND SPEAKING</b>
<b>TIME</b>	30 minutes
<b>CONTENT/CONCEPTS/ SKILLS</b>	<ul style="list-style-type: none"> <li>Begins to develop understanding and ability to use simple language structures in the context of meaningful spoken language</li> <li>Continues to develop an oral vocabulary (listening and speaking) using themes or topics</li> <li>Understands and responds to simple questions</li> </ul>
<b>RESOURCES</b>	<ul style="list-style-type: none"> <li>Poster (<i>The Zoo</i>)</li> </ul>

### ACTIVITY DESCRIPTION

**Focus of the lesson:** Learns the present tense, adjectives, adverbs and vocabulary.

- Brief greetings.
- Prepare the learners for the lesson. They must be sitting facing the poster, *The Zoo*. They must all be able to see the poster.
- Say: **This poster is about the zoo.**
- Ask: **What can you see in the poster?**
- Any learner can answer whatever they see. They give a simple recount of what they can see.
- Point to the picture of the girl (daughter) who is holding her mother's hand and say: **Daughter.** Explain that a girl is the daughter of her mother and father.
- Point to the picture of the girl (daughter) who is holding her mother's hand and ask: **What do we call her?**
- Answer with the learners: **Daughter.**
- Do this once more.
- Follow the same procedure with the word **horse**.
- Point to the picture of the mother holding her daughter's hand and say: **Holds her hand.**
- Point to the picture of the mother holding her daughter's hand and ask: **What does the mother do?**
- The learners answer: **Holds her hand.**
- Follow the same procedure with the word **rides**.
- Explain to the learners in LoLT if necessary the meanings of the words **happy, hungry** and **quickly**.
- Say: **The brown buck eats its food slowly** and point to the poster showing the brown buck eating its food.
- Repeat: **The brown buck eats its food slowly** and point to the poster showing the brown buck eating its food.
- Ask: **What does the brown buck do?**
- Answer with the learners: **The brown buck eats its food slowly.**
- Ask: **What does the brown buck do?**
- All or some of the learners answer: **The brown buck eats its food slowly.**
- Ask the same question for a third time.
- Select a few learners to answer the question.
- Repeat the same procedure for Question 2: **What eats its food slowly?**
- Repeat procedure for all the sentences below.
- Reflect on the lesson.

Sentence	Question 1	Question 2
The brown buck eats its food slowly.	What does the brown buck do? <i>The brown buck eats its food slowly.</i>	What eats its food slowly? <i>The brown buck eats its food slowly.</i>
The mother holds her daughter's hand.	What does the mother do? <i>The mother holds her daughter's hand.</i>	Who holds her daughter's hand? <i>The mother holds her daughter's hand.</i>
The happy boy rides the horse quickly.	What does the happy boy do? <i>The happy boy rides the horse quickly.</i>	Who rides the horse quickly? <i>The happy boy rides the horse quickly.</i>
They sit on the grey elephant's back.	What do they do? <i>They sit on the grey elephant's back.</i>	Who sits on the grey elephant's back? <i>They sit on the grey elephant's back.</i>
The hungry lions stand.	What do the hungry lions do? <i>The hungry lions stand.</i>	What stands? <i>The hungry lions stand.</i>
The boy feeds the buck quietly.	What does the boy feed quietly? <i>The boy feeds the buck quietly.</i>	Who feeds the buck quietly? <i>The boy feeds the buck quietly.</i>
The girl runs quickly to her mother.	What does the girl do? <i>The girl runs quickly to her mother.</i>	Who runs quickly to her mother? <i>The girl runs quickly to her mother.</i>

## DAY 2

ACTIVITY 1	PHONICS
TIME	30 minutes
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> <li>Groups common words into word families</li> </ul>
RESOURCES	<ul style="list-style-type: none"> <li>Flashcards of words: <b>cat, mat, fat, sat, fed, red, bed, led, pot, cot, dot, hot</b></li> <li>Homework books</li> </ul>
ACTIVITY DESCRIPTION	
<p><b>Focus of lesson:</b> Groups words into word families.</p> <ul style="list-style-type: none"> <li>Settle the learners. Their desks should be clear.</li> <li>Hold the flashcards: <b>cat, fed</b> and <b>pot</b>.</li> <li>Ask nine learners to come to the front of the class and give each learner one of the other flashcards.</li> <li>Show the learners the flashcard <b>cat</b>. Point to the last two letters in <b>cat</b> and say: <b>These two letters say at.</b></li> <li>Ask one learner to come forward and take all the words that the nine learners are holding that end with <b>at</b>. This learner takes these flashcards: <b>cat, mat, fat, sat</b>.</li> <li>Remind the learners that these words rhyme; they belong to a family.</li> <li>Follow the same procedure for <b>fed</b> and <b>pot</b>.</li> <li>Ask different learners to repeat the activity until the lesson is finished.</li> <li>Write the words on the board in the following order: <b>cat, fed, pot, mat, red, cot, fat, bed, dot, sat, led, hot</b>.</li> <li>Learners copy the words (<b>cat, fed, pot, mat, red, cot, fat, bed, dot, sat, led, hot</b>) into their homework books or paste in the list.</li> <li>Explain the homework to the learners and make sure they understand what to do: tell the learners they must find the words that rhyme and then write them on the same line for homework.</li> <li>Reflect on the lesson.</li> </ul>	
HOMEWORK	
<ul style="list-style-type: none"> <li>Learners read 12 words (<b>cat, fed, pot, mat, red, cot, fat, bed, dot, sat, led, hot</b>) and write the words that rhyme, that belong to a family, on the same line.</li> </ul>	

## DAY 3

ACTIVITY 1	LISTENING AND SPEAKING: SHARED READING
<b>TIME</b>	30 minutes
<b>CONTENT/CONCEPTS/SKILLS</b>	<ul style="list-style-type: none"> <li>Shows understanding of a short written story, for example sequences pictures</li> <li>Listens to short stories, recounts or non-fiction texts told or read from a Big Book or illustrated poster</li> </ul>
<b>RESOURCES</b>	<ul style="list-style-type: none"> <li>DBE workbook pp. 15–16</li> <li>Photocopies of pictures for learners</li> <li>Scissors</li> </ul>
ACTIVITY DESCRIPTION	
<p><b>Focus of lesson:</b> Listens to a story and sequences pictures to show understanding of the story.</p> <p><b>Before the lesson:</b> Photocopy the story <i>The Ugly Duckling</i> on pp. 15–16 of the DBE workbook, cut out the story and then paste the story in the correct order on pieces of paper. Use only the following numbered pictures: 1, 2, 4, 5, 9, 14, 10, 11, 16. The story is in this order. Don't use the numbered pictures that have not been given here. Make copies of the pictures that will be used for the story (numbers 1, 2, 4, 5, 9, 10, 11, 16) for your learners.</p> <ul style="list-style-type: none"> <li>Brief greetings.</li> <li>Settle the learners. They should have their photocopies of the pictures on their desks.</li> <li>Tell the learners to carefully cut out each picture.</li> <li>Point to the first picture, the title <i>The Ugly Duckling</i>. Read the title.</li> <li>Point to picture 2 (Mother Duck lives with her family on the farm.) and make sure that the learners have found this picture and are pointing to it.</li> <li>Read the sentences that go with that picture.</li> <li>Follow the same procedure with each picture.</li> <li>The learners must put the pictures in the correct order.</li> <li>Tell the learners to muddle the order of the pictures.</li> <li>Read the story of <i>The Ugly Duckling</i> to the learners slowly. At the end of each sentence or sentences relating to that picture stop and ask the learners to find the picture that goes with what has been read.</li> <li>Walk around as you read to make sure the learners are selecting the correct picture. Help any learner who is confused.</li> <li>Keep the learners' pictures in a safe place as they need them for next week's lesson.</li> <li>Reflect on the lesson.</li> </ul>	

ACTIVITY 2	PREPARATION FOR GROUP GUIDED READING: LOOK-AND-SAY WORDS WITH THE WHOLE CLASS
<b>TIME</b>	30 minutes
<b>CONTENT/CONCEPTS/SKILLS</b>	<ul style="list-style-type: none"> <li>Continues to build a sight vocabulary</li> </ul>
<b>RESOURCES</b>	<ul style="list-style-type: none"> <li>Flashcards of reading words: <b>marula, fruit, ripe, ready, It's, said, beetle, tortoise, meerkat</b></li> <li>Homework books with reading sheets</li> </ul>
ACTIVITY DESCRIPTION	
<p><b>Focus of lesson:</b> Learns look-and-say words.</p> <p><b>See Methodology Guidelines: Preparation for Group Guided Reading.</b></p> <ul style="list-style-type: none"> <li>Read the reader, <i>It's My Fruit</i> to the learners before teaching the flashcard words.</li> <li>Explain the homework to the learners and make sure that they understand what to do: they must practise reading these words aloud to someone at home or in their community.</li> <li>Reflect on the lesson.</li> </ul>	
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"> <li>Writes some short simple texts already taught in Home Language, for example a message on a get well card</li> </ul>
RESOURCES	<ul style="list-style-type: none"> <li>Crayons, pencils, rulers</li> <li>DBE workbook p. 19</li> <li>Get well card</li> <li>A4 piece of paper for each learner</li> </ul>

### ACTIVITY DESCRIPTION

#### **Focus of lesson: Writes a message on a get well card.**

Before the lesson: Make a get well card like the one the learners will make in this lesson and write the following sentences and word on the board:

- Get well soon.
- I miss you.
- I will see you soon.
- I will come and visit you.
- Love
- Prepare the learners for the lesson. They must have a piece of A4 paper, crayons, rulers and pencils on their desks.
- Give all instructions first in LoLT and then in English.
- Ask the learners to turn to p. 19 in their DBE workbooks. Show them the page.
- Say: **Today you are going to make a get well card. We give a get well card to a friend when s/he is sick. The card tells our friend that we miss them and want them to get better soon.**
- Point to the get well card on p. 19 and say: **You are going to make a card like this.**
- Read each word, pointing to each word: **Get well soon.**
- Learners point to each word and read each word.
- Show the learners your get well card.
- Say: **Fold your piece of paper in half.** (Show them your card with the page folded in half.)
- Say: **On the front of the page** (point to this) **you will copy Get well soon from the DBE workbook or from the board. You will also draw any picture you want to on this page.** Show the learners your front page with the writing *Get well soon* and the drawing on it.
- Learners write *Get well soon* and draw a picture.
- Point to the middle page of the card and say: **You are going to write one sentence here. You must choose any one of the sentences on the board and write it on this side.**
- Read the sentences and word on the board pointing to each word as you read the words.
- Learners read each sentence and word.
- Say: **Write one of these sentences on your card. Remember to use capital letters and full stops. When you have written the sentence you must write Love and your name.**
- **Show the learners your card where you have written your sentence and Love and your name.** Learners write the sentences, *Love* and their name.
- Take the cards in and mark the get well card. Correct any spelling and punctuation mistakes.
- Explain the homework to the learners and make sure that they understand what to do: 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.

## DAY 5

ACTIVITY 1	GROUP GUIDED READING AND PAIRED/INDEPENDENT READING				
<b>TIME</b>	30 minutes				
<b>CONTENT/CONCEPTS/ SKILLS</b>	<ul style="list-style-type: none"> <li>• Reads aloud from own book in a Group Guided Reading group with the teacher</li> <li>• Uses the reading strategies taught in Home Language to make sense and to monitor self when reading</li> <li>• Reads with increasing fluency and expression</li> <li>• Shows an understanding of punctuation when reading aloud</li> <li>• Continues to build a sight word vocabulary</li> <li>• Reads independently books read in GGR sessions and simple caption books and picture books</li> </ul>				
<b>RESOURCES</b>	<ul style="list-style-type: none"> <li>• GGR (<i>It's My Fruit</i> pp. 2–6)</li> <li>• Paired/Independent Reading – own book or class book or book already read</li> </ul>				
ACTIVITY DESCRIPTION					
<p><b>Focus of lesson:</b> Individuals from the group read pages in a book; rest of the class does Paired/Independent reading.</p> <p><b>Paired/Independent Reading: Whole class</b></p> <ul style="list-style-type: none"> <li>• Organise learners for Paired or Independent Reading.</li> <li>• Hand out the books.</li> <li>• 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.</li> <li>• Allow learners to read inside or outside the classroom.</li> </ul> <p><b>Group Guided Reading: Groups 2 and 3</b></p> <ul style="list-style-type: none"> <li>• Listen to each learner read 2 pages from the reader, <i>It's My Fruit</i> pp. 2–6.</li> <li>• Ask learners the oral comprehension questions: <b>What did the animals want to eat?</b> (They wanted to eat fruit.) <b>Which animals thought it was their fruit?</b> (The beetle, tortoise and meerkat.)</li> <li>• 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.</li> <li>• Use the words read as part of the 40–50 words that you need to assess individual learners on for the checklist. Each time learners read you can use the words read as part of the total they must be able to read.</li> <li>• Informally assess learners and make notes.</li> <li>• Reflect on the lesson.</li> </ul>					
<b>Whole class</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

# WEEK 4

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<b>TOTAL TIME</b>	3 hours
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## DAY 1

<b>ACTIVITY 1</b>	<b>LISTENING AND SPEAKING</b>
<b>TIME</b>	30 minutes
<b>CONTENT/CONCEPTS/ SKILLS</b>	<ul style="list-style-type: none"><li>• Follows a short sequence of instructions</li><li>• Gives simple instructions</li></ul>
<b>RESOURCES</b>	<ul style="list-style-type: none"><li>• Chalk, duster, book</li></ul>

### ACTIVITY DESCRIPTION

**Focus of lesson: Follows and gives instructions.**

- Brief greeting.
- Prepare the learners for the lesson. Their desks should be clear.
- Explain to the learners that you are going to give them three instructions and they must do what you tell them to do.
- Ask individual learners to follow the following instructions:
  - **Stand up, go to the door, and open the door.**
  - **Stand up, go to the door, and shut the door.**
  - **Go to the board, take the chalk, and write your name on the board.**
  - **Go to the board, take the duster, and rub out the name on the board.**
  - **Stand up, get the book from my desk, and sit down.**
- Ask different learners to choose another learner and give them an instruction to follow. The learners can also give their own instructions.
- Don't worry if the learners forget some of the instructions. Help them where you can.
- Reflect on the lesson.

## DAY 2

DAY 2	
<b>ACTIVITY 1</b>	<b>PHONICS</b>
<b>TIME</b>	30 minutes
<b>CONTENT/CONCEPTS/ SKILLS</b>	<ul style="list-style-type: none"> <li>Groups common words into word families</li> </ul>
<b>RESOURCES</b>	<ul style="list-style-type: none"> <li>Flashcards of words: <b>big, dig, fig, pig, wig, but, hut, nut, cut, bad, sad, dad, mad, pad</b></li> <li>Homework books</li> </ul>
<b>ACTIVITY DESCRIPTION</b>	
<p><b>Focus of lesson: Groups words into word families.</b></p> <ul style="list-style-type: none"> <li>Settle the learners. Their desks should be clear.</li> <li>Hold the flashcards: <b>big, but</b> and <b>bad</b>.</li> <li>Ask 13 learners to come to the front of the class and give each one a flashcard.</li> <li>Show the learners the flashcard <b>big</b>. Point to the last two letters in <b>big</b> and say: <b>These two letters say ig.</b></li> <li>Ask one learner to come forward and take all the words that end with <b>ig</b>. This learner reads the words: <b>dig, fig, pig, wig.</b></li> <li>Remind the learners that these words rhyme; they belong to a family.</li> <li>Follow the same procedure for <b>but</b> and <b>bad</b>.</li> <li>Ask different learners to repeat the activity until the lesson is finished.</li> <li>Write the words on the board in the following order: <b>big, but, bad, dig, hut, sad, cut, wig, nut, pad, pig, mad.</b></li> <li>Learners copy the words (<b>big, but, bad, dig, hut, sad, cut, wig, nut, pad, pig, mad</b>) into their homework books or paste in the list.</li> <li>Explain the homework to the learners and make sure they understand what to do: tell the learners they must find the words that rhyme and then write them on the same line for homework.</li> <li>Reflect on the lesson.</li> </ul>	
<b>HOMEWORK</b>	
<ul style="list-style-type: none"> <li>Learners should read 12 words (<b>big, but, bad, dig, hut, sad, cut, wig, nut, pad, pig, mad</b>) and write the words that rhyme, that belong to a family, on the same line.</li> </ul>	

## DAY 3

<b>ACTIVITY 1</b>	<b>LISTENING AND SPEAKING: SHARED READING</b>
<b>TIME</b>	30 minutes
<b>CONTENT/CONCEPTS/ SKILLS</b>	<ul style="list-style-type: none"> <li>Shows understanding of a short written story, for example sequences pictures</li> <li>Listens to short stories, recounts or non-fiction texts told or read from a big book or illustrated poster</li> </ul>
<b>RESOURCES</b>	<ul style="list-style-type: none"> <li><i>The Ugly Duckling</i> pictures</li> </ul>

### ACTIVITY DESCRIPTION

**Focus of lesson:** Listens to a story and sequences the pictures to show understanding of the story.

- Settle the learners. Each learner should have their pictures of the story *The Ugly Duckling*.
- Tell the learners to muddle their pictures up.
- Slowly read the story of *The Ugly Duckling* to the learners. At the end of each part of the story about the picture pause for the learners to look for the picture that goes with what you have just read.
- Walk around as you read to make sure the learners are selecting the correct picture. Help any learner who is confused.
- Repeat as many times as you can.
- Reflect on the lesson.

<b>ACTIVITY 2</b>	<b>PREPARATION FOR GROUP GUIDED READING: LOOK-AND-SAY WORDS WITH THE WHOLE CLASS</b>
<b>TIME</b>	15 minutes
<b>CONTENT/CONCEPTS/ SKILLS</b>	<ul style="list-style-type: none"> <li>Continues to build a sight word vocabulary</li> </ul>
<b>RESOURCES</b>	<ul style="list-style-type: none"> <li>Flashcards of reading words: <b>warthog, monkey, baboon, jackal, elephant, Sorry, our, birds, that</b></li> <li>Homework books with reading sheets</li> </ul>

### ACTIVITY DESCRIPTION

**Focus of lesson:** Learns look-and-say words.

**See Methodology Guidelines: Preparation for Group Guided Reading.**

- Explain the homework to the learners and make sure that they understand what to do: 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 AND PAIRED/INDEPENDENT READING				
TIME	15 minutes					
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> <li>• Reads aloud from own book in a Group Guided Reading group with the teacher</li> <li>• Uses the reading strategies taught in Home Language to make sense and to monitor self when reading</li> <li>• Reads with increasing fluency and expression</li> <li>• Shows an understanding of punctuation when reading aloud</li> <li>• Continues to build a sight word vocabulary</li> <li>• Reads independently books read in GGR sessions and simple caption books and picture books</li> </ul>					
RESOURCES	<ul style="list-style-type: none"> <li>• GGR (<i>It's My Fruit</i> pp. 7–13)</li> <li>• Paired/Independent Reading – own book or class book or GGR book already read</li> </ul>					
ACTIVITY DESCRIPTION						
<p><b>Focus of lesson:</b> Individuals from the group read pages in a book; rest of the class does Paired/Independent reading.</p> <p><b>Paired/Independent Reading: Whole class</b></p> <ul style="list-style-type: none"> <li>• Organise learners for Paired or Independent Reading.</li> <li>• Hand out the books.</li> <li>• 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.</li> <li>• Allow learners to read inside or outside the classroom.</li> </ul> <p><b>Group Guided Reading: Group 4</b></p> <ul style="list-style-type: none"> <li>• Listen to each learner read 2 pages from the reader, <i>It's My Fruit</i> pp. 7–13.</li> <li>• Ask learners the oral comprehension questions: Ask learners the oral comprehension questions: <b>Name two animals who thought it was their fruit?</b> (The warthog, monkey, baboon, jackal, elephant.) <b>Who ate the fruit?</b> (The birds ate the fruit.)</li> <li>• 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.</li> <li>• Use the words read as part of the 40–50 words that you need to assess individual learners on for the checklist. Each time learners read you can use the words read as part of the total they must be able to read.</li> <li>• Informally assess learners and make notes.</li> <li>• Reflect on the lesson.</li> </ul>						
Whole class	1	2	3	4	5	
HOMEWORK						
<ul style="list-style-type: none"> <li>• Reading sheets: learners must practise reading words aloud to someone at home or in the community.</li> </ul>						

## DAY 4

<b>ACTIVITY 1</b>	<b>WRITING</b>
<b>TIME</b>	30 minutes
<b>CONTENT/CONCEPTS/ SKILLS</b>	<ul style="list-style-type: none"><li>• Completes sentences by filling in missing words</li></ul>
<b>RESOURCES</b>	<ul style="list-style-type: none"><li>• Writing books</li><li>• Pencils</li></ul>

### ACTIVITY DESCRIPTION

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

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

**dog cup ran bit get**

- The cat \_\_\_\_\_.
  - I \_\_\_\_\_ my pen.
  - The \_\_\_\_\_ sat.
  - The \_\_\_\_\_ is red.
  - A dog \_\_\_\_\_ the boy.
- Prepare the learners for the lesson. They must have their 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.
  - Reads the five sentences with them.
  - Explain to the learners that they must copy the sentence into their books and put in a word from the box where the line is. The sentence must make sense.
  - 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: 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.

## DAY 5

ACTIVITY 1	GROUP GUIDED READING AND PAIRED/INDEPENDENT READING				
<b>TIME</b>	30 minutes				
<b>CONTENT/CONCEPTS/ SKILLS</b>	<ul style="list-style-type: none"> <li>• Reads aloud from own book in a Group Guided Reading group with the teacher</li> <li>• Uses the reading strategies taught in Home Language to make sense and to monitor self when reading</li> <li>• Reads with increasing fluency and expression</li> <li>• Shows an understanding of punctuation when reading aloud</li> <li>• Continues to build a sight word vocabulary</li> <li>• Reads independently books read in GGR sessions and simple caption books and picture books</li> </ul>				
<b>RESOURCES</b>	<ul style="list-style-type: none"> <li>• GGR (<i>It's My Fruit</i> pp. 7–13)</li> <li>• Paired/Independent Reading – own book or class book or GGR book already read</li> </ul>				
<b>ACTIVITY DESCRIPTION</b>					
<p><b>Focus of lesson:</b> Individuals from the group read pages in a book; rest of the class does Paired/Independent reading.</p> <p><b>Paired/Independent Reading: Whole class</b></p> <ul style="list-style-type: none"> <li>• Organise learners for Paired or Independent Reading.</li> <li>• Hand out the books.</li> <li>• 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.</li> <li>• Allow learners to read inside or outside the classroom.</li> </ul> <p><b>Group Guided Reading: Groups 5 and 1</b></p> <ul style="list-style-type: none"> <li>• Listen to each learner read 2 pages from the reader, <i>It's My Fruit</i> pp. 7–13.</li> <li>• Ask learners the oral comprehension questions: <b>Name two animals who thought it was their fruit?</b> (The warthog, monkey, baboon, jackal, elephant.) <b>Who ate the fruit?</b> (The birds ate the fruit.)</li> <li>• 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.</li> <li>• Use the words read as part of the 40–50 words that you need to assess individual learners on for the checklist. Each time learners read you can use the words read as part of the total they must be able to read.</li> <li>• Informally assess learners and make notes.</li> <li>• Reflect on the lesson.</li> </ul>					
<b>Whole class</b>	1	2	3	4	5

# WEEK 5

<b>TOTAL TIME</b>	3 hours
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DAY 1	
<b>ACTIVITY 1</b>	<b>LISTENING AND SPEAKING: ASSESSMENT GROUP 1</b> This assessment activity can be found in the planner and tracker

DAY 2	
<b>ACTIVITY 1</b>	<b>PHONICS</b>
<b>TIME</b>	30 minutes
<b>CONTENT/CONCEPTS/ SKILLS</b>	<ul style="list-style-type: none"> <li>Recognises common consonant digraphs at the beginning and end of words</li> </ul>
<b>RESOURCES</b>	<ul style="list-style-type: none"> <li>Flashcard of the sound <b>th</b></li> <li>Pictures/objects that show: something <b>thin, cloth, moth, filth, sixth</b></li> <li>Homework books</li> </ul>

ACTIVITY DESCRIPTION	
<p><b>Focus of lesson:</b> Recognises the <b>th</b> at the beginning and end of words.</p> <ul style="list-style-type: none"> <li>Settle the class so that you have their attention.</li> <li>Say the sound <b>th</b> a few times and get learners to repeat it. Remind the learners to stick their tongues out when they say <b>th</b>.</li> <li>Show learners the flashcard of the sound and repeat it a few times.</li> <li>Ask different groups and individual learners to read the sound.</li> <li>Show the learners the picture of something thin and ask learners to say the word <b>thin</b>.</li> <li>Ask the learners if they can identify other words that have <b>th</b> at the beginning of words. If they don't mention the words <b>that, this, then, them</b> give these words to the learners and get them to repeat them.</li> <li>Follow the same procedure for <b>th</b> at the end of the word. Words that end with <b>th</b> include <b>with, cloth, moth, filth, sixth</b>.</li> <li>Write these words on the board: <b>thin, that, then, them, this, cloth, moth, with, filth, sixth</b>.</li> <li>Break the words into their sounds with the learners: <b>th-i-n, th-a-t, th-e-n, th-e-m, th-i-s, c-l-oth, m-o-th, w-i-th, f-i-l-th, s-i-x-th</b>. This must be done orally. Don't write these words with dashes on the board.</li> <li>Ask individual learners to break the words into their sounds: <b>th-i-n, th-a-t, th-e-n, th-e-m, th-i-s, c-l-oth, m-o-th, w-i-th, f-i-l-th, s-i-x-th</b>. This must be done orally. Don't write these words with dashes on the board.</li> <li>Learners write ten words (<b>thin, that, then, them, this, cloth, moth, with, filth, sixth</b>) or paste the list into their homework books.</li> <li>Explain the homework to the learners and make sure that they understand what to do: learners learn the words for homework.</li> <li>The learners can use the following method to help them learn their weekly words:               <ul style="list-style-type: none"> <li><b>Look</b> at the word, e.g. fat</li> <li><b>Sound out</b> the word, e.g. f-a-t</li> <li><b>Cover</b> the word with one hand</li> <li><b>Write</b> the word, e.g. fat</li> </ul> </li> <li><b>Check</b> the word that they have written to see if they have spelt it correctly</li> <li>If it is incorrect <b>start the process</b> again until they write the word correctly.</li> <li>Use this process when learning all words.</li> <li>Reflect on the lesson.</li> </ul>	

## HOMEWORK

- Learns how to spell ten words (**thin, that, then, them, this, cloth, moth, with, filth, sixth**).

## DAY 3

### ACTIVITY 1 LISTENING AND SPEAKING: SHARED READING

#### TIME

30 minutes

#### CONTENT/CONCEPTS/ SKILLS

- Listens to short stories, recounts or non-fiction texts
- Answers simple literal questions about the text with short answers
- Names some of the things in the picture in response to questions from the teacher

#### RESOURCES

- DBE workbook p. 22

### ACTIVITY DESCRIPTION

**Focus of lesson: Listens to the story, answers questions and names some things in the pictures.**

- Prepare the learners for the lesson. They should sit at their desks with their DBE workbooks open to p. 22.
- Read the story and point to the picture after each sentence, e.g. **He has a broken leg.** Point to the picture where Ken has a broken leg. Get all the learners to point to this picture.
- Continue this process for all the sentences.
- Repeat the story in the same way.
- Ask individual learners the following questions:
  - **Who is in hospital?** (Ken is in hospital.)
  - **What happened to him?** (He got knocked off his bike.)
  - **What did he break?** (He broke his leg.)
  - **Who came to visit Ken in hospital?** (His friends came to visit him.)
- Ask different learners to point to the following objects:
  - doctor
  - book
  - broken leg
  - x-ray
  - bed
  - glass.
- Reflect on the lesson.

ACTIVITY 2		GROUP GUIDED READING AND PAIRED/INDEPENDENT READING				
TIME	30 minutes					
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> <li>• Reads aloud from own book in a Group Guided Reading group with the teacher</li> <li>• Uses the reading strategies taught in Home Language to make sense and to monitor self when reading</li> <li>• Reads with increasing fluency and expression</li> <li>• Shows an understanding of punctuation when reading aloud</li> <li>• Continues to build a sight word vocabulary</li> <li>• Reads independently books read in GGR sessions and simple caption books and picture books</li> </ul>					
RESOURCES	<ul style="list-style-type: none"> <li>• GGR (<i>It's My Fruit</i> pp. 2–13)</li> <li>• Paired/Independent Reading – own book or class book or GGR book already read</li> </ul>					
ACTIVITY DESCRIPTION						
<p><b>Focus of lesson:</b> Individuals from the group read pages in a book; rest of the class does Paired/Independent reading.</p> <p><b>Paired/Independent Reading: Whole class</b></p> <ul style="list-style-type: none"> <li>• Organise learners for Paired or Independent Reading.</li> <li>• Hand out the books.</li> <li>• 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.</li> <li>• Allow learners to read inside or outside the classroom.</li> </ul> <p><b>Group Guided Reading: Groups 2 and 3</b></p> <ul style="list-style-type: none"> <li>• Listen to each learner read 2 pages from the reader, <i>It's My Fruit</i> pp. 2–13.</li> <li>• Ask learners any question that is relevant to the pages that they read.</li> <li>• 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.</li> <li>• Use the words read as part of the 40–50 words that you need to assess individual learners on for the checklist. Each time learners read you can use the words read as part of the total they must be able to read.</li> <li>• Informally assess learners and make notes.</li> <li>• Explain the homework to the learners and make sure that they understand what to do: they must practise reading these words aloud to someone at home or in their community.</li> <li>• Reflect on the lesson.</li> </ul>						
Whole class	1	2	3	4	5	
HOMEWORK						
<ul style="list-style-type: none"> <li>• Reading sheets: learners must practise reading words aloud to someone at home or in the community.</li> </ul>						

## DAY 4

ACTIVITY 1	WRITING
<b>TIME</b>	30 minutes
<b>CONTENT/CONCEPTS/ SKILLS</b>	<ul style="list-style-type: none"> <li>Writes a sentence from dictation; punctuates the sentence</li> </ul>
<b>RESOURCES</b>	<ul style="list-style-type: none"> <li>Phonics and Writing books</li> <li>Pencils</li> </ul>
ACTIVITY DESCRIPTION	
<p><b>Focus of lesson: Writes sentences from dictation and punctuates them.</b></p> <ul style="list-style-type: none"> <li>Prepare the learners for the lesson. They must have their Phonics and Writing books and pencils on their desks.</li> <li>Write the numbers 1, 2, 3, 4 underneath each other on the board.</li> <li>Say: <b>I am going to say some sentences to you. You must write what I say. You must use capital letters and full stops.</b></li> <li>Tell the learners to write number 1 (show them 1 on the board). Tell them to write the sentence that you say next to the 1.</li> <li>Say: <b>The man sits.</b></li> <li>Tell the learners to write number 2 underneath number 1 (show them 2 on the board). Tell them to write the sentence that you say next to the 2.</li> <li>Say: <b>The dog digs.</b></li> <li>Tell the learners to write number 3 underneath number 2 (show them 3 on the board). Tell them to write the sentence that you say next to the 3.</li> <li>Say: <b>A cat runs.</b></li> <li>Tell the learners to write number 4 underneath number 3 (show them 4 on the board). Tell them to write the sentence that you say next to the 4.</li> <li>Say: <b>The cup is red.</b></li> <li>Once the learners have written the sentences that you dictated write the correct answers for each sentence on the board. The learners mark their own work. Each word must be correctly spelt and there must be a capital letter at the beginning of the sentence and a full stop at the end. They must write the correct sentence next to any sentence they got wrong.</li> <li>Explain the homework to the learners and make sure that they understand what to do: they must practise reading these words aloud to someone at home or in their community.</li> <li>Reflect on the lesson.</li> </ul>	
HOMEWORK	
<ul style="list-style-type: none"> <li>Reading sheets: learners must practise reading words aloud to someone at home or in the community.</li> </ul>	

## DAY 5

ACTIVITY 1	GROUP GUIDED READING AND PAIRED/INDEPENDENT READING				
TIME	30 minutes				
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> <li>• Reads aloud from own book in a Group Guided Reading group with the teacher</li> <li>• Uses the reading strategies taught in Home Language to make sense and to monitor self when reading</li> <li>• Reads with increasing fluency and expression</li> <li>• Shows an understanding of punctuation when reading aloud</li> <li>• Continues to build a sight word vocabulary</li> <li>• Reads independently books read in GGR sessions and simple caption books and picture books</li> </ul>				
RESOURCES	<ul style="list-style-type: none"> <li>• GGR (<i>It's My Fruit</i> pp. 2–13)</li> <li>• Paired/Independent Reading – own book or class book or GGR book already read</li> </ul>				
ACTIVITY DESCRIPTION					
<p><b>Focus of lesson:</b> Individuals from the group read pages in a book; rest of the class does Paired/Independent reading.</p> <p><b>Paired/Independent Reading: Whole class</b></p> <ul style="list-style-type: none"> <li>• Organise learners for Paired or Independent Reading.</li> <li>• Hand out the books.</li> <li>• 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.</li> <li>• Allow learners to read inside or outside the classroom.</li> </ul> <p><b>Group Guided Reading: Groups 4 and 5</b></p> <ul style="list-style-type: none"> <li>• Listen to each learner read 2 pages from the reader, <i>It's My Fruit</i> pp. 2–13.</li> <li>• Ask learners any question that is relevant to the pages that they read.</li> <li>• 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.</li> <li>• Use the words read as part of the 40–50 words that you need to assess individual learners on for the checklist. Each time learners read you can use the words read as part of the total they must be able to read.</li> <li>• Informally assess learners and make notes.</li> <li>• Reflect on the lesson.</li> </ul>					
Whole class	1	2	3	4	5

# WEEK 6

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<b>TOTAL TIME</b>	3 hours
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<b>DAY 1</b>	
<b>ACTIVITY 1</b>	<b>LISTENING AND SPEAKING: ASSESSMENT GROUP 2</b> This assessment activity can be found in the planner and tracker

## DAY 2

ACTIVITY 1	PHONICS
TIME	30 minutes
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> <li>Recognises common consonant digraphs at the beginning and end of words</li> </ul>
RESOURCES	<ul style="list-style-type: none"> <li>Flashcards of sounds: <b>sh, ch</b></li> <li>Pictures/objects: <b>ship, shop, shut, shed, shot, flush, fish, crash, splash, brush, chip, chop, chat, chest, chin, bunch, lunch, bench, pinch, much</b></li> <li>Homework books</li> </ul>

### ACTIVITY DESCRIPTION

**Focus of lesson:** Recognises *sh* and *ch* at the beginning and end of words.

- Settle the class so that you have their attention.
- Say the sound **sh** a few times and get learners to repeat it.
- Show learners the flashcard of the sound and repeat it a few times.
- Ask the learners to read the sound.
- Show the learners the pictures or real objects that use the sound at the beginning of the word and ask learners to name these items: **ship, shop, shut, shed, shot**.
- Follow the same procedure for **sh** at the end of the word. Words that end with **sh** include **splash, crash, flush, fish, brush**.
- Write these words on the board: **ship, shop, shut, flush, crash, brush, fish, rash**.
- Break the words into their sounds with the learners: **sh-i-p, sh-o-p, sh-u-t, f-l-u-sh, c-r-a-sh, b-r-u-sh, f-i-sh, r-a-sh**. This must be done orally. Don't write these words with dashes on the board.
- Say the sound **ch** a few times and get learners to repeat it.
- Show learners the flashcard of the sound and repeat it a few times.
- Ask the learners to read the sound.
- Show the learners the pictures or real objects that use the sound at the beginning of the word and ask learners to name these items: **chip, chop, chat, chest, chin**.
- Follow the same procedure for **ch** at the end of the word. Words that end with **ch** include **bunch, lunch, bench, pinch, much**.
- Write these words on the board: **chip, chop, chat, chest, chin, bunch, lunch, pinch, bench, much**.
- Break the words into their sounds with the learners: **ch-i-p, ch-o-p, ch-a-t, ch-e-s-t, ch-i-n, b-u-n-ch, l-u-n-ch, p-i-n-ch, b-e-n-ch, m-u-ch**. This must be done orally. Don't write these words with dashes on the board.
- Learners should write ten words (**ship, shut, fish, crash, brush, chop, chest, lunch, much, bench**) into their homework books. They could also paste the list into their books.
- Explain the homework to the learners and make sure that they understand what to do: learners learn the words for homework.
- The learners can use the following method to help them learn their weekly words:
  - **Look** at the word, e.g. fat
  - **Sound out** the word, e.g. f-a-t
  - **Cover** the word with one hand
  - **Write** the word, e.g. fat
- Check** the word that they have written to see if they have spelt it correctly
- If it is incorrect **start the process** again until they write the word correctly.
- Use this process when learning all words.
- Reflect on the lesson.

### HOMEWORK

- Learners learn to spell ten words (**ship, shut, fish, crash, brush, chop, chest, lunch, much, bench**).

### DAY 3

ACTIVITY 1	<b>LISTENING AND SPEAKING: ASSESSMENT GROUP 3</b> This assessment activity can be found in the planner and tracker
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ACTIVITY 2	<b>READING: ASSESSMENT GROUP 1</b> This assessment activity can be found in the planner and tracker
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### DAY 4

ACTIVITY 1	<b>WRITING: ASSESSMENT WHOLE CLASS</b> This assessment activity can be found in the planner and tracker
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### DAY 5

ACTIVITY 1	<b>READING: ASSESSMENT GROUP 2</b> This assessment activity can be found in the planner and tracker
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# WEEK 7

<b>TOTAL TIME</b>	3 hours
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DAY 1	
<b>ACTIVITY 1</b>	<b>LISTENING AND SPEAKING: ASSESSMENT GROUP 4</b> This assessment activity can be found in the planner and tracker

DAY 2	
<b>ACTIVITY 1</b>	<b>PHONICS: SPELLING TEST</b>
<b>TIME</b>	30 minutes
<b>CONTENT/CONCEPTS/ SKILLS</b>	<ul style="list-style-type: none"> <li>Revises <b>th, ch, sh</b> sounds</li> <li>Builds and sounds out words using sounds learnt</li> </ul>
<b>RESOURCES</b>	<ul style="list-style-type: none"> <li>Assessment books</li> <li>Pencils</li> </ul>

ACTIVITY DESCRIPTION	
<p><b>Focus of the lesson:</b> Assesses the spelling words.</p> <ul style="list-style-type: none"> <li>Prepare the learners for the spelling test. They should be sitting quietly, with their assessment books and pencils in front of them.</li> <li>Tell the learners to write the heading <i>Spelling test</i> and the date at the top of the page. Show them how to do this.</li> <li>Say: <b>Fold the page in half, numbers 1–5 in the margin and 6–10 down the middle of the page.</b> Show them how to do this.</li> <li>Clearly call out the number <b>1</b> and then the first spelling word.</li> <li>Learners must neatly write the word next to number 1. If they don't know how to write the word, they must put a dash next to the number.</li> <li>Tell the learners that you are going to dictate 1 sentence to them and they must write this sentence. Dictate this sentence: <i>This fish is on the ship.</i></li> <li>Throughout the test, learners must work in silence and must not look at other learners' work.</li> <li>At the end of the test, write the words and the sentence on the board and the learners can mark their own work. They must write the correct word next to any words they get wrong and rewrite the sentence if they left out the capital letter or full stop. Collect the learners' writing books and make a note of those learners who get more than three errors.</li> </ul>	

Spelling test		Date
1. with	6. crash	
2. shut	7. lunch	
3. thin	8. cloth	
4. sixth	9. them	
5. much	10. brush	

### DAY 3

ACTIVITY 1	LISTENING AND SPEAKING: ASSESSMENT GROUP 5 This assessment activity can be found in the planner and tracker
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ACTIVITY 2	READING: ASSESSMENT GROUP 3 This assessment activity can be found in the planner and tracker
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### DAY 4

ACTIVITY 1	WRITING
TIME	30 minutes
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> <li>• Writes sentences using words containing the phonic sounds and common sight words</li> <li>• Uses some nouns and pronouns in writing</li> <li>• Spells words correctly from memory</li> <li>• Uses punctuation already taught in the Home Language</li> <li>• Builds own word bank and personal dictionary</li> </ul>
RESOURCES	<ul style="list-style-type: none"> <li>• Phonics and Writing books</li> <li>• Pencils, crayons</li> <li>• Homework books</li> </ul>

#### ACTIVITY DESCRIPTION

**Focus of lesson: Writes sentences using words containing the phonic sounds and common sight words, uses some nouns and pronouns and correctly spells words and uses punctuation correctly.**

- Prepare the learners for the lesson. They should have their Phonics and Writing books, homework 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.**
- Show the learners the words in their homework books and on their reading sheets. Tell them they can use these words in their sentences.
- Write one sentence on the board that contains phonic words and sight words they have learnt to show the learners what to do.
- You could write the following sentences: **I ran to get fruit.**
- Learners must write four sentences of their own, using words from homework books and any words containing the phonic sounds they have been taught.
- Remind the learners to use punctuation, i.e. capital letters and full stops.
- Walk around and help when necessary.
- Read a few of the learners' sentences to the class.
- Reflect on the lesson.

### DAY 5

ACTIVITY 1	READING: ASSESSMENT GROUP 4 This assessment activity can be found in the planner and tracker
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# WEEK 8

TOTAL TIME	3 hours
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## DAY 1

ACTIVITY 1	LISTENING AND SPEAKING
TIME	30 minutes
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> <li>Begins to develop understanding and ability to use simple language structures in the context of meaningful spoken language</li> <li>Continues to develop an oral vocabulary (listening and speaking) using themes or topics</li> <li>Understands and responds to simple questions</li> </ul>
RESOURCES	<ul style="list-style-type: none"> <li>Poster (<i>The Hospital</i>)</li> </ul>

### ACTIVITY DESCRIPTION

**Focus of the lesson:** Learns the present tense, adjectives and vocabulary.

- Brief greetings.
- Prepare the learners for the lesson. They must be sitting facing the poster, *The Hospital*. They must all be able to see the poster.
- Ask: **What can you see in the poster?**
- Any learner can answer whatever they see. They give a simple recount of what they can see.
- Point to the picture of the boy who has a sore neck and say: **Tall and sore**. Point to a tall boy or girl in your class and say: **Tall**. Explain that sore is when you are hurt.
- Point to the picture of the tall boy with the sore neck and ask: **Is the boy tall or short? What is wrong with his neck?**
- The learners answer: **Tall and his neck is sore**.
- Teach the learners the words **bandages** and **full trolley**.
- Say: **The tall boy has a sore neck** and point to the poster showing the boy with the sore neck.
- Repeat: **The tall boy has a sore neck** and point to the poster showing the boy with the sore neck.
- Ask: **Who has a sore neck?**
- Answer with the learners: **The tall boy has a sore neck**.
- Ask: **Who has a sore neck?**
- All or some of the learners answer: **The tall boy has a sore neck**.
- Ask the same question for a third time.
- Select a few learners to answer the question.
- Repeat the same procedure for Question 2: **What does the tall boy have?**
- Repeat the procedure for all the sentences below.
- Reflect on the lesson.

Sentence	Question 1	Question 2
The tall boy has a sore neck.	Who has a sore neck? <i>The tall boy has a sore neck.</i>	What does the tall boy have? <i>The tall boy has a sore neck.</i>
The man has a bandage on his head.	Who has a bandage on his head? <i>The man has a bandage on his head.</i>	What does the man have on his head? <i>The man has a bandage on his head.</i>
The mother looks at the two babies.	Who looks at the two babies? <i>The mother looks at the two babies.</i>	What does the mother do? <i>The mother looks at the two babies.</i>
The man pushes the full trolley.	Who pushes the full trolley? <i>The man pushes the full trolley.</i>	What does the man do? <i>The man pushes the full trolley.</i>

## 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: SHARED READING

#### TIME

30 minutes

#### CONTENT/CONCEPTS/ SKILLS

- Listens to short stories, recounts or non-fiction texts
- Answers simple literal questions about the text with short answers
- Names some of the things in the picture in response to questions from the teacher

#### RESOURCES

- DBE workbook p. 26

#### ACTIVITY DESCRIPTION

**Focus of lesson:** Listens to the story, answers questions and names some things in the pictures.

- Prepare the learners for the lesson. They should sit at their desks with their DBE workbooks open to p. 26.
- Read the story and point to the picture after each sentence, e.g. **Tim caught a small fish.** Point to the picture where Tim caught a small fish. Get all the learners to point to this picture.
- Continue this process for all the sentences.
- Repeat the story in the same way.
- Ask individual learners the following questions:
  - **What do the children want to catch?** (They want to catch fish.)
  - **What did Ann play with?** (Ann played with a frog.)
  - **What did Nomsa catch?** (Nomsa caught a small fish.)
  - **Could they eat her fish for lunch?** (No, it was too small.)
- Ask different learners to point to the following objects:
  - fishing rod
  - fish
  - frog
  - duck
  - dog
  - cat.
- Reflect on the lesson.

### ACTIVITY 2

#### READING: ASSESSMENT GROUP 5

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"><li>• Completes sentences by filling in missing words</li></ul>
RESOURCES	<ul style="list-style-type: none"><li>• Phonics and Writing books</li><li>• Pencils, crayons</li></ul>

### ACTIVITY DESCRIPTION

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

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

pen cup drinks went thin

- I drank from the \_\_\_\_\_.
- My \_\_\_\_\_ is blue.
- We \_\_\_\_\_ to get fruit.
- The \_\_\_\_\_ man runs.
- A dog \_\_\_\_\_ the milk.
- 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.
- 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.
- Learners who finish early can read their sentences to a partner.
- Walk around and help when necessary.
- Reflect on the lesson.

## DAY 5

DAY 5					
ACTIVITY 1	GROUP GUIDED READING AND PAIRED/INDEPENDENT READING				
TIME	30 minutes				
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> <li>Reads aloud from own book in a Group Guided Reading group with the teacher</li> <li>Uses the reading strategies taught in Home Language to make sense and to monitor self when reading</li> <li>Reads with increasing fluency and expression</li> <li>Shows an understanding of punctuation when reading aloud</li> <li>Continues to build a sight word vocabulary</li> <li>Reads independently books read in GGR sessions and simple caption books and picture books</li> </ul>				
RESOURCES	<ul style="list-style-type: none"> <li>GGR (<i>It's My Fruit</i> and <i>Buttons</i>)</li> <li>Paired/Independent Reading – own book or class book or GGR book already read</li> </ul>				
ACTIVITY DESCRIPTION					
<p><b>Focus of lesson:</b> Individuals from the group read pages in a book; rest of the class does Paired/Independent reading.</p> <p><b>Paired/Independent Reading: Whole class</b></p> <ul style="list-style-type: none"> <li>Organise learners for Paired or Independent Reading.</li> <li>Hand out the books.</li> <li>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.</li> <li>Allow learners to read inside or outside the classroom.</li> </ul> <p><b>Group Guided Reading: Groups 1 and 2</b></p> <ul style="list-style-type: none"> <li>Listen to each learner read 2 pages from the reader, <i>It's My Fruit</i> or <i>Buttons</i>.</li> <li>Ask learners any question that is relevant to the pages that they read.</li> <li>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.</li> <li>Use the words read as part of the 40–50 words that you need to assess individual learners on for the checklist. Each time learners read you can use the words read as part of the total they must be able to read.</li> <li>Informally assess learners and make notes.</li> <li>Reflect on the lesson.</li> </ul>					
Whole class	1	2	3	4	5

# WEEK 9

<b>TOTAL TIME</b>	3 hours
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## DAY 1

<b>ACTIVITY 1</b>	<b>LISTENING AND SPEAKING</b>
<b>TIME</b>	30 minutes
<b>CONTENT/CONCEPTS/ SKILLS</b>	<ul style="list-style-type: none"> <li>Begins to develop understanding and ability to use simple language structures in the context of meaningful spoken language</li> <li>Continues to develop an oral vocabulary (listening and speaking) using themes or topics</li> <li>Understands and responds to simple questions</li> </ul>
<b>RESOURCES</b>	<ul style="list-style-type: none"> <li>Poster (<i>The Hospital</i>)</li> </ul>

### ACTIVITY DESCRIPTION

**Focus of the lesson:** Learns the past tense, adjectives and vocabulary.

- Brief greetings.
- Prepare the learners for the lesson. They must be sitting facing the poster, *The Hospital*. They must all be able to see the poster.
- Ask: **What can you see in the poster?**
- Any learner can answer whatever they see. They give a simple recount of what they can see.
- Point to the picture of the patient and say: **Patient**. Explain that someone who is sick and in hospital is called a patient.
- Point to the picture of the patient and ask: **What is he called?**
- The learners answer: **Patient**.
- Teach the learners the words **form, broken** and **parents**.
- Say: **The patient filled the form in** and point to the poster showing the patient filling the form in.
- Repeat: **The patient filled the form in** and point to the poster showing the patient filling the form in.
- Ask: **Who filled the form in?**
- Answer with the learners: **The patient filled the form in.**
- Ask: **Who filled the form in?**
- All or some of the learners answer: **The patient filled the form in.**
- Ask the same question for a third time.
- Select a few learners to answer the question.
- Repeat the same procedure for Question 2: **What did the patient do?**
- Repeat procedure for all the sentences below.
- Reflect on the lesson.

Sentence	Question 1	Question 2
The patient filled the form in.	Who filled the form in? <i>The patient filled the form in.</i>	What did the patient fill in? <i>The patient filled the form in.</i>
The man swept the dirty floor.	Who swept the dirty floor? <i>The man swept the dirty floor.</i>	What did the man sweep? <i>The man swept the dirty floor.</i>
The boy talked to his parents.	Who talked to his parents? <i>The boy talked to his parents.</i>	What did the boy do? <i>The boy talked to his parents.</i>
The boy had a broken leg.	Who had a broken leg? <i>The boy had a broken leg.</i>	What did the boy have? <i>The boy had a broken leg.</i>
The doctors looked at the x-rays.	Who looked at the x-rays? <i>The doctors looked at the x-rays.</i>	What did the doctors do? <i>The doctors looked at the x-rays.</i>

## DAY 2

<b>ACTIVITY 1</b>	<b>PHONICS</b>
<b>TIME</b>	30 minutes
<b>CONTENT/CONCEPTS/ SKILLS</b>	<ul style="list-style-type: none"> <li>Recognises common consonant digraphs at the beginning and end of words</li> </ul>
<b>RESOURCES</b>	<ul style="list-style-type: none"> <li>Flashcards of sounds: <b>ng, qu</b></li> <li>Pictures/objects: <b>long, song, lung, king, swing, flung, quick, quack, quench, quilt</b></li> <li>Homework books</li> </ul>

### ACTIVITY DESCRIPTION

**Focus of lesson: Recognises the ng and qu in words.**

- Settle the class so that you have their attention.
- Say the sound **ng** 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 the learners the pictures or real objects that use the sound at the end of the word and ask learners to name these items: **long, song, lung, king, swing, flung**.
- Follow the same procedure for **qu** at the beginning of the word. Words that begin with **qu** include: **quick, quack, quench, quilt**.
- Write these words on the board: **long, song, quick, quack, lung, king, swing, flung, quench, quilt**.
- Break the words into their sounds with the learners: **l-o-ng, s-o-ng, qu-i-ck, qu-a-ck, l-u-ng, k-i-ng, s-w-i-ng, f-l-u-ng, qu-e-n-ch, qu-i-l-t**. This must be done orally. Don't write these words with dashes on the board.
- Ask individual learners to break the words down into their sounds: **l-o-ng, s-o-ng, qu-i-ck, qu-a-ck, l-u-ng, k-i-ng, s-w-i-ng, f-l-u-ng, qu-e-n-ch, qu-i-l-t**. This must be done orally. Don't write these words with dashes on the board.
- Learners write down ten words (**long, song, quick, quack, lung, king, swing, flung, quench, quilt**) or paste the list into their homework books.
- Explain the homework to the learners and make sure that they understand what to do: learners learn the words for homework.
- Reflect on the lesson.

### HOMEWORK

- Learners learn to spell ten words (**long, song, quick, quack, lung, king, swing, flung, quench, quilt**).

## DAY 3

ACTIVITY 1	LISTENING AND SPEAKING: SHARED READING
TIME	30 minutes
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> <li>• Listens to short stories, recounts or non-fiction texts told or read from a big book or illustrated poster</li> <li>• Answers simple literal questions about the text with short answers</li> <li>• Names some of the things in the picture in response to questions from the teacher</li> </ul>
RESOURCES	<ul style="list-style-type: none"> <li>• Reader (<i>Insects</i>)</li> </ul>

### ACTIVITY DESCRIPTION

**Focus of lesson:** Listens to stories, answers simple questions and names some of the things in the picture.

- Brief greetings.
- Settle the learners. They should all be able to see the reader, *Insects*.
- Show the learners the cover of the book.
- Ask: **What can you see?** (A bee and flowers.)
- Read the word **insects** pointing to the word.
- Read pp. 2–17.
- Ask the learners the following questions. Encourage the learners to answer in full sentences:
  - Page 2 – **What is this?** (It is a fly.)
  - Page 4 – **How many legs does the bee have?** (The bee has six legs.) **What do we call something that has six legs?** (We call it an insect.)
  - Page 6 – **What is this insect called?** (It's a dragonfly.)
  - Page 8 – **What is this insect called?** (It's a ladybird.)
  - Page 10 – **What is this insect called?** (It's a butterfly.)
  - Page 16 – **What is this called?** (This is called a spider.) **How many legs does a spider have?** (A spider has 8 legs.) **Is it an insect?** (No, it is not an insect.)
- 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"> <li>• Continues to build a sight word vocabulary</li> </ul>
RESOURCES	<ul style="list-style-type: none"> <li>• Reader (<i>Insects</i>)</li> <li>• Flashcard words: <b>fly, insect, bee, dragonfly, ladybird, butterfly, cricket, spider, eight</b></li> <li>• Homework books with reading sheets</li> </ul>

ACTIVITY DESCRIPTION
<p><b>Focus of lesson: Learns look-and-say words.</b></p> <ul style="list-style-type: none"> <li>• Settle the learners so that you have their attention.</li> <li>• Hold up one flashcard at a time and clearly say the word twice, while learners look and listen.</li> <li>• 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.</li> <li>• Learners now read the word – you can ask the whole class, different groups of learners or individual learners to read the word.</li> <li>• Introduce the next word in exactly the same manner.</li> <li>• Flash between the two words, asking different learners to read the words.</li> <li>• Continue in the same way until all the words for the lesson have been covered.</li> <li>• Tell the learners to take out their reading sheets or to open their homework books at the reading sheets.</li> <li>• Learners must use one colour to tick or circle the words that they have learnt to read.</li> <li>• Explain the homework to the learners and make sure that they understand what to do: they must practise reading these words aloud to someone at home or in their community.</li> <li>• Reflect on the lesson.</li> </ul>

ACTIVITY 3	GROUP GUIDED READING
<b>TIME</b>	15 minutes
<b>CONTENT/CONCEPTS/ SKILLS</b>	<ul style="list-style-type: none"> <li>• Reads aloud from own book in a Group Guided Reading group with the teacher</li> <li>• Uses the reading strategies taught in Home Language to make sense and to monitor self when reading</li> <li>• Reads with increasing fluency and expression</li> <li>• Shows an understanding of punctuation when reading aloud</li> <li>• Continues to build a sight word vocabulary</li> </ul>
<b>RESOURCES</b>	<ul style="list-style-type: none"> <li>• GGR (<i>Insects</i>)</li> <li>• DBE workbook p. 13</li> <li>• Pencils, crayons</li> </ul>

**ACTIVITY DESCRIPTION**

**Focus of lesson: Individuals from the group read pages in a book; rest of the class join letters to make words.**

**Whole class**

- Ask the learners to turn to p. 13 in DBE workbooks and join the letters to make words.

**Group Guided Reading: Group 3**

- Listen to each learner read one page from the reader, *Insects* pp. 2–10.
- Ask learners the oral comprehension questions: **What insect is this?** (It is a fly, bee, dragonfly, ladybird and butterfly.) **How many legs do insects have?** (They have six legs.)
- 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.
- Use the words read as part of the 40–50 words that you need to assess individual learners on for the checklist. Each time learners read you can use the words read as part of the total they must be able to read.
- Informally assess learners and make notes.
- Reflect on the lesson.

<b>Whole class</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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**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"><li>Writes a caption for a picture</li><li>Spells words correctly from memory</li><li>Builds own word bank and personal dictionary</li></ul>
RESOURCES	<ul style="list-style-type: none"><li>Phonics and Writing books</li><li>Pencils, crayons</li></ul>
<b>ACTIVITY DESCRIPTION</b>	
<p><b>Focus of lesson: Writes a caption for a drawing and spells words correctly.</b></p> <ul style="list-style-type: none"><li>Prepare the learners for the lesson. They should have their writing books, crayons and pencils on their desks.</li><li>Tell the learners to draw a picture of a dog and write a sentence next to the drawing. The sentence must say what the dog is doing or what it looks like.</li><li>Tell the learners that if they don't know how to spell a word they can bring their personal dictionaries to you.</li><li>Walk around and help when necessary.</li><li>Explain the homework to the learners and make sure that they understand what to do: they must practise reading these words aloud to someone at home or in their community.</li><li>Reflect on the lesson.</li></ul>	
<b>HOMEWORK</b>	
<ul style="list-style-type: none"><li>Reading sheets: learners must practise reading words aloud to someone at home or in the community.</li></ul>	

## DAY 5

ACTIVITY 1	GROUP GUIDED READING AND PAIRED/INDEPENDENT READING				
<b>TIME</b>	30 minutes				
<b>CONTENT/CONCEPTS SKILLS</b>	<ul style="list-style-type: none"> <li>• Reads aloud from own book in a Group Guided Reading group with the teacher</li> <li>• Uses the reading strategies taught in Home Language to make sense and to monitor self when reading</li> <li>• Reads with increasing fluency and expression</li> <li>• Shows an understanding of punctuation when reading aloud</li> <li>• Continues to build a sight word vocabulary</li> <li>• Reads independently books read in GGR sessions and simple caption books and picture books</li> </ul>				
<b>RESOURCES</b>	<ul style="list-style-type: none"> <li>• GGR (<i>Insects</i> pp. 2–13)</li> <li>• Paired/Independent Reading – own book or class book or GGR book already read</li> </ul>				
<b>ACTIVITY DESCRIPTION</b>					
<p><b>Focus of lesson:</b> Individuals from the group read pages in a book; rest of the class does Paired/Independent reading.</p> <p><b>Paired/Independent Reading: Whole class</b></p> <ul style="list-style-type: none"> <li>• Organise learners for Paired or Independent Reading.</li> <li>• Hand out the books.</li> <li>• 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.</li> <li>• Allow learners to read inside or outside the classroom.</li> </ul> <p><b>Group Guided Reading: Groups 4 and 5</b></p> <ul style="list-style-type: none"> <li>• Listen to each learner read one page from the reader, <i>Insects</i> pp. 2–10.</li> <li>• Ask learners the oral comprehension questions: <b>What insect is this?</b> (It is a fly, bee, dragonfly, ladybird and butterfly.) <b>How many legs do insects have?</b> (They have six legs.)</li> <li>• 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.</li> <li>• Use the words read as part of the 40–50 words that you need to assess individual learners on for the checklist. Each time learners read you can use the words read as part of the total they must be able to read.</li> <li>• Informally assess learners and make notes.</li> <li>• Reflect on the lesson.</li> </ul>					
<b>Whole class</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

# WEEK 10

<b>TOTAL TIME</b>	3 hours
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## DAY 1

<b>ACTIVITY 1</b>	<b>LISTENING AND SPEAKING</b>
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<b>TIME</b>	30 minutes
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<b>CONTENT/CONCEPTS/ SKILLS</b>	<ul style="list-style-type: none"> <li>Begins to develop understanding and ability to use simple language structures in the context of meaningful spoken language</li> <li>Continues to develop an oral vocabulary (listening and speaking) using themes or topics</li> <li>Understands and responds to simple questions</li> </ul>
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<b>RESOURCES</b>	<ul style="list-style-type: none"> <li>Posters (<i>The Hospital</i> and <i>The Zoo</i>)</li> </ul>
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### ACTIVITY DESCRIPTION

**Focus of lesson:** Revises some of the Term 3 language structures.  
**See Methodology Guidelines: Poster Work**

- Reflect on the lesson.

Sentence	Question 1	Question 2
The man swept the dirty floor.	Who swept the dirty floor? <i>The man swept the dirty floor.</i>	What did the man sweep? <i>The man swept the dirty floor.</i>
The boy talked to his parents.	Who talked to his parents? <i>The boy talked to his parents.</i>	What did the boy do? <i>The boy talked to his parents.</i>
The boy had a broken leg.	Who had a broken leg? <i>The boy had a broken leg.</i>	What did the boy have? <i>The boy had a broken leg.</i>
The man has a bandage on his head.	Who has a bandage on his head? <i>The man has a bandage on his head.</i>	What does the man have on his head? <i>The man has a bandage on his head.</i>
The mother looks at the two babies.	Who looks at the two babies? <i>The mother looks at the two babies.</i>	What does the mother do? <i>The mother looks at the two babies.</i>
The happy boy rides the horse fast.	What does the happy boy do? <i>The happy boy rides the horse fast.</i>	Who rides the horse fast? <i>The happy boy rides the horse fast.</i>
They sit on the grey elephant's back.	What do they do? <i>They sit on the grey elephant's back.</i>	Who sits on the grey elephant's back? <i>They sit on the grey elephant's back.</i>
The hungry lions stand.	What do the hungry lions do? <i>The hungry lions stand.</i>	What stands? <i>The hungry lions stand.</i>

## DAY 2

DAY 2	
ACTIVITY 1	PHONICS: ASSESSMENT FEEDBACK AND SUPPORT
TIME	30 minutes
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"><li>Spelling: Word list of 10 words and 1–2 sentences dictation</li></ul>
RESOURCES	<ul style="list-style-type: none"><li>Assessment books</li><li>Pencils</li></ul>
<b>ACTIVITY DESCRIPTION</b>	
<p><b>Focus of lesson: Learns from mistakes made in assessment.</b></p> <ul style="list-style-type: none"><li>Settle the learners. Learners must have their assessment books and pencils on their desks.</li><li>Write the date and number 1–10 next to the margin on the board.</li><li>Write each spelling word on the board. Break the word into its sounds and ask the learners to break each word into its sounds.</li><li>Learners must write the correct word next to any word that they spelt incorrectly.</li><li>Write the two dictated sentences on the board.</li><li>Read each word with the learners.</li><li>Learners rewrite the sentences if they made any mistake in the sentences.</li><li>Reflect on the lesson.</li></ul>	

## DAY 3

DAY 3	
ACTIVITY 1	SHARED READING
TIME	30 minutes
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"><li>Listens to short stories, recounts or non-fiction texts told or read from a reader or illustrated poster</li><li>Acts out the story using some of the dialogue</li></ul>
RESOURCES	<ul style="list-style-type: none"><li>DBE workbook p. 18</li></ul>
<b>ACTIVITY DESCRIPTION</b>	
<p><b>Focus of lesson: Listens to the story and acts out the story using some dialogue.</b></p> <ul style="list-style-type: none"><li>Settle the learners. They should have their DBE workbooks open to p. 18.</li><li>Read p. 18 with the learners.</li><li>Ask a learner to tell the class what happened in the story.</li><li>Put the learners in groups of three learners. They should act out the story, saying what they are doing as they do it.</li><li>Walk around and help when necessary.</li><li>Reflect on the lesson.</li></ul>	

ACTIVITY 2		GROUP GUIDED READING AND PAIRED/INDEPENDENT READING				
TIME	30 minutes					
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> <li>• Reads aloud from own book in a Group Guided Reading group with the teacher</li> <li>• Uses the reading strategies taught in Home Language to make sense and to monitor self when reading</li> <li>• Reads with increasing fluency and expression</li> <li>• Shows an understanding of punctuation when reading aloud</li> <li>• Continues to build a sight word vocabulary</li> <li>• Reads independently books read in GGR sessions and simple caption books and picture books</li> </ul>					
RESOURCES	<ul style="list-style-type: none"> <li>• GGR (<i>Insects</i> pp. 2–17)</li> <li>• Paired/Independent Reading – own book or class book or GGR book already read</li> </ul>					
ACTIVITY DESCRIPTION						
<p><b>Focus of lesson:</b> Individuals from the group read pages in a book; rest of the class does Paired/Independent reading.</p> <p><b>Paired/Independent Reading: Whole class</b></p> <ul style="list-style-type: none"> <li>• Organise learners for Paired or Independent reading.</li> <li>• Hand out the books.</li> <li>• 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.</li> <li>• Allow learners to read inside or outside the classroom.</li> </ul> <p><b>Group Guided Reading: Groups 1 and 2</b></p> <ul style="list-style-type: none"> <li>• Listen to each learner read one page from the reader, <i>Insects</i> pp. 2–17.</li> <li>• Ask learners the oral comprehension questions: <b>What insect is this?</b> (It is a fly, bee, dragonfly, ladybird, butterfly, cricket, and ant.) <b>How many legs do insects have?</b> (They have six legs.) <b>How many legs does a spider have?</b> (A spider has 8 legs.) <b>Is a spider an insect? Why? Why not?</b> (No, an insect has 6 legs.)</li> <li>• 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.</li> <li>• Informally assess learners and make notes.</li> <li>• Reflect on the lesson.</li> </ul>						
Whole class	1	2	3	4	5	

## DAY 4

DAY 4	
ACTIVITY 1	WRITING
TIME	30 minutes
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> <li>• Writes sentences using a frame</li> </ul>
RESOURCES	<ul style="list-style-type: none"> <li>• Phonics and Writing books</li> <li>• Crayons, pencils</li> </ul>
ACTIVITY DESCRIPTION	
<p><b>Focus of lesson: Writes sentences using a frame.</b></p> <p><u>Before the lesson:</u> Write the following on the board:</p> <ul style="list-style-type: none"> <li>– The doctor</li> <li>– The nurse helps</li> <li>– The man</li> <li>– The girl</li> <li>– The boy</li> </ul> <ul style="list-style-type: none"> <li>• Settle the learners. They should have their Phonics and Writing books, crayons and pencils on their desks and be able to see the poster, <i>The Hospital</i>.</li> <li>• Tell the learners that they must copy the words into their books and finish the sentences, e.g. <b>The doctor talks</b> or <b>The doctor is a man</b>. Write these sentences on the board so that the learners can see what they should do. Then erase them so that they don't copy your sentences.</li> <li>• When they are finished the five sentences they can draw pictures about what they have written. They can also read their sentences to each other.</li> <li>• Remind the learners to use punctuation, i.e. capital letters and full stops.</li> <li>• Walk around and help when necessary.</li> <li>• Reflect on the lesson.</li> </ul>	

## DAY 5

ACTIVITY 1	GROUP GUIDED READING AND PAIRED/INDEPENDENT READING				
TIME	30 minutes				
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> <li>• Reads aloud from own book in a Group Guided Reading group with the teacher</li> <li>• Uses the reading strategies taught in Home Language to make sense and to monitor self when reading</li> <li>• Reads with increasing fluency and expression</li> <li>• Shows an understanding of punctuation when reading aloud</li> <li>• Continues to build a sight word vocabulary</li> <li>• Reads independently books read in GGR sessions and simple caption books and picture books</li> </ul>				
RESOURCES	<ul style="list-style-type: none"> <li>• GGR: <i>Insects</i> pp. 2–17</li> <li>• Paired/Independent Reading – own book or class book or GGR book already read</li> </ul>				
ACTIVITY DESCRIPTION					
<p><b>Focus of lesson:</b> Individuals from the group read pages in a book; rest of the class does Paired/Independent reading.</p> <p><b>Paired/Independent Reading: Whole class</b></p> <ul style="list-style-type: none"> <li>• Organise learners for Paired or Independent reading.</li> <li>• Hand out the books.</li> <li>• 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.</li> <li>• Allow learners to read inside or outside the classroom.</li> </ul> <p><b>Group Guided Reading: Groups 3 and 4</b></p> <ul style="list-style-type: none"> <li>• Listen to each learner read one page from the reader, <i>Insects</i> pp. 2–17.</li> <li>• Ask learners the oral comprehension questions: <b>What insect is this?</b> (It is a fly, bee, dragonfly, ladybird, butterfly, cricket, and ant.) <b>How many legs do insects have?</b> (They have six legs.) <b>How many legs does a spider have?</b> (A spider has 8 legs.) <b>Is a spider an insect? Why? Why not?</b> (No, an insect has 6 legs.)</li> <li>• 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.</li> <li>• Informally assess learners and make notes.</li> <li>• Reflect on the lesson.</li> </ul>					
Whole class	1	2	3	4	5

# E. SENTENCES TO EXPLAIN PHONIC WORDS

Phonic words	Sentences to explain words
<b>Week 2 and 3</b>	
sat	I sat on my chair.
bat	Two meanings for bat: We hit the ball with a bat. A bat is a small animal that flies quietly at night.
rat	A rat is a small animal with a pointy face and a long tail.
fat	If we eat too much we get fat.
cat	A cat is a small furry animal that some people keep as a pet.
mat	I sit on a mat outside.
hit	The boy hit the ball with his bat.
sit	The boys sit on the chairs.
bit	The dog bit the man.
lit	Mom lit the candle so that we could see.
pot	My mom cooks pap in a pot.
lot	I have a lot of sweets. This means I have many sweets.
cot	A baby sleeps in a cot.
not	You must not write on walls.
bed	I sleep in a bed.
red	Red is the colour at the top of the South African flag.
fed	The boy fed the cat food.
cut	She used a knife to cut the cake.
nut	I like to eat a nut.
dot	A dot is a small round circle.

Phonic words	Sentences to explain words
<b>Week 4</b>	
big	We read big books.
dig	They dig in the sand with a spade.
fig	A fig is a sweet, small fruit.
pig	The pig lives on the farm.
wig	A person who does not have hair can wear a wig.
but	I am sick but I go to school.
hut	I live in a hut, a small house.
bad	The woman said that the naughty girl was bad.
sad	The girl was sad when her granny died.
dad	My dad is my father.
mad	I get mad when someone takes my pencil.
pad	I use a pad of paper when I write.
<b>Week 5</b>	
thin	The woman is thin not fat.
that	That boy runs fast.
then	Then we went home.
them	Come with them to our house.
this	This is the smallest girl in my class.
cloth	She wipes the dishes with a cloth.
moth	The moth flies to the leaf.
with	Come with me to school.
filth	There is dirt or filth on the carpet.
sixth	I am the sixth boy to read the book.

Phonic words	Sentences to explain words
<b>Week 6</b>	
ship	The ship sails on the sea.
shop	We buy food at the shop.
shut	Shut the door, please.
flush	I flush the toilet.
crash	The car was in a crash.
brush	They brush their hair.
fish	The fish swims in the sea.
rash	I have spots on my arm. It is called a rash.
chip	I like to eat a salt and vinegar chip or chips.
chop	They chop the wood with an axe.
chat	We chat to each other. That means we talk to each other.
chest	My chest hurts when I cough.
chin	I hurt my chin when I fell onto my face.
bunch	I like to eat a bunch of grapes.
lunch	We eat our lunch at school.
pinch	I pinch my arm with my thumb and finger.
bench	We sit on a bench outside.
much	We had too much homework and I did not finish it.
<b>Week 8</b>	
long	The string is long not short.
song	I sing a song in church.
lung	My lung helps me to breathe.
king	The king lives in KZN.
swing	The boy swings on the swing.
flung	I flung the ball at the window. This means I threw the ball at the window.
quick	Quick, let us run away.
quack	The duck quacks.
quench	When I am thirsty, I quench my thirst with water.
quilt	My granny made me a quilt to keep me warm at night.

# F. RECORD OF KEY VOCABULARY

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By the end of Term 3, the learners should know the following words:

- **Nouns**

button, buttons, farm, doll, birthday, chalk, duster, bucket, fruit, marula, fig, food, daughter, x-ray, patient, form, fishing rod, parents

*Shapes:* circle, heart, square, star

*Animals:* lion, frog, duck, duckling, swan, hen, fish, beetle, tortoise, meerkat, warthog, monkey, baboon, jackal, spider, horse

*Insects:* fly, bee, dragonfly, moth, butterfly, ladybird, cricket, ant

- **Adjectives**

grey, beautiful, ugly, hungry, dirty, broken

- **Adverbs**

slowly, quietly, quickly

- **Verbs**

work, wave, colour, talk, look, walk, wash, eat, said, ride, run away, fill in

- **Prepositions**

at, to

- **Phonic words**

All phonic words given in list in Section E with sentences to explain them

# G. PRINTABLE RESOURCES

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## 1. FLASHCARD TEMPLATES: Phonic letters/sounds

---

th

sh

ch

ng

qu

## 2. FLASHCARD TEMPLATES: Look-and-say words

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**All**

**my**

**buttons**

**circles**

**of**

**them**

**hearts**

**squares**

**orange**

**stars**

**marula**

**fruit**

**ripe**

**ready**

**It's**

**said**

**beetle**

**tortoise**

**meerkat**

**warthog**

**monkey**

**baboon**

jackal

elephant

**Sorry**

**our**

**birds**

**that**

**fly**

**insect**

bee

dragonfly

**ladybird**

**butterfly**

**cricket**

**spider**

eight

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

Reading sheet: Homework look-and-say words		
Grade: 2	Term: 3	EFAL <i>Buttons, It's My Fruit, Insects</i>
Read from left to right →		
All	my	buttons
circles	of	them
hearts	squares	orange
stars	marula	fruit
ripe	ready	It's
said	beetle	tortoise
meerkat	warthog	monkey
baboon	jackal	elephant
Sorry	our	birds
that	fly	insect
bee	dragonfly	ladybird
butterfly	cricket	spider
eight		

## 4. PHONIC SHEET: Homework words

Grade 2 Term 3 Homework words							
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 8	
cook	sit	cat	big	thin	ship	long	
walk	hit	fed	but	that	shut	song	
look	bit	pot	bad	then	fish	quick	
touch	bat	mat	dig	them	crash	quack	
	sat	red	hut	this	brush	lung	
	cat	cot	sad	cloth	chop	king	
	not	fat	cut	moth	chest	swing	
	pot	bed	wig	with	lunch	flung	
	lot	dot	nut	filth	munch	quench	
		sat	pad	sixth	bench	quilt	
		led	pig				
		hot	mad				

## 5. LINE DRAWING OF THE POSTER: *The Zoo*



## 5. LINE DRAWING OF THE POSTER: *The Hospital*









**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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