





**GRADE 2**

# **English First Additional Language**

Teacher Toolkit:  
CAPS Aligned Lesson Plans  
and Resources

**TERM 4**

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The Programme to Improve Learning Outcomes (PILO)  
The Shed, The Pines, 9 Gordon Hill Road, Parktown, 2193  
Tel: + 27 10 880 2431  
Email: admin@pilo.co.za

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The National Education Collaboration Trust  
Ground Floor, Block D, Lakefield Office Park, 272 West Avenue, Centurion, 0163  
Tel: +27 12 752 6200  
Email: info@nect.org.za  
Web: www.nect.org.za

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# A. ABOUT THE LESSON PLANS

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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 nine 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 a lesson and 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 theme this term is *The Beach*.

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 4, all grades use *The Beach* poster. 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. An A4-size *The Beach* poster 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	Break down and build up words with blends – <b>cr, dr, fr, gr</b>
Week 2	Break down and build up words with blends – <b>bl, cl, sl, fl</b>
Week 3	Group words into word families
Week 4	Recognise vowel digraphs
Week 5	Assessment
Week 6	Assessment feedback and support
Week 7	Break down and build up words with blends – <b>sm, sn, sp, st</b>
Week 8	Revision
Week 9	Revision

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 fourth 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, and 7 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 4 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: *A Present for Jabu* and *Seeds and Trees*.
- The poster: *The Beach*.
- 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.
- 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 part of the poster illustrating 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.
- 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***

- Divide each class into five or more groups depending on the number of learners in the class. If possible, there should be about ten learners in a group. Classes with large numbers will need to have more learners in a group and/or more groups. The lesson plans are based on five groups per class, so it will be easiest to work with this number of groups.
- Learners should be divided into ability groups. To allocate learners to a group, listen to the

learners read and then place them in groups with other learners who read with a similar level of fluency and have similar skills in decoding and comprehension. Classes will have different ability groups. Some classes may have one strong group, two average groups and two weak group. Other classes may have one strong group, three average group and one weak groups.

- Monitor the group members' reading and reallocate learners to other groups if they develop 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.
- Groups will take turns reading during the 30 minute sessions. 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 4 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 Words

The following method can be used by the learners to help them learn the words for the spelling test:

- **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.

## 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. Worksheet for Reading: Written comprehension
  6. A4 poster: *The Beach*
- **Posters:** Class-sized wall poster *The Beach*
- **CD:** *EFAL*
- **Readers:** For Group Guided Reading *A Present for Jabu* and *Seeds and Trees*
- **Term 4 CAPS Planner, Tracker and Assessment Resources**

# D. WEEKLY LESSON PLANS

## WEEK 1

<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 Beach</i>)</li> </ul>	
<b>ACTIVITY DESCRIPTION</b>		
<p><b>Focus of the lesson:</b> Learns the present tense with plural nouns, adjectives 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 <i>The Beach</i> poster. They must all be able to see the poster.</li> <li>Say: <b>This poster is about the beach.</b></li> <li>Ask: <b>What can you see in the poster?</b></li> <li>Any learner can answer whatever they see.</li> <li>Point to the picture of the yachts and say: <b>Yachts.</b> Explain to the learners that a yacht is a boat that has sails. The wind makes the yacht move.</li> <li>Point to the picture of the yachts and ask: <b>What are these?</b></li> <li>The learners answer: <b>Yachts.</b></li> <li>Point to the yachts again and say: <b>Pretty yachts.</b> Explain the word <b>pretty</b> to the learners in LoLT.</li> <li>Say: <b>The small children dig in the brown sand</b> and point to the poster showing the small children digging in the brown sand.</li> <li>Repeat: <b>The small children dig in the brown sand</b> and point to the poster showing the small children digging in the brown sand.</li> <li>Ask: <b>What do the small children do?</b></li> <li>Answer with the learners: <b>The small children dig in the brown sand.</b></li> <li>Ask: <b>What do the small children do?</b></li> <li>All or some of the learners answer: <b>The small children dig in the brown sand.</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 digs in the brown sand?</b></li> <li>Repeat procedure for all the sentences below.</li> <li>Reflect on the lesson.</li> </ul>		
<b>Sentence</b>	<b>Question 1</b>	<b>Question 2</b>
The small children dig in the brown sand.	What do the small children do? <i>The small children dig in the brown sand.</i>	Who digs in the brown sand? <i>The small children dig in the brown sand.</i>
The children build a big sand castle.	What do the children do? <i>The children build a big sand castle.</i>	Who builds a big sand castle? <i>The children build a big sand castle.</i>

Sentence	Question 1	Question 2
The children buy one ice-cream.	What do the children do? <i>The children buy one ice-cream.</i>	Who buys one ice-cream? <i>The children buy one ice-cream.</i>
The children look at the small fish.	What do the children do? <i>The children look at the small fish.</i>	Who looks at the small fish? <i>The children look at the small fish.</i>
The people sail the pretty yachts.	What do the people do? <i>The people sail the pretty yachts.</i>	Who sails the pretty yachts? <i>The people sail the pretty yachts.</i>
The chair is under the umbrella.	What is under the umbrella? <i>The chair is under the umbrella.</i>	Where is the chair? <i>The chair is under the umbrella.</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 some common consonant blends (<b>cr, dr, fr, gr</b>)</li> </ul>
RESOURCES	<ul style="list-style-type: none"> <li>Pictures/objects: crash, crab, crib, crop, drum, fresh, drug, drag, grab, grin</li> <li>Homework books</li> </ul>
ACTIVITY DESCRIPTION	
<p><b>Focus of lesson:</b> Builds up and breaks down words beginning with <b>cr, dr, fr, gr</b></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: <b>Listen carefully to the beginning of the following words. You will hear two sounds that sound like one sound.</b></li> <li>Show the learners the picture of <b>crash</b> so that they understand the meaning of the word.</li> <li>Say: <b>Crash</b>. Then sound out the word <b>cr-a-sh</b>.</li> <li>Write <b>crash</b> on the board and sound it out again, pointing to each sound as you say that sound: <b>c-r-a-sh</b>.</li> <li>Sound out the word with the learners.</li> <li>Follow the same procedure with the following words: <b>crab, crib, crop, drag, drum, drug, grab, grin</b> and <b>fresh</b>.</li> <li>Write the words on the board: <b>crab, crib, crop, drag, drum, drug, grab, grin, fresh</b>.</li> <li>Break the words into their sounds with the learners: <b>c-r-a-b; c-r-i-b; c-r-o-p; d-r-a-g; d-r-u-m; d-r-u-g; g-r-a-b; g-r-i-n; f-r-e-sh</b>. Don't write the word with dashes on the board – just point to each letter as you say the sound.</li> <li>Ask individual learners to break the words into their sounds.</li> <li>Learners copy the words (<b>crash, crab, crib, crop, drag, drum, drug, grab, grin, fresh</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: They must read the 10 words and learn how to spell them.</li> <li>The following method can be used by the learners to help them learn the 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> <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> </ul> </li> <li>Reflect on the lesson.</li> </ul>	
HOMEWORK	
<ul style="list-style-type: none"> <li>Reads ten words and learns how to spell the words (<b>crash, crab, crib, crop, drag, drum, drug, grab, grin, fresh</b>).</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>A Present for Jabu</i>)</li> </ul>

### ACTIVITY DESCRIPTION

#### **Focus of lesson:** Listens to a story, answers questions and names some objects in the pictures

- Settle the learners. They should all be able to see the reader, *Present for Jabu*.
- Show the learners the cover of the book.
- Ask: **What can you see?** (We can see two girls and one boy.) **What are the children doing?** (They are smiling.)
- Read the words **Present for Jabu** pointing to each word.
- Read pp. 2–16.
- Ask individual learners the following questions. Encourage them to answer in full sentences:
  - Page 2 – **What do the mothers come home in?** (They come home in a taxi.) **Who waits for them?** (The children wait for them.)
  - Page 4 – **How many mothers get out of the taxi on Monday?** (Three mothers get out of the taxi.)
  - Page 6 – **Whose mother does not get out of the taxi?** (Jabu’s mother does not get out of the taxi.)
  - Page 8 – **Did Jabu’s mother get out of the taxi on Wednesday?** (No, she did not get out of the taxi.)
  - Page 10 – **Did Jabu’s mother get out of the taxi on Thursday?** (No she did not get out of the taxi.)
  - Page 14 – **Did Jabu’s mother get out of the taxi on Friday?** (No she did not get out of the taxi.)
  - Page 16 – **What was the present?** (The present was a baby brother.)
- 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>• Flashcard words: <b>every, day, home, children, wait, Monday, Lesedi’s, out, Neo’s</b></li> <li>• Homework books with reading sheets</li> </ul>

### ACTIVITY DESCRIPTION

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

- Settle the learners so that you have their attention.
- Explain that you are going to teach learners how to read a number of words.
- Hold up one flashcard at a time and clearly say the word twice, while learners look and listen.
- Ask if the learners know what the word means. Get them to show their understanding through using an action or by explaining the meaning. If possible, show learners the real object or a picture of the flashcard word.
- Draw the learners’ attention to the apostrophe in the words **Lesedi’s** and **Neo’s**. Explain to them that this apostrophe means that something belongs to Lesedi and Neo. It is theirs. The apostrophe tells us this.
- 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.
- 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.

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 HL 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>• Independently reads books read in GGR sessions and simple caption books and picture books</li> </ul>					
RESOURCES	<ul style="list-style-type: none"> <li>• GGR (<i>A Present for Jabu</i>)</li> <li>• Paired/Independent Reading – own book, 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> <p>Organise learners for Paired or Independent Reading.</p> <ul style="list-style-type: none"> <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 1</b></p> <ul style="list-style-type: none"> <li>• Listen to each learner read a page from the reader <i>A Present for Jabu</i> pp. 2–4.</li> <li>• Ask learners the oral comprehension questions: <b>What do the mothers come home in?</b> (<i>They come home in a taxi.</i>) <b>Who waits for them?</b> (<i>The children wait for them.</i>)</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>• 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 and read the ten spelling words and learn how to spell them.</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 practise reading words aloud to someone at home or in the community.</li> <li>• Reads ten words and learns how to spell the words (<b>crash, crab, crib, crop, drag, drum, drug, grab, grin, fresh</b>).</li> </ul>						

## DAY 4

ACTIVITY 1	WRITING
TIME	30 minutes
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"><li>• Puts jumbled sentences in the right order to make a paragraph and copies it</li></ul>
RESOURCES	<ul style="list-style-type: none"><li>• Phonics and Writing books, pencils, crayons</li></ul>
ACTIVITY DESCRIPTION	
<p><b>Focus of lesson: Puts jumbled sentences in the right order to make a paragraph and copies it</b></p> <p><i>Before the lesson:</i> Write the following sentences on the board:</p> <ul style="list-style-type: none"><li>– <b>First we played with a red ball.</b></li><li>– <b>Today we went to the beach.</b></li><li>– <b>We ate our lunch.</b></li><li>– <b>Then we swam in the sea.</b></li><li>– <b>We went home.</b></li><li>– <b>After our swim we built a sand castle.</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>• Say first in LoLT and then in English: <b>These sentences are in the wrong order. We are going to put them in the correct order and then you will copy the paragraph into your books.</b></li><li>• Read the sentences on the board twice, pointing to each word.</li><li>• Ask a learner to tell the class which sentence is the first sentence in this story, i.e. which sentence comes first.</li><li>• Ask different learners to tell the class the second, third, fourth, fifth and sixth sentences. If learners give an incorrect sentence ask them try again.</li><li>• Write the sentences in the correct order and read them to the learners.</li><li>• Learners copy the paragraph into their books.</li><li>• Take in the books and mark the sentences.</li><li>• Reflect on the lesson.</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 HL 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>• Independently reads 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>A Present for Jabu</i>)</li> <li>• Paired/Independent Reading – own book, 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> Organise learners for Paired or Independent Reading.</p> <ul style="list-style-type: none"> <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 a page from the reader <i>A Present for Jabu</i> pp. 2–4.</li> <li>• Ask learners the oral comprehension questions: <b>What do the mothers come home in?</b> (<i>They come home in a taxi.</i>) <b>Who waits for them?</b> (<i>The children wait for them.</i>)</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>					
<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		
<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 Beach</i>)</li> </ul>	
<b>ACTIVITY DESCRIPTION</b>		
<p><b>Focus of the lesson:</b> Learns the past tense, pronouns, adjectives, adverbs 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 <i>The Beach</i> poster. They must all be able to see the poster.</li> <li>Say: <b>This poster is about the beach.</b></li> <li>Ask: <b>What can you see in the poster?</b></li> <li>Any learner can answer whatever they see.</li> <li>Point to the picture of the crab and say: <b>A crab.</b></li> <li>Point to the picture of the crab and ask: <b>What is this?</b></li> <li>The learners answer: <b>A crab.</b></li> <li>Follow the same procedure with <b>a boat</b> and <b>a surfboard</b>.</li> <li>Point to the boat where the boy is paddling it and say: <b>paddled</b>. Do the action of paddling a boat to show the learners what we do when we paddle a boat.</li> <li>Tell the learners that he is paddling the boat and holding the crab <b>carefully</b>. Explain to the learners that <b>carefully</b> means that the boy didn't grab the crab because he could hurt it or it could pinch him, so he picked it up with care, thinking about what he was doing.</li> <li>Say: <b>He held the crab carefully</b> and point to the poster showing the boy holding the crab carefully.</li> <li>Repeat: <b>He held the crab carefully</b> and point to the poster showing the boy holding the crab carefully.</li> <li>Ask: <b>What did he do?</b></li> <li>Answer with the learners: <b>He held the crab carefully.</b></li> <li>Ask: <b>What did he do?</b></li> <li>All or some of the learners answer: <b>He held the crab carefully.</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 held the crab carefully?</b></li> <li>Repeat procedure for all the sentences below.</li> <li>Reflect on the lesson.</li> </ul>		
<b>Sentence</b>	<b>Question 1</b>	<b>Question 2</b>
He held the crab carefully.	What did he do? <i>He held the crab carefully.</i>	Who held the crab carefully? <i>He held the crab carefully.</i>
He paddled the new boat.	What did he do? <i>He paddled the new boat.</i>	Who paddled the new boat? <i>He paddled the new boat.</i>
She lay on the long towel.	What did she do? <i>She lay on the long towel.</i>	Who lay on the long towel? <i>She lay on the long towel.</i>
She walked in the blue sea.	What did she do? <i>She walked in the blue sea.</i>	Who walked in the blue sea? <i>She walked in the blue sea.</i>

Sentence	Question 1	Question 2
She waved at the pretty yachts.	What did she do? <i>She waved at the pretty yachts.</i>	Who waved at the pretty yachts? <i>She waved at the pretty yachts.</i>
He carried his surfboard carefully.	What did he do? <i>He carried his surfboard carefully.</i>	Who carried his surfboard carefully? <i>He carried his surfboard carefully.</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 some common consonant blends (<b>bl, cl, sl, fl</b>)</li> </ul>
RESOURCES	<ul style="list-style-type: none"> <li>Pictures/objects: flag, flat, slap, bled, fled, slit, cloth, clap, club, black</li> <li>Homework books</li> </ul>

### ACTIVITY DESCRIPTION

#### **Focus of lesson:** Builds up and breaks down words beginning with *bl, cl, sl, fl*

- Settle the class so that you have the learners' attention. They should have their homework books and pencils on their desks.
- Say: **Listen carefully to the beginning of the following words. You will hear two sounds that sound like one sound.**
- Show the learners the picture of **flag** so that they understand the meaning of the word.
- Say: **Flag**. Then sound out the word **fl-a-g**.
- Write **flag** on the board and sound it out again, pointing to each sound as you say that sound: **f-l-a-g**. Don't write the word with dashes on the board – just point to each letter as you say the sound. Sound out the word with the learners.
- Follow the same procedure with the following words: **flat, slap, bled, fled, slit, cloth, clap, club, black**.
- Write the words on the board: **flag, flat, slap, bled, fled, slit, cloth, clap, club, black**.
- Break the words into their sounds with the learners: **f-l-a-g; f-l-a-t; s-l-a-p; b-l-e-d; s-l-i-t; c-l-o-th; c-l-a-p; c-l-u-b; b-l-a-ck**. Don't write the word with dashes on the board – just point to each letter as you say the sound.
- Ask individual learners to break the words into their sounds.
- Learners copy the words (**flag, flat, slap, bled, fled, slit, cloth, clap, club, black**) or paste the list into their homework books.
- Explain the homework to the learners and make sure that they understand what to do: They must read the 10 words and learn how to spell them.
- The following method can be used by the learners to help them learn the 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

- Reads ten words and learns how to spell the words (**flag, flat, slap, bled, fled, slit, cloth, clap, club, black**).

## 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>• With the help of the teacher, retells the story or gives a simple summary of the text</li> </ul>
RESOURCES	<ul style="list-style-type: none"> <li>• DBE workbook p. 54</li> </ul>
ACTIVITY DESCRIPTION	
<p><b>Focus of lesson: Listens to a story and retells the story</b></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. 54.</li> <li>• Read the story and point to the picture after each sentence, e.g. <b>Today the bus left without us.</b> Point to the picture where the bus has left the children behind. 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 tell the class what happened in the story. They can use the pictures to help themselves remember. Ask as many learners as you can to retell the story.</li> <li>• Help any learner who needs help.</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>every, day, home, children, wait, Monday, Lesedi's, out, Neo's</b>) and <b>Tuesday, soon, does, your, says, Wednesday, Thursday</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>• See <i>Methodology Guidelines: Preparation for Group Guided Reading</i> and follow the guidelines to teach the look-and-say 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>	

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 HL 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>• Independently reads books read in GGR sessions and simple caption books and picture books</li> </ul>				
RESOURCES	<ul style="list-style-type: none"> <li>• GGR (<i>A Present for Jabu</i>)</li> <li>• Paired/Independent Reading – own book, 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> <p>Organise learners for Paired or Independent Reading.</p> <ul style="list-style-type: none"> <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>A Present for Jabu</i> pp. 6–10.</li> <li>• Ask learners the oral comprehension questions: <b>Did Jabu’s mother get out of the taxi on Tuesday or Wednesday?</b> (No, she did not.) <b>Whose mother got out of the taxi?</b> (Neo’s mother or Lesedi’s mother.)</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>• 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 and read the ten spelling words and learn how to spell them.</li> <li>• Reflect on the lesson.</li> </ul>					
Whole class	1	2	3	4	5
<b>HOMEWORK</b>					
<ul style="list-style-type: none"> <li>• Reading sheets: Learners practise reading words aloud to someone at home or in their community.</li> <li>• Reads ten words and learns how to spell the words (<b>flag, flat, slap, bled, fled, slit, cloth, clap, club, black</b>).</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 paragraph of at least three sentences on a familiar topic</li> <li>• Uses punctuation already taught in HL</li> <li>• Writes sentences using words containing the phonic sounds and common sight words already taught</li> </ul>
<b>RESOURCES</b>	<ul style="list-style-type: none"> <li>• Phonics and Writing books, pencils</li> <li>• Reader (<i>A Present for Jabu</i>)</li> </ul>
ACTIVITY DESCRIPTION	
<p><b>Focus of lesson:</b> Writes a paragraph of 3 sentences on the picture on pp. 16/17 in <i>A Present for Jabu</i></p> <p><i>Before the lesson:</i> Write the following words on the board: <b>baby, happy, friends, brother, sister, hospital.</b></p> <p>Prepare the learners for the lesson. They must have their Phonics and Writing books, crayons and pencils on their desks.</p> <ul style="list-style-type: none"> <li>• Read the words on the board with the learners.</li> <li>• Say: <b>You must write a paragraph of at least three sentences about what is happening in this picture.</b> (Show them the picture on page 16/17.) <b>You can use the words on the board to give you some ideas. For example, you could write the following</b> (Write these sentences on the board as you say them): <b>My mom had a baby. I am a big brother. My friends came to see him. We are happy.</b></li> <li>• Read the sentences to the learners and then erase them.</li> <li>• Tell the learners to look at the picture to get ideas. Remind them to use capital letters and full stops. When they are finished they can draw a picture.</li> <li>• Learners 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>• Take in the books and mark the paragraphs.</li> <li>• Reflect on the lesson.</li> </ul>	
HOMEWORK	
<ul style="list-style-type: none"> <li>• Reading sheets: Learners practise reading words aloud to someone at home or in their community.</li> <li>• Reads ten words and learns how to spell the words (<b>flag, flat, slap, bled, fled, slit, cloth, clap, club, black</b>).</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 HL 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>• Independently reads 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>A Present for Jabu</i>)</li> <li>• Paired/Independent Reading – own book, 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> Organise learners for Paired or Independent Reading.</p> <ul style="list-style-type: none"> <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>A Present for Jabu</i> pp. 6–10.</li> <li>• Ask learners the oral comprehension questions: <b>Did Jabu’s mother get out of the taxi on Tuesday or Wednesday?</b> (No, she did not.) <b>Whose mother got out of the taxi?</b> (Neo’s mother or Lesedi’s mother.)</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>• 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 and read the ten spelling words and learn how to spell them.</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

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>• Talks about objects in a picture in response to teacher's instructions</li> <li>• With help from the teacher gives a simple recount</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 Beach</i>)</li> </ul>

#### ACTIVITY DESCRIPTION

**Focus of the lesson:** Gives a simple recount about the beach, talks about the poster, uses simple language structures and develops vocabulary

- Brief greetings.
- Prepare the learners for the lesson. They must be sitting facing *The Beach* poster. They must all be able to see the poster.
- Say: **I am going to tell you about the day I went to the beach.**
- Tell the learners a short story (4 or 5 sentences) about what you did at the beach. You could say something like this: **On Sunday I went to the beach. I swam in the blue sea. Then I ate an ice-cream. I made a sand castle. Then I went home.**
- Ask a few learners to tell the class about what they did at the beach. It does not matter if one or two copy a sentence from your story but try to get them to look at the poster and say something different to you.
- Then the learners must tell the learner sitting next to them about their day at the beach so that all learners get a turn to say something.
- Reflect on the lesson.

## 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>chop, shop, mop, hop; thin, din, in, bin; clap, lap, map, nap; bled, fled, fed, red</b></li> <li>Homework books</li> </ul>

### ACTIVITY DESCRIPTION

#### **Focus of lesson: Groups common words into word families**

- Settle the learners. Their desks should be clear.
- Hold the flashcards: **chop, thin, clap** and **fled**.
- Ask twelve learners to come to the front of the class and give each learner one of the following flashcards: **shop, din, lap, red, mop, fled, in, map, hop, bin, nap, fed**.
- Show the learners the flashcard **chop**. Point to the last two letters in **chop** and say: **These two letters say op.**
- Ask one learner to come forward and take all the words that the twelve learners are holding that end with **op**. This learner takes these flashcards: **mop, hop, shop**.
- Remind the learners that these words rhyme; they belong to a family.
- Follow the same procedure for **thin, clap** and **bled**.
- Ask different learners to repeat the activity until the lesson is finished.
- Write the words on the board in the following order: **shop, din, chop, lap, red, mop, fled, thin, in, map, clap, hop, bled, bin, nap, fed**.
- Learners copy the words (**shop, din, chop, lap, red, mop, fled, thin, in, map, clap, hop, bled, bin, nap, fed**) into their homework books or paste in the list.
- Tell the learners they must write the words that rhyme on the same line for homework.
- Explain the homework to the learners and make sure that they understand what to do: They must read the words and write the words that rhyme on the same line.
- Reflect on the lesson.

### HOMework

- Reads 16 words (**shop, din, chop, lap, red, mop, fled, thin, in, map, clap, hop, bled, bin, nap, fed**) and writes the words that rhyme, that belong to a family, on the same line.

## 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>• Listens to short stories, recounts or non-fiction texts</li> <li>• With the help of the teacher, retells the story or gives a simple summary of the text</li> </ul>
<b>RESOURCES</b>	<ul style="list-style-type: none"> <li>• DBE workbook p. 50</li> </ul>

### ACTIVITY DESCRIPTION

#### **Focus of lesson: Listens to a story and retells the story**

- Prepare the learners for the lesson. They should sit at their desks with their DBE workbooks open to p. 50.
- Read the story and point to the picture after each sentence so that the learners understand the story. Continue this process for all the sentences.
- Repeat the story in the same way.
- Ask different learners to tell the class what happened in the story. They can use the picture to help themselves remember. Ask as many learners as you can to retell the story.
- Help any learner who needs help.
- 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 vocabulary</li> </ul>
<b>RESOURCES</b>	<ul style="list-style-type: none"> <li>• Flashcards of reading words: Last week's words and <b>Friday, ambulance, present, for, baby, brother</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** and follow the guidelines to teach the look-and-say words.
- 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.

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 HL 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>• Independently reads books read in GGR sessions and simple caption books and picture books</li> </ul>					
RESOURCES	<ul style="list-style-type: none"> <li>• GGR (<i>A Present for Jabu</i>)</li> <li>• Paired/Independent Reading – own book, 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> <p>Organise learners for Paired or Independent Reading.</p> <ul style="list-style-type: none"> <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 2</b></p> <ul style="list-style-type: none"> <li>• Listen to each learner read a page from the reader <i>A Present for Jabu</i> pp. 12–16.</li> <li>• Ask learners the oral comprehension questions: <b>What did Jabu’s mother get out of?</b> (She got out of an ambulance.) <b>What was the present?</b> (It was a baby brother.)</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>• 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 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>• Uses some nouns and pronouns when writing</li> <li>• Uses simple present tense , present progressive and past tenses when writing</li> <li>• Uses plurals of some familiar words when writing</li> <li>• Writes sentences uses words containing the phonic sounds and common sight words already taught</li> <li>• Uses punctuation taught in HL</li> <li>• Spells words correctly from memory</li> </ul>
<b>RESOURCES</b>	<ul style="list-style-type: none"> <li>• Phonics and Writing books, pencils</li> </ul>
<b>ACTIVITY DESCRIPTION</b>	
<p><b>Focus of lesson: Writes sentences using correct punctuation, spelling, nouns and pronouns and tenses</b></p> <p><i>Before the lesson:</i> Write the following sentences on the board:</p> <ul style="list-style-type: none"> <li>– I play</li> <li>– I am swimming in the</li> <li>– She runs</li> <li>– Then she</li> <li>– He eats</li> <li>– He</li> <li>– They</li> <li>– They sat</li> <li>– She</li> <li>– We</li> </ul> <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>• Read the first sentence, pointing to each word as you read it: <b>I play</b>. Write the word <b>soccer</b> after <b>I play</b> and read this word <b>soccer</b>.</li> <li>• Say: <b>You must complete each sentence.</b></li> <li>• Take in the books and mark the sentences.</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 and read the ten spelling words and learn how to spell them.</li> <li>• Reflect on the lesson.</li> </ul>	
<b>HOMEWORK</b>	
<ul style="list-style-type: none"> <li>• Reading sheets: Learners practise reading words aloud to someone at home or in their 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 HL 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>• Independently reads 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>A Present for Jabu</i>)</li> <li>• Paired/Independent Reading – own book, 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> <p>Organise learners for Paired or Independent Reading.</p> <ul style="list-style-type: none"> <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 a page from the reader <i>A Present for Jabu</i> pp. 12–16.</li> <li>• Ask learners the oral comprehension questions: <b>What did Jabu’s mother get out of?</b> (She got out of an ambulance.) <b>What was the present?</b> (It was a baby brother.)</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 50–60 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>					
<b>Whole class</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

## WEEK 4

<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>• Talks about objects in a picture in response to teacher's instructions</li> <li>• With help from the teacher gives a simple recount</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 Beach</i>)</li> </ul>
<b>ACTIVITY DESCRIPTION</b>	
<p><b>Focus of the lesson:</b> Gives a simple recount about the beach, talks about the poster, uses simple language structures and develops vocabulary</p> <ul style="list-style-type: none"> <li>• Brief greetings.</li> <li>• Prepare the learners for the lesson. They must be sitting facing <i>The Beach</i> poster. They must all be able to see the poster.</li> <li>• Say: <b>I am going to tell you about the day I went to the beach.</b></li> <li>• Tell the learners a short story (4 or 5 sentences) about what you did at the beach. Say something different to last week. You could say something like this: <b>During the holidays I went to the beach. I walked in the blue sea. Then I dug in the sand with my spade. I drank a coke. Then I went home.</b></li> <li>• Ask a few learners to tell the class about what they did at the beach. It does not matter if one or two copy a sentence from your story but try to get them to look at the poster and say something different to you.</li> <li>• Then the learners must tell the learner sitting next to them about their day at the beach so that all learners get a turn to say something.</li> <li>• Reflect on the lesson.</li> </ul>	

## DAY 2

ACTIVITY 1	PHONICS
TIME	30 minutes
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> <li>Recognises vowel digraphs</li> </ul>
RESOURCES	<ul style="list-style-type: none"> <li>None</li> </ul>

### ACTIVITY DESCRIPTION

#### **Focus of lesson:** Recognises vowel digraphs

- Settle the learners. Their desks should be clear.
- Say: **I am going to say a word and I want you to tell me what sound you hear in the middle of the word. I will do an example first. Listen carefully.**
- Say: **Seed.** Sound it out: **S-ee-d.**
- Say: **There is an E sound in the middle of the word.**
- Follow the same procedure with the following words: **meet, reed, green, cheek.**
- Then ask the learners what sound they hear in the middle of the following words: **rain, brain, sail, train.** All of these words have the **A** sound in the middle.
- Then ask learners what sound they hear in the middle of the following words: **boat, coat, goat, loaf.** All of these words have the **O** sound in the middle.
- Then ask learners what sound they hear in the middle of the following words: **fine, five, size, wipe.** All of these words have the **I** sound in the middle.
- Say the words again and ask different individual learners to tell the class the sound they hear in the middle of the words. Ask as many learners as you can.
- Reflect on the lesson.

## DAY 3

DAY 3	
<b>ACTIVITY 1</b>	<b>READING: WRITTEN COMPREHENSION</b>
<b>TIME</b>	30 minutes
<b>CONTENT/CONCEPTS/ SKILLS</b>	<ul style="list-style-type: none"> <li>• Written comprehension</li> <li>• Answers multiple choice questions and fills in the missing words (cloze procedure)</li> </ul>
<b>RESOURCES</b>	<ul style="list-style-type: none"> <li>• DBE workbook p. 50</li> <li>• Worksheet: Written comprehension</li> </ul>
<b>ACTIVITY DESCRIPTION</b>	
<p><b>Focus of the lesson:</b> Reads a story, answers multiple choice questions and fills in the missing words (cloze procedure)</p> <p><i>Before the lesson:</i> Make copies of the Worksheet: Written comprehension in the <i>Printable Resources</i> section for each learner in the class</p> <ul style="list-style-type: none"> <li>• Prepare the learners for the lesson. Their DBE workbook should be open to p. 50 and they should have a copy of the worksheet and a pencil on their desks.</li> <li>• Read the story with the learners.</li> <li>• Then read Section A's question number 1 and tell the learners that they have to circle the correct answer, i.e. they must circle either A, B, or C.</li> <li>• Once the learners have circled an answer read the question again and tell them the correct answer. They can mark their own work.</li> <li>• Show the learners where the answer is in the passage and tell them when they answer the other questions they must look for the answers in the passage.</li> <li>• Read Section A's question 2 and 3 and the learners must circle their answers.</li> <li>• Read Section B and the learners answer these questions. Explain to the learners that they must fill in the missing words in the short paragraph. The sentences must make sense and they must look at p. 50 for the answers.</li> <li>• When the learners have finished answering all the questions read each question again and write the answer on the board.</li> <li>• Learners can mark their own work.</li> <li>• Take in the worksheets and give support to learners who need it.</li> <li>• Reflect on the lesson.</li> </ul>	
<b>ACTIVITY 2</b>	<b>GROUP GUIDED READING: ASSESSMENT GROUP 1</b> <i>This assessment activity can be found in the planner and tracker</i>

## DAY 4

ACTIVITY 1	WRITING
TIME	30 minutes
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> <li>Writes a paragraph of at least three sentences on a familiar topic</li> <li>Uses punctuation already taught in HL</li> <li>Writes sentences using words containing the phonic sounds and common sight words already taught</li> </ul>
RESOURCES	<ul style="list-style-type: none"> <li>Phonics and Writing books, pencils</li> <li>Poster (<i>The Beach</i>)</li> </ul>

### ACTIVITY DESCRIPTION

**Focus of lesson: Writes a paragraph of 3 sentences on a day at the beach**

*Before the lesson:* Write the following words on the board: **sea, ice-cream, sandcastle, ate, beach, see, lay, towel.**

- Prepare the learners for the lesson. They must have their Phonics and Writing books, crayons and pencils on their desks.
- Read the words on the board with the learners.
- Say: **You must write a paragraph of at least three sentences about going to the beach. You can use the words on the board to give you some ideas. For example, you could write the following** (Write these sentences on the board as you say them.): **I went to the beach. I swam in the sea. Then I ate an ice-cream. I went home.**
- Read the sentences to the learners and then erase them.
- Tell the learners to look at the poster to get ideas. They can also write the sentences that they used in the L&S lesson about a day at the beach. Remind them to use capital letters and full stops. When they are finished they can draw a picture and read their sentences to each other.
- Learners can bring their personal dictionaries to you if they don't know how to spell a word.
- Walk around and help when necessary.
- Take in the books and mark the paragraphs.
- 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 and read the ten spelling words and learn how to spell them.
- Reflect on the lesson.

## DAY 5

ACTIVITY 1	GROUP GUIDED READING: ASSESSMENT GROUP 2 <i>This assessment activity can be found in the planner and tracker</i>
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## WEEK 5

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

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

<b>ACTIVITY 1</b>	<b>PHONICS: ASSESSMENT WHOLE CLASS</b> <i>This assessment activity can be found in the planner and tracker</i>
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### DAY 3

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

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

<b>ACTIVITY 1</b>	<b>GROUP GUIDED READING: ASSESSMENT GROUP 4</b> <i>This assessment activity can be found in the planner and tracker</i>
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# WEEK 6

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

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

<b>ACTIVITY 1</b>	<b>PHONICS: ASSESSMENT FEEDBACK AND SUPPORT</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>• Groups common words into word families</li><li>• Write words with short vowels</li></ul>
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<b>RESOURCES</b>	<ul style="list-style-type: none"><li>• Assessment books, pencils</li></ul>
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### ACTIVITY DESCRIPTION

**Focus of lesson:** Learns from mistakes made in formal assessment

- Learners must have their assessment books and pencils on their desks. Settle the class so that you have their attention.
- Write the date and numbers 1–10 next to the margin on the board.
- Revise the word families and the words with short vowels. (Short vowels are the sounds of the following letters **a, e, i, o, u** not the name of the letters.)
- Write the answers on the board so that the learners can see where they made mistakes.
- Sound out the words with the learners.
- Learners check if they wrote the word or words correctly. If they wrote the incorrect word or words, they must write the correct word or words next to the incorrect word or words.
- Reflect on the lesson.

## DAY 3

<b>ACTIVITY 1</b>	<b>LISTENING AND SPEAKING: ASSESSMENT GROUP 4</b> <i>This assessment activity can be found in the planner and tracker</i>
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<b>ACTIVITY 2</b>	<b>GROUP GUIDED READING: ASSESSMENT GROUP 5</b> <i>This assessment activity can be found in the planner and tracker</i>
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## DAY 4

ACTIVITY 1	WRITING
TIME	30 minutes
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> <li>• Writes familiar words and sentences from dictation</li> <li>• Uses punctuation already taught in HL</li> <li>• Writes sentences using words containing the phonic sounds and common sight words already taught</li> </ul>
RESOURCES	<ul style="list-style-type: none"> <li>• Phonics and Writing books, pencils</li> </ul>
ACTIVITY DESCRIPTION	
<p><b>Focus of lesson: Writes familiar words and sentences from dictation and uses punctuation correctly</b></p> <p>Prepare the learners for the lesson. They must have their Writing books and pencils on their desks.</p> <ul style="list-style-type: none"> <li>• Write the numbers 1–5 on the board.</li> <li>• Say: <b>I am going to say a sentence and you must write it next to the number I say. Remember capital letters and full stops.</b></li> <li>• Read the following sentences to the learners:             <ol style="list-style-type: none"> <li><b>1. The man hits the drum.</b></li> <li><b>2. The cloth is red.</b></li> <li><b>3. Run on the step.</b></li> <li><b>4. His leg bled.</b></li> <li><b>5. The flag is big.</b></li> </ol> </li> <li>• Write the sentences on the board and the learners mark their own work.</li> <li>• Learners write the correct sentence next to any sentence that they get wrong.</li> <li>• Reflect on the lesson.</li> </ul>	

## DAY 5

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

TOTAL TIME	3 hours
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## DAY 1

ACTIVITY 1	LISTENING AND SPEAKING: ASSESSMENT GROUP 5 <i>This assessment activity can be found in the planner and tracker</i>
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## 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 some common consonant blends (<b>sm, sn, sp, st</b>)</li> </ul>
RESOURCES	<ul style="list-style-type: none"> <li>Pictures/objects: snap, smog, smell, sped, spin, spit, spot, stab, step, stop</li> <li>Homework books</li> </ul>

### ACTIVITY DESCRIPTION

#### Focus of lesson: Builds up and breaks down words beginning with **sm, sn, sp, st**

- Settle the class so that you have the learners' attention. They should have their homework books and pencils on their desks.
- Say: **Listen carefully to the beginning of the following words. You will hear two sounds that sound like one sound.**
- Show the learners the picture of **snap** so that they understand the meaning of the word.
- Say: **Snap**. Then sound out the word **sn-a-p**.
- Write **snap** on the board and sound it out again, pointing to each sound as you say that sound: **s-n-a-p**. Don't write the word with dashes on the board – just point to each letter as you say the sound.
- Sound out the word with the learners.
- Follow the same procedure with the following words: **snap, smog, smell, sped, spin, spit, spot, stab, step, stop**.
- Write the words on the board: **snap, smog, smell, sped, spin, spit, spot, stab, step, stop**.
- Break the words into their sounds with the learners: **s-n-a-p; s-m-o-g; s-m-e-l-l; s-p-i-n; s-p-i-t; s-p-o-t; s-t-a-b; s-t-e-p; s-t-o-p**. Don't write the word with dashes on the board – just point to each letter as you say the sound.
- Ask individual learners to break the words into their sounds.
- Learners copy the words (**snap, smog, smell, sped, spin, spit, spot, stab, step, stop**) or paste the list into their homework books.
- Explain the homework to the learners and make sure that they understand what to do: They must read the 10 words and learn how to spell them.
- The following method can be used by the learners to help them learn the 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

- Reads ten words and learns how to spell the words (**snap, smog, smell, sped, spin, spit, spot, stab, step, stop**).

## 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>• 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> <li>• With the help of the teacher retells the story or gives a summary of the text</li> </ul>
<b>RESOURCES</b>	<ul style="list-style-type: none"> <li>• Reader (<i>Seeds and Trees</i>)</li> </ul>

### ACTIVITY DESCRIPTION

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

- Settle the learners. They should all be able to see the reader, *Seeds and Trees*.
- Show the learners the cover of the book.
- Ask: **What can you see?** (We can see a girl, a boy, seeds, trees.)
- Read the words **Seeds and Trees** pointing to each word.
- Read the book to the learners.
- Ask individual learners the following questions. Encourage the learners to answer in full sentences:
  - Page 2 – **What is growing on the thorn tree?** (Seeds/green seeds are growing on the thorn tree.)
  - Page 4 – **Where are the seeds?** (They are on the ground.)
  - Page 6 – **What is growing?** (A plant/a little plant is growing.)
  - Page 8 – **What has grown?** (A new thorn tree has grown.)
  - Page 10 – **What do seeds need?** (They need soil.)
  - Page 12 – **What do seeds need?** (They need water.)
  - Page 14 – **What do seeds need?** (They need sun.)
- Ask individual learners to retell the story to the class.
- Reflect on the lesson.

ACTIVITY 2	PREPARATION FOR GROUP GUIDED READING: LOOK-AND-SAY WORDS WITH THE WHOLE CLASS
<b>TIME</b>	15 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>Thorn, Tree, see, green, seeds, growing, old, ground, near</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** and follow the guidelines to teach the look-and-say words.
- Explain the homework to the learners and make sure that they understand what to do: Learners practise reading words aloud to someone at home or in the community
- Reflect on the lesson.

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 HL 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>• Independently reads books read in GGR sessions and simple caption books and picture books</li> </ul>				
RESOURCES	<ul style="list-style-type: none"> <li>• GGR (<i>Seeds and Trees</i>)</li> <li>• Paired/Independent Reading – own book, 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> <p>Organise learners for Paired or Independent Reading.</p> <ul style="list-style-type: none"> <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 1</b></p> <ul style="list-style-type: none"> <li>• Listen to each learner read a page from the reader <i>Seeds and Trees</i> pp. 2–4.</li> <li>• Ask learners the oral comprehension questions: <b>Where did the seeds grow?</b> (They grew on the old thorn tree.) <b>Where were the seeds?</b> (They were on the ground.)</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>• 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 and read the ten spelling words and learn how to spell them.</li> <li>• Reflect on the lesson.</li> </ul>					
Whole class	1	2	3	4	5

## DAY 4

ACTIVITY 1	WRITING
TIME	30 minutes
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> <li>• Uses skills taught in HL to organise information in a simple graphic form</li> </ul>
RESOURCES	<ul style="list-style-type: none"> <li>• Phonics and Writing books, pencils</li> </ul>
ACTIVITY DESCRIPTION	
<p><b>Focus of lesson:</b> Uses skills taught in HL to organise information in a simple graphic form</p> <ul style="list-style-type: none"> <li>• Settle the learners. They must have their Phonics and Writing books and pencils on their desks.</li> <li>• Say: <b>Today you are going to draw a time line of your lives. We are going to talk about the dates that things happened in your lives and write them on a time line.</b></li> <li>• Write a date and a sentence next to the date on the board, e.g. 2010 – I was born.</li> <li>• Explain to the learners that the date 2010 is the year that children who are eight years old in Grade 2 in 2018 were born.</li> <li>• Draw a vertical line on the board. Then draw 4 short lines horizontally beginning at the vertical line. Next to the first short horizontal line write <b>2010 – I was born.</b></li> <li>• Next to the second short horizontal line write <b>2011 – I walked.</b></li> <li>• Next to the third horizontal line write <b>2017 – I was in Grade 1.</b></li> <li>• Next to the fourth short horizontal line write <b>2018 – I am in Grade 2.</b></li> <li>• Explain the information on the time line to the learners. Explain that for each date there is something important that happened in their lives. Also explain that the dates must be written in an order from the earliest date to the latest.</li> <li>• Read the timeline with the learners. Point out the vertical and short horizontal lines so that the learners know that they must write the dates and information next to the short horizontal lines like you have done on the board.</li> <li>• Learners copy the time line, i.e. the dates and the important thing that happened in their lives into their books. The learners who are older or younger than eight years old must write the correct date for when they were born. Help them to do this. (You will also have to change the dates if you use this LP in a year other than 2018.)</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 and learn the spelling words.</li> <li>• Reflect on the lesson.</li> </ul>	
HOMEWORK	
<ul style="list-style-type: none"> <li>• Reading sheets: Learners practise reading words aloud to someone at home or in the community.</li> <li>• Reads ten words and learns how to spell the words (<b>crash, crab, crib, crop, drag, drum, drug, grab, grin, fresh</b>).</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 HL 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>• Independently reads 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>Seeds and Trees</i>)</li> <li>• Paired/Independent Reading – own book, 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> <p>Organise learners for Paired or Independent Reading.</p> <ul style="list-style-type: none"> <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 a page from the reader <i>Seeds and Trees</i> pp. 2–4.</li> <li>• Ask learners the oral comprehension questions: <b>Where did the seeds grow?</b> (They grew on the old thorn tree.) <b>Where were the seeds?</b> (They were on the ground.)</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>					
<b>Whole class</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

# WEEK 8

<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 Beach</i>)</li> </ul>

### ACTIVITY DESCRIPTION

**Focus of lesson: Revises Term 4 language structures and vocabulary**

- See *Methodology Guidelines: Poster Work*.
- Reflect on the lesson.

Sentence	Question 1	Question 2
He held the crab carefully.	What did he do? <i>He held the crab carefully.</i>	Who held the crab carefully? <i>He held the crab carefully.</i>
He paddled the new boat.	What did he do? <i>He paddled the new boat.</i>	Who paddled the new boat? <i>He paddled the new boat.</i>
She lay on the long towel.	What did she do? <i>She lay on the long towel.</i>	Who lay on the long towel? <i>She lay on the long towel.</i>
She walked in the blue sea.	What did she do? <i>She walked in the blue sea.</i>	Who walked in the blue sea? <i>She walked in the blue sea.</i>
She waved at the pretty yachts.	What did she do? <i>She waved at the pretty yachts.</i>	Who waved at the pretty yachts? <i>She waved at the pretty yachts.</i>
He carried his surfboard carefully.	What did he do? <i>He carried his surfboard carefully.</i>	Who carried his surfboard carefully? <i>He carried his surfboard carefully.</i>
He picked up the flask.	Who picked up the flask? <i>He picked up the flask.</i>	What did he do? <i>He picked up the flask.</i>
He paddled the red boat.	Who paddled the red boat? <i>He paddled the red boat.</i>	What did he do? <i>He paddled the red boat.</i>
He looked at the fish.	Who looked at the fish? <i>He looked at the fish.</i>	What did he do? <i>He looked at the fish.</i>
She walked in the warm sea.	Who walked in the warm sea? <i>She walked in the warm sea.</i>	What did she do? <i>She walked in the warm sea.</i>
She waved at the people.	Who waved at the people? <i>She waved at the people.</i>	What did she do? <i>She waved at the people.</i>
She carried the yellow bucket.	Who carried the yellow bucket? <i>She carried the yellow bucket.</i>	What did she do? <i>She carried the yellow bucket.</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 some common consonant blends</li> <li>Revision of Grade 2 sounds</li> </ul>
RESOURCES	<ul style="list-style-type: none"> <li>Phonics and Writing books, pencils</li> </ul>
ACTIVITY DESCRIPTION	
<p><b>Focus of lesson:</b> Builds up and breaks down words with consonant blends and revises some Grade 2 sounds</p> <ul style="list-style-type: none"> <li>Settle the class so that you have the learners' attention. They should have their Phonics and Writing books and pencils on their desks.</li> <li>Say: <b>Write numbers 1–10 in your book, one number under another. I will say a number and a word and you must write the word next to the number I say.</b></li> <li>Say the following words one at a time: <b>then, snap, smell, spit, crab, drug, grab, fresh, chat, ship</b> Write the words on the board and the learners mark their own work. If they get a word wrong they must write the correct word next to the incorrect word.</li> <li>Reflect on the lesson.</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> <li>With the help of the teacher retells the story or gives a summary of the text</li> </ul>
RESOURCES	<ul style="list-style-type: none"> <li>DBE workbook p. 42</li> </ul>
ACTIVITY DESCRIPTION	
<p><b>Focus of lesson:</b> Listens to a story, answers questions, names some things in pictures and retells the story</p> <ul style="list-style-type: none"> <li>Settle the learners. They should have their DBE workbooks open to page 42.</li> <li>Ask: <b>What can you see in the picture?</b></li> <li>Read the title <b>Friends</b> pointing to the word.</li> <li>Read the story to the learners.</li> <li>Ask individual learners the following questions:             <ul style="list-style-type: none"> <li><b>Whose birthday is it?</b> (It's Jabu's birthday.)</li> <li><b>What does Ken give Jabu for his birthday?</b> (A red truck)</li> <li><b>What do the friends eat?</b> (They eat food.)</li> <li><b>Why don't they eat too many sweets?</b> (Because sweets are not good for their teeth.)</li> </ul> </li> <li>Ask individual learners to retell the story to the class. Learners can also act out the story.</li> <li>This can be used as an informal assessment activity.</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: <b>little, plant, new, you, me, What, need, know, soil, they, water, now</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>See <i>Methodology Guidelines: Preparation for Group Guided Reading</i> and follow the guidelines to teach the look-and-say 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><b>Reflect on the lesson.</b></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 HL 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>Independently reads books read in GGR sessions and simple caption books and picture books</li> </ul>				
RESOURCES	<ul style="list-style-type: none"> <li>GGR (<i>Seeds and Trees</i>)</li> <li>Paired/Independent Reading – own book, class book or GGR book already read</li> </ul>				
ACTIVITY DESCRIPTION					
<p><b>Focus of lesson: Individuals from the group read pages in a book; rest of the class does Paired/Independent Reading</b></p> <p><b>Paired/Independent Reading: Whole class</b></p> <p>Organise learners for Paired or Independent Reading.</p> <ul style="list-style-type: none"> <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>Seeds and Trees</i> pp. 6–14.</li> <li>Ask learners the oral comprehension questions: <b>What did the children have?</b> (They had a new thorn tree.) <b>What do seeds need in order to grow?</b> (They need soil.) <b>What do the seeds need in order to grow?</b> (They need water.) <b>What else do the seeds need in order to grow?</b> (They need sun.)</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>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 and read the ten spelling words and learn how to spell them.</li> <li>Reflect on the lesson.</li> </ul>					
Whole class	1	2	3	4	5

## 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>• Uses some nouns and pronouns when writing</li> <li>• Uses simple present tense, present progressive and past tenses when writing</li> <li>• Uses plurals of some familiar words when writing</li> <li>• Writes sentences uses words containing the phonic sounds and common sight words already taught</li> <li>• Uses punctuation taught in HL</li> <li>• Spells words correctly from memory</li> </ul>
<b>RESOURCES</b>	<ul style="list-style-type: none"> <li>• Phonics and Writing books, pencils</li> </ul>
<b>ACTIVITY DESCRIPTION</b>	
<p><b>Focus of lesson:</b> Writes sentences using correct punctuation, spelling, nouns and pronouns and tenses</p> <p><i>Before the lesson:</i> Write the following sentences on the board:</p> <ul style="list-style-type: none"> <li>– The boys</li> <li>– I walked</li> <li>– She is running</li> <li>– Then she</li> <li>– He talks</li> <li>– He</li> <li>– They</li> <li>– The cats</li> <li>– She</li> <li>– We</li> </ul> <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>• Read the first sentence, pointing to each word as you read it: <b>The boys</b>. Write the word <b>ran</b> after <b>The boys</b> and read the word <b>ran</b>.</li> <li>• Say: <b>You must complete each sentence.</b></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>• Take in the books and mark the sentences.</li> <li>• Reflect on the lesson.</li> </ul>	
<b>HOMEWORK</b>	
<ul style="list-style-type: none"> <li>• Reading sheets: Learners practise reading words aloud to someone at home or in the community.</li> </ul>	

## 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 HL 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>• Independently reads books read in GGR sessions and simple caption books and picture books</li> </ul>					
RESOURCES	<ul style="list-style-type: none"> <li>• GGR (<i>Seeds and Trees</i>)</li> <li>• Paired/Independent Reading – own book, 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> <p>Organise learners for Paired or Independent Reading.</p> <ul style="list-style-type: none"> <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>Seeds and Trees</i> pp. 6–14.</li> <li>• Ask learners the oral comprehension questions: <b>What did the children have?</b> (They had a new thorn tree.) <b>What do seeds need in order to grow?</b> (They need soil.) <b>What do the seeds need in order to grow?</b> (They need water.) <b>What else do the seeds need in order to grow?</b> (They need sun.)</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>• 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 and read the ten spelling words and learn how to spell them.</li> <li>• Reflect on the lesson.</li> </ul>						
Whole class	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25%;">1</td> <td style="width: 25%;">2</td> <td style="width: 25%;">3</td> <td style="width: 25%;">4</td> <td style="width: 25%;">5</td> </tr> </table>	1	2	3	4	5
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# 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>Talks about objects in a picture in response to teacher's instructions</li> <li>With help from the teacher gives a simple recount</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>Grade 2 Term 1, 2, 3 and 4 posters</li> </ul>

### ACTIVITY DESCRIPTION

<p><b>Focus of the lesson:</b> Gives a simple recount about any of the posters, talks about the poster, uses simple language structures and develops 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 Grade 2 posters. They must all be able to see the posters.</li> <li>Say: <b>You are going to choose a poster and then tell the class what is happening in the poster. I want you to say 3 or 4 sentences about the poster you chose.</b></li> <li>Ask a few learners to tell the class which poster they chose and something about what is happening in the poster.</li> <li>Ask as many learners as you can.</li> <li>Reflect on the lesson.</li> </ul>	
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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>Builds up and breaks down simple words beginning with some common consonant blends</li> <li>Revision of Grade 2 sounds</li> </ul>
<b>RESOURCES</b>	<ul style="list-style-type: none"> <li>Phonics and Writing books, pencils</li> </ul>

### ACTIVITY DESCRIPTION

<p><b>Focus of lesson:</b> Builds up and breaks down words with consonant blends and revises some Grade 2 sounds</p> <ul style="list-style-type: none"> <li>Settle the class so that you have the learners' attention. They should have their Phonics and Writing books and pencils on their desks.</li> <li>Say: <b>Write numbers 1–10 in your book, one number under another. I will say a number and a word and you must write the word next to the number I say.</b></li> <li>Say the following words one at a time: <b>drag, dish, thin, hut, big, sad, hot, met, but and box.</b></li> <li>Write the words on the board and the learners mark their own work. If they get a word wrong they must write the correct word next to the incorrect word.</li> <li>Reflect on the lesson.</li> </ul>	
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## DAY 3

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>• Listens to short stories, recounts or non-fiction texts told or read from a big book or illustrated poster</li> <li>• Acts out the story using some of the dialogue</li> </ul>					
<b>RESOURCES</b>	<ul style="list-style-type: none"> <li>• Reader (<i>A Present for Jabu</i>)</li> </ul>					
<b>ACTIVITY DESCRIPTION</b>						
<p><b>Focus of lesson: Listens to a story and acts out the story talking while they are acting</b></p> <p>Settle the learners.</p> <ul style="list-style-type: none"> <li>• Read the story, <i>Present for Jabu</i>, to the learners.</li> <li>• Put the learners into groups of three.</li> <li>• Ask the learners to act out the story talking about what they are doing whenever they can.</li> <li>• Walk around and encourage the learners to speak.</li> <li>• Reflect on the lesson.</li> </ul>						
<b>ACTIVITY 2</b>	<b>GROUP GUIDED READING AND PAIRED/INDEPENDENT READING</b>					
<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 HL 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>• Independently reads 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>Seeds and Trees</i>)</li> <li>• Paired/Independent Reading – own book, class book or GGR book already read</li> </ul>					
<b>ACTIVITY DESCRIPTION</b>						
<p><b>Focus of lesson: Individuals from the group read pages in a book; rest of the class does Paired/Independent Reading</b></p> <p><b>Paired/Independent Reading: Whole class</b></p> <p>Organise learners for Paired or Independent Reading.</p> <ul style="list-style-type: none"> <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 2</b></p> <ul style="list-style-type: none"> <li>• Listen to each learner read a page from the reader <i>Seeds and Trees</i>.</li> <li>• Ask learners any oral comprehension question that is appropriate for the page 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>• Informally assess learners and make notes.</li> <li>• Reflect on the lesson.</li> </ul>						
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1	2	3	4	5		

## DAY 4

ACTIVITY 1	WRITING
TIME	30 minutes
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> <li>Writes sentences uses words containing the phonic sounds and common sight words already taught</li> <li>Uses punctuation taught in HL</li> <li>Spells words correctly from memory</li> </ul>
RESOURCES	<ul style="list-style-type: none"> <li>Phonics and Writing books, pencils</li> </ul>
ACTIVITY DESCRIPTION	
<p><b>Focus of lesson: Writes sentences correctly spelling words and using punctuation</b></p> <ul style="list-style-type: none"> <li><i>Before the lesson:</i> Write the following words on the board: <b>slap, fled, cloth, ship, fresh, step, snap, stab</b></li> <li>Prepare the learners for the lesson. They must have their Writing books and pencils on their desks.</li> <li>Read each word with the learners.</li> <li>Say: <b>You must write a sentence with each word. Remember sentences begin with a capital letter and end with a full stop. There are eight words. You must write eight sentences.</b></li> <li>Take in the books and mark the sentences.</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 HL 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>Independently reads books read in GGR sessions and simple caption books and picture books</li> </ul>				
RESOURCES	<ul style="list-style-type: none"> <li>GGR (<i>Seeds and Trees</i>)</li> <li>Paired/Independent Reading – own book, class book or GGR book already read</li> </ul>				
ACTIVITY DESCRIPTION					
<p><b>Focus of lesson: Individuals from the group read pages in a book; rest of the class does Paired/Independent Reading</b></p> <p><b>Paired/Independent Reading: Whole class</b></p> <p>Organise learners for Paired or Independent Reading.</p> <ul style="list-style-type: none"> <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 2 and 3</b></p> <ul style="list-style-type: none"> <li>Listen to each learner read a page from the reader <i>Seeds and Trees</i>.</li> <li>Ask learners any oral comprehension question that is appropriate for the page 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>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 1</b>	
crash	The cars crashed and the man was hurt.
crab	We saw a crab on the beach.
crib	A baby sleeps in a crib (a small bed).
crop	The farmer has a mealie crop. We eat mealies.
drum	I hit the drum with sticks and it makes a noise.
fresh	The food is fresh so we can eat it. When it is rotten we can't eat it.
drug	When you have a sore head or tummy you can take a drug called Panado.
drag	I drag my bag across the floor.
grab	I grabbed my friend's shirt and a button came off.
grin	When I smile, I could say I grin. Grin is the same as smile.
<b>Week 2</b>	
flag	The South African flag is very colourful.
flat	The table is flat, not bumpy.
slap	They slap the man. This means they hit the man.
bled	I bled when I cut myself with a knife.
fled	The thieves fled from the house. They ran away.
slit	I slit my finger with a sharp knife and it bled.
cloth	Mom wiped the dishes with a cloth.
clap	When you clap your hands together it makes a noise.
club	A club is a group of people who like to do the same things, e.g. play soccer together.
black	Black is a dark colour.
<b>Week 7</b>	
snap	If I bend a stick too far it will snap.
smog	Smoke from factories can make smog in Durban.
smell	I smell the soup when my mother cooks it.
sped	The car went very fast. It sped down the road.
spin	I spin round and round in a circle.
spit	You must not spit on the ground.
spot	I have a dirty spot on my dress.
stab	They stab the man with a knife.
step	I walk from one step to another step to get to my classroom
stop	Stop the car. This is where I live.

# F. RECORD OF KEY VOCABULARY

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By the end of Term 4, the learners should know the following words as well as those done in Term 1, 2 and 3:

- **Nouns**

crab, surf board, yachts, boat, flask, present, home, taxi, seeds, thorn, plant, ambulance, soil, time line, tents, food, fire, night, torches, rain, lightening

- **Adjectives**

warm, pretty

- **Adverbs**

carefully, soon

- **Verbs**

know, says, grow, wait, gets out of, plant, wait, scared, left, started, reached, cook, see

- **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 words

---

chop

shop

mop

hop

thin

din

**in**

**bin**

**clap**

lap

map

nap

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

---

every

day

home

children

wait

Monday

**Lesedi's**

**out**

**Neo's**

**Tuesday**

**soon**

**does**

**your**

**says**

**Wednesday**

**Thursday**

**Friday**

**ambulance**

present

for

baby

brother

Thorn

Tree

**see**

**green**

**seeds**

growing

old

ground

**near**

**little**

**plant**

**new**

**you**

**me**

**What**

**need**

**know**

**soil**

**they**

**water**

**now**

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

#### Reading sheet: Homework look-and-say words

Grade: 2

Term: 4

EFAL

*Present for Jabu, Seeds and Trees*

Read from left to right →

every	day	home
children	wait	Monday
Lesedi's	out	Neo's
Tuesday	soon	does
your	says	Wednesday
Thursday	Friday	ambulance
present	for	baby
brother	Thorn	Tree
see	green	seeds
growing	old	ground
near	little	plant
new	you	me
What	need	know
soil	they	water
now		

## 4. PHONIC SHEET: Homework words

Grade 2 Term 4 Homework spelling words			
WEEK 1	WEEK 2	WEEK 3	WEEK 7
crash	flag	chop	snap
crab	flat	shop	smog
crib	slap	din	smell
crop	bled	clap	sped
drag	fled	hop	spin
drum	slit	bled	spit
drug	cloth	nap	spot
grab	clap	red	stab
grin	club	lap	step
fresh	black	thin	stop
		bin	
		mop	
		map	
		fled	
		in	
		fed	

## 5. WORKSHEET FOR READING: Written Comprehension

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DBE workbook p. 50

Name \_\_\_\_\_

### Section A

Choose the correct letter for the answer

1. The children are at a school
  - A. concert
  - B. camp
  - C. gala
2. The children cook their food on a
  - A. fire
  - B. stove
  - C. gas cooker
3. They see lots of
  - A. zebra
  - B. lions
  - C. animals

### Section B

Fill in the missing words in the paragraph. The paragraph must make sense.

The children go for walks at \_\_\_\_\_. They use their \_\_\_\_\_ for light. They see lots of animals.

## 6. LINE DRAWING OF THE POSTER: *The Beach*









**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

The Shed  
The Pines  
9 Gordon Hill Road  
Parktown  
2193

Tel: +27 10 880 2431

Email: [admin@pilo.co.za](mailto:admin@pilo.co.za)

ISBN: 978-1-990904-78-3