





**GRADE 3**

# **English First Additional Language**

Teacher Toolkit:  
CAPS Aligned Lesson Plans  
and Resources

**TERM 2**

Published in 2020 by Jika iMfundo.

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

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A partnership involving business, civil society, government and labour that strives to improve education outcomes.

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These materials are currently being evaluated and will be improved on the basis of the evaluation.

ISBN: 978-1-990904-11-0

Materials development by the PILO team along with representatives from the districts and province.

Publishing management by The Word Horse, [www.wordhorse.co.za](http://www.wordhorse.co.za)  
Design by COMPRESS.dsl, [www.compressdsl.com](http://www.compressdsl.com)  
Typesetting by The Maas Group, [www.themaasgroup.com](http://www.themaasgroup.com)

These lesson plans were initially developed by the Gauteng Department of Education as part of the Gauteng Primary Literacy and Mathematics Strategy. They are being used in KwaZulu-Natal under a memorandum of agreement between the two provinces. They have been revised for the context of KwaZulu-Natal on the advice of district and provincial officials.

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# A. ABOUT THE LESSON PLANS

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The lesson plans in this book are part of the teacher toolkit for EFAL Grade 3 Term 2. They 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.

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

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

## 1. Links to the CAPS

- These lesson plans are CAPS-compliant. Each lesson has been carefully designed to align with the CAPS requirements. These requirements can be found in the CAPS document for Foundation Phase First Additional Language Grade R–3.
- The CAPS content, concepts and skills that are being focussed on in each lesson are noted in the information about the lesson.
- The maximum time allowed for the First Additional Language (i.e. four 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. The main themes this term are: *Shopping and Healthy Living*.

Note the following general points about Listening and Speaking lessons:

- Every lesson should begin and end with greetings. How to teach greetings is explained in detail in Section B *Methodology Guidelines*.
- When learners learn songs, rhymes, poems and practise following and giving instructions, the teacher and learners combine language with a physical activity. All songs taught in the lesson plans can be found on the EFAL CD. This CD is for your use only. It is not meant to be played to the learners.
- Poster work forms an important part of the weekly L&S lessons. Each term, different posters are used and these form part of the theme for the term. In Term 2, all grades use the *Shopping and Healthy Living* posters. This helps the learners to build on the vocabulary and grammar that they have learnt in the previous grade. The details of teaching a poster lesson are in the *Methodology Guidelines* section and in the lesson plans. A4-size *Shopping and Healthy Living* posters can be found in the *Printable Resources* section.
- In Grade 3, Shared Reading falls under the Listening and Speaking component. 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**

In EFAL phonic lessons learners learn the letter-sound relationships of English letters. 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	Revision of Term 1 sounds
Week 2	qu, ck, ng
Week 3	Consonant blends
Week 4	Consonant blends
Week 5	Silent e (A)
Week 6	ai, ay
Week 7	Silent e (E), ee Assessment
Week 8	Silent e (E), ea
Week 9	Assessment feedback and support
Week 10	y

Flashcard templates of the phonic sounds taught each week can be found in the *Printable Resources* section. Ten words are given to the learners at the end of the lesson which they learn for a spelling test at the end of the week. All of these words have formed part of the phonic lesson. Learners can copy these words from the board or a list of these words can be stuck into their homework books. This is their phonic homework for the week. How to conduct the spelling test is explained in the *Methodology Guidelines* and in the lessons.

### 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 the teacher 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). 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, you 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. 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 3 they need to be able to construct sentences and write paragraphs of up to eight sentences using correct punctuation and spelling. They should be able to transfer the punctuation skills learnt in their Home Language into their English writing. The use of personal dictionaries will help the learners to spell new words correctly. They write any word that they don't know how to spell into these books. They can then refer to these words whenever they are completing a written activity. They build up this list of words throughout the year. The methodology for teaching the necessary skills in writing activities is in the lesson plans. Sometimes learners will be writing in their exercise books, and at other times they will write in their DBE workbooks. Please note that the DBE workbook pages change very little from year to year, but you should still check that the worksheet recommended for a particular lesson are still relevant in the edition of the workbook you are using. One of the writing lessons each week

is a spelling test of ten words and a dictated sentence that were covered in the Phonics lesson. Written DBE workbook activities have also been given for homework on certain days.

### Language use

The CAPS states that a good knowledge of vocabulary and grammar provides a foundation for skills development in the FAL. In Grade 3 there are specific activities that are focused on teaching grammar through the component Language Use. Different grammatical structures are focused on each term. The methodology for teaching the different grammar structures is given in detail in the lesson plans. Once again pictures, objects and actions are used so that learners link meaning to the vocabulary, concepts and grammar being used in the lessons.

### Assessment

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

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

The lesson plans make it very clear when assessments using a rubric should take place, and what should be assessed. This information is also provided in the *Programme of Assessment in the Lesson Plans* in the planner and tracker. Assessments using the rubric take place during Weeks 5, 6, 7 and 8 in the times normally allocated to the component being assessed.

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

No specific lessons are allocated for assessment of skills that need to be assessed using the checklist. However, lessons in which learners are working on

these skills are noted in the *Programme of Assessment in the Lesson Plans* given in the planner and tracker. You can use these lessons to assess each learner according to the checklists provided.

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

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

## 2. Broad guidelines for using the lesson plans

1. All the **planning** has been done for your Term 2 EFAL lesson plans. You must, however, complete your daily **preparation**. This means that every day you must do the following preparation tasks:
  - Mark any 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. 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 tracker will be of great help here.
  - Check that all your reading books and DBE workbooks are ready to be used.
  - Tidy your classroom.
2. **The lesson plans must be used in conjunction with the following resources:**
  - The prescribed readers: *Eyes and Too Small*.
  - The posters: *Shopping and Healthy Living*.
  - DBE workbooks (2017). The lesson plans refer to the 2017 edition of these workbooks. As the workbooks change very little from year to year, the same pages are likely to be relevant in subsequent years. However, you should check that the page being referred to is still appropriate for the work being done.
  - Other resources as reflected in the lesson plans.
3. **The content in each lesson has been carefully sequenced.** It is important that no lesson is skipped. Should you miss an EFAL lesson for any reason, you should continue the next time from where you left off.

Generally, lessons are allocated 30 minutes, but once in each week there is a longer lesson to ensure that learners get the time specified in the CAPS for EFAL. You might have to adjust the day on which you have this extended time to fit in with your school's timetable.

4. **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.
5. **In Grade 3 the learners are given EFAL homework.** Each week they learn ten phonic words for a spelling test and they 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.

6. **Support and extension activities:** Identify learners who need additional practice to consolidate their learning. You may need to assist these learners before and after school or during break. Don't keep the learners for more than ten minutes of any break. If any learner completes a written activity ahead of the other learners, be prepared to give them an enrichment activity. These are not in the lesson plans. This means that you need to think of a few 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 indicated in these lessons.
7. **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 is repeated in different ways throughout these lesson plans. The same vocabulary is used in the poster lessons, instructions and reading; and whole lessons or parts of lessons are repeated twice or three times in a term. There is regular revision of the vocabulary, grammar, instructions, questions, phonic sounds and written activities to give the learners plenty of opportunity to learn, understand, use, read and write the First Additional Language.
- It is important not to encourage parroting in the learners when they learn a FAL. For this reason, for example, in each Listening and Speaking poster-based lesson, sentences are repeated only three times. 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.
- Questions must be asked the way they are set out in each lesson plan so that the correct language structure is taught.
- 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 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.
- Say: **Good morning, children.** Learners answer: **Good morning Mrs/Mr/Miss ... .**
- Say: **How are you, children?** Learners reply: **I am fine, thank you. How are you?**
- Say: **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 the learners: **What can you see in the poster?**
- Any learner can answer whatever they see. Try to get at least five learners to tell you what they see. Encourage them to use sentences.
- Point to the new vocabulary word and say the word.
- Point to the new vocabulary word again and ask: **What or who is this?**
- The learners answer with the word.
- Follow the same procedure with all the new vocabulary words that are indicated in the lesson plans. Also do more actions to explain the words.
- Say the first sentence, and point to the poster showing that sentence.
- Repeat the first sentence, and point to the poster showing the sentence.
- Ask Question 1.
- Answer with the learners.
- Ask Question 1 again.
- All or some of the learners answer.
- Ask the same question for a third time.
- Select a few learners to answer the question.
- Repeat the same procedure for Question 2.
- Repeat the same procedure for the other sentences.
- Ask the learners to talk about the poster.

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

- Settle the learners so that you have their attention.
- In the first lesson of a new book, read the book to the learners.

- Explain that you are going to teach the 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 what it means using an action, or to explain the meaning. If possible, show learners the real object or a picture of the flashcard item.
- Learners read the word – you ask the whole class, different groups of learners, and individual learners to read the word.
- Introduce the next word in exactly the same manner.
- Switch between the two words, asking different learners to read the words on the flashcard.
- Continue in the same way until all the words for this lesson have been covered.
- Tell the learners to take out their reading sheets or to open their homework books to their 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: Working with each group*

- Within each group, each learner reads two sentences from the reader and answers questions about what they have read. In some weeks a learner will read one sentence and answer a question about what they have read.
- You must 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 graded reader. You will then be able to assess whether or not they can recognise the look-and-say words in other books, 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 move learners to different groups.

- Two groups will read in turn during one 30-minute session, and the other two in a subsequent session. As noted above, learners not reading will have a writing task to complete.
- The lesson plans give you detailed steps of how to manage the group reading session, and tell you which of the four groups to work with in 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 EFAL, just as in HL, the Grade 3 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 of similar reading ability together. Occasionally you can place an average reader with a strong reader and an average reader with a weak reader. For independent reading the learners read on their own.
- Hand out the books and explain that learners doing paired reading should take turns to read aloud to each other, and to discuss the pictures and the story.
- Allow learners to read inside or outside the classroom.

### **Spelling test**

- A spelling test is given each week. The learners can use the following method to help them learn their weekly words:
  - **Look** at the word, e.g. fat

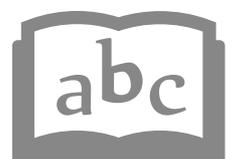
- **Sound out** the word, e.g. f-a-t
- **Cover** the word with one hand
- **Write** the word, e.g. fat
- **Check** the word that they have written to see if they have spelt it correctly
- If it is incorrect, **start the process** again until they write the word correctly
- **Use** this process when learning all words.
- Prepare the learners for the spelling test. They should be sitting quietly, with their exercise books and pencils in front of them.
- Tell the learners to write the heading *Spelling test* and the date at the top of the page. Show them how to do this on the board.
- Tell the learners to fold the page in half, and write numbers 1–5 in the margin and 6–10 down the middle of the page. Show them how to do this.
- Clearly call out the number **1** and then the first spelling word.
- Learners must neatly write the word next to number **1**. If they don't know how to write the word, they must put a dash next to that number.
- Tell the learners that you are going to dictate one sentence to them and they must write this sentence. Dictate this sentence.
- Throughout the test, learners must work in silence and must not look at other learners' work.
- At the end of the test, write the words on the board and the learners can mark their own work. They must write the correct word next to any words they got wrong and also in the sentence. Collect the learners' writing books and make a note of those learners who get less than five words correct and more than 3 errors in the sentence.

## **C. RESOURCE LIST**

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

- **Printable Resources** (See Section F)
  1. Reading comprehension: Written: Worksheet
  2. Flashcard templates: Phonic letters/sounds
  3. Flashcard templates: Look-and-say words
  4. Reading sheet: Homework look-and-say words
  5. Spelling sheet: Homework words
  6. A4 posters: *Shopping*  
*Healthy Living*

- **Posters:** Class-sized wall posters *Shopping* and *Healthy Living*
- **CD:** EFAL
- **Readers:** For Group Guided Reading *Eyes and Too Small*
- **Term 2 CAPS Planner, Tracker and Assessment Resources**



# D. WEEKLY LESSON PLANS

## WEEK 1

<b>TOTAL TIME</b>	4 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>Continues to develop an oral (Listening and Speaking) vocabulary using themes or topics</li> <li>Understands and responds to simple questions</li> <li>Understands and uses language structures in context</li> <li>Participates in a short conversation on a familiar topic</li> </ul>
<b>RESOURCES</b>	<ul style="list-style-type: none"> <li>Poster (<i>Shopping</i>)</li> </ul>
<b>ACTIVITY DESCRIPTION</b>	
<p><b>Focus of the lesson:</b> Learns the structures – plural nouns with verbs; singular nouns with verbs, pronouns and vocabulary.</p> <ul style="list-style-type: none"> <li>Prepare the learners for the lesson. They must be sitting facing the poster. They must all be able to see the poster.</li> <li>Say: <b>This poster is about shopping.</b></li> <li>Ask the learners: <b>What can you see in the poster?</b></li> <li>Any learner can answer whatever they see. Try to get at least five learners to tell you what they see. Encourage them to use sentences.</li> <li>Point to the picture of the road and say: <b>Road.</b></li> <li>Point to the picture of the road again and ask: <b>What is this?</b></li> <li>The learners answer: <b>Road.</b></li> <li>Follow the same procedure with <b>people</b>.</li> <li>Point to the picture of the people walking and say: <b>Walk.</b></li> <li>Point to the picture of the people walking again and ask: <b>What do the people do?</b></li> <li>Learners answer: <b>Walk.</b></li> <li>Follow the same procedure with <b>push</b> and <b>point</b>. Do actions to explain the words.</li> <li>Say: <b>The granny and girl wait</b> and point to the poster showing the granny and the girl waiting.</li> <li>Repeat: <b>The granny and the girl wait</b> and point to the poster showing the granny and the girl waiting.</li> <li>Ask: <b>What do the granny and the girl do?</b></li> <li>Answer with the learners: <b>The granny and the girl wait.</b></li> <li>Ask again: <b>What do the granny and the girl do?</b></li> <li>All or some of the learners answer: <b>The granny and the girl wait.</b></li> <li>Ask: <b>What do the granny and the girl do?</b></li> <li>Select a few learners to answer: <b>The granny and the girl wait.</b></li> <li>Repeat the same procedure for Question 2. Ask: <b>Who waits?</b></li> <li>Repeat the same procedure for the other sentences.</li> <li>Ask the learners to talk about the poster.</li> <li>Reflect on the lesson.</li> </ul>	

Sentence	Question 1	Question 2
The granny and girl wait.	What do the granny and girl do? <i>The granny and girl wait.</i>	Who waits? <i>The granny and girl wait.</i>
The people walk down the road.	What do the people do? <i>The people walk down the road.</i>	Who walks down the road? <i>The people walk down the road.</i>
The granny and the girl talk.	What do the granny and the girl do? <i>The granny and the girl talk.</i>	Who talks? <i>The granny and the girl talk.</i>
The woman walks to her house.	What does the woman do? <i>The woman walks to her house.</i>	Who walks to her house? <i>The woman walks to her house.</i>
The man pushes his trolley.	What does the man do? <i>The man pushes his trolley.</i>	Who pushes his trolley? <i>The man pushes his trolley.</i>
The girl points.	What does the girl do? <i>The girl points.</i>	Who points? <i>The girl points.</i>

## DAY 2

ACTIVITY 1	PHONICS
TIME	30 minutes
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> <li>Revises Term 1 sounds</li> <li>Builds and sounds out words using sounds learnt</li> <li>Distinguishes between long and short vowel sounds orally</li> </ul>
RESOURCES	<ul style="list-style-type: none"> <li>Flashcards of all sounds</li> <li>Homework books</li> </ul>
ACTIVITY DESCRIPTION	
<p><b>Focus of the lesson: Revises Term 1 sounds, builds and sounds out words and discriminates between long and short vowel sounds.</b></p> <ul style="list-style-type: none"> <li>Settle the class so that you have their attention.</li> <li>Show the learners the flashcards of Term 1 sounds and ask the different groups and individual learners to say the sounds. Show them all the sounds.</li> <li>Ask the learners if they can identify words that use the sounds.</li> <li>Write the words <b>beg, bed, hat, jam, lit, bit, sun, nut, mop, pot</b> on the board. When necessary explain the meaning of the words.</li> <li>Ask individual learners to break the words into their sounds and then say the whole word, e.g. <b>b-e-g (beg); b-e-d (bed); h-a-t (hat); j-a-m (jam); l-i-t (lit); b-i-t (bit); s-u-n (sun); n-u-t (nut); m-o-p (mop); p-o-t (pot)</b>. Do this orally. Don't write the words on the board with the dashes.</li> <li>Say the following pairs of words to the learners, then repeat each word and ask the learners to tell you what sound they hear in the middle of the word: <b>ran</b> and <b>rain; pin</b> and <b>pine; set</b> and <b>seat; rot</b> and <b>wrote; mud</b> and <b>mood; man</b> and <b>main; kit</b> and <b>kite; met</b> and <b>meat; rod</b> and <b>rode</b>.</li> <li>Reflect on the lesson.</li> </ul> <p><u>In books:</u></p> <ul style="list-style-type: none"> <li>Learners turn to a clean page in their homework books.</li> <li>Point out to learners how you have laid things out on the chalkboard: <ul style="list-style-type: none"> <li>The heading is written on the top left-hand side of the page: <i>Spelling words</i>.</li> <li>The date is written on the top right-hand side of the page.</li> <li>The ten words are neatly and carefully listed below the heading.</li> </ul> </li> <li>Learners must copy the words into their homework books or paste in the list and revise them for homework.</li> </ul>	

ACTIVITY 2	WRITING
TIME	30 minutes
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> <li>Writes a paragraph of four to six sentences on a familiar topic</li> <li>Uses punctuation already taught in Home Language</li> <li>Spells common words correctly and attempts to spell unfamiliar words using phonic knowledge</li> <li>Builds own word bank and personal dictionary</li> </ul>
RESOURCES	<ul style="list-style-type: none"> <li>Writing books, crayons, pencils</li> </ul>
ACTIVITY DESCRIPTION	
<p><b>Focus of the lesson:</b> Writes a paragraph of four sentences using punctuation correctly and spelling common words correctly.</p> <ul style="list-style-type: none"> <li>Prepare the learners for the lesson. They must have writing books, crayons and pencils on their desks.</li> <li>Tell the class about different things that you like about school and why you like them. Write four sentences on the board about what you like and why you like these things. For example: <b>I like to come to school because I enjoy teaching you. I also like break when I can eat my food. I enjoy eating peanut butter sandwiches. I like going home because I am tired after a day at school.</b></li> <li>Read your paragraph with the learners. Tell them that this is a paragraph. It has one main idea – what I like about school. All the sentences are about what I like about school.</li> <li>Ask a few learners to tell the class what they like about school.</li> <li>Then say: <b>Write a paragraph of four sentences about things you like about school. Draw a picture underneath your sentences to show what you like.</b></li> <li>Remind the learners to punctuate their sentences correctly.</li> <li>Tell the learners if they don't know how to spell a word they must bring their personal dictionaries to you and you will write the word in them.</li> <li>Walk around and help learners when necessary.</li> <li>Take in the books and mark the learners' work.</li> <li>Explain the homework to the learners and check that they know what to do.</li> <li>Reflect on the lesson.</li> </ul>	
HOMEWORK	
<ul style="list-style-type: none"> <li>Learns ten words (<b>beg, bed, hat, jam, lit, bit, sun, nut, mop, pot</b>) for the spelling test.</li> <li>Completes bottom exercise on p. 51 in DBE workbooks.</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 stories, personal recounts or non-fictions texts</li> <li>Answers comprehension questions</li> <li>Predicts what will happen next in the story</li> <li>Expresses feelings about the story</li> <li>Continues to build oral vocabulary</li> </ul>
RESOURCES	<ul style="list-style-type: none"> <li>DBE workbooks pp. 42, 44</li> </ul>
ACTIVITY DESCRIPTION	
<p><b>Focus of the lesson:</b> Listens to a story, answers questions, predicts what will happen and expresses feeling about the story.</p> <ul style="list-style-type: none"> <li>Prepare the learners for the lesson. They should have their DBE workbooks open to p. 42.</li> <li>Read the title <i>Round and About</i> to the learners. Ask a few learners to say what they think the story is about.</li> <li>Read the first sentence to the learners. Ask a few learners what they think will happen next.</li> <li>Read the story <i>Round and About – Planning our Trip</i> to the learners and explain the meaning of the words as you read. Use pictures and actions. Ask individual learners the questions found on p. 44 and the question: <b>Did you enjoy the story? Why? Why not?</b></li> <li>If there is more time ask as many learners as possible the question.</li> <li>Reflect on the lesson.</li> </ul>	

ACTIVITY 2	PREPARATION FOR GROUP GUIDED READING: LOOK-AND-SAY WORDS WITH THE WHOLE CLASS
TIME	30 minutes
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> <li>• Continues to build a sight word vocabulary from the guided, shared and independent reading</li> </ul>
RESOURCES	<ul style="list-style-type: none"> <li>• Reader (<i>Eyes</i>)</li> <li>• Flashcard words: <b>eyes, most, animals, have, two, are, stalks, snail</b></li> <li>• Homework books with reading sheets</li> </ul>
<b>ACTIVITY DESCRIPTION</b>	
<p><b>Focus of the lesson: Listens to a story and learns look-and-say words.</b></p> <ul style="list-style-type: none"> <li>• Settle the learners so that you have their attention.</li> <li>• Read the book <i>Eyes</i> to the learners.</li> <li>• Explain that you are going to teach the 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.</li> <li>• Hold up one flashcard at a time and clearly say the word twice, while learners look and listen.</li> <li>• Ask if the learners know what the word means. Get them to show what it means using an action, or to explain the meaning. If possible, show learners the real object or a picture of the flashcard item.</li> <li>• Learners read the word – you ask the whole class, different groups of learners, and individual learners to read the word.</li> <li>• Introduce the next word in exactly the same manner.</li> <li>• Switch between the two words, asking different learners to read the words on the flashcard.</li> <li>• Continue in the same way until all the words for this lesson have been covered.</li> <li>• Tell the learners to take out their reading sheets or to open their homework books to their reading sheets.</li> <li>• Learners must use <b>one colour</b> to tick or circle the words that they have learnt to read.</li> <li>• For homework, they must practise reading these words aloud to someone at home or in their community.</li> <li>• Explain the homework to the learners and check that they know what to do.</li> <li>• Reflect on the lesson.</li> </ul>	
<b>HOMEWORK</b>	
<ul style="list-style-type: none"> <li>• Reading sheets: Learners must practise reading these words aloud to someone at home or in their community.</li> <li>• Learns ten words for spelling test.</li> </ul>	

## DAY 4

ACTIVITY 1	LANGUAGE USE
<b>TIME</b>	30 minutes
<b>CONTENT/CONCEPTS/ SKILLS</b>	<ul style="list-style-type: none"> <li>Revises some of the grammar covered informally in Grades R–2</li> </ul>
<b>RESOURCES</b>	<ul style="list-style-type: none"> <li>Poster (<i>Shopping</i>)</li> <li>DBE workbooks pp. 51, 71</li> </ul>
ACTIVITY DESCRIPTION	
<p><b>Focus of the lesson:</b> Revises <i>there is/there are</i> and present tense/s.</p> <ul style="list-style-type: none"> <li>Prepare the learners for the lesson. They must all be facing the <i>Shopping</i> poster and have their DBE workbooks and pencils on their desks.</li> <li>Choose individual learners to answer.</li> <li>Say: <b>Complete these sentences:</b> <ul style="list-style-type: none"> <li><b>There is a</b> ..... (point to a granny)</li> <li><b>The girl</b> ..... (point to the girl sits)</li> <li><b>The mother</b> ..... (point to the mother shouts)</li> <li><b>There is a</b> ..... (point to the car)</li> <li><b>There are</b> ..... (point to two boys)</li> <li><b>There are</b> ..... (point to two women)</li> <li><b>There is a</b> ..... (point to a girl)</li> <li><b>There are</b> ..... (point to two trees)</li> </ul> </li> <li>Ask the learners to turn to p. 51 in their DBE workbooks.</li> <li>Read the sentences and tell the learners to circle the correct word – <b>is</b> or <b>are</b> and paste the stickers on the pictures.</li> <li>Read the sentences again and tell them the correct answer.</li> <li>Learners correct any mistakes.</li> <li>Tell the learners to turn to p. 71 in their DBE workbooks.</li> <li>Learners complete the exercise on p. 71 (<i>There is/There are</i>).</li> <li>Read the sentences with the correct word and learners correct any mistakes themselves.</li> <li>Explain the homework to the learners and check that they know what to do.</li> <li>Reflect on the lesson.</li> </ul>	
HOMEWORK	
<ul style="list-style-type: none"> <li>Reading sheets: Learners must practise reading these words aloud to someone at home or in their community.</li> <li>Learns ten words for spelling test.</li> </ul>	

## DAY 5

ACTIVITY 1	WRITING: SPELLING TEST	
<b>TIME</b>	30 minutes	
<b>CONTENT/CONCEPTS/ SKILLS</b>	<ul style="list-style-type: none"> <li>• Revises Term 1 sounds</li> <li>• Builds and sounds out words using sounds learnt</li> </ul>	
<b>RESOURCES</b>	<ul style="list-style-type: none"> <li>• Assessment books</li> <li>• Pencils</li> </ul>	
<b>ACTIVITY DESCRIPTION</b>		
<p><b>Focus of the lesson: Assesses the spelling words.</b></p> <ul style="list-style-type: none"> <li>• Prepare the learners for the spelling test. They should be sitting quietly, with their assessment books and pencils in front of them.</li> <li>• Tell the learners to write the heading <i>Spelling test</i> and the date at the top of the page. Show them this on the board.</li> <li>• Say: <b>Fold the page in half, numbers 1–5 in the margin and 6–10 down the middle of the page.</b> Show them how to do this.</li> <li>• Clearly call out the number <b>1</b> and then the first spelling word.</li> <li>• Learners must neatly write the word next to number 1. If they don't know how to write the word, they must put a dash next to the number.</li> <li>• Tell the learners that you are going to dictate one sentence to them and they must write this sentence. Dictate this sentence: <b>The dog bit the hat.</b></li> <li>• Throughout the test, learners must work in silence and must not look at other learners' work.</li> <li>• At the end of the test, write the words and the sentence on the board and the learners can mark their own work. They must write the correct word next to any words they get wrong. Collect the learners' writing books and make a note of those learners who get more than three errors.</li> </ul>		
<b>Spelling test</b>	<b>Date:</b>	
1. bed	6. bit	
2. jam	7. hat	
3. lit	8. beg	
4. sun	9. mop	
5. pot	10. nut	

ACTIVITY 2		GROUP GUIDED READING AND PAIRED/INDEPENDENT READING				
TIME	30 minutes					
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> <li>• Reads aloud from own book in a Group Guided Reading group with the teacher</li> <li>• Uses the reading strategies taught in Home Language to make sense and to monitor self when reading</li> <li>• Reads with increasing fluency and expression</li> <li>• Shows an understanding of punctuation when reading aloud</li> <li>• Continues to build a sight word vocabulary</li> <li>• Independently reads books read in GGR sessions and other books</li> </ul>					
RESOURCES	<ul style="list-style-type: none"> <li>• GGR (<i>Eyes</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> <ul style="list-style-type: none"> <li>• Organise learners for paired or independent reading.</li> <li>• Hand out the books.</li> <li>• Explain that learners doing paired reading should take turns to read aloud to each other, and to discuss the pictures and the story.</li> <li>• Allow learners to read inside or outside the classroom.</li> </ul> <p><b>Group Guided Reading: Groups 1 and 2</b></p> <ul style="list-style-type: none"> <li>• Listen to each learner read two sentences from the readers <i>Eyes</i>, pp. 2–5.</li> <li>• Ask learners the oral comprehension questions: <ul style="list-style-type: none"> <li>– <b>How many eyes does a crab have?</b> (two)</li> <li>– <b>Does a snail move fast or slowly?</b> (slowly)</li> </ul> </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	

## WEEK 2

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<b>TOTAL TIME</b>	4 hours
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### DAY 1

ACTIVITY 1	LISTENING AND SPEAKING
<b>TIME</b>	30 minutes
<b>CONTENT/CONCEPTS/ SKILLS</b>	<ul style="list-style-type: none"><li>• Follows instructions</li><li>• Gives simple instructions</li><li>• Responds to and makes requests</li></ul>
<b>RESOURCES</b>	<ul style="list-style-type: none"><li>• Objects: <b>book, pencil, pen, eraser, blue crayon</b></li></ul>

#### ACTIVITY DESCRIPTION

**Focus of the lesson:** Follows and gives instructions and makes and responds to requests.

- Prepare the learners for the lesson. They must watch, listen carefully and do what you tell them to do. They should be sitting next to another learner and have a book, pencil and pen on their desks.
- Say to a learner: **Give me a book, please.** Point to the book.
- Learner gives you a book.
- Tell learners to ask their partner for a book. Both learners must have a chance to give an instruction.
- Learners say to each other: **Give me a book, please.**
- Learners give each other books.
- Repeat the same procedure with: **Give me a pencil, please. Give me a pen, please. Give me an eraser, please. Give me a blue crayon, please.**
- Say: **Now I am going to ask one of you for a book and you must give it to me. Then you will have a turn to ask a friend for a book.**
- Ask a learner: **Can I use your book, please?**
- Help the learner to answer yes and give you the book.
- Learners ask each other: **Can I use your book, please?**
- Repeat the same procedure with: **Can I use your pen, please? Can I use your pencil, please? Can I use your pencil, please? Can I use your blue crayon, please?**
- Reflect on the lesson.

## DAY 2

ACTIVITY 1	PHONICS
TIME	30 minutes
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> <li>Recognises consonant digraphs</li> <li>Builds and sounds out words using sounds taught</li> </ul>
RESOURCES	<ul style="list-style-type: none"> <li>Flashcards: <b>qu, ck, ng</b></li> <li>Pictures or objects: <b>quick, sack, lock, sock, song</b></li> <li>Homework books, pencils</li> <li>Phonics and writing books, pencils</li> </ul>

### ACTIVITY DESCRIPTION

**Focus of the lesson:** Recognises **qu, ck, ng** letter-sound relationships and builds and sounds out words.

- Settle the class so that you have their attention.
- Say the sound **qu** a few times and get learners to repeat it.
- Show the learners the flashcard of the sound and repeat it a few times.
- Ask different groups and individual learners to read the sound.
- Show the learners the picture or real object that uses the sound.
- Ask the learners if they can identify other words that use that sound – repeat the words emphasising the sound.
- Follow the same procedure for the sounds **ck** and **ng**.
- Write the words **quick, quack, sock, lock, sack, sick, long, song, wrong, pick** on the board. Explain the meaning of the words.
- Break the words into their sounds and then say the whole word with the learners, e.g. **qu-i-ck (quick); qu-a-ck (quack); s-o-ck (sock); l-o-ck (lock); l-o-ng (long); s-o-ng (song)**. Do this orally. Don't write the words on the board with the dashes.
- Ask individual learners to break the words into their sounds and then say the whole word, e.g. **qu-i-ck (quick); qu-a-ck (quack); s-o-ck (sock); l-o-ck (lock); l-o-ng (long); s-o-ng (song)**.
- Write these two high frequency words on the board and let the learners read them: **was, you**.
- Ask the learners to choose two of the ten words and write a sentence with each word. Remind the learners that their sentences must make sense and begin with a capital letter and end with a full stop.
- Reflect on the lesson.

#### In books:

- Learners turn to a clean page in their homework books.
- Point out to the learners how you have laid things out on the chalkboard:
  - The heading is written on the top left-hand side of the page: *Spelling words*.
  - The date is written on the top right-hand side of the page.
  - The twelve words are neatly and carefully listed below the heading.
- Learners must copy the words into their homework books or paste in the list and revise them for the spelling test.

ACTIVITY 2	WRITING
TIME	30 minutes
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> <li>Writes a paragraph of four to six sentences on a familiar topic</li> <li>Uses punctuation already taught in Home Language</li> <li>Spells common words correctly and attempts to spell unfamiliar words using phonic knowledge</li> <li>Builds own word bank and personal dictionary</li> <li>Uses the writing process</li> </ul>
RESOURCES	<ul style="list-style-type: none"> <li>Writing books, pencils</li> </ul>
ACTIVITY DESCRIPTION	
<p><b>Focus of the lesson: Writes a paragraph of four sentences using punctuation correctly and spelling common words correctly.</b></p> <ul style="list-style-type: none"> <li>Prepare the learners for the lesson. They must have writing books, crayons and pencils on their desks.</li> <li>Tell the learners what you did during the holidays. Write four sentences on the board about what you did in the holidays.</li> <li>Read these sentences with the learners. Remind them that the paragraph must be written in the past tense as the holidays are finished. Erase the sentences.</li> <li>Write common keywords of places and activities on the board that you think will give the learners ideas about what to write, e.g. <b>zoo, sea, home, brothers, sisters, played.</b></li> <li>Say: <b>Write four sentences, a paragraph about what you did in the holidays. Remember, a paragraph has one main idea, which is described in two or more sentences. The main idea for your paragraph is your holidays.</b></li> <li>Remind the learners that sentences start with a capital letter and end with a full stop.</li> <li>Tell the learners that if they don't know how to spell a word, they can come and ask you.</li> <li>Write these words on the board so other learners can use them as well.</li> <li>Walk around and help when necessary.</li> <li>At the end of about 15 minutes tell the learners that you want them to edit their work, just like they do when they write in their home language. They must use a different colour to edit their work.</li> <li>Write the following points on the board and then remind them to: <ul style="list-style-type: none"> <li>read each sentence carefully</li> <li>check their spelling</li> <li>check punctuation</li> <li>check that their sentences make sense.</li> </ul> </li> <li>Take in the books and mark them.</li> <li>Explain the homework to the learners and check that they know what to do.</li> <li>Reflect on the lesson.</li> </ul>	
HOMEWORK	
<ul style="list-style-type: none"> <li>Learns twelve words (<b>quick, quack, sock, lock, sack, sick, long, song, wrong, pick, was, you</b>) for the spelling test.</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 a non-fiction text</li> <li>• With the teacher's help, gives a simple summary of the non-fiction text</li> </ul>
RESOURCES	<ul style="list-style-type: none"> <li>• Pictures of elephants, elephant calves</li> </ul>

### ACTIVITY DESCRIPTION

**Focus of the lesson:** Listens to a non-fiction story and gives a summary of it.

Before the lesson: Write the *Elephants* story on the board.

#### **Elephants**

Elephants live in family groups. The family is grown-up females and their children. A female elephant is called a cow and a young elephant a calf. There can be lots of cows and calves. A cow is a big elephant and a calf is a small elephant. The male elephants don't live with the family. The male elephant is called a bull. There are many bulls.

A baby elephant sometimes holds its mother's tail so that it does not get lost. The mother always keeps her calf near her. She uses her trunk to pull her calf out of the mud. The calf is nine years old before the mother will have another baby. The older calf helps to look after the new baby.

- Settle the learners. They should all be facing you.
- Read the first paragraph of the *Elephants* story with the learners.
- Say: **A summary is saying only the parts that are important – the information that we need to know.**
- Ask three learners to tell you what is important in this paragraph.
- Summarise the paragraph for the learners. Sentences 1, 2, 3, 6 and 7 should be mentioned. (Elephants live in family groups which is grown up females (women) and children. A woman elephant is a cow and a baby elephant is a calf. There are many men elephants called bulls.) Underline these sentences with a different colour chalk.
- Read the second paragraph to the learners.
- Ask different learners to summarise this paragraph – tell you the important sentences.
- Summarise the paragraph. Sentences 1, 3, 4 should be mentioned. (A baby elephant holds its mother's tail. The mother uses her trunk to pull her baby out of the mud. When the calf is nine years old the mother may have another child.) Underline these sentences in a different colour.
- Read the summary with the learners.
- 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 from the guided, shared and independent reading</li> </ul>
RESOURCES	<ul style="list-style-type: none"> <li>Flashcard words: <b>spider, eight, four, small, head, front, picture, see</b></li> <li>Homework books with reading sheets</li> </ul>
ACTIVITY DESCRIPTION	
<p><b>Focus of the lesson: Learns look-and-say words.</b></p> <ul style="list-style-type: none"> <li>Settle the learners so that you have their attention.</li> <li>Hold up one flashcard at a time and clearly say the word twice, while learners look and listen.</li> <li>Ask if the learners know what the word means. Get them to show what it means using an action, or to explain the meaning. If possible, show learners the real object or a picture of the flashcard item.</li> <li>Learners read the word – you ask the whole class, different groups of learners, and individual learners to read the word.</li> <li>Introduce the next word in exactly the same manner.</li> <li>Switch between the two words, asking different learners to read the words on the flashcard.</li> <li>Continue in the same way until all the words for this lesson have been covered.</li> <li>Tell the learners to take out their reading sheets or to open their homework books to their reading sheets.</li> <li>Learners must use <b>one colour</b> to tick or circle the words that they have learnt to read.</li> <li>For homework, they must practise reading these words aloud to someone at home or in their community.</li> <li>Reflect on the lesson.</li> </ul>	

ACTIVITY 3	GROUP GUIDED READING				
TIME	15 minutes				
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> <li>Reads aloud from own book in a Group Guided Reading group with the teacher</li> <li>Uses the reading strategies taught in Home Language to make sense and to monitor self when reading</li> <li>Reads with increasing fluency and expression</li> <li>Shows an understanding of punctuation when reading aloud</li> <li>Begins to build a sight word vocabulary</li> </ul>				
RESOURCES	<ul style="list-style-type: none"> <li>GGR (<i>Eyes</i>)</li> <li>DBE workbooks p. 44</li> <li>Pencils, crayons</li> </ul>				
ACTIVITY DESCRIPTION					
<p><b>Focus of lesson: Individuals from the group read pages in a book; rest of the class fills in the missing words in the sentences from the list above the sentences.</b></p> <p><b>Whole class</b></p> <ul style="list-style-type: none"> <li>Ask the learners to turn to p. 44 and read the sentences and fill in the missing words from the list above.</li> </ul> <p><b>Group Guided Reading: Group 3</b></p> <ul style="list-style-type: none"> <li>Listen to each learner read two sentences from the reader <i>Eyes</i> pp. 2–5.</li> <li>Ask learners the oral comprehension questions: <ul style="list-style-type: none"> <li><b>How many eyes does a crab have?</b> (two)</li> <li><b>Does a snail move fast or slowly?</b> (slowly)</li> </ul> </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 check that they know what to do.</li> <li>Reflect on the lesson.</li> </ul>					
Whole class	1	2	3	4	5
HOMEWORK					
<ul style="list-style-type: none"> <li>Reading sheets – learners must practise reading words aloud to someone at home or in the community.</li> <li>Learns twelve words (<b>quick, quack, sock, lock, sack, sick, long, song, wrong, pick, was, you</b>) for the spelling test.</li> </ul>					

## DAY 4

ACTIVITY 1	LANGUAGE USE
<b>TIME</b>	30 minutes
<b>CONTENT/CONCEPTS/ SKILLS</b>	<ul style="list-style-type: none"> <li>Revises some of the grammar covered informally in Grades R–2</li> </ul>
<b>RESOURCES</b>	<ul style="list-style-type: none"> <li>Different size cups; books of different weights</li> </ul>
ACTIVITY DESCRIPTION	
<p><b>Focus of the lesson:</b> Revises comparatives.</p> <ul style="list-style-type: none"> <li>Prepare the learners for the lesson. They must be sitting quietly facing you.</li> <li>Hold up a <i>small</i> cup and say: <b>This cup is small.</b></li> <li>Ask the learners: <b>What is this cup?</b></li> <li>Learners answer: <b>That cup (or The cup) is small.</b></li> <li>Hold up a cup that is <i>smaller</i> than the first cup and say: <b>This cup is smaller than that cup.</b></li> <li>Show the learners the two cups and say: <b>This cup is small.</b> Hold up the <i>small</i> cup.</li> <li>Then say: <b>This cup is smaller.</b> Hold up the <i>smaller</i> cup.</li> <li>Hold up the <i>smaller</i> cup and ask the learners: <b>What is this cup?</b></li> <li>The learners answer: <b>Smaller. (or That/The cup is smaller.)</b></li> <li>Hold up a cup that is the <i>smallest</i> cup and say: <b>This cup is the smallest cup.</b></li> <li>Show the learners the three cups and say: <b>This cup is small.</b> Hold up the <i>small</i> cup.</li> <li>Say: <b>This cup is smaller.</b> Hold up the <i>smaller</i> cup.</li> <li>Say: <b>This cup is the smallest cup.</b> Hold up the <i>smallest</i> cup.</li> <li>Hold up the <i>smallest</i> cup and ask the learners: <b>What is this cup?</b></li> <li>Learners answer: <b>Smallest. (or That/The cup is the smallest cup.)</b></li> <li>Follow the same procedure with books of different weights – <i>heavy, heavier, heaviest.</i></li> <li>Follow the same procedure with books of different weights – <i>light, lighter, lightest.</i></li> <li>If there is time ask individual learners the same questions getting them to use the words <i>small, smaller, smallest, heavy, heavier, heaviest, light, lighter, lightest.</i></li> <li>Explain the homework to the learners and check that they know what to do.</li> <li>Reflect on the lesson.</li> </ul>	
HOMEWORK	
<ul style="list-style-type: none"> <li>Reading sheets – learners must practise reading words aloud to someone at home or in the community.</li> <li>Learns twelve words (<b>quick, quack, sock, lock, sack, sick, long, song, wrong, pick, was, you</b>) for the spelling test.</li> </ul>	

## DAY 5

ACTIVITY 1	WRITING: SPELLING TEST
TIME	30 minutes
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> <li>• Recognises consonant digraphs</li> <li>• Revises Term 1 sounds</li> <li>• Builds and sounds out words using sounds learnt</li> </ul>
RESOURCES	<ul style="list-style-type: none"> <li>• Assessment books</li> <li>• Pencils</li> </ul>

### ACTIVITY DESCRIPTION

**Focus of the lesson: Informally assesses the spelling words.**

- Prepare the learners for the spelling test. They should be sitting quietly, with their assessment books and pencils in front of them.
- Tell the learners to write the heading *Spelling test* and the date at the top of the page. Show them this on the board.
- Say: **Fold the page in half, numbers 1–5 in the margin and 6–10 down the middle of the page.** Show them how to do this.
- Clearly call out the number **1** and then the first spelling word.
- Learners must neatly write the word next to number 1. If they don't know how to write the word, they must put a dash next to the number.
- Tell the learners that you are going to dictate one sentence to them and they must write this sentence. Dictate this sentence: **You sang a long song.**
- Throughout the test, learners must work in silence and must not look at other learners' work.
- At the end of the test, write the words and the sentence on the board and the learners can mark their own work. They must write the correct word next to any words they get wrong. Collect the learners' writing books and make a note of those learners who get more than three errors.

Spelling test	Date:
1. quick	6. lock
2. sock	7. you
3. was	8. wrong
4. sack	9. long
5. song	10. pick

ACTIVITY 2		GROUP GUIDED READING AND PAIRED/INDEPENDENT READING				
TIME	30 minutes					
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> <li>• Reads aloud from own book in a Group Guided Reading group with the teacher</li> <li>• Uses the reading strategies taught in Home Language to make sense and to monitor self when reading</li> <li>• Reads with increasing fluency and expression</li> <li>• Shows an understanding of punctuation when reading aloud</li> <li>• Continues to build a sight word vocabulary</li> <li>• Independently reads books read in GGR sessions and other books</li> </ul>					
RESOURCES	<ul style="list-style-type: none"> <li>• GGR (<i>Eyes</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> <ul style="list-style-type: none"> <li>• Organise learners for paired or independent reading.</li> <li>• Hand out the books.</li> <li>• Explain that learners doing paired reading should take turns to read aloud to each other, and to discuss the pictures and the story.</li> <li>• Allow learners to read inside or outside the classroom.</li> </ul> <p><b>Group Guided Reading: Groups 4 and 5</b></p> <ul style="list-style-type: none"> <li>• Listen to each learner read two sentences from the readers <i>Eyes</i>, pp. 6–7.</li> <li>• Ask learners the oral comprehension questions: <ul style="list-style-type: none"> <li>– <b>Does a spider have big and small eyes?</b> (Yes)</li> <li>– <b>Do you like spiders? Why? Why not?</b></li> </ul> </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	

# WEEK 3

<b>TOTAL TIME</b>	4 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>Continues to develop an oral (listening and speaking) vocabulary using themes or topics</li> <li>Understands and responds to simple questions</li> <li>Understands and uses language structures in context</li> <li>Participates in a short conversation on a familiar topic</li> </ul>
<b>RESOURCES</b>	<ul style="list-style-type: none"> <li>Poster (<i>Shopping</i>)</li> </ul>

### ACTIVITY DESCRIPTION

**Focus of the lesson: Learns the structures – past tense, pronouns, prepositions and vocabulary.**

- 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 shopping.**
- Ask the learners: **What can you see in the poster?**
- Any learner can answer whatever they see. Try to get at least five learners to tell you what they see. Encourage them to use sentences.
- Point to the picture of the man pushing the trolley and say **pushed**.
- Point to the picture of the man pushing again and ask: **What did the man do?**
- The learners answer: **Pushed/He pushed.**
- Say: **The granny and girl waited for her mother** and point to the poster showing the granny and the girl waiting.
- Repeat: **Yesterday the granny and the girl waited for her mother** and point to the poster showing the granny and the girl waiting.
- Ask: **Who waited yesterday for her mother?**
- Answer with the learners: **Yesterday the granny and the girl waited for her mother.**
- Ask again: **Who waited yesterday for her mother?**
- All or some of the learners answer: **Yesterday the granny and the girl waited for her mother.**
- Ask: **Who waited yesterday for her mother?**
- Select a few learners to answer: **Yesterday the granny and the girl waited.**
- Repeat the same procedure for Question 2. Ask: **What did the granny and the girl do yesterday?**
- Repeat the same procedure for the other sentences.
- Ask the learners to talk about the poster.
- Reflect on the lesson.

Sentence	Question 1	Question 2
Yesterday the granny and the girl waited for her mother.	Who waited yesterday for her mother? <i>Yesterday the granny and the girl waited for her mother.</i>	What did the granny and the girl do yesterday? <i>Yesterday the granny and the girl waited for her mother.</i>
Yesterday the granny and the girl talked.	Who talked yesterday? <i>Yesterday the granny and the girl talked.</i>	What did the granny and the girl do yesterday? <i>Yesterday the granny and the girl talked.</i>
Yesterday the man pushed his trolley.	Who pushed his trolley yesterday? <i>Yesterday the man pushed his trolley.</i>	What did the man do yesterday? <i>Yesterday the man pushed his trolley.</i>

Sentence	Question 1	Question 2
Yesterday the woman walked to her house.	Who walked to her house? <i>Yesterday the woman walked to her house.</i>	What did the woman do yesterday? <i>Yesterday the woman walked to her house.</i>
Yesterday the girl pointed at the food.	Who pointed at the food yesterday? <i>Yesterday the girl pointed at the food.</i>	What did the girl do yesterday? <i>Yesterday the girl pointed at the food.</i>
Yesterday the people walked down the road.	Who walked down the road yesterday? <i>Yesterday the people walked down the road.</i>	What did the people do yesterday? <i>Yesterday the people walked down the road.</i>

## DAY 2

ACTIVITY 1	PHONICS
TIME	30 minutes
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> <li>Uses consonant blends to build up and break down words</li> </ul>
RESOURCES	<ul style="list-style-type: none"> <li>Pictures or objects of words: <b>crash, crust, brick, drug, bring, drum, black, bled, slip, slug, fling, flag</b></li> <li>Homework books</li> </ul>

### ACTIVITY DESCRIPTION

**Focus of the lesson:** Uses consonant blends to build and sound out words.

- Settle the class so that you have their attention.
- Tell the learners that they must listen to the beginning of the word. They will hear two sounds that sound like one sound. Repeat this in LoLT if necessary.
- Say the following word: **crash**. Then break it down and say **cr-ash**. Then break it down further: **c-r-ash**.
- Tell the learners there is **c** and then **r** at the beginning of the word. Say **cr**.
- Show the learners the picture or real object that uses the sound, e.g. a picture of a crash so that they understand the meaning of the word. Do an action for the verbs.
- Write the word on the board and sound it out: **cr ash** then **c r ash**. When you write it on the board leave spaces between the letters just like it has been done here. Get the learners to sound the word out with you.
- Follow the same procedure for: **bring, brick, crust, drum, black, bled, slip, fling, flag**.
- Write the words on the board: **crash, bring, brick, crust, drum, black, bled, slip, fling, flag**.
- Break the words into their sounds with the learners and then say the whole word, e.g. **b r i n g (bring); d r u m (drum); b l a c k (black); s l i p (slip), b r i c k (brick), c r u s t (crust), b l e d (bled), f l i n g (fling), f l a g (flag)**. Do this orally. Don't write the words on the board with the dashes.
- Ask individual learners to break the words into their sounds and then say the whole word.
- Write these two high frequency words on the board and the learners read them: **they, she**.
- Ask the learners to choose two of the ten words and write a sentence with each word. Reflect on the lesson.

**In books:**

- Learners turn to a clean page in their homework books.
- Point out to learners how you have laid things out on the chalkboard:
  - The heading is written on the top left-hand side of the page: *Spelling words*.
  - The date is written on the top right-hand side of the page.
  - The twelve words are neatly and carefully listed below the heading.
- Learners must copy the words into their homework books or paste in the list and revise them for homework.

ACTIVITY 2	WRITING
TIME	30 minutes
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> <li>Writes a paragraph of four to six sentences on a familiar topic</li> <li>Uses punctuation already taught in Home Language</li> <li>Spells common words correctly and attempts to spell unfamiliar words using phonic knowledge</li> <li>Builds own word bank and personal dictionary</li> <li>Uses the writing process</li> </ul>
RESOURCES	<ul style="list-style-type: none"> <li>Writing books, pencils</li> <li>Poster (<i>Shopping</i>)</li> </ul>
ACTIVITY DESCRIPTION	
<p><b>Focus of the lesson:</b> Writes a paragraph of four sentences using punctuation correctly and spelling common words correctly.</p> <ul style="list-style-type: none"> <li>Prepare the learners for the lesson. They must have writing books and pencils on their desks and all be able to see the poster.</li> <li>Ask two learners to choose a person in the poster and tell the class what this person was doing in the shop.</li> <li>Write common keywords on the board that you think will give the learners ideas about what to write, e.g. food, trolley, buy, bought, fruit.</li> <li>Say: <b>Choose a person in the poster and write four sentences, a paragraph about what that person did in the shop.</b></li> <li>Ask a learner to tell the class what a paragraph is. (Has one main idea which is described in two or more sentences.)</li> <li>Remind the learners that sentences start with a capital letter and end with a full stop.</li> <li>Tell the learners that if they don't know how to spell a word, they can come and ask you.</li> <li>Write these words on the board so other learners can use them as well.</li> <li>Walk around and help when necessary.</li> <li>At the end of about 15 minutes tell the learners that you want them to edit their work, just like they do when they write in their home language. They must use a different colour to edit their work.</li> <li>Write the following points on the board and then remind them to: <ul style="list-style-type: none"> <li>read each sentence carefully</li> <li>check their spelling</li> <li>check punctuation</li> <li>check that their sentences make sense.</li> </ul> </li> <li>Take in the books and mark them.</li> <li>Explain the homework to the learners and check that they know what to do.</li> <li>Reflect on the lesson.</li> </ul>	
HOMEWORK	
<ul style="list-style-type: none"> <li>Learns twelve words (<b>crash, bring, drum, black, slip, fling, crust, brick, bled, flag, they, she</b>) for spelling test.</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 stories, personal recounts or non-fictions texts</li> <li>• Answers comprehension questions</li> <li>• Continues to build oral vocabulary</li> </ul>
RESOURCES	<ul style="list-style-type: none"> <li>• Pictures of elephants, elephant calves</li> </ul>

### ACTIVITY DESCRIPTION

**Focus of the lesson:** Listens to a non-fiction text and answers questions about it.

#### *Elephants*

Elephants live in family groups. The family is grown-up females and their children. A female elephant is called a cow and a young elephant a calf. There can be lots of cows and calves. A cow is a big elephant and a calf is a small elephant. The male elephants don't live with the family. The male elephant is called a bull. There are many bulls.

A baby elephant sometimes holds its mother's tail so that it does not get lost. The mother always keeps her calf near her. She uses her trunk to pull her calf out of the mud. The calf is nine years old before the mother will have another baby. The older calf helps to look after the new baby.

- Prepare the learners for the lesson. Their desks should be clear.
- Read the first paragraph of the story *Elephants* to the learners. Ask them the following questions and encourage them to answer in full sentences:
  - **Who belongs to the family group?** (Females and children belong to the family group.)
  - **What is a female elephant called?** (A female elephant is called a cow.)
  - **What is a baby elephant called?** (A baby elephant is called a calf.)
  - **Do the male elephants live with the family?** (No, male elephants don't live with the family.)
  - **What is the male elephant called?** (A male elephant is called a bull.)
- Read the second paragraph to the learners. Ask them the following questions:
  - **Why does the baby elephant hold its mother's tail?** (It holds its mother's tail so that it does not get lost.)
  - **What does the mother use to pull its calf out of the mud?** (The mother uses its trunk to pull its calf out of the water.)
  - **How old is the baby when its mother has another baby?** (The baby is nine years old when its mother has another baby.)
- Ask as many learners as possible to answer the questions.
- 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 from the guided, shared and independent reading</li> </ul>
RESOURCES	<ul style="list-style-type: none"> <li>Flashcard words: <b>owl, round, night, very, uses, look, for, food, butterfly, Some, their, like</b></li> <li>Homework books with reading sheets</li> </ul>
ACTIVITY DESCRIPTION	
<p><b>Focus of the lesson: Learns look-and-say words.</b></p> <ul style="list-style-type: none"> <li>Settle the learners so that you have their attention.</li> <li>Hold up one flashcard at a time and clearly say the word twice, while learners look and listen.</li> <li>Ask if the learners know what the word means. Get them to show what it means using an action, or to explain the meaning. If possible, show learners the real object or a picture of the flashcard item.</li> <li>Learners read the word – you ask the whole class, different groups of learners, and individual learners to read the word.</li> <li>Introduce the next word in exactly the same manner.</li> <li>Switch between the two words, asking different learners to read the words on the flashcard.</li> <li>Continue in the same way until all the words for this lesson have been covered.</li> <li>Tell the learners to take out their reading sheets or to open their homework books to their reading sheets.</li> <li>Learners must use <b>one colour</b> to tick or circle the words that they have learnt to read.</li> <li>For homework, they must practise reading these words aloud to someone at home or in their community.</li> <li>Reflect on the lesson.</li> </ul>	

ACTIVITY 3	GROUP GUIDED READING				
TIME	15 minutes				
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> <li>Reads aloud from own book in a Group Guided Reading group with the teacher</li> <li>Uses the reading strategies taught in Home Language to make sense and to monitor self when reading</li> <li>Reads with increasing fluency and expression</li> <li>Shows an understanding of punctuation when reading aloud</li> <li>Begins to build a sight word vocabulary</li> </ul>				
RESOURCES	<ul style="list-style-type: none"> <li>GGR (<i>Eyes</i>)</li> <li>DBE workbooks p. 76</li> <li>Pencils, crayons</li> </ul>				
ACTIVITY DESCRIPTION					
<p><b>Focus of lesson: Individuals from the group read pages in a book; rest of the class chooses the correct word and punctuates sentences.</b></p> <p><b>Whole class</b></p> <ul style="list-style-type: none"> <li>Ask the learners to turn to p. 76 and complete the bottom exercise.</li> </ul> <p><b>Group Guided Reading: Group 1</b></p> <ul style="list-style-type: none"> <li>Listen to each learner read two sentences from the reader <i>Eyes</i> pp. 6–7.</li> <li>Ask learners the oral comprehension questions: <ul style="list-style-type: none"> <li><b>Does a spider have big and small eyes?</b> (Yes)</li> <li><b>Do you like spiders? Why? Why not?</b></li> </ul> </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 check that they know what to do.</li> <li>Reflect on the lesson.</li> </ul>					
Whole class	1	2	3	4	5
HOMEWORK					
<ul style="list-style-type: none"> <li>Reading sheets – learners must practise reading words aloud to someone at home or in the community.</li> <li>Learns twelve words (<b>crash, bring, drum, black, slip, fling, crust, brick, bled, flag, they, she</b>) for spelling test.</li> </ul>					

## DAY 4

ACTIVITY 1	LANGUAGE USE
<b>TIME</b>	30 minutes
<b>CONTENT/CONCEPTS/ SKILLS</b>	<ul style="list-style-type: none"> <li>Understands and uses the present progressive</li> </ul>
<b>RESOURCES</b>	<ul style="list-style-type: none"> <li>Writing books, pencils</li> </ul>
ACTIVITY DESCRIPTION	
<p><b>Focus of the lesson:</b> Understands and uses the present progressive tense.</p> <p><u>Before the lesson:</u> Write the following sentences with the instructions on the board:</p> <p>Copy the sentence and fill in <b>is</b> or <b>are</b>.</p> <ul style="list-style-type: none"> <li>- The boys _____ talking.</li> <li>- The girl _____ running.</li> <li>- The man _____ talking.</li> <li>- The pen _____ blue.</li> <li>- The apples _____ red.</li> <li>- The books _____ big.</li> <li>- The dog _____ barking.</li> <li>- The cats _____ walking.</li> <li>- The mothers _____ talking.</li> <li>- The father _____ walking.</li> </ul> <ul style="list-style-type: none"> <li>• Read the instruction and the first sentence with the learners.</li> <li>• Ask a learner what should be written in the space that has no word.</li> <li>• Fill in the correct word and ask the class to read the sentence.</li> <li>• Follow the same procedure with the second sentence.</li> <li>• Then tell the learners to complete the rest of the sentences.</li> <li>• Before the end of the lesson read the sentences and ask individual learners what word they have filled in to each sentence. Fill in the correct words.</li> <li>• Learners mark their own work and write the correct word above any word that they have wrong.</li> <li>• Explain the homework to the learners and check that they know what to do.</li> <li>• Reflect on the lesson.</li> </ul>	
HOMEWORK	
<ul style="list-style-type: none"> <li>• Reading sheets – learners must practise reading words aloud to someone at home or in the community.</li> <li>• Learns twelve words (<b>crash, bring, drum, black, slip, fling, crust, brick, bled, flag, they, she</b>) for spelling test.</li> </ul>	

## DAY 5

DAY 5	
ACTIVITY 1	WRITING: SPELLING TEST
TIME	30 minutes
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> <li>Recognises consonant digraphs</li> <li>Revises Term 1 sounds</li> <li>Builds and sounds out words using sounds learnt</li> </ul>
RESOURCES	<ul style="list-style-type: none"> <li>Assessment books</li> <li>Pencils</li> </ul>
ACTIVITY DESCRIPTION	
<p><b>Focus of the lesson: Informally assesses the spelling words.</b></p> <ul style="list-style-type: none"> <li>Prepare the learners for the spelling test. They should be sitting quietly, with their assessment books and pencils in front of them.</li> <li>Tell the learners to write the heading <i>Spelling test</i> and the date at the top of the page. Show them this on the board.</li> <li>Say: <b>Fold the page in half, numbers 1–5 in the margin and 6–10 down the middle of the page.</b> Show them how to do this.</li> <li>Clearly call out the number <b>1</b> and then the first spelling word.</li> <li>Learners must neatly write the word next to number 1. If they don't know how to write the word, they must put a dash next to the number.</li> <li>Tell the learners that you are going to dictate one sentence to them and they must write this sentence. Dictate this sentence: <b>They bring a black and red flag to him.</b></li> <li>Throughout the test, learners must work in silence and must not look at other learners' work.</li> <li>At the end of the test, write the words and sentence on the board and the learners can mark their own work. They must write the correct word next to any words they get wrong. Collect the learners' writing books and make a note of those learners who get less than five words correct and more than three errors in the sentence.</li> </ul>	
<b>Spelling test</b>	<b>Date:</b>
1. bring	6. flag
2. black	7. brick
3. they	8. crust
4. crash	9. fling
5. drum	10. she

ACTIVITY 2	GROUP GUIDED READING AND PAIRED/INDEPENDENT READING				
TIME	30 minutes				
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> <li>• Reads aloud from own book in a Group Guided Reading group with the teacher</li> <li>• Uses the reading strategies taught in Home Language to make sense and to monitor self when reading</li> <li>• Reads with increasing fluency and expression</li> <li>• Shows an understanding of punctuation when reading aloud</li> <li>• Continues to build a sight word vocabulary</li> <li>• Independently reads books read in GGR sessions and other books</li> </ul>				
RESOURCES	<ul style="list-style-type: none"> <li>• GGR (<i>Eyes</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> <ul style="list-style-type: none"> <li>• Organise learners for paired or independent reading.</li> <li>• Hand out the books.</li> <li>• Explain that learners doing paired reading should take turns to read aloud to each other, and to discuss the pictures and the story. They must 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 two sentences from the readers <i>Eyes</i>, pp. 8–13.</li> <li>• Ask learners the oral comprehension questions: <ul style="list-style-type: none"> <li>– <b>What animal can see well at night?</b> (an owl)</li> <li>– <b>What does a frog look for?</b> (food)</li> <li>– <b>What do butterflies have that look like eyes?</b> (dots on their wings)</li> </ul> </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

# WEEK 4

<b>TOTAL TIME</b>	4 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>Continues to develop an oral (listening and speaking) vocabulary using themes or topics</li> <li>Understands and responds to simple questions</li> <li>Understands and uses language structures in context</li> <li>Participates in a short conversation on a familiar topic</li> </ul>
<b>RESOURCES</b>	<ul style="list-style-type: none"> <li>Poster (<i>Healthy Living</i>)</li> </ul>

### ACTIVITY DESCRIPTION

**Focus of the lesson: Learns the structures – present progressive, adjectives and vocabulary.**

- 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 food and healthy living.**
- Ask the learners: **What can you see in the poster?**
- Any learner can answer whatever they see. Try to get at least five learners to tell you what they see. Encourage them to use sentences.
- Point to the picture of the watermelon and say: **Watermelon.**
- Point to the picture of the watermelon again and ask: **What is this?**
- The learners answer: **Watermelon.**
- Follow the same procedure with the following words: **gardener** and **chips**. With **hungry, old, small, tall, friendly and greedy** you may need to explain these words in LoLT as well as in English.
- Say: **The hungry girl is eating the watermelon** and point to the poster showing the girl eating the watermelon.
- Repeat: **The hungry girl is eating the watermelon** and point to the poster showing the girl eating the watermelon.
- Ask: **What is the hungry girl eating?**
- Answer with the learners: **The hungry girl is eating the watermelon.**
- Ask again: **What is the hungry girl eating?**
- All or some of the learners answer: **The hungry girl is eating the watermelon.**
- Ask: **What is the hungry girl eating?**
- Select a few learners to answer: **The hungry girl is eating the watermelon.**
- Repeat the same procedure for Question 2. Ask: **Who is eating the watermelon?**
- Repeat the same procedure for the other sentences.
- Ask the learners to talk about the poster.
- Reflect on the lesson.

Sentence	Question 1	Question 2
The hungry girl is eating the watermelon.	What is the hungry girl eating? <i>The hungry girl is eating the watermelon.</i>	Who is eating the watermelon? <i>The hungry girl is eating the watermelon.</i>
The old gardener is looking at the people.	What is the old gardener doing? <i>The old gardener is looking at the people.</i>	Who is looking at the people? <i>The old gardener is looking at the people.</i>
The tall women are walking.	What are the tall women doing? <i>The tall women are walking.</i>	Who are walking? <i>The tall women are walking.</i>
The greedy people are eating chips.	What are the greedy people doing? <i>The greedy people are eating chips.</i>	Who are eating chips? <i>The greedy people are eating chips.</i>

Sentence	Question 1	Question 2
The friendly man and woman are talking.	What are the friendly man and woman doing? <i>The friendly man and woman are talking.</i>	Who are talking? <i>The friendly man and woman are talking.</i>
The small boy is standing.	What is the small boy doing? <i>The small boy is standing.</i>	Who is standing? <i>The small boy is standing.</i>

## DAY 2

ACTIVITY 1	PHONICS
TIME	30 minutes
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> <li>Uses consonant blends to build up and break down words</li> </ul>
RESOURCES	<ul style="list-style-type: none"> <li>Pictures or real objects: <b>smash, smell, sped, snap, bend, pond, slept, kept, lamp, camp</b></li> <li>Homework books</li> </ul>

### ACTIVITY DESCRIPTION

**Focus of the lesson:** Uses consonant blends to build and sound out words.

- Settle the class so that you have their attention.
- Tell the learners that they must listen to the beginning of the word. They will hear two sounds that sound like one sound. Repeat this in LoLT, if necessary.
- Say the following word: **smash**. Then breaks it down and say: **sm ash**. Then break it down further and say: **s m ash**.
- Tell the learners there is **s** and then **m** at the beginning of the word. (There are **nd, pt, mp** sounds at the end of words.)
- Show the learners the picture or real object that uses the sound, e.g. a picture of a smash so that they understand the meaning of the word. Do an action for the verbs.
- Write the word on the board and sound it out: **sm ash** then **s m ash**. Get the learners to sound the word out with you. Write the word on the board again with spaces between the sounds to help the learners sound it out.
- Follow the same procedure with: **sped, bend, pond, slept, kept, lamp, camp, snap, smell**.
- Write the words on the board: **sped, bend, pond, slept, kept, lamp, camp, snap, smell**.
- Break the words into their sounds with the learners and then say the whole word: **s-p-e-d (sped), b-e-n-d (bend), p-o-n-d (pond), s-l-e-p-t (slept), k-e-p-t (kept), l-a-m-p (lamp), c-a-m-p (camp), s-n-a-p (snap), s-m-e-ll (smell)**. Do this orally. Don't write the words on the board with the dashes. Ask individual learners to break the words into their sounds and then say the whole word.
- Write these two high frequency words on the board and the learners read them: **for, all**.
- Ask the learners to choose two of the ten words and write a sentence with each word.
- Reflect on the lesson.

In books:

- Learners turn to a clean page in their homework books.
- Point out to learners how you have laid things out on the chalkboard:
  - The heading is written on the top left-hand side of the page: *Spelling words*.
  - The date is written on the top right-hand side of the page.
  - The twelve words are neatly and carefully listed below the heading.
- Learners must copy the words into their homework books or paste in the list and revise them for homework.

ACTIVITY 2	WRITING
TIME	30 minutes
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> <li>• With guidance, writes a simple set of instructions</li> <li>• Uses punctuation already taught in Home Language</li> <li>• Spells common words correctly and attempts to spell unfamiliar words using phonic knowledge</li> <li>• Builds own word bank and personal dictionary</li> </ul>
RESOURCES	<ul style="list-style-type: none"> <li>• Writing books, pencils</li> </ul>
ACTIVITY DESCRIPTION	
<p><b>Focus of the lesson: Writes a set of instructions.</b></p> <ul style="list-style-type: none"> <li>• Prepare the learners for the lesson. Remind them about making a sandwich. Tell them the steps.</li> <li>• Write the following sentences on the board: <ul style="list-style-type: none"> <li>– <b>Put peanut butter on the bread.</b></li> <li>– <b>Put margarine on the bread.</b></li> <li>– <b>Take one slice of bread.</b></li> <li>– <b>Cut the sandwich.</b></li> <li>– <b>Put the bread on top.</b></li> </ul> </li> <li>• Learners write the steps in the correct order in their books. They write 1–5 and the correct sentence next to the number.</li> <li>• Remind the learners to punctuate their sentences, i.e. to use capital letters and full stops.</li> <li>• Walk around and help when necessary.</li> <li>• Before the end of the lesson write the sentences in the correct order and learners check their work. They must correct any mistakes they made.</li> <li>• Ask a few learners to read the sentences to the class.</li> <li>• Explain the homework to the learners and check that they know what to do.</li> <li>• Reflect on the lesson.</li> </ul>	
HOMEWORK	
<ul style="list-style-type: none"> <li>• Learns twelve words (<b>sped, bend, smash, pond, slept, kept, lamp, camp, snap, smell, for, all</b>) for the spelling test.</li> </ul>	

## DAY 3

ACTIVITY 1	LISTENING AND SPEAKING: SHARED READING
TIME	30 minutes
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> <li>Answers multiple choice questions, fills in the missing word and sequences events in the story</li> </ul>
RESOURCES	<ul style="list-style-type: none"> <li>DBE workbooks p. 42</li> <li>Worksheet: Reading Comprehension: Written</li> </ul>

### ACTIVITY DESCRIPTION

**Focus of the lesson:** Reads a story, answers multiple choice questions, fills in the missing word and sequences events in the story.

**Before the lesson:** Make copies of the worksheet: Reading comprehension: Written in the *Printable Resources* section for each learner in the class.

- Prepare the learners for the lesson. Their DBE workbooks should be open to p. 42 and they should have a copy of the worksheet and pencils on their desks.
- Tell the learners to write their names on the worksheet.
- Read the story with the learners.
- Then read Section A Question 1 and tell the learners that they have to circle the correct answer, i.e. they must circle either A, B, or C.
- Once the learners have circled an answer read the question again and tell them the correct answer. They can mark their own work.
- 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.
- Read Question 2 and 3 of Section A, and the learners circle their answers.
- Read Section B and Section C, and the learners answer these questions. Explain to the learners what they have to do in each section, i.e. In Section B they must fill in the missing words; In Section C they must number the sentences in the correct order.
- When the learners have finished answering all the questions, read each question again and write the answer on the board. Learners can mark their own work.
- **The correct order for the sentences in Section C is shown below:**
  4. We will fly back home.
  1. Our teacher told us we are going on a school trip.
  3. We will go by bus to the beach.
  2. We are going to Cape Town by train.
- Take in the books and give support to learners who need it.
- 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 from the guided, shared and independent reading</li> </ul>
RESOURCES	<ul style="list-style-type: none"> <li>Flashcard words: <b>eye-lids, close, brown, What, colour, your, Whose, these, find</b></li> <li>Homework books with reading sheets</li> </ul>
ACTIVITY DESCRIPTION	
<p><b>Focus of the lesson: Learns look-and-say words.</b></p> <ul style="list-style-type: none"> <li>Settle the learners so that you have their attention.</li> <li>Hold up one flashcard at a time and clearly say the word twice, while learners look and listen.</li> <li>Ask if the learners know what the word means. Get them to show what it means using an action, or to explain the meaning. If possible, show learners the real object or a picture of the flashcard item.</li> <li>Learners read the word – you ask the whole class, different groups of learners, and individual learners to read the word.</li> <li>Introduce the next word in exactly the same manner.</li> <li>Switch between the two words, asking different learners to read the words on the flashcard.</li> <li>Continue in the same way until all the words for this lesson have been covered.</li> <li>Tell the learners to take out their reading sheets or to open their homework books to their reading sheets.</li> <li>Learners must use <b>one colour</b> to tick or circle the words that they have learnt to read.</li> <li>For homework, they must practise reading these words aloud to someone at home or in their community.</li> <li>Reflect on the lesson.</li> </ul>	

ACTIVITY 3	GROUP GUIDED READING				
TIME	15 minutes				
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> <li>Reads aloud from own book in a Group Guided Reading group with the teacher</li> <li>Uses the reading strategies taught in Home Language to make sense and to monitor self when reading</li> <li>Reads with increasing fluency and expression</li> <li>Shows an understanding of punctuation when reading aloud</li> <li>Begins to build a sight word vocabulary</li> </ul>				
RESOURCES	<ul style="list-style-type: none"> <li>GGR (<i>Eyes</i>)</li> <li>DBE workbooks pp. 53, 57</li> <li>Pencils, crayons</li> </ul>				
ACTIVITY DESCRIPTION					
<p><b>Focus of lesson: Individuals from the group read pages in a book; rest of the class paste stickers in and fill the correct letter in words.</b></p> <p><b>Whole class</b></p> <ul style="list-style-type: none"> <li>Ask the learners to turn to p. 53 and then p. 57 and paste the stickers in and fill in the correct letter in words.</li> </ul> <p><b>Group Guided Reading: Group 4</b></p> <ul style="list-style-type: none"> <li>Listen to each learner read two sentences from the reader <i>Eyes</i> pp. 8–13.</li> <li>Ask learners the oral comprehension questions: <ul style="list-style-type: none"> <li><b>What animal can see well at night?</b> (an owl)</li> <li><b>What does a frog look for?</b> (food)</li> <li><b>What do butterflies have that look like eyes?</b> (dots on their wings)</li> </ul> </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 check that they know what to do.</li> <li>Reflect on the lesson.</li> </ul>					
Whole class	1	2	3	4	5
HOMEWORK					
<ul style="list-style-type: none"> <li>Reading sheets – learners must practise reading words aloud to someone at home or in the community</li> <li>Learns twelve words (<b>sped, bend, smash, pond, slept, kept, lamp, camp, snap, smell, for, all</b>) for the spelling test.</li> </ul>					

## DAY 4

ACTIVITY 1	LANGUAGE USE
<b>TIME</b>	30 minutes
<b>CONTENT/CONCEPTS/ SKILLS</b>	<ul style="list-style-type: none"> <li>Understands and uses the present progressive</li> </ul>
<b>RESOURCES</b>	<ul style="list-style-type: none"> <li>Writing books, pencils</li> </ul>
ACTIVITY DESCRIPTION	
<p><b>Focus of the lesson: Understands and uses the present progressive tense.</b></p> <p><u>Before the lesson:</u> Write the following sentences with the instructions on the board:</p> <ul style="list-style-type: none"> <li>Copy the sentence and fill in <b>is</b> or <b>are</b>.               <ul style="list-style-type: none"> <li>The boy ____ talking.</li> <li>The girls ____ running.</li> <li>The men ____ talking.</li> <li>The apple ____ red.</li> <li>The book ____ big.</li> <li>The dogs ____ barking.</li> <li>The cat ____ walking.</li> <li>The mother ____ talking.</li> <li>The fathers ____ walking.</li> </ul> </li> <li>Read the instruction and the first sentence with the learners.</li> <li>Ask a learner what should be written in the space that has no word.</li> <li>Fill in the correct word and ask the class to read the sentence.</li> <li>Tell the learners to complete the rest of the sentences.</li> <li>Before the end of the lesson read the sentences and ask individual learners what word they have filled in to each sentence. Fill in the correct words.</li> <li>Learners mark their own work and write the correct word above any word that they have wrong.</li> <li>Explain the homework to the learners and check that they know what to do.</li> <li>Reflect on the lesson.</li> </ul>	
HOMEWORK	
<ul style="list-style-type: none"> <li>Reading sheets – learners must practise reading words aloud to someone at home or in the community</li> <li>Learn twelve words (<b>sped, bend, smash, pond, slept, kept, lamp, camp, snap, smell, for, all</b>) for the spelling test.</li> </ul>	

## DAY 5

ACTIVITY 1	WRITING: SPELLING TEST
TIME	30 minutes
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> <li>• Recognises consonant digraphs</li> <li>• Revises Term 1 sounds</li> <li>• Builds and sounds out words using sounds learnt</li> </ul>
RESOURCES	<ul style="list-style-type: none"> <li>• Assessment books</li> <li>• Pencils</li> </ul>

### ACTIVITY DESCRIPTION

#### **Focus of the lesson: Informally assesses the spelling words.**

- Prepare the learners for the spelling test. They should be sitting quietly, with their assessment books and pencils in front of them.
- Tell the learners to write the heading *Spelling test* and the date at the top of the page. Show them this on the board.
- Say: **Fold the page in half, numbers 1–5 in the margin and 6–10 down the middle of the page.** Show them how to do this.
- Clearly call out the number **1** and then the first spelling word.
- Learners must neatly write the word next to number 1. If they don't know how to write the word, they must put a dash next to the number.
- Tell the learners that you are going to dictate one sentence to them and they must write this sentence. Dictate this sentence: **She ran to get the lamp for all the men.**
- Throughout the test, learners must work in silence and must not look at other learners' work.
- At the end of the test, write the words and sentence on the board and the learners can mark their own work. They must write the correct word next to any words they get wrong. Collect the learners' writing books and make a note of those learners who get less than five words correct and more than three words incorrect in the sentence.

Spelling test	Date:
1. kept	6. pond
2. smash	7. snap
3. for	8. crept
4. slept	9. smell
5. bend	10. all

ACTIVITY 2		GROUP GUIDED READING AND PAIRED/INDEPENDENT READING				
TIME	30 minutes					
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> <li>• Reads aloud from own book in a Group Guided Reading group with the teacher</li> <li>• Uses the reading strategies taught in Home Language to make sense and to monitor self when reading</li> <li>• Reads with increasing fluency and expression</li> <li>• Shows an understanding of punctuation when reading aloud</li> <li>• Continues to build a sight word vocabulary</li> <li>• Independently reads books read in GGR sessions and other books</li> </ul>					
RESOURCES	<ul style="list-style-type: none"> <li>• GGR (<i>Eyes</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> <ul style="list-style-type: none"> <li>• Organise learners for paired or independent reading.</li> <li>• Hand out the books.</li> <li>• Explain that learners doing paired reading should take turns to read aloud to each other, and to discuss the pictures and the story. They must 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 two sentences from the readers <i>Eyes</i>, pp. 14–18.</li> <li>• Ask learners the oral comprehension questions: <ul style="list-style-type: none"> <li>– <b>Does a fish have eye-lids?</b> (No)</li> <li>– <b>Can a fish close its eyes?</b> (No)</li> <li>– <b>What colour are your eyes?</b></li> </ul> </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	

# WEEK 5

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<b>TOTAL TIME</b>	4 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>• Listens to a simple oral recount</li><li>• Gives a simple oral recount</li></ul>
<b>RESOURCES</b>	<ul style="list-style-type: none"><li>• Reader (<i>Eyes</i>)</li></ul>
<b>ACTIVITY DESCRIPTION</b>	
<p><b>Focus of the lesson: Listens to a recount and gives a recount.</b></p> <ul style="list-style-type: none"><li>• Settle the learners. Put the learners into groups of three or four.</li><li>• Say: <b>I am going to read the book, <i>Eyes</i> to you again. Listen carefully because you are then going to tell your friends about the book.</b></li><li>• Read the book, <i>Eyes</i>.</li><li>• Tell the learners to tell each other the story. They must each get a turn to tell the group the story and they can help each other remember what the story was about.</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 silent e in words</li> <li>• Recognises at least three new vowel digraphs</li> <li>• Builds and sounds out words using sounds learnt</li> <li>• Recognises known rhyming words</li> </ul>
RESOURCES	<ul style="list-style-type: none"> <li>• Objects or pictures: <b>cake, spade, face, race, made, waste, taste, grapes, made</b></li> </ul>

### ACTIVITY DESCRIPTION

**Focus of the lesson:** Recognises silent e, builds and sounds out words and recognises rhyming words.

- Settle the class so that you have their attention.
- Say: **The A sound has a number of ways that it can be written. Listen to these words. They all have the A sound in them but they are written differently: made, train, play.**
- Tell the learners to listen to the sounds in the words. Sound out: **m-A-d(e); t-r-A(ai)-n; p-l-A(ay).**
- Say: **First we will learn the A sound with the silent e.**
- Write the word **mad** on the board. Ask the learners to read it.
- Write **made** underneath it.
- Point to **e** at the end of **made** and tell the learners that the **e** makes a sound change to **A** sound.
- Do the following examples with the learners, showing them how the **e** changes the sound **a** to **A**: **cake, spade, face, race, grapes, late, waves, taste, waste, made.**
- Show the learners the picture or real object so that they understand the meaning of the words.
- Break the words into their sounds with the learners and then say the whole word, e.g. **c-A-k(e) (cake); s-p-A-d(e) (spade); f-A-s(ce) (face); r-A-s(ce) (race); m-A-d(e) (made)** Do this orally. Don't write the words on the board with the dashes. Write the words on the board: **made, cake, spade, face, race, grapes, late, wave, waste, taste.**
- Ask individual learners to break the words into their sounds and then say the whole word.
- Show the learners the words that rhyme, i.e. words that end with the same sounds: **spade** and **made; face** and **race.**
- Ask if any learner can give another word that rhymes with any of these words, e.g. **fade, case.**
- Write these two high frequency words on the board and the learners read them: **we, are.**
- Ask the learners to choose two of the ten words and write a sentence with each word.
- Reflect on the lesson.

#### In books:

- Learners turn to a clean page in their homework books.
- Point out to learners how you have laid things out on the chalkboard:
  - The heading is written on the top left-hand side of the page: *Spelling words.*
  - The date is written on the top right-hand side of the page.
  - The twelve words are neatly and carefully listed below the heading.
- Learners must copy the words into their homework books or paste in the list and revise them for homework.

<b>ACTIVITY 2</b>	<b>WRITING</b>
<b>TIME</b>	30 minutes
<b>CONTENT/CONCEPTS/ SKILLS</b>	<ul style="list-style-type: none"> <li>Writes increasingly complex lists with headings</li> <li>Organises information in a chart</li> </ul>
<b>RESOURCES</b>	<ul style="list-style-type: none"> <li>DBE workbooks p. 75</li> <li>Pencils</li> </ul>
<b>ACTIVITY DESCRIPTION</b>	
<p><b>Focus of lesson: Writes lists with headings and organises information on a chart.</b></p> <ul style="list-style-type: none"> <li>Prepare the learners for the lesson. They must have their DBE workbooks open to p. 75 on their desks.</li> <li>Show the learners the table at the top of the page. Tell them the ticks are the vegetables and fruit that the children like to eat. Read the names of the fruit and vegetables.</li> <li>Read the first name, <b>Emma</b>, and ask a learner what she likes to eat. Help her/him if s/he can't remember or read the names of the fruit or vegetables.</li> <li>Follow the same procedure with what <b>Sam, Piet, Ken</b> and <b>Jim</b> like to eat. Ask different learners the question.</li> <li>Then ask the learners to first write their name and then tick the vegetables and fruit that they like to eat. Read the names of the fruit and vegetables again.</li> <li>Read the section that says: <b>Say:</b></li> <li>Then show the learners the lines where they have to write what three of the children like to eat and ask them to do this just like it has been done above.</li> <li>Help when necessary.</li> <li>Write the correct sentences on the board and the learners can mark their own work.</li> <li>Then show the learners the next three lines where they write a list of what three children don't like to eat.</li> <li>Tell the learners to write three sentences of what the children don't like to eat. Show them that where there are no ticks this is what the children don't like to eat.</li> <li>Write the correct sentences on the board and the learners can mark their own work.</li> <li>Explain the homework to the learners and check that they know what to do.</li> <li>Reflect on the lesson.</li> </ul>	
<b>HOMEWORK</b>	
<ul style="list-style-type: none"> <li>Learns the twelve words (<b>made, cake, spade, face, race, grapes, late, wave, waste, taste, we, are</b>) for the spelling test.</li> </ul>	

### DAY 3

<b>ACTIVITY 1</b>	<b>LISTENING AND SPEAKING: ASSESSMENT GROUP 1</b> This assessment activity can be found in the planner and tracker
<b>ACTIVITY 2</b>	<b>READING: ASSESSMENT GROUP 1</b> This assessment activity can be found in the planner and tracker
<b>HOMEWORK</b>	
<ul style="list-style-type: none"> <li>Learns twelve words for spelling test.</li> </ul>	

## DAY 4

ACTIVITY 1	LANGUAGE USE
<b>TIME</b>	30 minutes
<b>CONTENT/CONCEPTS/ SKILLS</b>	<ul style="list-style-type: none"> <li>Understands and uses countable and uncountable nouns</li> </ul>
<b>RESOURCES</b>	<ul style="list-style-type: none"> <li>Pictures or objects: 3 apples, 2 oranges, 4 pens, 7 pencils, 5 books, water, sugar, flour, sand, mealie meal</li> </ul>
ACTIVITY DESCRIPTION	
<p><b>Focus of the lesson:</b> Understands and uses countable and uncountable nouns.</p> <ul style="list-style-type: none"> <li>Settle the learners. They must be facing you.</li> <li>Say as you demonstrate: <b>I have one apple. I have three apples.</b></li> <li>Learners can count the objects with you.</li> <li>Follow the same procedure with the oranges, pens, pencils and books.</li> <li>Say: <b>We can count the number of apples, oranges, pens, pencils and books that we have.</b></li> <li>Show the learners the water. Ask: <b>Can we count how much water we have?</b> (No)</li> <li>Follow the same procedure with sugar, sand, flour and mealie meal.</li> <li>Say: <b>Some things, like apples, we can count how many we have but things like sugar, that is too much, we can't count how much we have.</b></li> <li>Hold up two apples and ask: <b>Can we count the apples?</b> (Yes)</li> <li>Hold up the sugar and ask: <b>Can we count the sugar?</b> (No)</li> <li>Follow the same procedure with pens and water; oranges and flour; pencils and sand; books and mealie meal.</li> <li>Explain the homework to the learners and check that they know what to do.</li> <li>Reflect on the lesson.</li> </ul>	
HOMEWORK	
<ul style="list-style-type: none"> <li>Learns twelve words for spelling test.</li> </ul>	

## DAY 5

ACTIVITY 1	WRITING: SPELLING TEST
TIME	30 minutes
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> <li>• Recognises consonant digraphs</li> <li>• Revises Term 1 sounds</li> <li>• Builds and sounds out words using sounds learnt</li> </ul>
RESOURCES	<ul style="list-style-type: none"> <li>• Assessment books</li> <li>• Pencils</li> </ul>

### ACTIVITY DESCRIPTION

#### **Focus of the lesson: Informally assesses the spelling words.**

- Prepare the learners for the spelling test. They should be sitting quietly, with their assessment books and pencils in front of them.
- Tell the learners to write the heading *Spelling test* and the date at the top of the page. Show them this on the board.
- Say: **Fold the page in half, numbers 1–5 in the margin and 6–10 down the middle of the page.** Show them how to do this.
- Clearly call out the number **1** and then the first spelling word.
- Learners must neatly write the word next to number 1. If they don't know how to write the word, they must put a dash next to the number.
- Tell the learners that you are going to dictate one sentence to them and they must write this sentence. Dictate this sentence: **We taste the cake and the grapes.**
- Throughout the test, learners must work in silence and must not look at other learners' work.
- At the end of the test, write the words and the sentence on the board and the learners can mark their own work. They must write the correct word next to any words they get wrong. Collect the learners' writing books and make a note of those learners who get less than five words correct and more than three words incorrect in the sentence.

Spelling test	Date:
1. cake	6. made
2. are	7. face
3. we	8. waste
4. spade	9. race
5. taste	10. grapes

ACTIVITY 2	<b>READING: ASSESSMENT GROUP 2</b> This assessment activity can be found in the planner and tracker
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# WEEK 6

TOTAL TIME	4 hours
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DAY 1	
ACTIVITY 1	LISTENING AND SPEAKING: ASSESSMENT GROUP 2 This assessment activity can be found in the planner and tracker

DAY 2	
ACTIVITY 1	PHONICS
TIME	30 minutes
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> <li>Recognises at least three new vowel digraphs</li> <li>Builds and sounds out words using sounds learnt</li> <li>Recognises known rhyming words</li> </ul>
RESOURCES	<ul style="list-style-type: none"> <li>Objects or pictures: <b>rain, brain, paint, drain, train, faint, tail, fail, paid, play, clay, spray, stray, lay, pay</b></li> <li>Flashcards: <b>ai; ay</b></li> <li>DBE workbook p. 73</li> </ul>

ACTIVITY DESCRIPTION	
<p><b>Focus of the lesson:</b> Recognises ai, ay letter-sound relationships, builds and sounds out words and recognises rhyming words.</p> <ul style="list-style-type: none"> <li>Settle the learners so that they are facing the front and listening to you. They must have their DBE workbooks on their desk.</li> <li>Show them the <b>ai</b> flashcard and tell them that these two letters say <b>A</b>.</li> <li>Tell them to listen for the <b>A</b> sound in these words: <b>rain, brain, drain, paint, faint, tail, train, paid, jail</b>.</li> <li>Say the words again and sound them out and then say the whole word: <b>r-ai-n (rain); d-r-ai-n (drain); p-ai-n-t (paint), f-ai-n-t (faint), t-ai-l (tail), t-r-ai-n (train), p-ai-d (paid)</b>. Do this orally. Don't write the word with dashes on the board.</li> <li>Write the words on the board: <b>rain, brain, paint, drain, train, faint, tail, fail, paid</b>.</li> <li>Tell the learners to sound out the words and then say the whole word, e.g. <b>r-ai (A)-n (rain); b-r-ai (A)-n (brain); p-ai (A)-n-t (paint); f-ai (A)-n-t (faint)</b>.</li> <li>Follow the same procedure with <b>ay</b>.</li> <li>Show them the <b>ay</b> flashcard and tell them that these two letters say <b>A</b>.</li> <li>Tell them to listen for the <b>A</b> sound in these words: <b>play, clay, spray, stray, lay, pay</b>.</li> <li>Say the words again and sound them out: <b>p-l-A(ay) (play); c-l-A(ay) (clay); s-p-r-A(ay) (spray); s-t-r-A(ay) (stray); l-A(ay) (lay); p-A(ay) (pay)</b>.</li> <li>Write the words on the board: <b>play, clay, spray, stray, lay, pay</b>.</li> <li>Tell the learners to sound out the words and then say the word.</li> <li>Show the learners the words that rhyme, i.e. words that end with the same sounds: <b>rain, drain, and train; play, clay, stray, lay, and pay</b>.</li> <li>Ask if any learner can give another word that rhymes with any of these words, e.g. <b>main, day</b>.</li> <li>Write these two high frequency words on the board and the learners read them: <b>my, her</b>.</li> <li>Ask the learners to choose two of the ten words and write a sentence with each word.</li> <li>Tell the learners to turn to p. 73 in their DBE workbooks. Read the words with the learners.</li> <li>Learners learn the words for a spelling test.</li> <li>Reflect on the lesson.</li> </ul>	

<b>ACTIVITY 2</b>	<b>WRITING</b>
<b>TIME</b>	30 minutes
<b>CONTENT/CONCEPTS/ SKILLS</b>	<ul style="list-style-type: none"> <li>Writes sentences using present progressive tense</li> <li>Uses punctuation already taught in Home Language</li> <li>Spells common words correctly and attempts to spell unfamiliar words using phonic knowledge</li> <li>Builds own word bank and personal dictionary</li> </ul>
<b>RESOURCES</b>	<ul style="list-style-type: none"> <li>Writing books, pencils</li> <li>Posters (<i>Shopping</i> and <i>Healthy Living</i>)</li> </ul>
<b>ACTIVITY DESCRIPTION</b>	
<p><b>Focus of the lesson: Writes sentences in present progressive tense.</b></p> <p><b>Before the lesson:</b> Write the following words on the board: <b>are, is, walking, waiting, paying, digging, running, looking, eating, boy, girls, family, gardener, man, women, boys, girl, woman, men.</b></p> <ul style="list-style-type: none"> <li>Prepare the learners for the lesson. They must have their writing books and pencils on their desks and be able to see the posters.</li> <li>Tell the learners to write seven sentences using the words on the board. For example: <b>The girl is running.</b> Write this sentence on the board and read it with the learners. They can look at the posters to help them.</li> <li>Ask a learner to tell the class another sentence using the words on the board and write this sentence on the board.</li> <li>Read the sentence with the learners.</li> <li>Walk around and help when necessary.</li> <li>Take in the books and mark them.</li> <li>Explain the homework to the learners and check that they know what to do.</li> <li>Reflect on the lesson.</li> </ul>	
<b>HOMEWORK</b>	
<ul style="list-style-type: none"> <li>Learns twelve words (<b>rain, brain, drain, paint, faint, play, pay, clay, spray, stray, my, her</b>) for spelling test.</li> </ul>	

### DAY 3

<b>ACTIVITY 1</b>	<b>LISTENING AND SPEAKING: ASSESSMENT GROUP 3</b> This assessment activity can be found in the planner and tracker
<b>ACTIVITY 2</b>	<b>READING: ASSESSMENT GROUP 3</b> This assessment activity can be found in the planner and tracker
<b>HOMEWORK</b>	
Learns twelve words for spelling test.	

### DAY 4

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

ACTIVITY 1	WRITING: SPELLING TEST
TIME	30 minutes
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> <li>• Recognises at least three new vowel digraphs</li> <li>• Recognises silent <b>e</b> in words</li> <li>• Builds and sounds out words using sounds learnt</li> </ul>
RESOURCES	<ul style="list-style-type: none"> <li>• Assessment books</li> <li>• Pencils</li> </ul>

### ACTIVITY DESCRIPTION

#### Focus of the lesson: Informally assesses the spelling words.

- Prepare the learners for the spelling test. They should be sitting quietly, with their assessment books and pencils in front of them.
- Tell the learners to write the heading *Spelling test* and the date at the top of the page. Show them this on the board.
- Say: **Fold the page in half, numbers 1–5 in the margin and 6–10 down the middle of the page.** Show them how to do this.
- Clearly call out the number **1** and then the first spelling word.
- Learners must neatly write the word next to number 1. If they don't know how to write the word, they must put a dash next to the number.
- Tell the learners that you are going to dictate one sentence to them and they must write this sentence. Dictate this sentence: **My race is late but I wait.**
- Throughout the test, learners must work in silence and must not look at other learners' work.
- At the end of the test, write the words and sentence on the board and the learners can mark their own work. They must write the correct word next to any words they get wrong. Collect the learners' writing books and make a note of those learners who get less than five words correct and more than three words incorrect in the sentence.

Spelling test	Date:
1. spray	6. paint
2. brain	7. my
3. play	8. spade
4. made	9. her
5. race	10. faint

ACTIVITY 2	<b>READING: ASSESSMENT GROUP 4</b> This assessment activity can be found in the planner and tracker
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# WEEK 7

<b>TOTAL TIME</b>	4 hours
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## DAY 1

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

<b>ACTIVITY 1</b>	<b>PHONICS</b>
<b>TIME</b>	30 minutes
<b>CONTENT/CONCEPTS/ SKILLS</b>	<ul style="list-style-type: none"> <li>Recognises silent <b>e</b> in words</li> <li>Recognises at least three new vowel digraphs</li> <li>Builds and sounds out words using sounds learnt</li> <li>Recognises known rhyming words</li> <li>Distinguishes between short and long vowels in words orally</li> </ul>
<b>RESOURCES</b>	<ul style="list-style-type: none"> <li>Flashcard: <b>ee</b></li> <li>Objects or pictures: <b>green, see, queen, sleep, deep, tree, speed, sneeze, cheese, freeze, squeeze</b></li> <li>Homework books, pencils</li> </ul>

### ACTIVITY DESCRIPTION

**Focus of the lesson:** Recognises silent **e**, **ee**, and **ea** letter-sound relationships, builds and sounds out words and recognises rhyming words.

- Settle the learners so that they are facing the front and listening to you. They must have their homework books on their desks.
- Say: **The E sound has a number of ways that it can be written. Listen to these words. They all have the E sound in them but they are written differently: cheese, green, dream.**
- Tell the learners to listen to the sounds in the words. Sound out: **ch-E(ee)-s(e); g-r-E(ee)-n; d-r-E(ea)-m.**
- Say: **First we will learn the ee sound.** Show the **ee** flashcard and tell them that these two letters say **E**.
- Ask them to listen for **E** sound in these words: **green, see, deep, queen, sleep, tree, speed.** Explain the meaning of the words. Do actions.
- Say the words again and sound them out and then say the whole word: **s-l-ee(E)-p (sleep); g-r-ee(E)-n (green); s-ee(E) (see); d-ee(E)-p (deep); qu-ee(E)-n (queen); t-r-ee(E) (tree); s-p-E(ee)-d (speed).** Do this orally. Don't write the words on the board with the dashes.
- Write the words on the board: **see, green, sleep, deep, queen, tree, speed.**
- Learners sound out the words and then say the whole word
- Say: **We will now learn the e sound with the silent e.** Write **cheese** on the board.
- Point to **e** at the end of **cheese** and tell the learners that when we say the word we don't hear the sound.
- Write the following words on the board: **freeze, sneeze, breeze, squeeze.** Explain the meaning of the words.
- Break the words into their sounds and say the whole word with the learners: **s-n-E(ee)-s(e) (sneeze); ch-E(ee)-s(e) (cheese); f-r-E(ee)-s(e) (freeze); s-qu-E(ee)-s(e) (squeeze)**
- Write the words on the board: **green, see, deep, sleep, queen, sneeze, cheese, freeze, sneeze, squeeze.**
- Show the learners the words that rhyme, i.e. words that end with the same sounds: **cheese, sneeze, freeze and squeeze; green and queen; deep and sleep.**
- Ask if any learner can give another word that rhymes with any of these words, e.g. **seen, keep.**
- Say the following pairs of words to the learners, then repeat each word and ask the learners to tell you what sound they hear in the middle of the word: **pan and pain; din and dine; pet and peat; boot and book; sun and soon.**
- Write these two high frequency words on the board and the learners read them: **there, have.**
- Ask the learners to choose two of the ten words and write a sentence with each word.
- Learners learn the words for the spelling test.
- Reflect on the lesson.

<b>ACTIVITY 2</b>	<b>WRITING</b>
<b>TIME</b>	30 minutes
<b>CONTENT/CONCEPTS/ SKILLS</b>	<ul style="list-style-type: none"> <li>Writes a paragraph of six to eight sentences on a familiar topic</li> </ul>
<b>RESOURCES</b>	<ul style="list-style-type: none"> <li>Writing books</li> <li>Pencils</li> </ul>
<b>ACTIVITY DESCRIPTION</b>	
<p><b>Focus of the lesson: Writes a paragraph of 6–8 sentences.</b></p> <ul style="list-style-type: none"> <li>Prepare the learners for the lesson. They must have their writing books and pencils on their desks. They must all be able to see the <i>Shopping</i> poster.</li> <li>Say: <b>Write a paragraph (six sentences) on what you like and don't like about school.</b></li> <li>Remind the learners to use punctuation and to come to you for help if they don't know how to spell a word.</li> <li>Walk around and help when necessary.</li> <li>Collect the books and mark the paragraph. Give support to the learners who need it.</li> <li>Explain the homework to the learners and check that they know what to do.</li> <li>Reflect on the lesson.</li> </ul>	
<b>HOMEWORK</b>	
Learns twelve words ( <b>green, see, deep, sleep, queen, speed, sneeze, cheese, freeze, squeeze, there, have</b> ) for spelling test.	

### DAY 3

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

## DAY 4

ACTIVITY 1	LANGUAGE USE
<b>TIME</b>	30 minutes
<b>CONTENT/CONCEPTS/ SKILLS</b>	<ul style="list-style-type: none"> <li>Understands and uses countable and uncountable nouns</li> </ul>
<b>RESOURCES</b>	<ul style="list-style-type: none"> <li>Pictures or objects: 3 apples, 2 oranges, 4 pens, 7 pencils, 5 books, water, sugar, flour, sand, mealie meal</li> </ul>
<b>ACTIVITY DESCRIPTION</b>	
<p><b>Focus of the lesson: Understands and uses countable and uncountable nouns.</b></p> <ul style="list-style-type: none"> <li>Settle the learners. They must be facing you.</li> <li>Quickly demonstrate: <b>I have one apple. I have three apples.</b></li> <li>Follow the same procedure with the oranges and pens.</li> <li>Say: <b>We can count the number of apples, oranges, pens, pencils and books that we have.</b></li> <li>Show the learners the water. Ask: <b>Can we count how much water we have?</b> (No.)</li> <li>Follow the same procedure with sugar and mealie meal.</li> <li>Say: <b>Some things, like apples, we can count but things like sugar, that is too much, we can't count.</b></li> <li>Hold up two apples and ask an individual learner: <b>Can we count the apples?</b> (Yes) <b>How many apples do I have?</b> (Two)</li> <li>Hold up the sugar and ask: <b>Can we count the sugar?</b> (No) <b>Why not?</b> (It is too much.)</li> <li>Follow the same procedure with pens and water; oranges and flour; pencils and sand; books and mealie meal.</li> <li>Explain the homework to the learners and check that they know what to do.</li> <li>Reflect on the lesson.</li> </ul>	
<b>HOMEWORK</b>	
<ul style="list-style-type: none"> <li>Reading sheets: Learners must practise reading these words aloud to someone in their home or in their community.</li> <li>Learns twelve words for spelling test.</li> </ul>	

## DAY 5

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

<b>ACTIVITY 2</b>	<b>PREPARATION FOR GROUP GUIDED READING: LOOK-AND-SAY WORDS WITH THE WHOLE CLASS</b>
<b>TIME</b>	30 minutes
<b>CONTENT/CONCEPTS/ SKILLS</b>	<ul style="list-style-type: none"> <li>Continues to build a sight word vocabulary from the guided, shared and independent reading</li> </ul>
<b>RESOURCES</b>	<ul style="list-style-type: none"> <li>Reader (<i>Too Small</i>)</li> <li>Flashcard words: <b>too, small, calls, Lebo, Come, clothes, all, says, skirt, Nomsa</b></li> <li>Homework books with reading sheets</li> </ul>
<b>ACTIVITY DESCRIPTION</b>	
<p><b>Focus of the lesson: Listens to the story and learns look-and-say words.</b></p> <ul style="list-style-type: none"> <li>Settle the learners so that you have their attention.</li> <li>Read the book <i>Too Small</i> to the learners.</li> <li>Explain that you are going to teach the 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.</li> <li>Hold up one flashcard at a time and clearly say the word twice, while learners look and listen.</li> <li>Ask if the learners know what the word means. Get them to show what it means using an action, or to explain the meaning. If possible, show learners the real object or a picture of the flashcard item.</li> <li>Learners read the word – you ask the whole class, different groups of learners, and individual learners to read the word.</li> <li>Introduce the next word in exactly the same manner.</li> <li>Switch between the two words, asking different learners to read the words on the flashcard.</li> <li>Continue in the same way until all the words for this lesson have been covered.</li> <li>Tell the learners to take out their reading sheets or to open their homework books to their reading sheets.</li> <li>Learners must use <b>one colour</b> to tick or circle the words that they have learnt to read.</li> <li>For homework, they must practise reading these words aloud to someone at home or in their community.</li> <li>Reflect on the lesson.</li> </ul>	

# WEEK 8

<b>TOTAL TIME</b>	4 hours
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DAY 1	
<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 stories, personal recounts or non-fictions texts</li> <li>• Answers comprehension questions</li> <li>• Predicts what will happen next in the story</li> <li>• Expresses feelings about the story</li> <li>• Retells the story</li> <li>• Continues to build oral vocabulary</li> </ul>
<b>RESOURCES</b>	<ul style="list-style-type: none"> <li>• DBE workbooks p. 48</li> </ul>
<b>ACTIVITY DESCRIPTION</b>	
<p><b>Focus of the lesson:</b> Listens to a story, answers questions, predicts, expresses feelings and retells the story.</p> <ul style="list-style-type: none"> <li>• Settle the learners. They should have DBE workbooks open to p. 48.</li> <li>• Read the title, <i>We Go on a Boat</i> on p. 48 and ask a few individual learners to tell you what they think the story is about.</li> <li>• Read the story and stop after <b>On the way we see...</b> . Ask: <b>What do you think we see?</b></li> <li>• Finish reading the story, explaining the meaning of words where necessary and then ask the following questions. Encourage the learners to answer in full sentences:             <ul style="list-style-type: none"> <li>– <b>Where is the class going?</b> (The class is going to Robben Island.)</li> <li>– <b>What do they put on over their coats?</b> (They put on life jackets over their coats.)</li> <li>– <b>Why?</b> (So if they fall into the water they will not drown.)</li> <li>– <b>What animals do they see?</b> (They see a whale, dolphin and penguins.)</li> <li>– <b>What do they buy for their families?</b> (They buy postcards for their families.)</li> <li>– <b>What do you think will happen next?</b></li> <li>– <b>Did you like the story? Why? Why not?</b></li> </ul> </li> <li>• Tell the learners to work with a partner. They must each get a turn to speak.</li> <li>• Say: <b>Tell your friend what happened in the story.</b></li> <li>• Walk around and help when necessary.</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 silent <b>e</b> in words</li> <li>• Recognises at least three new vowel digraphs</li> <li>• Builds and sounds out words using sounds learnt</li> <li>• Recognises known rhyming words</li> </ul>
RESOURCES	<ul style="list-style-type: none"> <li>• Flashcard of sound: <b>ea</b></li> <li>• Objects or pictures: <b>sea, scream, team, beach, read, speak, cream, eat</b></li> <li>• DBE workbook p. 54</li> </ul>

### ACTIVITY DESCRIPTION

**Focus of the lesson:** Recognises ea letter-sound relationships, silent e, builds and sounds out words and recognises rhyming words.

- Settle the learners so that they are facing the front and listening to you. They must have their DBE workbooks on their desks.
- Say: **The E sound has a number of ways that it can be written. Listen to these words. They all have the E sound in them but they are written differently: cheese, green, dream.**
- Tell the learners to listen to the sounds in the words. Sound out: **ch-E(ee)-s(e); g-r-E(ee)-n; d-r-E(ea)-m.**
- Say: **We have learnt the ee and silent e sound with ee. Today we will learn the ea and silent e with ea.**
- Show the **ea** flashcard and tell them that these two letters say **E**.
- Ask them to listen for **E** sound in these words: **sea, scream, team, beach, read, speak, cream, eat.** Explain the meaning of the words. Do actions.
- Say the words again and sound them out and say the whole word: **s-E(ea) (sea); s-c-r-E(ea)-m (scream); t-E(ea)-m (team); b-E(ea)-ch (beach); s-p-E(ea)-k (speak); c-r-E(ea)-m (cream); E(ea)-t (eat).** Do this orally. Don't write the words with dashes on the board.
- Write the words on the board: **sea, scream, team, beach, read, speak, cream, eat.**
- Learners sound out the words.
- Say: **We will now learn the e sound with the silent e.**
- Write **please** on the board.
- Point to the **e** at the end of **please** and tell the learners that when we say the word we don't hear the sound.
- Write the following word on the board: **crease.** Explain the meaning of the word.
- Break the words into their sounds and say the whole word with the learners: **p-l-E(ea)-s(e) (please); c-r-E(ea)-s(e) (crease).**
- Write the words on the board: **sea, scream, team, beach, read, speak, cream, eat, please, crease.**
- Show the learners the words that rhyme, i.e. words that end with the same sounds: **scream, team** and **cream; please** and **crease.**
- Ask if any learner can give another word that rhymes with any of these words, e.g. **dream, decrease.**
- Write these two high frequency words on the board and the learners read them: **like, some.**
- Ask the learners to choose two of the ten words and write a sentence with each word.
- Tell the learners to turn to p. 54 in DBE workbooks and read the **ea** and **ee** words with the learners. They can write the words in the correct columns for homework.
- Learners learn the words for the spelling test.
- Reflect on the lesson.

<b>ACTIVITY 2</b>	<b>WRITING</b>
<b>TIME</b>	30 minutes
<b>CONTENT/CONCEPTS/ SKILLS</b>	<ul style="list-style-type: none"> <li>• With support, writes a simple set of instructions</li> </ul>
<b>RESOURCES</b>	<ul style="list-style-type: none"> <li>• Writing books</li> <li>• Pencils</li> </ul>
<b>ACTIVITY DESCRIPTION</b>	
<p><b>Focus of lesson: Writes a simple set of instructions.</b></p> <ul style="list-style-type: none"> <li>• Prepare the learners for the lesson. They must have their writing books and pencils on their desks.</li> <li>• Remind them about making a sandwich. Tell them the steps.</li> <li>• Write the following words on the board: <ul style="list-style-type: none"> <li>– <b>peanut butter, margarine, slice, sandwich.</b></li> </ul> </li> <li>• Tell the learners to write the five steps of making a sandwich. Remind them to spell words correctly and to use punctuation.</li> <li>• Learners write the steps in the correct order in their books.</li> <li>• Take in the books and mark them according to the steps below.</li> <li>• Instructions should be similar to the following: <ul style="list-style-type: none"> <li>– Take one slice of bread.</li> <li>– Put margarine/butter on the bread.</li> <li>– Put peanut butter on the bread.</li> <li>– Put the bread on top.</li> <li>– Cut the bread/sandwich.</li> </ul> </li> <li>• Explain the homework to the learners and check that they know what to do.</li> <li>• Reflect on the lesson.</li> </ul>	
<b>HOMEWORK</b>	
<ul style="list-style-type: none"> <li>• Learns twelve words (<b>sea, scream, team, beach, read, speak, cream, eat, please, crease, like, some</b>) for spelling test.</li> <li>• Writes the <b>ee</b> and <b>ea</b> words in correct columns on p. 54 in DBE workbooks.</li> </ul>	

### DAY 3

<b>ACTIVITY 1</b>	<b>READING: COMPREHENSION: ASSESSMENT WHOLE CLASS</b> This assessment activity can be found in the planner and tracker
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ACTIVITY 2		GROUP GUIDED READING AND PAIRED/INDEPENDENT READING				
TIME	30 minutes					
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> <li>• Reads aloud from own book in a Group Guided Reading group with the teacher</li> <li>• Uses the reading strategies taught in Home Language to make sense and to monitor self when reading</li> <li>• Reads with increasing fluency and expression</li> <li>• Shows an understanding of punctuation when reading aloud</li> <li>• Continues to build a sight word vocabulary</li> <li>• Independently reads books read in GGR sessions and other books</li> </ul>					
RESOURCES	<ul style="list-style-type: none"> <li>• GGR (<i>Too Small</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> <ul style="list-style-type: none"> <li>• Organise learners for paired or independent reading.</li> <li>• Hand out the books.</li> <li>• Explain that learners doing paired reading should take turns to read aloud to each other, and to discuss the pictures and the story. They must do this quietly.</li> <li>• Allow learners to read inside or outside the classroom.</li> </ul> <p><b>Group Guided Reading: Groups 1 and 2</b></p> <ul style="list-style-type: none"> <li>• Listen to each learner read two sentences from the readers <i>Too Small</i> pp. 2–6.</li> <li>• Ask learners the oral comprehension questions: <ul style="list-style-type: none"> <li>– <b>Are the clothes too big or too small for Lebo?</b> (too small)</li> <li>– <b>Who can have Lebo’s skirt?</b> (Nomsa)</li> </ul> </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 check that they know what to do.</li> <li>• Reflect on the lesson.</li> </ul>						
Whole class	1	2	3	4	5	
HOMEWORK						
<ul style="list-style-type: none"> <li>• Reading sheets: Learners must practise reading these words aloud to someone in their home or in their community.</li> <li>• Learns twelve words for spelling test.</li> </ul>						

## DAY 4

ACTIVITY 1	LANGUAGE USE
TIME	30 minutes
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"><li>Writes meaningful sentences in the present progressive tense with some accuracy</li></ul>
RESOURCES	<ul style="list-style-type: none"><li>Writing books</li><li>Pencils</li></ul>
<b>ACTIVITY DESCRIPTION</b>	
<p><b>Focus of the lesson:</b> Writes meaningful sentences in the present progressive tense.</p> <p><b>Before the lesson:</b> Write the following words on the board: <b>jumping, sitting, pushing, sleeping, eating, sitting, running.</b></p> <ul style="list-style-type: none"><li>Settle the learners. They must have their writing books and pencils on their desks.</li><li>Say: <b>Write five sentences using one of these words in each sentence: jumping, sitting, pushing, sleeping, eating, sitting, running.</b></li><li>Learners begin writing the sentences. Walk around to make sure that the learners have understood the instruction. Explain again if it is necessary.</li><li>Explain the homework to the learners and check that they know what to do.</li><li>Reflect on the lesson.</li></ul>	
<b>HOMEWORK</b>	
<ul style="list-style-type: none"><li>Reading sheets: Learners must practise reading these words aloud to someone in their home or in their community.</li><li>Learns twelve words for spelling test.</li></ul>	

## DAY 5

ACTIVITY 1	WRITING: SPELLING TEST
TIME	30 minutes
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> <li>• Recognises at least three new vowel digraphs</li> <li>• Recognises silent <b>e</b> in words</li> <li>• Builds and sounds out words using sounds learnt</li> </ul>
RESOURCES	<ul style="list-style-type: none"> <li>• Assessment books</li> <li>• Pencils</li> </ul>

### ACTIVITY DESCRIPTION

#### Focus of the lesson: Informally assesses the spelling words.

- Prepare the learners for the spelling test. They should be sitting quietly, with their assessment books and pencils in front of them.
- Tell the learners to write the heading *Spelling test* and the date at the top of the page. Show them this on the board.
- Say: **Fold the page in half, numbers 1–5 in the margin and 6–10 down the middle of the page.** Show them how to do this.
- Clearly call out the number **1** and then the first spelling word.
- Learners must neatly write the word next to number 1. If they don't know how to write the word, they must put a dash next to the number.
- Tell the learners that you are going to dictate one sentence to them and they must write this sentence. Dictate this sentence: **You like to swim in the sea.**
- Throughout the test, learners must work in silence and must not look at other learners' work.
- At the end of the test, write the words and sentence on the board and the learners can mark their own work. They must write the correct word next to any words they get wrong. Collect the learners' writing books and make a note of those learners who get less than five words correct and more than three words incorrect in the sentence.

Spelling test	Date:
1. like	6. please
2. scream	7. some
3. beach	8. crease
4. speak	9. sea
5. cream	10. team

ACTIVITY 2		GROUP GUIDED READING AND PAIRED/INDEPENDENT READING				
TIME	30 minutes					
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> <li>• Reads aloud from own book in a Group Guided Reading group with the teacher</li> <li>• Uses the reading strategies taught in Home Language to make sense and to monitor self when reading</li> <li>• Reads with increasing fluency and expression</li> <li>• Shows an understanding of punctuation when reading aloud</li> <li>• Continues to build a sight word vocabulary</li> <li>• Independently reads books read in GGR sessions and other books</li> </ul>					
RESOURCES	<ul style="list-style-type: none"> <li>• GGR (<i>Too Small</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> <ul style="list-style-type: none"> <li>• Organise learners for paired or independent reading.</li> <li>• Hand out the books.</li> <li>• Explain that learners doing paired reading should take turns to read aloud to each other, and to discuss the pictures and the story. They must 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 two sentences from the readers <i>Too Small</i>, pp. 2–6.</li> <li>• Ask learners the oral comprehension questions: <ul style="list-style-type: none"> <li>– <b>Are the clothes too big or too small for Lebo?</b> (too small)</li> <li>– <b>Who can have Lebo’s skirt?</b> (Nomsa)</li> </ul> </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	

# WEEK 9

<b>TOTAL TIME</b>	4 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>Continues to develop an oral (listening and speaking) vocabulary using themes or topics</li> <li>Understands and responds to simple questions</li> <li>Understands and uses language structures in context</li> <li>Participates in a short conversation on a familiar topic</li> </ul>
<b>RESOURCES</b>	<ul style="list-style-type: none"> <li>Poster (<i>Healthy Living</i>)</li> </ul>

### ACTIVITY DESCRIPTION

**Focus of the lesson:** Learns the structures – present and past tense, pronouns, prepositions and vocabulary.

- 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 food and healthy living.**
- Ask the learners: **What can you see in the poster?**
- Any learner can answer whatever they see. Try to get at least five learners to tell you what they see. Encourage them to use sentences.
- Point to the woman littering and say: **Littering.** Explain what this word means.
- Point to the woman littering again and ask: **What is the woman doing?**
- The learners answer: **She is littering.**
- Say: **The women look at the people littering** and point to the poster showing the women looking at the people littering.
- Repeat: **The women look at the people littering** and point to the poster showing the women looking at the people littering
- Ask: **Who looks at the people littering?**
- Answer with the learners: **The women look at the people littering.**
- Ask again: **Who looks at the people littering?**
- All or some of the learners answer: **The women look at the people littering**
- Ask: **Who looks at the people littering?**
- Select a few learners to answer: **The women look at the people littering.**
- Repeat the same procedure for Question 2. Ask: **What do the women do?**
- Repeat the same procedure for the other sentences.
- Ask the learners to talk about the poster.
- Reflect on the lesson.

Sentence	Question 1	Question 2
The women look at the people littering.	Who looks at the people littering? <i>The women look at the people littering.</i>	What do the women do? <i>The women look at the people littering.</i>
They look at the girl.	Who looks at the girl? <i>They look at the girl.</i>	What do they do? <i>They look at the girl.</i>
The girl jumps high.	Who jumps high? <i>The girl jumps high.</i>	What does the girl do? <i>The girl jumps high.</i>
The gardener talks to his friend.	Who talks to his friend? <i>The gardener talks to his friend.</i>	What does the gardener do? <i>The gardener talks to his friend.</i>

Sentence	Question 1	Question 2
The chicks look for food.	Who looks for food? <i>The chicks look for food.</i>	What do the chicks do? <i>The chicks look for food.</i>
Yesterday the women looked at the people littering.	Who looked at the people littering yesterday? <i>Yesterday the women looked at the people littering.</i>	What did the women do yesterday? <i>Yesterday the women looked at the people littering.</i>
Yesterday they looked at the girl.	Who looked at the girl yesterday? <i>Yesterday they looked at the girl.</i>	What did they do yesterday? <i>Yesterday they looked at the girl.</i>
Yesterday the girl jumped high.	Who jumped high yesterday? <i>Yesterday the girl jumped high.</i>	What did the girl do yesterday? <i>Yesterday the girl jumped high.</i>
Yesterday the gardener talked to his friend.	Who talked to his friend yesterday? <i>Yesterday the gardener talked to his friend.</i>	What did the gardener do yesterday? <i>Yesterday the gardener talked to his friend.</i>

## DAY 2

ACTIVITY 1	PHONICS ASSESSMENT – FEEDBACK AND SUPPORT
TIME	30 minutes
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> <li>Recognises vowel digraphs</li> <li>Uses consonant blends</li> </ul>
RESOURCES	<ul style="list-style-type: none"> <li>Assessment books</li> <li>Pencils</li> </ul>
ACTIVITY DESCRIPTION	
<p><b>Focus of the lesson: Learns from mistakes made in Phonics assessment.</b></p> <ul style="list-style-type: none"> <li>Hand back the marked Phonics assessment in assessment books.</li> <li>Write the numbers 1–10 on the board, one number under another number.</li> <li>Tell the learners that you are going to revise each word. If a learner has the word wrong, they must write the correct word next to the incorrect word.</li> <li>Say the first word and sound it out <b>c-r-a-sh</b>; then write it on the board next to 1. Point to each letter and say the sound. Any learner who has the word wrong writes it next to the incorrect word.</li> <li>Follow the same procedure with all the words: <b>rain, read, spray, green, slept, clean, spend, chain, cheese.</b></li> <li>Reflect on the lesson.</li> </ul>	

ACTIVITY 2	WRITING
TIME	30 minutes
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> <li>Organises information in a chart, table or bar graph</li> </ul>
RESOURCES	<ul style="list-style-type: none"> <li>DBE workbook p. 77</li> <li>Crayons, pencils</li> </ul>
ACTIVITY DESCRIPTION	
<p><b>Focus of lesson: Organises information on a chart.</b></p> <ul style="list-style-type: none"> <li>Settle the learners. They must have their DBE workbooks open to p. 77 on their desks.</li> <li>Read the heading and the names of the books.</li> <li>Ask a learner which book s/he would like to read.</li> <li>Tell the learners to colour in a circle next to that book. Ask four more learners the same question and learners colour in the circle next to the books these learners choose.</li> <li>Then read the first question and ask a learner to tell the class the answer. Learners write the title of the book in the box.</li> <li>Read the next question and ask a learner to tell the class the answer. Learners write the title of the book in the box.</li> <li>Reflect on the lesson.</li> </ul>	

## DAY 3

<b>ACTIVITY 1</b>	<b>LISTENING AND SPEAKING: SHARED READING</b>
<b>TIME</b>	30 minutes
<b>CONTENT/CONCEPTS/ SKILLS</b>	<ul style="list-style-type: none"> <li>• Reads a short written text with the teacher, using the title for prediction</li> <li>• Answers literal questions about a story</li> <li>• Describes how a story made her/him feel</li> </ul>
<b>RESOURCES</b>	<ul style="list-style-type: none"> <li>• DBE workbook p. 72</li> </ul>

### ACTIVITY DESCRIPTION

#### **Focus of the lesson: Listens to the story and answers questions.**

- Settle the learners. They should have their DBE workbooks open to p. 72.
- Read the title to the learners and ask a few individual learners to tell you what they think the story is about.
- Read *Newtown School is Growing* twice with the learners. Point to the pictures to help the learners understand the words.
- Read the questions on p. 73 and learners fill in the answers.
- Write the answers on the board and ask learners to mark their own work. Learners write any corrections next to their mistakes.
- Ask the learners: **Did you like the story? Why? Why not?**
- Reflect on the lesson.

<b>ACTIVITY 2</b>	<b>PREPARATION FOR GROUP GUIDED READING: LOOK-AND-SAY WORDS WITH THE WHOLE CLASS</b>
<b>TIME</b>	15 minutes
<b>CONTENT/CONCEPTS/ SKILLS</b>	<ul style="list-style-type: none"> <li>• Continues to build a sight word vocabulary from the guided, shared and independent reading</li> </ul>
<b>RESOURCES</b>	<ul style="list-style-type: none"> <li>• Flashcard words: <b>jeans, they're, T-shirt, jersey, raincoat, takkies</b></li> <li>• Homework books with reading sheets</li> </ul>

### ACTIVITY DESCRIPTION

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

- Settle the learners so that you have their attention.
- Explain that you are going to teach the 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 what it means using an action, or to explain the meaning. If possible, show learners the real object or a picture of the flashcard item.
- Learners read the word – you ask the whole class, different groups of learners, and individual learners to read the word.
- Introduce the next word in exactly the same manner.
- Switch between the two words, asking different learners to read the words on the flashcard.
- Continue in the same way until all the words for this lesson have been covered.
- Tell the learners to take out their reading sheets or to open their homework books to their reading sheets.
- Learners must use **one colour** to tick or circle the words that they have learnt to read.
- For homework, they must practise reading these words aloud to someone at home or in their community.
- Reflect on the lesson.

ACTIVITY 3		GROUP GUIDED READING AND PAIRED/INDEPENDENT READING				
TIME	15 minutes					
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> <li>• Reads aloud from own book in a Group Guided Reading group with the teacher</li> <li>• Uses the reading strategies taught in Home Language to make sense and to monitor self when reading</li> <li>• Reads with increasing fluency and expression</li> <li>• Shows an understanding of punctuation when reading aloud</li> <li>• Continues to build a sight word vocabulary</li> <li>• Independently reads books read in GGR sessions and other books</li> </ul>					
RESOURCES	<ul style="list-style-type: none"> <li>• GGR (<i>Too Small</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> <ul style="list-style-type: none"> <li>• Organise learners for paired or independent reading.</li> <li>• Hand out the books.</li> <li>• Explain that learners doing paired reading should take turns to read aloud to each other, and to discuss the pictures and the story. They must do this quietly.</li> <li>• Allow learners to read inside or outside the classroom.</li> </ul> <p><b>Group Guided Reading: Group 5</b></p> <ul style="list-style-type: none"> <li>• Listen to each learner read two sentences from the readers <i>Too Small</i>, pp. 6–17.</li> <li>• Ask learners the oral comprehension questions: <ul style="list-style-type: none"> <li>– <b>Which clothes are too small?</b> (jersey, T-shirt, jeans, raincoat, takkies)</li> <li>– <b>Do you think they will fit Nomsa?</b></li> </ul> </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 check that they know what to do.</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 must practise reading these words aloud to someone in their home or in their community.</li> <li>• Learns twelve words for spelling test.</li> </ul>						

## DAY 4

ACTIVITY 1	LANGUAGE USE
TIME	30 minutes
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"><li>Writes meaningful sentences in the present progressive tense with some accuracy</li></ul>
RESOURCES	<ul style="list-style-type: none"><li>Writing books</li><li>Pencils</li></ul>
<b>ACTIVITY DESCRIPTION</b>	
<p><b>Focus of the lesson:</b> Writes meaningful sentences in the present progressive tense.</p> <p><b>Before the lesson:</b> Write the following words on the board: <b>standing, drinking, reading, painting, eating, running.</b></p> <ul style="list-style-type: none"><li>Settle the learners. They must have their writing books and pencils on their desks.</li><li>Say: <b>Write five sentences using one of the words on the board in each sentence.</b></li><li>Walk around and help when necessary.</li><li>Ask as many learners as possible to read one of their sentences to the class.</li><li>Take in the books and mark them.</li><li>Explain the homework to the learners and check that they know what to do.</li><li>Reflect on the lesson.</li></ul>	
<b>HOMEWORK</b>	
<ul style="list-style-type: none"><li>Reading sheets: Learners must practise reading these words aloud to someone at home or in their community.</li><li>Learns twelve words for spelling test.</li></ul>	

## DAY 5

ACTIVITY 1	WRITING: SPELLING TEST	
TIME	30 minutes	
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> <li>• Recognises at least three new vowel diagraphs; recognises silent <b>e</b> in words</li> <li>• Builds and sounds out words using sounds learnt</li> </ul>	
RESOURCES	<ul style="list-style-type: none"> <li>• Assessment books</li> <li>• Pencils</li> </ul>	
ACTIVITY DESCRIPTION		
<p><b>Focus of the lesson: Informally assesses the spelling words.</b></p> <ul style="list-style-type: none"> <li>• Prepare the learners for the spelling test. They should be sitting quietly, with their assessment books and pencils in front of them.</li> <li>• Tell the learners to write the heading <i>Spelling test</i> and the date at the top of the page. Show them this on the board.</li> <li>• Say: <b>Fold the page in half, numbers 1–5 in the margin and 6–10 down the middle of the page.</b> Show them how to do this.</li> <li>• Clearly call out the number <b>1</b> and then the first spelling word.</li> <li>• Learners must neatly write the word next to number 1. If they don't know how to write the word, they must put a dash next to the number.</li> <li>• Tell the learners that you are going to dictate one sentence to them and they must write this sentence. Dictate this sentence: <b>They have to eat cheese for lunch.</b></li> <li>• Throughout the test, learners must work in silence and must not look at other learners' work.</li> <li>• At the end of the test, write the words and sentence on the board and the learners can mark their own work. They must write the correct word next to any words they get wrong. Collect the learners' writing books and make a note of those learners who get less than five words correct and more than three words incorrect in the sentence.</li> </ul>		
Spelling test	Date:	
1. green	6. scream	
2. sneeze	7. some	
3. read	8. cheese	
4. have	9. sleep	
5. please	10. there	

ACTIVITY 2		GROUP GUIDED READING AND PAIRED/INDEPENDENT READING				
TIME	30 minutes					
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> <li>• Reads aloud from own book in a Group Guided Reading group with the teacher</li> <li>• Uses the reading strategies taught in Home Language to make sense and to monitor self when reading</li> <li>• Reads with increasing fluency and expression</li> <li>• Shows an understanding of punctuation when reading aloud</li> <li>• Continues to build a sight word vocabulary</li> <li>• Independently reads books read in GGR sessions and other books</li> </ul>					
RESOURCES	<ul style="list-style-type: none"> <li>• GGR (<i>Too Small</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> <ul style="list-style-type: none"> <li>• Organise learners for paired or independent reading.</li> <li>• Hand out the books.</li> <li>• Explain that learners doing paired reading should take turns to read aloud to each other, and to discuss the pictures and the story. They must do this quietly.</li> <li>• Allow learners to read inside or outside the classroom.</li> </ul> <p><b>Group Guided Reading: Groups 1 and 2</b></p> <ul style="list-style-type: none"> <li>• Listen to each learner read two sentences from the readers <i>Too Small</i>, pp. 6–17.</li> <li>• Ask learners the oral comprehension questions: <ul style="list-style-type: none"> <li>– <b>Which clothes are too small?</b> (jersey, T-shirt, jeans, raincoat, takkies)</li> <li>– <b>Do you think they will fit Nomsa?</b></li> </ul> </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	

# WEEK 10

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<b>TOTAL TIME</b>	4 hours
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<b>DAY 1</b>	
<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>• Listens to a simple oral recount</li><li>• Gives a simple oral recount</li></ul>
<b>RESOURCES</b>	<ul style="list-style-type: none"><li>• DBE workbook p. 70</li></ul>
<b>ACTIVITY DESCRIPTION</b>	
<p><b>Focus of the lesson: Listens to a recount and gives a recount.</b></p> <ul style="list-style-type: none"><li>• Settle the learners. They should have their DBE workbooks open to p. 70.</li><li>• Say: <b>I am going to tell you about the four pictures at the top of the page. Listen carefully because you are then going to tell your friends about the pictures.</b></li><li>• Tell the story of the pictures. Say something like this: <b>Sue went to shops to buy bread. On the way she saw that the clouds had become black. She told herself that it was going to rain. It started to rain and she remembered that she had left her umbrella at home. She quickly ran home. Soon it stopped raining and there was a beautiful rainbow.</b></li><li>• Tell the story again.</li><li>• Put the learners in groups of three and they must each get a turn to tell the group the story. They must use the pictures to help them tell the story.</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 at least three new vowel digraphs</li> <li>Builds and sounds out words using sounds learnt</li> </ul>
RESOURCES	<ul style="list-style-type: none"> <li>Flashcard of sound: <b>y</b></li> <li>Objects or pictures: <b>carry, plenty, sorry, happy, lazy, lucky, puppy, ugly, twenty, study</b></li> <li>DBE workbook p. 71</li> </ul>

### ACTIVITY DESCRIPTION

#### **Focus of the lesson: Recognises y letter-sound relationships and builds and sounds out words.**

- Settle the learners so that they are facing the front and listening to you. They must have their DBE workbooks on their desks.
- Show them the **y** flashcard and tell them that this letter says **E** at the end of many words.
- Tell them to listen for the **E** sound in these words: **plenty, sorry, carry, happy, lazy, lucky, puppy, ugly, twenty, study**. Explain the meaning of the words. Do actions.
- Say the words again and sound them out and then say the whole word: **p-l-e-n-t-y(E) (plenty); s-o-r-r-y(E) (sorry); c-a-r-r-y(E) (carry); h-a-p-p-y(E) (happy); l-a-z-y(E) (lazy); l-u-ck-y(E) (lucky); p-u-p-p-y(E) (puppy); u-g-l-y(E) (ugly); t-w-e-n-t-y(E) (twenty); s-t-u-d-y(E) (study)**. Do this orally. Don't write the words with dashes on the board.
- Write the words on the board: **plenty, carry, sorry, happy, lazy, lucky, puppy, ugly, twenty, study**.
- Ask individual learners to sound out the words and then say the whole word.
- Show the learners the words that rhyme, i.e. words that end with the same sounds: **plenty** and **twenty; carry** and **sorry; happy** and **puppy**.
- Say the following pairs of words to the learners, then repeat each word and ask the learners to tell you what sound they hear in the middle of the word: **bran** and **brain; dim** and **dime; red** and **read; hot** and **hoot; fun** and **phone**.
- Write these two high frequency words on the board and the learners read them: **so, out**.
- Ask the learners to choose two of the ten words and write a sentence with each word.
- Ask the learners to turn to p. 71 in their DBE workbooks. Read the words together that are at the bottom of the page.
- Reflect on the lesson.

ACTIVITY 2	WRITING
TIME	30 minutes
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> <li>With guidance, writes a simple set of instructions</li> <li>Uses punctuation already taught in Home Language</li> <li>Spells common words correctly and attempts to spell unfamiliar words using phonic knowledge</li> <li>Builds own word bank and personal dictionary</li> </ul>
RESOURCES	<ul style="list-style-type: none"> <li>Writing books, pencils</li> </ul>

### ACTIVITY DESCRIPTION

#### **Focus of the lesson: Writes a set of instructions.**

- Prepare the learners for the lesson. Remind them about making a sandwich. Tell them the steps.
- Write the following words on the board:
  - peanut butter, bread, margarine, slice, sandwich.**
- Learners write the steps for making a sandwich in the correct order in their books using the words on the board.
- Remind the learners to punctuate their sentences, i.e. to use capital letters and full stops.
- Walk around and help when necessary.
- Before the end of the lesson write the sentences in the correct order and learners check their work. They must correct any mistakes they made.
- Ask a few learners to read the sentences to the class.
- Reflect on the lesson.

## 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 a non-fiction text</li> <li>• With the teacher's help, gives a simple summary of the non-fiction text</li> </ul>
<b>RESOURCES</b>	<ul style="list-style-type: none"> <li>• DBE workbook p. 72</li> </ul>
ACTIVITY DESCRIPTION	
<p><b>Focus of the lesson:</b> Listens to the story and gives a summary of it.</p> <ul style="list-style-type: none"> <li>• Settle the learners. They should have their DBE workbooks open to p. 72.</li> <li>• Read the first four paragraphs ending ... <b>need to pull out the weeds each week.</b></li> <li>• Say: <b>A summary is saying only the parts that are important. The information that we need to know.</b></li> <li>• Ask three learners to tell the class what is important in these paragraphs.</li> <li>• Summarise the paragraphs for the learners. Mention: <b>The children at Newtown School have been growing vegetables. Plants need good soil, lots of water, air and sunlight to grow. The children water the plants every day and pull out the weeds.</b></li> <li>• Ask a few learners to repeat the summary in their own words. Help them when necessary.</li> <li>• Read the last paragraph to the learners.</li> <li>• Ask different learners to summarise this paragraph – tell the class the important sentences.</li> <li>• Summarise the story. Mention: <b>They have fresh vegetables to take home to their families.</b></li> <li>• Ask a few learners to repeat the summary in their own words. Help them when necessary.</li> <li>• Reflect on the lesson.</li> </ul>	

ACTIVITY 2	GROUP GUIDED READING AND PAIRED/INDEPENDENT READING				
<b>TIME</b>	30 minutes				
<b>CONTENT/CONCEPTS/ SKILLS</b>	<ul style="list-style-type: none"> <li>• Reads aloud from own book in a Group Guided Reading group with the teacher</li> <li>• Uses the reading strategies taught in Home Language to make sense and to monitor self when reading</li> <li>• Reads with increasing fluency and expression</li> <li>• Shows an understanding of punctuation when reading aloud</li> <li>• Continues to build a sight word vocabulary</li> <li>• Independently reads books read in GGR sessions and other books</li> </ul>				
<b>RESOURCES</b>	<ul style="list-style-type: none"> <li>• GGR (<i>Too Small</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> <ul style="list-style-type: none"> <li>• Organise learners for paired or independent reading.</li> <li>• Hand out the books.</li> <li>• Explain that learners doing paired reading should take turns to read aloud to each other, and to discuss the pictures and the story. They must 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 two sentences from the readers <i>Too Small</i>, pp. 6–17.</li> <li>• Ask learners the oral comprehension questions:               <ul style="list-style-type: none"> <li>– <b>Which clothes are too small?</b> (jersey, T-shirt, jeans, raincoat, takkies)</li> <li>– <b>Do you think they will fit Nomsa?</b></li> </ul> </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>

## DAY 4

ACTIVITY 1	LANGUAGE USE
<b>TIME</b>	30 minutes
<b>CONTENT/CONCEPTS/ SKILLS</b>	<ul style="list-style-type: none"> <li>Revises some of the grammar covered informally in Grade R–2</li> </ul>
<b>RESOURCES</b>	<ul style="list-style-type: none"> <li>DBE workbooks p. 49</li> </ul>
ACTIVITY DESCRIPTION	
<p><b>Focus of lesson:</b> Revises grammar.</p> <ul style="list-style-type: none"> <li>Prepare the learners for the lesson. They should have their DBE workbooks open to p. 49.</li> <li>Read the sentences: <b>We say <i>this is</i> when it is near. We say <i>that is</i> when it is far away.</b></li> <li>Ask a few learners what we say when something is near and what we say when something is far away.</li> <li>Read the sentences under the headings <i>this is</i> and <i>that is</i> with the learners.</li> <li>Ask individual learners to point to the pictures and read the sentences. Help them read any words they don't know.</li> <li>Revision: Ask a few learners what we say when something is near and when something is far away.</li> <li>Reflect on the lesson.</li> </ul>	

## DAY 5

ACTIVITY 1	WRITING: SPELLING TEST
<b>TIME</b>	30 minutes
<b>CONTENT/CONCEPTS/ SKILLS</b>	<ul style="list-style-type: none"> <li>Recognises at least three new vowel digraphs</li> <li>Builds and sounds out words using sounds learnt</li> </ul>
<b>RESOURCES</b>	<ul style="list-style-type: none"> <li>Assessment books</li> <li>Pencils</li> </ul>
ACTIVITY DESCRIPTION	
<p><b>Focus of the lesson:</b> Informally assesses the spelling words.</p> <ul style="list-style-type: none"> <li>Prepare the learners for the spelling test. They should be sitting quietly, with their assessment books and pencils in front of them.</li> <li>Tell the learners to write the heading <i>Spelling test</i> and the date at the top of the page. Show them this on the board.</li> <li>Say: <b>Fold the page in half, numbers 1–5 in the margin and 6–10 down the middle of the page.</b> Show them how to do this.</li> <li>Clearly call out the number <b>1</b> and then the first spelling word.</li> <li>Learners must neatly write the word next to number 1. If they don't know how to write the word, they must put a dash next to the number.</li> <li>Tell the learners that you are going to dictate one sentence to them and they must write this sentence. Dictate this sentence: <b>He is lucky to have had plenty of grapes.</b></li> <li>Throughout the test, learners must work in silence and must not look at other learners' work.</li> <li>At the end of the test, write the words and sentence on the board and the learners can mark their own work. They must write the correct word next to any words they get wrong. Collect the learners' writing books and make a note of those learners who get less than five words correct and more than three words incorrect in the sentence.</li> </ul>	
<b>Spelling test</b>	<b>Date:</b>
1. lazy	6. happy
2. so	7. carry
3. sorry	8. ugly
4. twenty	9. out
5. plenty	10. lucky

ACTIVITY 2		GROUP GUIDED READING AND PAIRED/INDEPENDENT READING				
TIME	30 minutes					
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> <li>• Reads aloud from own book in a Group Guided Reading group with the teacher</li> <li>• Uses the reading strategies taught in Home Language to make sense and to monitor self when reading</li> <li>• Reads with increasing fluency and expression</li> <li>• Shows an understanding of punctuation when reading aloud</li> <li>• Continues to build a sight word vocabulary</li> <li>• Independently reads books read in GGR sessions and other books</li> </ul>					
RESOURCES	<ul style="list-style-type: none"> <li>• GGR (<i>Too Small</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> <ul style="list-style-type: none"> <li>• Organise learners for paired or independent reading.</li> <li>• Hand out the books.</li> <li>• Explain that learners doing paired reading should take turns to read aloud to each other, and to discuss the pictures and the story. They must do this quietly.</li> <li>• Allow learners to read inside or outside the classroom.</li> </ul> <p><b>Group Guided Reading: Group 5 and any group that needs support</b></p> <ul style="list-style-type: none"> <li>• Listen to each learner read two sentences from the readers <i>Too Small</i>, pp. 6–17.</li> <li>• Ask learners the oral comprehension questions: <ul style="list-style-type: none"> <li>– <b>Which clothes are too small?</b> (jersey, T-shirt, jeans, raincoat, takkies)</li> <li>– <b>Do you think they will fit Nomsa?</b></li> </ul> </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>						
Support	1	2	3	4	5	

# E. SENTENCES TO EXPLAIN SPELLING WORDS

Spelling words	Sentences to explain words
bag	I put my books in a bag.
bed	I sleep in my bed at night.
hat	His hat is on his head.
jam	I like jam on my bread.
lit	He lit the candle with matches.
bit	The dog bit the boy.
sun	The sun is in the sky.
mop	The woman uses a mop to clean the floor.
pot	The food is in the pot.
quick	Quick, let's run away.
quack	The ducks quack and make a noise.
sock	I put on socks and shoes.
lock	A key opens a lock.
sack	The potatoes are in a sack.
sick	The boy is not at school because he is sick.
long	The long stick is hard to carry.
song	I sing a song.
wrong	My sums were wrong and I had to do them again.
pick	Pick up your books.
crash	I crash my bike into the wall.
bring	Bring me a book, please.
drum	The girl hits the drum and makes a noise.
black	Black is a dark colour.
slip	I slip on the floor when it is wet.
fling	I fling the ball. I throw the ball.
crush	The door of the car was crushed in the accident.
brick	We build houses with bricks.
bled	My arm bled when I cut myself.
flag	The SA flag is colourful.
sped	The car sped down the road.
bend	Don't try to bend the pencil because it will break.
smash	If you smash the glass, it will be in pieces.

Spelling words	Sentences to explain words
pond	The fish swim in the pond.
slept	He sleeps in his bed.
kept	The girl kept her toys on the shelf.
lamp	We use a lamp to see at night.
camp	People camp in tents.
snap	Don't snap the pencil because then it will be too small to write with.
smell	I don't like the smell of wet clothes.
made	The boy made a sand castle.
cake	The woman bakes a cake.
spade	I dig with a spade.
face	My face is dirty.
race	We run in a race.
grapes	I like to eat grapes.
late	Don't be late for school.
wave	We wave with our hands.
waste	Don't waste paper.
taste	I don't like the taste of pumpkin.
rain	Rain helps flowers grow.
brain	We use our brains when we read.
drain	The water goes down the drain from the tap.
paint	We paint our house.
faint	When we faint, we fall to the ground.
clay	I use clay to make a plate.
play	Children like to play.
spray	We spray water on the flowers.
pay	I pay for my food at the shop.
stray	The dog that was running around was a stray.
green	Grass is the colour green.
see	I see the pretty picture.
deep	The sea is very deep.
sleep	We sleep in our beds.
queen	The queen is in England.
sneeze	We sneeze when we have a cold.
cheese	I like to eat cheese.
freeze	Water freezes and becomes ice.
squeeze	When we squeeze an orange, we get juice.
speed	The car speeds down the road.

Spelling words	Sentences to explain words
sea	I swim in the sea.
scream	The girls scream at each other.
team	The cricket team did well in a match.
beach	There is lots of sand on the beach.
read	The girls read the books.
speak	Speak to your friend.
cream	Some people have cream on apple pies.
eat	We eat food.
please	Please sit down.
crease	There is a crease in my dress.
plenty	There are plenty of cats in that house.
sorry	I am sorry I hit you.
happy	The boy is happy he passed.
carry	Carry your books carefully.
lucky	I was lucky to get the money.
puppy	A puppy is a baby dog.
ugly	That picture is not pretty, it is ugly.
twenty	I can count to twenty.
study	You must study hard when you are in matric.
lazy	Some people are lazy and don't want to work.

# F. PRINTABLE RESOURCES

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## 1. READING COMPREHENSION: Written: Worksheet

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Name: \_\_\_\_\_

### Section A

Choose the correct letter for the answer and put a circle round it.

1. The class is going on a school trip  
A. this week  
B. next week  
C. on Thursday
2. The class is going to  
A. Johannesburg  
B. Durban  
C. Cape Town
3. They will come home by  
A. aeroplane  
B. car  
C. bus

### Section B

Fill in the missing words.

1. We are going to Cape Town by \_\_\_\_\_.
2. Then we will go by \_\_\_\_\_ to the beach.
3. We will fly back \_\_\_\_\_ on a big aeroplane.

### Section C

Number the following sentences in the correct order to tell the story.

- We will fly back home.
- Our teacher told us we are going on a school trip.
- We will go by bus to the beach.
- We are going to Cape Town by train.

## 2. FLASHCARD TEMPLATES: Phonic letters/sounds

---

qu

ck

ng

**ai**

**ay**

**ee**

ea

y

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

---

**Are**

**eyes**

**most**

**animals**

**have**

**two**

**stalks**

**snail**

**spider**

**eight**

**four**

**small**

**head**

**front**

**You**

**picture**

**see**

**owl**

**round**

**night**

**very**

**uses**

look

food

**for**

**butterfly**

**Some**

**their**

**like**

**eye-lids**

**close**

**brown**

**What**

**colour**

**Whose**

**these**

**find**

**your**

**says**

**too**

**small**

**calls**

**Lebo**

**Come**

**clothes**

**all**

**skirt**

**Nomsa**

**jeans**

**They're**

**T-shirt**

**jersey**

**raincoat**

**takkies**

**Now**

**Oh**

**don't**

**Which**

would

buy

**how**

**cost**

**Read**

**poem**

**grown**

**little**

**sister**

**smaller**

**so**

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

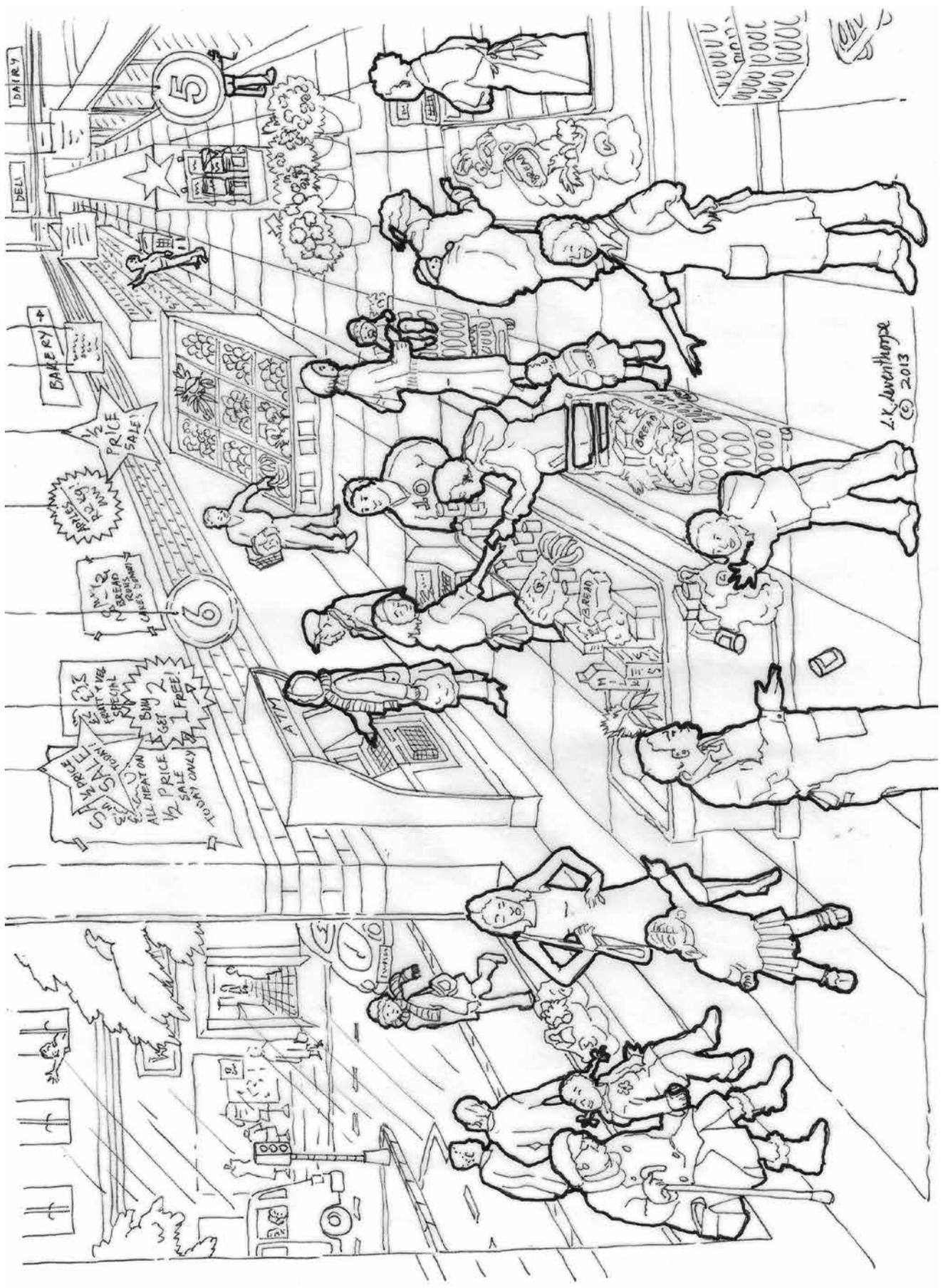
READING WORDS		
Grade: 3	Term: 2	First Additional Language: <i>Eyes; Too Small</i> English
Read from left to right →		
are	eyes	most
animals	have	two
stalks	snail	spider
eight	four	small
head	front	You
picture	see	owl
round	night	very
uses	look	food
for	butterfly	Some
their	like	eye-lids
close	brown	What
colour	Whose	these
find	your	says

too	small	calls
Lebo	Come	clothes
all	skirt	Nomsa
jeans	They're	T-shirt
jersey	raincoat	takkies
Now	Oh	don't
Which	would	buy
how	cost	Read
poem	grown	little
sister	smaller	so

## 5. SPELLING SHEET: Homework words

Grade 3: Term 2 Homework spelling words									
WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 10	
bag	quick	crash	sped	made	rain	green	sea	plenty	
bed	quack	bring	bend	cake	brain	see	scream	sorry	
hat	sock	drum	smash	spade	drain	deep	team	happy	
jam	lock	black	pond	face	paint	sleep	beach	carry	
lit	sack	slip	slept	race	faint	queen	read	lucky	
bit	sick	fling	kept	grapes	play	sneeze	speak	puppy	
sun	long	crush	lamp	late	clay	cheese	cream	ugly	
nut	song	brick	camp	wave	spray	freeze	eat	twenty	
mop	wrong	bled	snap	waste	pay	sneeze	please	study	
pot	pick	flag	smell	taste	stray	squeeze	crease	lazy	
	was	they	for	we	my	there	like	so	
	you	she	all	are	her	have	some	out	

## 6. LINE DRAWING OF THE POSTER: *Shopping*



## 6. LINE DRAWING OF THE POSTER: *Healthy Living*







**Jika iMfundo**  
what I do matters

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

#### THE PROGRAMME TO IMPROVE LEARNING OUTCOMES

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ISBN: 978-1-990904-11-0