





**GRADE 3**

# **English First Additional Language**

Teacher Toolkit:  
CAPS Aligned Lesson Plans  
and Resources

**TERM 4**

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# A. ABOUT THE LESSON PLANS

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The lesson plans in this book give you, the teacher, detailed information about how to teach a CAPS-aligned lesson every day. By following the lesson plans, you will ensure that you cover the curriculum and give your learners the best possible chance of developing the knowledge and skills required for English First Additional Language in this grade.

The lesson plans have been designed for a nine week term. Should you use the lesson plans in a term that is longer or shorter than this, you will need to adjust your plans. There are lessons for every day for nine weeks. You might miss some of these days because of public holidays or unforeseen school activities, but 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. Themes are covered in the work done using the posters, readers and DBE workbooks. The main theme this term is: *The Beach*.

Note the following general points about Listening and Speaking lessons:

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

### *Reading and Phonics*

#### **Phonics**

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

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

The sounds that are covered in the term are in the *Phonics programme* below.

<b>Phonics programme</b>	
<b>This term you will cover the following phonic sounds:</b>	
Week 1	<b>u...e</b>
Week 2	<b>ew, ue</b>
Week 3	<b>or, ar</b>
Week 4	Suffixes <b>ed, ing, ly</b>
Week 5	Assessment
Week 6	<b>ir, er, ur</b>
Week 7	Revision Assessment feedback and support
Week 8	Revision
Week 9	Revision

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. Learners should be familiar with Group Guided Reading because they have been doing it in the Home Language from Grade 1. 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 a week when learners begin a new book, learners work as a whole class for 30 minutes of the Group Guided Reading time. The teacher reads the book

to the learners so that they hear the whole story, and learners learn the look-and-say words for the week. This whole class activity is the preparation for the small Group Guided Reading sessions that follow in the second 30 minutes. In the weeks where there is no new book being read, 15 minutes of the time is used for teaching look-and-say words and the rest of the time is used for small groups to read with the teacher.

Each 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). Some words will be phonic words, but will be taught as look-and-say words if the phonic sounds in the words have not yet been taught. It is very important to use pictures, objects or actions to explain the meaning of the look-and-say words so that learners read with meaning.

Use flashcards of the look-and-say words to help learners in class. The words for each week are provided in the *Printable Resources* at the end of this book. The words are also printed on a reading sheet, which is given to each learner to take home to read. Learners practise reading the look-and-say words for homework and, ideally, the sheet should be pasted into their homework book. All the words taught in the term are practised before the reading assessment and again at the end of the term.

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 the teacher. You listen to each member of a group read from the graded reader and asks questions to check understanding. 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 pages 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 1 these are learnt incidentally through exposure to the English language. In Grade 2 and 3 they are also acquired through reading. However, 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 fourth term is published in the planner and tracker. It shows the activities that are assessed using a rubric. No assessments are done in Term 4 using a checklist. The required rubrics are also provided in the planner and 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 4, 5, 6 and 7 in the times normally allocated to the component being assessed.

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

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

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

## 2. Broad guidelines for using the lesson plans

1. All the **planning** has been done for your Term 4 EFAL 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.
  - Note the date of completing the lesson in your planner and tracker.
  - Reflect on the lesson and make notes in your planner and tracker if appropriate.
2. **The lesson plans must be used in conjunction with the following resources:**
  - The prescribed readers: *Youth Day*, *I Am Mangi* and *Fruit Salad*.
  - The poster: *The Beach*.

- DBE workbooks (2017). The lesson plans refer to the 2017 edition of these workbooks. As the workbooks change very little from year to year, the same pages are likely to be relevant in subsequent years. However, you should check that the page being referred to is still appropriate for the work being done.
  - Other resources as reflected in the lesson plans.
3. As far as possible, ensure that your learners have the following resources for written work. Please try to use 72-page books.
    - One 17 mm lined A4 or A5 book for the first half of the year, and one for the second half of the year. Label these two books as follows:
      - **Phonics and Writing Book 1**  
**Phonics and Writing Book 2**
 Phonics to be done in the front of the book, Writing to be done at the back of the book.
    - One 17 mm lined A4 or A5 book. Label this book **Assessments**.
    - All books must be neatly covered and labelled.
    - If you have ordered different exercise books use these books for the writing activities.
    - Exercise books or special personal dictionary books can be used as **personal dictionaries**.
  4. **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.
  5. Generally, as shown in the table below, EFAL is allocated 30 or 60 minutes each day, to ensure that learners get the time specified in the CAPS for EFAL.

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

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

6. **Lesson pace:** Make sure that you cover all aspects of the lesson in the allocated time. Allow sufficient time for the learners to complete the activities. It is important to manage the pace of the lesson carefully, otherwise you may not cover all that is expected in the lesson.
7. **In Grade 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.
8. **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 plan. 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.
 

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

  - Directorate Inclusive Education, Department of Basic Education (2011) *Guidelines for Responding to Learner Diversity in the Classroom Through Curriculum and Assessment Policy Statements*. Pretoria. [www.education.gov.za](http://www.education.gov.za), [www.thutong.doe.gov.za/InclusiveEducation](http://www.thutong.doe.gov.za/InclusiveEducation).
  - Directorate Inclusive Education, Department of Basic Education (2010) *Guidelines for Inclusive Teaching and Learning. Education White Paper 6. Special Needs Education: Building an inclusive education and training system*. Pretoria. [www.education.gov.za](http://www.education.gov.za), [www.thutong.doe.gov.za/InclusiveEducation](http://www.thutong.doe.gov.za/InclusiveEducation).
9. **Lesson reflection:** Briefly write down what worked well and what did not work so well so that you can use these daily notes to complete your weekly reflection in the planner and tracker.

# B. METHODOLOGY GUIDELINES

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## 1. General points

- When learners are introduced to a First Additional Language it is important that they hear the vocabulary and grammar of that language repeatedly. This helps them to understand and use the language. For this reason, vocabulary and grammar 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 part of the poster illustrating 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: Organising groups***

- Divide each class into five or more groups depending on the number of learners in the class. If possible, there should be about ten learners in each group. Classes with large numbers will need to either have more learners in a group or more groups. The lesson plans are based on five groups per class, so it will be easiest to work with this number of groups.
- Learners should be divided into ability groups. To allocate learners to a group, listen to the learners read and then place them in groups with other learners who read with a similar level of fluency and have similar skills in decoding and comprehension. Classes will have different ability groups. Some classes may have one strong group, two average groups and two weak groups. Other classes may have one strong group, three average groups and one weak group.

- Monitor the group members' reading, and reallocate learners to other groups if they develop at a different pace from the others in the initial group.

### ***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.
- Groups will read in turn during one 30-minute session (except if it is the first session on a new book). As noted above, learners not reading will have a writing task to complete or will quietly read independently or with a partner.
- The lesson plans give you detailed steps of how to manage the group reading session, and tell you which of the five 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. They should read quietly to themselves or each other so as not to disturb other learners.
- 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 and sentence 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 three mistakes in the sentences.

## C. RESOURCE LIST

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

- **Printable Resources** (See Section F)
  1. Flashcard templates: Look-and-say words
  2. Flashcard templates: Phonic sounds/letters
  3. Phonic sheet: Homework spelling words
  4. Reading sheet: Homework look-and-say words
  5. Worksheet for Reading: Written Comprehension
  6. Line drawing of the poster: *The Beach*

- **Poster:** Class-sized wall poster *The Beach*
- **CD:** *EFAL*
- **Readers:** *Youth Day, I Am Mangi* and *Fruit Salad* for Group Guided Reading
- **Term 4 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>Begins to develop understanding and ability to use simple language structures in the context of meaningful spoken language</li> <li>Participates in a short conversation on a familiar topic</li> <li>Talks about objects in a picture in response to teacher's instructions</li> </ul>	
<b>RESOURCES</b>	<ul style="list-style-type: none"> <li>Poster (<i>The Beach</i>)</li> </ul>	
<b>ACTIVITY DESCRIPTION</b>		
<p><b>Focus of the lesson: Understands and uses the future tense and prepositions, and learns vocabulary</b></p> <ul style="list-style-type: none"> <li>Brief greetings.</li> <li>Prepare the learners for the lesson. They must be sitting facing <i>The Beach</i> poster. They must all be able to see the poster.</li> <li>Say: <b>This poster is about the beach.</b></li> <li>Ask: <b>What can you see in the poster?</b></li> <li>Any learner can answer whatever they see.</li> <li>Explain the meaning of the word <b>soft</b> by showing them something that is soft like a pillow and saying the word <b>soft</b>.</li> <li>Explain to the learners that when we speak about something that still has to happen, that has not yet happened, that will happen tomorrow or in the future, we use the word <b>will</b>.</li> <li>Say to the learners: <b>Tomorrow the children will play with a ball</b> and point to the poster showing the children playing with the ball.</li> <li>Repeat: <b>Tomorrow the children will play with a ball</b> and point to the poster showing the children playing with the ball.</li> <li>Ask the learners: <b>What will the children do tomorrow?</b> (Question 1.)</li> <li>Answer with the learners: <b>Tomorrow the children will play with a ball.</b></li> <li>All or some of the learners answer.</li> <li>Ask the same question for a third time.</li> <li>Select a few learners to answer the question.</li> <li>Repeat the same procedure with the second question: <b>Who will play with a ball tomorrow?</b></li> <li>Repeat the same procedure with all the sentences.</li> <li>If there is time ask individual learners to talk about the poster.</li> <li>Reflect on the lesson.</li> </ul>		
<b>Sentence</b>	<b>Question 1</b>	<b>Question 2</b>
Tomorrow the children will play with a ball.	What will the children do tomorrow? <i>Tomorrow the children will play with a ball.</i>	Who will play with a ball tomorrow? <i>Tomorrow the children will play with a ball.</i>
Tomorrow the children will dig in the soft sand.	What will the children do tomorrow? <i>Tomorrow the children will dig in the soft sand.</i>	Who will dig in the soft sand tomorrow? <i>Tomorrow the children will dig in the soft sand.</i>

Sentence	Question 1	Question 2
Tomorrow the children will build a big sand castle.	What will the children build tomorrow? <i>Tomorrow the children will build a big sand castle.</i>	Who will build a big sand castle tomorrow? <i>Tomorrow the children will build a big sand castle.</i>
Tomorrow the boy will pay for the ice-cream.	What will the boy pay for tomorrow? <i>Tomorrow the boy will pay for the ice-cream.</i>	Who will pay for the ice-cream tomorrow? <i>Tomorrow the boy will pay for the ice-cream.</i>
Tomorrow the girl will look at the small fish.	What will the girl look at tomorrow? <i>Tomorrow the girl will look at the small fish.</i>	Who will look at the small fish tomorrow? <i>Tomorrow the girl will look at the small fish.</i>
Tomorrow the people will sail the pretty yachts.	What will the people do tomorrow? <i>Tomorrow the people will sail the pretty yachts.</i>	Who will sail the pretty yachts tomorrow? <i>The people will sail the pretty yachts tomorrow.</i>

## DAY 2

ACTIVITY 1	PHONICS
TIME	30 minutes
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> <li>Recognises at least five new vowel digraphs</li> <li>Recognises more complex word families</li> <li>Builds and sounds out words using sounds learnt</li> </ul>
RESOURCES	<ul style="list-style-type: none"> <li>Pictures/objects: cube, cute, flute, rule, tube, huge, mule, tune</li> <li>Homework books</li> </ul>

### ACTIVITY DESCRIPTION

**Focus of the lesson:** Recognises vowel digraphs, word families and builds and sounds out words using sounds learnt

**Note to teacher:** U sound is said like the sound the letters **u....e** make in the words **cube** and **flute**; or **ue** makes at the end of the word **clue**.

- Settle the class so that you have their attention.
- Say: **Today you are going to learn the U sound. There are different ways to write it. Today you will learn one way of writing it and next week you will learn two other ways of writing it.**
- Write the word **cube** on the board. Learners read it.
- Write **cube** underneath it. Learners read it.
- Point to the letter **e** at the end of **cube** and tell the learners that the **e** makes **u** change to **U**.
- Follow the same procedure with **cut** and **cute**.
- Write the following words on the board: **flute, rule, tube, tune, huge, mule**.
- Show the learners the picture or real object so that the learners understand the meaning of the words.
- Break the words into their sounds with the learners: **c-U-b(e); c-U-t(e); f-l-U-t(e); r-U-l(e); t-U-b (e); t-U-n (e); h-U-g (e); m-U-l (e)**. Don't write the word with dashes on the board – just point to each letter as you say the sound.
- Ask individual learners to break the words into their sounds.
- Tell the learners that there are some words that can't easily be sounded out but are often used in English. They will learn to read two of these words.
- Write these two high frequency words on the board and the learners read them: **come, does**.
- Learners copy the words (**cute, cube, huge, flute, rule, tube, tune, mule, come, does**) into their homework books or paste in the list and revise them for homework.
- Explain the homework to the learners and make sure that they understand what to do: They must learn how to spell the 10 spelling words.
- The following method can be used by the learners to help them learn the words:
  - **Look** at the word, e.g. with.
  - **Sound out** the word, e.g. w-i-th.
  - **Cover** the word with one hand.
  - **Write** the word, e.g. with.
  - **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.
- Reflect on lesson.

### HOMework

- Learns ten words (**cute, cube, huge, flute, rule, tube, tune, mule, come, does**).

ACTIVITY 2	WRITING
TIME	30 minutes
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> <li>Writes a paragraph of six to eight 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>Uses past tense with increasing accuracy</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 6–8 sentences using the writing process, past tense, spelling and punctuation correctly</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>Today you are going to write a paragraph about your weekend. You must write about what you did at the weekend. You must write 6–8 sentences.</b></li> <li>Ask the learners to use one adjective in each sentence. Remind them that adjectives are describing words. For example, they could write: My friend and I walked to the small shop. We bought a red apple.</li> <li>Ask a few learners to tell you about what they did at the weekend. Write words on the board that will help them when they write their paragraph. Write at least two adjectives on the board.</li> <li>Remind the learners to use full stops and capital letters. They can bring their personal dictionaries to you if they don't know how to spell a word. Walk around while the learners are writing and help when necessary.</li> <li>Explain the homework to the learners and make sure that they understand what to do: They must learn how to spell the 10 spelling words.</li> <li>Reflect on the lesson.</li> </ul>	
HOMEWORK	
<ul style="list-style-type: none"> <li>Learns ten words (<b>cute, cube, huge, flute, rule, tube, tune, mule, come, does</b>).</li> </ul>	

### DAY 3

ACTIVITY 1	LISTENING AND SPEAKING: SHARED READING
TIME	30 minutes
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> <li>Listens to stories, personal recounts or non-fiction texts and answers comprehension questions</li> <li>With the help of the teacher gives a simple summary of the non-fiction text</li> <li>Continues to build oral vocabulary</li> </ul>
RESOURCES	<ul style="list-style-type: none"> <li>None</li> </ul>
ACTIVITY DESCRIPTION	
<p><b>Focus of the lesson: Listens to a non-fiction text, gives a summary of the story and builds vocabulary</b></p> <ul style="list-style-type: none"> <li>Brief greetings.</li> <li>Prepare the learners for the lesson. Their desks should be clear.</li> <li>Read <b>Elephants</b> to the learners: <i>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.</i></li> <li>Read the story again. Remind the learners that a summary is telling the important points in the story.</li> <li>Ask different learners to tell you the important points in the story. Write them on the board.</li> <li>The following points should be written on the board: <b>Elephants live in a family of mothers (females) and children. The mothers are called cows and the children calves. The male elephant (father) is called a bull and does not live with the family.</b></li> <li>If the learners say there are lots of cows and calves, cow is big, calf is small, there are many bulls, explain that these sentences are not very important to the text because we know that a calf would be small, etc. Important points are points that we can't leave out. If we did not say them, the summary would not make sense.</li> <li>Reflect on the lesson.</li> </ul>	

<b>ACTIVITY 2</b>	<b>PREPARATION FOR GROUP GUIDED READING: LOOK-AND-SAY WORDS (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 Group Guided, Shared and Independent Reading</li> </ul>
<b>RESOURCES</b>	<ul style="list-style-type: none"> <li>Reader (<i>Youth Day</i>)</li> <li>Flashcards of reading words: <b>Youth, celebrated, June, children, school, wanted, party, collect, money, collected</b></li> <li>Homework books</li> <li>Reading sheets</li> </ul>
<b>ACTIVITY DESCRIPTION</b>	
<p><b>Focus of the lesson:</b> Listens to a story and learns look-and-say words</p> <ul style="list-style-type: none"> <li>Settle the learners so that you have their attention.</li> <li>Read the reader <i>Youth Day</i> to the learners.</li> <li>Explain that you are going to teach the learners how to read a number of words.</li> <li>Hold up one flashcard at a time and clearly say the word twice, while learners look and listen.</li> <li>Ask the learners if they know what the word means. Get them to show what it means using an action, or get them to explain the meaning. If possible, show learners the real object or a picture of the flashcard item.</li> <li>Learners read the word – 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 one colour to tick or circle the words that they have learnt to read.</li> <li>Explain the homework to the learners and make sure they understand what to do: Learn 10 spelling words and they must practise reading the look-and-say words aloud to someone at home or in their community.</li> <li>Reflect on the lesson.</li> </ul>	
<b>HOMEWORK</b>	
<p>Reading sheets: Learners practise reading these words aloud to someone at home or in their community.</p> <ul style="list-style-type: none"> <li>Learns ten words.</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 to 2</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: Revises some of the grammar covered informally in Grades R to 2</b></p> <p><i>Before the lesson:</i> Write the following sentences on the board:</p> <ul style="list-style-type: none"> <li>– <b>The (cat/cats) jump.</b></li> <li>– <b>I write in my book with a (pencil/pencils).</b></li> <li>– <b>The (girl/girls) are playing with the ball.</b></li> <li>– <b>They (plant/plants) pretty flowers.</b></li> <li>– <b>The boy (eat/eats) an apple.</b></li> <li>– <b>The lions (walk/walks) in the grass.</b></li> <li>– <b>Our mother (cook/cooks) the food.</b></li> <li>– <b>(She/he) wears a dress.</b></li> <li>– <b>The book belongs to the girl. It is (her/his) book.</b></li> <li>– <b>(They/their) walk slowly.</b></li> </ul> <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>You must copy the sentence from the board into your books. Choose one of the words in brackets to make the sentence correct so that the sentence makes sense.</b></li> <li>Read the first sentence with the learners and then write the correct sentence on the board: <b>The cats jump.</b></li> <li>When the learners are finished, write the correct sentences on the board.</li> <li>Learners mark their own work and do their corrections.</li> <li>Explain the homework to the learners and make sure they understand what to do: Learn 10 spelling words and they must practise reading the look-and-say words aloud to someone at home or in their community.</li> <li>Reflect on the lesson.</li> </ul>	
HOMEWORK	
<ul style="list-style-type: none"> <li>Reading sheets: Learners 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
TIME	30 minutes
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> <li>• Writes a paragraph of six to eight 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>• Uses past tense with increasing accuracy</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:</b> Writes a paragraph of 6–8 sentences using the writing process, past tense, spelling and punctuation correctly</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>Today you are going to edit the paragraph you wrote about your weekend and then rewrite it correctly. You are going to find any mistakes and correct them. First you must read your story to see if it makes sense. Read exactly what you have written word for word. If a sentence does not make sense, correct it using a different colour. Next look at each word and make sure it has been spelt correctly. Write the correct spelling of the word above the word. If you are not sure come and ask me but you must try to correct the word first yourself. Then check that you have used the correct punctuation – full stops, capital letters, commas and exclamation marks. After you have edited your story rewrite it correctly.</b></li> <li>• Write the following on the board to help the learners remember what to do:             <ul style="list-style-type: none"> <li>– <b>Sentences must make sense.</b></li> <li>– <b>Spelling.</b></li> <li>– <b>Punctuation – capital letters, full stops, commas, exclamation marks.</b></li> </ul> </li> <li>• Take in the books and mark the stories. Give learners support who need it.</li> <li>• Reflect on the lesson.</li> </ul>	

ACTIVITY 2	GROUP GUIDED READING AND PAIRED/INDEPENDENT READING				
TIME	30 minutes				
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> <li>• Reads aloud from own book in a Group Guided Reading group with the teacher</li> <li>• Uses the reading strategies taught in Home Language to make sense and to monitor self when reading</li> <li>• Reads with increasing fluency and expression</li> <li>• Shows an understanding of punctuation when reading aloud</li> <li>• Continues to build a sight word vocabulary</li> <li>• Independently reads books read in GGR sessions and other books</li> <li>• Reads familiar poems and rhymes</li> </ul>				
RESOURCES	<ul style="list-style-type: none"> <li>• GGR (<i>Youth Day</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 the 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 a page from the reader <i>Youth Day</i> pp. 2–4.</li> <li>• Ask learners the oral comprehension questions: <ul style="list-style-type: none"> <li>– <b>When is Youth Day?</b> (It's in June.)</li> <li>– <b>What did the children collect?</b> (They collected money.)</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

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

<b>ACTIVITY 1</b>	<b>LISTENING AND SPEAKING</b>
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<b>TIME</b>	30 minutes
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<b>CONTENT/CONCEPTS/ SKILLS</b>	<ul style="list-style-type: none"> <li>• 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>• Begins to develop understanding and ability to use simple language structures in the context of meaningful spoken language</li> <li>• Participates in a short conversation on a familiar topic</li> <li>• Talks about objects in a picture in response to teacher's instructions</li> </ul>
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<b>RESOURCES</b>	<ul style="list-style-type: none"> <li>• Poster (<i>The Beach</i>)</li> </ul>
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### ACTIVITY DESCRIPTION

**Focus of the lesson:** Understands and uses the past tense, pronouns, adverbs and learns vocabulary

- Brief greetings.
- Prepare the learners for the lesson. They must be sitting facing the *Beach* poster. They must all be able to see the poster.
- Say: **This poster is about the beach.**
- Ask: **What can you see in the poster?**
- Any learner can answer whatever they see.
- Explain the meaning of the words **carefully**, **paddled** and **shallow**. Explain that carefully means when you don't hurry when you do something, you think about what you are doing. Show them what we do when we paddle a boat. Explain that shallow water is not deep water, you can walk in it and it comes up to about your ankles or knees.
- Say to the learners: **He carefully held the small crab** and point to the poster showing the boy holding the crab.
- Repeat: **He carefully held the small crab** and point to the poster showing the boy holding the crab.
- Ask the learners: **What did he carefully do?** (Question 1)
- Answer with the learners: **He carefully held the small crab.**
- Ask the question 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 with the second question: **Who carefully held the small crab?**
- Repeat the same procedure with all the sentences.
- If there is time ask individual learners to talk about the poster.
- Reflect on the lesson.

Sentence	Question 1	Question 2
He carefully held the small crab.	What did he carefully do? <i>He carefully held the small crab.</i>	Who carefully held the small crab? <i>He carefully held the small crab.</i>
He slowly paddled the new boat.	What did he slowly do? <i>He slowly paddled the new boat.</i>	Who slowly paddled the new boat? <i>He slowly paddled the new boat.</i>
He carefully carried his long surf board.	What did he carefully do? <i>He carefully carried his long surf board.</i>	Who carefully carried his long surf board? <i>He carefully carried his long surf board.</i>

Sentence	Question 1	Question 2
She collected shells in her bucket.	What did she do? <i>She collected shells in her bucket.</i>	Who collected shells in her bucket? <i>She collected shells in her bucket.</i>
She walked in the shallow blue sea.	What did she do? <i>She walked in the shallow blue sea.</i>	Who walked in the shallow blue sea? <i>She walked in the shallow blue sea.</i>
She waved at the people in the pretty yachts.	What did she do? <i>She waved at the people in the pretty yachts.</i>	Who waved at the people in the pretty yachts? <i>She waved at the people in the pretty yachts.</i>

## DAY 2

ACTIVITY 1	PHONICS
TIME	30 minutes
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> <li>Recognises at least five new vowel digraphs</li> <li>Recognises more complex word families</li> <li>Builds and sounds out words using sounds taught</li> </ul>
RESOURCES	<ul style="list-style-type: none"> <li>Pictures or objects: new, chew, flew, threw, blue, glue, true, cruel</li> <li>Homework books, pencils</li> </ul>

### ACTIVITY DESCRIPTION

#### Focus of the lesson: Recognises vowel digraphs, word families, builds and sounds out words

Note to teachers: **U** sound is said like the sound the letters **u...e** make in **cube** and **flute** or **ue** makes at the end of the word **clue**.

- Settle the class so that you have their attention.
- Remind the learners that the sound **U** can be written in different ways. Last week we learnt **u...e**.
- Say: **This week you are going to learn that ew says U (e.g. new) and ue says U (e.g. glue).**
- Write the following words on the board: **new, chew, flew** and **threw**. Point out the **ew** in each word and tell the learners that **ew** says **U**.
- Show the learners the picture or real object so that the learners understand the meaning of the words.
- Break the words into their sounds with the learners: **n-U (ew); ch-U (ew); f-l-U (ew); th-r-U (ew)**. Don't write the word with dashes on the board – just point to each letter as you say the sound.
- Ask individual learners to break the words into their sounds.
- Write the following words on the board: **blue, glue** and **true, cruel**. Point out the **ue** in each word and tell the learners that **ue** says **U**.
- Break the words into the sounds so that the learners hear **U** at the end of the words: **b-l-U(ue);**
- g-l-U (ue); t-r-U (ue); c-r-U (ue)-l**. Don't write the word with dashes on the board – just point to each letter as you say the sound.
- Learners break the words into their sounds.
- Remind the learners that they have learnt three ways of writing the **U** sound: **u...e; ue; ew**.
- Tell the learners that there are some words that can't easily be sounded out but are often used in English. They will learn to read two of these words.
- Write these two high frequency words on the board and the learners read them: **here, after**.
- Learners copy the words (**new, chew, flew, threw, blue, glue, true, cruel, here, after**) into their homework books or paste in the list.
- Explain the homework to the learners and make sure that they understand what to do: They must learn how to spell the 10 spelling words.
- The following method can be used by the learners to help them learn the words:
  - **Look** at the word, e.g. with.
  - **Sound out** the word, e.g. w-i-th.
  - **Cover** the word with one hand.
  - **Write** the word, e.g. with.
  - **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.
- Reflect on the lesson.

ACTIVITY 2	WRITING
TIME	30 minutes
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> <li>Writes increasingly complex lists with headings</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> <li>Poster (<i>The Beach</i>)</li> </ul>
ACTIVITY DESCRIPTION	
<p><b>Focus of the lesson:</b> Writes a list with a heading and spells words correctly</p> <ul style="list-style-type: none"> <li>Settle the learners so that you have their attention. They must have their Writing books and pencils on their desks.</li> <li>Write the heading <b>Things we can do at the beach</b> on the board.</li> <li>Ask the learners to tell the class all the things people can do at the beach: swim, run, walk, eat ice-cream, dive, sit, surf, etc.</li> <li>Write four of the words that they said on the board.</li> <li>Tell the learners to copy the heading into their books and write a list of things we can do at the beach underneath the heading. They must copy the four words that you wrote and write six more words of their own.</li> <li>They can bring their personal dictionaries to you if they don't know how to spell a word but they must first try to spell it themselves.</li> <li>At the end of the lesson, collect the learners' books and mark them. Give support to learners who need it.</li> <li>Explain the homework to the learners and make sure that they understand what to do: They must learn how to spell the 10 spelling words.</li> <li>Reflect on the lesson.</li> </ul>	
HOMEWORK	
<ul style="list-style-type: none"> <li>Learns ten words (<b>new, chew, flew, threw, blue, glue, true, cruel, here, after</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 stories, personal recounts or non-fiction texts and answers comprehension questions</li> <li>Expresses feelings about the story</li> <li>Predicts what will happen next in the story</li> <li>Retells the story</li> <li>Continues to build oral vocabulary</li> </ul>
RESOURCES	<ul style="list-style-type: none"> <li>DBE workbook p. 42</li> </ul>
ACTIVITY DESCRIPTION	
<p><b>Focus of the lesson:</b> Listens to a story, answers questions, expresses feelings about the story, predicts what will happen next, retells the story and builds vocabulary</p> <ul style="list-style-type: none"> <li>Settle the learners. They should have their DBE workbooks open to p. 42.</li> <li>Read p. 42 <i>Under the sea</i> – the first paragraph and the paragraphs on sea horses and octopus twice, explaining the meaning of words where necessary and then ask the following questions: <ul style="list-style-type: none"> <li><b>What did Jabu and his friends wear on their feet when they went diving?</b> They wore flippers on their feet.)</li> <li><b>Why do sea horses change their colour?</b> (They do this to protect themselves.)</li> <li><b>How many arms does an octopus have?</b> (It has eight arms.)</li> <li><b>What do you think could happen next to Jabu and his friends?</b></li> <li><b>Did you like the part of the story we read? Why? Why not?</b></li> </ul> </li> <li>Ask a few individual learners to retell the paragraphs. Ask different learners each week.</li> <li>Reflect on the lesson.</li> </ul>	

ACTIVITY 2	PREPARATION FOR GROUP GUIDED READING: LOOK-AND-SAY WORDS (WHOLE CLASS)
TIME	15 minutes
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> <li>Continues to build a sight word vocabulary from the Group Guided, Shared and Independent reading</li> </ul>
RESOURCES	<ul style="list-style-type: none"> <li>Flashcards of last week's reading words as well as: <b>beautiful, banner, cook, rice, delicious, music, found, good, listened, danced</b></li> <li>Homework books</li> <li>Reading sheets</li> </ul>

### ACTIVITY DESCRIPTION

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

- See *Methodology Guidelines: Preparation for Group Guided Reading* and follow the guidelines to teach the look-and-say words.
- Explain the homework to the learners and make sure they understand what to do: They must practise reading the look-and-say words aloud to someone at home or in their community.
- Reflects 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> <li>Reads familiar poems and rhymes</li> </ul>
RESOURCES	<ul style="list-style-type: none"> <li>GGR (<i>Youth Day</i>)</li> <li>Paired/Independent Reading – own book, class book or GGR book already read</li> </ul>

### ACTIVITY DESCRIPTION

**Focus of the lesson:** Individuals from the group read pages in a book; rest of the class does Paired/Independent Reading

**Paired/Independent Reading: Whole class**

- Organise learners for Paired or Independent Reading. Hand out the books.
- Explain that learners doing Paired Reading should take turns to read aloud to each other, and to discuss the pictures and the story. They must do this quietly. Allow learners to read inside or outside the classroom.

**Group Guided Reading: Group 3**

- Listen to each learner read a page from the reader *Youth Day* p. 2 to the end.
- Ask learners the oral comprehension questions:
  - When is Youth Day?** (It's in June.)
  - What did the children collect?** (They collected money.)
  - What did the children clean?** (They cleaned the street.)
  - What did they do on Youth Day?** (They listened to music, danced, ate chicken and rice, and had fun.)
- If necessary, support learners by helping them sound out the words, reminding them of any look-and-say words on the page they are reading, and suggesting they use the pictures to assist them in understanding what they are reading.
- Informally assess learners and make notes.
- Explain the homework to the learners and make sure they understand what to do: Learn 10 spelling words and they must practise reading the look-and-say words aloud to someone at home or in their community.
- Reflect on the lesson.

Whole class	1	2	3	4	5
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### HOMEWORK

- Reading sheets: Learners practise reading these words aloud to someone at home or in their community.
- Learns ten words for spelling test.

## DAY 4

ACTIVITY 1	LANGUAGE USE
TIME	30 minutes
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> <li>Understands and uses comparative adjectives</li> </ul>
RESOURCES	<ul style="list-style-type: none"> <li>Pencils of different lengths</li> <li>Girls of different heights</li> <li>Boys of different heights</li> </ul>

### ACTIVITY DESCRIPTION

#### **Focus of the lesson: Understands and uses comparative adjectives**

- Prepare the learners for the lesson. They must all be facing the front of the class.
- Show the learners the three pencils of different lengths and ask one learner to come and take the short pencil. S/he must stand in front of the class with the short pencil. Make sure that s/he does not take the shortest or the shorter pencil.
- Ask another learner to come and take the pencil that is shorter than the first pencil. S/he must stand in front of the class with the shorter pencil.
- Ask another learner to come and take the pencil that is shortest pencil. S/he must stand in front of the class with the shortest pencil.
- Point to the pencils and say: **Short, shorter, shortest.**
- Learners point to each pencil and say: **Short, shorter, shortest.**
- Follow the same procedure with **long** and **tall**.
- When the learners have the long, longer and longest pencils, say the sentences again and get the learners to say the sentences with you:
  - I have a long pencil. She has a longer pencil. He has the longest pencil.**
  - I have a short pencil. He has a shorter pencil. She has the shortest pencil.**
  - Thabo is short. Themba is shorter than Thabo. Morena is the shortest.**
  - Thandi is tall. Lebo is taller. Tshiamo is the tallest.**
- Explain the homework to the learners and make sure they understand what to do: Learn 10 spelling words and they must practise reading the look-and-say words aloud to someone at home or in their community.
- Reflect on the lesson.

### HOMework

- Reading sheets: Learners practise reading these words aloud to someone at home or in their community.
- Learns ten words for spelling test.

## DAY 5

<b>ACTIVITY 1</b>	<b>WRITING: SPELLING TEST</b>	
<b>TIME</b>	30 minutes	
<b>CONTENT/CONCEPTS/ SKILLS</b>	<ul style="list-style-type: none"> <li>• Recognises at least five 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, pencils</li> </ul>	
<b>ACTIVITY DESCRIPTION</b>		
<p><b>Focus of the lesson: Informally assesses spelling</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 <b>Spelling test</b> and the date at the top of the page. Show them how to do this on the board.</li> <li>• Say: <b>Fold the page in half, and write 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 a sentence to them and they must write this sentence. Dictate this sentence: <b>Here is a huge blue ball.</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 on the board and the learners can mark their own work. They must write the correct word next to any words they get wrong. Do the same with the dictated sentence.</li> <li>• Collect the learners' books and make a note of those learners who get less than five words correct. Give support to learners who need it.</li> <li>• Reflect on the lesson.</li> </ul>		
<b>Spelling test</b>		<b>Date:</b>
1. here		6. come
2. chew		7. huge
3. glue		8. threw
4. does		9. blue
5. cube		10. rule

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> <li>• Reads familiar poems and rhymes</li> </ul>				
RESOURCES	<ul style="list-style-type: none"> <li>• GGR (<i>Youth Day</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 the 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 4 and 5</b></p> <ul style="list-style-type: none"> <li>• Listen to each learner read a page from the reader <i>Youth Day</i> p. 2 to the end.</li> <li>• Ask learners the oral comprehension questions: <ul style="list-style-type: none"> <li>– <b>When is Youth Day?</b> (It's in June.)</li> <li>– <b>What did the children collect?</b> (They collected money.)</li> <li>– <b>What did the children clean?</b> (They cleaned the street.)</li> <li>– <b>What did they do on Youth Day?</b> (They listened to music, danced, ate chicken and rice, and had fun.)</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>
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<b>TIME</b>	30 minutes
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<b>CONTENT/CONCEPTS/ SKILLS</b>	<ul style="list-style-type: none"> <li>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>Begins to develop understanding and ability to use simple language structures in the context of meaningful spoken language</li> <li>Participates in a short conversation on a familiar topic</li> <li>Talks about objects in a picture in response to teacher's instructions</li> </ul>
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<b>RESOURCES</b>	<ul style="list-style-type: none"> <li>Poster (<i>The Beach</i>)</li> </ul>
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### ACTIVITY DESCRIPTION

<p><b>Focus of the lesson: Understands and uses the past tense, prepositions and learns vocabulary</b></p> <ul style="list-style-type: none"> <li>Brief greetings.</li> <li>Prepare the learners for the lesson. They must be sitting facing <i>The Beach</i> poster. They must all be able to see the poster.</li> <li>Say: <b>This poster is about the beach.</b></li> <li>Ask: <b>What can you see in the poster?</b></li> <li>Any learner can answer whatever they see.</li> <li>Point to the picture of the life-guard and say the life-guard.</li> <li>Point to the picture of the life-guard again and ask: <b>Who is this?</b></li> <li>The learners answer: <b>Life-guard.</b></li> <li>Follow the same procedure with <b>binoculars, message, dummy.</b></li> <li>Follow the same procedure with the words <b>spilt</b> and <b>sucked</b> but also do actions to explain the words.</li> <li>Say to the learners: <b>The life-guard looked through his binoculars</b> and point to the poster showing the life-guard looking through his binoculars.</li> <li>Repeat: <b>The life-guard looked through his binoculars</b> and point to the poster showing the life-guard looking through his binoculars.</li> <li>Ask the learners: <b>What did the life-guard do?</b> (Question 1.)</li> <li>Answer with the learners: <b>The life-guard looked through his binoculars.</b></li> <li>Ask the question again.</li> <li>All or some of the learners answer.</li> <li>Ask the same question for a third time.</li> <li>Select a few learners to answer the question.</li> <li>Repeat the same procedure with the second question: <b>Who looked through his binoculars?</b></li> <li>Repeat the same procedure with all the sentences.</li> <li>If there is time ask individual learners to talk about the poster.</li> <li>Reflect on the lesson.</li> </ul>		
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Sentence	Question 1	Question 2
The life-guard looked through his binoculars.	What did the life-guard do? <i>The life-guard looked through his binoculars.</i>	Who looked through his binoculars? <i>The life-guard looked through his binoculars.</i>
The girl read the message on her phone.	What did the girl do? <i>The girl read the message on her phone.</i>	Who read the message on her phone? <i>The girl read the message on her phone.</i>

Sentence	Question 1	Question 2
She shouted to her friend.	What did she do? <i>She shouted to her friend.</i>	Who shouted to her friend? <i>She shouted to her friend.</i>
The baby played with the cloth.	What did the baby do? <i>The baby played with the cloth.</i>	Who played with the cloth? <i>The baby played with the cloth.</i>
The girl spilt water out of her bucket.	What did the girl do? <i>The girl spilt water out of her bucket.</i>	Who spilt water out of her bucket? <i>The girl spilt water out of her bucket.</i>
The happy baby sucked his dummy.	What did the happy baby do? <i>The happy baby sucked his dummy.</i>	Who sucked his dummy? <i>The happy baby sucked his dummy.</i>

## DAY 2

ACTIVITY 1	PHONICS
TIME	30 minutes
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> <li>Recognises at least five new vowel digraphs</li> <li>Recognises more complex word families</li> <li>Builds and sounds out words with sounds learnt</li> </ul>
RESOURCES	<ul style="list-style-type: none"> <li>Pictures or objects of words: star, arm, car, party, for, born, fork, sport</li> <li>Flashcards of sounds: <b>ar, or</b></li> <li>Homework books</li> </ul>

### ACTIVITY DESCRIPTION

#### **Focus of the lesson: Recognises vowel digraphs, word families and builds and sounds out words**

- Settle the class so that you have their attention.
- Say: **Today you are going to learn two new sounds. First you will learn the ar sound.**
- Show them the flashcard of **ar** and get them to say the sound.
- Read the sound three times with the learners.
- Write the following words on the board: **star, car, arm, party.**
- Show the learners the picture or real object so that the learners understand the meaning of the words.
- Break the words into their sounds with the learners: **s-t-ar; c-ar; ar-m; p-ar-t-E(y).**
- Ask individual learners to break the words into their sounds.
- Say: **You are now going to learn the or sound.**
- Show them the flashcard of **or** and get them to say the sound.
- Read the sound three times with the learners
- Write the following words on the board: **for, born, fork, sport.**
- Break the words into their sounds with the learners: **f-or; b-or-n; f-or-k; s-p-or-t.** Don't write the word with dashes on the board – just point to each letter as you say the sound.
- Ask individual learners to break the words into their sounds.
- Tell the learners that there are some words that can't easily be sounded out but are often used in English. They will learn to read two of these words.
- Write these two high frequency words on the board and ask the learners to read them: **could, would.**
- Learners copy the words (**star, arm, car, party, for, born, fork, sport, could, would**) or paste the list into their homework books.
- Explain the homework to the learners and make sure that they understand what to do: They must learn how to spell the 10 spelling words.
- The following method can be used by the learners to help them learn the words:
  - **Look** at the word, e.g. with.
  - **Sound out** the word, e.g. w-i-th.
  - **Cover** the word with one hand.
  - **Write** the word, e.g. with.
  - **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.
- Reflect on the lesson.

ACTIVITY 2	WRITING
TIME	30 minutes
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> <li>Writes a paragraph of six to eight 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>The Beach</i>)</li> </ul>
ACTIVITY DESCRIPTION	
<p><b>Focus of the lesson: Writes a paragraph of six to eight sentences using the writing process, correct spelling and punctuation</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>Today you are going to write a paragraph about a day at the beach. You must write about what you did at the beach. You must write six to eight sentences.</b></li> <li>Ask a few learners to tell you about what they did at the beach. Ask them to use a few adjectives when they tell the class what they did at the beach. Remind them that an adjective is a describing word. For example they could say: <b>I swam in the blue sea.</b></li> <li>Write words on the board that will help them when they write their paragraph. Write a few adjectives that they could use.</li> <li>Remind the learners to use correct punctuation, e.g. full stops, commas, exclamation marks and capital letters. They can bring their personal dictionaries to you if they don't know how to spell a word.</li> <li>They will edit their stories in the next writing lesson.</li> <li>Explain the homework to the learners and make sure that they understand what to do: They must learn how to spell the 10 spelling words.</li> <li>Reflect on the lesson.</li> </ul>	
HOMEWORK	
<ul style="list-style-type: none"> <li>Learns ten words (<b>star, arm, car, party, for, born, fork, sport, could, would</b>) for spelling test.</li> </ul>	

## DAY 3

ACTIVITY 1	READING: WRITTEN COMPREHENSION
<b>TIME</b>	30 minutes
<b>CONTENT/CONCEPTS/ SKILLS</b>	<ul style="list-style-type: none"> <li>Written comprehension: Choose a reading passage with 80–100 words.</li> <li>Types of questions: Multiple choice; fill in the missing words; sequence events in the story; recall, literal questions</li> </ul>
<b>RESOURCES</b>	<ul style="list-style-type: none"> <li>DBE workbook p. 42</li> <li>Worksheet: Written comprehension</li> </ul>
ACTIVITY DESCRIPTION	
<p><b>Focus of the lesson:</b> Reads a story and answers multiple choice and recall questions, fills in missing words and sequences events in a story in the form of a written comprehension</p> <p><i>Before the lesson:</i> Make copies of the written comprehension worksheet in the <i>Printable Resources</i> section for each learner in the class.</p> <ul style="list-style-type: none"> <li>Settle the learners. They should have their DBE workbooks open to p. 42.</li> <li>Read p. 42 <i>Under the sea</i> – the first paragraph and the paragraphs on sea horses and octopus, with the learners reading with you.</li> <li>Then read Section A's question number 1 and tell the learners that they have to circle the correct answer, i.e. they must circle either A, B, or C.</li> <li>Once the learners have circled an answer, read the question again and tell them the correct answer. They can mark their own work.</li> <li>Show the learners where the answer is in the passage and tell them when they answer the other questions they must look for the answers in the passage.</li> <li>Read Section A's question 2 and the learners circle their answers.</li> <li>Read Section B, C and D and the learners answer these questions. Explain to the learners what they have to do in each section, i.e. Section B fill in the missing words in the short paragraph; Section C put the sentences in the correct order; Section D answer the questions in full sentences.</li> <li>When the learners have finished answering all the questions, read each question again and write the answer on the board.</li> <li>Learners can mark their own work.</li> <li>Take in the worksheets and give support to learners who need it.</li> <li>Reflect on the lesson.</li> </ul>	

ACTIVITY 2	PREPARATION FOR GROUP GUIDED READING: LOOK-AND-SAY WORDS (WHOLE CLASS)				
<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 Group Guided, Shared and Independent Reading</li> </ul>				
<b>RESOURCES</b>	<ul style="list-style-type: none"> <li>Flashcards of reading words: <b>Mangi, love, sister, giving, her, pretend, driver, driving, passenger</b></li> <li>Reader (<i>I am Mangi</i>)</li> <li>Homework books</li> <li>Reading sheets</li> </ul>				
ACTIVITY DESCRIPTION					
<p><b>Focus of the lesson:</b> Listens to a story and learns look-and-say words</p> <ul style="list-style-type: none"> <li>See <b>Methodology Guidelines: Preparation for Group Guided Reading.</b></li> <li>Read the reader <i>I am Mangi</i> to the learners and then follow the methodology for teaching look-and-say words.</li> <li>Explain the homework to the learners and make sure they understand what to do: Learn 10 spelling words and they must practise reading the look-and-say words aloud to someone at home or in their community.</li> <li>Reflect on the lesson.</li> </ul>					
<b>Whole class</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
HOMEWORK					
<ul style="list-style-type: none"> <li>Reading sheets: Learners practise reading these words aloud to someone at home or in their community.</li> <li>Learns ten words.</li> </ul>					

## DAY 4

DAY 4	
ACTIVITY 1	LANGUAGE USE
TIME	30 minutes
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> <li>Understands and uses comparative adjectives</li> </ul>
RESOURCES	<ul style="list-style-type: none"> <li>Writing books, pencils</li> </ul>
ACTIVITY DESCRIPTION	
<p><b>Focus of the lesson: Understands and uses comparative adjectives</b></p> <p><i>Before the lesson:</i> Write the following words on the board: <b>short, shorter; shortest; tall, taller, tallest; big; bigger; biggest.</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>Read the words on the board and tell the learners that they are going to write sentences using these words. For example: <b>I am tall. My friend is taller. Thandi is the tallest.</b> Write these sentences on the board.</li> <li>Ask two learners to tell the class three sentences using short, shorter, shortest; tall, taller, tallest; big, bigger, biggest.</li> <li>Say: <b>You must write a sentence with each of these words, just like I used the words. You can compare friends, pencils, boys, girls or even books.</b></li> <li>Walk around and help when necessary.</li> <li>Take in the books and mark them. Give support to learners who need it.</li> <li>Explain the homework to the learners and make sure they understand what to do: Learn 10 spelling words and they must practise reading the look-and-say words aloud to someone at home or in their community.</li> <li>Reflect on the lesson.</li> </ul>	
HOMEWORK	
<ul style="list-style-type: none"> <li>Reading sheets: Learners 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
TIME	30 minutes
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> <li>• Writes a paragraph of six to eight 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

**Focus of the lesson:** Writes a paragraph of six to eight sentences using the writing process, correct spelling and punctuation

- Settle the learners. They must have their Writing books and pencils on their desks.
- Say: **Today you are going to edit the paragraph you wrote about a day at the beach and then rewrite it correctly. You are going to find any mistakes and correct them. First you must read your story to see if it makes sense. Read exactly what you have written, word for word. If a sentence does not make sense, correct it using a different colour. Next look at each word and make sure it has been spelt correctly. Write the correct spelling of the word above the word. If you are not sure come and ask me but you must try to correct the word first yourself. Then check that you have used the correct punctuation – full stops, capital letters, commas and exclamation marks. After you have edited your story, rewrite it correctly.**
- Write the following on the board to help the learners remember what to do:
  - **Sentences must make sense.**
  - **Spelling.**
  - **Punctuation – capital letters, full stops, commas, exclamation marks.**
  - **Adjectives.**
- Take in the books and mark the stories. Give support to the learners who need it.
- Reflect on the lesson.

ACTIVITY 2	GROUP GUIDED READING AND PAIRED/INDEPENDENT READING				
TIME	30 minutes				
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> <li>• Reads aloud from own book in a Group Guided Reading group with the teacher</li> <li>• Uses the reading strategies taught in Home Language to make sense and to monitor self when reading</li> <li>• Reads with increasing fluency and expression</li> <li>• Shows an understanding of punctuation when reading aloud</li> <li>• Continues to build a sight word vocabulary</li> <li>• Independently reads books read in GGR sessions and other books</li> <li>• Reads familiar poems and rhymes</li> </ul>				
RESOURCES	<ul style="list-style-type: none"> <li>• GGR (<i>I Am Mangi</i>)</li> <li>• Paired/Independent Reading – own book, class book or GGR book already read</li> </ul>				
ACTIVITY DESCRIPTION					
<p><b>Focus of the 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 a page from the reader <i>I Am Mangi</i> pp. 2–5.</li> <li>• Ask learners the oral comprehension questions: <ul style="list-style-type: none"> <li>– <b>What does Mangi love?</b> (He loves his bike.)</li> <li>– <b>Who does Mangi give a ride to?</b> (He gives a ride to his sister.)</li> <li>– <b>Where are Mangi and his passenger going?</b> (They are going to the shops.)</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

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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: ASSESSMENT GROUP 1</b> <i>This assessment activity can be found in the planner and tracker</i>

## DAY 2

ACTIVITY 1	PHONICS
TIME	30 minutes
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> <li>Recognises and uses some suffixes</li> </ul>
RESOURCES	<ul style="list-style-type: none"> <li>Flashcard of the suffixes: <b>ed, ing, ly</b></li> <li>Homework books</li> </ul>

### ACTIVITY DESCRIPTION

#### **Focus of the lesson: Recognises and uses some suffixes (ed, ing, ly) and builds and sounds out words**

- Settle the class so that you have their attention.
- Say: **Today you are going to learn three endings that are used with action words – ed and ing.**
- Show the flashcard **ed**.
- Say: **Words have ed at the end of them to show that an action has finished and that the action happened in the past.**
- Write **walked** on the board. Point to the **ed** and say this shows that the person walked yesterday, he has finished walking.
- Write the following words on the board: **talked, clapped, pressed, slapped, lifted, crossed and jumped.**
- Read the words, emphasising **ed**. Write over the **ed** with coloured chalk.
- Learners read the word, emphasising **ed**.
- Ask the learners to give you other words that show the action has finished. Write the correct words on the board. Explain why any incorrect words are incorrect.
- Show the flashcard **ing**.
- Say: **Words have ing at the end of them to show that an action is still happening.**
- Write **walking** on the board. Point to the **ing** and say this shows that the person is walking now, he is still walking.
- Write the following words on the board: **talking, clapping, pressing, slapping, lifting, crossing and jumping.**
- Read the words, emphasising **ing**. Write over the **ing** with coloured chalk.
- Learners read the word, emphasising **ing**.
- Ask the learners to give you other words that show the action is still happening. Write the correct words on the board. Explain why any incorrect words are incorrect.
- Show the flashcard **ly**.
- Say: **Words have ly at the end of them to show how an action is happening. When we walk, are we walking slowly or quickly? Did you hear ly at the end of the words?**
- Write **slowly** on the board. Point to the **ly** and say this shows how the action happened.
- Write the following words on the board: **quickly, carefully, neatly, tidily, rapidly, lastly, funnily.**
- Read the words, emphasising **ly**. Write over the **ly** with coloured chalk.
- Learners read the word, emphasising **ly**.
- Ask the learners to give you other words in a sentence that show how an action is happening. Write the correct words containing suffixes on the board. Explain why any incorrect words are incorrect.
- Tell the learners that there are some words that can't easily be sounded out but are often used in English. They will learn to read two of these words.
- Write the following two high frequency words on the board and ask the learners to read the words: **should, their.**
- Learners copy the words (**walked, asked, jumped, talking, lifting, slowly, quickly, lastly, should, their**) or paste the list into their homework books.
- Explain the homework to the learners and make sure that they understand what to do: They must learn how to spell the 10 spelling words.
- The following method can be used by the learners to help them learn the words:
  - **Look** at the word, e.g. with.
  - **Sound out** the word, e.g. w-i-th.
  - **Cover** the word with one hand.
  - **Write** the word, e.g. with.
  - **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.
- 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 personal recount of experiences</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>• Uses past tense with increasing accuracy</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> </ul>
<b>ACTIVITY DESCRIPTION</b>	
<p><b>Focus of the lesson:</b> Writes a personal recount and uses the past tense, spelling and punctuation correctly</p> <ul style="list-style-type: none"> <li>• Prepare the learners for the lesson. They need their Writing books and pencils.</li> <li>• Say: <b>Write six to eight sentences on what you did at school yesterday. You must use adjectives and conjunctions when you write your sentences and begin each sentence with different words.</b></li> <li>• Remind the learners that adjectives are describing words and conjunctions join two sentences together, e.g. and, but, when, if.</li> <li>• Remind the learners to use full stops and capital letters. They can bring their personal dictionaries to you if they don't know how to spell a word.</li> <li>• In the last 10 minutes of the lesson tell the learners to edit their work. They must find any spelling punctuation or language errors and correct them.</li> <li>• Take in the books and mark the recount. Give support to learners who need it.</li> <li>• Explain the homework to the learners and make sure that they understand what to do: They must learn how to spell the 10 spelling words.</li> <li>• Reflect on the lesson.</li> </ul>	
<b>HOMEWORK</b>	
<ul style="list-style-type: none"> <li>• Learns ten words (<b>walked, asked, jumped, talking, lifting, slowly, quickly, lastly, should, their</b>) for the spelling test.</li> </ul>	

### DAY 3

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

## DAY 4

ACTIVITY 1	LANGUAGE USE
<b>TIME</b>	30 minutes
<b>CONTENT/CONCEPTS/ SKILLS</b>	<ul style="list-style-type: none"> <li>Understands and uses comparative adjectives</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 comparative adjectives</p> <p><i>Before the lesson:</i> Write the following sentences on the board. Don't write the words in brackets – these are the answers.</p> <ul style="list-style-type: none"> <li>– I have a <b>big stone</b>. She has a <b>bigger stone</b>. He has the _____ stone. (biggest)</li> <li>– I have a _____ pencil. She has a <b>shorter pencil</b>. He has the <b>shortest pencil</b>. (short)</li> <li>– I have a <b>thick book</b>. She has a _____ book. He has the <b>thickest book</b>. (thicker)</li> <li>– <b>long pencil</b> (I/she/he has a long pencil.)</li> <li>– <b>longer pencil</b> (She/he has a longer pencil.)</li> <li>– <b>longest pencil</b> (She/he has the longest pencil.)</li> <li>– <b>thickest book</b> (I have; she/he has the thickest book.)</li> <li>– <b>thick book</b> (I have; she/he has a thick book.)</li> <li>– <b>thicker book</b> (I have; she/he has a thicker book.)</li> </ul> <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>Tell the learners they must complete the first three sentences.</li> <li>Write the correct word in the sentences once the learners are finished and read the sentences with the learners. Any learner who has made a mistake corrects their work.</li> <li>Then write one sentence for all the pairs of words that are written on the board. For example write a sentence using the words <b>long pencil</b>. They should have six sentences when they are finished.</li> <li>When they are finished they must read the sentences to a friend.</li> <li>Write the correct sentences on the board. The learners mark their own work and do their corrections.</li> <li>Explain the homework to the learners and make sure they understand what to do: Learn 10 spelling words.</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
TIME	30 minutes
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> <li>• Recognises at least five new vowel digraphs</li> <li>• Builds and sounds out words using sounds learnt</li> </ul>
RESOURCES	<ul style="list-style-type: none"> <li>• Assessment books, pencils</li> </ul>

### ACTIVITY DESCRIPTION

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

- 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 how to do this on the board.
- Say: **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 the number.
- Tell the learners that you are going to dictate a sentence to them and they must write this sentence. Dictate this sentence: **The men could go to the party in a car.**
- 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 get wrong and correct the punctuation if necessary. Do the same with the dictated sentence.
- Collect the learners' Writing books and make a note of those learners who get less than five words correct. Give support to learners who need it.
- Reflect on the lesson.

#### Spelling test

#### Date:

1. for	6. born
2. arm	7. could
3. fork	8. car
4. star	9. would
5. party	10. sport

### ACTIVITY 2

#### GROUP GUIDED READING: ASSESSMENT GROUP 2

*This assessment activity can be found in the planner and tracker*

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

<b>ACTIVITY 1</b>	<b>PHONICS: ASSESSMENT WHOLE CLASS</b> <i>This assessment activity can be found in the planner and tracker</i>
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<b>ACTIVITY 2</b>	<b>WRITING: ASSESSMENT WHOLE CLASS</b> <i>This assessment activity can be found in the planner and tracker</i>
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### DAY 3

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

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

ACTIVITY 1	WRITING
TIME	30 minutes
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> <li>• Writes increasingly complex lists with headings</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> <li>• Poster (<i>The Beach</i>)</li> </ul>

### ACTIVITY DESCRIPTION

**Focus of the lesson:** Writes a list with a heading and spells words correctly

- Settle the learners so that you have their attention. They must have their Writing books and pencils on their desks.
- Write the heading **Things we see at the beach** on the board.
- Ask the learners to tell the class all the things people can see at the beach. For example: yacht, aeroplane, bucket, spade, and boat.
- Write four of the words that they said on the board.
- Tell the learners to copy the heading into their books and write a list of things we see at the beach underneath the heading. They must copy the four words that you wrote and write six more words of their own.
- They can bring their personal dictionaries to you if they don't know how to spell a word but they must first try to spell it themselves.
- At the end of the lesson, collect the learners' books and mark them. Give support to the learners who need it.
- Reflect on the lesson.

ACTIVITY 2	<b>GROUP GUIDED READING: ASSESSMENT GROUP 4</b> <i>This assessment activity can be found in the planner and tracker</i>
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## WEEK 6

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<b>TOTAL TIME</b>	4 hours
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DAY 1	
<b>ACTIVITY 1</b>	<b>LISTENING AND SPEAKING: ASSESSMENT GROUP 5</b> <i>This assessment activity can be found in the planner and tracker</i>

## DAY 2

ACTIVITY 1	PHONICS
TIME	30 minutes
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> <li>• Recognises at least five new vowel digraphs</li> <li>• Builds and sounds out words using sounds learnt</li> </ul>
RESOURCES	<ul style="list-style-type: none"> <li>• Objects or pictures: bird, first, third, thirst, enter, further, after, mother, father, term, germ, burn, hurt, burst</li> <li>• Flashcards of sounds: <b>ir, er, ur</b></li> <li>• Homework books</li> </ul>

### ACTIVITY DESCRIPTION

**Focus of the lesson:** Recognises vowel digraphs, word families and builds and sounds out words using sounds learnt

- Settle the class so that you have their attention.
- Say: **Today you are going to learn three ways of writing the *ir* sound.**
- Show the learners the flashcards of the **ir, er** and **ur** sounds as you say the sound so that the learners can see that they are written differently but sound the same.
- Say: **First you will learn words that have the *ir* sound in them.**
- Show them the flashcard of **ir** and get them to say the sound.
- Read the sound three times with the learners.
- Write the following words on the board: **bird, first, third, thirst.**
- Show the learners the picture or real object so that the learners understand the meaning of the words or explain the meaning of the word.
- Break the words into their sounds with the learners: **b-ir-d; f-ir-s-t; th-ir-s-t; th-ir-d.** Don't write the word with dashes on the board – just point to each letter or group of letters as you say the sound as you say the sound
- Ask individual learners to break the words into their sounds.
- Say: **You are now going to learn the *er* sound.**
- Show them the flashcard of **er** and get them to say the sound.
- Read the sound three times with the learners
- Write the following words on the board: **enter, further, after, mother, father.**
- Break the words into their sounds with the learners: **e-n-t-er; f-ur-th-er; a-f-t-er; m-oth-er;**
- **f-a-th-er.** Don't write the word with dashes on the board – just point to each letter or group of letters as you say the sound
- Ask individual learners to break the words into their sounds.
- Say: **You are now going to learn the *ur* sound.**
- Show them the flashcard of **ur** and get them to say the sound.
- Read the sound three times with the learners
- Write the following words on the board: **burn, hurt, germ, term, burst.**
- Break the words into their sounds with the learners: **b-ur-n; h-ur-t; g-er-m; t-er-m; b-ur-s-t.** Don't write the word with dashes on the board – just point to each letter as you say the sound
- Ask individual learners to break the words into their sounds.
- Tell the learners that there are some words that can't easily be sounded out but are often used in English. They will learn to read two of these words.
- Write the following two high frequency words on the board and ask the learners to read the words: **of, was.**
- Learners copy the words (**bird, first, thirst, enter, further, after, burn, hurt, of, was**) or paste the list into their homework books.
- Explain the homework to the learners and make sure that they understand what to do: They must learn how to spell the 10 spelling words.
- The following method can be used by the learners to help them learn the words:
  - **Look** at the word, e.g. with,
  - **Sound out** the word, e.g. w-i-th,
  - **Cover** the word with one hand,
  - **Write** the word, e.g. with,
  - **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.
- Reflect on the lesson.

ACTIVITY 2	WRITING
TIME	30 minutes
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> <li>Writes a personal recount of experiences</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> <li>Poster (<i>The Beach</i>)</li> </ul>
ACTIVITY DESCRIPTION	
<p><b>Focus of the lesson: Writes a personal recount using correct spelling and punctuation</b></p> <p><i>Before the lesson:</i> Write the following on the board:  <b>Yesterday I went to the beach. First I _____. This was _____. Then _____. Next _____. I _____. Finally I _____. It was _____.</b></p> <ul style="list-style-type: none"> <li>Say: <b>Write a short story about going to the beach. Write sentences using the beginning of the sentences written on the board.</b></li> <li>Tell the learners that they can bring their personal dictionaries to you if they don't know how to spell a word. Remind them to edit their work when they are finished.</li> <li>Take in the books and mark them. Give support to learners who need it.</li> <li>Explain the homework to the learners and make sure that they understand what to do: They must learn how to spell the 10 spelling words.</li> <li>Reflect on the lesson.</li> </ul>	
HOMEWORK	
<ul style="list-style-type: none"> <li>Learns ten words (<b>bird, first, thirst, enter, further, after, burn, hurt, of, was</b>) 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-fiction texts and answers comprehension questions</li> <li>Expresses feelings about the story</li> <li>Predicts what will happen next in the story</li> <li>Retells the story</li> <li>Continues to build oral vocabulary</li> </ul>
RESOURCES	<ul style="list-style-type: none"> <li>Photocopies of DBE workbook pp. 59, 60 (teacher only)</li> </ul>
ACTIVITY DESCRIPTION	
<p><b>Focus of the lesson: Listens to a story, expresses feelings about the story, predicts what will happen next, retells the story and builds vocabulary</b></p> <p><i>Before the lesson:</i> Photocopy pp. 59 and 60 of the DBE workbook. Cut out the pictures for the story <i>Winnie the Pooh Gets Stuck</i> and paste them on to two sheets of paper in the correct order so that you can easily read the story to the learners.</p> <ul style="list-style-type: none"> <li>Settle the learners. Read the story <i>Winnie the Pooh Gets Stuck</i> twice, explaining the meaning of words where necessary. Then ask the following questions: <ul style="list-style-type: none"> <li><b>What do you think will happen next?</b> (Ask a few learners to answer this questions as there are different answers that can be given.)</li> <li><b>Did you like the story? Why? Why not?</b></li> </ul> </li> <li>Ask a few individual learners to retell as much of the story as they can remember.</li> <li>Explain the homework to the learners and make sure they understand what to do: Learn 10 spelling words.</li> <li>Reflect on the lesson.</li> </ul>	

ACTIVITY 2	GROUP GUIDED READING: ASSESSMENT GROUP 5 <i>This assessment activity can be found in the planner and tracker</i>
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<b>DAY 4</b>
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ACTIVITY 1	LANGUAGE USE
TIME	30 minutes
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> <li>Understands and uses the future tense</li> </ul>
RESOURCES	<ul style="list-style-type: none"> <li>Poster (<i>The Beach</i>)</li> </ul>

<b>ACTIVITY DESCRIPTION</b>
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**Focus of the lesson: Understands and uses the future tense**

- Prepare the learners for the lesson. They must all be facing the front of the class.
- Say: **Today you are going to learn about the future tense. The future tense is when something is still going to happen, it has not happened yet. It will happen tomorrow or in the future. When we talk or write in the future tense we use the word *will*. Listen to this sentence: *Tomorrow the boy will go to school. This means that he still has to go to school tomorrow.***
- Point to the boy digging in the sand and say to the learners: **Tomorrow the boy will dig in the sand.** Emphasise **will**.
- Ask as many learners as you can to look at the poster and tell the class a sentence in the future tense. Correct any sentences that need to be corrected and get the learner to repeat the correct sentence.
- Explain the homework to the learners and make sure they understand what to do: Learn 10 spelling words.
- Reflect on the lesson.

<b>HOMEWORK</b>
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- Learns ten words for spelling test.

## 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 five 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, pencils</li> </ul>	
ACTIVITY DESCRIPTION		
<p><b>Focus of the lesson: Informally assesses spelling</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 <b>Spelling test</b> and the date at the top of the page. Show them how to do this on the board.</li> <li>Say: <b>Fold the page in half, and write 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 a sentence to them and they must write this sentence. Dictate this sentence: <b>I was first in the race.</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 on the board and the learners can mark their own work. They must write the correct word next to any words they get wrong. Do the same with the dictated sentence.</li> <li>Collect the learners' Writing books and make a note of those learners who get less than five words correct. Give support to learners who need it.</li> <li>Reflect on the lesson.</li> </ul>		
<b>Spelling test</b>	<b>Date:</b>	
1. hurt	6. was	
2. bird	7. thirst	
3. after	8. further	
4. burn	9. first	
5. of	10. enter	

ACTIVITY 2	PREPARATION FOR GROUP GUIDED READING: LOOK-AND-SAY WORDS (WHOLE CLASS)	
<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 Group Guided, Shared and Independent Reading</li> </ul>	
<b>RESOURCES</b>	<ul style="list-style-type: none"> <li>Homework books with reading sheets</li> <li>Flashcard reading words from previous weeks: <b>town, fast, ambulance, patient, hospital, faster, even, fire-engine, put, out rocket, moon, fastest, Suddenly, shouts</b></li> <li>Reading sheet</li> </ul>	
ACTIVITY DESCRIPTION		
<p><b>Focus of the lesson: Learns look-and-say words</b></p> <ul style="list-style-type: none"> <li>See <i>Methodology Guidelines: Preparation for Group Guided Reading</i> and follow the guidelines to teach the look-and say-words.</li> <li>Explain the homework to the learners and make sure they understand what to do: Learn 10 spelling words and they must practise reading the look-and-say words aloud to someone at home or in their community.</li> <li>Reflect on the lesson.</li> </ul>		

# WEEK 7

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

<b>ACTIVITY 1</b>	<b>LISTENING AND SPEAKING</b>
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<b>TIME</b>	30 minutes
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<b>CONTENT/CONCEPTS/ SKILLS</b>	<ul style="list-style-type: none"> <li>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>Begins to develop understanding and ability to use simple language structures in the context of meaningful spoken language</li> <li>Participates in a short conversation on a familiar topic</li> <li>Talks about objects in a picture in response to teacher's instructions</li> </ul>
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<b>RESOURCES</b>	<ul style="list-style-type: none"> <li>Poster (<i>The Beach</i>)</li> </ul>
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### ACTIVITY DESCRIPTION

**Focus of the lesson:** Understands and uses the present tense, conjunctions, pronouns and learns vocabulary

- Brief greetings.
- Prepare the learners for the lesson. They must be sitting facing *The Beach* poster. They must all be able to see the poster.
- Say: **This poster is about the beach.**
- Ask: **What can you see in the poster?**
- Any learner can answer whatever they see.
- Point to the picture of the fisherman and say: **The fisherman.**
- Point to the picture of the fisherman again and ask: **Who is this?**
- The learners answer: **The fisherman.**
- Follow the same procedure with **fishing rod** and **bike**.
- Explain the meaning of **healthy** (not sick), **shows** and **lazy** (does not like to work or move around).
- Say to the learners: **The fisherman shows the girl his fishing rod** and point to the poster showing the fisherman showing the girl his fishing rod.
- Repeat: **The fisherman shows the girl his fishing rod** and point to the poster showing the fisherman showing the girl his fishing rod.
- Ask the learners: **What does the fisherman do?** (Question 1.)
- Answer with the learners: **The fisherman shows the girl his fishing rod.**
- Ask the question 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 with the second question: **Who shows the girl his fishing rod?**
- Repeat the same procedure with all the sentences.
- If there is time ask individual learners to talk about the poster.
- Reflect on the lesson.

Sentence	Question 1	Question 2
The fisherman shows the girl his fishing rod.	What does the fisherman do? <i>The fisherman shows the girl his fishing rod.</i>	Who shows the girl his fishing rod? <i>The fisherman shows the girl his fishing rod.</i>
The healthy man rides his bike.	What does the healthy man do? <i>The healthy man rides his bike.</i>	Who rides his bike? <i>The healthy man rides his bike.</i>
The lazy man sleeps in the hot sun.	What does the lazy man do? <i>The lazy man sleeps in the hot sun.</i>	Who sleeps in the hot sun? <i>The lazy man sleeps in the hot sun.</i>

Sentence	Question 1	Question 2
The lifeguard works and then goes home.	What does the lifeguard do? <i>The lifeguard works and then goes home.</i>	Who works and then goes home? <i>The lifeguard works and then goes home.</i>
The girl swims when she is hot.	What does the girl do? <i>The girl swims when she is hot.</i>	Who swims when she is hot? <i>The girl swims when she is hot.</i>
The children dig and build a sand castle.	What do the children do? <i>The children dig and build a sand castle.</i>	Who digs and builds a sand castle? <i>The children dig and build a sand castle.</i>

## DAY 2

ACTIVITY 1	PHONICS
TIME	30 minutes
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> <li>Recognises at least five new vowel digraphs</li> <li>Builds and sounds out words using sounds learnt</li> </ul>
RESOURCES	<ul style="list-style-type: none"> <li>Assessment books, pencils</li> <li>Homework books</li> </ul>

### ACTIVITY DESCRIPTION

**Focus of the lesson:** Revises recognition of vowel digraphs, word families and builds and sounds out words using sounds learnt

- Settle the class so that you have their attention.
- Tell the learners that they are going to write words that contain the different sounds that they have learnt this term.
- Say the following words and the learners write them underneath each other: **rule, come, does, chew, cruel, here, after, party, sport, should, talking, jumped, slowly, their.**
- Write the 14 words on the board and let the learners mark their own work. They write the correct word next to any words they misspelt.
- Walk around and help any learner who needs help.
- Reflect on the lesson.

ACTIVITY 2	WRITING
TIME	30 minutes
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> <li>Writes increasingly complex lists with headings</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 list with a heading and spells words correctly

- Settle the learners so that you have their attention. They must have their Writing books and pencils on their desks.
- Write the heading **Things we eat and drink** on the board.
- Ask the learners to tell the class all the things people can eat and drink.
- Tell the learners to copy the heading into their books and write a list of things we can eat and drink underneath the heading. They must write at least eight things.
- They can bring their personal dictionaries to you if they don't know how to spell a word but they must first try to spell it themselves.
- At the end of the lesson, collect the learners' books and mark them. Give support to learners who need it.
- Reflect on the lesson.

## DAY 3

ACTIVITY 1	READING: WRITTEN COMPREHENSION ASSESSMENT WHOLE CLASS <i>This assessment activity can be found in the planner and tracker</i>
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ACTIVITY 2	GROUP GUIDED READING AND PAIRED/INDEPENDENT READING
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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> <li>• Reads familiar poems and rhymes</li> </ul>
RESOURCES	<ul style="list-style-type: none"> <li>• GGR (<i>I Am Mangi</i>)</li> <li>• Paired/Independent Reading – own book, class book or GGR book already read</li> </ul>

### ACTIVITY DESCRIPTION

**Focus of the lesson:** Individuals from the group read pages in a book; rest of the class does Paired/Independent reading

#### Paired/Independent Reading: Whole class

- Organise learners for Paired or Independent Reading.
- Hand out the books.
- Explain that learners doing Paired Reading should take turns to read aloud to each other, and to discuss the pictures and the story. They must do this quietly.
- Allow learners to read inside or outside the classroom.

#### Group Guided Reading: Groups 1 and 2

- Listen to each learner read a page from the reader *I Am Mangi* pp. 6–17.
- Ask learners the oral comprehension questions:
  - **Where does Mangi fly the rocket to?** (He flies it to the moon.)
  - **What did his sister shout?** (Look out! Stop!)
  - **Did Mangi crash his bike?** (Yes, he did.)
  - **Where is he driving his train passenger to?** (He is driving his passenger to town.)
  - **Who is he driving to hospital?** (He is driving his patient.)
  - **Why is he rushing in the fire engine?** (He is rushing to put out a fire.)
- If necessary, support learners by helping them sound out the words, reminding them of any look-and-say words on the page they are reading, and suggesting they use the pictures to assist them in understanding what they are reading.
- Informally assess learners and make notes.
- Explain the homework to the learners and make sure they understand what to do: They must practise reading the look-and-say words aloud to someone at home or in their community.
- Reflect on the lesson.

Whole class	1	2	3	4	5
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### HOMEWORK

- Reading sheets: Learners practise reading these words aloud to someone at home or in their community.

## 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 future tense</li> </ul>
<b>RESOURCES</b>	<ul style="list-style-type: none"> <li>Writing books and pencils</li> </ul>
ACTIVITY DESCRIPTION	
<p><b>Focus of the lesson: Understands and uses the future tense</b></p> <p><i>Before the lesson:</i> Write these sentences in the board:</p> <ul style="list-style-type: none"> <li>– <b>Tomorrow the cat _____ jump.</b></li> <li>– <b>Tomorrow the boy _____ write with a pencil.</b></li> <li>– <b>Tomorrow the girls _____ play.</b></li> <li>– <b>Tomorrow they _____ plant flowers.</b></li> <li>– <b>Tomorrow the cats _____ eat the food.</b></li> </ul> <ul style="list-style-type: none"> <li>Settle the learners. They must have their Writing books and pencils on their desks.</li> <li>Write the following sentence on the board: <b>Tomorrow the boy _____ run home.</b></li> <li>Read the sentence, pointing to the words.</li> <li>Ask: <b>What word is missing? (will) Why do we need to write will in this sentence?</b> (It is in the future tense; the boy still has to run tomorrow; <i>will</i> shows that it still has to happen.)</li> <li>Write <b>will</b> in the correct place in the sentence.</li> <li>Tell the learners to copy the sentences from the board and fill in <b>will</b> in the correct place.</li> <li>Take in the books and mark the sentences. Give learners support who need it.</li> <li>Explain the homework to the learners and make sure they understand what to do: They must practise reading the look-and-say words aloud to someone at home or in their community.</li> <li>Reflect on the lesson.</li> </ul>	
HOMEWORK	
<ul style="list-style-type: none"> <li>Reading sheets: Learners practise reading these words aloud to someone at home or in their community.</li> </ul>	

## DAY 5

ACTIVITY 1	PHONICS: ASSESSMENT FEEDBACK AND SUPPORT
<b>TIME</b>	30 minutes
<b>CONTENT/CONCEPTS/ SKILLS</b>	<ul style="list-style-type: none"> <li>Recognises vowel digraphs</li> <li>Recognises some suffixes</li> </ul>
<b>RESOURCES</b>	<ul style="list-style-type: none"> <li>Assessment books, pencils</li> </ul>
ACTIVITY DESCRIPTION	
<p><b>Focus of the lesson: Learns from mistakes made in assessment</b></p> <ul style="list-style-type: none"> <li>Hand back the marked Phonics assessments in the learners' Assessment books.</li> <li>Write the numbers 1–10 on the board, with the numbers under each other.</li> <li>Tell the learners that you are going to revise each word. If a learner got the word wrong in their Assessment books, they must write the correct word next to the incorrect word.</li> <li>Say the first word <b>huge</b> and sound it out; then write it on the board next to <b>1</b>. Point to each letter or combinations of letters and say the sound. Any learner who has the word wrong should write it next to the incorrect word.</li> <li>Follow the same procedure with all the words.</li> <li>Reflect on the lesson.</li> </ul>	

ACTIVITY 2	GROUP GUIDED READING AND PAIRED/INDEPENDENT READING				
TIME	30 minutes				
CONTENT/CONCEPTS SKILLS	<ul style="list-style-type: none"> <li>• Reads aloud from own book in a Group Guided Reading group with the teacher</li> <li>• Uses the reading strategies taught in Home Language to make sense and to monitor self when reading</li> <li>• Reads with increasing fluency and expression</li> <li>• Shows an understanding of punctuation when reading aloud</li> <li>• Continues to build a sight word vocabulary</li> <li>• Independently reads books read in GGR sessions and other books</li> <li>• Reads familiar poems and rhymes</li> </ul>				
RESOURCES	<ul style="list-style-type: none"> <li>• GGR (<i>I Am Mangi</i>)</li> <li>• Paired/Independent Reading – own book, class book or GGR book already read</li> </ul>				
ACTIVITY DESCRIPTION					
<p><b>Focus of the 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 a page from the reader <i>I Am Mangi</i> pp. 6–17.</li> <li>• Ask learners the oral comprehension questions: <ul style="list-style-type: none"> <li>– <b>Where does Mangi fly the rocket to?</b> (He flies it to the moon.)</li> <li>– <b>What did his sister shout?</b> (Look out! Stop!)</li> <li>– <b>Did Mangi crash his bike?</b> (Yes, he did.)</li> <li>– <b>Where is he driving his train passenger to?</b> (He is driving his passenger to town.)</li> <li>– <b>Who is he driving to hospital?</b> (He is driving his patient.)</li> <li>– <b>Why is he rushing in the fire engine?</b> (He is rushing to put out a fire.)</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 8

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

<b>ACTIVITY 1</b>	<b>LISTENING AND SPEAKING</b>
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<b>TIME</b>	30 minutes
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<b>CONTENT/CONCEPTS/ SKILLS</b>	<ul style="list-style-type: none"> <li>Memorises and performs simple poems, action rhymes and songs</li> </ul>
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<b>RESOURCES</b>	<ul style="list-style-type: none"> <li><b>Song:</b>  <b>Old Macdonald</b> (on EFAL CD)            Old Macdonald had a farm, E-I-E-I-O            On his farm he had a cow, E-I-E-I-O            With a 'moo-moo' here and a 'moo-moo' there            Here a 'moo' there a 'moo'            Everywhere a 'moo-moo'            Old Macdonald had a farm E-I-E-I-O             Old Macdonald had a farm, E-I-E-I-O            On his farm he had a pig, E-I-E-I-O            With a 'snort-snort' here and a 'snort-snort' there            Here a 'snort' there a 'snort'            Everywhere a 'snort-snort'            Old Macdonald had a farm, E-I-E-I-O             Old Macdonald had a farm, E-I-E-I-O            On his farm he had a horse, E-I-E-I-O            With a 'neigh-neigh' here and a 'neigh-neigh' there            Here a 'neigh' there a 'neigh'            Everywhere a 'neigh-neigh'            Old Macdonald had a farm E-I-E-I-O</li> </ul>
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### ACTIVITY DESCRIPTION

<p><b>Focus of the lesson: Memorises and performs a song</b></p> <ul style="list-style-type: none"> <li>Settle the learners. Their desks should be clear.</li> <li>Explain to the learners that they are going to sing the song, <i>Old MacDonald</i>.</li> <li>Sing the three verses of the song, using gestures.</li> <li>If the learners don't know the song teach them the verses in the following way:</li> <li>Sing each verse on your own, using any action you can think of to illustrate its meaning.</li> <li>Tell the learners that you are going to sing three lines and they must repeat them after you, copying your actions.</li> <li>Repeat the three lines with the learners.</li> <li>Sing the next three lines with any action you can think of.</li> <li>Sing these three lines with the learners.</li> <li>Sing the whole verse with the learners.</li> <li>Learners sing the verse twice.</li> <li>Learners sing three verses.</li> <li>Reflect on the lesson.</li> </ul>
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## DAY 2

ACTIVITY 1	PHONICS
<b>TIME</b>	30 minutes
<b>CONTENT/CONCEPTS/ SKILLS</b>	<ul style="list-style-type: none"> <li>• Recognises at least five 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, pencils</li> </ul>
ACTIVITY DESCRIPTION	
<p><b>Focus of the lesson:</b> Revises recognition of vowel digraphs and builds and sounds out words using sounds learnt</p> <ul style="list-style-type: none"> <li>• Settle the class so that you have their attention.</li> <li>• Tell the learners that they are going to write words that contain the different sounds that they have learnt this term.</li> <li>• Say the following words and the learners write them underneath each other: <b>family, little, some, said, they, lie, drove, match, phone, their, green, brain, groan, cream.</b></li> <li>• Write the 14 words on the board and the learners mark their own work. They write the correct word next to any words they misspelt.</li> <li>• Walk around and help any learner who needs help.</li> <li>• Reflect on the lesson.</li> </ul>	

ACTIVITY 2	WRITING
<b>TIME</b>	30 minutes
<b>CONTENT/CONCEPTS/ SKILLS</b>	<ul style="list-style-type: none"> <li>• Together with the teacher, writes a simple story and copies it (Shared Writing)</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> </ul>
ACTIVITY DESCRIPTION	
<p><b>Focus of the lesson:</b> Writes a story with teacher using correct spelling and punctuation</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>• Say: <b>Today we are going to write the story about a boy's first day at our school.</b></li> <li>• Ask the learners to give you ideas of what they think would happen on a child's first day at his or her school. Ask as many different learners as possible.</li> <li>• Write sentences with these ideas on the board.</li> <li>• Tell the learners that you are now going to put the sentences in the correct sequence so that it reads like a story. You will also add any words that are necessary to make sure the story makes sense.</li> <li>• Read through each sentence and decide which sentence should be first. Mark this <b>1</b> and add a word or words at the beginning of the sentence, if necessary, to show that it is the first sentence. You may even need to write a first sentence like: <b>It was Thabo's first day at his new school.</b></li> <li>• Then read through all the sentences and write <b>2, 3,</b> etc. next to the sentences. Add any conjunctions or other words as is necessary so that the story makes sense.</li> <li>• Rewrite the story in the correct sequence so that the learners can copy it in the next writing lesson.</li> <li>• Read the story with the learners.</li> <li>• Don't erase the story because the learners will copy it in the writing next lesson.</li> <li>• Reflect on the lesson.</li> </ul>	

## DAY 3

DAY 3	
<b>ACTIVITY 1</b>	<b>LISTENING AND SPEAKING: SHARED READING</b>
<b>TIME</b>	30 minutes
<b>CONTENT/CONCEPTS/ SKILLS</b>	<ul style="list-style-type: none"> <li>• Listens to stories, personal recounts or non-fiction texts and answers comprehension questions</li> <li>• Expresses feelings about the story</li> <li>• Predicts what will happen next in 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 workbook p. 50</li> </ul>
<b>ACTIVITY DESCRIPTION</b>	
<p><b>Focus of the lesson:</b> Listens to a story, answers questions, expresses feelings about the story, predicts what will happen next, retells the story and builds vocabulary</p> <ul style="list-style-type: none"> <li>• Settle the learners. They should have their DBE workbooks open to p. 50.</li> <li>• Read the bottom of p. 50 twice (what the children will do tomorrow) explaining the meaning of words where necessary.</li> <li>• Tell the class the different things that the children will do tomorrow. (She/he will do homework, play soccer and go to school.)</li> <li>• Then ask the following questions:               <ul style="list-style-type: none"> <li>– <b>What will they do next week?</b> (They will have a concert and go to Durban.)</li> <li>– <b>What do you think will happen next? What will they do in Durban?</b></li> <li>– <b>Did you like the story? Why? Why not?</b></li> </ul> </li> <li>• Ask a few individual learners to retell the story.</li> <li>• Reflect on the lesson.</li> </ul>	

ACTIVITY 2	PREPARATION FOR GROUP GUIDED READING: LOOK-AND-SAY WORDS (WHOLE CLASS)
TIME	30 minutes
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> <li>Continues to build a sight word vocabulary from the Group Guided, Shared and Independent Reading</li> </ul>
RESOURCES	<ul style="list-style-type: none"> <li>Flashcards of reading words: <b>Dikgabane, Kubeka, One, fruit, paw-paw, oranges, bananas, apples, pears, sugar, bowl, board, knife, spoon, washed, dried, towel</b></li> <li>Reader (<i>Fruit Salad</i>)</li> <li>Homework books</li> <li>Reading sheets</li> </ul>
ACTIVITY DESCRIPTION	
<p><b>Focus of the lesson:</b> Listens to a story and learns look-and-say words</p> <ul style="list-style-type: none"> <li>See <i>Methodology Guidelines: Preparation for Group Guided Reading</i> and follow the guidelines to teach the look-and-say words.</li> <li>Read the reader <i>Fruit Salad</i> to the learners.</li> <li>Explain the homework to the learners and make sure that they understand what to do: They must read the look-and-say words to someone at home or in their community.</li> <li>Reflect on the lesson.</li> </ul>	
HOMEWORK	
<ul style="list-style-type: none"> <li>Reading sheets: Learners practise reading these words aloud to someone at home or in their community.</li> </ul>	

## DAY 4

ACTIVITY 1	LANGUAGE USE
TIME	30 minutes
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> <li>Revises some of the grammar covered informally in Grades R to 2</li> </ul>
RESOURCES	<ul style="list-style-type: none"> <li>Writing books, pencils</li> </ul>
ACTIVITY DESCRIPTION	
<p><b>Focus of the lesson:</b> Revises some grammar covered informally in Grades R to 2</p> <p><i>Before the lesson:</i> Write the following sentences on the board:</p> <ul style="list-style-type: none"> <li>The (dog/dogs) eats.</li> <li>She writes in her book with a (pen/pens).</li> <li>The boy (play/plays) with his friend.</li> <li>Yesterday they (walk/walked) home.</li> <li>The boy (drink/drinks) a coke.</li> <li>(She/he) walks to her school.</li> </ul> <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>You must copy the sentence from the board into your books. Choose one of the words in brackets to make the sentence correct and to make sure that the sentence makes sense.</b></li> <li>Read the first sentence with the learners and then write the correct sentence on the board. <b>The dog eats.</b></li> <li>When the learners are finished all the sentences, write the correct sentences on the board.</li> <li>Learners mark their own work and do their corrections.</li> <li>Explain the homework to the learners and make sure that they understand what to do: They must read the look-and-say words to someone at home or in their community.</li> <li>Reflect on the lesson.</li> </ul>	
HOMEWORK	
<ul style="list-style-type: none"> <li>Reading sheets: Learners practise reading these words aloud to someone at home or in their community.</li> </ul>	

## DAY 5

DAY 5					
ACTIVITY 1	WRITING				
TIME	30 minutes				
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> <li>• Together with the teacher, writes a simple story and copies it (Shared Writing)</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: Write a story with the teacher using correct spelling and punctuation</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>• Say: <b>Today you are going to finish copying the story about a boy's first day at our school.</b></li> <li>• Read the sentences with the learners' ideas on the board.</li> <li>• Read the story with the learners again.</li> <li>• Learners copy it into their books.</li> <li>• Take in the books and mark them. Give learners support who need it.</li> <li>• Reflect on the lesson.</li> </ul>					
ACTIVITY 2	GROUP GUIDED READING AND PAIRED/INDEPENDENT READING				
TIME	30 minutes				
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> <li>• Reads aloud from own book in a Group Guided Reading group with the teacher</li> <li>• Uses the reading strategies taught in Home Language to make sense and to monitor self when reading</li> <li>• Reads with increasing fluency and expression</li> <li>• Shows an understanding of punctuation when reading aloud</li> <li>• Continues to build a sight word vocabulary</li> <li>• Independently reads books read in GGR sessions and other books</li> <li>• Reads familiar poems and rhymes</li> </ul>				
RESOURCES	<ul style="list-style-type: none"> <li>• GGR (<i>Fruit Salad</i>)</li> <li>• Paired/Independent Reading – own book, class book or GGR book already read</li> </ul>				
ACTIVITY DESCRIPTION					
<p><b>Focus of the lesson: Individuals from the group read pages in a book; rest of the class does Paired/Independent Reading</b></p> <p><b>Paired/Independent Reading: Whole class</b></p> <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 a page from the reader <i>Fruit Salad</i> pp. 2–22.</li> <li>• Ask learners the oral comprehension questions:             <ul style="list-style-type: none"> <li>– <b>What fruit did the children use?</b> (They used paw-paw, oranges, bananas, apples, grapes, pears.)</li> <li>– <b>Who cut the fruit?</b> (Mrs Kubeka cut the fruit.)</li> <li>– <b>What did Rabelani put on top of the fruit salad?</b> (Rabelani put sugar on top of the fruit salad.)</li> <li>– <b>Was the fruit salad delicious?</b> (Yes, it was.)</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

TOTAL TIME	4 hours
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## DAY 1

ACTIVITY 1	LISTENING AND SPEAKING
TIME	30 minutes
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> <li>Continues to develop an oral (listening and speaking) vocabulary using themes or topics</li> <li>Understands and uses language structures in context</li> <li>Begins to develop understanding and ability to use simple language structures in the context of meaningful spoken language</li> <li>Participates in a short conversation on a familiar topic</li> </ul>
RESOURCES	<ul style="list-style-type: none"> <li>Posters (<i>The Zoo, The Hospital, The Beach</i>)</li> </ul>

<b>ACTIVITY DESCRIPTION</b>	
<p><b>Focus of the lesson:</b> Understands and uses language structures and vocabulary in the context of meaningful spoken language</p> <ul style="list-style-type: none"> <li>Settle the learners. Learners need to be able to see <i>The Zoo, The Beach</i> and <i>The Hospital</i> posters.</li> <li>Put them in groups of three.</li> <li>Tell the learners to tell each other about a visit they made to the zoo or to the hospital or to the beach.</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 at least five new vowel digraphs</li> <li>Builds and sounds out words using sounds learnt</li> </ul>
RESOURCES	<ul style="list-style-type: none"> <li>Assessment books, pencils</li> </ul>

<b>ACTIVITY DESCRIPTION</b>	
<p><b>Focus of the lesson:</b> Revises recognition of vowel digraphs and builds and sounds out words using sounds learnt</p> <ul style="list-style-type: none"> <li>Settle the class so that you have their attention.</li> <li>Tell the learners that they are going to write words that contain the different sounds that they have learnt this term.</li> <li>Say the following words and the learners write them underneath each other: <b>carry, fell, bluff, smile, cry, they, fight, blow, toe, groan, spade, rain, spray, cream.</b></li> <li>Write the 14 words on the board and the learners can mark their own work. They write the correct word next to any words they misspelt.</li> <li>Walk around and help any learner who needs help.</li> <li>Reflect on the lesson.</li> </ul>	

ACTIVITY 2	WRITING
TIME	30 minutes
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> <li>Writes a personal recount of experiences</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>Uses past tense with increasing accuracy</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 personal recount and uses the past tense, spelling and punctuation correctly</b></p> <ul style="list-style-type: none"> <li>Prepare the learners for the lesson. They need their Writing books and pencils.</li> <li>Say: <b>Write 6–8 sentences on what you did at school yesterday.</b></li> <li>Remind the learners to use adjectives and conjunctions when they write their sentences and to begin each sentence with different words, i.e. each sentence must not begin with the same words.</li> <li>Remind the learners to use full stops and capital letters. They can bring their personal dictionaries to you if they don't know how to spell a word.</li> <li>In the last 10 minutes of the lesson tell the learners to edit their work. They must find any spelling punctuation or language errors and correct them. They must also check that they have used adjectives and conjunctions in their sentences.</li> <li>Take in the books and mark the recount. Give support to learners who need it.</li> <li>Reflect on the lesson.</li> </ul>	

### DAY 3

ACTIVITY 1	LISTENING AND SPEAKING: SHARED READING
TIME	30 minutes
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> <li>Listens to stories, personal recounts or non-fiction texts and answers comprehension questions</li> <li>Expresses feelings about the story</li> <li>Predicts what will happen next in the story</li> <li>Retells the story</li> <li>Continues to build oral vocabulary</li> </ul>
RESOURCES	<ul style="list-style-type: none"> <li>DBE workbook p. 36 (Term 3)</li> </ul>
ACTIVITY DESCRIPTION	
<p><b>Focus of the lesson: Listens to a story, answers questions, expresses feelings about the story, predicts what will happen next, retells the story and builds vocabulary</b></p> <ul style="list-style-type: none"> <li>Settle the learners. They should have their DBE workbooks open to p. 36.</li> <li>Read p. 36 twice, with the learners reading with when they can, explaining the meaning of words where necessary and then ask the following questions: <ul style="list-style-type: none"> <li><b>What did the children need to build a tree house?</b> (They needed planks, nails, rope and tools.)</li> <li><b>Who helped them to cut the wood?</b> (Bongi's dad helped them to cut the wood.)</li> <li><b>What happened just as they were about to climb up into the tree house?</b> (There was thunder and it started to rain.)</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>Ask a few individual learners to retell the story. Ask different learners from those who retold the story last week.</li> <li>Reflect on the lesson.</li> </ul>	

ACTIVITY 2	GROUP GUIDED READING AND PAIRED/INDEPENDENT READING				
TIME	30 minutes				
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> <li>• Reads aloud from own book in a Group Guided Reading group with the teacher</li> <li>• Uses the reading strategies taught in Home Language to make sense and to monitor self when reading</li> <li>• Reads with increasing fluency and expression</li> <li>• Shows an understanding of punctuation when reading aloud</li> <li>• Continues to build a sight word vocabulary</li> <li>• Independently reads books read in GGR sessions and other books</li> <li>• Reads familiar poems and rhymes</li> </ul>				
RESOURCES	<ul style="list-style-type: none"> <li>• GGR (<i>Fruit Salad</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 the 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 a page from the reader <i>Fruit Salad</i> pp. 2–22.</li> <li>• Ask learners the oral comprehension questions: <ul style="list-style-type: none"> <li>– <b>What fruit did the children use?</b> (They used paw-paw, oranges, bananas, apples, grapes, pears.)</li> <li>– <b>Who cut the fruit?</b> (Mrs Kubeka cut the fruit.)</li> <li>– <b>What did Rabelani put on top of the fruit salad?</b> (Rabelani put sugar on top of the fruit salad.)</li> <li>– <b>Was the fruit salad delicious?</b> (Yes, it was.)</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

## 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 to 2</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> Revises some grammar covered informally in Grades R to 2</p> <p><i>Before the lesson:</i> Write the following sentences on the board:</p> <ul style="list-style-type: none"> <li>The (monkey/monkeys) eats.</li> <li>He draws in (his/her) book.</li> <li>The girl (play/plays) with her friend.</li> <li>Yesterday they (jump/jumped).</li> <li>The boy (drink/drinks) water.</li> <li>(She/he) home.</li> </ul> <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>You must copy the sentence from the board into your books. Choose one of the words in brackets to make the sentence correct and so that the sentence makes sense.</b></li> <li>Read the first sentence with the learners and then write the correct sentence on the board. <b>The dog eats.</b></li> <li>When the learners have finished all the sentences, write the correct sentences on the board.</li> <li>Learners mark their own work and do their corrections.</li> <li>Reflect on the lesson.</li> </ul>	

## DAY 5

ACTIVITY 1	WRITING
<b>TIME</b>	30 minutes
<b>CONTENT/CONCEPTS/ SKILLS</b>	<ul style="list-style-type: none"> <li>Writes a personal recount of experiences</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> </ul>
ACTIVITY DESCRIPTION	
<p><b>Focus of the lesson:</b> Writes a personal recount and uses the future tense, spelling and punctuation correctly</p> <ul style="list-style-type: none"> <li>Prepare the learners for the lesson. They need their Writing books and pencils.</li> <li>Say: <b>Write 6–8 sentences on what you want to do in the holidays.</b></li> <li>Remind the learners to use adjectives and conjunctions when they write their sentences and to begin each sentence with different words, i.e. each sentence must not begin with the same words.</li> <li>Remind the learners to use full stops and capital letters and to write in the future tense. They can bring their personal dictionaries to you if they don't know how to spell a word.</li> <li>In the last 10 minutes of the lesson tell the learners to edit their work. They must find any spelling punctuation or language errors and correct them. They must also check that they have used adjectives and conjunctions in their sentences.</li> <li>Take in the books and mark the recount. Give support to learners who need it.</li> <li>Reflect on the lesson.</li> </ul>	

ACTIVITY 2	GROUP GUIDED READING AND PAIRED/INDEPENDENT READING				
TIME	30 minutes				
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> <li>• Reads aloud from own book in a Group Guided Reading group with the teacher</li> <li>• Uses the reading strategies taught in Home Language to make sense and to monitor self when reading</li> <li>• Reads with increasing fluency and expression</li> <li>• Shows an understanding of punctuation when reading aloud</li> <li>• Continues to build a sight word vocabulary</li> <li>• Independently reads books read in GGR sessions and other books</li> <li>• Reads familiar poems and rhymes</li> </ul>				
RESOURCES	<ul style="list-style-type: none"> <li>• GGR (<i>Fruit Salad</i>)</li> <li>• Paired/Independent Reading – own book or class book or GGR book already read</li> </ul>				
<b>ACTIVITY DESCRIPTION</b>					
<p><b>Focus of the 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 4 and 5</b></p> <ul style="list-style-type: none"> <li>• Listen to each learner read a page from the reader <i>Fruit Salad</i> pp. 2–22.</li> <li>• Ask learners the oral comprehension questions: <ul style="list-style-type: none"> <li>– <b>What fruit did the children use?</b> (They used paw-paw, oranges, bananas, apples, grapes, pears.)</li> <li>– <b>Who cut the fruit?</b> (Mrs Kubeka cut the fruit.)</li> <li>– <b>What did Rabelani put on top of the fruit salad?</b> (Rabelani put sugar on top of the fruit salad.)</li> <li>– <b>Was the fruit salad delicious?</b> (Yes, it was.)</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

# E. SENTENCES TO EXPLAIN SPELLING WORDS

Phonic words	Sentences to explain words
<b>Week 1</b>	
cube	A cube is a shape and a dice is an example of a cube shape.
cute	When a baby looks very nice we say it is cute.
flute	The man plays the flute, a musical instrument.
rule	You must not break the rule at school that says you must not be late for school.
tube	Toothpaste is in a tube.
huge	An elephant is a huge animal.
mule	A mule is an animals that looks a lot like a donkey.
tune	We sing a song with a tune.
<b>Week 2</b>	
new	I have a new jersey.
chew	You must chew the meat when you eat it.
flew	The plane flew to Cape Town.
threw	I threw the ball to my friend.
blue	I like the colour blue. On a sunny day the sky is blue.
glue	We use glue to stick the picture on the paper.
true	It is true that I am at school and not at home.
cruel	It is cruel to hit a dog because it hurts the dog.
<b>Week 3</b>	
star	We see lots of stars in the sky at night.
arm	My arm is on my desk when I write.
car	The car drives down the road.
party	The boy goes to the party to eat cake.
for	I go to the pool for swimming lessons.
born	I was born in a hospital.
fork	I eat my food with a fork.
sport	Soccer is a sport and so is netball.

Phonic words	Sentences to explain words
<b>Week 6</b>	
bird	A bird flies in the sky.
first	I was first in the race and I won.
third	He was third in the race.
thirst	I have a thirst and need a drink of water
enter	We enter the classroom through the door.
further	The further we go, the closer we get to home.
after	After 1 o' clock we go home from school.
mother	My mother is at work.
father	My father is at work.
term	This is the fourth term of school.
germ	Germs make us sick.
burn	I burn the food and can't eat it.
hurt	I hurt my arm when I fell.
burst	The balloon burst with a loud bang.

## F. PRINTABLE RESOURCES

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

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**Youth**

**celebrated**

**June**

**children**

**school**

**wanted**

party

collect

money

collected

beautiful

banner

**cook**

**rice**

**delicious**

**music**

**found**

**good**

**listened**

**danced**

**Mangi**

love

sister

giving

her

pretend

driver

**driving**

**passenger**

**town**

**fast**

**ambulance**

**patient**

hospital

faster

even

**fire-engine**

**put**

**out**

rocket

moon

fastest

**Suddenly**

**shouts**

**Dikgabane**

**Kubeka**

**One**

**fruit**

**paw-paw**

**oranges**

**bananas**

apples

pears

sugar

**bowl**

**board**

**knife**

**spoon**

**washed**

**dried**

towel

## 2. FLASHCARD TEMPLATES: Phonic sounds/letters

---

ed

ing

ly

**or**

**ar**

**ir**

er

ur

### 3. PHONIC SHEET: Homework spelling words

Grade 3 Phonic Sheet Homework spelling words Term 4					
WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 6	
cute	new	star	walked	bird	
cube	chew	arm	asked	first	
huge	flew	car	jumped	thirst	
flute	threw	party	talking	enter	
rule	blue	for	lifting	further	
tube	glue	born	slowly	after	
tune	true	fork	quickly	burn	
mule	cruel	sport	lastly	hurt	
come	here	could	should	of	
does	after	would	their	was	

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

Reading sheet: Homework look-and-say words		
Grade: 3	Term: 4	EFAL
<i>Youth Day, I am Mangi, Fruit Salad</i>		
Read from left to right →		
Youth	celebrated	June
children	school	wanted
party	collect	money
collected	beautiful	banner
cook	rice	delicious
music	found	good
listened	danced	Mangi
love	sister	giving
her	pretend	driver
driving	passenger	town
fast	ambulance	patient
hospital	faster	even
fire-engine	put	out
rocket	moon	fastest
Suddenly	shouts	Look
Now	Dikgabane	Kubeka
oranges	bananas	apples
pears	sugar	bowl
board	knife	spoon
washed	dried	towel

# 5. WORKSHEET FOR READING: Written Comprehension

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DBE workbook p. 42

Name \_\_\_\_\_

## Section A

Choose the correct letter for the answer

1. The boy's name who went diving was
  - A. Thabo
  - B. John
  - C. Jabu
2. How many long arms does an octopus have?
  - A. 8
  - B. 6
  - C. 9

## Section B

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

They went under the ..... . They wore ..... on their feet to help them ..... strongly.

## Section C

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

1. An octopus has eight long arms that help them swim very fast.
2. Sea horses can change their colour to protect themselves.
3. Last weekend Jabu and his friends went diving.
4. They saw hundreds of different fish swimming in and out of the seaweed.

## Section D

Answer the following questions in full sentences.

- What did Jabu and his friends wear on their feet?

.....  
.....

- What two sea animals can change their colour?

.....  
.....

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







**Jika iMfundo**  
what I do matters

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

#### THE PROGRAMME TO IMPROVE LEARNING OUTCOMES

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