

**GRADE 1**

**FIRST ADDITIONAL  
LANGUAGE  
LESSON PLAN  
ENGLISH**

**TERM 1 2020**

# FOREWARD

Dear Foundation Phase Teachers,

Welcome to the Primary School Reading Improvement Programme (PSRIP).

The PSRIP is a structured learning programme for EFAL. This means that a programme has been carefully designed for you to follow on a day-by-day basis as you teach EFAL to your learners. This includes lesson plans, resources and training.

Using a Structured Learning Programme (SLP) has many benefits for teachers and for learners. At first, it may seem a little overwhelming, but please keep trying. Once you are familiar with the routine and core methodologies, your pacing will improve and your life will definitely get easier!

Please look after the resources that you have been given, as these will only be issued once. Please also try to source a variety of reading resources for your learners, and encourage them to do as much independent reading as possible.

Best wishes for a great term,

**The PSRIP Team**

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# LEARNING OUTCOMES

## Term 1 Learning Outcomes

This term, your learners should achieve the following outcomes:

Listening & Speaking					
1. Learners should be able to respond to greetings as a class and as individuals					
2. Learners should be able to say or sing 8 new rhymes or songs					
3. Learners should be able to answer the question of the day					
4. Learners should be able to talk about their writing					
5. Learners should understand and be able to use some of the following vocabulary					
happy	sad	feel	today	backpack	bag
carry	school	favourite	draw	listen	story
excited	friend	teacher	dog	classroom	read
write	sing	scared	first	uniform	shoes
stationery	pencil	pen	book	learn	teach
maths	letters	taxi	bus	drive	walk
desk	sit	front	back	big	small
family	home	brother	sister	baby	friend
grandmother	grandfather	grandparents	wait	help	clean
dirty	backyard	climb	game	skip	rope
little	big	born	new	younger	older
sibling	doll	hold	held	wrap	blanket
nappy	weak	strong	neck	ball	kick
throw	bounce	hot	cold	outside	inside
playground	slide	swings	down	run	pond
swim	jump	tree	sun	shade	sit
season	temperature	Summer	Winter	Spring	flowers
leaves	grow	bucket	splash	dry	wet
sad	mad	embarrassed	feeling	late	missed
bus	grumpy	mood	silly	bad	good
wear	uniform	wrong	swimming	costume	mistake
forget	bag	calm	excited	scared	love
hate	confused	corrected	shorten	annoyed	long
short	polite	rude	worried	quickly	slowly
wait	syllable	clap	name	count	

# LEARNING OUTCOMES

<b>Phonemic Awareness &amp; Phonics</b>					
<ol style="list-style-type: none"> <li>1. Learners should be able to distinguish between environmental sounds</li> <li>2. Learners should be able to follow and recreate a pattern of environmental sounds</li> <li>3. Learners should be able to identify phonemes aurally</li> <li>4. Learners should be able to recognise the following phonemes with automaticity</li> <li>5. Learners should be able to blend and segment the following phonemes</li> </ol>					
a	s	t	p		
<b>Reading</b>					
Learners should be able to decode the following words					
sat	pat	sap	tap		
Learners should be able to read the following words by sight					
I	like	to	play	all	day
at	school	mom	dad	and	my
have	a	big	family	we	in
the	sun	do	you	hot	run
am	sad	he	said	is	so
happy	she				
<b>Comprehension</b>					
<ol style="list-style-type: none"> <li>1. Learners should be able to make predictions about a story by reading the pictures</li> <li>2. Learners should be able to recall details about a story</li> <li>3. Learners should be able to sequence events in a story</li> <li>4. Learners should start to have an awareness of what it means to visualise, make connections, make inferences and wonder about the text</li> </ol>					
<b>Writing</b>					
<ol style="list-style-type: none"> <li>1. Learners should be able to draw a picture that conveys meaning</li> <li>2. Learners should be able to add one to two labels to their drawing</li> <li>3. Learners should be able to complete a short writing frame</li> </ol>					

## Materials and Resources Provided

**Please note that all resources provided belong to the school.**

In Term 1, the PSRIP provides you with the following resources:

ITEM	QUANTITY	NOTES
Handwriting Chart	1	Please display the print handwriting chart at the front of the classroom where all learners can see it. This helps learners to correctly form letters if they forget.
Display Boards	4	Use these coloured boards to display your work for the week. At a glance, you will be able to see what to cover for phonics, theme vocabulary, sight words and your writing frame.
Term 1 Lesson Plan	1	Use this lesson plan to see what to teach on a daily basis. The core methodologies included tell you how to teach each lesson. For the first two weeks of Term 1, you will follow an orientation programme.
Term 1 Tracker	1	Use this document to complete your ATP and Term Planner. Tick off and date each activity as it is done. Reflect on your teaching. A samProgramme of Assessment can be found at the back of the Tracker.
Term 1 Big Book	1	Use the big book stories during Shared Reading lessons. There are 8 stories for the term – one story per week.
Term 1 Resource Pack	1	All flashcard words and theme word illustrations are included in the Resource Pack. Cut them up and store them in an orderly fashion. You will use these resources with the display boards.

## Weekly Routine

- The learning programme follows the same routine every week.
  - This makes it easy for teachers and learners to follow.
  - Learners can prepare for the next activity once they know the routine.
- The routine is based on the CAPS maximum time for EFAL: 3 hours per week.
- Please display this routine in your classroom and try to learn it off by heart!

### GRADE 1 WEEKLY ROUTINE

MONDAY		TUESDAY		WEDNESDAY		THURSDAY		FRIDAY	
Daily Activities	15	Daily Activities	15	Daily Activities	15	Daily Activities	15	Daily Activities	15
Shared Reading Pre-Read	10	Shared Reading First Read	15	Shared Reading Illustrate the Story	15	Shared Reading Second Read	15	Shared Reading Post-Read	15
Phonemic Awareness & Phonics	5	Phonemic Awareness & Phonics	5	Phonemic Awareness & Phonics	5			Phonemic Awareness and Phonics	5
						Writing	15		
<b>Total</b>	<b>30</b>	<b>Total</b>	<b>35</b>	<b>Total</b>	<b>35</b>	<b>Total</b>	<b>45</b>	<b>Total</b>	<b>35</b>

## Weekly Preparation

- It is important to remember that the PSRIP programme has reduced the need for teachers to PLAN, but that PREPARATION is still required!
- One afternoon per week, get together with your colleagues (all Foundation Phase EFAL teachers), and do your preparation together.
- When doing your preparation, remember to:
  1. **Read through the lesson plan** for the week.
  2. Make sure that you **know and understand the methodologies** that must be used. If not, go to the section titled 'Core Methodologies' and revise accordingly.
  3. Next, check which **flashcards** and **illustrations** are needed for theme vocabulary, sight words, phonics and the writing frame. Get these flashcards and illustrations ready as follows:
    - Cut the flashcards or illustrations out.
    - Try to stick them onto cardboard or paper.
    - If possible, laminate or cover in plastic.
    - Store the flashcards for a lesson together in an envelope, or with a rubber band around them.
  4. **Collect any other resources** that you may need, including pictures or real objects.
  5. Check that your **Big Book** is in order.
  6. Read through any the activities in the **DBE Workbook** that you will complete.
  7. **Practice** doing the **writing lessons**.
- It is also a good idea to see that your Tracker is up-to-date from the previous week, and that you have completed all activities and ticked them off in the Tracker.
- Finally, if you are doing any formal assessments that week, read through the rubrics and make sure that you know what to do.



## Themes and Reading Schedule

WEEK NUMBER	THEME	SHARED READING TEXT	SIGHT WORD SENTENCE
1	Orientation		
2			
3	We go to school	Ben goes to school	I like to play.
4		Olwethu's first day	We play all day at school.
5	My family	Bongi waits	I like my mom and dad.
6		Tseko's new baby	I have a big family.
7	We play outside	A very hot day	We play in the sun all day.
8		Spring Day splashes	Do you like to run in the hot sun?
9	We have feelings	Dan had a bad day	'I am sad,' he said.
10		My name is Buhlebendalo	'He is so happy,' she said.

## Term 1 Programme of Assessment

A sample Programme of Assessment can be found at the back of the Term 1 Tracker.

## Classroom Displays

### Display Boards

1. As part of this programme, you will receive four large different-coloured display boards.
2. Each coloured board will be used to display a different set of words for the week.
3. Use these boards as follows:
  - a. **Green** board –display the theme vocabulary words for the week.
  - b. **Blue** board –display the sight words for the week.
  - c. **Yellow** board –display the phonic words for the week.
  - d. **Pink** board –display the writing frame for the week.
4. The words on these boards must be updated every week.
5. Please do not leave up all the theme vocabulary and illustrations for the year. These displays should be related to the theme you are doing. If the whole classroom is full of the words and illustrations it becomes overwhelming, and learners will stop noticing them.
6. Once you have taken down a set of words and illustrations, file them carefully.
7. Look after these words so that you can use them again the following year.

### Theme Table and Wall

1. Try to create a theme table and wall in your classroom.
2. Use this space to display pictures and real objects that relate to the theme.
3. Label these items, so that learners can learn this vocabulary.

**Daily Activities**

These are the oral activities that you will do at the start of the EFAL lesson on Monday, Wednesday and Friday. These are the listening and speaking activities of the programme. They are carefully designed to give learners individual opportunities to speak.

**Daily Activities: Greetings**

1. The greeting part of the daily activities should be very brief (1 to 2 minutes only).
2. Use common English phrases to welcome and greet different children every morning.
3. Each child should respond and greet you back. For example:
  - a) *Greeting 1: Hello, (child's name). How are you this morning?*
  - b) *Response 1: Hello, Teacher. I am fine, thank you. How are you?*
  - c) *Greeting 2: Good morning, (child's name). How are you today?*
  - d) *Response 2: Good morning, Teacher. I am well, thank you. How are you?*
4. This establishes a ROUTINE. The learners soon know that the English lesson begins every day after the greeting.

**Daily Activities: Song / Rhyme / Finger Play**

1. The specific song, rhyme or finger play which you are to do with the learners is listed in the lesson plan.
2. Over time, the learners will get to know these songs and finger plays, and they will sing them automatically.
3. However, when they are first introduced, you need to teach learners the words, action and tune (if there is one).
4. On Monday teach the song, rhyme or finger play to the learners, line-by-line as follows:
  - a. Sing or say the song, rhyme or finger play, and then explain the meaning of it to learners, using code-switching if necessary.
  - b. Sing or say the first line, and then let learners repeat after you.
  - c. Sing or say the second line, and then let learners repeat after you.
  - d. Sing or say the first two lines together, and then let learners repeat after you.
  - e. Continue on in this manner until you have taught learners the whole song or rhyme.
5. For the rest of the week, repeat the song, rhyme or finger play with the learners.
6. Always include appropriate actions with the song or rhyme.
7. Let the children request to sing their favourite songs, rhymes or finger plays at the end of the day – this is a fun way of reinforcing the new language that they have learnt.

**Daily Activities: Theme Vocabulary**

1. Every time you do Daily Activities, you will teach new theme vocabulary words to learners, just before the Question of the Day.
2. Use the methodology 'PATS' to teach new vocabulary.
3. PATS is an acronym for Point, Act, Tell and Say.
4. It is not always possible to do all four actions for each theme word – just do what is appropriate.

- a. P - POINT to a picture or real item, if possible.
  - b. A - ACT out the theme word, if possible.
  - c. T - TELL learners what the theme word means. This could either be code-switching, where you give the meaning of the word in the home language, or it could be a simple explanation of the word.
  - d. S - SAY the word in a sentence, and have the learners repeat the word after you.
5. Once you have taught the theme vocabulary for the week, display the words on the yellow display board.

## Daily Activities: The Question of the Day

Every day after the new vocabulary words are introduced, learners use these new words to answer a question. This method of vocabulary introduction ensures that learners interact with each new theme vocabulary word. This activity creates a context for learners to think about, discuss, and answer questions using new vocabulary words.

### The purpose of the question of the day:

1. The question of the day reinforces new theme vocabulary for learners.
2. It helps learners to use and repeat the target vocabulary words in complete oral sentences.
3. It creates regular opportunities for learners to hear and speak simple English in a real context.
4. It requires listening, thinking, doing, speaking and seeing, which activates learners' total physical response.
5. The question of the day asks learners an opinion based question (there is no right or wrong answer) or a prediction type question, or a question about what they know or like. These types of questions allow learners to interact with new words without the fear or stress of making a mistake.

### Getting ready for the question of the day:

1. If you have a large class, divide them into groups for the Question of the Day. Then, call only one group per day to answer the question. For example, if you are a Grade 3 teacher, you could divide your class into 6 groups:
  - a. On Week 1 Mondays, Group 1 will answer
  - b. On Week 1 Wednesdays, Group 2 will answer
  - c. On Week 1 Fridays, Group 3 will answer
  - d. On Week 2 Mondays, Group 4 will answer
  - e. On Week 2 Wednesdays, Group 5 will answer
  - f. On Week 2 Fridays, Group 6 will answer
2. Write the question of the day on the chalkboard before the lesson begins.
3. Draw a two or three column graph below the question of the day, and fill in the options.
4. Label each column with an answer word.
5. Draw or display matching pictures where possible.

For example:

Question of the day: **Who do you have the most fun with?**

<b>my family</b>	<b>my friends</b>	<b>my teacher</b>

**Filling out the graph:**

**Modelling:**

1. Read the question out loud to the learners.
2. Point to and read the options from which learners may choose.
3. Explain which option you prefer.
4. Write your vote in the correct column by drawing an X.

**Learners:**

1. Give learners a few seconds to think about which option they will choose.
2. Call a group to come up to the chalkboard to write their answers onto the graph. It is important that you choose a system for this, and that it is always the same so that the learners get used to the routine.
3. Learners line up at the chalkboard.
4. Learners draw their cross on the graph.
5. Once learners have added their response, they return quietly to their seats.
6. As learners answer on the graph, you should repeat their answers so that they hear their choices articulated, with the vocabulary words repeated many times. For example, encourage dialogue, such as:

*Teacher: Pretty, who do **you** have the most fun with?*

*Pretty: **I** have the most fun with my teacher.*

*Teacher: **She** has the most fun with her teacher.*

(For African language speakers learning English, pronouns are a particularly difficult language feature to learn. For this reason, it is important to model the correct use of pronouns for learners, whenever possible. The question of the day gives teachers an opportunity to do this authentically and in context.)

7. Once learners have added their response, they return quietly to their seats.

## Discussing the question of the day:

1. Together with the learners count aloud the number of crosses in each column.
2. Write the total number at the bottom of each column.
3. Ask learners to identify which fruit was liked the most.
4. Ask individual learners the questions provided in the weekly lesson plans. You can help learners here by using modelling to answer the questions before you ask the learners. For example if the question is "Who do you have the most fun with?" You could say:
  - I have the most fun with my friends.
  - I see that 6 learners have the most fun with their friends.
  - If you have the most fun with your friends, raise your hand. (*Instruct learners to raise their hands*)
  - Peter, who do you have the most fun with? (*Ask individual learners*)

## Daily Activities: Sight words

1. From Monday to Thursday, show learners the flashcards of the targeted sight words, and repeat three times.
2. Next, ask learners to repeat each sight word after you, three times.
3. Finally, call on a few individual learners to read each word.
4. On Fridays, do the following:
  - a. Write the sentence on the board.
  - b. Read the sentence to learners, pointing to each word.
  - c. Instruct learners to read the sentence while you point to each word.
  - d. Read the sentence fluently.
  - e. Instruct learners to repeat the sentence fluently.
  - f. Call on a few learners to come and read the sentence while pointing to each word.

## Shared Reading with Comprehension Strategies

In Grade 1, a new story is read every week.

Shared Reading is done every day as follows:

Monday:	Pre-Read
Tuesday:	First Read
Wednesday:	Illustrate the story
Thursday:	Second Read
Friday:	Post-Read

For these Shared Reading sessions, make sure all learners are settled and can clearly see the big book pictures. Remind learners of your expectations during shared reading time, such as:

1. Sit comfortably and STILL.
2. Keep your HANDS in your laps.
3. Keep your EYES and thoughts on the story.
4. Turn your VOICES off (*make a gesture showing zipped lips*).

The main purposes of Shared Reading in this programme are as follows:

- a. The learners experience what it is like to read an entire story that is more complex than they are able to read alone. Because learners are not worried about the technical part of reading, they can focus on the storyline and the characters. The learners can also enjoy the stories, and develop a love for reading.
- b. As the teacher reads the story aloud, she incidentally models certain reading skills: she reads from the first to the last page; she reads from the top of the page to the bottom; she reads from left to right; she responds to punctuation marks; she reads fluently and at a good pace; and she reads with expression, which adds to the meaning of the text. Learners incidentally learn many skills by observing a fluent reader.
- c. As the teacher reads, she embeds meaning by: pointing to a part of the picture; by using a gesture or action; and by adding expression to her voice. The teacher also explicitly adds meaning, by stopping to explain a word or phrase. By listening to the teacher and watching her, the learners are acquiring new language skills.
- d. Then, very importantly, during Shared Reading, the teacher must teach the learners how to think about a story, and how to build their understanding of a story. In this programme, we have chosen to build comprehension skills by modelling and teaching different comprehension strategies. The following comprehension strategies are used:
  1. Predict
  2. Visualise
  3. Search the text
  4. Summarise
  5. Think about the text (wonder)
  6. Make connections
  7. Make inferences

## Comprehension strategies

The table below provides information on each strategy.

<b>Strategy 1: Predict</b>	
Explanation	When learners predict, they say what they <u>think</u> will happen in a story. Learners can predict what will happen by looking at the pictures in a book. They can also predict what will happen next after they have read a page of the text. Finally, learners can predict how they think the story might end.
Purpose	By getting learners to predict, you are getting them to think about the story before they have even read it. Learners must use clues to try and work out who the characters are, and what main events will take place. By predicting, learners are developing their comprehension skills by thinking about the story.
Steps <i>(For predicting with pictures)</i>	<ol style="list-style-type: none"> <li>1. Look at the picture.</li> <li>2. Ask learners: What do you think is happening here?</li> <li>3. Let learners think about the question.</li> <li>4. If learners cannot answer, give an example answer to the question.</li> </ol>
Examples <i>(For predicting with pictures)</i>	<ol style="list-style-type: none"> <li>1. What do you think is happening here?</li> <li>2. How do you think this character feels? Why?</li> <li>3. What do you think you will see in the next picture?</li> </ol>
Steps <i>(For predicting with text)</i>	<ol style="list-style-type: none"> <li>1. Read a page of text.</li> <li>2. Ask learners: What do you think happens next?</li> <li>3. Let learners think about the question.</li> <li>4. If learners cannot answer, give an example answer to the question.</li> </ol>
Examples <i>(For predicting with text)</i>	<ol style="list-style-type: none"> <li>1. What do you think happens next?</li> <li>2. What do you think this character does next?</li> <li>3. How do you think this story ends?</li> </ol>

<b>Strategy 2: Visualise</b>	
Explanation	When learners visualise, they must think about what is happening in the story like a scene from a movie. They must try to see the story in their minds as it happens.



Purpose	Visualisation helps learners to see how the events in the text are connected to each other. This helps them to think about the story as a whole, rather than just page by page. This also helps to give meaning to the words on the page – by turning them into a scene from a movie in our minds.
Steps	<ol style="list-style-type: none"> <li>1. Read the text on the page.</li> <li>2. Say: Now we are going to visualise the story as if we were watching a movie.</li> <li>3. Instruct learners to close their eyes. Explain that learners must listen to the words and make a movie in their mind.</li> <li>4. Read the text again.</li> <li>5. Tell learners what you visualised. (Model the skill.)</li> <li>6. Ask learners: What did you see? (What happened in your movie?)</li> <li>7. Listen to and discuss learner answers. Make sure learners' answers are relevant to what is happening in the story.</li> </ol>
Examples	<ol style="list-style-type: none"> <li>1. I visualised when Joe won the race. I could see the sweat coming off his head and flying everywhere. I could see his eyes focussed on the finish line, and his body working as hard as it could.</li> <li>2. What did you visualise? What happened in your movie?</li> </ol>

### Strategy 3: Search the text

Explanation	<i>Search the text</i> questions are the most basic type of comprehension questions. These questions ask learner to think about or look at the words on the page, and to recall information.
Purpose	These questions are a basic check for understanding of the words on the page.
Steps	<ol style="list-style-type: none"> <li>1. Read the text on the page.</li> <li>2. Ask learners a question about the information in the text, like: Who did Joe want to beat in the race?</li> <li>3. Let learners answer the question.</li> <li>4. NOTE: There is only one correct answer to this type of question. If the learner answers the question incorrectly, you must read the sentence with the correct answer out loud and/or point to the picture for support. Then, give the correct answer to the question. It is important that the learner knows if their answer was incorrect, and that they hear the correct answer.</li> </ol>

Examples	<p>These kind of questions usually begin with:</p> <ul style="list-style-type: none"> <li>• Who?</li> <li>• What?</li> <li>• When?</li> <li>• Where?</li> </ul> <p>For example:</p> <ol style="list-style-type: none"> <li>1. <b>Who</b> did Joe want to beat in the race?</li> <li>2. <b>What</b> did Joe do before the race?</li> <li>3. <b>When</b> did Joe train for the race?</li> <li>4. <b>Where</b> was the race being held?</li> </ol>
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<b>Strategy 4: Summarise</b>	
Explanation	When learners summarise, they think about the most important points in a text. They explain the main points in a few, concise sentences. Summarising can be done orally or in writing.
Purpose	Summarising shows that the learner has understood the main points of the story. Asking learners to summarise or retell the main points of a story is the best way to check their understanding.
Steps	<ol style="list-style-type: none"> <li>1. Read the text.</li> <li>2. Remind learners: When we summarise, we think of the most important parts of a story.</li> <li>3. Explain: Today we will summarise the story we just read. That means we will explain what happened in the story in a few sentences.</li> <li>4. Give learners a minute to think about the story.</li> <li>5. Instruct learners to turn and talk and tell their summary to a friend (oral recount).</li> <li>6. Next, instruct learners to write their summary down.</li> </ol>
Examples	<p>Story: Joe wins the race</p> <p><u>Learners should summarise the story into a few sentences as follows:</u></p> <ol style="list-style-type: none"> <li>1. Sizwe always won everything at school.</li> <li>2. The school was holding a big cross country race.</li> <li>3. Joe trained every day after school when he ran home.</li> <li>4. Joe beat Sizwe in the race.</li> <li>5. Everyone was happy for Joe.</li> </ol>

<b>Strategy 5: Think about the text (Wonder)</b>	
Explanation	When the teacher wonders, the teacher thinks out loud about the text. She lets the learners hear what she is thinking about the text.
Purpose	By modelling how to think/wonder about a text, we teach learners two things. Firstly, we teach learners that good readers do not just read the words, they always think about what they are reading. Secondly, we show learners the kinds of thoughts that we have about a text. By doing this, we show learners how to think creatively and critically about a text. In time, learners will start to do this for themselves.
Steps	<ol style="list-style-type: none"> <li>1. Read the text on the page.</li> <li>2. Think of a question or idea that a fluent reader might have about the text. (Ideas have been provided in the Read One and Read Two columns in the lesson plans.)</li> <li>3. Say: I see / I notice ...</li> <li>4. Say: I wonder ...</li> <li>5. Let learners think about the question.</li> <li>6. Give a sample answer to the question.</li> <li>7. Learners do <b>not</b> need to answer the question.</li> </ol>
Example	<b>I see</b> that Sizwe laughed at Joe when he entered the race. <b>I wonder</b> if this will upset Joe?

<b>Strategy 6: Make connections</b>	
Explanation	When learners <i>make connections</i> , they compare the story to their own lives, or to another text. Sometimes, they think about how something from the story is like something in their own lives. Sometimes, these questions ask learners to think about what they would have done if they were in the story. Sometimes, learners must connect the character's feelings and actions to those of characters in other stories they have read.
Purpose	These kinds of questions help learners relate to the story and make good guesses about feelings and personal experiences. This helps learners to develop empathy and understanding for the feelings and experiences of other people.

# CORE METHODOLOGIES

Steps	<ol style="list-style-type: none"> <li>1. Read the text on the page.</li> <li>2. Ask learners a question, like: When was a time that you wanted to win something, like Joe?</li> <li>3. Use modelling to give a sample answer, like: When Joe wanted to win the race, it reminded me of how I used to compete with my sister at school. She always got top marks for everything, and my parents were so proud. I wanted my parents to feel proud of me too.</li> </ol>
Examples	<ol style="list-style-type: none"> <li>1. How does this remind you of your own life?</li> <li>2. Tell me about a time when something similar happened to you.</li> <li>3. If you were Joe, what do you think you would have done when Sizwe laughed at you?</li> <li>4. How do you think Sizwe felt when Joe beat him?</li> <li>5. Which other character does this remind you of?</li> </ol>

## Strategy 7: Make inferences

Explanation	<p>Making an inference involves using what you know to make a good guess about what you don't know. This is what is meant by 'reading between the lines'. When learners make an inference, they make a good guess about something using what they have read together with their own experiences and knowledge.</p> <p>Sometimes, the author does not write down every single detail of the story. The author leaves parts of the story unfinished, so readers can work it out for themselves.</p>
Purpose	<p>Making inferences is a key thinking and comprehension skill. Learners need to work out parts of a story by making inferences. Learners may miss important information if they do not know how to make appropriate inferences.</p>
Steps	<ol style="list-style-type: none"> <li>1. Read the text on the page.</li> <li>2. Ask learners: What do you know about this? What does the text say?</li> <li>3. Ask learners: What else can we guess about this? Is there something that the text does not say?</li> <li>4. Listen to and <b>discuss</b> learners' answers. Make sure learners' answers are logical.</li> <li>5. If learners struggle, give them an example of an inference. Use the following sentence frame to help: Based on ... I think ...</li> </ol>

Example	<p><b>Text:</b> My brother applied to go to University. I came home and saw my brother holding a letter and smiling. My mother was crying, and laughing and hugging him.</p> <p><b>Inference:</b> Based on the fact that my brother applied to go to university, and that he is holding a letter looking very happy, we guess that his application was successful.</p>
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<b>Strategy 8: Make Evaluations</b>	
Explanation	When we evaluate a text, we make a judgement about an aspect of the text.
Purpose	Learners must be taught that they must always evaluate what they read, and must be able to support or justify their evaluations.
Steps	<ol style="list-style-type: none"> <li>1. Read the text on the page.</li> <li>2. Ask learners an evaluation question, and ask them to support their answer. For example: Do you think x did the right thing? Why or why not?</li> <li>3. Listen to and <b>discuss</b> learners' answers. Make sure learners' answers are logical.</li> <li>4. If learners struggle, share your own evaluation as an example: <b>I think</b> x did the right thing <b>because</b> x</li> </ol>
Example	<p><b>Some evaluation questions start with:</b></p> <ol style="list-style-type: none"> <li>1. Do you think...</li> <li>2. Do you agree with...</li> <li>3. In your view...</li> <li>4. Did you like...</li> </ol>

Below is a description of the core methodology of each of the five Shared Reading lessons: Pre-Read; First Read; Illustrate the Story; Second Read; and Post-Read. Read these descriptions to get a clear understanding of the flow of each lesson.

## **Shared Reading: Pre-Read**

### ***Comprehension Strategy: Predict***

In the Pre-Read, we build comprehension skills by getting learners to think about the story before it is read to them.

1. Tell learners that today they will look at the pictures in the story, and think about the story.
2. Tell learners that, based on what they see, they will make predictions about the story. This means they will use the pictures to try and guess what the story is about.
3. Explain to learners that they must not think of each picture on its own. They must think about how the pictures relate to each other. They must connect all the pictures to each other to try and work out what the entire story is about.
4. Show learners the cover of the story and read the title aloud.
5. Ask learners: What do you think will happen in this story?
6. Next, look at each picture in the story, and as you look, ask learners:
  - a. What do you see in this picture?
  - b. What do you think is happening here?
  - c. What do you think might happen next?
7. If learners forget to connect the different pictures, prompt them to do this. For example: 'Can you remember what this boy was doing in the last picture? What is he doing now? What do you think is happening?'
8. When you get to the last picture, ask learners: How do you think this story will end (if appropriate)?
9. Thank learners for their predictions.
10. If you have time, read through the story once without stopping.

**Shared Reading: First Read**

**Comprehension Strategy: The strategy that must be used is identified in the lesson plan.**

In the First Read, we first build comprehension skills by reading and explaining the story to learners. We also model how to think about the story.

- Before reading, tell the class what you are going to do. Say something like: *'Class, it is time for Shared Reading. Remember, whenever we read or listen to a story, it is important to always think about the story. Today, I am going to show you how I think about the story. I am going to do this by (for example) visualising what happens in the story. This means that as I read, I will make a movie of the story in my mind.'*
1. Read each page of the story fluently and clearly. As you read, use gestures, actions and facial expressions, and change tone of voice (expression) to enhance meaning.
  2. Where necessary, stop and explain a word or phrase to learners. If you need to code switch, you may do so. This gives learners a clear understanding of the story.
  3. At the same time, during the First Read, we also focus on modelling and teaching a comprehension strategy to learners.
  4. At the end of each page you will see two coloured blocks, numbered 1 and 2.
  5. Once you have read and explained the page to learners, pause and show that you are thinking. Then, read or say the text in block 1. By doing this, you are modelling how to think about the story. It is important that you understand what you are saying – if it does not make sense to you, it will not make sense to your learners.
  6. On the last page of the story, there are a few questions in block 1.
  7. Ask different learners to answer the questions.
  8. Show learners that there can be more than one correct answer to a question, and that learners may have different opinions.

## Shared Reading: Illustrate the Story

**Comprehension Strategy:** *To summarise and reflect on the story.*

### Modelling

1. Begin by modelling the activity for learners.
2. Explain that today, learners will draw their **favourite** part of the story.
3. Use **modelling** to **think before you write**.
4. Use **modelling** to **explain** your favourite part of the story.
5. Use **modelling** to draw a picture of the part of the story you like best.
6. Use **modelling** to add a label to your drawing.

### Oral Instructions:

1. Tell learners they must choose their **favourite** part of the story.
2. Hold up the pictures in the story for all the learners to see.
3. Remind learners that we **think before we write**.
4. Instruct learners to decide which part of the story they will write about.
5. Call on 2-3 learners to tell you their favourite part of the story. (*Learners can point to the picture that they like best if they cannot yet use English words.*)
6. Explain that learners can try to add a label.

### Writing:

1. **Hand out learner books.**
2. As learners write, walk around the room and complete **mini conferences**.
3. Ask learners to tell you about their drawings.
4. Help learners to add a label.
5. Encourage learners!

### Turn and Talk:

1. When there are 2-3 minutes left, instruct learners to put their pencils down.
2. Instruct learners to **turn and talk** with a partner about their drawings.

*Hang up learner drawings at LEARNER EYE-LEVEL around the room. This helps learners have conversations about the story.*



**Shared Reading: Second Read**

**Comprehension Strategy: The strategy that must be used is identified in the lesson plan.**

In the Second Read, we continue to build comprehension skills by reading the story to learners, and by modelling how to think about the story.

- Once again, tell the class what you are going to do. Say something like: *'Class, it is time for Shared Reading. Remember, whenever we read or listen to a story, it is important to always think about the story. Today, I am going to show you how I think about the story. I am going to do this by (for example) visualising what happens in the story. This means that as I read, I will make a movie of the story in my mind.'*
1. Next, read each page of the story fluently and clearly. As you read, use gestures, actions and facial expressions, and change tone of voice (expression) to enhance meaning.
  2. This time, try to avoid code switching.
  3. At the same time, during the Second Read, you will model how to think about the story.
  4. At the end of each page you will see two coloured blocks, numbered 1 and 2.
  5. Once you have read and explained the page to learners, pause and show that you are thinking. Then, read or say the text in block 2. By doing this, you are modelling how to think about the story. It is important that you understand what you are saying – if it does not make sense to you, it will not make sense to your learners.
  6. On the last page of the story, there are a few questions in block 2.
  7. Ask different learners to answer the questions.
  8. Show learners that there can be more than one correct answer to a question, and that learners may have different opinions.

## **Shared Reading: Post-Read**

The purpose of the Post-Read activity is to give learners an opportunity to consolidate their understanding of the story, and to practise using the new language that they have learnt.

### **In Grade 1 during the post-read, you will do one of two activities:**

1. Act out the story
2. Recount the story

#### **Act out the story (oral activity)**

- a. Settle the learners on the carpet, or in a quiet space outside.
- b. Tell learners that today they will act out parts of the story that they have read.
- c. Hold up the big book. Read the first page.
- d. Give learners the instruction of what to act out. (in lesson plan)
- e. Act out the instruction with learners.
- f. Repeat with every page.
- g. Train learners to respond to a signal that they should be quiet and listen as you read a page between actions.

#### **Recount the story (oral activity)**

- a. Settle the learners so that you have their attention.
- b. Follow the steps in the lesson plan to recount the story with learners.
- c. First, you will model recounting something from the story.
- d. Next, you will tell learners to think of something from the story – they should not copy your recount.
- e. Then, learners will TURN AND TALK and share their recount with a partner.
- f. Finally, you will call on a few learners to share their recounts with the class.

## Phonemic Awareness and Phonics

At the start of Term 1, activities focus on developing the learners' phonemic awareness. First, this will be done using environmental sounds. Then, the same kind of phonemic awareness activities will be done using letter sounds.

From Week 6, you will need to master four phonemic awareness and phonic activities that you will continue to use for the rest of Grade 1.

### Monday example lesson and purpose

#### REVIEW PAST SOUNDS

1. Put some past flashcards in a pile, for example: /i/ /p/ /t/ /s/
2. Hold up a flashcard in random order.
3. Call on an individual learner to say the sound.
4. Instruct the class to repeat the correct sound.
5. Do this until you have gone through all of the past sounds.

#### REVIEW PAST WORDS

1. Explain that you will sound out a word.
2. Learners must listen carefully to the sounds and try to make out what the word is.
3. Say the sounds of a word, for example: /s/ - /i/ - /t/
4. Ask learners: What word do those sounds make?
5. Model blending the sounds to make a word: /s/ - /i/ - /t/ = **sit**
6. Show the flashcard for the word: **sit**. Say the word clearly.
7. Ask learners: Which word family does **sit** belong in?
8. Explain that it belongs in the **-it** word family.
9. If you have time, repeat for the word: **sip (it belongs to the -ip family)**

#### BUILD A WORD WITH PAST SOUNDS

1. Write some past sounds on the chalkboard, for example: /i/ /p/ /t/ /s/ /a/
2. Ask learners if they can use these sounds to build a word.
3. As learners build words, write them on the chalkboard, in word families.
4. Brainstorm other words on the chalkboard. Nonsense words are also acceptable.

pat	pit	tap	sip
sat	sit	sap	tip
tat	it	pap	pip

#### PURPOSE OF THE ACTIVITY

- Learners must know the sound made by each letter and must be able to blend sounds to form words. This is a key building block of reading.

## Tuesday example lesson and purpose

### INTRODUCE NEW SOUND

1. Say the sound and hold up the flashcard, for example: **/p/**
2. Say the sound and instruct learners to repeat the sound x 3.
3. Discuss how the sound for **/p/** is the same in English and home language.
4. Tell learners to try to find this letter written somewhere on the walls.
5. Ask learners: Can you think of words that begin with /p/?
6. Brainstorm words with learners, like: **path, power, pap, pencil**
7. Ask learners: Can you think of words that end with /p/?
8. Brainstorm words with learners, like: **map, clap, cap**

### INTRODUCE NEW WORDS

1. Say each word loudly and clearly as you show the flashcard: **pat, sap, tap**
2. Show each word to learners, as you say it.
3. Ask learners to repeat the words after you.
4. Stick up the flashcards of the rhyming words on the Phonics Display Board.

<b>pat</b>	<b>sap</b>
	<b>tap</b>

### PURPOSE OF THE ACTIVITY

Learners must know the letter-sound relationships very well. They must start to identify patterns in words.

**Wednesday example lesson and purpose****DIFFERENTIATING NEW SOUNDS**

1. Remind learners that we have learned the sounds **/p/** and **/s/** (for example).
2. Tell learners to listen carefully.
3. Explain that you will say one sound.
4. Learners must decide if it is **/p/** or **/s/**
5. If learners think you said **/p/**, they must hold up 1 finger.
6. If learners think you said **/s/**, they must hold up 2 fingers.
7. Instruct learners to close their eyes.
8. Say one sound (either **/p/** or **/s/**).
9. Instruct learners to hold up 1 or 2 fingers.
10. Look around the room to see which learners correctly identified the sounds, and which learners are struggling.
11. Instruct learners to open their eyes.
12. Tell learners which sound you said, and show the flashcard.
13. Repeat this as many times as possible.

**PURPOSE OF THE ACTIVITY**

Learners must be able to isolate and identify different letter-sounds. Before learning to read these sounds, learners must be able to hear them.

## Friday example lesson and purpose

### SEGMENTING AND BLENDING (I DO)

1. Say the word: **pat**
2. Segment the word into the individual sounds: /p/ - /a/ - /t/
3. Say the beginning sound of the word: /p/
4. Say the middle sound of the word: /a/
5. Say the end sound of the word: /t/
6. Write the word on the board: **pat**
7. Model pointing and blending the sounds to make a word: /p/ - /a/ - /t/ = **pat**
8. If you have time, repeat this with the word: **sap**

### SEGMENTING AND BLENDING (WE DO)

1. Say the word: **tap**
2. Ask learners: What is the first sound in the word? /t/
3. Ask learners: What is the middle sound in the word? /a/
4. Ask learners: What is the last sound in the word? /p/
5. Ask learners to segment the word into each individual sound: /t/ - /a/ - /p/
6. Write the word: **tap**
7. Instruct learners to blend the sounds in the word with you: /t/ - /a/ - /p/ = **tap**
8. If you have time, repeat this with the word: **sap**
9. Add to your word wall with the –ap word family
10. Ask three learners to stick the flashcard words under the correct word family

### PURPOSE OF THE ACTIVITY

- Learners must understand that words are made up of distinct sounds. These sounds can be put together (blended) or taken apart (segmented).
- Learners must be able to hear and isolate the sounds in words.
- Learners must recognise patterns in speech and in written language. Recognising patterns helps learners to decode more quickly and effectively. Manipulating (changing) sounds and letters in words help practise seeing and hearing patterns in words.

## Writing Strategies

1. Follow the lesson plans to complete the writing task for each week.
2. In the lesson plans, you will notice that the same routine is always followed. This is to help learners, so that they know what to expect in writing lessons. This helps to build confidence.
3. You will also notice that different strategies are slowly taught to learners so they are able to successfully complete sentence frames.
4. The aim is for learners to eventually use these strategies automatically.
5. These strategies help learners feel confident about their writing by showing them that there is a series of steps to follow when they write.

### Strategy 1: Teacher models writing first

- a. The teacher first demonstrates the task to the class (she shows the class exactly what they are going to do).  
By watching the teacher, the learners have a clear idea of the task.

### Strategy 2: Writers think before they write

- a. Writing is the act of putting thoughts onto paper.
- b. This means that writers must think first and decide what to write about before writing.
- c. It also means that there are no correct or incorrect 'answers' when writing – every writer has his or her own thoughts to write about.
- d. Always build in time for learners to think about what they want to write.

### Strategy 3: Writers draw a line for each word

- a. Learners think about the sentence they want to write, and say it aloud.
- b. They count how many words there are in the sentence, and draw a line to represent each word.
- c. Lines must be drawn from left to right and from the top of the page to the bottom.
- d. Lines must be the approximate length of the words.
- e. Spaces must be left between words.
- f. At the end of the sentence, the learner puts a full stop.
- g. With lines in place, the learner fills in words that are known, or must try to write down the starting sounds of a word before asking for help.
- h. This gives a structure to the learner's writing, which builds confidence. Even learners who really struggle can start the writing process in this way.

## **Strategy 4: Writers use resources to write words**

- a. Teach learners not to ask for help to write all unknown words. They should first use other resources to find out how to write the unknown word. For example:
  - Words on a word wall
  - Other books
  - Spelling lists
  - They can even ask their classmates.

## **Strategy 5: Writers use their memories to write words**

- a. Learners should try to remember words they have learnt, and to write these words from memory.

## **Strategy 6: Writers say words slowly like a tortoise**

- a. Teach learners to say an unknown word very slowly to hear its different sounds. (Segmenting)
- b. Next, teach learners to write down every sound that they can hear. (They may not spell the word correctly, but this will be a starting point to write unknown words. For example, **are** may be written as **ar** or even **r**. The teacher can then build on this and show the writer the correct spelling.)
- c. Try to read the learner's phonetic writing, and praise them for using their phonetic knowledge to try and build words. This is an important skill to encourage.

## **Strategy 7: Writers read what they write**

- a. Learners read their sentences aloud to themselves or to a peer. Reading one's writing to a classmate makes the writing process more meaningful.
- b. As they do this, they check they have not left out any words.
- c. They also check that the word order is correct.
- d. Most importantly, set this up so that learners enjoy the reading process, and feel proud of what they have written.

## **Strategy 8: Writers Turn and Talk**

- a. At different times in the lesson, learners can turn to a partner, and take turns to talk to each other.
- b. This can be used to share ideas about what to write about, to read their writing to each other, to tell each other about their pictures, or to check that they understand what to do.
- c. Teach learners to face each other and talk quietly when they turn and talk.



### **Strategy 9: Hold Mini-Conferences**

- a. This is a useful strategy to use as learners are writing.
- b. Walk around the room, and stop where you see a learner struggling.
- c. Hold a mini-conference with that learner.
- d. Engage with the learner's work, listen to the learner, and help the learner as needed.
- e. Remember to try and give all learners some individual attention, and to praise their efforts and improvements.

# GRADE 1 - TERM 1

# WEEK 1

## THEME: ORIENTATION

“The secret of your future is hidden in your daily routine.”  
– Mike Murdock

**ORIENTATION: WEEK 1 MONDAY**

**MONDAY**

GREETING	<ol style="list-style-type: none"> <li>1. Teacher greets the class             <ol style="list-style-type: none"> <li>a. Teacher: Good morning.</li> <li>b. Learners: Good morning.</li> </ol> </li> <li>2. Instruct learners to TURN and TALK to their neighbour and say:             <ol style="list-style-type: none"> <li>a. Good morning.</li> <li>b. Good morning.</li> </ol> </li> </ol>
QUESTION OF THE DAY	<ol style="list-style-type: none"> <li>1. Today, you will need to assign learners into QUESTION of the DAY GROUPS.             <ol style="list-style-type: none"> <li>a. You will need 5 groups.</li> <li>b. Each group will answer the question of the day ONCE per week.</li> <li>c. Learners need to KNOW which group they are in.</li> <li>d. Today, assign groups, like: red group; orange group; green group; blue group; purple group; OR Monday group; Tuesday group; Wednesday group; Thursday group; Friday group.</li> </ol> </li> <li>2. Play a game with the learners to help them to remember their groups.             <ol style="list-style-type: none"> <li>a. Call different groups to STAND UP and then SIT DOWN.</li> </ol> </li> </ol>
VOCABULARY	<ol style="list-style-type: none"> <li>1. Teach learners the word: same.             <ol style="list-style-type: none"> <li>a. Hold up 1-5 fingers.</li> <li>b. Explain that learners must hold up the SAME number of fingers.</li> <li>c. Repeat 4-5 times.</li> </ol> </li> </ol>
SONG (and PHONEMIC AWARENESS)	<p>Names, names are not the same            If I point at you say your name.  <i>(Point to a learner, the learners says: My name is__.)</i></p>
WRITING	<ol style="list-style-type: none"> <li>1. Explain that today, learners will draw themselves.</li> <li>2. Use MODELLING to draw yourself on the chalkboard.</li> <li>3. Hand out learner books.</li> <li>4. Give learner 5 minutes to draw themselves and to try and write their names.</li> <li>5. Explain that learners must keep drawing for the entire time.</li> <li>6. They can add more to their pictures!</li> <li>7. Instruct learners to TURN and TALK. Instruct learners to describe their drawing to a partner.</li> </ol> <p><i>The purpose of this activity is to teach TURN AND TALK. Learners may discuss their drawings in HOME LANGUAGE.</i></p>

ORIENTATION: WEEK 1 TUESDAY	
TUESDAY	
GREETING	<ol style="list-style-type: none"> <li>1. Ask 3 – 4 learners individually:                             <ol style="list-style-type: none"> <li>a. Teacher: Hello, how are you?</li> <li>b. Learner: Hello, I am fine / I am not fine.</li> </ol> </li> <li>2. Instruct learners to TURN and TALK to their neighbour and say:                             <ol style="list-style-type: none"> <li>a. Hello, how are you?</li> <li>b. Hello, I am fine. OR, Hello, I am not fine.</li> </ol> </li> </ol>
QUESTION OF THE DAY	<ol style="list-style-type: none"> <li>1. Today, you will remind learners of their QUESTION of the DAY groups.                             <ol style="list-style-type: none"> <li>a. Play a game with the learners by calling different groups to do different tasks, like:                                     <ul style="list-style-type: none"> <li>• Red group: stand up</li> <li>• Orange group: clap three times</li> <li>• Green group: spin around</li> <li>• Etc.</li> </ul> </li> </ol> </li> </ol>
VOCABULARY	<ol style="list-style-type: none"> <li>1. Teach learners the word: same                             <ol style="list-style-type: none"> <li>a. Hand out learner books.</li> <li>b. Draw a SIMPLE shape on the board.</li> <li>c. Explain that learners must draw the SAME thing in their own book.</li> <li>d. Repeat 4-5 times.</li> </ol> </li> </ol>
SONG (and PHONEMIC AWARENESS)	<p>Names, names are not the same,                      If I point at you say your name.  <i>(Point to a learner, the learners says: My name is__.)</i></p>

## SHARED READING

1. The purpose of this activity is to teach learners what they must do during shared reading.
2. If learners will come to the carpet for shared reading, teach them how you want them to move to the carpet, and sit on the carpet, like: move quietly, sit with crossed legs, hands in their laps, facing the teacher.
3. If learners will sit at their desks, explain that learners will not need pencils or books.
4. They will just need to listen quietly, with their hands on their desks and their eyes on the book.
5. Tell learners that you are now going to read them a story.
6. Use code switching for shared reading at first. Read the story in English, and then code switch to explain.
7. Show the learners the picture in the DBE workbook, page 2.
8. Tell learners a story about the picture, like:

*Sam and Thabiso like to play with balls.*

*Today, they have a red ball.*

*Sam uses his foot to kick the ball.*

*'Look! There is Michael!' said Thabiso.*

*Michael is running. He wants to play ball with Sam and Thabiso.*

*Thabiso throws the ball to Michael.*

*Sam uses his knee to kick the ball.*

*Sam kicks the ball very hard.*

*The ball hits Sarah's arm.*

*'Ouch!' says Sarah. Sarah is angry.*

*'Why did you hit me?' Sarah asks.*

*'I am sorry! Are you okay?' Sam says.*

*'Yes, I am okay.' Sarah says.*

*'Can I play too?' Sarah asks.*

*'Yes, you can play with us!' Sam says.*

ORIENTATION: WEEK 1 WEDNESDAY	
WEDNESDAY	
GREETING	<ol style="list-style-type: none"> <li>Ask 3 – 4 learners individually:               <ol style="list-style-type: none"> <li>Teacher: Hello, what is your name?</li> <li>Learner: Hello, my name is ___.</li> </ol> </li> <li>Instruct learners to TURN and TALK to their neighbour and say:               <ol style="list-style-type: none"> <li>Hello, what is your name?</li> <li>Hello, my name is__.</li> </ol> </li> </ol>
QUESTION OF THE DAY	<ol style="list-style-type: none"> <li>Today, you will remind learners of their QUESTION of the DAY groups.</li> <li>Call different groups up to the front of the room.</li> <li>Instruct learners to line up by the chalkboard.</li> <li>Explain that when you touch a learner on the head, they must walk quietly back to their seat.</li> </ol>
VOCABULARY	<ol style="list-style-type: none"> <li>Teach learners the word: different.               <ol style="list-style-type: none"> <li>Hold up 1-5 fingers.</li> <li>Explain that learners must hold up a DIFFERENT number of fingers.</li> <li>Repeat 4-5 times.</li> </ol> </li> </ol>
SONG (and PHONEMIC AWARENESS)	<p>Names, names are not the same, If I point at you say your name. (Point to a learner, the learners says: My name is__.)</p>
WRITING	<ol style="list-style-type: none"> <li>Explain that today, learners will draw themselves and a friend.</li> <li>Use MODELLING to draw yourself and a friend on the chalkboard.</li> <li>Hand out learner books.</li> <li>Give learner 5-10 minutes to draw themselves and try to write their names.</li> <li>Explain that learners must keep drawing for the entire time.</li> <li>They can add more to their pictures!</li> <li>Instruct learners to TURN and TALK. Instruct learners to describe their drawing to a partner.</li> <li>Learners may discuss their drawings in HOME LANGUAGE.</li> </ol> <p><i>The purpose of this activity is to teach learners to KEEP WORKING for the entire work period, to work independently and to TURN AND TALK</i></p>

## ORIENTATION: WEEK 1 THURSDAY

## THURSDAY

Greeting	<ol style="list-style-type: none"> <li>1. Ask 3 – 4 learners individually:             <ol style="list-style-type: none"> <li>a. Teacher: Hi, what is your name?</li> <li>b. Learner: Hi, my name is __.</li> <li>c. Teacher: Nice to meet you!</li> <li>d. Learner: Nice to meet you too.</li> </ol> </li> <li>2. Instruct learners to TURN and TALK to their neighbour and say:             <ol style="list-style-type: none"> <li>a. Hi, what is your name?</li> <li>b. My name is__.</li> <li>c. Nice to meet you.</li> <li>d. Nice to meet you too.</li> </ol> </li> </ol>
QUESTION OF THE DAY	<ol style="list-style-type: none"> <li>1. Today, you will remind learners of their QUESTION of the DAY groups.</li> <li>2. Call different groups up to the front of the room.</li> <li>3. Instruct learners to line up by the chalkboard.</li> <li>4. Explain that when you touch a learner on the head, they must say their name out loud, and then walk quietly back to their seat.</li> </ol>
VOCABULARY	<ol style="list-style-type: none"> <li>1. Teach learners the word: different.             <ol style="list-style-type: none"> <li>a. Hand out learner books.</li> <li>b. Draw a SIMPLE shape on the board.</li> <li>c. Explain that learners must draw a DIFFERENT shape in their own book.</li> <li>d. Repeat 4-5 times.</li> </ol> </li> </ol>
SONG (and PHONEMIC AWARENESS)	<p>Names, names are not the same,          If I point at you say your name.  <i>(Point to a learner, the learners says: My name is__.)</i></p>

SHARED READING

1. The purpose of this activity is to teach learners what they must do during shared reading. If learners will come to the carpet for shared reading, teach them how you want them to move to the carpet, and to sit on the carpet, like: crossed legs, hands in their laps, facing the teacher.
2. If learners will sit at their desks, explain that learners will not need pencils or books. They will just need to listen quietly, with their hands on their desks and their eyes on the book.
3. Tell learners that you are now going to read them a story.
4. Use code switching for shared reading at first. Read the story in English, and then code switch to explain.
5. Show the learners the picture in the DBE workbook, page 2.
6. Tell learners a story about the picture, like:

*Emma and Bonga play on the slide.*

*The slide is so much fun.*

*Bonga is climbing the ladder.*

*Emma is sliding down the slide.*

*She is smiling. She is laughing. She is having fun!*

*Bonga is waiting for his turn to go down the slide.*

*When Emma reaches the bottom, she falls to the ground.*

*'Are you okay?' Bonga asks.*

*Emma begins to cry.*

*'Ouch!' she says.*

*Bonga slides down. He gives his friend Emma a hug.*

*'Thanks!' says Emma. Emma smiles.*

*'Want to go down the slide again?' Bonga asks.*

*'No,' says Emma. 'That hurt me! Let's go play on the swings!'*

*Emma and Bonga run to the swings.*



**ORIENTATION: WEEK 1 FRIDAY**

**FRIDAY**

Greeting	<ol style="list-style-type: none"> <li>1. Ask 3 – 4 learners individually:             <ol style="list-style-type: none"> <li>a. Teacher: Good morning, what is your name?</li> <li>b. Learner: Good morning, my name is __.</li> <li>c. Teacher: Nice to meet you!</li> <li>d. Learner: Nice to meet you too.</li> </ol> </li> <li>2. Instruct learners to TURN and TALK to their neighbour and say:             <ol style="list-style-type: none"> <li>a. Good morning! What is your name?</li> <li>b. Good morning, my name is__.</li> <li>c. Nice to meet you.</li> <li>d. Nice to meet you too.</li> </ol> </li> </ol>
QUESTION OF THE DAY	<ol style="list-style-type: none"> <li>1. Today, you will remind learners of their QUESTION of the DAY groups.</li> <li>2. Call different groups up to the front of the room.</li> <li>3. Instruct learners to line up by the chalkboard.</li> <li>4. Explain that when you say a learner’s name, they must come to you.             <ol style="list-style-type: none"> <li>a. Teacher: What is your name?</li> <li>b. Learner: My name is__.</li> <li>c. Teacher (asks class) What is his/her name?</li> <li>d. Class: His/her name is __.</li> </ol> </li> <li>5. Then, they must WALK quietly back to their seat.</li> </ol>
VOCABULARY	<ol style="list-style-type: none"> <li>1. Same or different.             <ol style="list-style-type: none"> <li>a. Collect some objects, like: 2 DBE workbooks, a pencil, 2 pieces of chalk, an eraser.</li> <li>b. Show learners two objects.</li> <li>c. Explain that if the objects are the SAME, learners should give THUMBS UP.</li> <li>d. If the objects are not the same, they must keep their hands on their desks.</li> </ol> </li> </ol>
SONG (and PHONEMIC AWARENESS)	<p>Names, names are not the same,          If I point at you say your name.  <i>(Point to a learner, the learners says: My name is__.)</i></p>

WRITING

1. Explain that today, learners will draw their family.
2. Use MODELLING to draw yourself and a friend on the chalkboard.
3. Hand out learner books.
4. Give learner 5-10 minutes to draw their families and to try and write their names.
5. Explain that learners must keep drawing for the entire time. They can add more to their pictures!
6. Instruct learners to TURN and TALK. Instruct learners to describe their drawing to a partner.
7. Learners may discuss their drawings in HOME LANGUAGE.

*The purpose of this activity is to teach learners to KEEP WORKING for the entire work period, to work independently and to TURN AND TALK.*

# TERM 1 - GRADE 1



## THEME: ORIENTATION

"Routines are normal, natural, healthy things. By teaching your children good routines, you are setting them up for life."

– Mark Bucksworth

**ORIENTATION: WEEK 2 MONDAY**

**MONDAY**

GREETING (oral)

1. Ask 3 – 4 learners individually:
  - a. Teacher: Hello, how are you this morning?
  - b. Learner: I am fine this morning, how are you?
  - c. Teacher: I am also fine.
2. Instruct learners to TURN and TALK to their neighbour and say:
  - a. Hello, how are you this morning?
  - b. I am fine this morning, how are you?
  - c. I am also fine.

QUESTION OF THE DAY

1. Have the following question and graph drawn on the chalkboard:  
What is your favourite colour?

red	blue	yellow

2. Use MODELLING to show learners how to answer the question.
3. Call GROUP 1 to come and line up.
4. Explain that each child must use the CHALK to make an X in the graph.
5. Then, they must pass the chalk to the next person in line.
6. Next, they must step over to the teacher to answer a question.
  - a. Teacher: What is your favourite colour?
  - b. Learner: My favourite colour is\_\_.
  - c. Teacher (asks class): What is his/her favourite colour?
  - d. Class: His/her favourite colour is\_\_.
7. Then, they must walk quietly back to their seat.
8. All other learners must watch quietly.

QUESTION	What is your favourite colour?
GRAPH	3 column graph
OPTIONS	red / blue / yellow
QUESTION	What is your favourite colour?
ANSWER	I like red.
ANSWER	I like blue.
ANSWER	I like yellow.

<p>VOCABULARY</p>	<ol style="list-style-type: none"> <li>1. Teach learners the word: more.             <ol style="list-style-type: none"> <li>a. Instruct THREE learners to come stand on one side of you.</li> <li>b. Instruct ONE learner to come stand on the other side of you.</li> <li>c. Ask learners: which group of learners has MORE learners in it?</li> <li>d. Repeat with different numbers of learners.</li> </ol> </li> </ol> <p><i>Note: This same question will be done for the rest of the week, but with different groups. The purpose of this is to teach learners the routine.</i></p>
<p>SONG (and PHONEMIC AWARENESS)</p>	<ol style="list-style-type: none"> <li>1. Teach an ATTENTION GETTER, like: 1-2-3 EYES ON ME, 1-2 EYES ON YOU!</li> <li>2. Instruct learners to talk to their neighbours.</li> <li>3. When they hear '1-2-3 EYES ON ME' they must stop talking.</li> <li>4. They must say '1-2 EYES ON YOU.'</li> <li>5. They must sit quietly in their seats with their eyes on the teacher.</li> </ol>
<p>WRITING</p>	<ol style="list-style-type: none"> <li>1. Explain that today, learners will draw their families.</li> <li>2. Use MODELLING to draw your family on the chalkboard.</li> <li>3. Hand out learner books.</li> <li>4. Give learner 10 minutes to draw their families and to try and write their names.</li> <li>5. Explain that learners must keep drawing for the entire time. They can add more to their pictures!</li> <li>6. Instruct learners to TURN and TALK. Instruct learners to describe their drawing to a partner.</li> <li>7. Learners may discuss their drawings in HOME LANGUAGE.</li> </ol> <p><i>The purpose of this activity is to teach learners to KEEP WORKING for the entire work period, to work independently and to TURN AND TALK.</i></p>

**ORIENTATION: WEEK 2 TUESDAY**

**TUESDAY**

GREETING (oral)

1. Ask 3 – 4 learners individually:
  - a. Teacher: Good morning, how are you?
  - b. Learner: Good morning, I am fine, how are you?
  - c. Teacher: I am also fine.
2. Instruct learners to TURN and TALK to their neighbour and say:
  - a. Good morning, how are you?
  - b. Good morning, I am fine, how are you?
  - c. I am also fine.

QUESTION OF THE DAY

1. Have the following question and graph drawn on the chalkboard:  
What is your favourite colour?

red	blue	yellow

2. Use MODELLING to show learners how to answer the question.
3. Call GROUP 2 to come and line up.
4. Explain that each child must use the CHALK to make an X in the graph.
5. Then, they must pass the chalk to the next person in line.
6. Next, they must step over to the teacher to answer a question.
  - a. Teacher: What is your favourite colour?
  - b. Learner: My favourite colour is\_\_.
  - c. Teacher (asks class): What is his/her favourite colour?
  - d. Class: His/her favourite colour is\_\_.
7. Then, they must walk quietly back to their seat.
8. All other learners must watch quietly.

QUESTION	What is your favourite colour?
GRAPH	3 column graph
OPTIONS	red / blue / yellow
QUESTION	What is your favourite colour?
ANSWER	I like red.
ANSWER	I like blue.
ANSWER	I like yellow.

VOCABULARY	<ol style="list-style-type: none"> <li>1. Teach learners the word: more. <ol style="list-style-type: none"> <li>a. Draw a line down the middle of the chalkboard.</li> <li>b. Draw FOUR CIRCLES on one side.</li> <li>c. Draw TWO CIRCLE on the other side.</li> <li>d. Ask learners which side has MORE.</li> <li>e. Repeat with different numbers of circles.</li> </ol> </li> </ol>
SONG (and PHONEMIC AWARENESS)	<ol style="list-style-type: none"> <li>1. Teach an ATTENTION GETTER, like: 1-2-3 EYES ON ME, 1-2 EYES ON YOU!</li> <li>2. Instruct learners to talk to their neighbours.</li> <li>3. When they hear '1-2-3 EYES ON ME' they must stop talking.</li> <li>4. They must say '1-2 EYES ON YOU.'</li> <li>5. They must sit quietly in their seats with their eyes on the teacher.</li> </ol>
SHARED READING	<ol style="list-style-type: none"> <li>1. The purpose of this activity is to teach learners what they must do during shared reading.</li> <li>2. If learners will come to the carpet for shared reading, teach them how you want them to move to the carpet, and sit on the carpet, like: move quietly, sit with crossed legs, hands in their laps, facing the teacher.</li> <li>3. If learners will sit at their desks, explain that learners will not need pencils or books.</li> <li>4. They will just need to listen quietly, with their hands on their desks and their eyes on the book.</li> <li>5. Tell learners that you are now going to read them a story.</li> <li>6. Use code switching for shared reading at first. Read the story in English, and then code switch to explain.</li> <li>7. Show the learners the picture in the DBE workbook, page 2.</li> <li>8. Tell learners a story about the picture, like:</li> </ol>

SHARED READING

*Sam is playing in the sand.  
He says 'My name is Sam.'  
Sam likes to play in the sand.  
He does not like to wear shoes.  
Sam likes to build towers.  
Sam likes to dig in the sand.  
Sam's friends played with Sam.  
Now Sam's friends have to go home.  
Nomsa waves goodbye to Sam.  
Tom waves goodbye to Sam.  
They wave goodbye.  
Sam is sad when his friends go home.  
Sam stops playing in the sand.  
Instead, Sam plays on the swings with the other children.*



**ORIENTATION: WEEK 2 WEDNESDAY**

**WEDNESDAY**

GREETING (oral)

1. Ask 3 – 4 learners individually:
  - a. Teacher: Hello, what is your name?
  - b. Learner: Hello, my name is \_\_\_. What is your name?
  - c. Teacher: My name is\_\_\_.
2. Instruct learners to TURN and TALK to their neighbour and say:
  - a. Hello, what is your name?
  - b. Hello, my name is\_\_\_ . What is your name?
  - c. My name is\_\_\_.

QUESTION OF THE DAY

9. Have the following question and graph drawn on the chalkboard:  
What is your favourite colour?

red	blue	yellow

10. Use MODELLING to show learners how to answer the question.
11. Call GROUP 3 to come and line up.
12. Explain that each child must use the CHALK to make an X in the graph.
13. Then, they must pass the chalk to the next person in line.
14. Next, they must step over to the teacher to answer a question.
  - a. Teacher: What is your favourite colour?
  - b. Learner: My favourite colour is\_\_.
  - c. Teacher (asks class): What is his/her favourite colour?
  - d. Class: His/her favourite colour is\_\_.
15. Then, they must walk quietly back to their seat.
16. All other learners must watch quietly.

QUESTION	What color do you like?
GRAPH	3 column graph
OPTIONS	red / yellow / blue
FOLLOW UP QUESTIONS	
QUESTION	What color do you like?
ANSWER	I like red.
ANSWER	I like yellow.
ANSWER	I like blue.

<p>VOCABULARY</p>	<ol style="list-style-type: none"> <li>1. Teach learners the word: fewer.             <ol style="list-style-type: none"> <li>a. Instruct THREE learners to come stand on one side of you.</li> <li>b. Instruct ONE learner to come stand on the other side of you.</li> <li>c. Ask learners: which group of learners has FEWER learners in it?</li> <li>d. Repeat with different numbers of learners.</li> </ol> </li> </ol>
<p>SONG (and PHONEMIC AWARENESS)</p>	<ol style="list-style-type: none"> <li>1. Teach a NEW ATTENTION GETTER, like: If you can hear me <u>clap once</u>. (clap)</li> <li>2. Instruct learners to talk to their neighbours.</li> <li>3. When they hear 'IF YOU CAN HEAR ME CLAP ONCE' they must stop talking.</li> <li>4. They must clap once.</li> <li>5. They must sit quietly in their seat with their eyes on the teacher.</li> </ol>
<p>WRITING</p>	<ol style="list-style-type: none"> <li>1. Explain that today, learners will draw themselves at home.</li> <li>2. Use MODELLING to draw yourself at home on the chalkboard.</li> <li>3. Hand out learner books.</li> <li>4. Give learner 10 minutes to draw themselves and to try and write their names.</li> <li>5. Explain that learners must keep drawing for the entire time. They can add more to their pictures!</li> <li>6. Instruct learners to TURN and TALK. Instruct learners to describe their drawing to a partner.</li> <li>7. Learners may discuss their drawings in HOME LANGUAGE.</li> </ol> <p><i>The purpose of this activity is to teach learners to KEEP WORKING for the entire work period, to work independently and to TURN AND TALK.</i></p>

**ORIENTATION: WEEK 2 THURSDAY**

**THURSDAY**

GREETING (oral)

1. Ask 3 – 4 learners individually:
  - a. Teacher: Hello, what is your name?
  - b. Learner: Hello, my name is \_\_. What is your name?
  - c. Teacher: My name is\_\_.
  - d. Learner: Nice to meet you!
2. Instruct learners to TURN and TALK to their neighbour and say:
  - a. Hello, what is your name?
  - b. Hello my name is\_\_. What is your name?
  - c. My name is \_\_.
  - d. Nice to meet you.

1. Have the following question and graph drawn on the chalkboard:  
What is your favourite colour?

red	blue	yellow

2. Use MODELLING to show learners how to answer the question.
3. Call GROUP 4 to come and line up.
4. Explain that each child must use the CHALK to make an X in the graph.
5. Then, they must pass the chalk to the next person in line.
6. Next, they must step over to the teacher to answer a question.
  - a. Teacher: What is your favourite colour?
  - b. Learner: My favourite colour is\_\_.
  - c. Teacher (asks class): What is his/her favourite colour?
  - d. Class: His/her favourite colour is\_\_.
7. Then, they must walk quietly back to their seat.
8. All other learners must watch quietly.

QUESTION OF THE DAY	QUESTION	What color do you like?
	GRAPH	3 column graph
	OPTIONS	red / yellow / blue
	FOLLOW UP QUESTIONS	
	QUESTION	What color do you like?
	ANSWER	I like red.
	ANSWER	I like yellow.
	ANSWER	I like blue.
VOCABULARY	<ol style="list-style-type: none"> <li>1. Teach learners the word: fewer.             <ol style="list-style-type: none"> <li>a. Draw a line down the middle of the chalkboard.</li> <li>b. Draw FOUR CIRCLES on one side.</li> <li>c. Draw TWO CIRCLE on the other side.</li> <li>d. Ask learners which side has FEWER.</li> <li>e. Repeat with different numbers of circles.</li> </ol> </li> </ol>	
SONG (and PHONEMIC AWARENESS)	<ol style="list-style-type: none"> <li>1. Teach a NEW ATTENTION GETTER, like: If you can hear me <u>clap twice</u>. (clap twice)</li> <li>2. Instruct learners to talk to their neighbours.</li> <li>3. When they hear 'IF YOU CAN HEAR ME CLAP TWICE' they must stop talking.</li> <li>4. They must clap twice.</li> <li>5. They must sit quietly in their seat with their eyes on the teacher.</li> </ol>	

## SHARED READING

1. The purpose of this activity is to teach learners what they must do during shared reading.
2. If learners will come to the carpet for shared reading, teach them how you want them to move to the carpet, and sit on the carpet, like: move quietly, sit with crossed legs, hands in their laps, facing the teacher.
3. If learners will sit at their desks, explain that learners will not need pencils or books.
4. They will just need to listen quietly, with their hands on their desks and their eyes on the book.
5. Tell learners that you are now going to read them a story.
6. Use code switching for shared reading at first. Read the story in English, and then code switch to explain.
7. Show the learners the picture in the DBE workbook, page 2.
8. Tell learners a story about the picture, like:

*Thabiso, Peter, and Anne play on the merry-go-round.*

*Peter's dog plays on the merry-go-round too.*

*Thabiso laughs. 'This is fun!' he says.*

*Peter smiles. 'I am having fun too!' he says.*

*Anne is scared. 'This merry-go-round is too fast!' she says.*

*The dog barks and barks.*

*They spin around and around.*

*Peter's friend Connie walks into the gate.*

*Peter waves hi to her. 'Come play on the merry-go-round,' he says.*

*Connie runs to the merry-go-round.*

*They spin fast.*

*Connie laughs and says, 'Yay!'*

**ORIENTATION: WEEK 2 FRIDAY**

**FRIDAY**

GREETING (oral)

1. Ask 3 – 4 learners individually:
  - a. Teacher: Good morning, what is your name?
  - b. Learner: Good morning, my name is \_\_. What is your name?
  - c. Teacher: My name is \_\_.
  - d. Learner: Nice to meet you!
2. Instruct learners to TURN and TALK to their neighbour and say:
  - a. Good morning, what is your name?
  - b. Good morning, my name is \_\_. What is your name?
  - c. My name is \_\_.
  - d. Nice to meet you!

QUESTION OF THE DAY

1. Have the following question and graph drawn on the chalkboard:  
What is your favourite colour?

red	blue	yellow

2. Use MODELLING to show learners how to answer the question.
3. Call GROUP 5 to come and line up.
4. Explain that each child must use the CHALK to make an X in the graph.
5. Then, they must pass the chalk to the next person in line.
6. Next, they must step over to the teacher to answer a question.
  - a. Teacher: What is your favourite colour?
  - b. Learner: My favourite colour is\_\_.
  - c. Teacher (asks class): What is his/her favourite colour?
  - d. Class: His/her favourite colour is\_\_.
7. Then, they must walk quietly back to their seat.
8. All other learners must watch quietly.

QUESTION OF THE DAY	QUESTION	What color do you like?
	GRAPH	3 column graph
	OPTIONS	red / yellow / blue
	FOLLOW UP QUESTIONS	
	QUESTION	What color do you like?
	ANSWER	I like red.
	ANSWER	I like yellow.
	ANSWER	I like blue.
VOCABULARY	<ol style="list-style-type: none"> <li>1. More or less.             <ol style="list-style-type: none"> <li>a. Use DBE books or learner exercise books.</li> <li>b. Ask two learners to come up to the front of the classroom.</li> <li>c. Give the learner different amounts of books.</li> <li>d. Ask learners: Who has more books? Who has fewer books?</li> <li>e. Repeat with different learners and different amounts of books.</li> </ol> </li> </ol>	
SONG (and PHONEMIC AWARENESS)	<ol style="list-style-type: none"> <li>1. Practice both of your new ATTENTION GETTERS. ('One, two three, eye on me...' and 'If you can hear me...')</li> </ol>	
WRITING	<ol style="list-style-type: none"> <li>1. Explain that today, learners will draw their families.</li> <li>2. Use MODELLING to draw your family on the chalkboard.</li> <li>3. Hand out learner books.</li> <li>4. Give learner 10 minutes to draw their families and to try and write their names.</li> <li>5. Explain that learners must keep drawing for the entire time. They can add more to their pictures!</li> <li>6. Instruct learners to TURN and TALK. Instruct learners to describe their drawing to a partner.</li> <li>7. Learners may discuss their drawings in HOME LANGUAGE.</li> </ol> <p><i>The purpose of this activity is to teach learners to KEEP WORKING for the entire work period, to work independently and to TURN AND TALK.</i></p>	

# GRADE 1 - TERM 1



**THEME:**  
**WE GO TO SCHOOL**

"Together may we give our children the roots to grow and the wings to fly."  
— Unknown



**WEEK 3: CLASSROOM PREPARATION**

1. At the start of each week, ensure that your classroom is neat and tidy.
2. Update your DISPLAY BOARDS, by removing items that are no longer relevant, and storing them carefully.
3. Then, prepare the flashcard words and theme word illustrations that you will need.
4. Find and prepare items for your theme wall and table that will be of interest to learners, for instance: a backback; some stationery; a reading book; an example of a child's writing; a picture of a child in school uniform.
5. Do some research on the internet to prepare for the theme. For example: How to deal with an anxious child on the first day of school.
6. Make sure all learner exercise books and DBE Workbooks are marked, and neatly packed where they belong.
7. Make sure all your big books, graded readers and classroom library books are in good order.
8. Adjust your group guided reading groups if necessary.
9. Plan your informal and formal assessment activities for the week.

**EXTENSION ACTIVITIES**

**These activities can be used as independent work for learners who finish their work early OR while you are giving assessments to learners.**

Activity 1	DBE Workbook 1: Let's read, page 3
Activity 2	DBE Workbook 1: Let's do, page 5
Activity 3	DBE Workbook 1: Let's write, page 6
Activity 4	Draw a picture of your school.

## TERM 1: WEEK 3

### OVERVIEW

THEME	We go to school
THEME VOCABULARY	happy, sad, feel, today, backpack, bag, carry, school, favourite, draw, listen, story, excited, friend, teacher, dog, classroom, read, write, sing
PHONICS	Environmental sounds
WRITING FRAME	I feel...
SIGHT WORDS	I, like, to, play
SENTENCE	I like to play

## TERM 1: WEEK 3

### INTRODUCE THE THEME

PICTURE	Children playing on the playground on page 2 of DBE Workbook 1
SHOW	Show learners the picture. Explain that the children are playing on the playground. They are having their break. There are lots of things we do at school.
SAY	<ul style="list-style-type: none"> <li>• Ask learners: Do you know any words about school?</li> <li>• Listen to learner responses. This will help you understand what learners already know.</li> <li>• Explain that this week, we will learn words for things we see at school.</li> </ul>

WEEK 3: MONDAY: DAILY ACTIVITIES (15 MINUTES)		
GREETING	Greet the learners in English.	
SONG / RHYME <i>(sung to the tune of 'she'll be coming round the mountain')</i>	<b>Lyrics</b>	<b>Actions</b>
	If you're happy and you know it clap your hands,	<i>Clap your hands twice</i>
	If you're happy and you know it clap your hands,	<i>Clap your hands twice</i>
	If you're happy and you know it and you really want to show it,	<i>Point to a friend and smile</i>
	If you're happy and you know it clap your hands!	<i>Clap your hands twice</i>
THEME VOCABULARY	happy, sad, feel, today	
QUESTION OF THE DAY		
Question	How do you feel today?	
Graph	2 COLUMN GRAPH	
Options	happy / sad	
Follow up questions		
<b>Question</b>	<b>How many learners feel happy today?</b>	
Answer	__ learners feel happy today.	
<b>Question</b>	<b>How many learners feel sad today?</b>	
Answer	__ learners feel sad today.	
<b>Question</b>	<b>How do more learners feel today?</b>	
Answer	More learners feel __ today.	
<b>Question</b>	<b>How do fewer learners feel today?</b>	
Answer	Fewer learners feel __ today.	
<b>Question</b>	<b>How do you feel today?</b>	
Answer	I feel happy today.	
Answer	I feel sad today.	

SIGHT WORD OF THE DAY	
NEW	I
REVISE	--

## WEEK 3: MONDAY: SHARED READING (10 MINUTES)

TITLE	<u>Ben goes to school</u>
ACTIVITY	<b>PRE-READING</b>
COMPREHENSION STRATEGY	<b>Predict</b>
PURPOSE	By getting learners to predict, you are getting them to think about the story before they have even read it. By predicting, learners are developing their comprehension skills by thinking about the story.

### PRE-READING ACTIVITY

1. Show learners the front cover of the story: Ben goes to school
2. Read the title of the story.
3. Ask learners: What do you think will happen in this story?
4. Display the Big Book for learners to see. Make sure all learners can see the **pictures** in the book.
5. Show learners the first picture.
6. Ask learners: What do you think is happening here?
7. Discuss the picture with learners.
8. Ask learners: What do you think might happen next?
9. Go through each picture in the book and ask learners these questions.
10. When you get to the **last** picture, ask learners: How do you think this story will end?
11. Thank learners for their predictions.
12. Read through the story once.

**WEEK 3: MONDAY: PHONEMIC AWARENESS & PHONICS (5 MINUTES)**

SOUND	<p><b>Environmental sounds</b> You can make different sounds E.G. clap, click, stamp, whistle, tap</p>
ACTIVITY	<p><b>DIFFERENTIATING ENVIRONMENTAL SOUNDS</b></p> <ol style="list-style-type: none"> <li>1. Tell learners to listen carefully.</li> <li>2. Explain that you will make two sounds.</li> <li>3. Learners must decide if the sounds are the same or different.</li> <li>4. If learners think the sounds are the same, they must hold up 1 finger.</li> <li>5. If learners think the sounds are different, they must hold up 2 fingers.</li> <li>6. Instruct learners to close their eyes.</li> <li>7. Make any two sounds, like a clap and a whistle or the two sounds can be the same.</li> <li>8. Instruct learners to hold up 1 or 2 fingers.</li> <li>9. Look around the room to see which learners correctly identified if the sounds were the same or different, and which learners are struggling.</li> <li>10. Instruct learners to open their eyes.</li> <li>11. Show the learners which two sounds you made and if they were the same or different.</li> <li>12. Repeat this as many times as possible.</li> </ol>

**ALTERNATE PROGRAMME: PHONEMIC AWARENESS & PHONICS (5 minutes)**

SOUND	
ACTIVITY	

WEEK 3: TUESDAY: DAILY ACTIVITIES (15 MINUTES)		
GREETING	Greet the learners in English.	
SONG / RHYME <i>(sung to the tune of 'she'll be coming round the mountain')</i>	<b>Lyrics</b>	<b>Actions</b>
	If you're happy and you know it clap your hands,	<i>Clap your hands twice</i>
	If you're happy and you know it clap your hands,	<i>Clap your hands twice</i>
	If you're happy and you know it and you really want to show it,	<i>Point to a friend and smile</i>
	If you're happy and you know it clap your hands!	<i>Clap your hands twice</i>
THEME VOCABULARY	backpack, bag, carry, school	
QUESTION OF THE DAY		
Question	What do you carry to school?	
Graph	2 COLUMN GRAPH	
Options	a backpack / a bag	
Follow up questions		
<b>Question</b>	<b>How many learners carry a backpack to school?</b>	
Answer	__ learners carry a backpack to school.	
<b>Question</b>	<b>How many learners carry a bag to school?</b>	
Answer	__ learners carry a bag to school.	
<b>Question</b>	<b>What do more learners carry to school?</b>	
Answer	More learners carry a __ to school.	
<b>Question</b>	<b>What do fewer learners carry to school?</b>	
Answer	Fewer learners carry a __ to school.	
<b>Question</b>	<b>What do you carry to school?</b>	
Answer	I carry a backpack to school.	
Answer	I carry a bag to school.	

SIGHT WORD OF THE DAY	
NEW	like
REVISE	I

**WEEK 3: TUESDAY: SHARED READING (15 MINUTES)**

TITLE	<u>Ben goes to school</u>
ACTIVITY	<b>FIRST READ</b>
COMPREHENSION STRATEGY	<b>Search the text / I Wonder</b>
PURPOSE	By getting learners to recall details about the story, you are checking that they have a basic understanding of the story. You can also show learners how to search the text to find details, once they can read.

Story	Thinking aloud: First Read
It is time to go back to school! The summer holidays are over. Jabu gets ready for school. He feels sad that he won't get to play ball with his naughty dog Ben all day today. He wonders what his dog will do home alone all day. Jabu takes his backpack and begins walking to school. He doesn't see that Ben is following him.	<b>Who</b> is following Jabu to school? Oh! It is his dog Ben!
When Jabu gets to school, he says 'hi!' to all of his friends. He hasn't seen them in so many weeks! He is so excited to see his friends that he doesn't even see Ben!	I <b>wonder</b> if Jabu sees Ben? Oh! No, he doesn't see Ben. He is busy saying 'hi' to his friends.
Jabu goes into his new classroom. He meets his new teacher, Mrs Moleleki. His teacher is so nice. Jabu is happy to be back at school. Mrs Moleleki teaches the class a new song. The class is so busy learning the new song that no one notices Ben hiding under the rug.	I <b>wonder</b> if Jabu sees Ben? No! He doesn't see Ben. He is busy learning a new song.
Finally, the bell rings. The children go outside for break. Jabu kicks the ball with his friends. Jabu thinks about his dog, Ben. 'Ben would like this big ball,' Jabu thinks. Jabu feels sad that he can't play with Ben. Jabu misses Ben.	I <b>wonder</b> if Jabu sees Ben? Oh! Yes, he finally sees Ben. Ben plays ball with his friends.

But then, suddenly, Ben runs onto the field and chases the ball. 'Where did you come from?' asks Jabu. Jabu laughs. Jabu kicks the ball to Ben.	
Jabu is so happy to be back at school. He is happy to play with his naughty dog and his friends all together. It is a good day!	Who does Jabu play with? He plays with his friends and Ben together.
<b>Follow up questions</b>	<b>Possible responses</b>
<b>What</b> is the name of Jabu's teacher?	Her name is Mrs Moleleki.
<b>When</b> did Jabu see Ben?	He sees Ben at break.
<b>Why question</b>	<b>Possible responses</b>
<b>Why</b> didn't Jabu see Ben?	<ul style="list-style-type: none"> <li>• Because he is busy saying hi to his friends.</li> <li>• Because he is busy learning a new song.</li> </ul>

**WEEK 3: TUESDAY: PHONEMIC AWARENESS & PHONICS (5 MINUTES)**

SOUND	<b>Environmental sounds</b> You can make different sounds E.G. clap, click, stamp, whistle, tap
ACTIVITY	<b>MAKING SOUND PATTERNS</b> <ol style="list-style-type: none"> <li>1. Tell learners to listen carefully.</li> <li>2. Explain that you will make sounds.</li> <li>3. Learners must then copy the sounds that you have made.</li> <li>4. Instruct learners to close their eyes.</li> <li>5. Make any rhythm using sounds, like a clap, clap, stamp, stamp.</li> <li>6. Instruct learners to open their eyes and copy the rhythm you just made.</li> <li>7. Show the learners the rhythm you made.</li> <li>8. Repeat this as many times as possible.</li> </ol>

**ALTERNATE PROGRAMME: PHONEMIC AWARENESS & PHONICS (5 minutes)**

SOUND	
ACTIVITY	



WEEK 3: WEDNESDAY: DAILY ACTIVITIES (15 MINUTES)		
GREETING	Greet the learners in English.	
SONG / RHYME <i>(sung to the tune of 'she'll be coming round the mountain')</i>	<b>Lyrics</b>	<b>Actions</b>
	If you're happy and you know it clap your hands,	<i>Clap your hands twice</i>
	If you're happy and you know it clap your hands,	<i>Clap your hands twice</i>
	If you're happy and you know it and you really want to show it,	<i>Point to a friend and smile</i>
	If you're happy and you know it clap your hands!	<i>Clap your hands twice</i>
THEME VOCABULARY	favourite, draw, listen, story	
<b>QUESTION OF THE DAY</b>		
Question	What is your favourite thing to do at school?	
Graph	3 COLUMN GRAPH	
Options	draw / listen to a story	
<b>Follow up questions</b>		
<b>Question</b>	<b>How many learners like to draw?</b>	
Answer	__ learners like to draw.	
<b>Question</b>	<b>How many learners like to listen to a story?</b>	
Answer	__ learners like to listen to a story.	
<b>Question</b>	<b>What do more learners like to do?</b>	
Answer	More learners like to __	
<b>Question</b>	<b>What do fewer learners like to do?</b>	
Answer	Fewer learners like to __	
<b>Question</b>	<b>What is your favourite thing to do at school?</b>	
Answer	My favourite thing to do is draw.	
Answer	My favourite thing to do is listen to a story.	

SIGHT WORD OF THE DAY	
NEW	to
REVISE	I, like

## WEEK 3: WEDNESDAY: SHARED READING (15 minutes)

TITLE	<u>Ben goes to school</u>
ACTIVITY	<b>STORY ILLUSTRATION</b>
PURPOSE	To give learners a chance to <b>summarise</b> and <b>reflect</b> on the text.

### INSTRUCTIONS

#### Modelling:

1. Explain that today, learners will draw a picture of something important that happens in the story.
2. Use **modelling** to **think before you write**.
3. Use **modelling** to **summarise** the story, like: Ben follows Jabu to school, but Jabu doesn't know.
4. Use **modelling** to draw a picture of your summary.
5. Use **modelling** to add a label to your drawing, like: Jabu.

#### Oral Instructions:

1. Tell learners they must think about something important that happens in the story.
2. If needed, support learners by showing the pictures in the Big Book.
3. Remind learners that we think before we write.
4. Instruct learners to turn and talk and share their ideas with a partner.
5. Call on 2-3 learners to tell you their summary of the story (learners can point to a picture that shows something important happening if they cannot yet use oral language.)
6. Explain that learners can try to add a label, like: Jabu, dog.

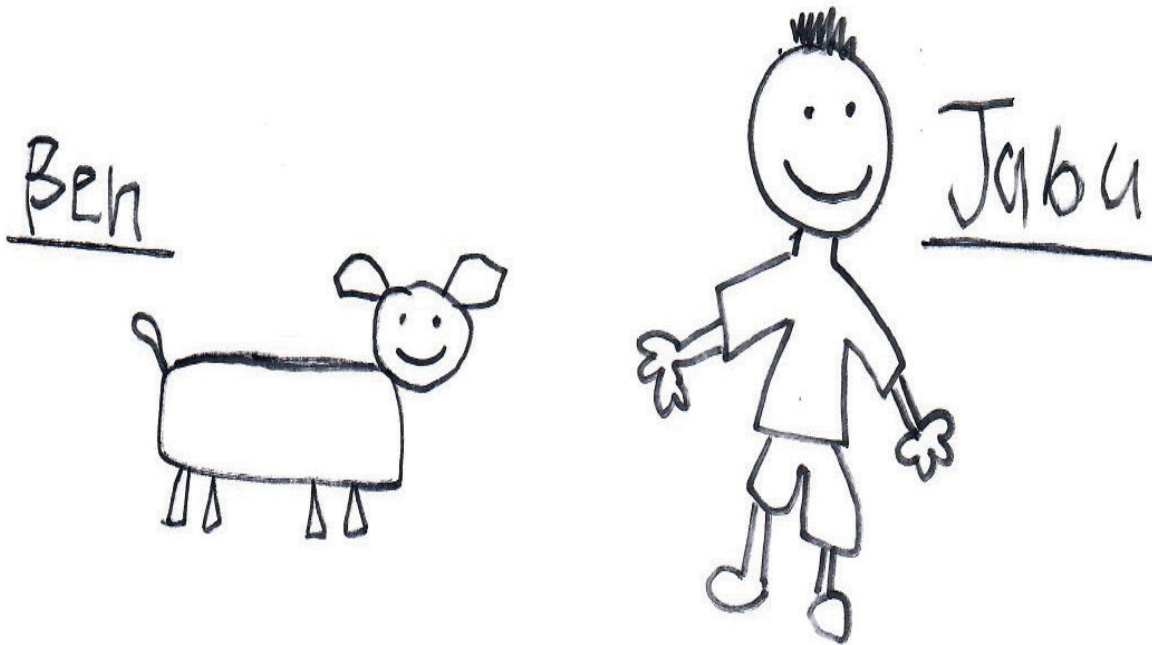
#### Writing:

1. Hand out learner books.
2. As learners write, walk around the room and complete mini conferences.
3. Ask learners to tell you about their drawings.
4. Help learners to add a label.
5. Encourage learners!

**Turn and Talk:**

1. When there are 2-3 minutes left, instruct learners to put their pencils down.
2. Instruct learners to **turn and talk** with a partner about their drawings.

*Hang up learner drawings at LEARNER EYE-LEVEL around the room. This helps learners have conversations about the story.*



## WEEK 3: WEDNESDAY: PHONEMIC AWARENESS & PHONICS (5 minutes)

SOUND	<p><b>Environmental sounds</b></p> <p>You can make different sounds E.G. clap, click, stamp, whistle, tap</p>
ACTIVITY	<p><b>DIFFERENTIATING ENVIRONMENTAL SOUNDS</b></p> <ol style="list-style-type: none"> <li>1. Tell learners to listen carefully.</li> <li>2. Explain that you will make two sounds.</li> <li>3. Learners must decide if the sounds are the same or different.</li> <li>4. If learners think the sounds are the same, they must hold up 1 finger.</li> <li>5. If learners think the sounds are different, they must hold up 2 fingers.</li> <li>6. Instruct learners to close their eyes.</li> <li>7. Make any two sounds, like a clap and a whistle or the two sounds can be the same.</li> <li>8. Instruct learners to hold up 1 or 2 fingers.</li> <li>9. Look around the room to see which learners correctly identified if the sounds were the same or different, and which learners are struggling.</li> <li>10. Instruct learners to open their eyes.</li> <li>11. Show the learners which two sounds you made and if they were the same or different.</li> <li>12. Repeat this as many times as possible.</li> </ol>

## ALTERNATE PROGRAMME: PHONEMIC AWARENESS & PHONICS (5 minutes)

SOUND	
ACTIVITY	

WEEK 3: THURSDAY: DAILY ACTIVITIES (15 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME <i>(sung to the tune of 'she'll be coming round the mountain')</i>	<b>Lyrics</b>	<b>Actions</b>
	If you're happy and you know it clap your hands,	<i>Clap your hands twice</i>
	If you're happy and you know it clap your hands,	<i>Clap your hands twice</i>
	If you're happy and you know it and you really want to show it,	<i>Point to a friend and smile</i>
	If you're happy and you know it clap your hands!	<i>Clap your hands twice</i>
THEME VOCABULARY	excited, friend, teacher, dog	
QUESTION OF THE DAY		
Question	Who do you feel excited to see?	
Graph	2 COLUMN GRAPH	
Options	My friend / my teacher / my dog	
Follow up questions		
<b>Question</b>	<b>How many learners feel excited to see their friend?</b>	
Answer	__ learners feel excited to see their friend.	
<b>Question</b>	<b>How many learners feel excited to see their teacher?</b>	
Answer	__ learners feel excited to see their friend.	
<b>Question</b>	<b>How many learners feel excited to see their dog?</b>	
Answer	__ learners feel excited to see their dog.	
<b>Question</b>	<b>Who are most learners excited to see?</b>	
Answer	Most learners are excited to see their __	
<b>Question</b>	<b>Who are fewest learners excited to see?</b>	
Answer	Fewest learners are excited to see their __	
<b>Question</b>	<b>Who do you feel excited to see?</b>	
Answer	I feel excited to see my friend.	

Answer	I feel excited to see my teacher.
Answer	I feel excited to see my dog.
<b>SIGHT WORD OF THE DAY</b>	
NEW	play
REVISE	I, like, to

**WEEK 3: THURSDAY: SHARED READING (15 minutes)**

TITLE	<u>Ben goes to school</u>	
ACTIVITY	<b>SECOND READ</b>	
COMPREHENSION STRATEGY	<b>Search the text / I wonder</b>	
PURPOSE	<p>By getting learners to recall details about the story, you are checking that they have a basic understanding of the story. You can also show learners how to search the text to find details, once they can read.</p> <p>By modelling how to think/wonder about a text, we teach learners two things. Firstly, we teach learners that good readers do not just read the words, they always think about what they are reading. Secondly, we show learners the kinds of thoughts that we have about a text. By doing this, we show learners how to think creatively and critically about a text. In time, learners will start to do this for themselves.</p>	
	<b>Story</b>	<b>Think aloud: Second Read</b>
	<p>It is time to go back to school! The summer holidays are over. Jabu gets ready for school. He feels sad that he won't get to play ball with his naughty dog Ben all day today. He wonders what his dog will do home alone all day. Jabu takes his backpack and begins walking to school. He doesn't see that Ben is following him.</p>	<p><b>Why</b> does Jabu feel sad? Oh! He feels sad that he won't get to play with his dog, Ben.</p>
	<p>When Jabu gets to school, he says 'hi!' to all of his friends. He hasn't seen them in so many weeks! He is so excited to see his friends that he doesn't even see Ben!</p>	<p><b>Why</b> does Ben feel excited? Oh! He is so excited to see his friends. He hasn't seen them in a long time!</p>

<p>Jabu goes into his new classroom. He meets his new teacher, Mrs Moleleki. His teacher is so nice. Jabu is happy to be back at school. Mrs Moleleki teaches the class a new song. The class is so busy learning the new song that no one notices Ben hiding under the rug.</p>	<p><b>Why</b> is Jabu happy? Oh! He is happy to be back at school.</p>
<p>Finally, the bell rings. The children go outside for break. Jabu kicks the ball with his friends. Jabu thinks about his dog, Ben. 'Ben would like this big ball,' Jabu thinks. Jabu feels sad that he can't play with Ben. Jabu misses Ben.</p> <p>But then, suddenly, Ben runs onto the field and chases the ball. 'Where did you come from?' asks Jabu. Jabu laughs. Jabu kicks the ball to Ben.</p>	<p><b>Why</b> does Jabu feel sad? Oh! He feels sad that he can't play ball with his dog, Ben.</p>
<p>Jabu is so happy to be back at school. He is happy to play with his naughty dog and his friends all together. It is a good day!</p>	<p><b>Why</b> is Jabu happy? Oh! Because he is with his friends and with Ben!</p>
<p><b>Follow up questions</b></p>	<p><b>Responses</b></p>
<p><b>Who</b> followed Jabu to school?</p>	<p>Ben followed Jabu to school.</p>
<p><b>How</b> did Ben feel when he got to school?</p>	<ul style="list-style-type: none"> <li>• He felt excited to see his friends.</li> <li>• He felt happy to be back at school.</li> <li>• He felt sad that he couldn't play with Ben</li> </ul>
<p><b>Why question</b></p>	<p><b>Possible response</b></p>
<p><b>Why</b> did Jabu miss Ben?</p>	<ul style="list-style-type: none"> <li>• Because he didn't know Ben was at school.</li> <li>• Because he didn't see Ben at school.</li> <li>• Because he missed playing ball with Ben.</li> <li>• Maybe because he knows Ben would like to play ball too.</li> </ul>

WEEK 3:THURSDAY: WRITING (15 minutes)

WRITING FRAME

I feel...

**Modelling:**

1. Explain that today, learners will draw about **how they feel today at school**.
2. Read the writing frame to learners.
3. Use **modelling** to show learners that you **think before you write**.
4. Tell learners your idea, like: I feel so happy today!
5. Use **modelling** to draw a picture of yourself looking happy in the classroom.
6. **Use resources** to add a label, like: me, happy, teacher.
7. Explain which words you will write. **Draw a line for each word**.
8. Use **modelling** to write your sentence, like: I feel so happy!
9. **Use resources**, like theme vocabulary words.
10. **Erase your example from the board. Explain this was just an example, but learners must write their own ideas.**

**Oral Instructions:**

1. Ask learners: How do you feel at school today?
2. Instruct learners to **think before they write**.
3. Instruct learners to **turn and talk** and share their idea with a partner.
4. Call on 2-3 learners to tell you about their idea, like: I feel...
5. Explain that learners will now draw and write their own ideas!

**Writing:**

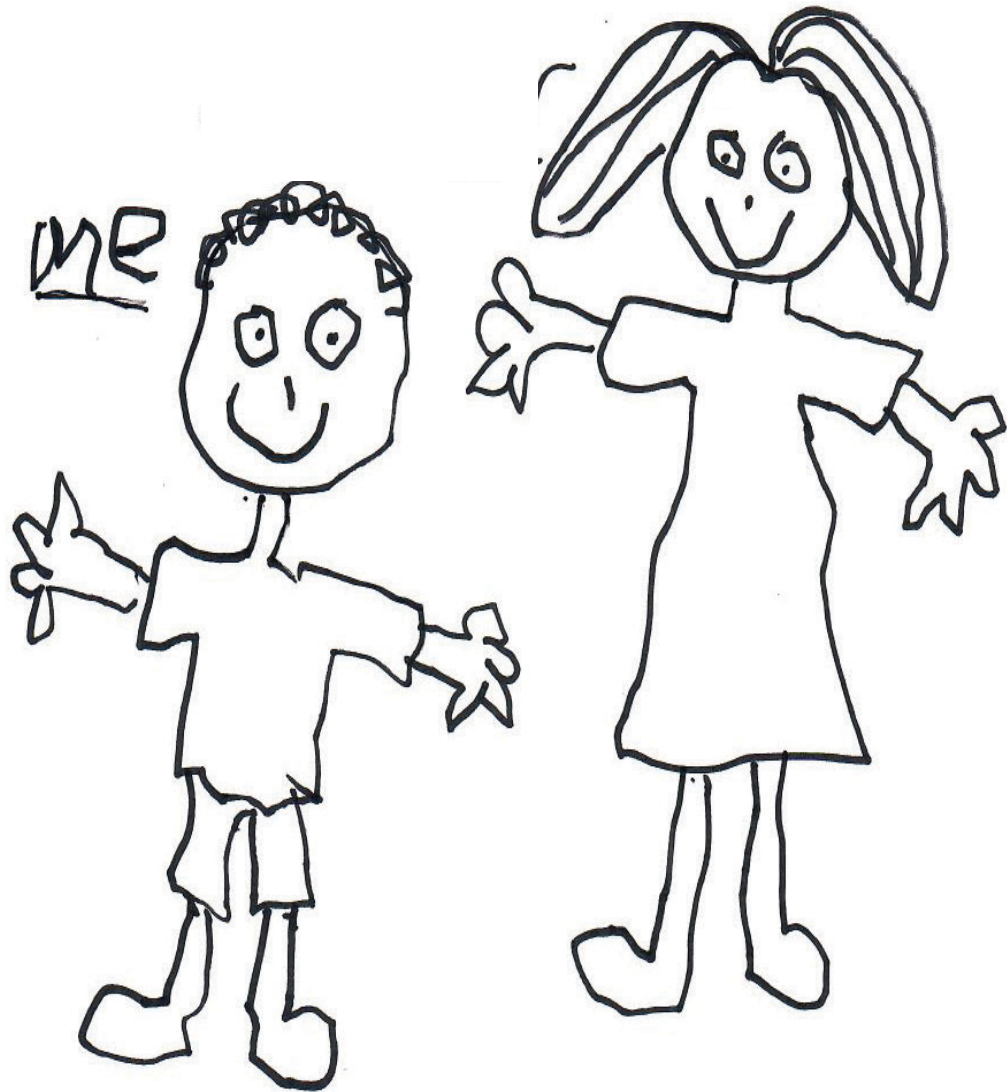
1. **Hand out learner books.**
2. As learners are writing, walk around the room and complete **mini conferences**.
3. Ask learners to **tell you about their drawing**.
4. Ask learners to **read their writing** to you.
5. Help learners **use resources** to add a label and complete the writing frame.
6. Encourage learners.

**Turn and Talk:**

1. When there are 2-3 minutes left, instruct learners to put their pencils down.
2. Instruct learners to **turn and talk** with a partner about their writing.

*Hang up learner drawings at LEARNER EYE-LEVEL around the room. This helps learners have conversations with their new vocabulary!*





WEEK 3: FRIDAY: DAILY ACTIVITIES (15 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME <i>(sung to the tune of 'she'll be coming round the mountain')</i>	<b>Lyrics</b>	<b>Actions</b>
	If you're happy and you know it clap your hands,	<i>Clap your hands twice</i>
	If you're happy and you know it clap your hands,	<i>Clap your hands twice</i>
	If you're happy and you know it and you really want to show it,	<i>Point to a friend and smile</i>
	If you're happy and you know it clap your hands!	<i>Clap your hands twice</i>
THEME VOCABULARY	classroom, read, write, sing	
QUESTION OF THE DAY		
Question	What do you like to do in our classroom?	
Graph	3 COLUMN GRAPH	
Options	read / write / sing	
Follow up questions		
<b>Question</b>	<b>How many learners like to read in our classroom?</b>	
Answer	__ learners like to read.	
<b>Question</b>	<b>How many learners like to write in our classroom?</b>	
Answer	__ learners like to write.	
<b>Question</b>	<b>How many learners like to sing in our classroom?</b>	
Answer	__ learners like to sing.	
<b>Question</b>	<b>What do most learners like to do in our classroom?</b>	
Answer	Most learners like to __ in our classroom.	
<b>Question</b>	<b>What do fewest learners like to do in our classroom?</b>	
Answer	Fewest learners like to __ in our classroom.	
<b>Question</b>	<b>What do you like to do in our classroom?</b>	
Answer	I like to read.	

Answer	I like to write.
Answer	I like to sing.
<b>SENTENCE OF THE WEEK</b>	
REVISE	I, like, to, play
READ	I like to play

**WEEK 3: FRIDAY: SHARED READING (15 minutes)**

TITLE	<u>Ben goes to school</u>
ACTIVITY	<b>RECOUNT THE STORY</b>
PURPOSE	Recounting helps young learners to get used to sharing their own opinions, as they must choose the part of the story that they liked best. It also shows if the child understood the story or not.
<b>INSTRUCTIONS</b>	
<ol style="list-style-type: none"> <li>1. Explain that today, learners will give a <b>recount</b> of one thing they remember in the story. This means they will say one thing they can remember.</li> <li>2. Use <b>modelling</b> to show learners how to give a short recount of the story, like: Ben follows Jabu to school.</li> <li>3. Hold up the pictures. Instruct learners to look at the pictures and think about what happened.</li> <li>4. Instruct learners to think about 1-2 things they can say about the story.</li> <li>5. Instruct learners to <b>turn and talk</b> and share their recount with a partner.</li> <li>6. Ask 2-3 learners to <b>share</b> their ideas with the class. <b>Help</b> the learners form a short sentence.</li> <li>7. Explain and correct any common problems to learners.</li> </ol>	

**WEEK 3: FRIDAY: PHONEMIC AWARENESS AND PHONICS (5 minutes)**

SOUND	<b>Environmental sounds</b> You can make different sounds E.G. clap, click, stamp, whistle, tap
ACTIVITY	<b>MAKING SOUND PATTERNS</b> <ol style="list-style-type: none"> <li>1. Tell learners to listen carefully.</li> <li>2. Explain that you will make sounds.</li> <li>3. Learners must then copy the sounds that you have made.</li> <li>4. Instruct learners to close their eyes.</li> <li>5. Make any rhythm using sounds, like a clap, clap, stamp, stamp.</li> <li>6. Instruct learners to open their eyes and copy the rhythm you just made.</li> </ol>

	<ol style="list-style-type: none"> <li>7. Show the learners the rhythm you made.</li> <li>8. Repeat this as many times as possible.</li> </ol>
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**ALTERNATE PROGRAMME: PHONEMIC AWARENESS & PHONICS (5 minutes)**

SOUND	
ACTIVITY	

**WEEK 3: FRIDAY: END OF WEEK LEARNING REVIEW**

*Note: There is no formal time allocated for this activity. Please try to fit it in to your classroom routine at the end of each week.*

1. Settle learners on the carpet at the end of the day.
2. Conduct the weekly language review session. You may choose to combine HL and FAL learning in this review.
3. Remember to allow learners to 'Turn and Talk' and discuss their answers with a partner. Then, select a few learners to share their answers with the class.
4. Use the following prompting questions to guide the language part of your discussion:
  - a. **What was our language theme for the week?**
  - b. **Which stories did we read together?**
  - c. **What were your favourite new words of the week?**
  - d. **What did you learn from the stories we read?**
  - e. **What did we write about this week?**
  - f. **How did your own writing improve this week?**
  - g. **How did your own reading improve this week?**
  - h. **What are you most proud of this week?**
5. Finally, tell learners to think about two things that they are going to tell their families about what they learnt or how they improved at school this week.

*Please note: This process of self-review and reflection is a critically important part of learning. Please do not skip this weekly activity.*

# GRADE 1 - TERM 1



**THEME:**  
**WE GO TO SCHOOL**

"Children learn as the play. Most importantly, in play, children learn how to learn." — Unknown

## WEEK 4: CLASSROOM PREPARATION

1. At the start of each week, ensure that your classroom is neat and tidy.
2. Update your DISPLAY BOARDS, by removing items that are no longer relevant, and storing them carefully.
3. Then, prepare the flashcard words and theme word illustrations that you will need.
4. Find and prepare items for your theme wall and table that will be of interest to learners, for instance: pencil case with pens, advert with school uniform, lunchbox, backpack.
5. Do some research on the internet to prepare for the theme. For example: how to deal with children who are anxious about starting school.
6. Make sure all learner exercise books and DBE Workbooks are marked, and neatly packed where they belong.
7. Make sure all your big books, graded readers and classroom library books are in good order.
8. Adjust your group guided reading groups if necessary.
9. Plan your informal and formal assessment activities for the week.

## EXTENSION ACTIVITIES

**These activities can be used as independent work for learners who finish their work early OR while you are giving assessments to learners.**

Activity 1	DBE Workbook 1: Listen and repeat, page 4
Activity 2	DBE Workbook 1: Let's do, page 6
Activity 3	DBE Workbook 1: Let's do, page 7 ( <i>use as reading OR learners can talk about the pictures in pairs</i> )
Activity 4	Draw a picture of what is inside your school bag.

## TERM 1: WEEK 4

## OVERVIEW

THEME	We go to school
THEME VOCABULARY	happy, sad, feel, today, backpack, bag, carry, school, favourite, draw, listen, story, excited, friend, teacher, dog, classroom, read, write, sing, scared, first, uniform, shoes, stationery, pencil, pen, book, learn, teach, maths, letters, taxi, bus, drive, walk, desk, sit, front, back
PHONICS	Environmental sounds
WRITING FRAME	I like...
SIGHT WORDS	all, day, at, school
SENTENCE	I play all day at school.

## TERM 1: WEEK 4

## INTRODUCE THE THEME

PICTURE	Olwethu in class from the Big Book story <u>Olwethu's first day</u>
SHOW	Show learners the picture. Explain that Ben is at school, just like we are at school!
SAY	<ul style="list-style-type: none"> <li>• Ask learners: What do we do at school?</li> <li>• Listen to learner responses. This will help you understand what learners already know.</li> <li>• Explain that this week, we will learn words for things we see at school.</li> </ul>

WEEK 4: MONDAY: DAILY ACTIVITIES (15 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	<b>Lyrics</b>	<b>Actions</b>
	Look who came to school today,	<i>Clap your hands</i>
	School today, school today!	<i>Clap your hands</i>
	Look who came to school today!	<i>Clap your hands</i>
	(child's name) did!	<i>Point to a child (should be a different child each time!)</i>
THEME VOCABULARY	scared, first, uniform, shoes	
QUESTION OF THE DAY		
Question	How did you feel on your first day of school?	
Graph	2 COLUMN GRAPH	
Options	happy / sad / scared	
Follow up questions		
<b>Question</b>	<b>How many learners feel happy today?</b>	
Answer	__ learners feel happy today.	
<b>Question</b>	<b>How many learners feel sad today?</b>	
Answer	__ learners feel sad today.	
<b>Question</b>	<b>How many learners feel scared today?</b>	
Answer	__ learners feel scared today.	
<b>Question</b>	<b>How do most learners feel today?</b>	
Answer	Most learners feel __ today.	
<b>Question</b>	<b>How do fewest learners feel today?</b>	
Answer	Fewest learners feel __ today.	
<b>Question</b>	<b>How do you feel today?</b>	
Answer	I feel happy today.	



Answer	I feel sad today.
Answer	I feel scared today.
<b>SIGHT WORD OF THE DAY</b>	
NEW	all
REVISE	--

**WEEK 4: MONDAY: SHARED READING (10 minutes)**

TITLE	<u>Olwethu's first day</u>
ACTIVITY	<b>PRE-READING</b>
COMPREHENSION STRATEGY	<b>Predict</b>
PURPOSE	By getting learners to predict, you are getting them to think about the story before they have even read it. By predicting, learners are developing their comprehension skills by thinking about the story.

**PRE-READING ACTIVITY**

1. Show learners the front cover of the story: Olwethu's first day
2. Read the title of the story.
3. Ask learners: What do you think will happen in this story?
4. Display the Big Book for learners to see. Make sure all learners can see the **pictures** in the book.
5. Show learners the first picture.
6. Ask learners: What do you think is happening here?
7. Discuss the picture with learners.
8. Ask learners: What do you think might happen next?
9. Go through each picture in the book and ask learners these questions.
10. When you get to the **last** picture, ask learners: How do you think this story will end?
11. Thank learners for their predictions.
12. Read through the story once.

**WEEK 4: MONDAY: PHONEMIC AWARENESS & PHONICS (5 minutes)**

SOUND	<p><b>Environmental sounds</b> You can make different sounds E.G. clap, click, stamp, whistle, tap</p>
ACTIVITY	<p><b>DIFFERENTIATING ENVIRONMENTAL SOUNDS</b></p> <ol style="list-style-type: none"> <li>1. Tell learners to listen carefully.</li> <li>2. Explain that you will make two sounds.</li> <li>3. Learners must decide if the sounds are the same or different.</li> <li>4. If learners think the sounds are the same, they must hold up 1 finger.</li> <li>5. If learners think the sounds are different, they must hold up 2 fingers.</li> <li>6. Instruct learners to close their eyes.</li> <li>7. Make any two sounds, like a clap and a whistle or the two sounds can be the same.</li> <li>8. Instruct learners to hold up 1 or 2 fingers.</li> <li>9. Look around the room to see which learners correctly identified if the sounds were the same or different, and which learners are struggling.</li> <li>10. Instruct learners to open their eyes.</li> <li>11. Show the learners which two sounds you made and if they were the same or different.</li> </ol> <p>Repeat this as many times as possible.</p>

**ALTERNATE PROGRAMME: PHONEMIC AWARENESS & PHONICS (5 minutes)**

SOUND	
ACTIVITY	

WEEK 4: TUESDAY: DAILY ACTIVITIES (15 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	<b>Lyrics</b>	<b>Actions</b>
	Look who came to school today,	<i>Clap your hands</i>
	School today, school today!	<i>Clap your hands</i>
	Look who came to school today!	<i>Clap your hands</i>
	(child's name) did!	<i>Point to a child (should be a different child each time!)</i>
THEME VOCABULARY	stationery, pencil, pen, book	
QUESTION OF THE DAY		
Question	What do you like to write with?	
Graph	2 COLUMN GRAPH	
Options	a pencil / a pen	
Follow up questions		
<b>Question</b>	<b>How many learners like to write with a pencil?</b>	
Answer	__ learners like to write with a pencil.	
<b>Question</b>	<b>How many learners like to write with a pen?</b>	
Answer	__ learners like to write with a pen.	
<b>Question</b>	<b>What do more learners like to write with?</b>	
Answer	More learners like to write with a __	
<b>Question</b>	<b>What do fewer learners like to write with?</b>	
Answer	Fewer learners like to write with a __	
<b>Question</b>	<b>What do you like to write with?</b>	
Answer	I like to write with a pencil	
Answer	I like to write with a pen.	
SIGHT WORD OF THE DAY		
NEW	day	
REVISE	all	

WEEK 4: TUESDAY: SHARED READING (15 minutes)	
TITLE	<u>Olwethu's first day</u>
ACTIVITY	<b>FIRST READ</b>
COMPREHENSION STRATEGY	<b>Make connections</b>
PURPOSE	Making connections helps learners think critically about the feelings and experiences of characters in the text. Learners connect the story to their own lives, and realise that stories are about experiences of people in the real world!
Story	Think aloud: First Read
<p>Soon, Olwethu would go to school for the first time ever. Olwethu was so scared. She couldn't sleep. She couldn't eat.</p>	<p>I can make a <b>connection</b>, because when I feel scared, I also don't sleep well!</p>
<p>Three days before school began, Olwethu's gogo took her to the shops to buy a uniform, school shoes, and stationery. Usually Olwethu loved to go to the shops. 'I don't want to go,' Olwethu cried in the taxi all the way to town. 'Why not? You usually love the shops!' Gogo said. 'I don't want to go to school. I don't want to be away from you all day!' she said. 'Don't be scared!' said her gogo, 'I will be there every day when you get home!'</p>	<p>Oh! Olwethu doesn't want to go to school because she is afraid she will miss her gogo! I can make a <b>connection</b>! When I brought my son to creche for the first time, he cried because he missed being with me all day!</p>
<p>Two days before school, Olwethu's older sister Zinzi helped her pack her new stationery into her new school bag. 'I don't want to pack my school bag,' Olwethu cried. 'Why not? You have this beautiful new bag and all this nice new stationery!' Zinzi said. 'I don't want to go to school. I don't want to be at school all day!' she said. 'Don't be scared!' said Zinzi, 'I will be there with you every day!'</p>	--

<p>The day before school, Olwethu’s mother showed her how to shine her new shoes. ‘I don’t want to wear those shoes!’ Olwethu cried. ‘Why not? You usually love new shoes!’ Olwethu’s mother said. ‘I don’t want to go to school. I want to stay home and play all day!’ she said. ‘Don’t be scared!’ said her mother, ‘You can play during break and after school!’</p>	<p>I think Olwethu is used to playing all day. <b>That reminds me</b> of how I feel about going back to work after the holidays. At first, it feels hard to have to go back to work and not have the whole day free!</p>
<p>The morning finally arrived for Olwethu to go to school. She looked in the mirror. She looked ready. But, she didn’t feel ready! ‘Let’s go,’ Zinzi said.</p>	<p>--</p>
<p>‘I don’t want to go!’ Olwethu cried all the way to school.</p>	<p>--</p>
<p>When the bell rang, she went inside her new classroom. Her teacher told her where to sit – next to a little girl with exactly the same hairstyle as hers! They smiled at each other. Her teacher taught the class a new song. Then, they drew pictures of their families.</p>	<p>Oh! I think Olwethu thought school would be very scary! But then she came to school and she easily made friends and did fun things, so school felt less scary!</p>
<p>Finally, it was time to go home! ‘I don’t want to go home!’ Olwethu cried.</p>	<p>I can make a <b>connection</b>. Sometimes doing something for the first time is very hard and scary. But then, it isn’t as bad as we thought it would be!</p>
<p><b>Follow up questions</b></p>	<p><b>Possible responses</b></p>
<p>Who is this story all about?</p>	<p>It is all about Olwethu.</p>
<p>Where did Olwethu go for the first time?</p>	<p>She went to school.</p>
<p><b>Why question</b></p>	<p><b>Possible responses</b></p>
<p>Why didn’t Olwethu want to go to school?</p>	<ul style="list-style-type: none"> <li>• Because she felt scared.</li> <li>• Because she has never been to school before!</li> <li>• Because she wanted to stay home with her granny.</li> <li>• Because she wanted to play all day.</li> </ul>

**WEEK 4: TUESDAY: PHONEMIC AWARENESS & PHONICS (5 minutes)**

SOUND	<p><b>Environmental sounds</b> You can make different sounds E.G. clap, click, stamp, whistle, tap</p>
ACTIVITY	<p><b>MAKING A SOUND PATTERN</b></p> <ol style="list-style-type: none"> <li>1. Tell learners to listen carefully.</li> <li>2. Explain that you will make sounds.</li> <li>3. Learners must then copy the sounds that you have made.</li> <li>4. Instruct learners to close their eyes.</li> <li>5. Make any rhythm using sounds, like a clap, clap, stamp, stamp.</li> <li>6. Instruct learners to open their eyes and copy the rhythm you just made.</li> <li>7. Show the learners the rhythm you made.</li> <li>8. Repeat this as many times as possible.</li> </ol>

**ALTERNATE PROGRAMME: PHONEMIC AWARENESS & PHONICS (5 minutes)**

SOUND	
ACTIVITY	

WEEK 4: WEDNESDAY: DAILY ACTIVITIES (15 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	<b>Lyrics</b>	<b>Actions</b>
	Look who came to school today,	<i>Clap your hands</i>
	School today, school today!	<i>Clap your hands</i>
	Look who came to school today!	<i>Clap your hands</i>
	(child's name) did!	<i>Point to a child (should be a different child each time!)</i>
THEME VOCABULARY	learn, teach, maths, letters	
QUESTION OF THE DAY		
Question	What is your favourite thing to learn at school?	
Graph	3 COLUMN GRAPH	
Options	maths / letters	
Follow up questions		
<b>Question</b>	<b>How many learners like to learn maths?</b>	
Answer	__ learners like to learn maths.	
<b>Question</b>	<b>How many learners like to learn letters?</b>	
Answer	__ learners like to learn letters.	
<b>Question</b>	<b>What do more learners like to learn?</b>	
Answer	More learners like learn __	
<b>Question</b>	<b>What do fewer learners like to learn?</b>	
Answer	Fewer learners like to learn __	
<b>Question</b>	<b>What is your favourite thing to learn at school?</b>	
Answer	I like to learn maths.	
Answer	I like to learn letters.	
SIGHT WORD OF THE DAY		
NEW	at	
REVISE	all, day	

**WEEK 4: WEDNESDAY: SHARED READING (15 minutes)**

TITLE	<u>Olwethu's first day</u>
ACTIVITY	<b>STORY ILLUSTRATION</b>
PURPOSE	To give learners a chance to <b>summarise</b> and <b>reflect</b> on the text.

**INSTRUCTIONS**

**Modelling:**

1. Explain that today, learners will draw a picture of something important that happens in the story.
2. Use **modelling** to **think before you write**.
3. Use **modelling** to **summarise** the story, like: Olwethu sits next to a girl with the same hairstyle as her.
4. Use **modelling** to draw a picture of your summary.
5. Use **modelling** to add a label to your drawing, like: learn.

**Oral Instructions:**

1. Tell learners they must think about something important that happens in the story.
2. If needed, support learners by showing the pictures in the Big Book.
3. Remind learners that we **think before we write**.
4. Instruct learners to **turn and talk** and share their ideas with a partner.
5. Call on 2-3 learners to tell you their summary of the story (*learners can point to a picture that shows something important happening if they cannot yet use oral language.*)
6. Explain that learners can try to add a label, like: teacher.

**Writing:**

1. **Hand out learner books.**
2. As learners write, walk around the room and complete **mini conferences**.
3. Ask learners to tell you about their drawings.
4. Help learners to add a label.
5. Encourage learners!

**Turn and Talk:**

1. When there are 2-3 minutes left, instruct learners to put their pencils down.
2. Instruct learners to **turn and talk** with a partner about their drawings.

*Hang up learner drawings at LEARNER EYE-LEVEL around the room. This helps learners have conversations about the story.*



Olwethu



## WEEK 4: WEDNESDAY: PHONEMIC AWARENESS & PHONICS (5 minutes)

SOUND	<p><b>Environmental sounds</b></p> <p>You can make different sounds E.G. clap, click, stamp, whistle, tap</p>
ACTIVITY	<p><b>DIFFERENTIATING ENVIRONMENTAL SOUNDS</b></p> <ol style="list-style-type: none"> <li>1. Tell learners to listen carefully.</li> <li>2. Explain that you will make two sounds.</li> <li>3. Learners must decide if the sounds are the same or different.</li> <li>4. If learners think the sounds are the same, they must hold up 1 finger.</li> <li>5. If learners think the sounds are different, they must hold up 2 fingers.</li> <li>6. Instruct learners to close their eyes.</li> <li>7. Make any two sounds, like a clap and a whistle or the two sounds can be the same.</li> <li>8. Instruct learners to hold up 1 or 2 fingers.</li> <li>9. Look around the room to see which learners correctly identified if the sounds were the same or different, and which learners are struggling.</li> <li>10. Instruct learners to open their eyes.</li> <li>11. Show the learners which two sounds you made and if they were the same or different.</li> </ol> <p>Repeat this as many times as possible.</p>

## ALTERNATE PROGRAMME: PHONEMIC AWARENESS & PHONICS (5 minutes)

SOUND	
ACTIVITY	

WEEK 4: THURSDAY: DAILY ACTIVITIES (15 minutes)											
GREETING	Greet the learners in English.										
SONG / RHYME	<table border="1"> <thead> <tr> <th>Lyrics</th> <th>Actions</th> </tr> </thead> <tbody> <tr> <td>Look who came to school today,</td> <td><i>Clap your hands</i></td> </tr> <tr> <td>School today, school today!</td> <td><i>Clap your hands</i></td> </tr> <tr> <td>Look who came to school today!</td> <td><i>Clap your hands</i></td> </tr> <tr> <td>(child's name) did!</td> <td><i>Point to a child (should be a different child each time!)</i></td> </tr> </tbody> </table>	Lyrics	Actions	Look who came to school today,	<i>Clap your hands</i>	School today, school today!	<i>Clap your hands</i>	Look who came to school today!	<i>Clap your hands</i>	(child's name) did!	<i>Point to a child (should be a different child each time!)</i>
	Lyrics	Actions									
	Look who came to school today,	<i>Clap your hands</i>									
	School today, school today!	<i>Clap your hands</i>									
	Look who came to school today!	<i>Clap your hands</i>									
(child's name) did!	<i>Point to a child (should be a different child each time!)</i>										
THEME VOCABULARY	taxi, bus, drive, walk										
QUESTION OF THE DAY											
Question	How do you get to school?										
Graph	2 COLUMN GRAPH										
Options	I walk / I drive										
Follow up questions											
<b>Question</b>	<b>How many learners walk to school?</b>										
Answer	__ learners walk to school.										
<b>Question</b>	<b>How many learners drive to school?</b>										
Answer	__ learners drive to school.										
<b>Question</b>	<b>How do more learners get to school?</b>										
Answer	More learners get to school by __										
<b>Question</b>	<b>How do fewer learners get to school?</b>										
Answer	Fewer learners get to school by __										
<b>Question</b>	<b>How do you get school?</b>										
Answer	I walk to school.										
Answer	I drive school.										

SIGHT WORD OF THE DAY	
NEW	school
REVISE	at, all, day

**WEEK 4: THURSDAY: SHARED READING (15 minutes)**

TITLE	<u>Olwethu's first day</u>
ACTIVITY	<b>SECOND READ</b>
COMPREHENSION STRATEGY	<b>Make connections</b>
PURPOSE	Making connections helps learners think critically about the feelings and experiences of characters in the text. Learners connect the story to their own lives, and realise that stories are about experiences of people in the real world!

Story	Think aloud: Second Read
<p>Soon, Olwethu would go to school for the first time ever. Olwethu was so scared. She couldn't sleep. She couldn't eat.</p>	<p>It can be so scary to do something for the first time! <b>That reminds me</b> of how I felt before my first day of being a teacher. I remember I was so scared, I stayed up all night thinking about the bad things that could happen!</p>
<p>Three days before school began, Olwethu's gogo took her to the shops to buy a uniform, school shoes, and stationery. Usually Olwethu loved to go to the shops. 'I don't want to go,' Olwethu cried in the taxi all the way to town. 'Why not? You usually love the shops!' Gogo said. 'I don't want to go to school. I don't want to be away from you all day!' she said. 'Don't be scared!' said her gogo, 'I will be there every day when you get home!'</p>	<p>I can make a <b>connection!</b> When I am in a bad mood, even things that I usually like can feel hard to do!</p>
<p>Two days before school, Olwethu's older sister Zinzi helped her pack her new stationery into her new school bag. 'I don't want to pack my school bag,' Olwethu cried. 'Why not? You have this beautiful new bag and all this nice new stationery!' Zinzi said.</p>	--

<p>'I don't want to go to school. I don't want to be at school all day!' she said. 'Don't be scared!' said Zinzi, 'I will be there with you every day!'</p>	
<p>The day before school, Olwethu's mother showed her how to shine her new shoes. 'I don't want to wear those shoes!' Olwethu cried. 'Why not? You usually love new shoes!' Olwethu's mother said. 'I don't want to go to school. I want to stay home and play all day!' she said. 'Don't be scared!' said her mother, 'You can play during break and after school!'</p>	<p>I see that everyone is trying to help Olwethu feel excited about school. <b>That reminds me</b> of how my husband tried to make me tea to help me calm down when I felt scared about my first day of being a teacher!</p>
<p>The morning finally arrived for Olwethu to go to school. She looked in the mirror. She looked ready. But, she didn't feel ready! 'Let's go,' Zinzi said.</p>	<p>I can make a <b>connection</b>. I bought a new dress for my first day of teaching! When I looked in the mirror, I looked ready, but inside I still felt very scared!</p>
<p>'I don't want to go!' Olwethu cried all the way to school.</p>	<p><b>That remind me</b> of how I felt on my first day of teaching! I wanted to turn around and go home for the entire drive to school!</p>
<p>When the bell rang, she went inside her new classroom. Her teacher told her where to sit – next to a little girl with exactly the same hairstyle as hers! They smiled at each other. Her teacher taught the class a new song. Then, they drew pictures of their families.</p>	<p>--</p>
<p>Finally, it was time to go home! 'I don't want to go home!' Olwethu cried.</p>	<p><b>That reminds me</b> of how I felt after my first day of teaching! Nothing bad happened! I was scared for nothing because I actually had so much fun!</p>
<p><b>Follow up questions</b></p>	<p><b>Responses</b></p>
<p>Who helps Olwethu get ready for her first day of school?</p>	<p>Her gogo, her older sister Zinzi, and her mother.</p>
<p>How did Olwethu feel when it was time to go home from school?</p>	<ul style="list-style-type: none"> <li>• She felt sad. / She didn't want to go home!</li> </ul>

Why question	Possible response
Why didn't Olwethu want to go home at the end of the story?	<ul style="list-style-type: none"> <li>• Because she liked school!</li> <li>• Because she made a friend.</li> <li>• Because she had fun.</li> <li>• Because she was having fun and she didn't want the day to end.</li> </ul>

**WEEK 4:THURSDAY: WRITING (15 minutes)**

WRITING FRAME

I like...

**Modelling:**

1. Explain that today, learners will draw about **what part of the school day they like best.**
2. Read the writing frame to learners.
3. Use **modelling** to show learners that you **think before you write.**
4. Tell learners your idea, like: I like reading the Big Book to all of you.
5. Use **modelling** to draw a picture of yourself reading a Big Book.
6. **Use resources** to add a label, like: book, friend.
7. Explain which words you will write. **Draw a line for each word.**
8. Use **modelling** to write your sentence, like: I like to read Big Books to my class.
9. **Use resources**, like theme vocabulary words.
10. **Erase your example from the board. Explain this was just an example, but learners must write their own ideas.**

**Oral Instructions:**

1. Ask learners: What part of the school day do you like best?
2. Instruct learners to **think before they write.**
3. Instruct learners to **turn and talk** and share their idea with a partner.
4. Call on 2-3 learners to tell you how they feel. They must say: I like...
5. Explain that learners will now draw and write their own ideas!

**Writing:**

1. **Hand out learner books.**
2. As learners are writing, walk around the room and complete **mini conferences.**
3. Ask learners to **tell you about their drawing.**
4. Ask learners to **read their writing** to you.
5. Help learners **use resources** to add a label and complete the writing frame.
6. Encourage learners.

*Hang up learner drawings at LEARNER EYE-LEVEL around the room. This helps learners have conversations with their new vocabulary!*

me

friend



WEEK 4: FRIDAY: DAILY ACTIVITIES (15 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	<b>Lyrics</b>	<b>Actions</b>
	Look who came to school today,	<i>Clap your hands</i>
	School today, school today!	<i>Clap your hands</i>
	Look who came to school today!	<i>Clap your hands</i>
	(child's name) did!	<i>Point to a child (should be a different child each time!)</i>
THEME VOCABULARY	desk, sit, front, back	
QUESTION OF THE DAY		
Question	Where do you like to sit in the classroom?	
Graph	2 COLUMN GRAPH	
Options	in the front / in the back	
Follow up questions		
<b>Question</b>	<b>How many learners like to sit in the front of the classroom?</b>	
Answer	__ learners like to sit in the front.	
<b>Question</b>	<b>How many learners like to sit in the back of the classroom?</b>	
Answer	__ learners like to sit in the back.	
<b>Question</b>	<b>Where do more learners like to sit in our classroom?</b>	
Answer	More learners like to sit __	
<b>Question</b>	<b>Where do fewer learners like to sit in our classroom?</b>	
Answer	Fewer learners like to sit __	
<b>Question</b>	<b>Where do you like to sit in the classroom?</b>	
Answer	I like to sit in the front.	
Answer	I like to sit in the back.	



SENTENCE OF THE WEEK	
REVISE	all, day, at, school, I, play
READ	I play all day at school.

WEEK 4: FRIDAY: SHARED READING (15 minutes)	
TITLE	<u>Olwethu's first day</u>
ACTIVITY	<b>RECOUNT THE STORY</b>
PURPOSE	Recounting helps young learners to get used to sharing their own opinions, as they must choose the part of the story that they liked best. It also shows if the child understood the story or not.
INSTRUCTIONS	
<ol style="list-style-type: none"> <li>1. Explain that today, learners will give a <b>recount</b> of one thing they remember in the story. This means they will say one thing they can remember.</li> <li>2. Use <b>modelling</b> to show learners how to give a short recount of the story, like: Olwethu felt scared to go to school.</li> <li>3. Hold up the pictures. Instruct learners to look at the pictures and think about what happened.</li> <li>4. Instruct learners to think about 1-2 things they can say about the story.</li> <li>5. Instruct learners to <b>turn and talk</b> and share their recount with a partner.</li> <li>6. Ask 2-3 learners to <b>share</b> their ideas with the class. <b>Help</b> the learners form a short sentence.</li> <li>7. Explain and correct any common problems to learners.</li> <li>8. Instruct learners to <b>turn and talk</b> and share their recount with a partner.</li> <li>9. Explain and correct any common problems.</li> </ol>	

WEEK 4: FRIDAY: PHONEMIC AWARENESS AND PHONICS (5 minutes)	
SOUND	<b>Environmental sounds</b> You can make different sounds E.G. clap, click, stamp, whistle, tap
ACTIVITY	<b>MAKING SOUND PATTERNS</b> <ol style="list-style-type: none"> <li>1. Tell learners to listen carefully.</li> <li>2. Explain that you will make sounds.</li> <li>3. Learners must then copy the sounds that you have made.</li> <li>4. Instruct learners to close their eyes.</li> <li>5. Make any rhythm using sounds, like a clap, clap, stamp, stamp.</li> <li>6. Instruct learners to open their eyes and copy the rhythm you just made.</li> </ol>

	<ol style="list-style-type: none"> <li>7. Show the learners the rhythm you made.</li> <li>8. Repeat this as many times as possible.</li> </ol>
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**ALTERNATE PROGRAMME: PHONEMIC AWARENESS & PHONICS (5 minutes)**

SOUND	
ACTIVITY	

**WEEK 4: FRIDAY: END OF WEEK LEARNING REVIEW**

*Note: There is no formal time allocated for this activity. Please try to fit it in to your classroom routine at the end of each week.*

1. Settle learners on the carpet at the end of the day.
2. Conduct the weekly language review session. You may choose to combine HL and FAL learning in this review.
3. Remember to allow learners to 'Turn and Talk' and discuss their answers with a partner. Then, select a few learners to share their answers with the class.
4. Use the following prompting questions to guide the language part of your discussion:
  - a. **What was our language theme for the week?**
  - b. **Which stories did we read together?**
  - c. **What were your favourite new words of the week?**
  - d. **What did you learn from the stories we read?**
  - e. **What did we write about this week?**
  - f. **How did your own writing improve this week?**
  - g. **How did your own reading improve this week?**
  - h. **What are you most proud of this week?**
5. Finally, tell learners to think about two things that they are going to tell their families about what they learnt or how they improved at school this week.

*Please note: This process of self-review and reflection is a critically important part of learning. Please do not skip this weekly activity.*

# GRADE 1 - TERM 1

# WEEK 5

**THEME:**  
**MY FAMILY**

“The most important thing in the world is family and love.” — Joe Wooden

## WEEK 3: CLASSROOM PREPARATION

1. At the start of each week, ensure that your classroom is neat and tidy.
2. Update your DISPLAY BOARDS, by removing items that are no longer relevant, and storing them carefully.
3. Then, prepare the flashcard words and theme word illustrations that you will need.
4. Find and prepare items for your theme wall and table that will be of interest to learners, for instance: a picture of a garden, a picture of someone's home, pictures of different family members such as a grandmother, baby sister, mom, etc.
5. Do some research on the internet to prepare for the theme. For example: what makes a family.
6. Make sure all learner exercise books and DBE Workbooks are marked, and neatly packed where they belong.
7. Make sure all your big books, graded readers and classroom library books are in good order.
8. Adjust your group guided reading groups if necessary.
9. Plan your informal and formal assessment activities for the week.

## EXTENSION ACTIVITIES

**These activities can be used as independent work for learners who finish their work early OR while you are giving assessments to learners.**

Activity 1	DBE Workbook 1: Let's do, page 13
Activity 2	DBE Workbook 1: Let's draw, page 14
Activity 3	DBE Workbook 1: Let's write, page 14
Activity 4	Draw a picture of how you feel when you are with your family.

**TERM 1: WEEK 5****OVERVIEW**

THEME	My family
THEME VOCABULARY	big, small, family, home, brother, sister, baby, friend, grandmother, grandfather, grandparents, wait, help, clean, dirty, backyard, climb, game, skip, rope
PHONICS	Environmental sounds
WRITING FRAME	My family is...
SIGHT WORDS	Mom, dad, and, my
SENTENCE	I like my mom and dad.

**TERM 1: WEEK 5****INTRODUCE THE THEME**

PICTURE	Children playing on the playground on page 12-13 of DBE Workbook 1
SHOW	Show learners the picture. Explain that this is a family at home inside their house.
SAY	<ul style="list-style-type: none"> <li>• Ask learners: Who is in your family?</li> <li>• Listen to learner responses. This will help you understand what learners already know.</li> <li>• Explain that this week, we will learn words to discuss our families.</li> </ul>

WEEK 5: MONDAY: DAILY ACTIVITIES (15 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	<b>Lyrics</b>	<b>Actions</b>
	Some families are big,	<i>Spread your arms out wide</i>
	Some families are small,	<i>Bring arms close together</i>
	But I love my family best of all!	<i>Cross your arms over your chest</i>
THEME VOCABULARY	big, small, family, home	
QUESTION OF THE DAY		
Question	What kind of family do you have at home?	
Graph	2 COLUMN GRAPH	
Options	big / small	
Follow up questions		
<b>Question</b>	<b>How many learners have a big family?</b>	
Answer	__ learners have a big family.	
<b>Question</b>	<b>How many learners have a small family?</b>	
Answer	__ learners have a small family.	
<b>Question</b>	<b>What kind of family do more learners have?</b>	
Answer	More learners have a __ family.	
<b>Question</b>	<b>What kind of family do fewer learners have?</b>	
Answer	Fewer learners have a __ family.	
<b>Question</b>	<b>What kind of family do you have?</b>	
Answer	I have a big family.	
Answer	I have a small family.	
SIGHT WORD OF THE DAY		
NEW	mom	
REVISE	--	

## WEEK 5: MONDAY: SHARED READING (10 minutes)

TITLE	<u>Bongi waits</u>
ACTIVITY	<b>PRE-READING</b>
COMPREHENSION STRATEGY	<b>Predict</b>
PURPOSE	By getting learners to predict, you are getting them to think about the story before they have even read it. By predicting, learners are developing their comprehension skills by thinking about the story.

**PRE-READING ACTIVITY**

1. Show learners the front cover of the story: Bongi waits
2. Read the title of the story.
3. Ask learners: What do you think will happen in this story?
4. Display the Big Book for learners to see. Make sure all learners can see the **pictures** in the book.
5. Show learners the first picture.
6. Ask learners: What do you think is happening here?
7. Discuss the picture with learners.
8. Ask learners: What do you think might happen next?
9. Go through each picture in the book and ask learners these questions.
10. When you get to the **last** picture, ask learners: How do you think this story will end?
11. Thank learners for their predictions.
12. Read through the story once.

**WEEK 5: MONDAY: PHONEMIC AWARENESS & PHONICS (5 minutes)**

SOUND	<p><b>Environmental sounds</b> You can make different sounds E.G. clap, click, stamp, whistle, tap</p>
ACTIVITY	<p><b>DIFFERENTIATING ENVIRONMENTAL SOUNDS</b></p> <ol style="list-style-type: none"> <li>1. Tell learners to listen carefully.</li> <li>2. Explain that you will make two sounds.</li> <li>3. Learners must decide if the sounds are the same or different.</li> <li>4. If learners think the sounds are the same, they must hold up 1 finger.</li> <li>5. If learners think the sounds are different, they must hold up 2 fingers.</li> <li>6. Instruct learners to close their eyes.</li> <li>7. Make any two sounds, like a clap and a whistle or the two sounds can be the same.</li> <li>8. Instruct learners to hold up 1 or 2 fingers.</li> <li>9. Look around the room to see which learners correctly identified if the sounds were the same or different, and which learners are struggling.</li> <li>10. Instruct learners to open their eyes.</li> <li>11. Show the learners which two sounds you made and if they were the same or different.</li> <li>12. Repeat this as many times as possible.</li> </ol>

**ALTERNATE PROGRAMME: PHONEMIC AWARENESS & PHONICS (5 minutes)**

SOUND	
ACTIVITY	



WEEK 5: TUESDAY: DAILY ACTIVITIES (15 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	<b>Lyrics</b>	<b>Actions</b>
	Some families are big	<i>Spread your arms out wide</i>
	Some families are small	<i>Bring arms close together</i>
	But I love my family best of all!	<i>Cross your arms over your chest</i>
THEME VOCABULARY	brother, sister, baby, friend	
QUESTION OF THE DAY		
Question	Do you have a sister?	
Graph	2 COLUMN GRAPH	
Options	yes / no	
Follow up questions		
<b>Question</b>	<b>How many learners have a sister?</b>	
Answer	__ learners have a sister.	
<b>Question</b>	<b>How many learners do not have a sister?</b>	
Answer	__ learners do not have a sister.	
<b>Question</b>	<b>Do more learners have a sister or not?</b>	
Answer	More learners __	
<b>Question</b>	<b>Do less learners have a sister or not?</b>	
Answer	Fewer learners __	
<b>Question</b>	<b>Do you have a sister?</b>	
Answer	Yes, I have had a sister.	
Answer	No, I do not have a sister.	
SIGHT WORD OF THE DAY		
NEW	dad	
REVISE	mom	

WEEK 5: TUESDAY: SHARED READING (15 minutes)	
TITLE	<u>Bongi waits</u>
ACTIVITY	<b>FIRST READ</b>
COMPREHENSION STRATEGY	<b>Visualise</b>
PURPOSE	Visualisation helps learners to see how the events in the text are connected to each other. This helps them to think about the story as a whole. This also helps to give meaning to the words on the page – by turning them into a scene from a movie in our minds.
Story	Think aloud: First Read
<p>Bongi’s Granny and Grandpa were coming today, all the way from Malelane. Her parents had planned a big braai – even Auntie Busi and Uncle Themba were coming over! Bongi was so excited. In the morning, Bongi helped her Dad get the backyard ready. She watered the grass. Bongi’s friend Anna had arrived early. She climbed the tree and cleaned the treehouse. Dad trimmed the bushes.</p> <p>Anna finished cleaning quickly. ‘Come play’ Anna yelled from the treehouse. ‘I must help dad first!’ Bongi yelled back. Anna played with Bongi’s little sister, Gugu, until Bongi was done. All Bongi could think about was the arrival of Granny and Grandpa!</p>	<p>I can <b>visualise</b> Bongi helping her dad. She is working hard to make the backyard look nice and clean.</p>
<p>Finally, the backyard was ready. ‘Thanks for helping!’ said Dad. He went inside to bath and change his clothes. Bongi stayed outside. She skipped rope with Gugu and Anna. It was fun, but all she could think about was the arrival of Granny and Grandpa!</p>	<p>I can <b>visualise</b> Bongi skipping rope. She is jumping up and down, up and down.</p>

<p>Gugu got tired of skipping rope. 'Let's go inside and play with blocks!' Gugu said. 'Oh! Yes' Anna said. They built a big tower. But Bongi didn't feel like building a tower. She read to Baby Siya instead. But even as she read, all she could think about was the arrival of Granny and Grandpa!</p>	<p>I can <b>visualise</b> Bongi reading with baby Siya. Baby Siya giggles as Bongi reads the words to him.</p>
<p>It was almost time for the braai to begin. Mom took baby Siya. 'Go change your clothes,' mom said. 'Granny just called. They are almost here!' Bongi's mom said. Mom, dad, and baby Siya went outside and waited for Granny and Grandpa to arrive. As Bongi changed her clothes, all she could think about was the arrival of Granny and Grandpa!</p>	<p>--</p>
<p>Bongi's friends Andrew, Jabu and Nick arrived. 'Look what I brought!' Andrew said. He laid his new board game on the floor. 'Wow!' said Anna. 'Let's play!' They began to play the game. It was a fun game, but all Bongi could think about was the arrival of Granny and Grandpa!</p>	<p>I can <b>visualise</b> Bongi helping her dad. She is working hard to make the backyard look nice and clean.</p>
<p>'They're here!' Dad finally called from outside. Bongi's Granny and Grandpa had finally arrived. Bongi ran outside to greet them. The braai began!</p>	<p>I can <b>visualise</b> Bongi skipping rope. She is jumping up and down, up and down.</p>
<p><b>Follow up questions</b></p>	<p><b>Possible responses</b></p>
<p>Who was Bongi waiting for?</p>	<p>She was waiting for her grandparents.</p>
<p>What did Bongi do while she waited?</p>	<p>She helped her dad, skipped rope, read to baby Siya, and played a game with her friends.</p>
<p><b>Why question</b></p>	<p><b>Possible responses</b></p>
<p>Why was Bongi waiting?</p>	<ul style="list-style-type: none"> <li>• Because her grandparents weren't there yet.</li> <li>• Because they were coming from far away.</li> </ul>

**WEEK 5: TUESDAY: PHONEMIC AWARENESS & PHONICS (5 minutes)**

SOUND	<p><b>Environmental sounds</b></p> <p>You can make different sounds E.G. clap, click, stamp, whistle, tap</p>
ACTIVITY	<p><b>MAKING SOUND PATTERNS</b></p> <ol style="list-style-type: none"> <li>1. Tell learners to listen carefully.</li> <li>2. Explain that you will make sounds.</li> <li>3. Learners must then copy the sounds that you have made.</li> <li>4. Instruct learners to close their eyes.</li> <li>5. Make any rhythm using sounds, like a clap, clap, stamp, stamp.</li> <li>6. Instruct learners to open their eyes and copy the rhythm you just made.</li> <li>7. Show the learners the rhythm you made.</li> <li>8. Repeat this as many times as possible.</li> </ol>

**ALTERNATE PROGRAMME: PHONEMIC AWARENESS & PHONICS (5 minutes)**

SOUND	
ACTIVITY	

WEEK 5: WEDNESDAY: DAILY ACTIVITIES (15 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	<b>Lyrics</b>	<b>Actions</b>
	Some families are big,	<i>Spread your arms out wide</i>
	Some families are small,	<i>Bring arms close together</i>
	But I love my family best of all!	<i>Cross your arms over your chest</i>
THEME VOCABULARY	grandmother, grandfather, grandparents, wait	
QUESTION OF THE DAY		
Question	Remind learners that in the story, Bongzi is waiting to see her grandparents. Who do you feel excited to see?	
Graph	2 COLUMN GRAPH	
Options	my grandmother / my grandfather	
Follow up questions		
<b>Question</b>	<b>How many feel excited to see their grandmother?</b>	
Answer	__ learners feel excited to see their grandmother.	
<b>Question</b>	<b>How many feel excited to see their grandfather?</b>	
Answer	__ learners feel excited to see their grandfather.	
<b>Question</b>	<b>Who do more learners fee excited to see?</b>	
Answer	More learners feel excited to see __	
<b>Question</b>	<b>Who do fewer learners fee excited to see?</b>	
Answer	Fewer learners feel excited to see __	
<b>Question</b>	<b>Who do you feel excited to see?</b>	
Answer	I feel excited to see my grandmother.	
Answer	I feel excited to see my grandfather.	
SIGHT WORD OF THE DAY		
NEW	and	
REVISE	mom, dad	

WEEK 5: WEDNESDAY: SHARED READING (15 minutes)

TITLE	<u>Bongi waits</u>
ACTIVITY	<b>STORY ILLUSTRATION</b>
PURPOSE	To give learners a chance to <b>summarise</b> and <b>reflect</b> on the text.

**INSTRUCTIONS**

**Modelling:**

1. Explain that today, learners will draw a picture of something important that happens in the story.
2. Use **modelling** to **think before you write**.
3. Use **modelling** to **summarise** the story, like: Bongi is excited to see her grandparents.
4. Use **modelling** to draw a picture of your summary.
5. Use **modelling** to add a label to your drawing, like: hot.

**Oral Instructions:**

1. Tell learners they must think about something important that happens in the story.
2. If needed, support learners by showing the pictures in the Big Book.
3. Remind learners that we **think before we write**.
4. Instruct learners to **turn and talk** and share their ideas with a partner.
5. Call on 2-3 learners to tell you their summary of the story (*learners can point to a picture that shows something important happening if they cannot yet use oral language.*)
6. Explain that learners can try to add a label, like: hot

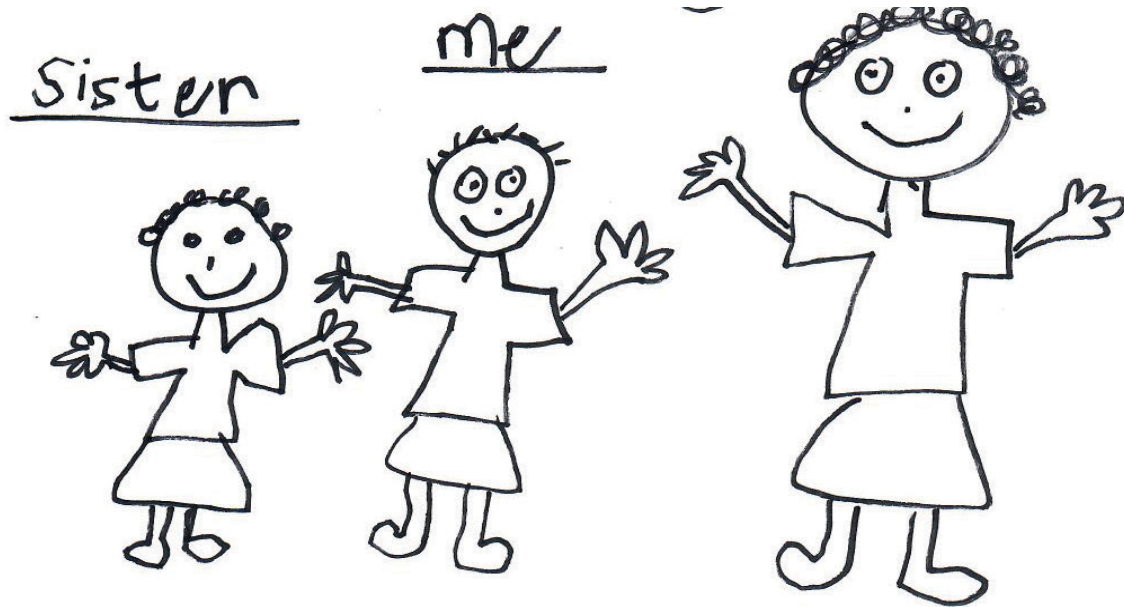
**Writing:**

1. **Hand out learner books.**
2. As learners write, walk around the room and complete **mini conferences**.
3. Ask learners to tell you about their drawings.
4. Help learners to add a label.
5. Encourage learners!

**Turn and Talk:**

1. When there are 2-3 minutes left, instruct learners to put their pencils down.
2. Instruct learners to **turn and talk** with a partner about their drawings.

*Hang up learner drawings at LEARNER EYE-LEVEL around the room. This helps learners have conversations about the story.*



## WEEK 5: WEDNESDAY: PHONEMIC AWARENESS &amp; PHONICS (5 minutes)

## WORDS

**Environmental sounds**

You can make different sounds E.G. clap, click, stamp, whistle, tap

## ACTIVITY

**DIFFERENTIATING ENVIRONMENTAL SOUNDS**

1. Tell learners to listen carefully.
2. Explain that you will make two sounds.
3. Learners must decide if the sounds are the same or different.
4. If learners think the sounds are the same, they must hold up 1 finger.
5. If learners think the sounds are different, they must hold up 2 fingers.
6. Instruct learners to close their eyes.
7. Make any two sounds, like a clap and a whistle or the two sounds can be the same.
8. Instruct learners to hold up 1 or 2 fingers.
9. Look around the room to see which learners correctly identified if the sounds were the same or different, and which learners are struggling.
10. Instruct learners to open their eyes.
11. Show the learners which two sounds you made and if they were the same or different.
12. Repeat this as many times as possible.

WEEK 5: THURSDAY: DAILY ACTIVITIES (15 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	<b>Lyrics</b>	<b>Actions</b>
	Some families are big,	<i>Spread your arms out wide</i>
	Some families are small,	<i>Bring arms close together</i>
	But I love my family best of all!	<i>Cross your arms over your chest</i>
THEME VOCABULARY	help, clean, dirty, backyard	
QUESTION OF THE DAY		
Question	<i>Instruct learners to look down at their own shoes.</i> Are your shoes clean or dirty?	
Graph	2 COLUMN GRAPH	
Options	clean / dirty	
Follow up questions		
<b>Question</b>	<b>How many learners have clean shoes?</b>	
Answer	__ learners have clean shoes.	
<b>Question</b>	<b>How many learners have dirty shoes?</b>	
Answer	__ learners have dirty shoes.	
<b>Question</b>	<b>Do more learners have clean shoes or dirty shoes?</b>	
Answer	More learners have __ shoes.	
<b>Question</b>	<b>Do fewer learners have clean shoes or dirty shoes?</b>	
Answer	Fewer learners have __ shoes.	
<b>Question</b>	<b>Are your shoes clean or dirty?</b>	
Answer	My shoes are clean.	
Answer	My shoes are dirty.	
SIGHT WORD OF THE DAY		
NEW	my	
REVISE	mom, dad, and	



WEEK 5: THURSDAY: SHARED READING (15 minutes)	
TITLE	<u>Bongi waits</u>
ACTIVITY	<b>SECOND READ</b>
COMPREHENSION STRATEGY	<b>Visualise</b>
PURPOSE	Visualisation helps learners to see how the events in the text are connected to each other. This helps them to think about the story as a whole. This also helps to give meaning to the words on the page – by turning them into a scene from a movie in our minds.
Story	Think aloud: Second Read
<p>Bongi’s Granny and Grandpa were coming today, all the way from Malelane. Her parents had planned a big braai – even Auntie Busi and Uncle Themba were coming over! Bongi was so excited. In the morning, Bongi helped her Dad get the backyard ready. She watered the grass. Bongi’s friend Anna had arrived early. She climbed the tree and cleaned the treehouse. Dad trimmed the bushes.</p> <p>Anna finished cleaning quickly. ‘Come play’ Anna yelled from the treehouse.</p> <p>‘I must help dad first!’ Bongi yelled back. Anna played with Bongi’s little sister, Gugu, until Bongi was done. All Bongi could think about was the arrival of Granny and Grandpa!</p>	<p>I can <b>visualise</b> Bongi waiting. She is thinking and thinking about her grandparents. I can <b>visualise</b> Bongi helping her dad. But she is really just thinking about granny and grandpa!</p>
<p>Finally, the backyard was ready. ‘Thanks for helping!’ said Dad. He went inside to bath and change his clothes. Bongi stayed outside. She skipped rope with Gugu and Anna. It was fun, but all she could think about was the arrival of Granny and Grandpa!</p>	<p>I can <b>visualise</b> Bongi waiting. She is thinking and thinking about her grandparents. I can <b>visualise</b> Bongi skipping. But she keeps making mistakes because she is thinking about granny and grandpa.</p>

<p>Gugu got tired of skipping rope. 'Let's go inside and play with blocks!' Gugu said. 'Oh! Yes' Anna said. They built a big tower. But Bonggi didn't feel like building a tower. She read to Baby Siya instead. But even as she read, all she could think about was the arrival of Granny and Grandpa!</p>	<p>I can <b>visualise</b> Bonggi waiting. She is thinking and thinking about her grandparents. I can <b>visualise</b> Bonggi sitting with little Siya. But she keeps forgetting to read the words because she is thinking about granny and grandpa!</p>
<p>It was almost time for the braai to begin. Mom took baby Siya. 'Go change your clothes,' mom said. 'Granny just called. They are almost here!' Bonggi's mom said. Mom, dad, and baby Siya went outside and waited for Granny and Grandpa to arrive. As Bonggi changed her clothes, all she could think about was the arrival of Granny and Grandpa!</p>	<p>--</p>
<p>Bonggi's friends Andrew, Jabu and Nick arrived. 'Look what I brought!' Andrew said. He laid his new board game on the floor. 'Wow!' said Anna. 'Let's play!' They began to play the game. It was a fun game, but all Bonggi could think about was the arrival of Granny and Grandpa!</p>	<p>I can <b>visualise</b> Bonggi waiting. She is thinking and thinking about her grandparents. I can <b>visualise</b> Bonggi sitting with her friends. But she keeps missing her turn because she is really just thinking about granny and grandpa!</p>
<p>'They're here!' Dad finally called from outside. Bonggi's Granny and Grandpa had finally arrived. Bonggi ran outside to greet them. The braai began!</p>	<p>I can <b>visualise</b> Bonggi smiling and jumping up. I imagine she runs outside because she is so happy to see her grandparents!</p>
<p><b>Follow up questions</b></p>	<p><b>Responses</b></p>
<p>What was Bonggi thinking about all day?</p>	<p>She was thinking about her grandparents.</p>
<p>What did Bonggi do when her grandparents finally arrived?</p>	<p>She ran outside to greet them.</p>
<p><b>Why question</b></p>	<p><b>Possible response</b></p>
<p>Why did Bonggi run outside when her grandparents arrived?</p>	<ul style="list-style-type: none"> <li>• Because she had been waiting and waiting.</li> <li>• Because she was so excited to see them.</li> </ul>

## WEEK 5: THURSDAY: WRITING (15 minutes)

WRITING FRAME

My family is...**Modelling:**

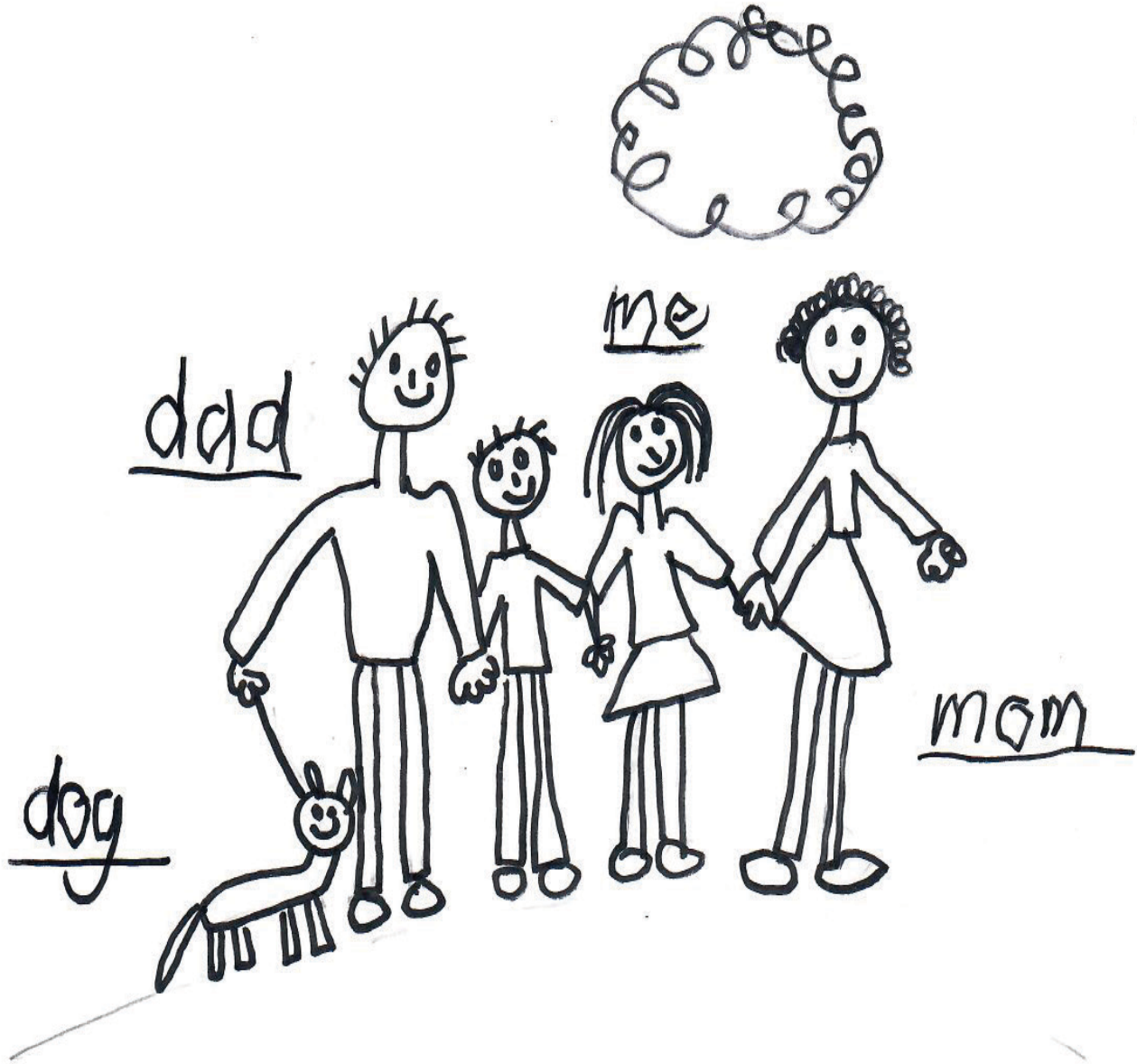
1. Explain that today, learners will draw about **their family**.
2. Read the writing frame to learners.
3. Use **modelling** to show learners that you **think before you write**.
4. Tell learners your idea, like: I have a big family at home!
5. Use **modelling** to draw a picture of yourself with your family.
6. Use **resources** to add a label, like: me, mom, dad
7. Explain which words you will write. **Draw a line for each word**.
8. Use **modelling** to write your sentence, like: My family is a big.
9. **Use resources**, like theme vocabulary words.
10. **Erase your example from the board. Explain this was just an example, but learners must write their own ideas.**

**Oral Instructions:**

1. Ask learners: What is your family like?
2. Instruct learners to **think before they write**.
3. Instruct learners to **turn and talk** and share their idea with a partner.
4. Call on 2-3 learners to tell you about their family, like: My family is...
5. Explain that learners will now draw and write their own ideas!

**Writing:**

1. **Hand out learner books.**
2. As learners are writing, walk around the room and complete **mini conferences**.
3. Ask learners to **tell you about their drawing**.
4. Ask learners to **read their writing** to you.
5. Help learners **use resources** to add a label and complete the writing frame.
6. Encourage learners.



WEEK 5: FRIDAY: DAILY ACTIVITIES (15 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	<b>Lyrics</b>	<b>Actions</b>
	Some families are big,	<i>Spread your arms out wide</i>
	Some families are small,	<i>Bring arms close together</i>
	But I love my family best of all!	<i>Cross your arms over your chest</i>
THEME VOCABULARY	climb, game, skip, rope	
QUESTION OF THE DAY		
Question	What do you want to do with your family?	
Graph	3 COLUMN GRAPH	
Options	climb a tree / play a game / skip rope	
Follow up questions		
<b>Question</b>	<b>How many learners want to climb a tree with their family?</b>	
Answer	__ learners want to climb a tree.	
<b>Question</b>	<b>How many learners want to play a game with their family?</b>	
Answer	__ learners want to play a game.	
<b>Question</b>	<b>How many learners want to skip rope with their family?</b>	
Answer	__ learners want to skip rope.	
<b>Question</b>	<b>What do more learners want to do with their family?</b>	
Answer	More learners want to __ with their family.	
<b>Question</b>	<b>What do fewer learners want to do with their family?</b>	
Answer	Fewer learners want to __ with their family.	
<b>Question</b>	<b>What do you want to do with your family?</b>	
Answer	I want to climb a tree with my family.	
Answer	I want to play a game with my family.	
Answer	I want to skip rope with my family.	

SENTENCE OF THE WEEK	
REVISE	like, mom, dad, and, my
READ	I like my mom and dad.

WEEK 5: FRIDAY: SHARED READING (15 minutes)	
TITLE	<u>Bongi waits</u>
ACTIVITY	<b>RECOUNT THE STORY</b>
PURPOSE	Recounting helps young learners to get used to sharing their own opinions, as they must choose the part of the story that they liked best. It also shows if the child understood the story or not.
INSTRUCTIONS	
<ol style="list-style-type: none"> <li>1. Explain that today, learners will give a <b>recount</b> of one thing they liked in the story. This means they will say one thing they liked.</li> <li>2. Use <b>modelling</b> to show learners how to give a short recount of the story, like: I liked how Bongi helped her dad!</li> <li>3. Hold up the pictures. Instruct learners to look at the pictures and think about what happened.</li> <li>4. Instruct learners to think about 1-2 things they liked about the story.</li> <li>5. Instruct learners to <b>turn and talk</b> and share their recount with a partner.</li> <li>6. Ask 2-3 learners to <b>share</b> their ideas with the class. <b>Help</b> the learners form a short sentence.</li> <li>7. Explain and correct any common problems.</li> </ol>	

WEEK 5: FRIDAY: PHONEMIC AWARENESS AND PHONICS (5 minutes)	
SOUND	<b>Environmental sounds</b> You can make different sounds E.G. clap, click, stamp, whistle, tap
ACTIVITY	<b>MAKING SOUND PATTERNS</b> <ol style="list-style-type: none"> <li>1. Tell learners to listen carefully.</li> <li>2. Explain that you will make sounds.</li> <li>3. Learners must then copy the sounds that you have made.</li> <li>4. Instruct learners to close their eyes.</li> <li>5. Make any rhythm using sounds, like a clap, clap, stamp, stamp.</li> <li>6. Instruct learners to open their eyes and copy the rhythm you just made.</li> <li>7. Show the learners the rhythm you made.</li> <li>8. Repeat this as many times as possible.</li> </ol>

**ALTERNATE PROGRAMME: PHONEMIC AWARENESS & PHONICS (5 minutes)**

SOUND	
ACTIVITY	

**WEEK 5: FRIDAY: END OF WEEK LEARNING REVIEW**

*Note: There is no formal time allocated for this activity. Please try to fit it in to your classroom routine at the end of each week.*

1. Settle learners on the carpet at the end of the day.
2. Conduct the weekly language review session. You may choose to combine HL and FAL learning in this review.
3. Remember to allow learners to 'Turn and Talk' and discuss their answers with a partner. Then, select a few learners to share their answers with the class.
4. Use the following prompting questions to guide the language part of your discussion:
  - a. **What was our language theme for the week?**
  - b. **Which stories did we read together?**
  - c. **What were your favourite new words of the week?**
  - d. **What did you learn from the stories we read?**
  - e. **What did we write about this week?**
  - f. **How did your own writing improve this week?**
  - g. **How did your own reading improve this week?**
  - h. **What are you most proud of this week?**
5. Finally, tell learners to think about two things that they are going to tell their families about what they learnt or how they improved at school this week.

*Please note: This process of self-review and reflection is a critically important part of learning. Please do not skip this weekly activity.*

# GRADE 1 - TERM 1

WEEK



**THEME:**  
**MY FAMILY**

"Family is like music, some high notes, some low notes, but always a beautiful song."

-Anonymous



**WEEK 6: CLASSROOM PREPARATION**

1. At the start of each week, ensure that your classroom is neat and tidy.
2. Update your DISPLAY BOARDS, by removing items that are no longer relevant, and storing them carefully.
3. Then, prepare the flashcard words and theme word illustrations that you will need.
4. Find and prepare items for your theme wall and table that will be of interest to learners, for instance: pictures of different family members, pictures of different families.
5. Do some research on the internet to prepare for the theme. For example: families around the world, what is a family.
6. Make sure all learner exercise books and DBE Workbooks are marked, and neatly packed where they belong.
7. Make sure all your big books, graded readers and classroom library books are in good order.
8. Adjust your group guided reading groups if necessary.
9. Plan your informal and formal assessment activities for the week.

**EXTENSION ACTIVITIES**

**These activities can be used as independent work for learners who finish their work early OR while you are giving assessments to learners.**

Activity 1	DBE Workbook 1: Let's do, page 13
Activity 2	DBE Workbook 1: Let's draw, page 14
Activity 3	DBE Workbook 1: Let's write, page 14
Activity 4	Draw a picture of how you feel when you are with your family.

TERM 1: WEEK 6	
OVERVIEW	
THEME	My family
THEME VOCABULARY	big, small, family, home, brother, sister, baby, friend, grandmother, grandfather, grandparents, wait, help, clean, dirty, backyard, climb, game, skip, rope, little, big, born, new, younger, older, sibling, doll, hold, held, wrap, blanket, nappy, neck, strong, weak,
PHONICS	Environmental sounds and /a/ - ant, apple, axe
WRITING FRAME	My family is...
SIGHT WORDS	have, a, big, family
SENTENCE	I have a big family!

TERM 1: WEEK 6	
INTRODUCE THE THEME	
PICTURE	Bongi with her family at the end of the big book story <u>Bongi waits</u>
SHOW	Show learners the picture. Remind learners that this is a picture of Bongi's family. We read about Bongi's family last week!
SAY	<ul style="list-style-type: none"> <li>• Ask learners: What is a family?</li> <li>• Listen to learner responses. This will help you understand what learners already know.</li> <li>• Explain that this week, we will continue to learn words to discuss our families.</li> </ul>

WEEK 6: MONDAY: DAILY ACTIVITIES (15 minutes)																	
GREETING	Greet the learners in English.																
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This is the baby he's growing each day.	<i>Hold up pinky finger</i>																
THEME VOCABULARY	little, big, born, new																
QUESTION OF THE DAY																	
Question	Would you like a new brother or sister at home?																
Graph	2 COLUMN GRAPH																
Options	a new brother / a new sister																
Follow up questions																	
<b>Question</b>	<b>How many learners would like a new brother at home?</b>																
Answer	__ learners would like a new brother.																
<b>Question</b>	<b>How many learners would like a new sister at home?</b>																
Answer	__ learners would like a new sister.																
<b>Question</b>	<b>Would more learners like a new brother or sister at home?</b>																
Answer	More learners would like a new __																
<b>Question</b>	<b>Would fewer learners like a new brother or sister at home?</b>																
Answer	Fewer learners would like a new __																

<b>Question</b>	<b>Would you like a new brother or sister at home?</b>
Answer	I would like a new brother.
Answer	I would like a new sister.
<b>SIGHT WORD OF THE DAY</b>	
NEW	have
REVISE	--

**WEEK 6: MONDAY: SHARED READING (10 minutes)**

TITLE	<u>Tseko's new baby</u>
ACTIVITY	<b>PRE-READING</b>
COMPREHENSION STRATEGY	<b>Predict</b>
PURPOSE	By getting learners to predict, you are getting them to think about the story before they have even read it. By predicting, learners are developing their comprehension skills by thinking about the story.

**PRE-READING ACTIVITY**

1. Show learners the front cover of the story: Tseko's new baby
2. Read the title of the story.
3. Ask learners: What do you think will happen in this story?
4. Display the Big Book for learners to see. Make sure all learners can see the **pictures** in the book.
5. Show learners the first picture.
6. Ask learners: What do you think is happening here?
7. Discuss the picture with learners.
8. Ask learners: What do you think might happen next?
9. Go through each picture in the book and ask learners these questions.
10. When you get to the **last** picture, ask learners: How do you think this story will end?
11. Thank learners for their predictions.
12. Read through the story once.

**WEEK 6: MONDAY: PHONEMIC AWARENESS & PHONICS (5 minutes)**

SOUND	<p><b>Environmental sounds</b> You can make different sounds E.G. clap, click, stamp, whistle, tap</p>
ACTIVITY	<p><b>DIFFERENTIATING ENVIRONMENTAL SOUNDS</b></p> <ol style="list-style-type: none"> <li>1. Tell learners to listen carefully.</li> <li>2. Explain that you will make two sounds.</li> <li>3. Learners must decide if the sounds are the same or different.</li> <li>4. If learners think the sounds are the same, they must hold up 1 finger.</li> <li>5. If learners think the sounds are different, they must hold up 2 fingers.</li> <li>6. Instruct learners to close their eyes.</li> <li>7. Make any two sounds, like a clap and a whistle or the two sounds can be the same.</li> <li>8. Instruct learners to hold up 1 or 2 fingers.</li> <li>9. Look around the room to see which learners correctly identified if the sounds were the same or different, and which learners are struggling.</li> <li>10. Instruct learners to open their eyes.</li> <li>11. Show the learners which two sounds you made and if they were the same or different.</li> <li>12. Repeat this as many times as possible.</li> </ol>

**ALTERNATE PROGRAMME: PHONEMIC AWARENESS & PHONICS (5 minutes)**

SOUND	
ACTIVITY	

WEEK 6: TUESDAY: DAILY ACTIVITIES (15 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	<b>Lyrics</b>	<b>Actions</b>
	This is a family	<i>Hold up your hand</i>
	Let's count them and see!	<i>Wiggle your fingers</i>
	How many there are and who they could be!	<i>Count fingers: 1-2-3-4-5</i>
	This is the father, Who loves everyone.	<i>Hold up pointer finger</i>
	This is the mother, who is so much fun!	<i>Hold up middle finger</i>
	This is the sister, she helps and she plays!	<i>Hold up ring finger</i>
	This is the baby he's growing each day.	<i>Hold up pinky finger</i>
THEME VOCABULARY	younger, older, sibling, doll	
QUESTION OF THE DAY		
Question	Do you have an older sibling?	
Graph	2 COLUMN GRAPH	
Options	yes / no	
Follow up questions		
<b>Question</b>	<b>How many learners have an older sibling?</b>	
Answer	__ learners have an older sibling.	
<b>Question</b>	<b>How many learners do not have an older sibling?</b>	
Answer	__ learners do not have an older sibling.	
<b>Question</b>	<b>Do more learners have an older sibling or not?</b>	
Answer	More learners __	
<b>Question</b>	<b>Do fewer learners have an older sibling or not?</b>	
Answer	Fewer learners __	

<b>Question</b>	<b>Do you have an older sibling?</b>
Answer	Yes, I have an older sibling.
Answer	No, I do not have an older sibling.
<b>SIGHT WORD OF THE DAY</b>	
NEW	a
REVISE	have

**WEEK 6: TUESDAY: SHARED READING (15 minutes)**

TITLE	<u>Tseko's new baby</u>	
ACTIVITY	<b>FIRST READ</b>	
COMPREHENSION STRATEGY	<b>Make inferences</b>	
PURPOSE	Making inferences is a key thinking and comprehension skill. Learners need to work out parts of a story by making inferences. Teach learners that sometimes the details of a story are not written down – the reader must make a good guess.	
	<b>Story</b>	<b>Think aloud: First Read</b>
	There was just a week left until Tseko's new little sister was supposed to be born.	--
	Sometimes, Tseko felt worried. He didn't have any brother or sisters – he was the only child. Tseko worried about what it would be like to have a new baby. He worried about what it would be like to have a sister.	Tseko is the only child, so I can <b>infer</b> that he has never had a new baby at home.
	But sometimes, Tseko felt excited. Tseko felt especially excited that his grandmother was coming to visit. Tseko's father told him that Koko would stay for three whole months, just like she did when Tseko was born!	--
	When Tseko and his father met Koko at the bus terminal, Tseko felt excited. He ran to hug his koko. 'My sweet Tseko! Aren't you excited to become a big brother?' Koko asked. 'I don't know,' Tseko said, 'I don't know what to do with a baby.'	Oh I can <b>infer</b> that Tseko feels worried because he doesn't know what to do with a new baby.

<p>When they got home, Koko called Tseko. ‘I have a special gift for you!’ she said. She took a new baby doll out of her suitcase and handed it to Tseko. ‘I thought dolls were only for girls?’ Tseko said. ‘That is a very old-fashioned idea.’ Koko laughed, ‘Anyone can play with a doll! And how will you ever know what to do with a baby if you don’t play with a doll?’</p>	<p>I can <b>infer</b> that Tseko doesn’t have a doll, because he thought that they were only for girls.</p>
<p>First, Koko showed Tseko how to hold and rock a baby. ‘You must make sure to hold up the baby’s head, because their necks aren’t strong!’ Koko said.</p>	<p>Oh I can <b>infer</b> that Koko brought the doll so she could show Tseko how to care for a baby before his sister comes!</p>
<p>Next, Koko showed Tseko how to change a nappy. She had brought special doll-sized nappies, so that Tseko could practice! ‘You have to work quickly and carefully when you change a nappy, because babies move and cry!’ she said.</p>	<p>I can <b>infer</b> that Tseko has never changed a nappy before, because he doesn’t have any siblings and because this is his first doll.</p>
<p>Then, Koko showed Tseko how to wrap a baby up in a blanket. ‘Babies like to be wrapped up tight when they are very small,’ Koko said.</p>	<p>I can <b>infer</b> that Tseko has never wrapped a baby before, because he doesn’t have any siblings and because this is his first doll.</p>
<p>Koko and Tseko practiced. ‘You’re going to be a great big brother,’ Koko smiled. Tseko knew he should feel excited now, but he still felt a little bit worried. ‘Koko, what if mom likes the baby more than me? What if you like the baby more than me?’ Tseko asked. Koko put her arm around Tseko. ‘We have enough love for you both. Don’t ever worry about that!’</p>	<p>--</p>
<p>From then on, Tseko only felt excited.</p>	<p>I can <b>infer</b> that Tseko feels better now that his Koko showed him how to care for a new baby!</p>
<p><b>Follow up questions</b></p>	<p><b>Possible responses</b></p>
<p>Who came to visit Tseko?</p>	<p>His Koko came to visit.</p>



What gift did Koko bring for Tseko?	She brought him a doll.
<b>Why question</b>	<b>Possible responses</b>
Why did Koko bring Tseko a new doll?	<ul style="list-style-type: none"> <li>• Because she wanted to bring Tseko a gift.</li> <li>• Because dolls are for everyone – not just girls.</li> <li>• Because she wanted to show Tseko how to take care of a new baby</li> <li>• Because playing with a doll is the only way to learn how to take care of a baby.</li> <li>• Because she wanted Tseko to practice caring for a new baby.</li> </ul>

**WEEK 6: TUESDAY: PHONEMIC AWARENESS & PHONICS (5 minutes)**

SOUND	/a/
FLASHCARDS	a
ACTIVITY	<p><b>INTRODUCE NEW SOUND</b></p> <ol style="list-style-type: none"> <li>1. Say the sound and hold up the flashcard: /a/</li> <li>2. Say the sound and instruct learners to repeat the sound x 3.</li> <li>3. Discuss how the sound for /a/ is <u>different</u> in English and home language.</li> <li>4. Ask learners: Can you think of words that begin with the /a/ sound?</li> <li>5. Brainstorm words with learners, like: <b>ant, apple, axe, animal</b></li> </ol> <p><b>INTRODUCE /a/ SONG</b></p> <p>/a/, /a/ ants on my arm  /a/, /a/ ants on my arm  /a/, /a/ ants on my arm  Causing me alarm!</p>

**ALTERNATE PROGRAMME: PHONEMIC AWARENESS & PHONICS (5 minutes)**

SOUND	
FLASHCARDS	
ACTIVITY	

WEEK 6: WEDNESDAY: DAILY ACTIVITIES (15 minutes)																	
GREETING	Greet the learners in English.																
SONG / RHYME	<table border="1"> <thead> <tr> <th>Lyrics</th> <th>Actions</th> </tr> </thead> <tbody> <tr> <td>This is a family</td> <td><i>Hold up your hand</i></td> </tr> <tr> <td>Let's count them and see!</td> <td><i>Wiggle your fingers</i></td> </tr> <tr> <td>How many there are and who they could be!</td> <td><i>Count fingers: 1-2-3-4-5</i></td> </tr> <tr> <td>This is the father, Who loves everyone.</td> <td><i>Hold up pointer finger</i></td> </tr> <tr> <td>This is the mother, who is so much fun!</td> <td><i>Hold up middle finger</i></td> </tr> <tr> <td>This is the sister, she helps and she plays!</td> <td><i>Hold up ring finger</i></td> </tr> <tr> <td>This is the baby he's growing each day.</td> <td><i>Hold up pinky finger</i></td> </tr> </tbody> </table>	Lyrics	Actions	This is a family	<i>Hold up your hand</i>	Let's count them and see!	<i>Wiggle your fingers</i>	How many there are and who they could be!	<i>Count fingers: 1-2-3-4-5</i>	This is the father, Who loves everyone.	<i>Hold up pointer finger</i>	This is the mother, who is so much fun!	<i>Hold up middle finger</i>	This is the sister, she helps and she plays!	<i>Hold up ring finger</i>	This is the baby he's growing each day.	<i>Hold up pinky finger</i>
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This is the baby he's growing each day.	<i>Hold up pinky finger</i>																
THEME VOCABULARY	hold, held, wrap, blanket																
QUESTION OF THE DAY																	
Question	Have you ever held a new baby?																
Graph	2 COLUMN GRAPH																
Options	yes / no																
Follow up questions																	
<b>Question</b>	<b>How many learners have held a new baby?</b>																
Answer	__ learners have held a new baby.																
<b>Question</b>	<b>How many learners have never held a new baby?</b>																
Answer	__ learners have never held a new baby.																
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Answer	More learners have __																
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Answer	Fewer learners have __																

<b>Question</b>	<b>Have you ever held a new baby?</b>
Answer	Yes, I have held a new baby.
Answer	No, I have never held a new baby.
<b>SIGHT WORD OF THE DAY</b>	
NEW	big
REVISE	have, a

WEEK 6: WEDNESDAY: SHARED READING (15 minutes)

TITLE	<u>Tseko's new baby</u>
ACTIVITY	<b>STORY ILLUSTRATION</b>
PURPOSE	To give learners a chance to <b>summarise</b> and <b>reflect</b> on the text.

**INSTRUCTIONS**

**Modelling:**

1. Explain that today, learners will draw a picture of something important that happens in the story.
2. Use **modelling** to **think before you write**.
3. Use **modelling** to **summarise** the story, like: Tseko's grandmother gives him a new doll.
4. Use **modelling** to draw a picture of your summary.
5. Use **modelling** to add a label to your drawing, like: doll

**Oral Instructions:**

1. Tell learners they must think about something important that happens in the story.
2. If needed, support learners by showing the pictures in the Big Book.
3. Remind learners that we **think before we write**.
4. Instruct learners to **turn and talk** and share their ideas with a partner.
5. Call on 2-3 learners to tell you their summary of the story (*learners can point to a picture that shows something important happening if they cannot yet use oral language.*)
6. Explain that learners can try to add a label, like: grandmother, doll.

**Writing:**

1. **Hand out learner books.**
2. As learners write, walk around the room and complete **mini conferences**.
3. Ask learners to tell you about their drawings.
4. Help learners to add a label.
5. Encourage learners!

**Turn and Talk:**

1. When there are 2-3 minutes left, instruct learners to put their pencils down.
2. Instruct learners to **turn and talk** with a partner about their drawings.

*Hang up learner drawings at LEARNER EYE-LEVEL around the room. This helps learners have conversations about the story.*



**WEEK 6: WEDNESDAY: PHONEMIC AWARENESS & PHONICS (5 minutes)**

SOUND	<p><b>Environmental sounds</b> You can make different sounds E.G. clap, click, stamp, whistle, tap</p>
ACTIVITY	<p><b>DIFFERENTIATING ENVIRONMENTAL SOUNDS</b></p> <ol style="list-style-type: none"> <li>1. Tell learners to listen carefully.</li> <li>2. Explain that you will make two sounds.</li> <li>3. Learners must decide if the sounds are the same or different.</li> <li>4. If learners think the sounds are the same, they must hold up 1 finger.</li> <li>5. If learners think the sounds are different, they must hold up 2 fingers.</li> <li>6. Instruct learners to close their eyes.</li> <li>7. Make any two sounds, like a clap and a whistle or the two sounds can be the same.</li> <li>8. Instruct learners to hold up 1 or 2 fingers.</li> <li>9. Look around the room to see which learners correctly identified if the sounds were the same or different, and which learners are struggling.</li> <li>10. Instruct learners to open their eyes.</li> <li>11. Show the learners which two sounds you made and if they were the same or different.</li> <li>12. Repeat this as many times as possible.</li> </ol>

**ALTERNATE PROGRAMME: PHONEMIC AWARENESS & PHONICS (5 minutes)**

SOUND	
ACTIVITY	

WEEK 6: THURSDAY: DAILY ACTIVITIES (15 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	<b>Lyrics</b>	<b>Actions</b>
	This is a family	<i>Hold up your hand</i>
	Let's count them and see!	<i>Wiggle your fingers</i>
	How many there are and who they could be!	<i>Count fingers: 1-2-3-4-5</i>
	This is the father, Who loves everyone.	<i>Hold up pointer finger</i>
	This is the mother, who is so much fun!	<i>Hold up middle finger</i>
	This is the sister, she helps and she plays!	<i>Hold up ring finger</i>
	This is the baby he's growing each day.	<i>Hold up pinky finger</i>
THEME VOCABULARY	nappy, neck, strong, weak	
QUESTION OF THE DAY		
Question	Have you ever changed a nappy?	
Graph	2 COLUMN GRAPH	
Options	yes / no	
Follow up questions		
<b>Question</b>	<b>How many learners have changed a nappy?</b>	
Answer	__ learners have changed a nappy.	
<b>Question</b>	<b>How many learners have never changed a nappy?</b>	
Answer	__ learners have never changed a nappy.	
<b>Question</b>	<b>Have more learners changed a nappy or not?</b>	
Answer	More learners have __	
<b>Question</b>	<b>Have fewer learners changed a nappy or not?</b>	
Answer	Fewer learners have __	

<b>Question</b>	<b>Have you ever changed a nappy?</b>
Answer	Yes, I have changed a nappy.
Answer	No, I have never changed a nappy.
<b>SIGHT WORD OF THE DAY</b>	
NEW	family
REVISE	have, a, big

## WEEK 6: THURSDAY: SHARED READING (15 minutes)

TITLE	<u>Tseko's new baby</u>	
ACTIVITY	<b>SECOND READ</b>	
COMPREHENSION STRATEGY	<b>Make inferences</b>	
PURPOSE	Making inferences is a key thinking and comprehension skill. Learners need to work out parts of a story by making inferences. Teach learners that sometimes the details of a story are not written down – the reader must make a good guess.	
	<b>Story</b>	<b>Second Read</b>
	There was just a week left until Tseko's new little sister was supposed to be born.	A new baby is a big deal! I <b>wonder</b> how Tseko feels about having a new baby at home?
	Sometimes, Tseko felt worried. He didn't have any brother or sisters – he was the only child. Tseko worried about what it would be like to have a new baby. He worried about what it would be like to have a sister.	I can <b>infer</b> that Tseko might be worried about what it will be like to have to share his parents with another person!
	But sometimes, Tseko felt excited. Tseko felt especially excited that his grandmother was coming to visit. Tseko's father told him that Koko would stay for three whole months, just like she did when Tseko was born!	Oh I can <b>infer</b> that Koko would come visit any time there is a new baby, because it is a special tradition.
	When Tseko and his father met Koko at the bus terminal, Tseko felt excited. He ran to hug his koko. 'My sweet Tseko! Aren't you excited to become a big brother?' Koko asked. 'I don't know,' Tseko said, 'I don't know what to do with a baby.'	--



<p>When they got home, Koko called Tseko.          'I have a special gift for you!' she said. She took a new baby doll out of her suitcase and handed it to Tseko.          'I thought dolls were only for girls?' Tseko said.          'That is a very old-fashioned idea.' Koko laughed, 'Anyone can play with a doll! And how will you ever know what to do with a baby if you don't play with a doll?'</p>	<p>I can <b>infer</b> that Koko thinks it is important for Tseko to know how to be helpful when the new baby comes.</p>
<p>First, Koko showed Tseko how to hold and rock a baby.          'You must make sure to hold up the baby's head, because their necks aren't strong!' Koko said.</p>	<p>I can <b>infer</b> that Koko has helped care for lots of babies before.</p>
<p>Next, Koko showed Tseko how to change a nappy. She had brought special doll-sized nappies, so that Tseko could practice! 'You have to work quickly and carefully when you change a nappy, because babies move and cry!' she said.</p>	<p>--</p>
<p>Then, Koko showed Tseko how to wrap a baby up in a blanket. 'Babies like to be wrapped up tight when they are very small,' Koko said.</p>	<p>Tseko knows so many important things about caring for a baby now. He looks happy. I <b>infer</b> he must be feeling better about having a new baby sister.</p>
<p>Koko and Tseko practiced.          'You're going to be a great big brother,' Koko smiled.          Tseko knew he should feel excited now, but he still felt a little bit worried.          'Koko, what if mom likes the baby more than me? What if you like the baby more than me?' Tseko asked.          Koko put her arm around Tseko. 'We have enough love for you both. Don't ever worry about that!'</p>	<p>Oh! I can see Tseko wasn't only worried about how to care for a baby. He is also worried about what it will be like to share his parents and his Koko with someone else!</p>
<p>From then on, Tseko only felt excited.</p>	<p>I can <b>infer</b> that now, Tseko feels excited that his sister is coming! I think he no longer feels worried because his Koko helped him feel better.</p>

Follow up questions	Responses
How long will Koko stay for?	She will stay for three months.
What did Tseko's Koko show him how to do?	She showed him how to: <ul style="list-style-type: none"> <li>• Hold and rock a baby.</li> <li>• Change a nappy.</li> <li>• Wrap a baby up in a blanket.</li> </ul>
Why question	Possible response
Why did Tseko only feel excited at the end of the story?	<ul style="list-style-type: none"> <li>• Because he felt more comfortable about taking care of a new baby.</li> <li>• Because he knew how to take care of a new baby now.</li> <li>• Because he felt like he would be a good big brother now!</li> <li>• Because he wasn't worried about his mom and Koko loving the new baby more than him.</li> </ul>

## WEEK 6:THURSDAY: WRITING (15 minutes)

WRITING FRAME

My family is...**Modelling:**

1. Explain that today, learners will draw about **something the like to do with their family**.
2. Read the writing frame to learners.
3. Use **modelling** to show learners that you **think before you write**.
4. Tell learners your idea, like: I like to go to Wimpy on Sunday with my family!
5. Use **modelling** to draw a picture of yourself at Wimpy with your family.
6. **Use resources** to add a label, like: me, mom, dad
7. Explain which words you will write. **Draw a line for each word**.
8. Use **modelling** to write your sentence, like: My family is very friendly.
9. **Erase your example from the board. Explain this was just an example, but learners must write their own ideas.**

**Oral Instructions:**

1. Ask learners: What is your family like?
2. Instruct learners to **think before they write**.
3. Instruct learners to **turn and talk** and share their idea with a partner.
4. Call on 2-3 learners to tell you about their family, like: My family is...
5. Explain that learners will now use the writing frame to draw and write their own ideas!

**Writing:**

1. **Hand out learner books.**
2. As learners are writing, walk around the room and complete **mini conferences**.
3. Ask learners to **tell you about their drawing**.
4. Ask learners to **read their writing** to you.
5. Help learners **use resources** to add a label and complete the writing frame.
6. Encourage learners.

**Turn and Talk:**

1. When there are 2-3 minutes left, instruct learners to put their pencils down.
2. Instruct learners to **turn and talk** with a partner about their writing.

*Hang up learner drawings at LEARNER EYE-LEVEL around the room. This helps learners have conversations with their new vocabulary!*



my family is kind.

WEEK 6: FRIDAY: DAILY ACTIVITIES (15 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	<b>Lyrics</b>	<b>Actions</b>
	This is a family	<i>Hold up your hand</i>
	Let's count them and see!	<i>Wiggle your fingers</i>
	How many there are and who they could be!	<i>Count fingers: 1-2-3-4-5</i>
	This is the father, Who loves everyone.	<i>Hold up pointer finger</i>
	This is the mother, who is so much fun!	<i>Hold up middle finger</i>
	This is the sister, she helps and she plays!	<i>Hold up ring finger</i>
	This is the baby he's growing each day.	<i>Hold up pinky finger</i>
THEME VOCABULARY	aunt, uncle, cousin, visit	
QUESTION OF THE DAY		
Question	Who visits you most?	
Graph	3 COLUMN GRAPH	
Options	my aunt / my uncle / my cousin	
Follow up questions		
<b>Question</b>	<b>How many learners' aunts visit them most?</b>	
Answer	__ learners' aunts visit them most.	
<b>Question</b>	<b>How many learners' uncles visit them most?</b>	
Answer	__ learners' uncles visit them most.	
<b>Question</b>	<b>How many learners' cousins visit them most?</b>	
Answer	__ learners' cousins visit them most.	
<b>Question</b>	<b>Who visits you most?</b>	
Answer	My aunt visits me most.	

Answer	My uncle visits me most.
Answer	My cousin visits me most.
<b>SENTENCE OF THE WEEK</b>	
REVISE	have, a, big, family, I
READ	I have a big family!

**WEEK 6: FRIDAY: SHARED READING (15 minutes)**

TITLE	<u>Tseko's new baby</u>
ACTIVITY	<b>RECOUNT THE STORY</b>
COMPREHENSION STRATEGY	<b>Summarise</b>
PURPOSE	Recounting helps young learners to get used to sharing their own opinions, as they must choose the part of the story that they liked best. It also shows if the child understood the story or not.

**INSTRUCTIONS**

1. Explain that today, learners will give a **recount** of one thing they remember in the story. This means they will say one thing they can remember.
2. Use **modelling** to show learners how to give a short recount of the story, like: Tseko's grandmother showed him how to care for a baby.
3. Hold up the pictures. Instruct learners to look at the pictures and think about what happened.
4. Instruct learners to think about 1-2 things they can say about the story.
5. Instruct learners to **turn and talk** and share their recount with a partner.
6. Ask 2-3 learners to **share** their ideas with the class. **Help** the learners form a short sentence.
7. Explain and correct any common problems to learners.

## WEEK 6: FRIDAY: PHONEMIC AWARENESS AND PHONICS (5 minutes)

SOUND	<b>/a/</b>
ACTIVITY	<p><b>REVISE NEW SOUND</b></p> <ol style="list-style-type: none"> <li>1. Say the sound and hold up the flashcard: <b>/a/</b></li> <li>2. Say the sound and instruct learners to repeat the sound x 3.</li> <li>3. Discuss how the sound for <b>/a/</b> is <u>different</u> in English and home language.</li> <li>4. Ask learners: Can you think of words that begin with the <b>/a/</b> sound?</li> <li>5. Brainstorm words with learners, like: <b>ant, apple, axe, animal</b></li> </ol> <p><b>REVISE /a/ SONG</b></p> <p>/a/, /a/ ants on my arm  /a/, /a/ ants on my arm  /a/, /a/ ants on my arm  Causing me alarm!</p>

## ALTERNATE PROGRAMME: PHONEMIC AWARENESS &amp; PHONICS (5 minutes)

SOUND	
ACTIVITY	

### WEEK 6: FRIDAY: END OF WEEK LEARNING REVIEW

*Note: There is no formal time allocated for this activity. Please try to fit it in to your classroom routine at the end of each week.*

1. Settle learners on the carpet at the end of the day.
2. Conduct the weekly language review session. You may choose to combine HL and FAL learning in this review.
3. Remember to allow learners to 'Turn and Talk' and discuss their answers with a partner. Then, select a few learners to share their answers with the class.
4. Use the following prompting questions to guide the language part of your discussion:
  - a. **What was our language theme for the week?**
  - b. **Which stories did we read together?**
  - c. **What were your favourite new words of the week?**
  - d. **What did you learn from the stories we read?**
  - e. **What did we write about this week?**
  - f. **How did your own writing improve this week?**
  - g. **How did your own reading improve this week?**
  - h. **What are you most proud of this week?**
5. Finally, tell learners to think about two things that they are going to tell their families about what they learnt or how they improved at school this week.

*Please note: This process of self-review and reflection is a critically important part of learning. Please do not skip this weekly activity.*



# GRADE 1 - TERM 1

# WEEK 7

**THEME:**  
**WE PLAY OUTSIDE**

“Play is the highest form of research.”  
-Albert Einstein

## WEEK 7: CLASSROOM PREPARATION

1. At the start of each week, ensure that your classroom is neat and tidy.
2. Update your DISPLAY BOARDS, by removing items that are no longer relevant, and storing them carefully.
3. Then, prepare the flashcard words and theme word illustrations that you will need.
4. Find and prepare items for your theme wall and table that will be of interest to learners, for instance: tennis ball, jump rope, grass, picture of children playing outside.
5. Do some research on the internet to prepare for the theme. For example: benefits of outdoor learning.
6. Make sure all learner exercise books and DBE Workbooks are marked, and neatly packed where they belong.
7. Make sure all your big books, graded readers and classroom library books are in good order.
8. Adjust your group guided reading groups if necessary.
9. Plan your informal and formal assessment activities for the week.

## EXTENSION ACTIVITIES

**These activities can be used as independent work for learners who finish their work early OR while you are giving assessments to learners.**

Activity 1	DBE Workbook 1: Let's talk, page 16
Activity 2	DBE Workbook 1: Let's do, page 17
Activity 3	DBE Workbook 1: Let's do, page 20
Activity 4	Draw a picture of something you do outside.

TERM 1: WEEK 7	
OVERVIEW	
THEME	We play outside
THEME VOCABULARY	ball, kick, throw, bounce, hot, cold, outside, inside, playground, slide, swings, down, run, pond, swim, jump, tree, sun, shade, sit
PHONICS	Environmental sounds and /s/ snake, snail, sand, sun.
WRITING FRAME	I like to...
SIGHT WORDS	we, in, the, sun
SENTENCE	We play in the sun all day.

TERM 1: WEEK 7	
INTRODUCE THE THEME	
PICTURE	Children playing on the playground on page 2-3 of DBE Workbook 1
SHOW	Show learners the picture. Explain that the children are playing on the playground outside. There are lots of things we can do when we play outside.
SAY	<ul style="list-style-type: none"> <li>• Ask learners: What do you like to do outside?</li> <li>• Listen to learner responses. This will help you understand what learners already know.</li> <li>• Explain that this week, we will learn words for things we do when we are outside.</li> </ul>

WEEK 7: MONDAY: DAILY ACTIVITIES (10 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	<b>Lyrics</b>	<b>Actions</b>
	I'm bouncing, bouncing everywhere,	<i>jump up and down</i>
	I bounce and bounce into the air.	<i>jump up and down, arms in the air</i>
	I'm bouncing and bouncing, like a ball,	<i>jump up and down</i>
	I bounce and bounce and then I fall.	<i>jump up and down, then squat down</i>
THEME VOCABULARY	ball, kick, throw, bounce	
QUESTION OF THE DAY		
Question	What do you like to do with a ball?	
Graph	3 COLUMN GRAPH	
Options	kick / throw / bounce	
Follow up questions		
<b>Question</b>	<b>How many learners like to kick a ball?</b>	
Answer	__ learners like to kick a ball.	
<b>Question</b>	<b>How many learners like to throw a ball?</b>	
Answer	__ learners like to throw a ball.	
<b>Question</b>	<b>How many learners like to bounce a ball?</b>	
Answer	__ learners like to bounce a ball.	
<b>Question</b>	<b>What do most learners like to do?</b>	
Answer	Most learners like to __	
<b>Question</b>	<b>What do fewest learners like to do?</b>	
Answer	Fewest learners like to __	
<b>Question</b>	<b>What do you like to do with a ball?</b>	
Answer	I like to kick a ball.	

Answer	I like to throw a ball.
Answer	I like to bounce a ball.
<b>SIGHT WORD OF THE DAY</b>	
NEW	we
REVISE	--

**WEEK 7: MONDAY: SHARED READING (10 minutes)**

TITLE	<u>A very hot day</u>
ACTIVITY	<b>PRE-READING</b>
COMPREHENSION STRATEGY	<b>Predict</b>
PURPOSE	By getting learners to predict, you are getting them to think about the story before they have even read it. By predicting, learners are developing their comprehension skills by thinking about the story.

**PRE-READING ACTIVITY**

1. Show learners the front cover of the story: A very hot day
2. Read the title of the story.
3. Ask learners: What do you think will happen in this story?
4. Display the Big Book for learners to see. Make sure all learners can see the **pictures** in the book.
5. Show learners the first picture.
6. Ask learners: What do you think is happening here?
7. Discuss the picture with learners.
8. Ask learners: What do you think might happen next?
9. Go through each picture in the book and ask learners these questions.
10. When you get to the **last** picture, ask learners: How do you think this story will end?
11. Thank learners for their predictions.
12. Read through the story once.

**WEEK 7: MONDAY: PHONEMIC AWARENESS & PHONICS (5 minutes)**

SOUND	<p><b>Environmental sounds</b> You can make different sounds E.G. clap, click, stamp, whistle, tap</p>
ACTIVITY	<p><b>DIFFERENTIATING ENVIRONMENTAL SOUNDS</b></p> <ol style="list-style-type: none"> <li>1. Tell learners to listen carefully.</li> <li>2. Explain that you will make two sounds.</li> <li>3. Learners must decide if the sounds are the same or different.</li> <li>4. If learners think the sounds are the same, they must hold up 1 finger.</li> <li>5. If learners think the sounds are different, they must hold up 2 fingers.</li> <li>6. Instruct learners to close their eyes.</li> <li>7. Make any two sounds, like a clap and a whistle or the two sounds can be the same.</li> <li>8. Instruct learners to hold up 1 or 2 fingers.</li> <li>9. Look around the room to see which learners correctly identified if the sounds were the same or different, and which learners are struggling.</li> <li>10. Instruct learners to open their eyes.</li> <li>11. Show the learners which two sounds you made and if they were the same or different.</li> <li>12. Repeat this as many times as possible.</li> </ol>

**ALTERNATE PROGRAMME: PHONEMIC AWARENESS & PHONICS (5 minutes)**

SOUND	
ACTIVITY	

WEEK 7: TUESDAY: DAILY ACTIVITIES (15 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	<b>Lyrics</b>	<b>Actions</b>
	I'm bouncing, bouncing everywhere,	<i>jump up and down</i>
	I bounce and bounce into the air.	<i>jump up and down, arms in the air</i>
	I'm bouncing and bouncing, like a ball,	<i>jump up and down</i>
	I bounce and bounce and then I fall.	<i>jump up and down, then squat down</i>
THEME VOCABULARY	hot, cold, outside, inside	
QUESTION OF THE DAY		
Question	How do you like to feel?	
Graph	2 COLUMN GRAPH	
Options	hot / cold	
Follow up questions		
<b>Question</b>	<b>How many learners like to feel hot?</b>	
Answer	__ learners like to feel hot.	
<b>Question</b>	<b>How many learners like to feel cold?</b>	
Answer	__ learners like to feel cold.	
<b>Question</b>	<b>How do more learners like to feel?</b>	
Answer	More learners like to feel __	
<b>Question</b>	<b>How do fewer learners like to feel?</b>	
Answer	Fewer learners like to feel __	
<b>Question</b>	<b>How do you like to feel?</b>	
Answer	I like to feel hot.	
Answer	I like to feel cold.	

SIGHT WORD OF THE DAY	
NEW	in
REVISE	we

**WEEK 7: TUESDAY: SHARED READING (15 minutes)**

TITLE	<u>A very hot day</u>
ACTIVITY	<b>FIRST READ</b>
COMPREHENSION STRATEGY	<b>Search the text</b>
PURPOSE	By getting learners to recall details about the story, you are checking that they have a basic understanding of the story. You can also show learners how to search the text to find details, once they can read.

Story	First Read
Karabo, Tshepo and Cathy are friends. They love to play soccer. They come to school to play soccer even on Saturdays! But today, it is very hot. The friends play for a few minutes, but then they must stop. They are hot. They are sweating. "It's too hot!" says Karabo. "Let's go home!"	<b>Why</b> must the children stop playing soccer? Oh! They must stop because they are too hot to play.
Karabo, Tsepo and Cathy begin to walk home. They walk past the children playing at the park. The children on the playground look very hot too. They are sweating, just like Karabo, Tsepo, and Cathy.  Then, Karabo remembers that there is a pond at the park. Karabo has an idea. "Come on!" Karabo says to his friends.	<b>Where</b> is Karabo taking his friends? Oh! We don't know yet. We don't know what his idea is. How do the children on the playground feel? Oh! They feel very hot too.
"Look!" Karabo says, when they get to the pond. "Let's jump in!" "Good idea!" Tshepo says. "That will cool us off!" Karabo takes off his shoes. He runs and jumps into the cool water.	<b>What</b> is Karabo's idea? Oh! His idea is to jump in the pond and cool off.



<p>"How does it feel?" Tsepo asks.</p> <p>"It feels nice and cool!" Karabo says. "Come in!"</p> <p>Karabo feels cool. But Karabo also feels something funny on his head.</p> <p>Cathy begins to laugh. "There's a fish on your head!" she says. Karabo laughs too. "I am going to swim all day, just like this fish!" Karabo says.</p>	<p><b>How</b> long will Karabo swim for? He wants to swim all day!</p>
<b>Follow up questions</b>	<b>Possible responses</b>
<b>Who</b> are Karabo's friends?	Cathy and Tshepo are his friends.
<b>What</b> was on Karabo's head?	There was a fish on his head.
<b>Why question</b>	<b>Possible responses</b>
<b>Why</b> did Karabo want to jump into the pond?	<ul style="list-style-type: none"> <li>• Because he felt hot.</li> <li>• Because he wanted to cool down.</li> <li>• Because he wanted his friends to see the pond.</li> <li>• Because jumping in water when we are hot makes us cool down.</li> </ul>

WEEK 7: TUESDAY: PHONEMIC AWARENESS & PHONICS (5 minutes)	
SOUND	/s/
FLASHCARDS	s
ACTIVITY	<p><b>INTRODUCE NEW SOUND</b></p> <ol style="list-style-type: none"> <li>1. Say the sound and hold up the flashcard: /s/</li> <li>2. Say the sound and instruct learners to repeat the sound x 3.</li> <li>3. Discuss how the sound for /s/ is <u>the same</u> in English and home language.</li> <li>4. Teach the 's' rhyme</li> <li>5. Find s on walls.</li> <li>6. Ask learners: Can you think of words that begin with /s/?</li> <li>7. Brainstorm words with learners, like: <b>sun, sand, snail, snake</b></li> </ol> <p><b>INTRODUCE /s/ SONG</b></p> <p>/s/, /s/ Sammy snake  /s/, /s/ Sammy snake  /s/, /s/ Sammy snake  Slithering softly and slowly</p>

ALTERNATE PROGRAMME: PHONEMIC AWARENESS & PHONICS (5 minutes)	
SOUND	
FLASHCARDS	
ACTIVITY	

WEEK 7: WEDNESDAY: DAILY ACTIVITIES (15 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	<b>Lyrics</b>	<b>Actions</b>
	I'm bouncing, bouncing everywhere,	<i>jump up and down</i>
	I bounce and bounce into the air.	<i>jump up and down, arms in the air</i>
	I'm bouncing and bouncing, like a ball,	<i>jump up and down</i>
	I bounce and bounce and then I fall.	<i>jump up and down, then squat down</i>
THEME VOCABULARY	playground, slide, swings, down	
QUESTION OF THE DAY		
Question	What is your favourite thing to do on the playground?	
Graph	2 COLUMN GRAPH	
Options	go down the slide / swing on the swings	
Follow up questions		
<b>Question</b>	<b>How many learners like to go down the slide?</b>	
Answer	__ learners like to go down the slide.	
<b>Question</b>	<b>How many learners like to swing on the swings?</b>	
Answer	__ learners like to swing on the swings.	
<b>Question</b>	<b>What do more learners like to do?</b>	
Answer	More learners like to __	
<b>Question</b>	<b>What do fewer learners like to do?</b>	
Answer	Fewer learners like the __	
<b>Question</b>	<b>What is your favourite thing to do on the playground?</b>	
Answer	My like to go down the slide.	
Answer	My like to swing on the swings.	

SIGHT WORD OF THE DAY	
NEW	the
REVISE	in, we

## WEEK 7: WEDNESDAY: SHARED READING (15 minutes)

TITLE	<u>A very hot day</u>
ACTIVITY	<b>STORY ILLUSTRATION</b>
PURPOSE	To give learners a chance to <b>summarise</b> and <b>reflect</b> on the text.

### INSTRUCTIONS

#### Modelling:

1. Explain that today, learners will draw a picture of something important that happens in the story.
2. Use **modelling** to **think before you write**.
3. Use **modelling** to **summarise** the story, like: The children are too hot to play.
4. Use **modelling** to draw a picture of your summary.
5. Use **modelling** to add a label to your drawing, like: hot.

#### Oral Instructions:

1. Tell learners they must think about something important that happens in the story.
2. If needed, support learners by showing the pictures in the Big Book.
3. Remind learners that we **think before we write**.
4. Instruct learners to **turn and talk** and share their ideas with a partner.
5. Call on 2-3 learners to tell you their summary of the story (*learners can point to a picture that shows something important happening if they cannot yet use oral language.*)
6. Explain that learners can try to add a label, like: hot, soccer ball.

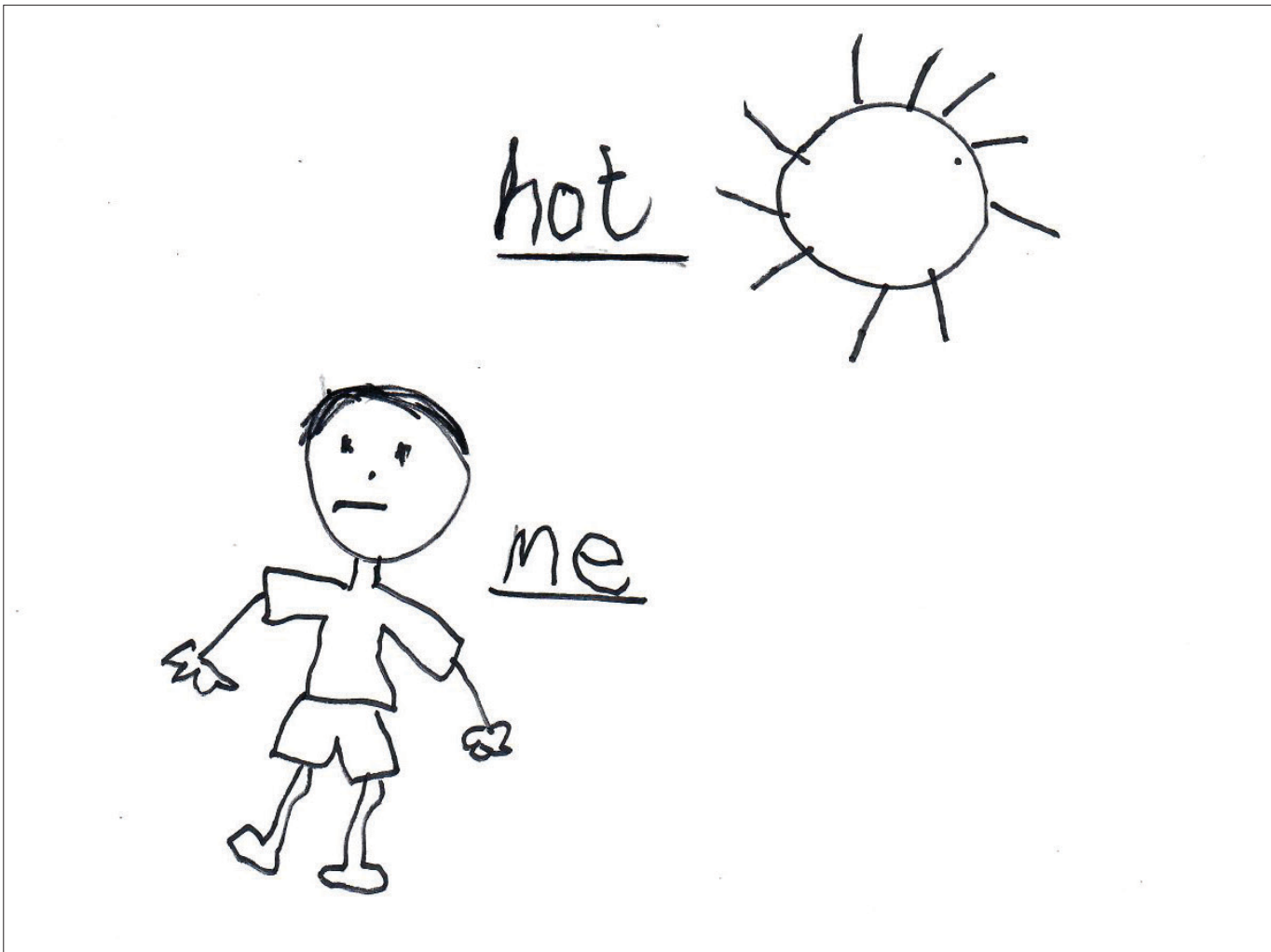
#### Writing:

1. **Hand out learner books.**
2. As learners write, walk around the room and complete **mini conferences**.
3. Ask learners to tell you about their drawings.
4. Help learners to add a label.
5. Encourage learners!

#### Turn and Talk:

1. When there are 2-3 minutes left, instruct learners to put their pencils down.
2. Instruct learners to **turn and talk** with a partner about their drawings.

*Hang up learner drawings at LEARNER EYE-LEVEL around the room. This helps learners have conversations about the story.*



## WEEK 7: WEDNESDAY: PHONEMIC AWARENESS &amp; PHONICS (5 minutes)

SOUNDS	/a/ /s/
ACTIVITY	<p><b>DIFFERENTIATING NEW SOUNDS</b></p> <ol style="list-style-type: none"> <li>1. Remind learners that we have learned the sounds /a/ and /s/</li> <li>2. Tell learners to listen carefully.</li> <li>3. Explain that you will say one sound.</li> <li>4. Learners must decide if it is /a/ or /s/</li> <li>5. If learners think you said /a/, they must hold up 1 finger.</li> <li>6. If learners think you said /s/, they must hold up 2 fingers.</li> <li>7. Instruct learners to close their eyes.</li> <li>8. Say one sound (either /a/ or /s/).</li> <li>9. Instruct learners to hold up 1 or 2 fingers.</li> <li>10. Look around the room to see which learners correctly identified the sounds, and which learners are struggling.</li> <li>11. Instruct learners to open their eyes.</li> <li>12. Tell learners which sound you said, and show the flashcard.</li> </ol> <p>Repeat this as many times as possible.</p>

WEEK 7: THURSDAY: DAILY ACTIVITIES (15 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	<b>Lyrics</b>	<b>Actions</b>
	I'm bouncing, bouncing everywhere,	<i>jump up and down</i>
	I bounce and bounce into the air.	<i>jump up and down, arms in the air</i>
	I'm bouncing and bouncing, like a ball,	<i>jump up and down</i>
	I bounce and bounce and then I fall.	<i>jump up and down, then squat down</i>
THEME VOCABULARY	run, pond, swim, jump	
QUESTION OF THE DAY		
Question	Do you want to jump in the pond like Jabu?	
Graph	2 COLUMN GRAPH	
Options	yes / no	
Follow up questions		
<b>Question</b>	<b>How many learners want to jump in the pond like Jabu?</b>	
Answer	__ learners want to jump in the pond.	
<b>Question</b>	<b>How many learners don't want to jump in the pond like Jabu?</b>	
Answer	__ learners don't want to jump in the pond.	
<b>Question</b>	<b>Do more learners want to jump in the pond or not?</b>	
Answer	More learners __	
<b>Question</b>	<b>Do fewer learners want to jump in the pond or not?</b>	
Answer	Fewer learners __	
<b>Question</b>	<b>Do you want to jump in the pond like Jabu?</b>	
Answer	Yes, I want to jump in the pond like Jabu.	
Answer	No, I don't want to jump in the pond like Jabu.	

SIGHT WORD OF THE DAY	
NEW	sun
REVISE	we, in, the

**WEEK 7: THURSDAY: SHARED READING (15 minutes)**

TITLE	<u>A very hot day</u>
ACTIVITY	<b>SECOND READ</b>
COMPREHENSION STRATEGY	<b>Search the text</b>
PURPOSE	By getting learners to recall details about the story, you are checking that they have a basic understanding of the story. You can also show learners how to search the text to find details, once they can read.

Story	Think aloud: Second Read
<p>Karabo, Tshepo and Cathy are friends. They love to play soccer. They come to school to play soccer even on Saturdays! But today, it is very hot. The friends play for a few minutes, but then they must stop. They are hot. They are sweating. "It's too hot!" says Karabo. "Let's go home!"</p>	<p><b>How</b> do the children feel? Oh the children feel hot. It is very hot outside today!</p>
<p>Karabo, Tshepo and Cathy begin to walk home. They walk past the children playing at the park. The children on the playground look very hot too. They are sweating, just like Karabo, Tshepo, and Cathy.</p> <p>Then, Karabo remembers that there is a pond at the park. Karabo has an idea. "Come on!" Karabo says to his friends.</p>	<p><b>What</b> does Karabo remember? Oh! He remembers that there is a pond at the park!</p>
<p>"Look!" Karabo says, when they get to the pond. "Let's jump in!"</p> <p>"Good idea!" Tshepo says. "That will cool us off!"</p> <p>Karabo takes off his shoes. He runs and jumps into the cool water.</p>	<p><b>What</b> does Tshepo say will cool them off? Oh! He says that jumping in the pond will cool them off.</p>

<p>“How does it feel?” Tshepo asks.</p> <p>“It feels nice and cool!” Karabo says. “Come in!”</p> <p>Karabo feels cool. But Karabo also feels something funny on his head.</p> <p>Cathy begins to laugh. “There’s a fish on your head!” she says. Karabo laughs too. “I am going to swim all day, just like this fish!” Karabo says.</p>	<p><b>How</b> does Karabo feel in the pond? Oh! He feels cool. He isn’t hot anymore.</p>
<p><b>Follow up questions</b></p>	<p><b>Responses</b></p>
<p>Why did the children stop playing soccer?</p>	<p>Because it was too hot to play.</p>
<p>Who was sweating?</p>	<ul style="list-style-type: none"> <li>• Karabo, Cathy, and Tshepo were sweating.</li> <li>• The children on the playground were sweating.</li> </ul>
<p><b>Why question</b></p>	<p><b>Possible response</b></p>
<p>Why did Karabo feel nice and cool?</p>	<ul style="list-style-type: none"> <li>• Because he jumped in the pond.</li> <li>• Because the pond is nice and cool.</li> <li>• Because the pond cooled him down.</li> </ul>



## WEEK 7: THURSDAY: WRITING (15 minutes)

WRITING FRAME

I like to...**Modelling:**

1. Explain that today, learners will draw about **a something they like to do outside**.
2. Read the writing frame to learners.
3. Use **modelling** to show learners that you **think before you write**.
4. Tell learners your idea, like: I like to run with my friends!
5. Use **modelling** to draw a picture of you running with your friends.
6. **Use resources** to add a label, like: me, run
7. Explain which words you will write. **Draw a line for each word**.
8. Use **modelling** to write your sentence, like: I like to run with my friends.
9. **Use resources**, like theme vocabulary words.
10. **Erase your example from the board. Explain this was just an example, but learners must write their own ideas.**

**Oral Instructions:**

1. Ask learners: What do you like to do outside?
2. Instruct learners to **think before they write**.
3. Instruct learners to **turn and talk** and share their idea with a partner.
4. Call on 2-3 learners to tell you what they like to do, like: I like to...
5. Explain that learners will now draw and write their own ideas!

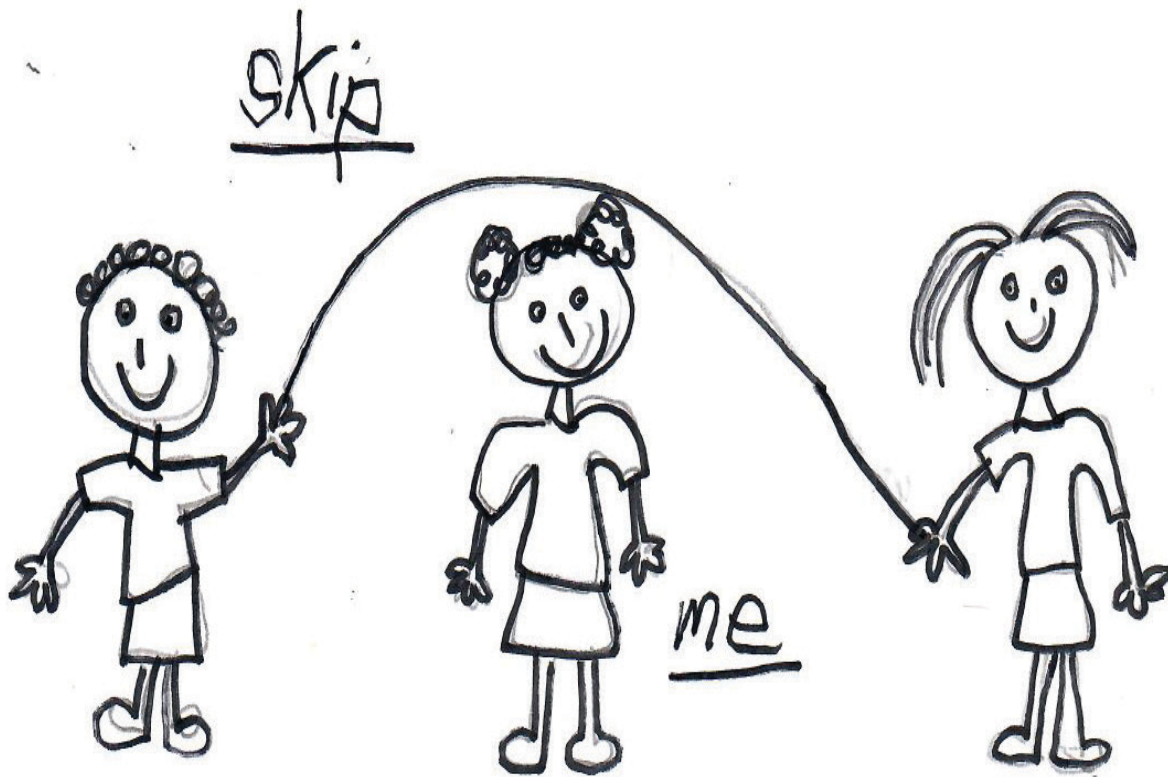
**Writing:**

1. **Hand out learner books.**
2. As learners are writing, walk around the room and complete **mini conferences**.
3. Ask learners to **tell you about their drawing**.
4. Ask learners to **read their writing** to you.
5. Help learners **use resources** to add a label and complete the writing frame.
6. Encourage learners.

**Turn and Talk:**

1. When there are 2-3 minutes left, instruct learners to put their pencils down.
2. Instruct learners to **turn and talk** with a partner about their writing.

*Hang up learner drawings at LEARNER EYE-LEVEL around the room. This helps learners have conversations with their new vocabulary!*



I like to skip with  
my friends.

WEEK 7: FRIDAY: DAILY ACTIVITIES (15 minutes)											
GREETING	Greet the learners in English.										
SONG / RHYME	<table border="1"> <thead> <tr> <th>Lyrics</th> <th>Actions</th> </tr> </thead> <tbody> <tr> <td>I'm bouncing, bouncing everywhere,</td> <td><i>jump up and down</i></td> </tr> <tr> <td>I bounce and bounce into the air.</td> <td><i>jump up and down, arms in the air</i></td> </tr> <tr> <td>I'm bouncing and bouncing, like a ball,</td> <td><i>jump up and down</i></td> </tr> <tr> <td>I bounce and bounce and then I fall.</td> <td><i>jump up and down, then squat down</i></td> </tr> </tbody> </table>	Lyrics	Actions	I'm bouncing, bouncing everywhere,	<i>jump up and down</i>	I bounce and bounce into the air.	<i>jump up and down, arms in the air</i>	I'm bouncing and bouncing, like a ball,	<i>jump up and down</i>	I bounce and bounce and then I fall.	<i>jump up and down, then squat down</i>
	Lyrics	Actions									
	I'm bouncing, bouncing everywhere,	<i>jump up and down</i>									
	I bounce and bounce into the air.	<i>jump up and down, arms in the air</i>									
	I'm bouncing and bouncing, like a ball,	<i>jump up and down</i>									
I bounce and bounce and then I fall.	<i>jump up and down, then squat down</i>										
THEME VOCABULARY	tree, sun, shade, sit										
QUESTION OF THE DAY											
Question	Where do you like to sit?										
Graph	2 COLUMN GRAPH										
Options	in the sun / in the shade										
Follow up questions											
<b>Question</b>	<b>How many learners like to sit in the sun?</b>										
Answer	__ learners like to sit in the sun.										
<b>Question</b>	<b>How many learners like to sit in the shade?</b>										
Answer	__ learners like to sit in the shade.										
<b>Question</b>	<b>Where do more learners like to sit?</b>										
Answer	More learners like to sit in the __										
<b>Question</b>	<b>Where do fewer learners like to sit?</b>										
Answer	Fewer learners like to sit in the __										
<b>Question</b>	<b>Where do you like to sit?</b>										
Answer	I like to sit in the sun.										
Answer	I like to sit in the shade.										

SENTENCE OF THE WEEK	
REVISE	we, in, the, sun, play, all, day
READ	We play in the sun all day.

## WEEK 7: THURSDAY: SHARED READING (15 minutes)

TITLE	<u>A very hot day</u>
ACTIVITY	<b>DRAMATISE</b>
PURPOSE	To give learners a chance to act out what is happening in the story.

TEXT	TEACHER SAYS	LEARNERS DO
<p>Karabo, Tshepo and Cathy are friends. They love to play soccer. They come to school to play soccer even on Saturdays! But today, it is very hot. The friends play for a few minutes, but then they must stop. They are hot. They are sweating. "It's too hot!" says Karabo. "Let's go home!"</p>	<p>Let's pretend we feel very hot, like the characters in the story.</p>	<p>Act out feeling very hot and sweaty.</p>
<p>Karabo, Tshepo and Cathy begin to walk home. They walk past the children playing at the park. The children on the playground look very hot too. They are sweating, just like Karabo, Tshepo, and Cathy.</p> <p>Then, Karabo remembers that there is a pond at the park. Karabo has an idea. "Come on!" Karabo says to his friends.</p>	<p>Let's pretend we get an idea, just like Karabo!</p>	<p>Pretend to get an idea Say: 'Come on' to a partner</p>

<p>"Look!" Karabo says, when they get to the pond. "Let's jump in!"</p> <p>"Good idea!" Tshepo says. "That will cool us off!"</p> <p>Karabo takes off his shoes. He runs and jumps into the cool water.</p>	<p>Let's get ready to jump in the pond, just like Karabo!</p>	<p>Pretend to take off their shoes.</p> <p>Say: 'Let's jump in' to a partner</p>
<p>"How does it feel?" Tshepo asks.</p> <p>"It feels nice and cool!" Karabo says. "Come in!"</p> <p>Karabo feels cool. But Karabo also feels something funny on his head.</p> <p>Cathy begins to laugh. "There's a fish on your head!" she says. Karabo laughs too. "I am going to swim all day, just like this fish!" Karabo says.</p>	<p>Let's pretend to have a fish on our head, just like Karabo!</p>	<p>Pretend to have a fish on their head</p> <p>Laugh out loud</p>

WEEK 7: FRIDAY: PHONEMIC AWARENESS AND PHONICS (5 minutes)

SOUND	<b>/s/</b>
ACTIVITY	<p><b>REVISE NEW SOUND</b></p> <ol style="list-style-type: none"> <li>1. Say the sound and hold up the flashcard: <b>/s/</b></li> <li>2. Say the sound and instruct learners to repeat the sound x 3.</li> <li>3. Discuss how the sound for <b>/s/</b> is <u>the same</u> in English and home language.</li> <li>4. Ask learners: Can you think of words that begin with <b>/n/</b>?</li> <li>5. Brainstorm words with learners, like: <b>sun, sand, snail, snake</b></li> </ol> <p><b>REVISE /s/ Song</b></p> <p>/s/, /s/ Sammy snake  /s/, /s/ Sammy snake  /s/, /s/ Sammy snake  Slithering softly and slowly</p>

ALTERNATE PROGRAMME: PHONEMIC AWARENESS & PHONICS (5 minutes)

SOUND	
ACTIVITY	

## WEEK 7: FRIDAY: END OF WEEK LEARNING REVIEW

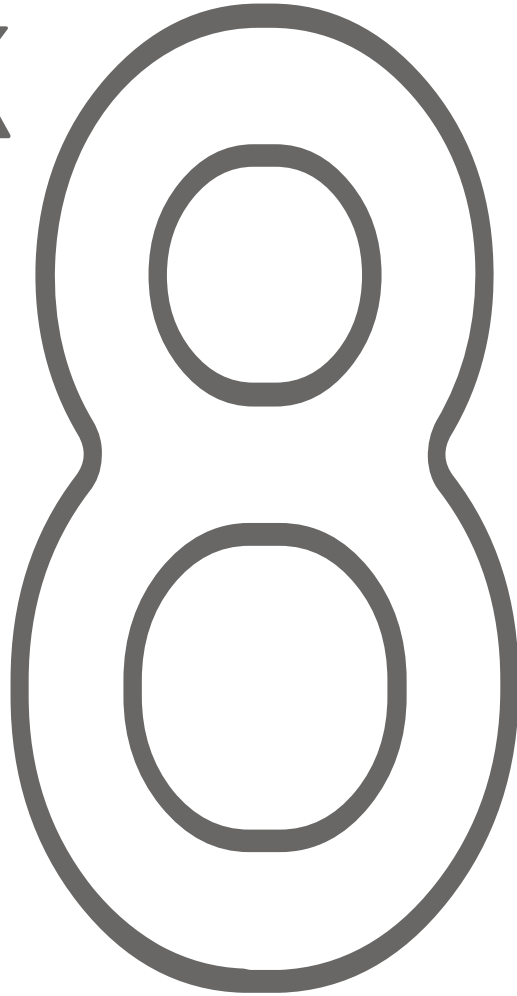
*Note: There is no formal time allocated for this activity. Please try to fit it in to your classroom routine at the end of each week.*

1. Settle learners on the carpet at the end of the day.
2. Conduct the weekly language review session. You may choose to combine HL and FAL learning in this review.
3. Remember to allow learners to 'Turn and Talk' and discuss their answers with a partner. Then, select a few learners to share their answers with the class.
4. Use the following prompting questions to guide the language part of your discussion:
  - a. **What was our language theme for the week?**
  - b. **Which stories did we read together?**
  - c. **What were your favourite new words of the week?**
  - d. **What did you learn from the stories we read?**
  - e. **What did we write about this week?**
  - f. **How did your own writing improve this week?**
  - g. **How did your own reading improve this week?**
  - h. **What are you most proud of this week?**
5. Finally, tell learners to think about two things that they are going to tell their families about what they learnt or how they improved at school this week.

*Please note: This process of self-review and reflection is a critically important part of learning. Please do not skip this weekly activity.*

# GRADE 1 - TERM 1

**WEEK**



**THEME:**  
**WE PLAY OUTSIDE**

"The future is manifested in our children's imaginations and perfected in the games they play."

-Chirs Andreadis



**WEEK 8: CLASSROOM PREPARATION**

1. At the start of each week, ensure that your classroom is neat and tidy.
2. Update your DISPLAY BOARDS, by removing items that are no longer relevant, and storing them carefully.
3. Then, prepare the flashcard words and theme word illustrations that you will need.
4. Find and prepare items for your theme wall and table that will be of interest to learners, for instance: ball, cut-out of a sun and flowers, picture of the seasons, picture of water splashing.
5. Do some research on the internet to prepare for the theme. For example: how to explain why the seasons change to children.
6. Make sure all learner exercise books and DBE Workbooks are marked, and neatly packed where they belong.
7. Make sure all your big books, graded readers and classroom library books are in good order.
8. Adjust your group guided reading groups if necessary.
9. Plan your informal and formal assessment activities for the week.

**EXTENSION ACTIVITIES**

**These activities can be used as independent work for learners who finish their work early OR while you are giving assessments to learners.**

Activity 1	DBE Workbook 1: Let's talk, page 22
Activity 2	DBE Workbook 1: Let's do, page 23
Activity 3	DBE Workbook 1: Let's write, page 24
Activity 4	Draw a picture of what you wear when you play outside in Winter.

TERM 1: WEEK 8	
OVERVIEW	
THEME	We play outside
THEME VOCABULARY	ball, kick, throw, bounce, hot, cold, outside, inside, playground, slide, swings, down, run, pond, swim, jump, tree, sun, shade, sit, season, temperature, Summer, Winter, Spring, flowers, leaves, grow, bucket, splash, dry, wet,
PHONICS	/t/ - tap, tiger
WRITING FRAME	I like to play...
SIGHT WORDS	do, you, hot, run
SENTENCE	Do you like to run in the hot sun?

TERM 1: WEEK 8	
INTRODUCE THE THEME	
PICTURE	The children sweating in the big book story: <u>A very hot day</u>
SHOW	Show learners the picture. Remind learners that this is from the book we read last week!
SAY	<ul style="list-style-type: none"> <li>• Ask learners: How do we know these children feel hot?</li> <li>• Listen to learner responses. This will help you understand what learners already know.</li> <li>• Explain that this week, we will continue to learn words to talk about playing outside.</li> </ul>

WEEK 8: MONDAY: DAILY ACTIVITIES (15 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	<b>Lyrics</b>	<b>Actions</b>
	I see sunshine,	<i>Hold your arms above your head in a circle, like a sunshine</i>
	I see birds' nests,	<i>Flap your wings, like a bird</i>
	Flowers too,	<i>Pretend to smell flowers</i>
	Butterflies too!	<i>Flap your wings, like a butterfly</i>
	Everything is growing,	<i>Grow your arms up towards the ceiling</i>
	The wind is gently blowing.	<i>Blow gently</i>
	Spring is here!	<i>Give thumbs up</i>
	Spring is here!	<i>Give thumbs up</i>
THEME VOCABULARY	season, temperature, Summer, Winter	
QUESTION OF THE DAY		
Question	Which season do you like better?	
Graph	2 COLUMN GRAPH	
Options	Summer / Winter	
Follow up questions		
<b>Question</b>	<b>How many learners like Summer better than Winter?</b>	
Answer	__ learners like Summer.	
<b>Question</b>	<b>How many learners like Winter better than Summer?</b>	
Answer	__ learners like Winter.	
<b>Question</b>	<b>Which season do more learners like?</b>	
Answer	More learners like __	
<b>Question</b>	<b>Which season do fewer learners like?</b>	
Answer	Fewer learners like __	
<b>Question</b>	<b>Which season do you like better</b>	

Answer	I like Summer better than Winter.
Answer	I like Winter better than Summer.
<b>SIGHT WORD OF THE DAY</b>	
NEW	do
REVISE	--

## WEEK 8: MONDAY: SHARED READING (10 minutes)

TITLE	<u>Spring Day splashes</u>
ACTIVITY	<b>PRE-READING</b>
COMPREHENSION STRATEGY	<b>Prediction</b>
PURPOSE	By getting learners to predict, you are getting them to think about the story before they have even read it. By predicting, learners are developing their comprehension skills by thinking about the story.

### PRE-READING ACTIVITY

1. Show learners the front cover of the story: Spring Day splashes
2. Read the title of the story.
3. Ask learners: What do you think will happen in this story?
4. Display the Big Book for learners to see. Make sure all learners can see the **pictures** in the book.
5. Show learners the first picture.
6. Ask learners: What do you think is happening here?
7. Discuss the picture with learners.
8. Ask learners: What do you think might happen next?
9. Go through each picture in the book and ask learners these questions.
10. When you get to the **last** picture, ask learners: How do you think this story will end?
11. Thank learners for their predictions.
12. Read through the story once.

**WEEK 8: MONDAY: PHONEMIC AWARENESS & PHONICS (5 minutes)**

SOUND	<p><b>Environmental sounds</b> You can make different sounds E.G. clap, click, stamp, whistle, tap</p>
ACTIVITY	<p><b>DIFFERENTIATING ENVIRONMENTAL SOUNDS</b></p> <ol style="list-style-type: none"> <li>1. Tell learners to listen carefully.</li> <li>2. Explain that you will make two sounds.</li> <li>3. Learners must decide if the sounds are the same or different.</li> <li>4. If learners think the sounds are the same, they must hold up 1 finger.</li> <li>5. If learners think the sounds are different, they must hold up 2 fingers.</li> <li>6. Instruct learners to close their eyes.</li> <li>7. Make any two sounds, like a clap and a whistle or the two sounds can be the same.</li> <li>8. Instruct learners to hold up 1 or 2 fingers.</li> <li>9. Look around the room to see which learners correctly identified if the sounds were the same or different, and which learners are struggling.</li> <li>10. Instruct learners to open their eyes.</li> <li>11. Show the learners which two sounds you made and if they were the same or different.</li> <li>12. Repeat this as many times as possible.</li> </ol>

**ALTERNATE PROGRAMME: PHONEMIC AWARENESS & PHONICS (5 minutes)**

SOUND	
ACTIVITY	

WEEK 8: TUESDAY: DAILY ACTIVITIES (15 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	<b>Lyrics</b>	<b>Actions</b>
	I see sunshine,	<i>Hold your arms above your head in a circle, like a sunshine</i>
	I see birds' nests,	<i>Flap your wings, like a bird</i>
	Flowers too,	<i>Pretend to smell flowers</i>
	Butterflies too!	<i>Flap your wings, like a butterfly</i>
	Everything is growing,	<i>Grow your arms up towards the ceiling</i>
	The wind is gently blowing.	<i>Blow gently</i>
	Spring is here!	<i>Give thumbs up</i>
	Spring is here!	<i>Give thumbs up</i>
THEME VOCABULARY	Spring, flowers, leaves, grow	
QUESTION OF THE DAY		
Question	What do you like to grow see in Spring?	
Graph	2 COLUMN GRAPH	
Options	flowers / leaves	
Follow up questions		
<b>Question</b>	<b>How many learners like to see flowers grow in Spring?</b>	
Answer	__ learners like to see flowers grow.	
<b>Question</b>	<b>How many learners like to see leaves grow in Spring?</b>	
Answer	__ learners like to see leaves grow.	
<b>Question</b>	<b>What do more learners like to see grow?</b>	
Answer	More learners like to see __	
<b>Question</b>	<b>What do fewer learners like to see grow?</b>	
Answer	Fewer learners like to see __	
<b>Question</b>	<b>What do you like to see grow in Spring?</b>	

Answer	I like to see flowers grow in Spring.
Answer	I like to see leaves grow in Spring.
<b>SIGHT WORD OF THE DAY</b>	
NEW	you
REVISE	do

**WEEK 8: TUESDAY: SHARED READING (15 minutes)**

TITLE	<u>Spring Day splashes</u>	
ACTIVITY	<b>FIRST READ</b>	
COMPREHENSION STRATEGY	<b>Visualise / I Wonder</b>	
PURPOSE	<p>By modelling how to think/wonder about a text, we teach learners two things. Firstly, we teach learners that good readers do not just read the words, they always think about what they are reading. Secondly, we show learners the kinds of thoughts that we have about a text. By doing this, we show learners how to think creatively and critically about a text. In time, learners will start to do this for themselves.</p> <p>Visualisation helps learners to see how the events in the text are connected to each other. This helps them to think about the story as a whole. This also helps to give meaning to the words on the page – by turning them into a scene from a movie in our minds.</p>	
	<b>Story</b>	<b>Think aloud: First Read</b>
	<p><i>The 1st of September is known as Spring Day in South Africa. One of the traditions that used to be practised in many townships was to pour buckets of water onto people coming home from work and school, and to shout 'Spring time!'. This tradition marked the end of winter, and the beginning of a new season. This still happens in some places, but has become less common.</i></p>	--
	<p>One Friday morning, Olwethu and Katekani walked to school together. For months now, they had been wearing hats and thick winter jerseys. But today, the sun shone brightly. Katekani took off her jersey.</p> <p>'It's almost summer!' Katekani said, smiling.</p>	<p>I can <b>visualise</b> Katekani sweating as she walks in the warm sun.</p>

<p>Olwethu and Katekani usually walked quickly to keep warm. But today, they walked slowly. 'Look!' Olwethu said, stopping to watch two bright orange butterflies.</p> <p>'Listen!' Katekani said, pointing to the Weaver Birds building their nest in a big tree above.</p> <p>'Smell that?' Olwethu said, taking a big breath in, 'the flowers must be coming!'</p>	<p>I <b>visualise</b> Katekani and Olwethu walking slowly as they notice all the signs of Spring!</p>
<p>When they got to school that morning, Ms Soko wrote the date on the chalkboard. 'Oh! Look at that! It's the 1<sup>st</sup> of September – it's Spring Day!' she said, smiling.</p> <p>Katekani look at Olwethu. 'Oh no!' Katekani groaned, 'My brother loves to get me on Spring Day! We have to run home as soon as the bell rings – so he can't get us!'</p>	<p>I <b>visualise</b> Ms Soko writing the date on the board. I visualise her big smile as she tells the learners it is finally Spring!</p>
<p>But when the bell rang, Katekani and Olwethu's friends decided to stay and play. 'Come play with us!' Andiswa called as she ran to the swings with Thato.</p> <p>'Come on, let's play!' Olwethu said.</p> <p>Katekani forgot all about running home early as she ran to join her friends.</p>	<p>I can <b>visualise</b> the girls running and smiling in the warm sun! It is finally Spring – it is nice and warm outside!</p>
<p>After the girls had been playing for a while, they saw Ms Soko leave the classroom. 'Goodbye girls!' she called, 'And Happy Spring Day!'</p> <p>'Oh no!' Katekani groaned, 'I forgot all about Spring Day! Let's go Olwethu – but we will have to be careful!'</p>	<p>I <b>wonder</b> if Katekani's brother will be able to get them?</p>
<p>They began to run home, but Olwethu got tired quickly. 'I can't run this far!' she said, breathing heavily. Katekani looked around nervously. 'We have to be careful,' she said. They walked quickly. They didn't speak at all. Finally Katekani saw her front door, she took a deep breath. 'We made it!' she said.</p>	<p>I <b>wonder</b> if they will make it inside the house without getting wet?</p>
<p>But at that moment, Katekani heard her brother giggling. They turned around to see Kulani and his friends, drenched! They were all holding buckets of water.</p>	<p>I <b>visualise</b> Kulani, drenched. He is standing in the warm sun so he won't feel too cold!</p>



Katekani lifted her arms, 'Okay, okay, you've got us!' she laughed. 'At least let us take our bags off.'	--
Once Olwethu and Katekani's bags were off, Kulani and his friends ran towards them. Olwethu and Katekani laughed and screamed as the boys drenched them with water.	I <b>visualise</b> the cold water pouring down onto Olwethu and Katekani. Good thing it a warm, spring day!
'Happy Spring Day!' Kulani said. Everyone began to giggle.	I <b>wonder</b> if they will find other people to drench too?
<b>Follow up questions</b>	<b>Possible responses</b>
What did Katekani and Olwethu see on their way to school?	<ul style="list-style-type: none"> <li>• They saw orange butterflies.</li> <li>• They saw Weaver Birds making a nest.</li> </ul>
What date does this story take place?	It takes place on September 1 <sup>st</sup> – Spring Day!
<b>Why question</b>	<b>Possible responses</b>
Why did Katekani and Olwethu walk to school slowly?	<ul style="list-style-type: none"> <li>• Because they didn't need to try to keep warm</li> <li>• Because it was finally Spring.</li> <li>• Because they noticed the signs of the changing season.</li> <li>• Because they stopped to watch the orange butterflies.</li> <li>• Because they stopped to watch the Weaver Bird making a nest.</li> <li>• Because they stopped to smell the flowers.</li> </ul>

WEEK 8: TUESDAY: PHONEMIC AWARENESS & PHONICS (5 minutes)	
SOUND	<b>/t/</b>
FLASHCARDS	<b>sat</b>
ACTIVITY	<p><b>INTRODUCE NEW SOUND</b></p> <ol style="list-style-type: none"> <li>1. Say the sound and hold up the flashcard: <b>/t/</b></li> <li>2. Say the sound and instruct learners to repeat the sound x 3.</li> <li>3. Discuss how the sound for <b>/t/</b> is <u>the same</u> in English and home language.</li> <li>4. Tell learners to try to find this letter written somewhere on the walls.</li> <li>5. Ask learners: Can you think of words that begin with <b>/t/</b>?</li> <li>6. Brainstorm words with learners, like: <b>tap, tiger, tortoise</b></li> <li>7. Ask learners: Can you think of words that end with <b>/t/</b>?</li> <li>8. Brainstorm words with learners, like: <b>not, spot, got, dot</b></li> </ol> <p><b>INTRODUCE NEW WORDS</b></p> <ol style="list-style-type: none"> <li>1. Say the word loudly and clearly as you show the flashcard: <b>sat</b></li> <li>2. Show the word to learners, as you say it.</li> <li>3. Ask learners to repeat the word after you.</li> <li>4. Stick up the flashcard of the word on the Phonics Display Board.</li> </ol>

ALTERNATE PROGRAMME: PHONEMIC AWARENESS & PHONICS (5 minutes)	
SOUND	
FLASHCARDS	
ACTIVITY	

WEEK 8: WEDNESDAY: DAILY ACTIVITIES (15 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	<b>Lyrics</b>	<b>Actions</b>
	I see sunshine,	<i>Hold your arms above your head in a circle, like a sunshine</i>
	I see birds' nests,	<i>Flap your wings, like a bird</i>
	Flowers too,	<i>Pretend to smell flowers</i>
	Butterflies too!	<i>Flap your wings, like a butterfly</i>
	Everything is growing,	<i>Grow your arms up towards the ceiling</i>
	The wind is gently blowing.	<i>Blow gently</i>
	Spring is here!	<i>Give thumbs up</i>
	Spring is here!	<i>Give thumbs up</i>
THEME VOCABULARY	bucket, splash, dry, wet	
QUESTION OF THE DAY		
Question	Would you like to get wet on Spring Day?	
Graph	2 COLUMN GRAPH	
Options	yes / no	
Follow up questions		
<b>Question</b>	<b>How many learners would like to get wet on Spring Day?</b>	
Answer	__ learners like to get wet on Spring Day.	
<b>Question</b>	<b>How many learners would like to stay dry on Spring Day?</b>	
Answer	__ learners like to stay dry on Spring Day.	
<b>Question</b>	<b>What would more learners like to do on Spring Day?</b>	
Answer	More learners would like to __	
<b>Question</b>	<b>What would fewer learners like to do on Spring Day?</b>	
Answer	Fewer learners would like to __	
<b>Question</b>	<b>What would you like to do on Spring Day?</b>	

Answer	I would like to get wet on Spring Day.
Answer	I would like to stay dry on Spring Day
<b>SIGHT WORD OF THE DAY</b>	
NEW	hot
REVISE	do, you,

**WEEK 8: WEDNESDAY: SHARED READING (15 minutes)**

TITLE	<u>Spring Day splashes</u>
ACTIVITY	<b>STORY ILLUSTRATION</b>
PURPOSE	To give learners a chance to <b>summarise</b> and <b>reflect</b> on the text.

**INSTRUCTIONS**

**Modelling:**

1. Explain that today, learners will draw a picture of something important that happens in the story.
2. Use **modelling** to **think before you write**.
3. Use **modelling** to **summarise** the story, like: Katkani's brother comes to splash them!
4. Use **modelling** to draw a picture of your summary.
5. Use **modelling** to add a label to your drawing, like: Spring day.

**Oral Instructions:**

1. Tell learners they must think about something important that happens in the story.
2. If needed, support learners by showing the pictures in the Big Book.
3. Remind learners that we **think before we write**.
4. Instruct learners to **turn and talk** and share their ideas with a partner.
5. Call on 2-3 learners to tell you their summary of the story (*learners can point to a picture that shows something important happening if they cannot yet use oral language.*)
6. Explain that learners can try to add a label, like: Spring Day

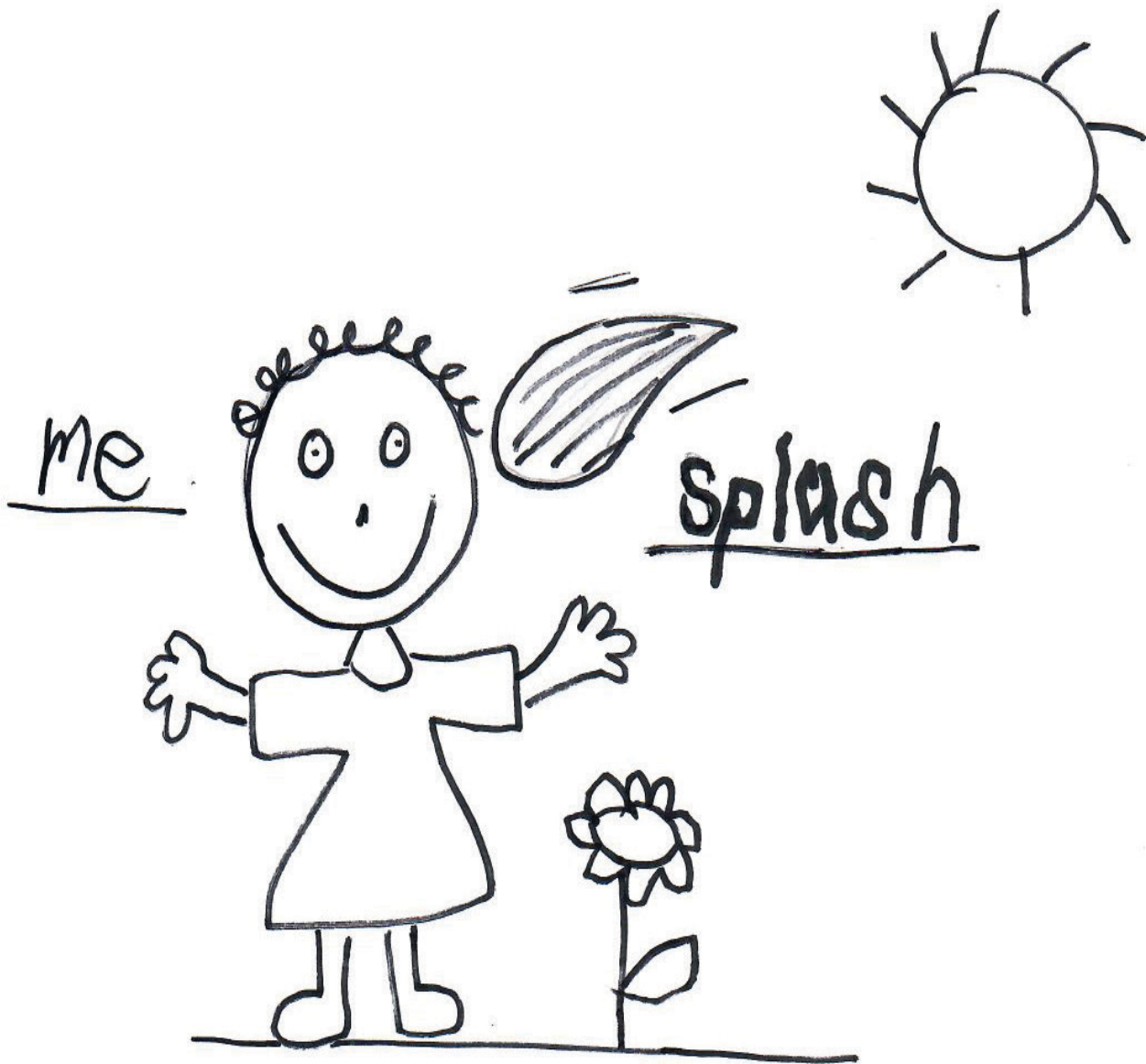
**Writing:**

1. **Hand out learner books.**
2. As learners write, walk around the room and complete **mini conferences**.
3. Ask learners to tell you about their drawings.
4. Help learners to add a label.
5. Encourage learners!

**Turn and Talk:**

1. When there are 2-3 minutes left, instruct learners to put their pencils down.
2. Instruct learners to **turn and talk** with a partner about their drawings.

*Hang up learner drawings at LEARNER EYE-LEVEL around the room. This helps learners have conversations about the story.*



**WEEK 8: WEDNESDAY: PHONEMIC AWARENESS & PHONICS (5 minutes)**

SOUND	<b>/t/ /s/</b>
ACTIVITY	<p><b>DIFFERENTIATING NEW SOUNDS</b></p> <ol style="list-style-type: none"> <li>1. Remind learners that we have learned the sounds <b>/t/</b> and <b>/s/</b></li> <li>2. Tell learners to listen carefully.</li> <li>3. Explain that you will say one sound.</li> <li>4. Learners must decide if it is <b>/t/</b> or <b>/s/</b></li> <li>5. If learners think you said <b>/t/</b>, they must hold up 1 finger.</li> <li>6. If learners think you said <b>/s/</b>, they must hold up 2 fingers.</li> <li>7. Instruct learners to close their eyes.</li> <li>8. Say one sound (either <b>/t/</b> or <b>/s/</b>).</li> <li>9. Instruct learners to hold up 1 or 2 fingers.</li> <li>10. Look around the room to see which learners correctly identified the sounds, and which learners are struggling.</li> <li>11. Instruct learners to open their eyes.</li> <li>12. Tell learners which sound you said, and show the flashcard.</li> <li>13. Repeat this as many times as possible.</li> </ol>

**ALTERNATE PROGRAMME: PHONEMIC AWARENESS & PHONICS (5 minutes)**

SOUND	
ACTIVITY	

WEEK 8: THURSDAY: DAILY ACTIVITIES (15 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	<b>Lyrics</b>	<b>Actions</b>
	I see sunshine,	<i>Hold your arms above your head in a circle, like a sunshine</i>
	I see birds' nests,	<i>Flap your wings, like a bird</i>
	Flowers too,	<i>Pretend to smell flowers</i>
	Butterflies too!	<i>Flap your wings, like a butterfly</i>
	Everything is growing,	<i>Grow your arms up towards the ceiling</i>
	The wind is gently blowing.	<i>Blow gently</i>
	Spring is here!	<i>Give thumbs up</i>
	Spring is here!	<i>Give thumbs up</i>
THEME VOCABULARY	Autumn, colour, change, fall	
QUESTION OF THE DAY		
Question	Which season do you like better?	
Graph	2 COLUMN GRAPH	
Options	Autumn / Spring	
Follow up questions		
<b>Question</b>	<b>How many learners like Autumn better than Spring?</b>	
Answer	__ learners like Autumn.	
<b>Question</b>	<b>How many learners like Spring better than Autumn?</b>	
Answer	__ learners like Spring.	
<b>Question</b>	<b>Which season do more learners like?</b>	
Answer	More learners like __	
<b>Question</b>	<b>Which season do fewer learners like?</b>	
Answer	Fewer learners like __	
<b>Question</b>	<b>Which season do you like better</b>	

Answer	I like Autumn better than Spring.
Answer	I like Spring better than Autumn.
<b>SIGHT WORD OF THE DAY</b>	
NEW	run
REVISE	do, you, hot

## WEEK 8: THURSDAY: SHARED READING (15 minutes)

TITLE	<u>Spring Day splashes</u>	
ACTIVITY	<b>SECOND READ</b>	
COMPREHENSION STRATEGY	<b>I wonder / Visualise</b>	
PURPOSE	<p>By modelling how to think/wonder about a text, we teach learners two things. Firstly, we teach learners that good readers do not just read the words, they always think about what they are reading. Secondly, we show learners the kinds of thoughts that we have about a text. By doing this, we show learners how to think creatively and critically about a text. In time, learners will start to do this for themselves.</p> <p>Visualisation helps learners to see how the events in the text are connected to each other. This helps them to think about the story as a whole. This also helps to give meaning to the words on the page – by turning them into a scene from a movie in our minds.</p>	
	<b>Story</b>	<b>Think aloud: Second Read</b>
	<p>The 1st of September is known as Spring Day in South Africa. One of the traditions that used to be practised in many townships was to pour buckets of water onto people coming home from work and school, and to shout 'Spring time!'. This tradition marked the end of winter, and the beginning of a new season. This still happens in some places, but has become less common.</p>	<p>I can <b>visualise</b> people sneaking around with buckets of water on Spring Day, just like I remember Kulani did!</p>
	<p>One Friday morning, Olwethu and Katekani walked to school together. For months now, they had been wearing hats and thick winter jerseys. But today, the sun shone brightly. Katekani took off her jersey.</p> <p>'It's almost summer!' Katekani said, smiling.</p>	--



<p>Olwethu and Katekani usually walked quickly to keep warm. But today, they walked slowly. 'Look!' Olwethu said, stopping to watch two bright orange butterflies.</p> <p>'Listen!' Katekani said, pointing to the Weaver Birds building their nest in a big tree above.</p> <p>'Smell that?' Olwethu said, taking a big breath in, 'the flowers must be coming!'</p>	<p>--</p>
<p>When they got to school that morning, Ms Soko wrote the date on the chalkboard. 'Oh! Look at that! It's the 1<sup>st</sup> of September – it's Spring Day!' she said, smiling.</p> <p>Katekani look at Olwethu. 'Oh no!' Katekani groaned, 'My brother loves to get me on Spring Day! We have to run home as soon as the bell rings – so he can't get us!'</p>	<p>Oh! It sounds like Katekani knows the Spring Day tradition well. I can <b>visualise</b> her loud groan when she thinks about her brother pouring water on her! She must be thinking about Spring Day last year!</p>
<p>But when the bell rang, Katekani and Olwethu's friends decided to stay and play.</p> <p>'Come play with us!' Andiswa called as she ran to the swings with Thato.</p> <p>'Come on, let's play!' Olwethu said.</p> <p>Katekani forgot all about running home early as she ran to join her friends.</p>	<p>I <b>visualise</b> Katekani running and playing with her friends. She is having so much fun that she forgot about running home after school!</p>
<p>After the girls had been playing for a while, they saw Ms Soko leave the classroom. 'Goodbye girls!' she called, 'And Happy Spring Day!'</p> <p>'Oh no!' Katekani groaned, 'I forgot all about Spring Day! Let's go Olwethu – but we will have to be careful!'</p>	<p>I <b>visualise</b> Katekani's loud groan when she remembers it is Spring Day. She must be thinking about getting drenched!</p>
<p>They began to run home, but Olwethu got tired quickly. 'I can't run this far!' she said, breathing heavily. Katekani looked around nervously. 'We have to be careful,' she said. They walked quickly. They didn't speak at all. Finally Katekani saw her front door, she took a deep breath. 'We made it!' she said.</p>	<p>I <b>visualise</b> Katekani taking a deep sigh when she finally sees her house, thinking that she is safe from getting drenched!</p>
<p>But at that moment, Katekani heard her brother giggling. They turned around to see Kulani and his friends, drenched! They were all holding buckets of water.</p>	<p>I <b>visualise</b> Katekani's surprised face when she hears her brother giggling.</p>

Katekani lifted her arms, 'Okay, okay, you've got us!' she laughed. 'At least let us take our bags off.'	I <b>visualise</b> Katekani putting her hands up in the air because she knows she has been caught, and there is nothing she can do!
Once Olwethu and Katekani's bags were off, Kulani and his friends ran towards them. Olwethu and Katekani laughed and screamed as the boys drenched them with water.	I can <b>visualise</b> the water pouring out of the buckets, and Olwethu and Katekani's clothing becoming soaking wet!
'Happy Spring Day!' Kulani said. Everyone began to giggle.	I <b>visualise</b> all of the children standing in their drenched clothing, laughing and laughing.
<b>Follow up questions</b>	<b>Responses</b>
What did Olwethu and Katekani do after school?	They played with their friends outside.
What reminded Katekani that it was Spring Day?	When her teacher left the classroom and said, 'Happy Spring Day,' that reminded her!
<b>Why question</b>	<b>Possible response</b>
Why were Katekani and Olwethu drenched with water?	<ul style="list-style-type: none"> <li>• Because it was Spring Day.</li> <li>• Because it is a Spring Day tradition to pour buckets of water onto people in some places in South Africa.</li> <li>• Because Katekani and Olwethu played with their friends after school instead of running straight home.</li> <li>• Because Katekani's brother, Kulani, loves to get her on Spring Day.</li> </ul>

## WEEK 8:THURSDAY: WRITING (15 minutes)

WRITING FRAME

I like to play...**Modelling:**

1. Explain that today, learners will draw about **a place they like to play outside**.
2. Read the writing frame to learners.
3. Use **modelling** to show learners that you **think before you write**.
4. Tell learners your idea, like: I like to play in the garden!
5. Use **modelling** to draw a picture of yourself with friends in the garden.
6. **Use resources** to add a label, like: me, shop, town
7. Explain which words you will write. **Draw a line for each word**.
8. Use **modelling** to write your sentence, like: I like to play in the garden.
9. **Use resources**, like theme vocabulary words.
10. **Erase your example from the board. Explain this was just an example, but learners must write their own ideas.**

**Oral Instructions:**

1. Ask learners: Where do you like to play outside?
2. Instruct learners to **think before they write**.
3. Instruct learners to **turn and talk** and share their idea with a partner.
4. Call on 2-3 learners to tell you what they like to do, like: I like to play...
5. Explain that learners will now draw and write their own ideas!

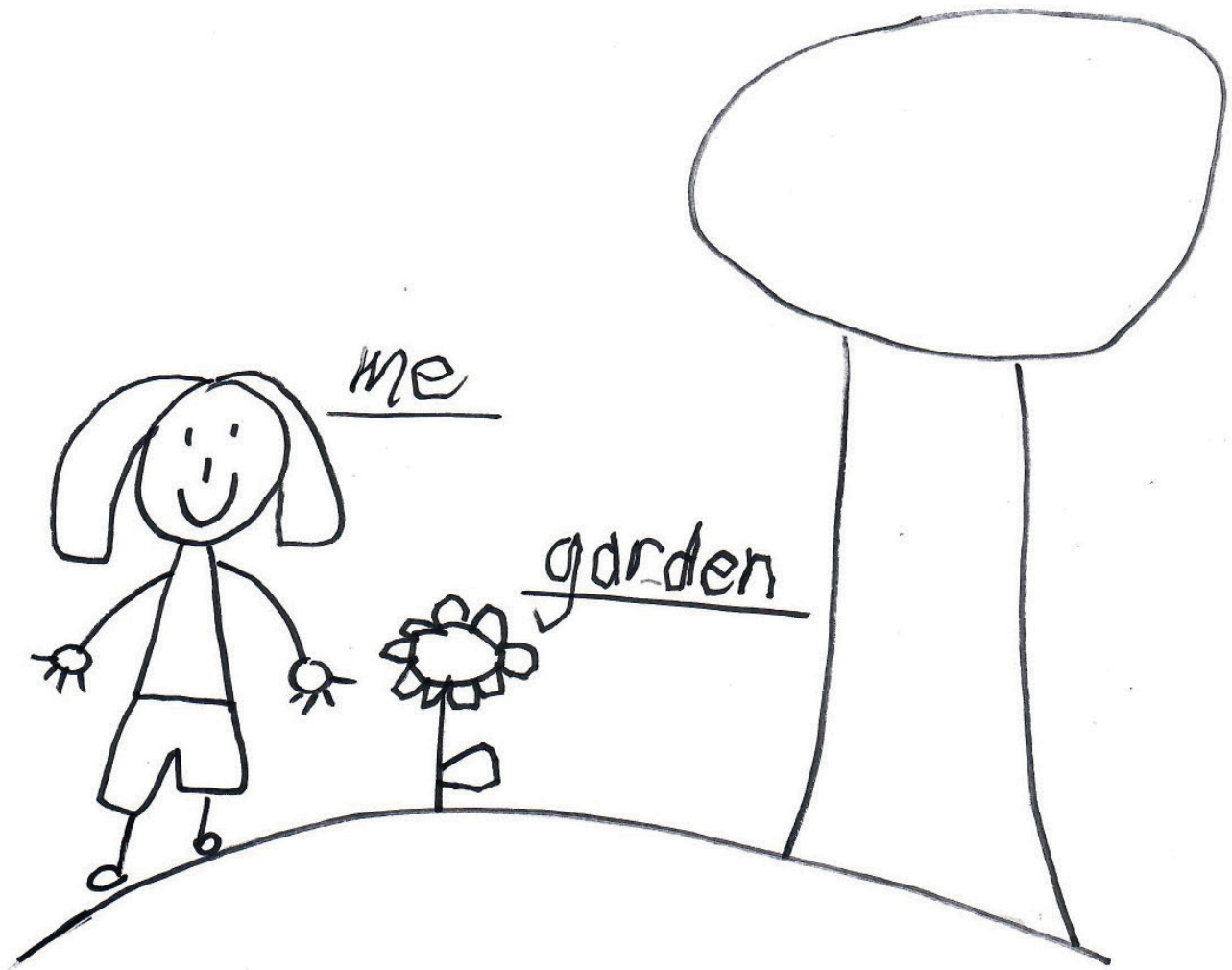
**Writing:**

1. **Hand out learner books.**
2. As learners are writing, walk around the room and complete **mini conferences**.
3. Ask learners to **tell you about their drawing**.
4. Ask learners to **read their writing** to you.
5. Help learners **use resources** to add a label and complete the writing frame.
6. Encourage learners.

**Turn and Talk:**

1. When there are 2-3 minutes left, instruct learners to put their pencils down.
2. Instruct learners to **turn and talk** with a partner about their writing.

*Hang up learner drawings at LEARNER EYE-LEVEL around the room. This helps learners have conversations with their new vocabulary!*



I like to play in  
the garden

WEEK 8: FRIDAY: DAILY ACTIVITIES (15 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	<b>Lyrics</b>	<b>Actions</b>
	I see sunshine,	<i>Hold your arms above your head in a circle, like a sunshine</i>
	I see birds' nests,	<i>Flap your wings, like a bird</i>
	Flowers too,	<i>Pretend to smell flowers</i>
	Butterflies too!	<i>Flap your wings, like a butterfly</i>
	Everything is growing,	<i>Grow your arms up towards the ceiling</i>
	The wind is gently blowing.	<i>Blow gently</i>
	Spring is here!	<i>Give thumbs up</i>
	Spring is here!	<i>Give thumbs up</i>
THEME VOCABULARY	butterfly, scream, giggle, drench	
<b>QUESTION OF THE DAY</b>		
Question	What would you do if someone drenched you with water?	
Graph	2 COLUMN GRAPH	
Options	scream / giggle	
<b>Follow up questions</b>		
<b>Question</b>	<b>How many learners would scream?</b>	
Answer	__ learners would scream.	
<b>Question</b>	<b>How many learners would giggle?</b>	
Answer	__ learners would giggle.	
<b>Question</b>	<b>What would more learners do if someone drenched them with water?</b>	
Answer	More learners would __	
<b>Question</b>	<b>What would fewer learners do if someone drenched them with water?</b>	
Answer	Fewer learners would __	

<b>Question</b>	<b>What would you do if someone drenched you with water?</b>
Answer	I would scream.
Answer	I would giggle.
<b>SENTENCE OF THE WEEK</b>	
REVISE	do, you, hot, run, like, to, in, the, sun
READ	Do you like to run in the hot sun?

**WEEK 8: FRIDAY: SHARED READING (15 minutes)**

TITLE	<u>Spring Day splashes</u>
ACTIVITY	<b>RECOUNT THE STORY</b>
PURPOSE	Recounting helps young learners to get used to sharing their own opinions, as they must choose the part of the story that they liked best. It also shows if the child understood the story or not.

**INSTRUCTIONS**

1. Explain that today, learners will give a **recount** of one thing they remember in the story. This means they will say one thing they can remember.
2. Use **modelling** to show learners how to give a short recount of the story, like: Katekani thinks they are safe when she sees her house – but it is right then that her brother and his friends come!
3. Hold up the pictures. Instruct learners to look at the pictures and think about what happened.
4. Instruct learners to think about 1-2 things they can say about the story.
5. Instruct learners to **turn and talk** and share their recount with a partner.
6. Ask 2-3 learners to **share** their ideas with the class. **Help** the learners form a short sentence.
7. Explain and correct any common problems to learners.

**WEEK 8: FRIDAY: PHONEMIC AWARENESS AND PHONICS (5 minutes)**

SOUND	/t/
ACTIVITY	<p><b>SEGMENTING AND BLENDING (I DO)</b></p> <ol style="list-style-type: none"> <li>1. Say the word: <b>sat</b></li> <li>2. Segment the word into the individual sounds: /s/ - /a/ - /t/</li> <li>3. Say the beginning sound of the word: /s/</li> <li>4. Say the middle sound of the word: /a/</li> <li>5. Say the end sound of the word: /t/</li> <li>6. Write the word on the board: <b>sat</b></li> <li>7. Model pointing and blending the sounds to make a word: /s/ - /a/ - /t/ = <b>sat</b></li> </ol> <p><b>SEGMENTING AND BLENDING (WE DO)</b></p> <ol style="list-style-type: none"> <li>1. Say the word: <b>sat</b></li> <li>2. Ask learners: What is the first sound in the word? /s/</li> <li>3. Ask learners: What is the middle sound in the word? /a/</li> <li>4. Ask learners: What is the last sound in the word? /t/</li> <li>5. Ask learners to segment the word into each individual sound: /s/ - /a/ - /t/</li> <li>6. Write the word: <b>sat</b></li> <li>7. Instruct learners to blend the sounds in the word with you: /s/ - /a/ - /t/ = <b>mat</b></li> <li>8. If you have time, repeat this with the word: <b>sat</b></li> <li>9. Create your word wall with the -at word family</li> <li>10. Ask a learner to stick the flashcard word under the word family</li> </ol>

**ALTERNATE PROGRAMME: PHONEMIC AWARENESS & PHONICS (5 minutes)**

SOUND	
ACTIVITY	

### WEEK 8: FRIDAY: END OF WEEK LEARNING REVIEW

*Note: There is no formal time allocated for this activity. Please try to fit it in to your classroom routine at the end of each week.*

1. Settle learners on the carpet at the end of the day.
2. Conduct the weekly language review session. You may choose to combine HL and FAL learning in this review.
3. Remember to allow learners to 'Turn and Talk' and discuss their answers with a partner. Then, select a few learners to share their answers with the class.
4. Use the following prompting questions to guide the language part of your discussion:
  - a. **What was our language theme for the week?**
  - b. **Which stories did we read together?**
  - c. **What were your favourite new words of the week?**
  - d. **What did you learn from the stories we read?**
  - e. **What did we write about this week?**
  - f. **How did your own writing improve this week?**
  - g. **How did your own reading improve this week?**
  - h. **What are you most proud of this week?**
5. Finally, tell learners to think about two things that they are going to tell their families about what they learnt or how they improved at school this week.

*Please note: This process of self-review and reflection is a critically important part of learning. Please do not skip this weekly activity.*



# GRADE 1 - TERM 1

WEEK

9

**THEME:**  
**WE HAVE FEELINGS**

“When little people are overwhelmed by big emotions, it’s our job to share our calm, not to join their chaos.”

-I R Knost

## WEEK 9: CLASSROOM PREPARATION

1. At the start of each week, ensure that your classroom is neat and tidy.
2. Update your DISPLAY BOARDS, by removing items that are no longer relevant, and storing them carefully.
3. Then, prepare the flashcard words and theme word illustrations that you will need.
4. Find and prepare items for your theme wall and table that will be of interest to learners, for instance: pictures of different feelings, watch, picture of someone running late.
5. Do some research on the internet to prepare for the theme. For example: how to help learners with their negative thoughts and feelings.
6. Make sure all learner exercise books and DBE Workbooks are marked, and neatly packed where they belong.
7. Make sure all your big books, graded readers and classroom library books are in good order.
8. Adjust your group guided reading groups if necessary.
9. Plan your informal and formal assessment activities for the week.

## EXTENSION ACTIVITIES

**These activities can be used as independent work for learners who finish their work early OR while you are giving assessments to learners.**

Activity 1	DBE Workbook 1: Let's do, page 25
Activity 2	DBE Workbook 1: Let's write, page 26
Activity 3	DBE Workbook 1: Let's sing, page 27
Activity 4	Draw a picture of time you felt mad!

TERM 1: WEEK 9	
OVERVIEW	
THEME	We have feelings
THEME VOCABULARY	sad, mad, embarrassed, feeling, late, miss, bus, grumpy, mood, silly, bad, good, wear, uniform, wrong, swimming costume, mistake, forget, bag, calm
PHONICS	Environmental sounds, /t/ - tap, tiger
WRITING FRAME	I felt grumpy when...
SIGHT WORDS	am, sad, he, said
SENTENCE	I am sad,' he said.

TERM 1: WEEK 9	
INTRODUCE THE THEME	
PICTURE	The picture on the front cover of the Big Book story: ' <u>Dan has a bad week</u> '
SHOW	Show learners the picture. Explain that this week we will learn about different feelings that we have!
SAY	<ul style="list-style-type: none"> <li>• Ask learners: What are some feelings that you have?</li> <li>• Listen to learner responses. This will help you understand what learners already know.</li> <li>• Show learners the picture of Dan. Explain that Dan has a bad week – he does lots of things wrong which makes him feel sad. We will learn about how to explain some of Dan's feelings (and our own feelings too) this week!</li> </ul>

WEEK 9: MONDAY: DAILY ACTIVITIES (15 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	<b>Lyrics</b>	<b>Actions</b>
	Sometimes on my face, you'll see,	<i>Point to your face</i>
	How I feel inside of me.	<i>Point to your heart</i>
	A smile means happy,	<i>Smile</i>
	A frown shows sad.	<i>Frown</i>
	And gritting teeth means I'm mad.	<i>Grit your teeth</i>
	When I'm proud, I beam and glow,	<i>Smile</i>
	But when I'm embarrassed, my head hangs low.	<i>Hang your head and look towards the floor</i>
THEME VOCABULARY	sad, mad, embarrassed, feeling	
QUESTION OF THE DAY		
Question	Which do you think is the worst feeling?	
Graph	3 COLUMN GRAPH	
Options	being sad / being mad / being embarrassed	
Follow up questions		
<b>Question</b>	<b>How many learners think being sad is the worst feeling?</b>	
Answer	__ learners think feeling sad is the worst feeling.	
<b>Question</b>	<b>How many learners think being mad is the worst feeling?</b>	
Answer	__ learners think feeling mad is the worst feeling.	
<b>Question</b>	<b>How many learners think being embarrassed is the worst feeling?</b>	
Answer	__ learners think feeling embarrassed is the worst feeling.	
<b>Question</b>	<b>Which do you think is the worst feeling?</b>	
Answer	I think being sad is the worst feeling.	
Answer	I think being mad is the worst feeling.	

Answer	I think being embarrassed is the worst feeling.
<b>SIGHT WORD OF THE DAY</b>	
NEW	am
REVISE	--

**WEEK 9: MONDAY: SHARED READING (10 minutes)**

TITLE	<u>Dan has a bad week</u>
ACTIVITY	<b>PRE-READING</b>
COMPREHENSION STRATEGY	<b>Prediction</b>
PURPOSE	By getting learners to predict, you are getting them to think about the story before they have even read it. By predicting, learners are developing their comprehension skills by thinking about the story.

**PRE-READING ACTIVITY**

1. Show learners the front cover of the story: Dan has a bad week
2. Read the title of the story.
3. Ask learners: What do you think will happen in this story?
4. Display the Big Book for learners to see. Make sure all learners can see the **pictures** in the book.
5. Show learners the first picture.
6. Ask learners: What do you think is happening here?
7. Discuss the picture with learners.
8. Ask learners: What do you think might happen next?
9. Go through each picture in the book and ask learners these questions.
10. When you get to the **last** picture, ask learners: How do you think this story will end?
11. Thank learners for their predictions.
12. Read through the story once.

**WEEK 9: MONDAY: PHONEMIC AWARENESS & PHONICS (5 minutes)**

SOUND	<p><b>Environmental sounds</b> You can make different sounds E.G. clap, click, stamp, whistle, tap</p>
ACTIVITY	<p><b>DIFFERENTIATING ENVIRONMENTAL SOUNDS</b></p> <ol style="list-style-type: none"> <li>1. Tell learners to listen carefully.</li> <li>2. Explain that you will make two sounds.</li> <li>3. Learners must decide if the sounds are the same or different.</li> <li>4. If learners think the sounds are the same, they must hold up 1 finger.</li> <li>5. If learners think the sounds are different, they must hold up 2 fingers.</li> <li>6. Instruct learners to close their eyes.</li> <li>7. Make any two sounds, like a clap and a whistle or the two sounds can be the same.</li> <li>8. Instruct learners to hold up 1 or 2 fingers.</li> <li>9. Look around the room to see which learners correctly identified if the sounds were the same or different, and which learners are struggling.</li> <li>10. Instruct learners to open their eyes.</li> <li>11. Show the learners which two sounds you made and if they were the same or different.</li> <li>12. Repeat this as many times as possible.</li> </ol>

**ALTERNATE PROGRAMME: PHONEMIC AWARENESS & PHONICS (5 minutes)**

SOUND	
ACTIVITY	

WEEK 9: TUESDAY: DAILY ACTIVITIES (15 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	<b>Lyrics</b>	<b>Actions</b>
	Sometimes on my face, you'll see,	<i>Point to your face</i>
	How I feel inside of me.	<i>Point to your heart</i>
	A smile means happy,	<i>Smile</i>
	A frown shows sad.	<i>Frown</i>
	And gritting teeth means I'm mad.	<i>Grit your teeth</i>
	When I'm proud, I beam and glow,	<i>Smile</i>
	But when I'm embarrassed, my head hangs low.	<i>Hang your head and look towards the floor</i>
THEME VOCABULARY	late, miss, bus, grumpy	
QUESTION OF THE DAY		
Question	How do you feel if you are late to school?	
Graph	3 COLUMN GRAPH	
Options	scared / embarrassed / grumpy	
Follow up questions		
<b>Question</b>	<b>How many learners feel scared if they are late to school?</b>	
Answer	__ learners feel scared if they are late to school.	
<b>Question</b>	<b>How many learners feel embarrassed if they are late to school?</b>	
Answer	__ learners feel embarrassed if they are late to school.	
<b>Question</b>	<b>How many learners feel grumpy if they are late to school?</b>	
Answer	__ learners feel grumpy if they are late to school.	
<b>Question</b>	<b>How do more learners feel if they are late to school?</b>	
Answer	More learners feel __ if they are late to school.	
<b>Question</b>	<b>How do fewer learners feel if they are late to school?</b>	

# WEEK 9 - TUESDAY

Answer	Fewer learners feel __ if they are late to school.
<b>Question</b>	<b>How do you feel if you are late to school?</b>
Answer	I feel scared if I am late to school.
Answer	I feel embarrassed if I am late to school.
Answer	I feel grumpy if I am late to school.
<b>SIGHT WORD OF THE DAY</b>	
NEW	sad
REVISE	am

## WEEK 9: TUESDAY: SHARED READING (15 minutes)

TITLE	<u>Dan has a bad week</u>	
ACTIVITY	<b>FIRST READ</b>	
COMPREHENSION STRATEGY	<b>I wonder / Making connections</b>	
PURPOSE	<p>By modelling how to think/wonder about a text, we teach learners two things. Firstly, we teach learners that good readers do not just read the words, they always think about what they are reading. Secondly, we show learners the kinds of thoughts that we have about a text. By doing this, we show learners how to think creatively and critically about a text. In time, learners will start to do this for themselves.</p> <p>Making connections helps learners think critically about the feelings and experiences of characters in the text. Learners connect the story to their own lives, and realise that stories are about experiences of people in the real world!</p>	
	<b>Story</b>	<b>Think aloud: First Read</b>
	Poor Dan had a bad week. He woke up late on Monday. He missed the bus and was late for school.	Oh no! <b>I wonder</b> what will happen to Dan when he gets to school?
	'Why are you late, Dan?' asked his teacher.	<b>I wonder</b> how Dan feels? He didn't mean to be late!
	On Tuesday, Dan woke up very early so that he would not miss the bus again. But poor Dan left his school bag on the bus! When he came into class, he only had his soccer ball.	Oh no! <b>I wonder</b> what was inside Dan's school bag?



<p>"Where is your school bag, Dan?" asked his teacher.</p>	<p>Oh no! <b>I wonder</b> if Dan had important things inside his school bag?</p>
<p>On Wednesday, Dan woke up on time. 'I must not forget my bag today,' he thought, as he got onto the bus. He held onto his bag for the entire bus ride. He rode and rode. But Dan was on the wrong bus! The bus took him to the wrong school.</p>	<p><b>I wonder</b> how Dan feels when he gets to the wrong school? He is trying to do the right thing but he keeps making mistakes!</p>
<p>'Where is Dan today?' asked his teacher.</p>	<p>--</p>
<p>On Thursday, Dan could not find his uniform. 'We have swimming on Thursday,' Dan thought. So Dan went to school in his swimming costume.</p>	<p><b>I wonder</b> what I would do if I couldn't find my school uniform? <b>If I were Dan</b>, I might not go to school at all! Dan is really trying hard to do the right thing!</p>
<p>'Where is your uniform, Dan?' asked his teacher.</p>	<p><b>If I were Dan</b>, I would be wishing my teacher was happy that I tried so hard to come to school!</p>
<p>On Friday, Dan woke up very early. He had his uniform on, he clutched his bag and he got onto the right bus. He arrived at school so early, it was still dark. 'I finally did everything right!' thought Dan. But poor Dan was so tired he fell asleep in class.</p>	<p><b>I wonder</b> if Dan will finally have a good day?</p>
<p>'Why are you sleeping, Dan?' asked his teacher.</p>	<p><b>If I were Dan</b>, I would be wishing my teacher would see how hard I tried to do the right thing!</p>
<p>On Saturday, Dan went to school on time, in his uniform, with his school bag. 'Today I will get it right!' he thought. 'I will stay awake all day!' But when he reached his school, the school gate was locked.</p>	<p><b>I wonder</b> why Dan is going to school on Saturday? It must be because Dan is trying so hard to do the right thing! <b>If I were Dan</b>, I would want the teacher to see how hard I was trying!</p>
<p>'Silly me! There is no school on Saturday!' Dan said.</p>	<p><b>If I were Dan</b>, I would be wishing my teacher could see how hard I tried to do the right thing. Dan was trying so hard he even tried to come to school on Saturday!</p>

<p>On Sunday, Dan went to his cousin's birthday party. He was so excited he tripped and fell onto the cake.          'Oh no!' Dan thought. 'What a bad week! I hope that next week will be better.'</p>	<p><b>I wonder</b> if Dan's next week will be better?</p>
<p><b>Follow up questions</b></p>	<p><b>Possible responses</b></p>
<p>What happened that made Dan have a bad week?</p>	<ul style="list-style-type: none"> <li>• He missed the bus and was late.</li> <li>• He forgot his school bag.</li> <li>• He went to the wrong school.</li> <li>• His teacher was angry with him.</li> <li>• Etc.</li> </ul>
<p>When did Dan fall into the cake?</p>	<p>He fell into the cake on Sunday, at his cousin's party.</p>
<p><b>Why question</b></p>	<p><b>Possible responses</b></p>
<p>Why did Dan try to go to school on Saturday?</p>	<ul style="list-style-type: none"> <li>• Every day, something bad happened to Dan.</li> <li>• Dan wanted to have a good day at school.</li> <li>• Dan wants to have a day at school without any mistakes.</li> <li>• Dan is so determined to have a good day that he forgets there is no school on Saturday.</li> </ul>

WEEK 9: TUESDAY: PHONEMIC AWARENESS & PHONICS (5 minutes)					
SOUND	<b>/p/</b>				
FLASHCARDS	<b>pat</b> <b>sap, tap</b>				
ACTIVITY	<p><b>INTRODUCE NEW SOUND</b></p> <ol style="list-style-type: none"> <li>1. Say the sound and hold up the flashcard: <b>/p/</b></li> <li>2. Say the sound and instruct learners to repeat the sound x 3.</li> <li>3. Discuss how the sound for <b>/p/</b> is the <u>same</u> in English and home language.</li> <li>4. Tell learners to try to find this letter written somewhere on the walls.</li> <li>5. Ask learners: Can you think of words that begin with <b>/p/</b>?</li> <li>6. Brainstorm words with learners, like: <b>path, power, pap, pencil</b></li> <li>7. Ask learners: Can you think of words that end with <b>/p/</b>?</li> <li>8. Brainstorm words with learners, like: <b>map, clap, cap</b></li> </ol> <p><b>INTRODUCE NEW WORDS</b></p> <ol style="list-style-type: none"> <li>1. Say each word loudly and clearly as you show the flashcard: <b>pat, sap, tap</b></li> <li>2. Show each word to learners, as you say it.</li> <li>3. Ask learners to repeat the words after you.</li> <li>4. Stick up the flashcards of the rhyming words on the Phonics Display Board.</li> </ol> <table border="1" style="margin-left: auto; margin-right: auto;"> <tbody> <tr> <td><b>pat</b></td> <td><b>sap</b></td> </tr> <tr> <td></td> <td><b>tap</b></td> </tr> </tbody> </table>	<b>pat</b>	<b>sap</b>		<b>tap</b>
<b>pat</b>	<b>sap</b>				
	<b>tap</b>				

ALTERNATE PROGRAMME: PHONEMIC AWARENESS & PHONICS (5 minutes)	
SOUND	
FLASHCARDS	
ACTIVITY	

WEEK 9: WEDNESDAY: DAILY ACTIVITIES (15 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	<b>Lyrics</b>	<b>Actions</b>
	Sometimes on my face, you'll see,	<i>Point to your face</i>
	How I feel inside of me.	<i>Point to your heart</i>
	A smile means happy,	<i>Smile</i>
	A frown shows sad.	<i>Frown</i>
	And gritting teeth means I'm mad.	<i>Grit your teeth</i>
	When I'm proud, I beam and glow,	<i>Smile</i>
	But when I'm embarrassed, my head hangs low.	<i>Hang your head and look towards the floor</i>
THEME VOCABULARY	mood, silly, bad, good	
QUESTION OF THE DAY		
Question	What mood would you be in if you had a week like Dan's?	
Graph	2 COLUMN GRAPH	
Options	grumpy / silly / bad	
Follow up questions		
<b>Question</b>	<b>How many learners would be in a grumpy mood?</b>	
Answer	__ learners would be in a grumpy mood.	
<b>Question</b>	<b>How many learners would be in a silly mood?</b>	
Answer	__ learners would be in a silly mood.	
<b>Question</b>	<b>How many learners would be in a bad mood?</b>	
Answer	__ learners would be in a bad mood.	
<b>Question</b>	<b>What kind of mood would most learners be in?</b>	
Answer	Most learners would be in a __ mood.	
<b>Question</b>	<b>What kind of mood would fewest learners be in?</b>	

Answer	Fewest learners would be in a __ mood.
<b>Question</b>	<b>What kind of mood would you be in if you had a week like Dan's?</b>
Answer	I would be in a grumpy mood.
Answer	I would be in a silly mood.
Answer	I would be in a bad mood.
<b>SIGHT WORD OF THE DAY</b>	
NEW	he
REVISE	am, sad

**WEEK 9: WEDNESDAY: SHARED READING (10 minutes)**

TITLE	<u>Dan has a bad week</u>
ACTIVITY	<b>STORY ILLUSTRATION</b>
PURPOSE	To give learners a chance to <b>summarise</b> and <b>reflect</b> on the text.

**INSTRUCTIONS**

**Modelling:**

1. Explain that today, learners will draw a picture of something important that happens in the story.
2. Use **modelling** to **think before you write**.
3. Use **modelling** to **summarise** the story, like: Dan makes so many silly mistakes!
4. Use **modelling** to draw a picture of your summary.
5. Use **modelling** to add a label to your drawing, like: bad, sad.

**Oral Instructions:**

1. Tell learners they must think about something important that happens in the story.
2. If needed, support learners by showing the pictures in the Big Book.
3. Remind learners that we **think before we write**.
4. Instruct learners to **turn and talk** and share their ideas with a partner.
5. Call on 2-3 learners to tell you their summary of the story (*learners can point to a picture that shows something important happening if they cannot yet use oral language.*)
6. Explain that learners can try to add a label, like: mistake, silly.

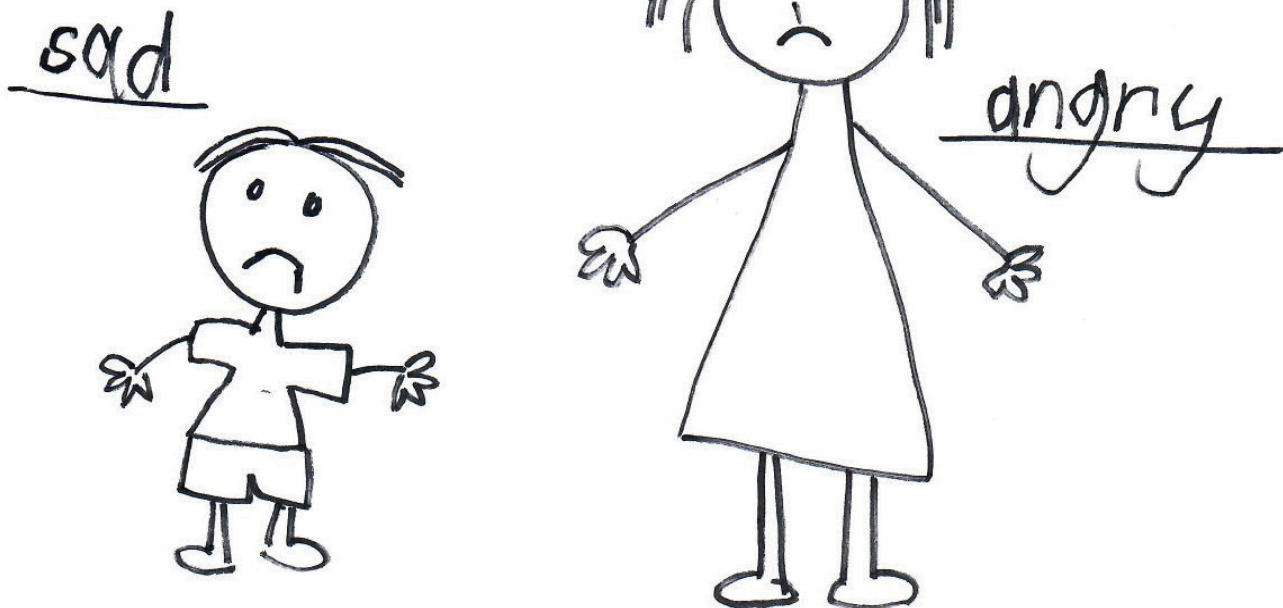
**Writing:**

1. **Hand out learner books.**
2. As learners write, walk around the room and complete **mini conferences.**
3. Ask learners to tell you about their drawings.
4. Help learners to add a label.
5. Encourage learners!

**Turn and Talk:**

1. When there are 2-3 minutes left, instruct learners to put their pencils down.
2. Instruct learners to **turn and talk** with a partner about their drawings.

*Hang up learner drawings at LEARNER EYE-LEVEL around the room. This helps learners have conversations about the story.*



## WEEK 9: WEDNESDAY: PHONEMIC AWARENESS &amp; PHONICS (5 minutes)

SOUND	<b>/p/ /s/</b>
ACTIVITY	<p><b>DIFFERENTIATING NEW SOUNDS</b></p> <ol style="list-style-type: none"> <li>1. Remind learners that we have learned the sounds <b>/p/</b> and <b>/s/</b></li> <li>2. Tell learners to listen carefully.</li> <li>3. Explain that you will say one sound.</li> <li>4. Learners must decide if it is <b>/p/</b> or <b>/s/</b></li> <li>5. If learners think you said <b>/p/</b>, they must hold up 1 finger.</li> <li>6. If learners think you said <b>/s/</b>, they must hold up 2 fingers.</li> <li>7. Instruct learners to close their eyes.</li> <li>8. Say one sound (either <b>/p/</b> or <b>/s/</b>).</li> <li>9. Instruct learners to hold up 1 or 2 fingers.</li> <li>10. Look around the room to see which learners correctly identified the sounds, and which learners are struggling.</li> <li>11. Instruct learners to open their eyes.</li> <li>12. Tell learners which sound you said, and show the flashcard.</li> <li>13. Repeat this as many times as possible.</li> </ol>

## ALTERNATE PROGRAMME: PHONEMIC AWARENESS &amp; PHONICS (5 minutes)

SOUND	
ACTIVITY	

WEEK 9: THURSDAY: DAILY ACTIVITIES (15 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	<b>Lyrics</b>	<b>Actions</b>
	Sometimes on my face, you'll see,	<i>Point to your face</i>
	How I feel inside of me.	<i>Point to your heart</i>
	A smile means happy,	<i>Smile</i>
	A frown shows sad.	<i>Frown</i>
	And gritting teeth means I'm mad.	<i>Grit your teeth</i>
	When I'm proud, I beam and glow,	<i>Smile</i>
	But when I'm embarrassed, my head hangs low.	<i>Hang your head and look towards the floor</i>
THEME VOCABULARY	wear, uniform, wrong, swimming costume	
QUESTION OF THE DAY		
Question	What do you think makes Dan feel silly?	
Graph	3 COLUMN GRAPH	
Options	wearing a swimming costume to school / taking the wrong bus	
Follow up questions		
<b>Question</b>	<b>How many learners think wearing a swimming costume to school makes Dan feel silly?</b>	
Answer	__ learners think wearing a swimming costume to school makes Dan feel silly.	
<b>Question</b>	<b>How many learners think taking the wrong bus makes Dan feel silly?</b>	
Answer	__ learners think taking the wrong bus makes Dan feel silly.	
<b>Question</b>	<b>What do more learners think makes Dan feel silly?</b>	
Answer	More learners think __ makes Dan feel silly.	
<b>Question</b>	<b>What do fewer learners think makes Dan feel silly?</b>	



Answer	Fewer learners think __ makes Dan feel silly.
<b>Question</b>	<b>What do you think makes Dan feel silly?</b>
Answer	I think wearing a swimming costume to school makes Dan feel silly.
Answer	I think taking the wrong bus makes Dan feel silly.
Answer	I think Bobby feels bored.
<b>SIGHT WORD OF THE DAY</b>	
NEW	said
REVISE	am, sad, he

**WEEK 9: THURSDAY: SHARED READING (15 minutes)**

TITLE	<u>Dan has a bad week</u>	
ACTIVITY	<b>SECOND READ</b>	
COMPREHENSION STRATEGY	<b>I wonder / Making connections</b>	
PURPOSE	<p>By modelling how to think/wonder about a text, we teach learners two things. Firstly, we teach learners that good readers do not just read the words, they always think about what they are reading. Secondly, we show learners the kinds of thoughts that we have about a text. By doing this, we show learners how to think creatively and critically about a text. In time, learners will start to do this for themselves.</p> <p>Making connections helps learners think critically about the feelings and experiences of characters in the text. Learners connect the story to their own lives, and realise that stories are about experiences of people in the real world!</p>	
	<b>Story</b>	<b>Think aloud: Second Read</b>
	Poor Dan had a bad week. He woke up late on Monday. He missed the bus and was late for school.	I hate being late! I feel worried when I am late. <b>If I were Dan</b> , I would be worried the whole way to school!
	'Why are you late, Dan?' asked his teacher.	<b>If I were Dan</b> , I would feel so embarrassed when my teacher yelled at me in front of the whole class!

<p>On Tuesday, Dan woke up very early so that he would not miss the bus again. But poor Dan left his school bag on the bus!</p> <p>When he came into class, he only had his soccer ball.</p>	<p>I can <b>make a connection!</b> That is like a few weeks ago, when I left my bag at home! I felt so silly for leaving everything I needed at home!</p>
<p>"Where is your school bag, Dan?" asked his teacher.</p>	<p><b>If I were Dan</b>, this would make me feel so grumpy. He must already feel bad for leaving his bag, and now his teacher makes him feel worse!</p>
<p>On Wednesday, Dan woke up on time. 'I must not forget my bag today,' he thought, as he got onto the bus. He held onto his bag for the entire bus ride.</p> <p>He rode and rode. But Dan was on the wrong bus! The bus took him to the wrong school.</p>	<p>I can <b>make a connection!</b> Once I was on a train and I fell asleep. When I woke up, I had missed my stop. I was in the wrong place! I felt so mad at myself for being in the wrong place!</p>
<p>'Where is Dan today?' asked his teacher.</p>	<p>--</p>
<p>On Thursday, Dan could not find his uniform. 'We have swimming on Thursday,' Dan thought.</p> <p>So Dan went to school in his swimming costume.</p>	<p>I hate when I can't find something I need. <b>If I were Dan</b>, I would feel very grumpy when I couldn't find my uniform!</p>
<p>'Where is your uniform, Dan?' asked his teacher.</p>	<p>If I were Dan, I would feel so embarrassed when my teacher asked me questions like this in front of the class!</p>
<p>On Friday, Dan woke up very early. He had his uniform on, he clutched his bag and he got onto the right bus. He arrived at school so early, it was still dark.</p> <p>'I finally did everything right!' thought Dan. But poor Dan was so tired he fell asleep in class.</p>	<p>I can <b>make a connection!</b> When I make a mistake, I try to do something to make it right. <b>If I were Dan</b>, I would want to have one good day at school after a week of so many silly mistakes!</p>
<p>'Why are you sleeping, Dan?' asked his teacher.</p>	<p>Oh no! Dan worked so hard. <b>If I were Dan</b>, I would feel so angry at myself for falling asleep!</p>
<p>On Saturday, Dan went to school on time, in his uniform, with his school bag.</p> <p>'Today I will get it right!' he thought. 'I will stay awake all day!' But when he reached his school, the school gate was locked.</p>	<p>--</p>

<p>'Silly me! There is no school on Saturday!' Dan said.</p>	<p><b>If I were Dan</b>, I would laugh at myself! He must feel so silly.</p>
<p>On Sunday, Dan went to his cousin's birthday party. He was so excited he tripped and fell onto the cake. 'Oh no!' Dan thought. 'What a bad week! I hope that next week will be better.'</p>	<p>I can <b>make a connection!</b> Once when I was running to say hi to my friend, I tripped and fell. I was so excited I wasn't paying attention. I felt so silly. I bet Dan must feel so silly when he falls in the cake!</p>
<p><b>Follow up questions</b></p>	<p><b>Possible responses</b></p>
<p>Where did Dan go on Saturday?</p>	<p>He went to school!</p>
<p>Make a connection. When was a time you felt like Dan?</p>	<p>(Listen to learner responses)</p>
<p><b>Why question</b></p>	<p><b>Possible responses</b></p>
<p>Why did Dan have a bad week?</p>	<ul style="list-style-type: none"> <li>• No one saw how hard Dan was trying to do the right thing.</li> <li>• He kept making mistakes, even though he was trying to fix them!</li> <li>• He felt embarrassed.</li> <li>• He felt silly.</li> <li>• He felt grumpy.</li> </ul>

## WEEK 9: THURSDAY: WRITING (15 minutes)

WRITING FRAME

I felt grumpy when...**Modelling:**

1. Explain that today, learners will draw about **a time they felt grumpy**.
2. Read the writing frame to learners.
3. Use **modelling** to show learners that you **think before you write**.
4. Tell learners your idea, like: I felt grumpy when I lost my water bottle.
5. Use **modelling** to draw a picture of yourself looking grumpy.
6. **Use resources** to add a label, like: me, grumpy
7. Explain which words you will write. **Draw a line for each word**.
8. Use **modelling** to write your sentence, like: I felt grumpy when I lost my water bottle.
9. **Use resources**, like theme vocabulary words.
10. **Erase your example from the board. Explain this was just an example, but learners must write their own ideas.**

**Oral Instructions:**

1. Ask learners: When was a time you felt grumpy?
2. Instruct learners to **think before they write**.
3. Instruct learners to **turn and talk** and share their idea with a partner.
4. Call on 2-3 learners to tell you about their ideas, like: I felt grumpy when...
5. Explain that learners will now draw and write their own ideas!

**Writing:**

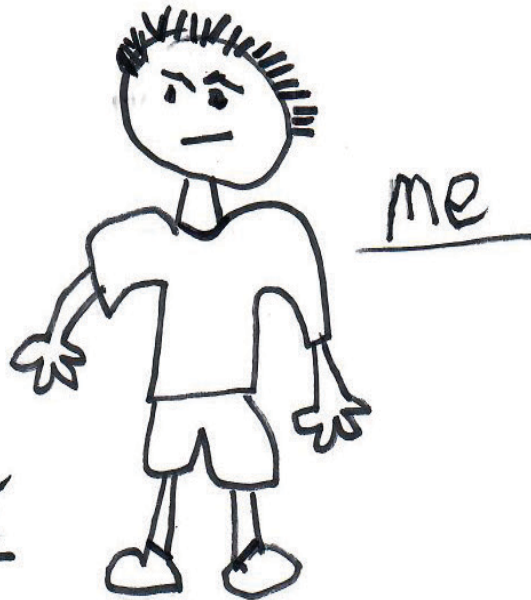
1. **Hand out learner books.**
2. As learners are writing, walk around the room and complete **mini conferences**.
3. Ask learners to **tell you about their drawing**.
4. Ask learners to **read their writing** to you.
5. Help learners **use resources** to add a label and complete the writing frame.
6. Encourage learners.

**Turn and Talk:**

1. When there are 2-3 minutes left, instruct learners to put their pencils down.
2. Instruct learners to **turn and talk** with a partner about their writing.

*Hang up learner drawings at LEARNER EYE-LEVEL around the room. This helps learners have conversations with their new vocabulary!*

brother



I felt grumpy when my

brother took my book

WEEK 9: FRIDAY: DAILY ACTIVITIES (15 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	<b>Lyrics</b>	<b>Actions</b>
	Sometimes on my face, you'll see,	<i>Point to your face</i>
	How I feel inside of me.	<i>Point to your heart</i>
	A smile means happy,	<i>Smile</i>
	A frown shows sad.	<i>Frown</i>
	And gritting teeth means I'm mad.	<i>Grit your teeth</i>
	When I'm proud, I beam and glow,	<i>Smile</i>
	But when I'm embarrassed, my head hangs low.	<i>Hang your head and look towards the floor</i>
THEME VOCABULARY	mistake, forget, bag, calm	
QUESTION OF THE DAY		
Question	How do you feel when you make a mistake?	
Graph	3 COLUMN GRAPH	
Options	grumpy / embarrassed / calm	
Follow up questions		
<b>Question</b>	<b>How many learners feel grumpy when they make a mistake?</b>	
Answer	__ learners feel grumpy when they make a mistake.	
<b>Question</b>	<b>How many learners feel embarrassed when they make a mistake?</b>	
Answer	__ learners feel embarrassed when they make a mistake.	
<b>Question</b>	<b>How many learners feel calm when they make a mistake?</b>	
Answer	__ learners feel calm when they make a mistake.	
<b>Question</b>	<b>How do most learners feel when they make a mistake?</b>	
Answer	Most learners feel __ when they make a mistake.	
<b>Question</b>	<b>How do fewest learners feel when they make a mistake?</b>	

Answer	Fewest learners feel __ when they make a mistake.
<b>Question</b>	<b>How do you feel when you make a mistake?</b>
Answer	I feel grumpy when I make a mistake.
Answer	I feel embarrassed when I make a mistake.
Answer	I feel calm when I make a mistake.
<b>SENTENCE OF THE WEEK</b>	
REVISE	am, sad, he, said, I
READ	'I am sad,' he said.

**WEEK 9: FRIDAY: SHARED READING (15 minutes)**

TITLE	<u>Dan has a bad week</u>
ACTIVITY	<b>RECOUNT THE STORY</b>
PURPOSE	Recounting helps young learners to get used to sharing their own opinions, as they must choose the part of the story that they liked best. It also shows if the child understood the story or not.

**INSTRUCTIONS**

1. Explain that today, learners will give a **recount** of one thing they liked in the story. This means they will say one thing they liked.
2. Use **modelling** to show learners how to give a short recount of the story, like: I liked when Dan wore his swimming costume to school.
3. Hold up the pictures. Instruct learners to look at the pictures and think about what happened.
4. Instruct learners to think about 1-2 things they liked about the story.
5. Ask 2-3 learners to **share** their ideas with the class. **Help** the learners form a short sentence.
6. Explain and correct any common problems to learners.

WEEK 9: FRIDAY: PHONEMIC AWARENESS AND PHONICS (5 minutes)

SOUND	/p/
ACTIVITY	<p><b>SEGMENTING AND BLENDING (I DO)</b></p> <ol style="list-style-type: none"> <li>1. Say the word: <b>pat</b></li> <li>2. Segment the word into the individual sounds: /p/ - /a/ - /t/</li> <li>3. Say the beginning sound of the word: /p/</li> <li>4. Say the middle sound of the word: /a/</li> <li>5. Say the end sound of the word: /t/</li> <li>6. Write the word on the board: <b>pat</b></li> <li>7. Model pointing and blending the sounds to make a word: /p/ - /a/ - /t/ = <b>pat</b></li> <li>8. If you have time, repeat this with the word: <b>sap</b></li> </ol> <p><b>SEGMENTING AND BLENDING (WE DO)</b></p> <ol style="list-style-type: none"> <li>1. Say the word: <b>tap</b></li> <li>2. Ask learners: What is the first sound in the word? /t/</li> <li>3. Ask learners: What is the middle sound in the word? /a/</li> <li>4. Ask learners: What is the last sound in the word? /p/</li> <li>5. Ask learners to segment the word into each individual sound: /t/ - /a/ - /p/</li> <li>6. Write the word: <b>tap</b></li> <li>7. Instruct learners to blend the sounds in the word with you: /t/ - /a/ - /p/ = <b>tap</b></li> <li>8. If you have time, repeat this with the word: <b>sap</b></li> <li>9. Add to your word wall with the –ap word family</li> <li>11. Ask three learners to stick the flashcard words under the correct word family Ask learners: What is the last sound in the word? /t/</li> <li>12. Ask learners to segment the word into each individual sound: /s/ - /a/ - /t/</li> <li>13. Write the word: <b>sat</b></li> <li>14. Instruct learners to blend the sounds in the word with you: /s/ - /a/ - /t/ = <b>sat</b></li> <li>15. If you have time, repeat this with the word: <b>sat</b></li> <li>16. Create your word wall with the –at word family</li> <li>17. Ask a learner to stick the flashcard word under the word family</li> </ol>



**ALTERNATE PROGRAMME: PHONEMIC AWARENESS & PHONICS (5 minutes)**

SOUND	
ACTIVITY	

**WEEK 9: FRIDAY: END OF WEEK LEARNING REVIEW**

*Note: There is no formal time allocated for this activity. Please try to fit it in to your classroom routine at the end of each week.*

1. Settle learners on the carpet at the end of the day.
2. Conduct the weekly language review session. You may choose to combine HL and FAL learning in this review.
3. Remember to allow learners to 'Turn and Talk' and discuss their answers with a partner. Then, select a few learners to share their answers with the class.
4. Use the following prompting questions to guide the language part of your discussion:
  - a. **What was our language theme for the week?**
  - b. **Which stories did we read together?**
  - c. **What were your favourite new words of the week?**
  - d. **What did you learn from the stories we read?**
  - e. **What did we write about this week?**
  - f. **How did your own writing improve this week?**
  - g. **How did your own reading improve this week?**
  - h. **What are you most proud of this week?**
5. Finally, tell learners to think about two things that they are going to tell their families about what they learnt or how they improved at school this week.

*Please note: This process of self-review and reflection is a critically important part of learning. Please do not skip this weekly activity.*

# GRADE 1 - TERM 1

# WEEK 10

## THEME: WE HAVE FEELINGS

"Children seldom needs a good talking to as much as they need a good listening to."  
Robert Brault

**WEEK 1: CLASSROOM PREPARATION**

1. At the start of each week, ensure that your classroom is neat and tidy.
2. Update your DISPLAY BOARDS, by removing items that are no longer relevant, and storing them carefully.
3. Then, prepare the flashcard words and theme word illustrations that you will need.
4. Find and prepare items for your theme wall and table that will be of interest to learners, for instance: simple circles with different emotions on them, medical pamphlet showing a feeling e.g. exam stress, picture of someone who is disappointed.
5. Do some research on the internet to prepare for the theme. For example: how to get your learners to express their feelings.
6. Make sure all learner exercise books and DBE Workbooks are marked, and neatly packed where they belong.
7. Make sure all your big books, graded readers and classroom library books are in good order.
8. Adjust your group guided reading groups if necessary.
9. Plan your informal and formal assessment activities for the week.

**EXTENSION ACTIVITIES**

**These activities can be used as independent work for learners who finish their work early OR while you are giving assessments to learners.**

Activity 1	DBE Workbook 1: Let's talk, page 28
Activity 2	DBE Workbook 1: Let's do, page 29
Activity 3	DBE Workbook 1: Let's write, page 31
Activity 4	Draw a picture of time you felt excited!

TERM 1: WEEK 10	
OVERVIEW	
THEME	We have feelings
THEME VOCABULARY	sad, mad, embarrassed, feeling, late, miss, bus, grumpy, mood, silly, bad, good, wear, uniform, wrong, swimming costume, mistake, forget, bag, calm, excited, scared, love, hate, confused, corrected (verb), shorten, annoyed, long, short, polite, rude, worried, quickly, slowly, wait, syllable, name, clap, count
PHONICS	Environmental sounds, /p/ - pap, pencil
WRITING FRAME	I felt scared when...
SIGHT WORDS	is, so, happy, she
SENTENCE	'He is so happy,' she said.

TERM 1: WEEK 10	
INTRODUCE THE THEME	
PICTURE	The picture on the front cover of the Big Book story: <u>Dan has a bad week</u>
SHOW	Show learners the picture. Remind learners that we have been learning about different feelings.
SAY	<ul style="list-style-type: none"> <li>• Ask learners: What are some feelings that you have?</li> <li>• Listen to learner responses. This will help you understand what learners already know.</li> <li>• Explain that we can have lots of different feelings in the same day, or even at the same time! We will continue to learn words to talk about our feelings this week!</li> </ul>

WEEK 10: MONDAY: DAILY ACTIVITIES (15 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	<b>Lyrics</b>	<b>Actions</b>
	If you're angry and you know it, cross your arms!	<i>Cross your arms</i>
	If you're angry and you know it, cross your arms!	<i>Cross your arms</i>
	If you're angry and you know it, and you really want to show it,	<i>Make an angry face</i>
	If you're angry and you know it, cross your arms!	<i>Cross your arms</i>
	<i>Can also use: If you're <u>frustrated</u> and you know it, stomp your feet! If you're <u>excited</u> and you know it, jump up and down!</i>	
THEME VOCABULARY	excited, scared, love, hate	
QUESTION OF THE DAY		
Question	How did you feel on your first day of school?	
Graph	2 COLUMN GRAPH	
Options	excited / scared	
Follow up questions		
<b>Question</b>	<b>How many learners felt excited on their first day of school?</b>	
Answer	__ learners felt excited.	
<b>Question</b>	<b>How many learners felt scared on their first day of school?</b>	
Answer	__ learners felt scared.	
<b>Question</b>	<b>How did more learners feel on their first day of school?</b>	
Answer	More learners felt __	
<b>Question</b>	<b>How did fewer learners feel on their first day of school?</b>	
Answer	Fewer learners felt __	
<b>Question</b>	<b>How did you feel on your first day of school?</b>	

Answer	I felt excited on my first day of school.
Answer	I felt scared on my first day of school.
<b>SIGHT WORD OF THE DAY</b>	
NEW	is
REVISE	--

## WEEK 10: MONDAY: SHARED READING (10 minutes)

TITLE	<u>My name is Buhlebendalo</u>
ACTIVITY	<b>PRE-READING</b>
COMPREHENSION STRATEGY	<b>Prediction</b>
PURPOSE	By getting learners to predict, you are getting them to think about the story before they have even read it. By predicting, learners are developing their comprehension skills by thinking about the story.

### PRE-READING ACTIVITY

1. Show learners the front cover of the story: My name is Buhlebendalo
2. Read the title of the story.
3. Ask learners: What do you think will happen in this story?
4. Display the Big Book for learners to see. Make sure all learners can see the **pictures** in the book.
5. Show learners the first picture.
6. Ask learners: What do you think is happening here?
7. Discuss the picture with learners.
8. Ask learners: What do you think might happen next?
9. Go through each picture in the book and ask learners these questions.
10. When you get to the **last** picture, ask learners: How do you think this story will end?
11. Thank learners for their predictions.
12. Read through the story once.

**WEEK 10: MONDAY: PHONEMIC AWARENESS & PHONICS (5 minutes)**

SOUND	<p><b>Environmental sounds</b></p> <p>You can make different sounds E.G. clap, click, stamp, whistle, tap</p>
ACTIVITY	<p><b>DIFFERENTIATING ENVIRONMENTAL SOUNDS</b></p> <ol style="list-style-type: none"> <li>1. Tell learners to listen carefully.</li> <li>2. Explain that you will make two sounds.</li> <li>3. Learners must decide if the sounds are the same or different.</li> <li>4. If learners think the sounds are the same, they must hold up 1 finger.</li> <li>5. If learners think the sounds are different, they must hold up 2 fingers.</li> <li>6. Instruct learners to close their eyes.</li> <li>7. Make any two sounds, like a clap and a whistle or the two sounds can be the same.</li> <li>8. Instruct learners to hold up 1 or 2 fingers.</li> <li>9. Look around the room to see which learners correctly identified if the sounds were the same or different, and which learners are struggling.</li> <li>10. Instruct learners to open their eyes.</li> <li>11. Show the learners which two sounds you made and if they were the same or different.</li> <li>12. Repeat this as many times as possible.</li> </ol>

**ALTERNATE PROGRAMME: PHONEMIC AWARENESS & PHONICS (5 minutes)**

SOUND	
ACTIVITY	

WEEK 10: TUESDAY: DAILY ACTIVITIES (15 minutes)													
GREETING	Greet the learners in English.												
SONG / RHYME	<table border="1"> <thead> <tr> <th>Lyrics</th> <th>Actions</th> </tr> </thead> <tbody> <tr> <td>If you're angry and you know it, cross your arms!</td> <td><i>Cross your arms</i></td> </tr> <tr> <td>If you're angry and you know it, cross your arms!</td> <td><i>Cross your arms</i></td> </tr> <tr> <td>If you're angry and you know it, and you really want to show it,</td> <td><i>Make an angry face</i></td> </tr> <tr> <td>If you're angry and you know it, cross your arms!</td> <td><i>Cross your arms</i></td> </tr> <tr> <td colspan="2"> <i>Can also use: If you're <u>frustrated</u> and you know it, stomp your feet! If you're <u>excited</u> and you know it, jump up and down!</i> </td> </tr> </tbody> </table>	Lyrics	Actions	If you're angry and you know it, cross your arms!	<i>Cross your arms</i>	If you're angry and you know it, cross your arms!	<i>Cross your arms</i>	If you're angry and you know it, and you really want to show it,	<i>Make an angry face</i>	If you're angry and you know it, cross your arms!	<i>Cross your arms</i>	<i>Can also use: If you're <u>frustrated</u> and you know it, stomp your feet! If you're <u>excited</u> and you know it, jump up and down!</i>	
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THEME VOCABULARY	confused, corrected (verb – e.g. she corrected her teacher), shorten, annoyed												
QUESTION OF THE DAY													
Question	How do you feel if someone shortens your name?												
Graph	3 COLUMN GRAPH												
Options	sad / annoyed / confused												
Follow up questions													
<b>Question</b>	<b>How many learners feel sad if someone shortens their name?</b>												
Answer	__ learners feel sad.												
<b>Question</b>	<b>How many learners feel annoyed if someone shortens their name?</b>												
Answer	__ learners feel annoyed.												
<b>Question</b>	<b>How many learners feel confused if someone shortens their name?</b>												
Answer	__ learners feel confused.												
<b>Question</b>	<b>How do most learners feel if someone shortens their name?</b>												
Answer	Most learners feel __ if someone shortens their name.												
<b>Question</b>	<b>How do fewest learners feel if someone shortens their name?</b>												



Answer	Fewest learners feel __ if someone shortens their name.
<b>Question</b>	<b>How do you feel if someone shortens your name?</b>
Answer	I feel sad if someone shortens my name.
Answer	I feel annoyed if someone shortens my name.
Answer	I feel confused if someone shortens my name.
<b>SIGHT WORD OF THE DAY</b>	
NEW	so
REVISE	is

**WEEK 10: TUESDAY: SHARED READING (15 minutes)**

TITLE	<u>My name is Buhlebendalo</u>	
ACTIVITY	<b>FIRST READ</b>	
COMPREHENSION STRATEGY	<b>Make inferences</b>	
PURPOSE	Making inferences is a key thinking and comprehension skill. Learners need to work out parts of a story by making inferences. Teach learners that sometimes the details of a story are not written down – the reader must make a good guess.	
	<b>Story</b>	<b>Think aloud: First Read</b>
	<p>Ever since she was born, everyone in Buhlebendalo’s family called her by her whole, beautiful name: Buhlebendalo. She loved the sound of her name. She loved to say it slowly, syllable-by-syllable. And, she loved to say it quickly. She loved everything about her name!</p>	--
	<p>On her first day of school, Buhlebendalo’s teacher told all of the learners to stand at the front of the room. Then, the teacher called each learner one-by-one and showed them where to sit. Taped to each learner’s desk was a name tag.</p> <p>Buhlebendalo couldn’t want to see her whole, beautiful name written on her very own desk.</p>	<p>This is Buhlebendalo’s first time in school. I <b>infer</b> that this is the first time she will ever have her own school desk with her name written on it!</p>

<p>Finally, the teacher called her name. She said it slowly, syllable-by-syllable. Buhlebendalo smiled a big smile and raised her hand.          'I'm just going to call you Buhle,' the teacher said, 'your name is very long!'          Buhlebendalo didn't want to sound rude, so she didn't say anything.</p>	<p>I <b>wonder</b> why Buhlebendalo didn't correct her teacher? Oh, I <b>infer</b> that it is because she was scared that she might get into trouble for correcting her teacher.</p>
<p>When she sat down at her desk, her name tag said Buhle. It didn't say her whole, beautiful name. Buhlebendalo's smile faded.</p>	<p>--</p>
<p>Later that day, Buhlebendalo's teacher called her to answer a question.          'Buhle!' the teacher called.          But Buhlebendalo missed her turn, because she didn't realise that the teacher was calling her!</p>	<p>I can <b>infer</b> that the teacher thinks that Buhle and Buhlebendalo are the same name, but to Buhlebendalo, they are very different!</p>
<p>Every day at school, Buhlebendalo missed the sound of her full name. Buhlebendalo thought about correcting her teacher, but she didn't want to sound rude.</p>	<p>I can <b>infer</b> that at school Buhlebendalo is always called Buhle.</p>
<p>A few weeks later, Buhlebendalo brought home her favourite drawing from school to show her mother.          'Oh! Why have you changed your name?' asked her mother.          'Well I didn't have a choice. My teacher said my name is too long. And I don't want to sound rude!' Buhlebendalo said.          'If you <i>want</i> to be called Buhle, that's okay. But if you don't like it, you must tell your teacher. It's not rude! You have the right to be called by your whole, beautiful name!' her mother said. 'I understand that you might be too scared to tell your teacher. I will come speak to her for you.'</p>	<p>I can <b>infer</b> that Buhlebendalo didn't tell her mother about being called Buhle at school. Her mother didn't know!</p>
<p>The next day, Buhlebendalo's mother came with her to school. They got there early. Buhlebendalo went to play with her new friends while her mother went to speak to her teacher.</p>	<p>--</p>

When the bell rang, Buhlebendalo felt scared. 'What if the teacher hates me now?' she worried. But when she walked into the classroom, the teacher smiled at her. 'Good morning, Buhlebendalo,' she said.	I <b>infer</b> that Buhlebendalo's mother spoke to the teacher about calling her by her whole beautiful name, rather than Buhle. Now, her teacher uses the right name!
When Buhlebendalo sat at her desk, her name tag had been replaced. Her new name tag said her whole, beautiful name: Buhlebendalo.	I can <b>infer</b> that from now on, Buhlebendalo will be called by her whole beautiful name at school!
<b>Follow up questions</b>	<b>Possible responses</b>
What did Buhlebendalo wait to see on her desk?	She waited to see her name tag, with her whole, beautiful name written.
What did Buhlebendalo's teacher call her?	She called her Buhle.
<b>Why question</b>	<b>Possible responses</b>
Why was Buhlebendalo disappointed?	<ul style="list-style-type: none"> <li>• Because she thought her whole, beautiful name would be written on her desk.</li> <li>• Because her teacher shortened her name.</li> <li>• Because at school, she wasn't called by her whole, beautiful name.</li> </ul>

## WEEK 10: TUESDAY: PHONEMIC AWARENESS & PHONICS (5 minutes)

SOUND	<p><b>Environmental sounds</b></p> <p>You can make different sounds E.G. clap, click, stamp, whistle, tap</p>
ACTIVITY	<p><b>MAKING SOUND PATTERNS</b></p> <ol style="list-style-type: none"> <li>1. Tell learners to listen carefully.</li> <li>2. Explain that you will make sounds.</li> <li>3. Learners must then copy the sounds that you have made.</li> <li>4. Instruct learners to close their eyes.</li> <li>5. Make any rhythm using sounds, like a clap, clap, stamp, stamp.</li> <li>6. Instruct learners to open their eyes and copy the rhythm you just made.</li> <li>7. Show the learners the rhythm you made.</li> <li>8. Repeat this as many times as possible.</li> </ol>

## ALTERNATE PROGRAMME: PHONEMIC AWARENESS & PHONICS (5 minutes)

SOUND	
ACTIVITY	

WEEK 10: WEDNESDAY: DAILY ACTIVITIES (15 minutes)													
GREETING	Greet the learners in English.												
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THEME VOCABULARY	long, short, rude, polite												
QUESTION OF THE DAY													
Question	Do you think it would be rude for Buhlebendalo to correct her teacher?												
Graph	2 COLUMN GRAPH												
Options	yes / no												
Follow up questions													
<b>Question</b>	<b>How many learners think it would be rude for Buhlebendalo to correct her teacher?</b>												
Answer	__ learners think it would be rude.												
<b>Question</b>	<b>How many learners don't think it would be rude for Buhlebendalo to correct her teacher?</b>												
Answer	__ learners don't think it would be rude.												
<b>Question</b>	<b>Do more learners think it would be rude or not?</b>												
Answer	More learners think __												
<b>Question</b>	<b>Do fewer learners think it would be rude or not?</b>												
Answer	Fewer learners think __												

<b>Question</b>	<b>Do you think it would be rude for Buhlebendalo to correct her teacher?</b>
Answer	Yes, I think it would be rude.
Answer	No, I don't think it would be rude.
EXPLAIN	Explain that Buhlebendalo has the right to correct her teacher, because we all deserve to be called by our preferred name! The way we correct people is important – there are many kind and polite ways that Buhlebendalo could have corrected her teacher.
<b>SIGHT WORD OF THE DAY</b>	
NEW	happy
REVISE	is, so

## WEEK 10: WEDNESDAY: SHARED READING (15 minutes)

TITLE	<u>My name is Buhlebendalo</u>
ACTIVITY	<b>STORY ILLUSTRATION</b>
PURPOSE	To give learners a chance to <b>summarise</b> and <b>reflect</b> on the text.

**INSTRUCTIONS****Modelling:**

1. Explain that today, learners will draw a picture of something important that happens in the story.
2. Use **modelling** to **think before you write**.
3. Use **modelling** to **summarise** the story, like: Buhlebendalo feels sad when her teacher doesn't use her whole, beautiful name!
4. Use **modelling** to draw a picture of your summary.
5. Use **modelling** to add a label to your drawing, like: sad.

**Oral Instructions:**

1. Tell learners they must think about something important that happens in the story.
2. If needed, support learners by showing the pictures in the Big Book.
3. Remind learners that we **think before we write**.
4. Instruct learners to **turn and talk** and share their ideas with a partner.
5. Call on 2-3 learners to tell you their summary of the story (*learners can point to a picture that shows something important happening if they cannot yet use oral language.*)
6. Explain that learners can try to add a label, like: sad.

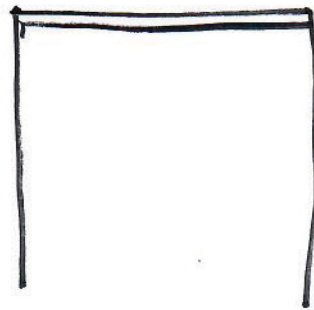
**Writing:**

1. **Hand out learner books.**
2. As learners write, walk around the room and complete **mini conferences**.
3. Ask learners to tell you about their drawings.
4. Help learners to add a label.
5. Encourage learners!

**Turn and Talk:**

1. When there are 2-3 minutes left, instruct learners to put their pencils down.
2. Instruct learners to **turn and talk** with a partner about their drawings.

*Hang up learner drawings at LEARNER EYE-LEVEL around the room. This helps learners have conversations about the story.*



desk



**WEEK 10: WEDNESDAY: PHONEMIC AWARENESS & PHONICS (5 minutes)**

SOUND	<p><b>Environmental sounds</b></p> <p>You can make different sounds E.G. clap, click, stamp, whistle, tap</p>
ACTIVITY	<p><b>DIFFERENTIATING ENVIRONMENTAL SOUNDS</b></p> <ol style="list-style-type: none"> <li>1. Tell learners to listen carefully.</li> <li>2. Explain that you will make two sounds.</li> <li>3. Learners must decide if the sounds are the same or different.</li> <li>4. If learners think the sounds are the same, they must hold up 1 finger.</li> <li>5. If learners think the sounds are different, they must hold up 2 fingers.</li> <li>6. Instruct learners to close their eyes.</li> <li>7. Make any two sounds, like a clap and a whistle or the two sounds can be the same.</li> <li>8. Instruct learners to hold up 1 or 2 fingers.</li> <li>9. Look around the room to see which learners correctly identified if the sounds were the same or different, and which learners are struggling.</li> <li>10. Instruct learners to open their eyes.</li> <li>11. Show the learners which two sounds you made and if they were the same or different.</li> <li>12. Repeat this as many times as possible.</li> </ol>

**ALTERNATE PROGRAMME: PHONEMIC AWARENESS & PHONICS (5 minutes)**

SOUND	
ACTIVITY	

WEEK 10: THURSDAY: DAILY ACTIVITIES (15 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	<b>Lyrics</b>	<b>Actions</b>
	If you're <b>angry</b> and you know it, cross your arms!	<i>Cross your arms</i>
	If you're angry and you know it, cross your arms!	<i>Cross your arms</i>
	If you're angry and you know it, and you really want to show it,	<i>Make an angry face</i>
	If you're angry and you know it, cross your arms!	<i>Cross your arms</i>
	<i>Can also use: If you're <u>frustrated</u> and you know it, stomp your feet! If you're <u>excited</u> and you know it, jump up and down!</i>	
THEME VOCABULARY	worried, quickly, slowly, wait	
QUESTION OF THE DAY		
Question	<i>Remind learners that in the story this week, Buhlebendalo felt very worried when her mother went to speak to her teacher. She thought her teacher would hate her. Imagine you are Buhlebendalo, and your mother is speaking to your teacher. You are waiting to see what the teacher will do!</i> How would you feel if you were Buhlebendalo?	
Graph	3 COLUMN GRAPH	
Options	calm / scared / worried	
Follow up questions		
<b>Question</b>	<b>How many learners would feel calm?</b>	
Answer	__ learners would feel calm.	
<b>Question</b>	<b>How many learners would feel scared?</b>	
Answer	__ learners would feel calm.	
<b>Question</b>	<b>How many learners would feel worried?</b>	
Answer	__ learners would feel worried.	
<b>Question</b>	<b>How would most learners feel if they were Buhlebendalo?</b>	

Answer	Most learners would feel __
<b>Question</b>	<b>How would fewest learners feel if they were Buhlebendalo?</b>
Answer	Fewest learners would feel __
<b>Question</b>	<b>How would you feel if you were Buhlebendalo?</b>
Answer	I would feel calm if I were her.
Answer	I would feel scared if I were her.
Answer	I would feel worried if I were her.
<b>SIGHT WORD OF THE DAY</b>	
NEW	she
REVISE	is, so, happy

**WEEK 10: THURSDAY: SHARED READING (15 minutes)**

TITLE	<u>My name is Buhlebendalo</u>	
ACTIVITY	<b>SECOND READ</b>	
COMPREHENSION STRATEGY	<b>Make inferences</b>	
PURPOSE	Making inferences is a key thinking and comprehension skill. Learners need to work out parts of a story by making inferences. Teach learners that sometimes the details of a story are not written down – the reader must make a good guess.	
	<b>Story</b>	<b>Think aloud: Second Read</b>
	Ever since she was born, everyone in Buhlebendalo’s family called her by her whole, beautiful name: Buhlebendalo. She loved the sound of her name. She loved to say it slowly, syllable-by-syllable. And, she loved to say it quickly. She loved everything about her name!	I remember that in the story, Buhlebendalo’s teacher shortened her name. I can <b>infer</b> that her teacher was the first person to do that!
	On her first day of school, Buhlebendalo’s teacher told all of the learners to stand at the front of the room. Then, the teacher called each learner one-by-one and showed them where to sit. Taped to each learner’s desk was a name tag.	I can <b>infer</b> that as she waits, Buhlebendalo is thinking about how her name will look written on her very own desk!

<p>Buhlebendalo couldn't want to see her whole, beautiful name written on her very own desk.</p>	
<p>Finally, the teacher called her name. She said it slowly, syllable-by-syllable. Buhlebendalo smiled a big smile and raised her hand. 'I'm just going to call you Buhle,' the teacher said, 'your name is very long!' Buhlebendalo didn't want to sound rude, so she didn't say anything.</p>	<p>Buhlebendalo must be disappointed, because she loves her beautiful name and her teacher doesn't want to use it!</p>
<p>When she sat down at her desk, her name tag said Buhle. It didn't say her whole, beautiful name. Buhlebendalo's smile faded.</p>	<p>Buhlebendalo must be so disappointed that her name is not written out like she thought it would be!</p>
<p>Later that day, Buhlebendalo's teacher called her to answer a question. 'Buhle!' the teacher called. But Buhlebendalo missed her turn, because she didn't realise that the teacher was calling her!</p>	
<p>Every day at school, Buhlebendalo missed the sound of her full name. Buhlebendalo thought about correcting her teacher, but she didn't want to sound rude.</p>	<p>I can <b>infer</b> that she misses being at home, where everyone called her by her whole beautiful name.</p>
<p>A few weeks later, Buhlebendalo brought home her favourite drawing from school to show her mother. 'Oh! Why have you changed your name?' asked her mother. 'Well I didn't have a choice. My teacher said my name is too long. And I don't want to sound rude!' Buhlebendalo said. 'If you <i>want</i> to be called Buhle, that's okay. But if you don't like it, you must tell your teacher. It's not rude! You have the right to be called by your whole, beautiful name!' her mother said. 'I understand that you might be too scared to tell your teacher. I will come speak to her for you.'</p>	<p>Buhlebendalo's mother <b>inferred</b> that she was scared to correct her teacher.</p>

<p>The next day, Buhlebendalo’s mother came with her to school. They got there early. Buhlebendalo went to play with her new friends while her mother went to speak to her teacher.</p>	<p>I can <b>infer</b> that Buhlebendalo feels scared to be there while her mother talks to her teacher.</p>
<p>When the bell rang, Buhlebendalo felt scared. ‘What if the teacher hates me now?’ she worried. But when she walked into the classroom, the teacher smiled at her. ‘Good morning, Buhlebendalo,’ she said.</p>	<p>I <b>infer</b> that Buhlebendalo never said anything to her teacher, because she was worried it might make her teacher dislike her.</p>
<p>When Buhlebendalo sat at her desk, her name tag had been replaced. Her new name tag said her whole, beautiful name: Buhlebendalo.</p>	<p>--</p>
<p><b>Follow up questions</b></p>	<p><b>Possible responses</b></p>
<p>Why did Buhlebendalo’s teacher call her Buhle?</p>	<p>Because she said that her name was too long.</p>
<p>How did Buhlebendalo’s mother <b>infer</b> that she felt?</p>	<p>She inferred that she felt too scared to talk to her teacher.</p>
<p><b>Why question</b></p>	<p><b>Possible responses</b></p>
<p>Why did Buhlebendalo’s teacher replace her name tag at the end of the story?</p>	<ul style="list-style-type: none"> <li>• Because Buhlebendalo’s mother went to talk to her teacher.</li> <li>• Because the teacher realized that she preferred to be called Buhlebendalo rather than Buhle.</li> <li>• Because the teacher had written the wrong name, and she had to fix it!</li> </ul>

## WEEK 10: THURSDAY: WRITING (15 minutes)

WRITING FRAME

I felt scared when...**Modelling:**

1. Explain that today, learners will draw **a time they felt scared**.
2. Read the writing frame to learners.
3. Use **modelling** to show learners that you **think before you write**.
4. Tell learners your idea, like: I felt scared when my brother jumped from behind the curtain and said 'boo!'.
5. Use **modelling** to draw a picture of yourself at a shop.
6. **Use resources** to add a label, like: me, scared
7. Explain which words you will write. **Draw a line for each word**.
8. Use **modelling** to write your sentence, like: I felt scared when my brother jumped from behind the curtain and said 'boo!'
9. **Use resources**, like theme vocabulary words.
10. **Erase your example from the board. Explain this was just an example, but learners must write their own ideas.**

**Oral Instructions:**

1. Ask learners: When was a time you felt scared?
2. Instruct learners to **think before they write**.
3. Instruct learners to **turn and talk** and share their idea with a partner.
4. Call on 2-3 learners to tell you about their ideas, like: I felt scared when...
5. Explain that learners will now draw and write their own ideas!

**Writing:**

1. **Hand out learner books.**
2. As learners are writing, walk around the room and complete **mini conferences**.
3. Ask learners to **tell you about their drawing**.
4. Ask learners to **read their writing** to you.
5. Help learners **use resources** to add a label and complete the writing frame.
6. Encourage learners.

**Turn and Talk:**

1. When there are 2-3 minutes left, instruct learners to put their pencils down.
2. Instruct learners to **turn and talk** with a partner about their writing.

*Hang up learner drawings at LEARNER EYE-LEVEL around the room. This helps learners have conversations with their new vocabulary!*



me

I felt scared when  
the lights went out

WEEK 10: FRIDAY: DAILY ACTIVITIES (15 minutes)													
GREETING	Greet the learners in English.												
SONG / RHYME	<table border="1"> <thead> <tr> <th>Lyrics</th> <th>Actions</th> </tr> </thead> <tbody> <tr> <td>If you're <b>angry</b> and you know it, cross your arms!</td> <td><i>Cross your arms</i></td> </tr> <tr> <td>If you're angry and you know it, cross your arms!</td> <td><i>Cross your arms</i></td> </tr> <tr> <td>If you're angry and you know it, and you really want to show it,</td> <td><i>Make an angry face</i></td> </tr> <tr> <td>If you're angry and you know it, cross your arms!</td> <td><i>Cross your arms</i></td> </tr> <tr> <td colspan="2"> <i>Can also use: If you're <u>frustrated</u> and you know it, stomp your feet! If you're <u>excited</u> and you know it, jump up and down!</i> </td> </tr> </tbody> </table>	Lyrics	Actions	If you're <b>angry</b> and you know it, cross your arms!	<i>Cross your arms</i>	If you're angry and you know it, cross your arms!	<i>Cross your arms</i>	If you're angry and you know it, and you really want to show it,	<i>Make an angry face</i>	If you're angry and you know it, cross your arms!	<i>Cross your arms</i>	<i>Can also use: If you're <u>frustrated</u> and you know it, stomp your feet! If you're <u>excited</u> and you know it, jump up and down!</i>	
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THEME VOCABULARY	syllable, name, clap, count												
QUESTION OF THE DAY													
Question	<ol style="list-style-type: none"> <li>Practice counting syllables with learners.</li> <li>Say the name: <i>Buhlebendalo</i>.</li> <li>Clap the syllables with learners: <i>Bu-hle-ben-da-lo</i></li> <li>Explain that there are 5 syllables in her name.</li> <li>Instruct learners to say their own names and clap the syllables.</li> </ol> <p>How many syllables are in your name?</p>												
Graph	5 COLUMN GRAPH												
Options	2 / 3 / 4 / 5 / 6												
Follow up questions													
<b>Question</b>	<b>How many learners have 2 syllables in their name?</b>												
Answer	__ learners have 2 syllables in their name.												
<b>Question</b>	<b>How many learners have 3 syllables in their name?</b>												
Answer	__ learners have 3 syllables in their name.												
<b>Question</b>	<b>How many learners have 4 syllables in their name?</b>												
Answer	__ learners have 4 syllables in their name.												



<b>Question</b>	<b>How many learners have 5 syllables in their name?</b>
Answer	__learners have 5 syllables in their name.
<b>Question</b>	<b>How many learners have 6 syllables in their name?</b>
Answer	__learners have 6 syllables in their name.
<b>Question</b>	<b>How many syllables do you have in your name?</b>
Answer	I have 2 syllables in my name.
Answer	I have 3 syllables in my name.
Answer	I have 4 syllables in my name.
Answer	I have 5 syllables in my name.
Answer	I have 6 syllables in my name.
<b>SENTENCE OF THE WEEK</b>	
REVISE	is, so, happy, she, he, said
READ	'He is so happy,' she said.

**WEEK 10: FRIDAY: SHARED READING (15 minutes)**

TITLE	<u>My name is Buhlebendalo</u>
ACTIVITY	<b>RECOUNT THE STORY</b>
PURPOSE	Recounting helps young learners to get used to sharing their own opinions, as they must choose the part of the story that they liked best. It also shows if the child understood the story or not.

**INSTRUCTIONS**

1. Explain that today, learners will give a **recount** of one thing they liked in the story. This means they will say one thing they liked.
2. Use **modelling** to show learners how to give a short recount of the story, like: I liked when Buhlebendalo talked to her mother about what happened at school.
3. Hold up the pictures. Instruct learners to look at the pictures and think about what happened.
4. Instruct learners to think about 1-2 things they liked about the story.
5. Instruct learners to **turn and talk** and share their recount with a partner.
6. Ask 2-3 learners to **share** their ideas with the class. **Help** the learners form a short sentence.
7. Explain and correct any common problems to learners.

**WEEK 10: FRIDAY: PHONEMIC AWARENESS AND PHONICS (5 minutes)**

SOUND	<p><b>Environmental sounds</b></p> <p>You can make different sounds E.G. clap, click, stamp, whistle, tap</p>
ACTIVITY	<p><b>MAKING SOUND PATTERNS</b></p> <ol style="list-style-type: none"> <li>1. Tell learners to listen carefully.</li> <li>2. Explain that you will make sounds.</li> <li>3. Learners must then copy the sounds that you have made.</li> <li>4. Instruct learners to close their eyes.</li> <li>5. Make any rhythm using sounds, like a clap, clap, stamp, stamp.</li> <li>6. Instruct learners to open their eyes and copy the rhythm you just made.</li> <li>7. Show the learners the rhythm you made.</li> <li>8. Repeat this as many times as possible.</li> </ol>

**ALTERNATE PROGRAMME: PHONEMIC AWARENESS & PHONICS (5 minutes)**

SOUND	
ACTIVITY	

**WEEK10: FRIDAY: END OF WEEK LEARNING REVIEW**

*Note: There is no formal time allocated for this activity. Please try to fit it in to your classroom routine at the end of each week.*

1. Settle learners on the carpet at the end of the day.
2. Conduct the weekly language review session. You may choose to combine HL and FAL learning in this review.
3. Remember to allow learners to 'Turn and Talk' and discuss their answers with a partner. Then, select a few learners to share their answers with the class.
4. Use the following prompting questions to guide the language part of your discussion:
  - a. **What was our language theme for the week?**
  - b. **Which stories did we read together?**
  - c. **What were your favourite new words of the week?**
  - d. **What did you learn from the stories we read?**
  - e. **What did we write about this week?**
  - f. **How did your own writing improve this week?**
  - g. **How did your own reading improve this week?**
  - h. **What are you most proud of this week?**
5. Finally, tell learners to think about two things that they are going to tell their families about what they learnt or how they improved at school this week.

*Please note: This process of self-review and reflection is a critically important part of learning. Please do not skip this weekly activity.*