Incomplete draft text for reference only, not for teaching purposes.
Term 1

English

Home Language and Life Skills

Teacher’s Guide
Acknowledgements

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<table>
<thead>
<tr>
<th>Contents</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Icons used in this programme</td>
<td>iv</td>
</tr>
<tr>
<td>Acronyms used</td>
<td>iv</td>
</tr>
<tr>
<td>Integrated Home Language and Life Skills programme</td>
<td>1</td>
</tr>
<tr>
<td>Big Book</td>
<td>1</td>
</tr>
<tr>
<td>Learner's Activity Book</td>
<td>1</td>
</tr>
<tr>
<td>Teacher Guide</td>
<td>1</td>
</tr>
<tr>
<td>Weekly timetable, Term 1</td>
<td>2</td>
</tr>
<tr>
<td>Term 1 content</td>
<td>3</td>
</tr>
<tr>
<td>Assessment plan Term 1</td>
<td>5</td>
</tr>
<tr>
<td>Shared Reading stories</td>
<td>4</td>
</tr>
<tr>
<td>Climbing the Reading Ladder</td>
<td>5</td>
</tr>
<tr>
<td>Overview of GGR activities for Grade 1</td>
<td>6</td>
</tr>
<tr>
<td>Teaching Physical Education</td>
<td>7</td>
</tr>
<tr>
<td>Teaching Handwriting</td>
<td>9</td>
</tr>
<tr>
<td>Teaching 2D Visual Arts</td>
<td>10</td>
</tr>
<tr>
<td>Week 1: Orientation: Starting school</td>
<td>11</td>
</tr>
<tr>
<td>Week 2: Me: What I can do</td>
<td>18</td>
</tr>
<tr>
<td>Week 3: Me: What I can do</td>
<td>40</td>
</tr>
<tr>
<td>Week 4: Me: Me and my friends</td>
<td>60</td>
</tr>
<tr>
<td>Week 5: Me: Me and my friends</td>
<td>78</td>
</tr>
<tr>
<td>Week 6: School: School supplies</td>
<td>96</td>
</tr>
<tr>
<td>Week 7: School: Colours at school</td>
<td>116</td>
</tr>
<tr>
<td>Week 8: Healthy habits: Sleep</td>
<td>136</td>
</tr>
<tr>
<td>Week 9: Healthy habits: Keeping clean</td>
<td>156</td>
</tr>
<tr>
<td>Week 10: Weather: Sun, wind and rain</td>
<td>177</td>
</tr>
<tr>
<td>Assessment Term 1</td>
<td>181</td>
</tr>
<tr>
<td>Continuous Assessment checklists</td>
<td>182</td>
</tr>
<tr>
<td>Baseline Assessment (Weeks 3 &amp; 4)</td>
<td>184</td>
</tr>
<tr>
<td>Listening &amp; Speaking and Life Skills (Weeks 3–8)</td>
<td>185</td>
</tr>
<tr>
<td>Writing (Weeks 4 &amp; 5)</td>
<td>186</td>
</tr>
<tr>
<td>Concepts of Print checklist (Weeks 5 &amp; 6)</td>
<td>187</td>
</tr>
<tr>
<td>Phonics &amp; Handwriting and Listening &amp; Speaking (Weeks 7 &amp; 8)</td>
<td>188</td>
</tr>
<tr>
<td>Reading &amp; Comprehension (Weeks 7 &amp; 8)</td>
<td>189</td>
</tr>
<tr>
<td>Life Skills</td>
<td>190</td>
</tr>
<tr>
<td>Home Language, Term 1, Mark sheet</td>
<td>191</td>
</tr>
<tr>
<td>Life Skills, Term 1, Mark sheet</td>
<td>192</td>
</tr>
</tbody>
</table>
## Icons used in this programme

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<td>Group Guided Reading</td>
</tr>
<tr>
<td><img src="image3.png" alt="Phonics" /></td>
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<tr>
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</tr>
<tr>
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## Abbreviations used
- Learner’s Activity Book – LAB
- Big Book – BB
- Teacher Guide – TG
- Group Guided Reading – GGR
- Independent Work – IW
Integrated Home Language and Life Skills programme

Big Book
Each week:
- Information text for Beginning Knowledge
- Story for Shared Reading
- Teacher prompts for using these texts

Learner’s Activity Book
Each week:
- Shared Reading Story from BB
- Information text from BB
- Activity pages for Writing, Handwriting and Phonics & PSWB
- Activity pages for Life Skills: Beginning Knowledge and Creative Arts
- Pages for Independent Work during GGR period

Teacher Guide
Each week:
- Overview mindmap
- Overview of preparation, GGR, IW and assessment
- Read Aloud story
- Sequenced lesson plans, with photos
- References to Learner’s Activity Book and Big Book pages
- Assessment activities
## Weekly timetable, Term 1

### GRADE 1 (Minimum HL and LS timetable)

<table>
<thead>
<tr>
<th></th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
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<tr>
<td><strong>15 min</strong></td>
<td>LS: PSWB Morning Meeting</td>
<td>LS: PSWB Morning Meeting</td>
<td>LS: PSWB Morning Meeting</td>
<td>Maths Morning Meeting</td>
<td>Maths &amp; HL Morning Meeting</td>
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<tr>
<td><strong>4 × 85 min</strong></td>
<td><strong>1 × 55 min</strong></td>
<td></td>
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<tr>
<td><strong>15 min</strong></td>
<td>Listening &amp; Speaking</td>
<td>Listening &amp; Speaking</td>
<td>LS: Beginning Knowledge</td>
<td>Listening &amp; Speaking</td>
<td>LS: Physical Ed</td>
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<td><strong>15 min</strong></td>
<td>LS: Beginning Knowledge</td>
<td>Shared Reading 1</td>
<td>Shared Reading 2</td>
<td>Shared Reading 3</td>
<td>LS: Physical Ed</td>
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<td><strong>30 min</strong></td>
<td>Phonics &amp; Handwriting</td>
<td>Phonics &amp; Handwriting</td>
<td>Phonics &amp; Handwriting</td>
<td>Phonics &amp; Handwriting (15 min slot)</td>
<td>Phonics (60 min slot)</td>
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<tr>
<td><strong>30 min</strong></td>
<td>Group Guided Reading &amp; Independent Work</td>
<td>Group Guided Reading &amp; Independent Work</td>
<td>Group Guided Reading &amp; Independent Work</td>
<td>Group Guided Reading &amp; Independent Work</td>
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<td><strong>30 min</strong></td>
<td>FAL*</td>
<td>FAL*</td>
<td>FAL*</td>
<td>FAL*</td>
<td>FAL*</td>
</tr>
<tr>
<td><strong>15 min</strong></td>
<td>2nd AL*</td>
<td>2nd AL*</td>
<td>2nd AL*</td>
<td>2nd AL*</td>
<td>2nd AL*</td>
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*Not included in these lesson plans*
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<thead>
<tr>
<th>Week</th>
<th>Theme</th>
<th>Read Aloud Story</th>
<th>Creative Arts</th>
<th>Phonic</th>
<th>GGR and Independent Work</th>
<th>Life Skills text (Beginning Knowledge)</th>
<th>Independent Writing</th>
<th>PSWB</th>
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<td>1</td>
<td>Orientation</td>
<td>Lazy Langa</td>
<td>Orientation</td>
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<td>Orientation</td>
<td>n/a</td>
<td>n/a</td>
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<td>n/a</td>
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<td>Me</td>
<td>Me</td>
<td>n/a</td>
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<td>3</td>
<td>What can I do at school</td>
<td>What can I do</td>
<td>What can I do</td>
<td>n/a</td>
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<td>Me</td>
<td>Me</td>
<td>n/a</td>
</tr>
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<td>4</td>
<td>Me and my friends</td>
<td>Me and my friends</td>
<td>Me and my friends</td>
<td>n/a</td>
<td>Me</td>
<td>Me</td>
<td>Me</td>
<td>n/a</td>
</tr>
<tr>
<td>5</td>
<td>Sun, wind and rain</td>
<td>School</td>
<td>School</td>
<td>n/a</td>
<td>School</td>
<td>School</td>
<td>School</td>
<td>n/a</td>
</tr>
<tr>
<td>6</td>
<td>Me and my friends</td>
<td>Supplies</td>
<td>Supplies</td>
<td>n/a</td>
<td>Supplies</td>
<td>Supplies</td>
<td>Supplies</td>
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<tr>
<td>7</td>
<td>Healthy habits and sleep</td>
<td>Me and my friends</td>
<td>Me and my friends</td>
<td>n/a</td>
<td>School</td>
<td>School</td>
<td>School</td>
<td>n/a</td>
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<td>8</td>
<td>Keeping the home clean</td>
<td>School</td>
<td>School</td>
<td>n/a</td>
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<td>School</td>
<td>School</td>
<td>n/a</td>
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<td>9</td>
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<td>Healthy habits and sleep</td>
<td>n/a</td>
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<tr>
<td>10</td>
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<td>n/a</td>
<td>School</td>
<td>School</td>
<td>School</td>
<td>n/a</td>
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</table>
Assessment plan Term 1

- Checklists for Continuous Assessment are at the back of this Teacher Guide.
- Some pages in the Learner’s Activity Book have a robot assessment tool at the bottom of the page to record learner’s progress.
- Baseline Assessment is done in weeks 3 and 4 in order to allocate learners to similar ability groups for GGR (see page 204).
- Tasks for formal assessment are at the back of the Learner’s Activity Book.
- Assessment procedures, marking criteria and a mark sheet for the formal assessment tasks are at the back of this Teacher Guide.

<table>
<thead>
<tr>
<th>Formal Assessment Activities, Term 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weeks 3–8</td>
</tr>
<tr>
<td>Activity 1  Listening and Speaking/Life Skills</td>
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<tr>
<td>Activity 2  Listening and Speaking/Life Skills</td>
</tr>
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<td>Week 4</td>
</tr>
<tr>
<td>Activity 3  Writing</td>
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<td></td>
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<tr>
<td>Week 5</td>
</tr>
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<td>Activity 4  Writing</td>
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<tr>
<td>Weeks 7 and 8</td>
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<tr>
<td>Activity 5  5A Phonics and Handwriting</td>
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</tbody>
</table>

Shared Reading stories

When doing Shared Reading on the mat, use the Big Book. The Shared Reading stories are also in the Learner’s Activity Book so that:
1. Learners can look at the pictures and “tell” the story to themselves or a partner outside of Shared Reading time.
2. Once they can read, learners can then read the story for themselves.
3. The stories can be used for Paired or Independent Reading in class.
4. Parents and caregivers can read the story to and/or with the learners at home.
5. For social distancing, learners can have the stories in front of them on their desks during Shared Reading.
<table>
<thead>
<tr>
<th>Level</th>
<th>Reading star</th>
<th>Reading rocket</th>
<th>Reading sun</th>
<th>Reading eagle</th>
<th>Reading bluebird</th>
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<tbody>
<tr>
<td><strong>Early fluency</strong></td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
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<tr>
<td><strong>I can</strong></td>
<td>Read longer texts</td>
<td>Understand what I read</td>
<td>Read aloud</td>
<td>Recognise letters</td>
<td>Hear sounds in words</td>
</tr>
<tr>
<td><strong>I need</strong></td>
<td>I need more things to read.</td>
<td>Teach me, please.</td>
<td>Help me to sound it out.</td>
<td>Teach me, please.</td>
<td>Teach me, please.</td>
</tr>
<tr>
<td><strong>Skills</strong></td>
<td>Read 4 or more sentences, Read aloud or silently, Recognise high frequency words, Sound out unknown words, Read smoothly, notice punctuation, Answer higher order questions.</td>
<td>Predict meaning from title/ illustrations, Notice punctuation, Read with expression, Answer questions.</td>
<td>Sound out words, Recognise high frequency words, Read 1–3 short sentences aloud, Read them at a good pace.</td>
<td>Count letters in word, Say which letters are the same, Name letter-sounds, Find capital letters.</td>
<td>Clap syllables, Count syllables, Say beginning sounds, Say ending sounds, Count the sounds in a word, Odd one out.</td>
</tr>
</tbody>
</table>
Overview of GGR activities for Grade 1

Group Guided Reading (GGR) is the CAPS reading activity that allows for differentiated teaching. Learners work in small, same ability groups with the teacher. Meanwhile the rest of the class does Independent Work in the LAB. In Term 1, GGR is introduced slowly, only after learners have mastered working independently.

Term 1

Concepts of Print
Use the LAB or Big Book and the CoP checklist (see page 187).
- Ask the questions on the checklist.
- Re-teach unknown concepts on the spot.

Emergent Reading
Use Shared Reading stories or Anthology.
- Do the activities on the Reading Ladder.
- If the group understands the concept, move on to the next level/activity.
- If the group is struggling, do more activities at that level.

Terms 2–4

Early reading
Use the Anthology stories. It may take three lessons to complete these activities with each story.
- Before reading: Teacher facilitates word study, prediction and scaffolding activities.
- First reading: Learners practice independent (whisper) reading, decoding and comprehension. On each page, teacher asks questions to check this.
- Second reading: Learners read aloud to develop fluency; teacher listens and assists.
Choose activities such as the following:

(1) Outdoor lessons (30 mins on Monday and Friday)

**Warm up (5 mins)**
- Run on toes like fairies/ Stomp like a giant/ Glide like a swan
- Touch toes. Reach up to sky.
- Follow my instructions: Walk sideways/ turn left/ turn right/ squat/ jump up

**Group activities (20 mins)**
Set up 4 activity stations each week. Divide the class into 4 groups. Each group rotates through 2 activities on Monday and 2 on Friday. Here are some ideas.

**Locomotor**
- Dodging and walking in different directions.
- Using senses: listen to instructions while moving around.

**Rhythm:**
- Jump rope, while saying rhyme.
- Clap hands in pairs, while saying rhyme.
- Hop-scotch.

**Laterality:**
- Hop on left and right legs (follow the leader).
- Throw ball through a hoop with left and right hands.
- Dodging and walking in different directions.

**Balance:**
- Walk on a rope sideways/ forwards/ backwards.
- Do it with hands on hips/ behind back/ out to the side.
- Dodging games around skittles changing direction.

**Co-ordination:**
- Throw ball at a target with dominant /non-dominant hands. Count your successes.
- Kick ball at a target with dominant and non-dominant legs. Count your successes.
- Throw and catch beanbag.
- Devise a dance pattern using 4–6 repeated movements.
- Jungle gym – arm travelling while hanging with over-grasp.
Sport and games
- Play simple traditional games. Discuss the rules first.
- Follow the leader.
- Race on tip-toe/ backwards/ hopping/ “wheelbarrow”/ “crab walking”.
- Movement games – cover the concepts of size, distance, space and quantity.

Spatial Orientation
- Run in different directions without bumping into others using all available space
- Form lines/ circles
- Obstacle course: Jump over / move under obstacles, crawling, climbing, jumping, etc.

Cool down (5 mins)
- To the count of 6, breathe in, hold, and out.
- Pretend to pick a flower and smell it/ be a seed growing into a plant.
- Standing or seated stretches of different body parts.

(2) Indoor lessons (15 min, Monday – Thursday)

Warm up (4 mins)
- Rhythmic clapping/ clicking/ stomping activities, lead by different learners.
- Bend to touch toes, stretch up.
- Lateral stretches.
- Run on spot (especially in winter!)

Possible activities (8 mins)
- Singing song while performing body actions, especially singing alphabet songs (link to phonics of the week).
- Rub stomach and pat head at the same time, as fast as possible.
- Make figures of 8 with arms, crossing the midline.
- Finger exercises such as clicking, flicking fingers, touching fingers to thumb, opening and closing hand.
- Pass a ball from one member of a group to another, using hands/elbows/chins.

Cool down (3 mins)
- Deep breathing.
- Bend to touch toes, stretch up.
- Tense and release muscles, starting at toes and moving up to head.
Teaching Handwriting

Why?

• To develop perceptual motor skills, hand-eye coordination and concentration.
• To develop consistent letter formation, positioning, spacing, pressure and slant.
• To develop ability to write quickly, efficiently and legibly.

Note: Handwriting lessons teach letter formation (i.e. it is technical). Writing lessons teach how to compose ideas and put them onto paper.

How?

• In Funda Wande, letter formation instruction is linked to phonics. Writing the letter reinforces phonics and vice versa.
• Handwriting tasks are done in exercise books. Use pages as per district instructions.
• Steps in handwriting lesson:
  1. Hand out exercise books and sharp pencils.
  2. Ensure good posture, placement of paper and pencil grip.
  3. Teacher writes target letter large on the board, while articulating the hand movements.
  4. Learners write the letter on their desks with their fingers, while articulating the hand movements.
  5. Teacher writes the letter again on board, showing positioning on lines.
  7. Learners complete a row of letters.
  8. Teacher writes the letter again on board, articulating the hand movements.
  9. Learners write another row of letters, using finger for spacing.
 10. Learners use a star, or dot or circle to identify their best letter.
 11. Teacher may provide a pattern to copy.
 12. Using the letters in words should be practiced from early on.
• The teacher walks around for the whole lesson to check, praise and assist. Look for:
  1. Correct pencil grip.
  2. Posture at the desk.
  3. Correct letter formation (starting at the right place, ending at the right place).
  4. Positioning on the lines, if used.
  5. Spacing between letters in the rows and in the words.
  6. Pressure of pencil on page.
  7. Slant (consistent).

Teaching 2D Visual Arts

• For most of the 2D Visual Arts lessons in the Funda Wande programme, the teacher needs to provide learners with paper on which to draw or paint. This can be A4 copying paper, but larger sized paper is often also used.
• Get learners to write their names on their work and display the work in the classroom on a pinboard or on a line strung across the room.
• If you do not have access to paint and brushes, try borrowing from a Grade R classroom.
• Allow children to express themselves and to tell the story of their art.
• Encourage them to make full use of the page for their art, and to explore the use of colour and line.
Overview of the week

The purpose of this week is orientate learners to the school environment and times, and to introduce important routines and behaviours. The aim is to make school a productive and happy place for children so that they look forward to coming to school each day.

We do not provide a full, structured programme for this week. However, we provide some whole class listening and speaking, reading and writing activities that you can fit in every day, and there are a number of activities in the Learner’s Activity Book that children can work on while you are busy with administrative tasks.

Read-aloud story
• Story with illustrations in Big Book: Lazy Lunga
• Retell the story.

Routines, games, activities
• Routines for classroom management
• Indoor and outdoor games

Shared Reading activities
• Read name-tags
• Read labels

Writing activities
• Drawing, colouring and tracing
Starting school

1. Preparation

- two name tags for each child
- tape
- exercise books or sheets of paper

Optional: make a scrapbook of pictures. On each page, paste two pictures of objects that are linked in some way.

2. Games to play using the scrapbook

Use the Resources for Week 1 in the Big Book, or your own scrapbook of pictures.
- Memory: Close book and see who remembers all the objects.
- Choosing: Do you like this or that?
- Guessing: This is yellow and nice to eat. What is it?
- Comparing: How are they the same? How are they different?

3. Listening and Speaking: Names and greetings

Day 1: Hand out name cards to children as they arrive. Stick name tags onto desks.
- Hello and welcome, Thina!

Day 2 & 3: Hold up name cards and call the name.
- Match your name with the name on the desk.
Lazy Lunga
Page 1 of Big Book

Once there was a boy called Lunga. He was eight years old. (How old are you?)

But he was a very lazy boy. (Oh dear. You are not lazy are you?)

He liked to sit under a tree in the shade all day and do nothing. (Look at the picture. Can you see Lunga sitting under that tree?)

But Lunga’s legs and arms and mouth got tired of his laziness. (Show me your legs … and arms … and mouth.)

His arms said, “Lunga, move your arms. Go and help your mother wash the clothes”. But Lunga did not move.

His legs said, “Lunga, move your legs. Go and help your father dig in the ground”. But Lunga did not move.

His mouth said, “Lunga go and help your little brother read the book”. But Lunga did not move.

Lunga lay in the sun and did nothing.

His legs and arms and mouth said, “We must teach Lunga a lesson. We must teach him not to be lazy. If he won’t work, we will also stop working.”

Lunga didn’t notice that his legs and arms and mouth had stopped working. He just lay in the sun and did nothing.
Page 2 of Big Book
Then the sun started to go down. It began to get cold. Lunga began to get hungry. Time for supper, he thought happily. I must go inside.

Lunga said to his legs. “Move legs, I must go inside now”. But his legs said, “No Lunga. We are not working anymore”.

Lunga got a little scared. He said, “Move arms, I want to wave to my brother to come and help me”. But his arms said, “No Lunga. We are not working anymore”.

Lunga got even more scared. He said, “Move mouth. I must shout to my mother to come and help me”. But his mouth said, “No Lunga. No I am not working anymore”.

Poor Lunga. He could not move his legs, or his arms, or his mouth!

Page 3 of Big Book
The sun went down and suddenly it got very dark and cold. Lunga could see his mother and father and brother in the house but he couldn’t move. (Poor Lunga.)

He heard his mother calling, “Lunga, Lunga. Where are you? Come in for supper!” (I wonder what will happen? Will Lunga have to stay outside in the dark all night? What do you think?)

Lunga began to cry. “Please legs and arm and mouth, please start working again. I am cold and hungry. I want to move. I will never be lazy again.”

His legs and arms and mouth felt sorry for him. So they said, “Alright Lunga. We will work again. But you must stop being lazy”.

“Thank you, legs and arms and mouth,” said Lunga. “I will never, ever be lazy again.”

Page 4 of Big Book
Then Lunga jumped up and ran as fast as he could to the house, waving his hands and shouting, “Wait for me everyone. Wait for me! I’m coming”.

Day 1: After reading
• Did you like that story? What part did you like? Which picture did you like?

Day 2: Re-telling
• Look closely at the pictures in the Big Book. What animals can you find? (Look for detail).
• Learners re-tell the story from the pictures.
• Gently introduce taking turns and hands up rules.

Day 3: Rhymes
Say some traditional rhymes or songs that the children may have heard at home. Encourage them to join in.
5. Reading and Writing: Learner’s Activity Book activities

1. Conduct a tour of the classroom.
   Read labels in the classroom together.

2. Hand out the LAB and teach crayon routines.
   • Take one crayon at a time.
   • Put crayons back in the container.

3. Over the week, do LAB pages 1-6. Explain each activity.
   These pages are mainly for the learners’ enjoyment but will get the children used to using crayons and colouring in.

LAB page 1
   • Colour the picture, using one colour.

LAB page 2
   • Trace and colour the picture with one colour.

LAB page 3
   • Draw lazy Lunga under the tree.

LAB page 4
   • Colour the picture with more than one colour.

LAB page 5
   • Trace and colour the picture.

LAB page 6
   • Colour the pattern, with many colours.
Starting school

6. Beginning Knowledge & PSWB: Routines and activities

Routines to introduce in the first days
Gently introduce these basic routines, using positive reinforcement.

- Greetings (teacher, each other, principal)
- Lining up (do this in height order to start with to avoid pushing)
- Toilet and handwashing routines
- Health routines (sneezing, coughing, more handwashing)
- Playground routine (Where to play, when to come in, playing safely)
- Lunch routine (where to go, what to do)
- Listening to instructions (have a signal for Stop and Listen, such as a chime on your phone)

Indoor activities and games
Set activities on the desks before the children come in in the morning so that they can begin ‘working’ until you are ready to lead the class. The activities you choose will depend on the resources at your school. (The Grade R teacher may be able to lend some equipment.) You can put different resources on different groups of desks.

- crayons for drawing and paper for drawing on
- jigsaw puzzles
- objects for sorting into colours or shapes (bottle tops, lego)
- wool or pipe cleaners for threading through cardboard
- playdough or plasticine for modelling
- blocks or waste materials (e.g. small boxes) for building
- slates and chalk for drawing
Outdoor activities and games to play
The children will need lots of outdoor play initially. You will need to supervise them outside. Activities include:

- running or hopping races
- ball or beanbag catch and throw
- circle games (like cat and mouse)
- scavenger hunt (find one leaf, a little stone, a blade of grass, a piece of litter)
- obstacle course around the playground (such as over the path, turn around under the tree, jump three times, and so on)
- follow my leader
- Simon Says
Overview of the week

**Theme:**
Me

**Week 2 and 3:**
What I can do

**Oral**
- **Oral vocabulary**
  - Verbs for common actions
  - Order: first, next, then, last

**Reading**
- **Read-aloud story**
  - First day of school
- **Song/poem**
  - [Specific to each language]

**Writing**
- **Phonics**
  - Sounds in names; same or different?
- **Sight reading words**
  - Own name, can
- **Shared and independent writing**
  - Drawing: What I can do
- **Handwriting**
  - Pencil grip; lines and circles

**Creative Arts**
- My face;
- Classroom rules rap

**Beginning Knowledge and Personal & Social Well-being**
- Making friends
- Non-fiction text
- Sequential diagram

**Life Skills**

**Physical Education**
- Indoor (Tuesday – Thursday)
- Outdoor (Monday and Friday)

**Concepts of Print**
- Book, cover, words, page

**Big Book story**
- What can you do?
What I can do

Preparation

- Make flashcards:
  
  ![Flashcards](image)

  - can
  - kick
  - catch
  - skip

- Name card, or name on an icecream stick, scissors and glue for learners

Guide to Independent Work (IW) for week 2

Teach IW routine. All learners do the same work, with teacher supervision.

<table>
<thead>
<tr>
<th>Monday</th>
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<th>Friday</th>
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<tbody>
<tr>
<td><img src="image" alt="Activity" /></td>
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Physical Education

PE (indoors) Monday – Thursday for 15 mins before Phonics  
See page XX for activity ideas.

PE (outdoors) Monday and Friday for 30 mins  
Set up 4 activities for this week. See pages XX–XX for activity ideas.  
Divide class into four groups. Groups each do two activities on Monday and the other two on Friday.
1. **Morning meeting**

Focus on register, birthdays and weather today.

1. **Register**
   - Stand up if your name starts with the sound A (then B, C, etc.).
   - Who is not here today? What sound does their name start with?

2. **Birthdays**
   - Sing the Happy Birthday song.

3. **Weather chart**
   - What is the weather like today?
2. Listening and Speaking: Who’s in our class?

Revise the names of learners in the class in a fun way. Use the children’s name cards.

3. Beginning Knowledge & PSWB: Sequential diagram

Go to page 5 of the Big Book. This poster tells us what to do during Shared Reading time. Show the poster and ask the questions.

Remember, the Big Book pages are also in the LAB so learner can follow as you read.

4. Beginning Knowledge & PSWB: Shared Reading routine

Model and practice the Shared Reading routine.
- Teach the SR song: *This is how we go to the mat.*
- Direct groups to sit in rows. Every day, rotate who sits in the front row.
- Practice. Explicitly praise correct actions.
- Identify other routines (such as toilet routine, feeding scheme routine, end of day routine, break-time routine).

<table>
<thead>
<tr>
<th>N</th>
<th>E</th>
<th>M</th>
<th>P</th>
<th>A</th>
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</thead>
<tbody>
<tr>
<td>Name the routine and teach its song.</td>
<td>Explain Use visuals if available. Keep it short and clear.</td>
<td>Model Ask a learner to assist.</td>
<td>Practice Guide practice by giving instructions.</td>
<td>Apply Let learners do it on their own.</td>
</tr>
</tbody>
</table>

**Feedback:**
Praise learners by naming what they are doing well. For example, “I like how Suzie is sitting with legs crossed and hands in lap. That helps us all to learn. Well done Suzie.”
5. Phonics: Name game

1. Model the name game (2 min)
   - I am Teacher Maleza. The name Maleza starts with the sound MMMMM.
   - What is your name and what sound do you hear at the start of your name?

2. Class plays the name game (20 min)

Feedback:
- If incorrect: Let’s try again Thembi. Listen to the first sound when you say your name. Who can help?

6. Handwriting

1. Model activity: LAB page 12 (3 min)

What must I add to make my drawing look more like me?

2. Learners do LAB page 12 (5 min)

- Hold your pencil nicely.
- Complete the drawings.

Feedback:
- Walk around. Help learners to focus on the task.
- Check pencil grip
This week, prepare for the GGR time by getting learners used to working on their own. Practice the routine for Independent Work (IW). Praise.

1. Introduce the IW signal (10 min)
   - Let’s practice:
     - When you hear the signal, stop still like a statue.
     - Go quietly to your desk.
     - Get ready to work.

2. Explain where to find the practice pages (2 min)
   - Find the practice pages with the coloured strip down the long side.
   - See the crocodile with the number?
   - Show me.
   - Do two pages every day.

3. Teach how to hold a pencil (5 min)
   - Pinch pencil with thumb and first finger.
   - Pencil rests on middle finger.
   - Last two fingers curl in towards palm.
   - Sit up straight with feet flat on floor.

4. Demonstrate making vertical lines (3 min)
   - Start at the top, go straight down.
   - Make a line in the air/on your desk/on your leg.

5. Learners do LAB page 22 (10 min)
   - Draw lines from the ball to the hands.
   - Decorate the balls.
1. Morning meeting
Focus on news today.

My news
As a class, use the news frame to tell about something that happened at school yesterday.

My news
Today I would like to tell you about ...

When?
Who?
Where?

What happened?
I felt ... Because ...
2. Listening and Speaking: Story time

This is a simple story that reflects the learner’s own recent experience of starting school. The main point is to explain that children can already do many things, even before they begin school. The story also illustrates how a child could introduce him/herself.

**First day of school**

Thabo was so scared. It was the first day of school. He said to his mother, “I can’t read or write. Will they laugh at me when I go to school?”

Mother said, “Of course not. You will learn to read and write and do sums at school. That is why you go to school. But you have already learnt to do lots of things since you were a little baby. You have learnt to speak and listen. And you have learnt to walk, run kick a ball, jump very high and hop”.

Thabo and his mom walked to school. Thabo was in his new school uniform. At the gate they saw all the children in the playground.

“Look at all those children doing different things”, said Thabo’s mother. “Thabo, can you hop like that girl over there? Or jump like that boy?”

“Of course I can”, said Thabo. “I can do lots of things. But I am going to learn to do lots more things now that I am school.”

“That’s right!” said Mom.

Just then a little girl with her father came to the gate.

“Hello”, said Thabo’s Mom. “This is Thabo. This is his first day at school.”

“Hello”, said the girl’s father. “This is Lily. This is her first day of school too.”

“Maybe you two can go inside together”, said Mom.

Shyly Thabo said, “Hello Lily. My name is Thabo. Maybe we will be in the same class. Let’s go inside”.

And the two children walked through the school gates together.

**Vocabulary**

- **scared**: frightened
- **hop**: jump or walk on one leg
- **playground**: a place set aside for children to play

---

1. Discuss page 6 of the Big Book

What can these children do? (hop, jump, run, speak).

Remember, the Big Book pages are also in the LAB so learner can follow as you read.

2. Read the story

3. Ask the questions.

- What were the names of the two children in the story?
- What grade are they in? (Just like you!)
- Can you introduce yourself like Thabo does? (Hello, my name is Thabo.)
- What are some things you can do?
3. Shared Reading 1: Comprehension

This first story is a “pattern” story which makes it easy to read. Success with early reading gives the children confidence that they can learn to read. The story is in the present tense.

1. Learners to the mat
   - Group 1, come to the mat.
   - Sit in a row.
   - Group 2 come to the mat. Sit in the next row.
   - (And so on.)

2. Introduce the Big Book and some simple Concepts of Print
   - This is a book.
   - This is the cover.
   - Here are the pages.
   - Here is the title of our story.

3. Read the whole story: Big Book pages 7–9
   Ask the Day 1 questions on each page of the Big Book.
   - Focus on comprehension: characters, actions and setting.
   - The humour of the story is in the third picture (that dogs can also do some things).
   - Discuss: things animals and children can do.
   - Vocab: Action words that children and dogs can do.

4. Read the story again. Learners join in
   For physical distance
   Learners remain at desks. They look at the pictures in Learner’s Book. Write the sentences of the story on the board and read from the board.

What can you do?

Lily can skip.

COVID-19
4. Beginning Knowledge & PSWB: Discuss and draw

1. What do you like to do?

2. Draw yourself doing something you like: LAB page 13

Feedback:
Tell me about your drawing. Can you add more details: Where are you? What are you doing? Who is with you?

5. Phonics: Listen and draw

1. Same sound or different? (3 min)

Listen. How many sounds do you hear? Show me with your fingers.
- Ssss + Ssss
- llll + fffff

2. Biggest to smallest, left to right (2 min)

- This is a capital letter. It is big.
- We read from left to right like this.

3. Do LAB page 14 (10 min)

Draw the family going from tallest/biggest to shortest/smallest, with tallest on the left. Now watch me do it. Did you get it right?
6. Handwriting: Complete the drawing

1. Introduce the cat used on the writing lines (5 min)

- What animal says meow?
- What sound does katse start with?
- Does anyone have a cat at home?

2. Do LAB page 16 (10 min)

- Complete the cat.
- Colour it in.
- If you are finished early, draw things in the background.

Feedback:
Walk around correcting pencil grip and posture.

7. Independent Work 2 and 3

1. Teach and roleplay the Routine for IW (8 min)

Get ready when you hear the signal.
You need a sharp pencil.
Listen when teacher explains.
Try to solve problems yourself.
Raise your hand as a last resort.
Work on your own.

- Can two volunteers show us how we must behave?
- Can two volunteers show us how NOT to behave?
- Show us how to behave again.

2. Do LAB page 23 (7 min)

- Make straight lines.
- Work on your own.
3. Demonstrate writing a circle (3 min)

- Hold your pencil properly.
- Make a circle in the air as I write on the board.

4. Learners do page 24 (12 min)

- Draw the balls. Complete the patterns.
- Work on your own while I call some learners to my desk.

8. Visual Arts: Colour and cut

1. Colour in the parts of a face on LAB page 201

2. Carefully cut out each part

3. Keep your cut-outs safe for tomorrow

Notice:
Are there children who struggle to use scissors? Make sure to give them more practice.
1. **Morning meeting**

Focus on register, birthdays and weather today.

1. **Register**
   - Stand up if your name starts with the sound A (then B, C, etc.).
   - Who is not here today? What sound does their name start with?

2. **Birthdays**
   - Sing the Happy Birthday song.

3. **Weather chart**
   - What is the weather like today?

2. **Beginning Knowledge & PSWB – Making friends**

1. **In pairs: Let’s make friends**
   - Show your picture and talk about yourself (LAB page 13).
   - Say what you like to do.

2. **What do we have in common?**
   - If you like to play soccer, stand up and wave to your friends.
   - If you like to... , stand up and wave to your friends.
   - If you have a brother, stand up and wave to your friends.
We decided to do a shared reading activity today. Here's what we did:

1. **Read the whole story:**
   - LAB pages 7–9
   - What can you do?
     - Lily can skip.
     - Thabo can kick.
     - Spot can catch.

2. **Ask Day 2 questions to develop Concepts of Print**
   - Where do I begin reading? Where do I end?
   - A word is a group of letters standing together. There is a space between words. How many words do you see on this page? Let’s count and clap.
   - Who can point to the word can on each page? (Have a flashcard to match to the word in the book. You can put on the word-wall afterwards.)

3. **Read the story again, together with the learners.**

4. **Shared Writing: I can …**
   - 3–5 learners give sentences with “I can …”
     - I can sing.
   - Teacher writes sentence
     - Mike can sing
   - Read the sentence
     - Mike said “I can sing”. I am going to write Mike’s sentence. Do you remember what he said? Yes, he said “I can sing”. I am going to write: Mike can sing.
     - Let’s read the sentence together.
WEEK 2

Wednesday

5. Phonics: Clap syllables

1. Clap the syllables in your name
I am Teacher Maleza, Let's clap the syllables: Ti-sha – Ma-le-za. Let's clap it out together.

2. Play the name game with syllables
My name is Themba, Them-ba.

Feedback:
Provide assistance if necessary.

6. Handwriting: Match and trace

1. First discuss page 17 in the LAB.

Name all the shapes in the left column and in the right column:
• What shape is this?
• And what shape is this?
• (And so on.)

2. Do the activity in the LAB page 17

• Find the shapes that match.
• Draw a straight line to link the pictures that match.
• Then trace over the shapes on the right.
• Colour the shapes the same colour.
• Finish at home.

3. Walk around and correct posture and pencil grip
Notice which children are struggling to draw straight lines.
7. Independent Work 4 and 5

1. Do LAB pages 25 and 26

- Do two pages today.
- Trace the pattern with your fingers.
- Then trace pattern with pencil.
- Work on your own.

2. Teacher sits at her desk while learners work. Monitor behaviour

8. Visual Arts: Stick in parts of face

Do the activity on page 15 in the LAB
Learners need to stick in the facial features they cut out yesterday.

Explain: cut out → stick in

Feedback
Do not interfere with this process as the results are often an indication of how self-aware the learner is.
Thursday

1. Morning meeting

Focus on news today.

**My news**
Learners tell news in pairs, using news frame.

**My news**

Today I would like to tell you about …

When? Who? Where?

What happened? I felt ... Because ...

2. Listening and Speaking: Action rhyme

Teach an action rhyme, where learners do the actions as they say/sing the rhyme. Here’s an example.

**I can run**

I can run, I can sing,
I can so many things.
I can jump and shout and turn around.
I can hop and clap and touch the ground.
Thursday

WEEK 2

3. Shared Reading 3: Responding to the story

1. Re-read the story: LAB pages 7–9
   Learners join in where they can.

2. Listen and do
   Everyone:
   • Show me what Lily can do.
   • Show me what Thabo can do.
   • Show me what Spot can do.

3. Miming game
   • Guess what am I doing?
   • Now it’s your turn.

4. Independent Writing: Drawing and name
   • Draw what you can do.
   • Write or copy your name.
   • Ask learners about their drawings.
   • This is not a handwriting lesson – accept any attempt to write. Ask learners to read their names.

5. Phonics: Mystery word game
   Mystery word game, oral (whole class, then individuals)
   Say a simple word (for example, ilifu).
   Clap the syllables.
   What is the last syllable? (fu)
   • If I delete the last syllable, what do I get? (ili)
   • If I change the last syllable to “so”, what do I get? (iliso)
   • Use other syllables (and other words) in the same way.
   • It does not have to be a real word once you delete or substitute syllables.

4. Listen and speak (3–5 learners)
   Tell me what you can do.
   Say: Hello, my name is … I can …

5. Practice an action rhyme
   1. Re-read the story: LAB pages 7–9
      Learners join in where they can.
WEEK 2
Thursday

6. Handwriting: Same or different?

1. Play “Same or different”? (oral)

2. Do LAB page 20. Find the one that is the same (10 min)
   - Look at the cake in the shaded box.
   - Which cake in the row looks the same? Circle it.

3. Check on posture and pencil grip

   - KKK + LLL
   - MMM + MMMM
   - Clap click clap + clap click click

7. Independent Work 6 and 7

1. Do LAB page 27

2. Do LAB page 28

8. Performing Arts: Songs for routines

Teach songs for two more routines, for example, the Shared Reading song, the Tidy up song or the End of the day song.
1. **Morning meeting**

Focus on register, birthdays and weather today.

1. **Register**
   - Stand up if your name starts with the sound A (then B, C, etc.).
   - Who is not here today? What sound does their name start with?

2. **Birthdays**
   - Sing the Happy Birthday song.

3. **Weather chart**
   - What is the weather like today?

2. **Sharing our writing: LAB page 19**

Individual learners show the class their drawing, and talk about what they can do.
Friday

3. Phonics: Mystery word

1. Mystery word game (oral): whole class then individuals
   - What is the first sound in this word? (t)
   - If I delete the first sound of the word, what do I get? (ata)
   - If I change the first sound to “r”, which word have I made? (rata)
   - Let’s try with mama.
   - (It does not have to be real words once you delete or substitute phonemes.)

4. Handwriting: Tracing

2. Do activity on page 21 of the LAB
   - Trace over the lines to connect the spider to its web.
   - Remember our cat? Let’s practise drawing the cat in the lines. Head in the top line, body in the middle line, tail in the bottom line.
   - Walk around and make sure everyone is getting it right.

5. Independent Work 8 and book check

1. Do LAB page 29
   - Complete all the practice pages from this week.
   - Colour in pictures if you still have time.

2. Check and sign books.

Feedback:
   - Who has not finished?
   - Who needs extra practice?
6. Performing Arts: Rap the rules

1. Reflect on the week
   - What did you enjoy about your first weeks at school?
   - What did you not enjoy?

2. Brainstorm rules
   Rules make the classroom a good place for learning. What rules should we have?

   1. Be safe, be kind, be honest.
   2. Listen to others and try your best.
   3. Make our class a happy place.

3. Rap the rules
   - Create a rap song of the rules.
   - Practice, with actions.
   - Learners recite the rules rap.
Overview of the week

**Week 2 and 3: What I can do**

**Theme:** Me

**Independent work and Baseline Assessment**
- 11 LAB pages

**Baseline Assessment**
- Complete with half the class

**Creative Arts**
- Make a music shaker.
- Perform a dance

**Physical Education**
- Indoor (Tuesday – Thursday)
- Outdoor (Monday and Friday)

**Beginning Knowledge and Personal & Social Well-being**
- We are unique
- Non-fiction text
  - Make a music shaker

**Phonics**
- Left and right
- Same and different
- First sounds in names

**Oral vocabulary**
- sway, twist, stamp

**Action rhyme/song**
- [Give title of song for your language]

**Read-aloud story**
- The animals can dance

**Oral reading**
- Sway, twist, stamp

**Big Book story**
- We can dance

**Concepts of Print**
- Left to right and top to bottom
- What is a word?

**Shared and independent writing**
- Own name

**Handwriting**
- Pencil grip
- Straight lines

**Group Guided Reading**
- Phonics

**Writing**
- Concepts of Print

**Oral**
- Reading
- Phonics

**Life Skills**
- Group Guided Reading

**Phonics**
- Phonics

**Creative Arts**
- Make a music shaker

**Physical Education**
- Indoor (Tuesday – Thursday)
- Outdoor (Monday and Friday)
Preparation
- Make flashcards:
  - boys
  - girls
  - dance
- For shakers:
  - 4 plastic bottles with caps
  - sheet of paper for funnel
  - 4 types of small things (e.g. rice, stones, lentils, seeds)
  - magazine pages for collage
  - glue

Guide to Independent Work (IW) and Baseline Assessment

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30 min 15 min 15 min 15 min 15 min

Formal assessment
See task details and marking rubrics in Term 1 Assessment at the back of this book

<table>
<thead>
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<th>Formal Assessment</th>
<th>Task</th>
<th>Grouping and timing</th>
<th>When?</th>
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</thead>
<tbody>
<tr>
<td>Listening and Speaking 1</td>
<td>Talk about personal experiences.</td>
<td>Individual work 2 min per learner</td>
<td>When class is meaningfully occupied with drawing/copying or in News</td>
</tr>
<tr>
<td>Listening and Speaking 2</td>
<td>Listen to and act out part of a song or rhyme.</td>
<td>Pairs or threes 3 min per pair</td>
<td>When songs are sung as transition activities or in Literacy or Life Skills</td>
</tr>
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Physical Education
PE (indoors) Monday – Thursday for 15 mins before Phonics
See page XX for activity ideas.

PE (outdoors) Monday and Friday for 30 mins
Set up 4 activities for this week. See pages XX–XX for activity ideas.
Divide class into four groups. Groups each do two activities on Monday and the other two on Friday.
1. Morning meeting 🎊

Focus on register, birthdays and weather today.

1. Register

- Stand up if your name starts with the sound A (then B, C, etc.).
- Who is not here today? What sound does their name start with?

2. Birthdays

Sing the Happy Birthday song.

3. Weather chart

What is the weather like today?
2. Listening and Speaking: Story time

The animals can dance

The animals are dancing in the African sun.

Lion is moving from side to side and clapping. Sway, sway, clap. Sway, sway, clap. 
*(Do the movements yourself and let the children join in. Repeat with all the animals.)*

Monkey is turning and twisting. Turn, turn twist. Turn, turn, twist.

    Little Mouse is dancing on tiptoe. Swirl, swirl, point.
    Swirl, swirl point.
    The rhino band is playing the music. Da da da da dum. Da da da da dum.

But giraffe isn’t dancing.

Lion sees Giraffe standing and watching. “Come and dance, Giraffe,” says Lion.

“I can’t dance,” says Giraffe. “The other animals will laugh at me.”

“Everybody can dance,” says Lion. “Maybe you haven’t found the right music.”

Lion calls to the Rhino band, “Play fast music for a giraffe”.

So the band plays some fast giraffe music. La la la la laa. La la la la laa.

All the animals begin to sing. La la la laa. La la la laa.

Giraffe slowly begins to move her feet. She moves her feet up and down. Stamp, stamp, stamp. Then she sways her long neck from side to side, sway, sway, sway… and suddenly …she is dancing!

*(Children can dance like giraffe.)*

Everyone cheers.

“You see,” says Lion, “Everyone can dance. Just differently”.

1. Show page 11 of Big Book to learners

   - What animals do you see dancing?
   - Who is not dancing?

2. Read the story, with movement and sound effects

Vocabulary

- **sway**: move gently from side to side
- **twist**: turn your body
- **stamp**: move your feet up and down
WEEK 3

Monday

3. Beginning Knowledge & PSWB: Instructional poster

1. Discuss the picture on Big Book page 10

2. Read the text
   - Why does the text have sub-headings?
   - What do these lines point to?
   - Why are these steps numbered?

   Remember, the Big Book pages are also in the LAB so learner can follow as you read.

4. Beginning Knowledge & PSWB: Materials for a shaker

Learners do the activity on page 35 of the LAB.
   - What you must bring tomorrow to make a shaker?
   - Draw what you need.

5. Phonics: Names

1. Preparation
   Each learner’s name on a large strip, stuck on desks.

2. Sounds and syllables in names
   Say a learner’s name.
   - What sound does this name start with? Clap the syllables.
Monday

6. Handwriting 🖋️

3. Who can write their name?
Come write your name on the board.

4. Trace your name
Write over your name with your finger.

5. Do page 36 of the LAB
- Copy your name
- Circle the letters in your name.

7. Independent Work 1, 2 and 3 and Baseline Assessment

Explain the activities. Then learners work independently while you call one at a time for Baseline Assessment (see page 184).

1. Introduce Time with Teacher while Independent Work (IW) is happening
- Learners work with teacher one by one while the class does IW.
- Show what that looks like and does not look like with two children.
- Explain what the class must do if there is an urgent problem during Time with Teacher.

2. Explain the Independent Work tasks
There are three practice pages in the LAB for today. Explain one page every 10 mins. Revise the numbers 1-5, asking: How many?

3. Do LAB page 43 (10 min)
- Trace the numbers.

4. Do LAB page 44 (10 min)
- Match the number and the picture.

5. Do LAB page 45 (10 min)
- Count the bananas.
- Write the number.
1. Morning meeting

Focus on news today.

My news
- Partner talk: Use the news frame on back cover to tell your news to a partner.
- Who would like to share?

2. Listening and Speaking: Retell the story

1. Go to page 11 of the Big Book

2. Talk about the story
   - What animals were in the story?
   - Point to their pictures.
   - Which animal could not dance?
   - What did lion do to help Giraffe dance?
   - Who can show me how an animal danced?
   - Let’s guess which animal it is.
3. Shared Reading 1: Comprehension

1. Go to page 12 of Big Book

- Let’s read the whole story.

2. Focus on comprehension

- Ask Day 1 questions on each page in Big Book.

3. Re-read the story

- Let’s follow the instructions. (see LAB page 34)

4. Beginning Knowledge & PSWB: Teacher makes a shaker

1. BB page 10: Teacher makes four different shakers

- Give a reason for your answer.

2. Pairs: Guess what is in the shaker?

- For physical distance
  Learners remain at desks. They look at the pictures in Learner’s Book. Write the sentences of the story on the board and read from the board.
5. Phonics: Same or different?

1. Same sound or different? (3 min)
   - Hold up two fingers for two different sounds. Show one finger for the same sound.
   - Sounds:
     - MMM + SSS
     - TTT + TTT
     - BBB + OOO

2. Beginning sounds – numbers (5 min)
   - Show one thing and say “one”.
   - What sound do you hear at the beginning of one? (Repeat up to five.)

Feedback
- Make sure learners are not saying /te/ or /ta/ but just the single sound /t/.

3. Which word starts with a different sound? (7 min)
   - Hempe and hamola start with “h”, but sala starts with “s”. Sala is different.

4. Do page 37 of LAB
   - Explain the activity. Check the answers with the class.
6. Independent Work 4 and 5 and Baseline Assessment

1. Explain the two activities for today
   Then learners work independently while you call one at a time for Baseline Assessment (see page 184).

2. Do LAB page 46 (15 min)
   - Find 10 differences.
   - Then check with your partner. Colour in.

3. Do LAB page 47 (15 min)
   - Complete the rows of patterns.

7. Visual Arts: Learners make shakers

1. Learners make shakers. Use a piece of scrap paper to make a funnel.

2. Use the funnel to pour the small objects into your bottle

3. Screw on the lid
1. **Morning meeting**

Focus on register, birthdays and weather today.

1. **Register**
   - Stand up if your name starts with the sound A (then B, C, etc.).
   - Who is not here today? What sound does their name start with?

2. **Birthdays**
   - Sing the Happy Birthday song.

3. **Weather chart**
   - What is the weather like today?
2. Beginning Knowledge & PSWB: We are all different

1. Link to Shared Reading story: We are all different

- How are the shakers the same?
- How are they different?

2. Partner talk

- How are you different from others at home or in the class?

3. Discuss what this teaches us

- We must accept and celebrate our differences.

---

3. Shared Reading 2: Decoding

1. Read We Can Dance: Big Book pages 12–14

```
We can dance

The boys can dance.
```

Remember, the Big Book pages are also in the LAB so learner can follow as you read.

2. Focus on decoding

```
The girls can dance.
```

Ask Day 2 questions on each page of Big Book.

3. Re-read the story

```
We can all dance.
```
WEEK 3

Wednesday

4. Shared Writing: We can dance

1. Oral
   • Let’s write a sentence about how we can dance.
   • Tell me what to write.

2. Teacher writes sentence
   • Where must I start writing?
   • What sound do you hear?
   • Look how I leave a space between the words.
   • I put a full stop at the end.

3. Teacher reads sentence
   • Let’s read our sentence together.

5. Phonics: Name game

1. Play the name game (15 min)
   • Remove your name label from desk.
   • Stick it under the correct letter in the alphabet frieze.

2. Do LAB page 38 (15 min)
   • Trace the rain and the umbrellas.
7. Independent Work 6 and 7 and Baseline Assessment

1. Explain the two activities for today
Then learners work independently while you call one at a time for Baseline Assessment (see page 184).

2. Do LAB page 48 (15 min)
- Find these groups of fruit. Circle each group.
- Tick to show you have found each group.

3. Do LAB page 49 (15 min)
- Colour the blocks according to the number key.
- What is the mystery picture?

8. Visual Arts: Decorate shakers

1. Teacher demonstrates
- Tear up paper and stick it on.

2. Learners decorate shakers
- Make your shaker special.
Thursday

1. Morning meeting 😘⏰

Focus on news today.

**My news**

- Partner talk: Use the news frame on back cover to tell your news to a partner.
- Who would like to share?

**My news**

Today I would like to tell you about …

- When?
- Who?
- Where?
- What happened?
- I felt ... Because ...

2. Listening and Speaking: Song/rhyme 🎵!

Teach the song and actions.

**Dancers**

*One little, two little, three little dancers,*  
*Four little five, little six little dancers,*  
*Seven little eight little nine little dancers,*  
*Ten little children dancing.*
3. Shared Reading 3: Responding to the story

1. Re-read the story with learners: BB pages 12–14

2. Focus on response to story
See instructions on page 14 of story in Big Book.

3. Partner talk

4. Repeat the action rhyme

Dancers
One little, two little, three little dancers,
Four little five, little six little dancers
Seven little eight little nine little dancers
Ten little children dancing.

4. Independent Writing

1. Independent writing: LAB page 39

2. Engage with learners
- Tell me about your picture.
- Read this to me.
- What sound does this letter make?

- Draw a picture of dancing.
- Write your name.
5. Phonics: Same or different?

1. Do LAB page 40
   (15 mins)
   - Circle the picture that is the SAME in each row.

2. Same or different
   (3 min)
   - Put up two fingers if the sounds are different.
   - Put up one finger if the sounds are the same.

3. Do LAB page 41
   (15 mins)
   - Cross out the picture that is DIFFERENT in each row.

Feedback

Make sure learners can distinguish between the layout of the worksheets given in the LAB for identifying the SAME and DIFFERENT.

6. Independent Work 8 and 9 and Baseline Assessment

1. Explain the activities
   Then learners work independently while you call one at a time for Baseline Assessment (see page 184).

2. Do LAB page 50
   - Cross out the number that is DIFFERENT.

3. Do LAB page 51
   - Complete the patterns.

7. Performing Arts: Prepare dance

Groups prepare a dance:
- Form groups.
- Prepare a dance.
- Use your shakers.
1. Morning meeting

Focus on register, birthdays and weather today.

1. Register
   - Stand up if your name starts with the sound A (then B, C, etc.).
   - Who is not here today? What sound does their name start with?

2. Birthdays
   - Sing the Happy Birthday song.

3. Weather chart
   - What is the weather like today?

2. Sharing our writing: LAB page 39

1. Partners share
   - Show your picture.
   - Tell about it.
   - Listen to your partner.

2. Show the class
   - Who would like to share with the class?
3. Phonics: Assessment

1. Model the task (5 min)
   Write letters on board. Demonstrate how to circle the letters in your name.

2. Do LAB page 42
   - Circle the letters in your name.
   - Write your name.

3. Collect books for marking

4. Independent Work 10 and 11 and Baseline Assessment

1. Explain the activities
   Then learners work independently while you call one at a time for Baseline Assessment (see page 184).

2. Explain what a maze is. Do LAB page 52
   - The lines are like walls.
   - Draw the way the bird must fly without lifting up your pencil.

3. Do LAB page 53
   - Complete the patterns.

5. Performing Arts:
   Perform the dance

Groups perform:
- Show us your dance.
- Congratulations!
Overview of the week

Independent Work
- How to behave
- Do two pages a day

Baseline Assessment
- Complete this week

Creative Arts
- Drawing
- Acting an activity

Physical Education
- Indoor (Tuesday – Thursday)
- Outdoor (Monday and Friday)

Beginning Knowledge and Personal & Social Well-being
- Sharing is caring
- Non-fiction text
- Table of comparison
- Food pyramid

Phonics & Handwriting
- Left and right
- Same and different
- Writing numbers

Reading
- Concepts of print
- Full stops & Exclamation marks

Oral Reading
- Shared Reading story
  - We like cake

Phonics
- I like____

Group Guided Reading
- Non-fiction text
- Food pyramid

Writing
- [Name of song in each language]

Song
- Friends are different

Read-aloud
- The circle game

**Theme:** Me

Week 4 and 5: My friends and me

Physical Education
- Indoor
- Outdoor

Life Skills
- Phonic
Preparation

- Make flashcards:

  - lunch
  - cake
  - like

Guide to Independent Work (IW) and Baseline Assessment

All learners do the same IW while teacher calls individuals for Baseline Assessment (complete assessment this week). Using Baseline results, teacher allocates learners to 5 small groups at end of week.

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
</tr>
</tbody>
</table>

15 min 15 min 15 min 15 min 15 min 15 min 15 min 15 min 15 min 15 min

Formal assessment

See task details and marking rubrics in Term 1 Assessment at the back of this book.

<table>
<thead>
<tr>
<th>Formal Assessment</th>
<th>Task</th>
<th>Grouping and timing</th>
<th>When?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing 1</td>
<td>Copy a sentence of “news” from the board/chart correctly.</td>
<td>Individual work (15 min)</td>
<td>Independent Writing (Thursday): LAB, page 71. Collect LAB books and mark.</td>
</tr>
</tbody>
</table>

Ongoing: Weeks 3–8 (assess sixth of class each week)

<table>
<thead>
<tr>
<th>Listening and Speaking 1</th>
<th>Talk about personal experiences.</th>
<th>Individual work 2 minutes per learner</th>
<th>When class is meaningfully occupied with drawing/copying or in News</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening and Speaking 2</td>
<td>Listen to and act out part of a song or rhyme.</td>
<td>Pairs or threes 3 minutes per pair</td>
<td>When songs are sung as transition activities or in Literacy or Life Skills</td>
</tr>
</tbody>
</table>

Physical Education

PE (indoors) Monday – Thursday for 15 mins before Phonics

See page XX for activity ideas.

PE (outdoors) Monday and Friday for 30 mins

Set up 4 activities for this week. See pages XX–XX for activity ideas.

Divide class into four groups. Groups each do two activities on Monday and the other two on Friday.
**Monday**

**1. Morning meeting**

Focus on register, birthdays and weather today.

<table>
<thead>
<tr>
<th>1. Register</th>
<th>2. Birthdays</th>
<th>3. Weather chart</th>
</tr>
</thead>
</table>
| • Stand up if your name starts with the sound A (then B, C, etc.).
  • Who is not here today? What sound does their name start with? | Sing the Happy Birthday song. | What is the weather like today? |
2. Listening and Speaking: Play circle game

1. Take the learners outside. Draw a big circle on the ground
   - Let’s play the circle game.
   - Stand around the outside of the circle.

2. Name two things. Learners choose which they like the most
   - Do you like oranges or apples?
   - Do you like cats or dogs?
   - (etc.)

3. Learners who like the same thing jump into the circle
   - All those who like apples, jump into the circle.
   - Look around, jump back.
   - (etc.)

4. Discuss
   - Who was in the circle with you each time?
   - Do your friends always like the same things as you?
   - What have you learned?

3. Beginning Knowledge & PSWB: Comparing

1. Read Big Book page 15 together. Ask the questions (15 min)
   - This table compares an elephant and a mouse.
   - Let’s read this page together. Remember, the Big Book pages are also in the LAB so learner can follow as you read.

2. Pair work: LAB page 59 (15 min)
   - Each choose two fruit.
   - Tell your friend two ways they are the same.
   - Tell about two ways they are different.
   - As a class: What did we compare about the fruit?
WEEK 4

Monday

4. Phonics: Left and right

1. LAB page 60: Demonstrate left and right (3 min)
   - Raise your right hand.
   - Raise your left hand.
   - Catch this sock. Which hand did you catch with?
   - Pick up your pencil. Which hand do you hold it with?

2. Play left-right game (7 min)
   - (etc.)

5. Handwriting: Tracing

3. Do we know our alphabet? (5 min)
   - Sing alphabet song.
   - Start with A: Stand up if your name starts with this sound. Continue till all are standing.

4. Do LAB page 61 (15 min)
   - Trace the letters.

6. Independent Work and Baseline Assessment

1. Explain the activities
   Then learners work independently while you call one at a time for Baseline Assessment (see page 184).

2. Divide class into five groups as they are seated
   - Group 1: Do practice pages 1 & 2
   - Group 2: Do practice pages 3 & 4
   - Group 3: Do practice pages 5 & 6
   - Group 4: Do practice pages 7 & 8
   - Group 5: Do practice pages 9 & 10
   Practice different groups doing different work.

3. Focus on one group a day
   Notice:
   - Who is struggling to settle down to work?
   - Who is has not completed the work?
1. Morning meeting

Focus on news today.

My news
Some learners tell their news to the class.

Today I would like to tell you about...

- When?
- Who?
- Where?
- What happened?
- I felt ... Because ...

[Image of children raising hands]

WEEK 4
Tuesday
2. Listening and Speaking: Story time

This story is a description of a game to make children more aware of their own, and others’ likes. It shows how everyone has different likes and dislikes. The game should be played before the reading, for clarity (see below).

The circle game

Early in the morning, teacher took all the children outside. (Ask the children: Do like it when we all go outside?) She drew a big circle in the sand with a stick. Then she said, “We are going to play the Circle Game today,” she said. “I would like you to stand around the edge of the circle. Then I will ask a question. You have to choose one answer. Only one”.

Teacher asked the first question:
Do you like dogs or do you like cats?
All those who like dogs jump in the circle. Look around at who is with you. Jump back.
Now, all those who like cats, jump in the circle. Look around. Jump back. (Ask the children listening: Which would you choose, cats or dogs?)

Then the teacher asked other questions:
Do you like oranges or do you like apples? (Ask: Which would you choose?)
Do you like cake or do you like sweets? (Ask: Which would you choose?)
Do you like peanut butter or do you like jam? (Ask: Which would you choose?)
The children had fun jumping in and out of the circle.

At the end, Teacher said, “Now think about who was in the circle with you each time you made a choice”.
Thabo thought, “Every time I was in the circle, that new boy called Mamello was also in the circle”.
Then Teacher said, “Now think about your friends. Were they always in the circle at the same time as you?”
Temba thought, “Pretty and I are best friends. But I was never in the circle with her”.
“So what did you learn from this game?” asked Teacher.
Thabo said: “I learnt that maybe I can make some new friends in my class”. He was thinking of Mamello.
Themba said: “I learnt that you can like different things but you can still be friends”. She was thinking of her friend Pretty.

1. Read aloud the story The circle game

Use a different voice for the teacher and children. Explain the highlighted vocabulary words as you read.

2. After reading, ask:

• Who can explain the circle game?
• What did it teach you? (That you can be friends with someone who is different from you and you can make new friends.)

Vocabulary

- circle: a round shape
- choose: say what you like best
- look around: look to either side
3. Shared Reading 1: Comprehension

1. Learners come to the mat. Read Big Book page 16. Ask Day 1 questions

2. Learners match the flashcards

   - lunch
   - cake
   - like

Match the flashcard to the words in the big book.

For physical distance
Learners remain at desks. They look at the pictures in Learner’s Book. Write the sentences of the story on the board and read from the board.

4. Beginning Knowledge & PSWB: Fruit and vegetables

1. Talk about fruit and vegetables:
   Do LAB page 62
   - Look at the foods below the boxes. Are they vegetables or fruit?
   - Draw a line from each food to the correct box.

2. Partner work

   - Talk about what you ate yesterday.
   - What fruit did you eat? What vegetables did you eat?
   - What is your favourite?
5. Phonics and Handwriting: Names

1. Partners play name game (3 min)
   - Hello, my name is Nonhlanhla.
   - My name starts with NNN
   - I break my name up like this; No-nhla-nhla. Now your turn.

2. Do LAB page 63
   - This is a present for your partner.
   - Write your partner’s name on the label.
   - Write your own name here.

3. Do LAB page 64
   - What fruit can you see in the bowl?
   - Colour each fruit a different colour.
   - How many fruit did you find?

6. Independent Work and Baseline Assessment

1. Revise routine for Independent Work
   - What must you do if you don’t know what to do?
   - How many pages must you do each day?
   - Are you allowed to talk?

2. Groups do different pages while you call individuals for Baseline Assessment.
   - Group 1: Do practice pages 3 & 4
   - Group 2: Do practice pages 5 & 6
   - Group 3: Do practice pages 7 & 8
   - Group 4: Do practice pages 9 & 10
   - Group 5: Do practice pages 1 & 2

3. Focus on one group a day
   - Notice:
     - Who is struggling to settle down to work?
     - Who is has not completed the work?

7. Visual Arts: Drawing

Draw your favourite fruit and vegetable.
1. Morning meeting

Focus on register, birthdays and weather today.

1. **Register**
   - Stand up if your name starts with the sound A (then B, C, etc.).
   - Who is not here today? What sound does their name start with?

2. **Birthdays**
   - Sing the Happy Birthday song.

3. **Weather chart**
   - What is the weather like today?

2. **Beginning Knowledge & PSWB: Sharing is caring**

1. **Discuss picture in LAB page 65: Sharing is caring**
   - What do you think is happening here?
   - Why do you think one learner has no snacks?
   - How do you feel when you do not have money to buy snacks to share with your friends?
   - What would be the caring thing to do in this situation?
   - What if a person really does not want to share?
   - What kind of ways can you tell that friends really care about each other?
3. Shared Reading 2: Decoding

1. Read the whole story *We like cake* and ask the questions: BB pages 16–19

   - Ask the Day 2 questions on each page.

2. Continue to teach concepts of print

3. Teach sight recognition of three common words

   - *like*
   - *I*
   - *my*

4. Shared Writing: I like ...

1. Oral sentences about what we like to eat
   - Who can make a sentence for us starting *I like* ...?

2. Teacher writes two sentences

   - Which two sentences shall I write?
   - Watch me write.
   - I must put the full stop because it is the end of the sentence.

3. Read the sentences together.
5. Phonics: Same or different

1. Do LAB page 66 (15 min)
   - Let us do the first one together.
   - Which picture starts with the same sound as the thing in the coloured box?
   - Circle the picture that starts with the same sound.

2. Do LAB page 67 (15 min)
   - Let us do the first one together.
   - All these pictures start with the same sound, except one. Which picture starts with a different sound?
   - Cross out the picture that starts with the same sound.

6. Independent Work and Baseline Assessment

1. Revise routine for Independent Work
   - What must you do if you don’t know what to do?
   - How many pages must you do each day?
   - Are you allowed to talk?

2. Groups do different pages while you call individuals for Baseline Assessment
   - Group 1: Do practice pages 5 & 6
   - Group 2: Do practice pages 7 & 8
   - Group 3: Do practice pages 9 & 10
   - Group 4: Do practice pages 1 & 2
   - Group 5: Do practice pages 3 & 4

3. Focus on one group a day

Notice:
- Who is struggling to settle down to work?
- Who is has not completed the work?

7. Creative Arts: Drawing

Give learners paper and crayons.
- Draw you and your friends sharing your favourite thing.
1. Morning meeting 💖⏰

Focus on news today.

**My news**

Ask some learners to tell their news to the class.

```
My news

Today I would like to tell you about ...

When?  Who?  Where?

What happened?  I felt ... Because ...
```

2. Listening and Speaking: Action rhyme 🎉🎵

Teach an action rhyme.

**Friends**

The more we are together, together, together
The more we are together, the happier we will be.
‘Cause your friends are my friends,
And my friends are your friends,
The more we are together, the happier we will be.
Thursday

3. Shared Reading 3: Responding to the story

Read the whole story We like cake with the class: BB pages 16–19

Ask the Day 3 questions on BB page 19. Learners will work in pairs.

4. Independent Writing I like ...

Do LAB page 68

- Draw what you like to eat.
- Trace “I like”. Read it.
- Try to finish the sentence. Just “have a go”.

Formal assessments Collect the LAB to mark this activity. Use the rubric in the Assessment section at the back of this book.

5. Phonics and Handwriting: Numbers 6–10

1. Do LAB page 69

- Let’s count from 6 to 10.
- Count the beads.
- Write the numbers. Trace the dotted lines.

2. Do LAB page 70

- Write a whole row of each number.
- Use your finger to make a space between each number.
6. Independent Work and Baseline Assessment

1. Revise routine for Independent Work
   - What must you do if you don’t know what to do?
   - How many pages must you do each day?
   - Are you allowed to talk?

2. Groups do different pages while you call individuals for Baseline Assessment
   - Group 1: Do practice pages 7 & 8
   - Group 2: Do practice pages 9 & 10
   - Group 3: Do practice pages 1 & 2
   - Group 4: Do practice pages 3 & 4
   - Group 5: Do practice pages 5 & 6

3. Focus on one group a day

   Notice:
   - Who is struggling to settle down to work?
   - Who is has not completed the work?

7. Performing Arts: Partners activity

1. Teach the song for finding a partner: Khetha omthandayo

   Friends
   The more we are together, together, together
   The more we are together, the happier we will be.
   ‘Cause your friends are my friends,
   And my friends are your friends,
   The more we are together, the happier we will be.

2. Give instructions while learners find partners
   - Find a partner opposite you.
   - Find a partner in another group.
   - Find a partner the opposite sex.
   - Find a partner whose name starts with the same sound as yours.

3. Each time, give them a task to tell each other something about themselves
   - Tell how old you are.
   - Tell what you are good at.
   - Tell where you live.
   - Tell your granny’s name.
1. Morning meeting 🎉_temperature

Focus on register, birthdays and weather today.

1. Register
   - Stand up if your name starts with the sound A (then B, C, etc.).
   - Who is not here today? What sound does their name start with?

2. Birthdays
   - Sing the Happy Birthday song.

3. Weather chart
   - What is the weather like today?

2. Sharing our writing: LAB page 68 📝

Some learners show their picture and read their caption.
- Tell us about your drawing.
- Read your sentence.
3. Phonics: Left-right game

1. Play left-right game (3 min)


2. Do LAB page 71 (12 min)

- How many are facing left? Count them. Tick the ones you have counted. Write the number.
- Let us check.
- How many are facing right? Count them and tick them. Write the number.
- Let us check.

4. Independent Work and Baseline Assessment

1. Introduce the idea of Group Guided Reading

Next week in Time with Teacher, groups will come to the front, instead of one child at a time. Demonstrate what GGR looks like:
- Let five random children come quietly to the front and sit on the carpet.
- Also show what it doesn’t look like: children wandering around the classroom, playing with each other, talking, etc.

2. Groups do different pages while you call individuals for Baseline Assessment

Group 1: Do practice pages 9 & 10
Group 2: Do practice pages 1 & 2
Group 3: Do practice pages 3 & 4
Group 4: Do practice pages 5 & 6
Group 5: Do practice pages 7 & 8

3. Focus on one group a day.

Notice:
- Who is struggling to settle down to work?
- Who is has not completed the work?
5. Performing Arts: Guess what I’m acting

1. In groups of five, choose one favourite thing you have in common
   - Prepare to act this thing.
   - You are not allowed to say its name out loud.

2. Groups act their favourite thing
   - Guess what their favourite thing is.
Overview of the week

**Theme:** Me

**Week 4 and 5:** My friends and me

- **Group Guided Reading**
  - Lion and Mouse
- **Read-aloud story**
  - Lion and Mouse
- **Song**
  - Hickory Dickory Dock
- **Shared Reading**
  - Lion and Mouse
- **Oral**
- **Reading**
- **Writing**
- **Creative Arts**
  - Complete a maze
  - Draw a map
  - Gumboot dancing
- **Physical Education**
  - Indoor (Tuesday – Thursday)
  - Outdoor (Monday and Friday)
- **Beginning Knowledge and Personal & Social Well-being**
  - Helping each other
  - Map
  - Following directions
- **Phonics**
  - m, a
- **Handwriting**
  - Mm, Aa
- **Independent Work**
  - 8 LAB pages
- **GGR (1 group a day)**
  - Concepts of Print
- **Roleplay**
  - Lion and Mouse
- **Creative Arts**
  - Complete a maze
- **Copy a sentence**

---

**Overview of the week**

- **GGR (1 group a day)**
  - Concepts of Print
- **Independent Work**
  - 8 LAB pages
- **Creative Arts**
  - Complete a maze
  - Draw a map
  - Gumboot dancing
- **Physical Education**
  - Indoor (Tuesday – Thursday)
  - Outdoor (Monday and Friday)
- **Beginning Knowledge and Personal & Social Well-being**
  - Helping each other
  - Map
  - Following directions
- **Phonics**
  - m, a
- **Handwriting**
  - Mm, Aa
- **Roleplay**
  - Lion and Mouse
- **Read-aloud story**
  - Lion and Mouse
- **Song**
  - Hickory Dickory Dock
- **Shared Reading**
  - Lion and Mouse
- **Copy a sentence**
Preparation

- Make flashcards:

  help  friends  big  small

Guide to Group Guided Reading (GGR) and Independent Work (IW)

<table>
<thead>
<tr>
<th></th>
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<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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<td></td>
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<td>Group B</td>
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<td>2</td>
<td>GGR</td>
<td></td>
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Formal Assessment

See task details and marking rubrics in Term 1 Assessment at back of this book.

<table>
<thead>
<tr>
<th>Formal Assessment</th>
<th>Task</th>
<th>Grouping and timing</th>
<th>When?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing 2</td>
<td>• Draw a picture to convey a message. • Write a caption for a drawing or picture. • Write words using letter-sounds learnt.</td>
<td>Individual work (15 min)</td>
<td>Independent Writing (Thursday): LAB, page 99 Collect LAB books and mark.</td>
</tr>
</tbody>
</table>

Ongoing: Weeks 3–8 (assess sixth of class each week)

<table>
<thead>
<tr>
<th>Listening and Speaking 1</th>
<th>Task</th>
<th>Grouping and timing</th>
<th>When?</th>
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<tbody>
<tr>
<td>Talk about personal experiences.</td>
<td></td>
<td>Individual work 2 minutes per learner</td>
<td>When class is meaningfully occupied with drawing/copying or in News</td>
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</table>

<table>
<thead>
<tr>
<th>Listening and Speaking 2</th>
<th>Task</th>
<th>Grouping and timing</th>
<th>When?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listen to and act out part of a song or rhyme.</td>
<td></td>
<td>Pairs or threes 3 minutes per pair</td>
<td>When songs are sung as transition activities or in Literacy or Life Skills</td>
</tr>
</tbody>
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Physical Education

PE (indoors) Monday – Thursday for 15 mins before Phonics

See page XX for activity ideas.

PE (outdoors) Monday and Friday for 30 mins

Set up 4 activities for this week. See pages XX–XX for activity ideas.
Divide class into four groups. Groups each do two activities on Monday and the other two on Friday.
1. Morning meeting

Today, do only My news at the morning meeting.

My news

Pairs tell weekend news.
A few learners tell news to the class.
- Use the pictures in this frame to tell your news to your partner.
- Listen to them carefully.

2. Listening and Speaking: Big Book pages 21–24

Lion and Mouse

One day, Lion was walking along a path in the grass. He had just eaten his lunch and he was very full and happy. It had been raining and there were puddles on the path.

Suddenly Lion saw a little mouse struggling in a deep puddle of muddy water. The mouse was calling softly, “Help me. Help me. Please help me! I am drowning!”

Lion stopped and put his huge paw into the puddle. Mouse held onto Lion’s paw with his own tiny paws and climbed out of the water. Lion put Mouse gently on dry ground.

Mouse was soaking wet and shivering. “Thank you for saving me, Lion”, he said. “The water was too deep for me. Maybe I will help you one day.”

Vocabulary

puddle: a pool of water
paws: animal hands
Lion laughed. “You are welcome, Mouse. But you are too small and weak to ever help me.”

The next week, hunters came with big nets to trap the wild animals. Lion got caught in one of the nets. He struggled and struggled but he could not get free. He knew the hunters would capture him and take him to a zoo. Lion roared loudly, “Help me. Help me. Help me please! I am trapped in a net”.

Mouse heard Lion and ran to him. With his little sharp teeth Mouse began to eat through the net. He bit through the ropes of the net until Lion could free himself.

Lion was very happy. “Thank you Mouse. I could not free myself and you saved me.”

From that day onwards, Lion and Mouse were best friends.

Vocabulary

capture: trap or catch

1. Read aloud the story Lion and Mouse. Have different voices for Lion and for Mouse

2. After reading, ask questions
   - How are a lion and a mouse different?
   - How are they the same?
   - How did Lion help Mouse?
   - How did Mouse help Lion?
   - What happened after they helped each other?

3. Beginning Knowledge & PSWB: Reading a map

   1. Reading a map: Big Book page 20 (15 min)
      Learners on the mat.
      Look at the map and ask the questions.

   2. Give a sequence of instructions for learners to follow (15 min)
      Learners back at desks.
      - Follow my instructions: Put your right hand up, Turn to your left … etc.
      - Now I will give you two instructions at a time. Who managed to follow?
      - Can you follow three instructions?
4. Phonics: Introducing letter-sound M

1. LAB pg 87: Introduce the letter M (3 min)
   - This is the letter M, it makes the sound MMMM.
   - Whose name starts with the sound M?
   - Whose name contains a M?

2. Listen to and say the sound M (4 min)
   - What is this picture? (mohlare)
   - Listen to the first sound, MMM.
   - Say the sound.
   - Notice what your tongue and mouth do.

3. Words beginning with the sound M (5 min)
   - What are these pictures?
   - What sound does each word start with?
   - What other words start with that sound?

4. Teach letter formation for M (4 min)
   Copy me:
   - Write in the air while we say the chant.
   - Trace with your finger while we say the chant.
   - Trace with your pencil while we say the chant.
   - m – Start at the dot, go down, up, over, down, up, over and down again.

5. Sentence work. (4 min)
   - Read the sentence to learners. Emphasise the M sound.
   - Children circle every M.

5. Handwriting

Handwriting practice (10 min)
- Follow the advice for handwriting lessons on page ??
- Teach the letter formation of today’s sound.
- Learners write in their exercise books.
- Observe and assist.
6. GGR and Independent Work: Concepts of Print (Group A)

1. Introduce the reading groups (5 min)

2. Group A on mat: LAB pg 82–85

3. Ask the Concepts of Print CoP questions (See Term 1 Assessment for CoP checklist.)

4. Rest of class does Independent Work

   See schedule on page 77.

   Groups B, C, D & E complete two LAB pages.

   - Have your pencils ready.
   - Work quietly on your own.

- Find the Lion and Mouse story in your book.
- Read the story aloud with me.
- Run your finger under the words as you read.
- Answer my questions.

- Use CoP checklist to ask questions in sequence.
- Tick off skills already in place.
- Teach skills not in place.
- Record the group’s progress.
Tuesday

1. Morning meeting

1. Register
2. Birthdays
3. Weather chart

2. Listening and Speaking: Roleplay

Roleplay story in pairs
- Take the class outside.
- The learners form pairs. One is Lion, the other is Mouse.
- Learners act out the story for 5 minutes.
- Clap for learners to start and then again to end.
- Choose one pair to act out the story for the class.

3. Shared Reading 1: Comprehension

1. BB pages 21–24. Read title of story: Lion and Mouse
2. Read entire story to, and then with, the children. Point under the print
3. Ask Day 1 questions on each page of BB to check understanding of story and pictures
4. Practice the reading Vocabulary words
5. Reading vocabulary words: help, friends, big, small
   - Show flashcards. Children say each word.
   - Match each word with the word in the BB.
   - Place the flashcards on the Word Wall and read them once again.
4. Beginning Knowledge & PSWB: Giving instructions

1. Prepare
   - Form pairs.
   - Each pair needs five crayons.

2. Together, arrange crayons in any order
   - Remember the order.
   - Then mix the crayons up again.

3. Partner A closes eyes. Partner B gives instructions to put crayons back in order
   - Tell your partner how to move their hand to pick up crayons and put them back in order. Use the words left, right, up and down.
   - Swap roles.

5. Phonics: Letter M; sequencing

1. Same sound or different? (3 min)
   - Hold up 1 finger if you hear the same sound.
   - Hold up 2 fingers if you hear 2 different sounds.

   MMM + AAA
   Clap + Clap
   DDD and MMM

2. LAB pg 88: Find the words that contain M (12 min)
   - Say the name of each picture quietly. Listen for the M sound.
   - Circle all the words with the sound M.
   - When you are finished, let’s check together.

3. Explain how sequencing works (5 min)
   - What happens first?
   - What happens next? (etc.)

4. LAB pg 89: Sequence the pictures (10 min)
   - Write the order of the pictures from 1 to 4.
   - Let’s check together.
6. Independent Work: Concepts of Print (Group B)

1. Introduce the reading groups (5 min)
These children are in Group B.

2. Group B on mat: LAB pg 82–85
- Find the Lion and Mouse story in your book.
- Read the story aloud with me.
- Run your finger under the words as you read.
- Answer my questions.

3. Ask the CoP questions
- Use CoP checklist to ask questions in sequence.
- Tick off skills already in place.
- Teach skills not in place.
- Record the group’s progress.

4. Rest of class does Independent Work
See schedule on page 77. Groups A, C, D & E complete two LAB pages.
- Have your pencils ready.
- Work quietly on your own.

7. Visual Arts: Maze activity
Find your way home through the maze: LAB pg 90.
The second maze is more challenging, for learners who complete the first maze quickly.
1. **Morning meeting**

My news
Pairs tell news.
A few learners tell news to the class.
- Use all the pictures in this frame to tell your news to your partner.
- Listen to them carefully.

2. **Beginning Knowledge & PSWB: Helping others**

LAB pg 91
- What do we think is happening in this picture?
- Have you ever helped someone?
- What happened?
- How did you feel after helping them?
- Have you ever been helped? How?
- How did you feel? Why?
- Why is helping each other important?
Wednesday

3. Shared Reading 2: Decoding

1. Big Book pg 21–24. Re-read the entire story with the children. Point under the print
2. Ask the Day 2 questions on each BB page

4. Shared Writing: Story sequence

1. Oral: Identify sequence of the Lion and Mouse story
   - What happened first/second in the Lion and Mouse story?
   - How did the story end?

2. Write three sentences on the board, with help from learners
   - Write: Lion helped Mouse.
     - Where shall I begin writing?
     - What is at the start of the first word?
   - Write: Mouse helped Lion.
     - What shall I put at the end?
   - Write: Lion and Mouse became friends (do NOT put full stop).
     - Why do I write Lion and Mouse with capital letters?

3. Read sentences and correct errors
   - How many sentences?
   - What is missing? (full stop in the last sentence)
   - Let’s read the story again.

3. Continue to teach Concepts of Print
4. Teach the two common sight words: and & are
5. Phonics: The letter-sound A 📚

1. LAB pg 92: Introduce the letter A (3 min)
   - This is the letter A, it makes the sound AAAAA.
   - Whose name starts with the sound A?
   - Whose name contains a A?

2. Listen to and say the sound A (4 min)
   - What is this picture? (apola)
   - Listen to the first sound, AAA.
   - Say the sound.
   - Notice what your tongue and mouth do.

3. Words beginning with the sound A (5 min)
   - What are these pictures?
   - What sound does each word start with?
   - What other words start with that sound?

4. Teach letter formation for A (4 min)
   Copy me:
   - Write in the air while we say the chant.
   - Trace with your finger while we say the chant.
   - Trace with your pencil while we say the chant.
   a – Start at the dot, go round, then up and down.

5. Sentence work (4 min)
   - Read the sentence to learners. Emphasise the A sound.
   - Children circle every A.

6. Handwriting ✒️ 📖

Handwriting practice (10 min)
- Follow the advice for handwriting lessons on page ?
- Teach the letter formation of today’s sound.
- Learners write in their exercise books.
- Observe and assist.
7. GGR and Independent Work: Concepts of Print (Group C)

1. Introduce the reading groups (5 min)
These children are in Group C.

2. Group C on mat: LAB pg 82–85
• Find the Lion and Mouse story in your book.
• Read the story aloud with me.
• Run your finger under the words as you read.
• Answer my questions.

3. Ask the CoP questions
• Use CoP checklist to ask questions in sequence.
• Tick off skills already in place.
• Teach skills not in place.
• Record the group’s progress.

4. Rest of class does Independent Work
See schedule on page 77. Groups A, B, D & E complete two LAB pages.
• Have your pencils ready.
• Work quietly on your own.

8. Visual Arts
Make sure learners have something to draw on (an exercise book or a piece of paper)
• Draw a map of your area.
• Draw the path from your home to the nearest shop.
Thursday

1. Morning meeting

1. Register
2. Birthdays
3. Weather chart

2. Listening and Speaking: Action rhyme

Roleplay story in pairs
- Listen to this rhyme and watch me do the actions.
- Now join in where you can (second time).
- Now girls do verse 1 and boys do verse 2 with me.

Hickory dickory dock
Hickory dickory dock,
The mouse ran up the clock.
The clock struck nine,
The mouse ran down.
Hickory, dickory, dock.

3. Shared Reading 2: Decoding

1. Big Book pg 21–24. Re-read the entire story with the children, pointing at print
2. After reading, do the Day 3 activities in the BB
3. Revise reading vocabulary words on word wall
4. Reading vocabulary words: help, friends, big, small
- Children make oral sentences with each word.
4. Independent Writing: Formal assessment – copy a sentence

1. LAB pg 93: Draw a picture
   - Choose your favourite part of the story.
   - Draw a picture to show what happened.

2. LAB pg 93: Copy a sentence
   - Read the sentences.
   - Choose one sentence. Write it under your drawing.

**Formal assessment**
Collect the LAB to mark this activity. Use the rubric in the Assessment section at the back of this book.

5. Phonics: Letter M

1. LAB pg 94: More practice with A
   **Oral:** Learners take turns to name the pictures.
   - Did you hear an A sound in the word?
   - Cross out all the words that DON’T have an A in them.

6. Handwriting

**Handwriting practice (10 min)**
- Follow the advice for handwriting lessons on page ??
- Revise the letter formation of yesterday’s sound.
- Learners write in their exercise books.
Thursday

WEEK 5

7. GGR and Independent Work: Concepts of Print (Group D)

1. Introduce the reading groups (5 min)
These children are in Group D.

2. Group D on mat: LAB pg 82–85
- Find the Lion and Mouse story in your book.
- Read the story aloud with me.
- Run your finger under the words as you read.
- Answer my questions.

3. Ask the CoP questions
- Use CoP checklist to ask questions in sequence.
- Tick off skills already in place.
- Teach skills not in place.
- Record the group’s progress.

4. Rest of class does Independent Work
See schedule on page 77. Groups A, B, C and E, complete two LAB pages.
- Have your pencils ready.
- Begin working quietly.

8. Performing Arts: Prepare gumboot dance
Create a class gumboot dance sequence.
Use the words left and right.
- Clap and tap your right foot.
- Clap and tap your left foot.
- Turn around.
- Clap and step forward.
- Clap and step backwards.
1. **Morning meeting**

   **My news**
   Pairs tell news.
   A few learners tell news to the class.
   - Use all the pictures in this frame to tell your news to your partner.
   - Listen to them carefully.

2. **Sharing writing: LAB page 93**

   Call a few learners to show their drawings and read their sentences to the class. Praise and encourage them as writers and illustrators.

3. **Phonics assessment: M, D and Ma Words**

1. **Phonemic awareness activities (3 min)**

   Clap out syllables of vocab words of the week.
   - How many sounds are in this word?
   - If I delete the first sound of the word, what do I get?
   - If I change the first sound to …., which word have I made? (etc.)

2. **LAB pg 95: Explain and learners complete activity (12 min)**

   - Say the name of the picture quietly to yourself. Listen to the sounds in your head.
   - Fill in m or a or ma to complete the words.

**Feedback:**
Collect books and mark this activity. Can learners use M, A and MA correctly?
4. GGR and Independent Work: Concepts of Print (Group E)

1. Introduce the reading groups (5 min)
   These children are in Group E.

2. Group E on mat: LAB pg 82–85
   - Find the Lion and Mouse story in your book.
   - Read the story aloud with me.
   - Run your finger under the words as you read.
   - Answer my questions.

3. Ask the CoP questions
   - Use CoP checklist to ask questions in sequence.
   - Tick off skills already in place.
   - Teach skills not in place.
   - Record the group’s progress.

4. Rest of class does Independent Work
   See schedule on page 77. Groups A, B, C & D complete two LAB pages.
   - Have your pencils ready.
   - Begin working quietly.

5. Performing Arts: Perform gumboot dance

1. Recap the gumboot dance sequence created yesterday (5 min)

2. Groups: practice and perform dance (25 min)
   Applaud and praise.
Overview of the week

**Theme:**
- **School**

**Week 6:**
- **Time for school**

**Reading**
- Read-aloud story
  - Freddie Frog starts School

**Writing**
- List
- Describe
  - Places at school
- Writing
  - Song
    - Frog pool
  - Shared Reading
    - The school bag

**Group Guided Reading**
- Oral

**Reading**
- Phonics
  - D, I
  - Dd, li

**Phonics**
- GGR (1 group a day)
  - Concepts of Print

**Independent Work**
- 8 LAB pages

**Creative Arts**
- Colour in
- Draw backpack
- Roleplay dealing with fears

**Physical Education**
- Indoor
  - (Tuesday – Thursday)
- Outdoor
  - (Monday and Friday)

**Beginning Knowledge and Personal & Social Well-being**
- Talk about fears
- Shopping list
- Sort into two groups

**Life Skills**
- Talk about fears
- Shopping list
- Sort into two groups

**Song**
- Frog pool

**Shared Reading**
- The school bag
Preparation

- Make flashcards:
  - school
  - pencil
  - bag

Guide to Group Guided Reading (GGR) and Independent Work (IW)

<table>
<thead>
<tr>
<th>GGR: one 30 min session for each group; Concepts of Print; IW: 8 pages</th>
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<tbody>
<tr>
<td><strong>Group</strong></td>
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<tr>
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Formal Assessment

See task details and marking rubrics in Term 1 Assessment at the back of this book.

Ongoing: Weeks 3–8 (assess sixth of class each week)

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Physical Education

PE (indoors) Monday – Thursday for 15 mins before Phonics

See page XX for activity ideas.

PE (outdoors) Monday and Friday for 30 mins

Set up 4 activities for this week. See pages XX–XX for activity ideas.

Divide class into four groups. Groups each do two activities on Monday and the other two on Friday.
1. **Morning meeting**

Focus on news today.

**My news**

Pairs tell weekend news.

A few learners tell news to the class.

- Use the pictures in this frame to tell your news to your partner.
- Listen to them carefully.
- I will choose some children to share with the class.
Freddie Frog starts school

Freddie Frog was starting school the following week. But Freddie was sad. “I don’t want to go to school,” he told his brother, Simon.

“Everybody has to go to school,” said Simon, “to learn new things.”

“But I already know everything,” said Freddie. (Do you think he knows everything?)


“Umm… I don’t know,” said Freddie.

“And, who is the president of South Africa?” asked Simon.

“Umm… I don’t know” said Freddie.

“And how do you write your name?” asked Simon.

“Umm I don’t know” said Freddie. “Well maybe I don’t know everything.

But I do know how to swim and catch flies.” (Can you swim? Can you catch flies? Why can Freddie do them easily?)

“Are you worried about school?” asked Simon.

“Yes, what if my teacher doesn’t like frogs?”

“The teachers like all their animal learners, silly”, said Simon.

“And what if the other little frogs are not friendly?”

“Then you must be friendly to them. They will soon become your friends”, said Simon.

“And, what if I get hungry?”

“They will give you lunch at school. Or you can bring your own lunch in a lunchbox,” said Simon.

“Oh, and what if I get lost on my way to school?”

“You can walk with me. We will go together,” said Simon.

Simon said, “Everyone is a little scared when they start school. I was scared. But if you talk to someone when you feel scared, it helps you feel better.”

Freddie thought for a moment, “I think I will like school. And I am not scared anymore,” he said.

1. BB page 26: The school bag. Talk about the picture (3 min)

• What are these animals?
• Where is the little frog going?
• How can you tell?
• How is he feeling, do you think?

2. Read the story aloud: Freddie Frog starts school (7 min)

Explain highlighted vocabulary words as you read.

3. After reading, ask questions to check understanding (5 min)

• Why didn’t Freddie want to go to school?
• How did Simon help Freddie?
• Which part of the story made you laugh?

Vocabulary

president: the leader of a country
scared: frightened
moment: a short time
3. Beginning Knowledge & PSWB: Shopping lists

1. On the mat. BB page 25: Read the shopping list. Ask the questions in the BB (10 min)
   - Why do we need a shopping list?
   - What else could you add to this list?

2. LAB pg 108. Read the names of the groceries. Sort orally (5 min)
   - Which are vegetables?
   - Which are dairy?

3. Children sort groceries into vegetables and dairy (10 min)
   - Circle all the vegetables with blue.
   - Circle all the dairy with red.

4. Children share their lists (5 min)
   - Check with your friend. Did you circle the same groceries?
4. Phonics: Introducing letter-sound D

1. LAB pg 109: Introduce the letter-sound D (3 min)
   - This is the letter D. It makes the sound DDDD
   - Whose name starts with the sound D?
   - Whose name contains a D?

2. Listen to and say the sound D (4 min)
   - What is this picture? (dieta)
   - Listen to the first sound, DDDDD.
   - Say the sound.
   - Notice what your tongue and mouth do.

3. Words beginning with the sound D (5 min)
   - What are these pictures?
   - What sound does each word start with?
   - What other words start with that sound?

4. Teach letter formation for D (4 min)
   Copy me:
   - Write in the air while we say the chant.
   - Trace with your finger while we say the chant.
   - Trace with your pencil while we say the chant.
   d – Start at the dot, go round, then all the way up and all the way down.

5. Sentence work (4 min)
   - Read the sentence to learners. Emphasise the D sound.
   - Children circle every D.

5. Handwriting

Handwriting practice (10 min)
   - Follow the advice for handwriting lessons on page ??
   - Teach the letter formation of today’s sound.
   - Learners write in their exercise books.
   - Observe and assist.
6. GGR and Independent Work: Concepts of print (Group A)

1. Class does Independent Work
See page 97 for schedule and LAB practice pages.
Groups B, C, D & E complete two LAB pgs.
- Have your pencils ready.
- Work quietly on your own.

2. Group A on mat. LAB pages 104–107
- Find *The school bag* in your book.
- Read the story aloud with me.
- Run your finger under the words as you read.
- Answer my questions.

3. Ask the CoP questions (See Term 1 Assessment for CoP checklist.)
- Use CoP checklist to ask questions in sequence.
- Tick off skills already in place.
- Teach skills not in place.
- Record the group’s progress.
1. **Morning meeting**

1. Register
2. Birthdays
3. Weather chart

2. **Listening and Speaking: School layout (‘Blind’ child activity)**

1. **Form pairs and take the children outside**
   Partner A closes eyes tightly. Partner B leads A around quad/ playground to an important place in the school.
   - Partner B, pretend your partner is a blind. You have to show him/her the school.
   - Gently lead him/her to an important place in the school, like the office, library, tuckshop, principal’s office, etc.
   - Say what it looks like and where it is.
   - Say what happens there.

2. **Children swap roles**
   - Swop roles. Partner A, take your partner to another important place in the school.
   - Say what it looks like and where it is.
   - Say what happens there.

3. **Return to classroom. Discuss what they learned**
   - Which place did you describe?
   - Why did you choose that place?
   - When a new child joins the class, which important places should they know about?
   - Why do some children need extra care? How can we help them?
3. Shared Reading 1: Comprehension

1. Big Book pages 26–29. Read title of story

2. Read entire story to, and then with, the children. Point under the print

3. Ask the Day 1 questions on each BB page to check understanding of the story and pictures

4. Practice the reading vocabulary words

5. Reading vocabulary words: school, pencil, bag
   - Show the flashcards. Children say each word.
   - Match each word with the word in the BB.
   - Place the flashcards on the Word Wall and read them once again.

4. Beginning Knowledge & PSWB: Outdoor skills

1. Set up outside
   Put learners into 4 groups. Place equipment for one of these activities in each corner of the quad.
   1. Skipping with a rope
   2. Throw and catch a ball
   3. Use a Hula hoop
   4. Hopping (no equipment needed)

2. Children do the activities (10 min)
   - Each group goes to one circle and does the activity there.
   - Try to do each activity 4 times each.
   - Take turns and share the equipment.
   - After 2 minutes I will give a signal and tell you to move to another circle.
3. Partner debrief (5 min)
- Find a partner.
- Tell them how many times you could do each activity.
- Tell your partner which activity you want to improve on.

5. Phonics: Counting sounds in words

1. Orientation to counting phonemes/sounds (8 min)
- Let's clap how many sounds we hear in the word XXXXX.
- Repeat with other words.

2. LAB pg 118: Counting sounds and writing numerals (7 min)
- For the first word on this page, let's clap how many sounds we hear: M O R O P A.
- Let's write the sounds on the board. (Space out the sounds to make the word.)
- Let's write a number under each sound.
- Now you write that number in your books.
- Repeat with other words.

6. Handwriting

Handwriting practice (10 min)
- Follow the advice for handwriting lessons on page ??
- Revise the letter formation of yesterday's sound.
- Learners write in their exercise books.
7. Independent Work: Concepts of Print (Group B)

1. **Class does Independent Work**
   See page 97 for schedule and LAB practice pages.
   Groups A, C, D & E complete two LAB pgs.
   - Have your pencils ready.
   - Work quietly on your own.

2. **Group B on mat. LAB pg 104–107**
   - Find *The school bag* in your book.
   - Read the story aloud with me.
   - Run your finger under the words as you read.
   - Answer my questions.

3. **Ask the CoP questions. (See Term 1 Assessment for CoP checklist.)**
   Use CoP checklist to ask questions in sequence.
   Tick off skills already in place.
   Teach skills not in place.
   Record the group’s progress.

8. **Visual Arts: Colouring in**

LAB page 111: Colour in the picture carefully.
   - Take out your crayons.
   - Don’t press too hard or too softly. It must be “just right”.
   - Choose sensible colours.
   - Colour neatly, inside the lines.
   Praise resulting pictures.
1. Morning meeting

**My news**

Pairs tell news.

A few learners tell news to the class.

- Use all the pictures in this frame to tell your news to your partner.
- Listen to them carefully.
- I will choose some children to share with the class.

2. Beginning Knowledge & PSWB: Discuss fears

**LAB page 112. Discuss the picture**

- What is happening in this picture?
- How does the hiding child feel? Why?
- What can he do?
- What are you scared of?
- What can you do when you are scared?
3. Shared Reading 2: Decoding

1. Big Book pages 26–29. Re-read the entire story with the children. Point under the print.

2. Ask the Day 2 decoding questions on each BB page.

3. Continue to teach Concepts of Print. Teach a common sight word.

4. Shared Writing: Lists (home and school)

1. LAB pg 105: What did Freddie want to put in his school bag? (2 min)

   - What did Freddie pack first?
   - What did Simon tell him to pack?

2. Make two lists with the children (8 min)

   - Home: clothes, blankets, pyjamas, toys, pillow
   - School: pencil, lunchbox, jersey, ruler, homework, diary

3. Read the lists together and count the items. (3 min)

   - Talk about lists (2 min)
     - What do you notice about writing lists?
     - Where have you seen other lists?
     - What are lists for?
     - Each item is on a new line. Heading on top. Numbered. No full stops.

   - What things do we use at home? Let’s make a list together.
   - What things do we use at school? Let’s make a list together.
5. Phonics: The letter-sound I

1. LAB pg 113: Introduce the letter-sound I (3 min)
   - This is the letter I, it makes the sound iiiiiiii.
   - Whose name starts with the sound I?
   - Whose name contains a I?

2. Listen to and say the sound I (4 min)
   - What is this picture? (isele)
   - Listen to the first sound: iiiiiii.
   - Say the sound.
   - Notice what your tongue and mouth do.

3. Words beginning with the sound I (5 min)
   - What are these pictures?
   - What sound does each word start with?
   - What other words start with that sound?

4. Teach letter formation for I (4 min)
   Copy me:
   - Write in the air while we say the chant.
   - Trace with your finger while we say the chant.
   - Trace with your pencil while we say the chant.
   
   i – Start at the dot, go round, then up and down.

5. Sentence work. (4 min)
   - Read the sentence to learners. Emphasise the I sound.
   - Children circle every I.

6. Handwriting

Handwriting practice (10 min)
   - Follow the advice for handwriting lessons on page ??
   - Teach the letter formation of today's sound.
   - Learners write in their exercise books.
   - Observe and assist.
6. GGR and Independent Work: Concepts of Print (Group C)

1. Ask the CoP questions. (See Term 1 Assessment for CoP checklist.)
   - Use CoP checklist to ask questions in sequence.
   - Tick off skills already in place.
   - Teach skills not in place.
   - Record the group’s progress.

2. Group C on mat. LAB page 104–107
   - Find The school bag in your book.
   - Read the story aloud with me.
   - Run your finger under the words as you read.
   - Answer my questions.

3. Class does Independent Work
   See page 97 for schedule and LAB practice pages.
   Groups A, B, D & E complete two LAB pgs.
   - Have your pencils ready.
   - Work quietly on your own.

7. Visual Arts: Drawing (School bag)

1. Look at two or three school bags or backpacks with the children
   - Pairs: Talk about your own school bag/backpack or one you would like.
   - Partners each say:
     - What my bag looks like on the outside.
     - What is inside.
     - Do you like your bag? If not, what would you like to have?

2. Draw your school bag/backpack
   - Take your hand and move it in a circle on a piece of paper. Your drawing will be that big.
   - Think about the colour and shape of your bag.
   - Draw your bag.
   - Add details of what is inside.
1. Morning meeting

2. Listening and Speaking: Poem

Teach the poem and the actions.
Children join in where they can (second time).
Small group says Verse 1, and class joins in Verse 2 to make it louder (third time).

Ten little frogs
Ten little frogs went to school,
Down beside the little pool.
Ten little shorts and skirts all green,
Ten little shirts all white and clean.
“We must be in time,” said they,
“First we learn, and then we play.
That is how we keep the rule,
When we froggies go to school.”

3. Shared Reading 3: Response

1. Big Book pg 26–29: Re-read entire story with the children, pointing under print

2. After reading, do the Day 3 activities in the BB

3. Revise reading vocabulary words on Word Wall

4. Children make oral sentences with each word
4. Independent Writing: List

1. Explain task
   - Look at the lists we made yesterday.
   - You are going to write your own list.
   - I will write some words on the board if you ask me.

2. LAB pg 114: Children write a school list
   - When you are finished writing your list, you can draw pictures of the things on your list.

5. Phonics: Yes/no questions

1. Class does Independent Work
   - With some questions the answer is yes or no.
   - Answer yes or no when I ask a question: Can you fly? Can you walk? Can a pig fly? Can a bird fly? (etc.)
   - We can use ticks to show yes. Have you ever seen a tick in your book?
   - Draw a tick on the board.
   - To show no we use a cross.
   - Draw a cross on the board.

2. LAB pg 115: Explain and do yes/no activity together (10 min)
   - Talk about the first line on the activity page.
   - Ask learners to either put a tick or a cross if what is happening in the picture is true or not.
   - Repeat with other lines.
   - Learners should have a chance to do the last one alone, then provide feedback.

6. Handwriting

Handwriting practice (10 min)
   - Follow the advice for handwriting lessons on page ??
   - Revise the letter formation of yesterday’s sound.
   - Learners write in their exercise books.
7. GGR and Independent Work: Concepts of Print (Group D)

1. Ask the CoP questions (See Term 1 Assessment for CoP checklist.)
   - Use CoP checklist to ask questions in sequence.
   - Tick off skills already in place.
   - Teach skills not in place.
   - Record the group’s progress.

2. Group D on mat.
   LAB pg 104–107
   - Find The school bag in your book.
   - Read the story aloud with me.
   - Run your finger under the words as you read.
   - Answer my questions.

3. Class does Independent Work
   See page 97 for schedule and LAB practice pages.
   Groups A, B, C & E complete two LAB pgs.
   - Have your pencils ready.
   - Work quietly on your own.

8. Performing Arts: Group discussion (Dealing with fears)

1. Discuss common fears (10 min)
   **Possible scenarios**
   - A learner being bullied.
   - A learner scared of telling the teacher something, e.g. they spilled paint.
   - A child scared to tell their mother that they lost their school bag.
   - A learner scared of making friends.

   - Yesterday we talked about being scared. We said it helps to talk to someone.
   - I am going to tell you about a boy/girl who is scared (scenario from above).
   - Who can the child talk to and what could they say?
   - Repeat with other scenarios.

2. Groups talk about solutions (10 min)
   - Each group will choose one story.
   - In your group you will discuss who the child can talk to and what they should say.

3. Report back and discussion (10 min)
   - Can anyone think of a different solution?
1. Morning meeting

My news
Pairs tell news.
A few learners tell news to the class.
- Use all the pictures in this frame to tell your news to your partner.
- Listen to them carefully.
- I will choose some children to share with the class.

2. Sharing writing: LAB page 114

School list
Call a few learners to show their drawings and read the school lists they did yesterday to the class. Praise and encourage them as writers and illustrators.

3. Phonics: Complete ma and di words

1. Same sound or different?
Use examples of 2–3 sounds already learnt (3 min)
- Hold up 1 finger if you hear the same sound.
- Hold up 2 fingers if you hear 2 different sounds.

2. LAB pg 116: Explain activity (ma, di words) (2 min)
- Say the letter-sounds in the colour blocks.
- Say the name of Picture 1.
- Look at the word.
- Which letter-sound is missing?

3. Learners complete activity (8 min)
- Say the name of the picture quietly to yourself.
- Listen to the sounds in your head.
- Fill in ma or di to complete the words.
4. GGR and Independent Work: Concepts of print (Group E)

1. Ask the CoP questions (See Term 1 Assessment for CoP checklist.)
   - Use CoP checklist to ask questions in sequence.
   - Tick off skills already in place.
   - Teach skills not in place.
   - Record the group’s progress.

2. Group E on mat. LAB pg 104–107
   - Find The school bag in your book.
   - Read the story aloud with me.
   - Run your finger under the words as you read.
   - Answer my questions.

3. Class does Independent Work
   See page 97 for schedule and LAB practice pages. Groups A, B, C & D complete two LAB pgs.
   - Have your pencils ready.
   - Work quietly on your own.

5. Performing Arts: Dramatisation (Dealing with fears)

1. Groups prepare a roleplay presentation (5 min)
   **Possible scenarios**
   - A learner being bullied.
   - A learner scared of telling the teacher something, e.g. they spilled paint.
   - A child scared to tell their mother that they lost their school bag.
   - A learner scared of making friends.
   - Prepare a roleplay of the scene you talked about yesterday.
   - End your roleplay by acting the solution.
   - Every child in the group should act a part.

2. Groups present their roleplay to the class (25 min)
   Tell each group what they did well.
Overview of the week

**Theme:**
- School
- Week 7: Colours

**Creative Arts**
- Weaving
- Rainbow song
- Dramatisations

**Physical Education**
- Indoor (Tuesday – Thursday)
- Outdoor (Monday and Friday)

**Beginning Knowledge and Personal & Social Well-being**
- Helping older people
- Rainbow song
- Dramatisations

**GGR (1 group a day)**
Formal Assessment

**Independent Work**
10 pages

**Handwriting**
Kk & Ee

**Phonics**
K & E

**Oral**
- Group Guided Reading
- Life Skills

**Reading**
- Shared Reading
  - New crayons
  - Lists: Colours

**Writing**
- Lists: Pencil case
- Lists: Colours

**Read-aloud story**
The surprise

**Roleplay**
The surprise

**Song**
Colours

**Shared Writing**
Lists: Colours
Preparation

• Make flashcards:
  
  red  blue  yellow  green

Guide to Group Guided Reading (GGR) and Independent Work (IW)

All learners do the same IW while teacher calls individuals for Formal Assessment of Listening and Speaking.

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
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Formal Assessment

See task details and marking rubrics in Term 1 Assessment at the back of this book.

<table>
<thead>
<tr>
<th>Formal Assessment</th>
<th>Task</th>
<th>Grouping and timing</th>
<th>When?</th>
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</thead>
</table>
| Listening and Speaking (Assessment 5B, page 208) | • Describe objects  
  • Sequence pictures | • Individual (assess entire class this week)  
  • 5 minutes per learner | When class is meaningfully occupied with drawing/copying or in News. |
| Listening and Speaking 1 | Talk about personal experiences. | • Individual work  
  • 2 minutes per learner | When class is meaningfully occupied with drawing/copying or in News. |
| Listening and Speaking 2 | Listen to and act out part of a song or rhyme. | • Pairs or threes  
  • 3 minutes per pair | When songs are sung as transition activities or in Literacy or Life Skills |

Ongoing: Weeks 3–8 (assess sixth of class each week)

Physical Education

PE (indoors) Monday – Thursday for 15 mins before Phonics

See page XX for activity ideas.

PE (outdoors) Monday and Friday for 30 mins

Set up 4 activities for this week. See pages XX–XX for activity ideas.

Divide class into four groups. Groups each do two activities on Monday and the other two on Friday.
1. Morning meeting

Focus on birthdays and news today.

1. Celebrate any birthdays this week (this links to the story).
   - Sing Happy Birthday together
   - Tell your partner about a birthday that you remember.

2. My news

Pairs tell family news.
A few learners tell news to the class.
   - Use all the pictures in this frame to tell your news to your partner.
   - Listen to them carefully.
   - I will choose some children to share with the class.

My news

Today I would like to tell you about ...

- When?
- Who?
- Where?
- What happened?
- I felt ... Because ...
The surprise
It was Bongani’s birthday. Early in the morning Mom woke her up and gave her a special hug. She said, “I can’t believe you are seven today, Bongani. Seven years since you were born. Do you know, you were so tiny, I had to leave you in the hospital? But you were a strong baby and six weeks later the doctor said we could bring you home.”

“I remember how excited we were when fetched you in a taxi. We called you Bongani because we were so thankful. And now you are big, strong girl and already at school. Tonight there will be something nice for supper!”

“Thank you Mom,” said Bongani, rubbing her eyes sleepily. Then her Mom said, “Bongani, I have woken you up early today so that you can go and help Gogo-Next-Door wash her steps. She is too old to bend down and she asked if you could help her.”

“I always help Gogo-Next-Door,” said Bongani. And she jumped out of bed, put on some old clothes, and went next door.

“Hello Bongani,” said Gogo-Next-Door as she opened her back door. “Thank you for coming over. Here is the scrubbing brush, bucket, cloths and tin of polish. Please clean my front step very well because the Reverend is coming today.”

Bongani went to the front step and set to work, scrubbing every inch of the step as hard as she could. The water in the bucket became dark and she had to empty and refill it twice. Then, when it was spotlessly clean, she dried the step, and spread a little of the red polish from the tin onto the step. Finally, she rubbed and rubbed the red step until it shone.

When she had finished, she knocked on the back door and called, “I am finished Gogo-Next-Door. Here is your bucket. Now I must run to get dressed for school.” She turned to run back to her house.

“Wait. Not so fast Bongani,” called Gogo. “I have something for you.” Then Gogo handed Bongani a brand new box of crayons and a bag of her favourite fruit sweets.

Bongani was surprised. “Oh, thank you, Gogo-Next-Door,” said Bongani gratefully.

As she turned away she thought, this is going to be one of my best birthdays ever. It began with a lovely surprise and now I have crayons for school and sweets to share with Mom and my friends.
1. On the mat. Read *What is a rainbow?* and ask questions: BB pg 30 (15 min)
   - Come quietly to the mat.
   - Let’s read the text together.
   - Who can point to the colours in the rainbow?

2. Make your own rainbow (15 min)
   - We are going to try to make our own rainbow. (Explain how to make a rainbow using the steps given below.)

---

To make your own rainbow, you will need:
- a glass of water
- a sunny window
- a sheet of white paper

How to make your rainbow:
Place a glass of water near a sunny window. For best results, look for a direct beam of sunlight. When the sun is low in the sky (early or later in the day) works best.

Place a sheet of paper on the other side of the glass from the sunbeam. You should notice a rainbow projected onto the sheet of paper.

- Did you all see the rainbow on the paper?
- Can you think of another way to make your own rainbow?
- What do you think will happen if you change the shape/size of the glass of water? (Try this.)
- What happens if you place the paper further away from the glass? (Try this.)
- If there were no signs of rain, would you be able to see a rainbow outside? Why or why not?
4. Phonics: Introducing letter-sound Kk

1. LAB pg 130: Introduce the letter-sound K (3 min)
   • This is the letter K, it makes the sound KKKKKK.
   • Whose name starts with the sound K?
   • Whose name contains a K?

2. Listen to and say the sound K (4 min)
   • What is this picture? (kolobe)
   • Listen to the first sound, KKKKK.
   • Say the sound.
   • Notice what your tongue and mouth do.

3. Words beginning with the sound K (5 min)
   • What are these pictures?
   • What sound does each word start with?
   • What other words start with that sound?

4. Teach letter formation for K (4 min)
   Copy me:
   • Write in the air while we say the chant.
   • Trace with your finger while we say the chant.
   • Trace with your pencil while we say the chant.
   
   k – Start at the dot, go all the way down. Lift, draw in and out

5. Sentence work (4 min)
   • Read the sentence to learners. Emphasise the K sound.
   • Children circle every K in the sentence.

5. Handwriting

   Handwriting practice (10 min)
   • Follow the advice for handwriting lessons on page ??
   • Teach the letter formation of today’s sound.
   • Learners write in their exercise books.
   • Observe and assist.
1. Class does two Independent Work pages. (See page 117 for schedule)
   - Have your pencils ready.
   - Work quietly on your own while I call you one at a time to my desk.

2. Meanwhile, call individual learners for Formal Assessment. (See Assessments 5A and 5B on page 188 for procedure and marking rubric.)
   Show the pictures and ask the questions.
1. Morning meeting

Register

Give each table a sheet of paper. Ask learners to sign the register. Collect.

2. Listening and Speaking: Roleplay

Roleplay the story The Surprise in threes.
Take the class outside. Form groups of three.
- One of you is a child (you can choose Bongani or another name), one is a parent, and one is Gogo.
- Act the story using your own words. (5 min)
- I will clap for you to start, and then again to end.
- I will choose one pair to act the story for the class.

3. Shared Reading 1: Comprehension

2. Read entire story to, and then with, the children. Point under the print.
3. Ask the Day 1 questions on each BB page to check understanding of the story and pictures
4. Practice the reading vocabulary words
5. Reading vocabulary words: red, blue, yellow, green
   - Show the flashcards. Children say each word.
   - Match each word with the word in the BB.
   - Place the flashcards on the Word Wall and read them once again.

New crayons
Bongani has new crayon!
5. Phonics: Months of year

1. Oral activity: months of the year (3 min)
   - Let's say the months of the year.
   - Everyone stand up. When we say your birthday month, sit down.

2. LAB pg 132: Explain and do the activity together (12 min)
   - Read the months of the year together.
   - Which month is it now? Trace the word.
   - Which month is your birthday? Trace the word.
   - Which month is Christmas? Trace the word.
   - If you have time, trace other months

6. Handwriting

Handwriting practice (10 min)
   - Handwriting
   - Follow the advice for handwriting lessons on page ??
   - Revise the letter formation of yesterday’s sound.
   - Learners write in their exercise books.
6. GGR and IW: Formal assessment of Listening and Speaking

1. Class does two Independent Work pages. (See page 117 for schedule)
   - Have your pencils ready.
   - Work quietly on your own while I call you one at a time to my desk.

2. Meanwhile, call individuals for formal assessment. (See Assessments 5A and 5B on page 188 for procedure and marking rubric.)
   - Show the pictures and ask the questions.

7. Visual Arts: Weaving

1. Weave a rainbow mat: LAB pg 203 and 205
   (Learners need scissors.)
   - Cut out the strips of rainbow colours.
   - Cut out the cloud and along the lines (don’t go to the end of each line).

2. Model first, step by step
   - Weave the coloured strips through the clouds.
   - Use the same order as the colours in the rainbow.

Feedback:
Go slowly step by step. Praise all efforts.
Display the mats in the classroom.
1. Morning meeting

My news
Pairs tell news.
A few learners tell news to the class.
- Use all the pictures in this frame to tell your news to your partner.
- Listen to them carefully.
- I will choose some children to share with the class.

2. Beginning Knowledge & PSWB: Helping and respecting our elders

1. LAB pg 133. Look at the picture together. Read the story, *The surprise*, again (See page 119)

2. Discuss the questions
- Why do you think Bongani did her best to clean Gogo-next-door’s stoep?
- Did she know that Gogo-next-door was going to give her a gift?
- Why is it important to help our elders?
- Have you helped any elders? What did you do?
- Is it always safe for children to help elders?
- How can we make sure we keep safe when helping elders?
3. Shared Reading 2: Decoding

1. Big Book pages 31–34. Re-read the entire story with the children. Point under the print
2. Ask the Day 2 decoding questions on each BB page
3. Continue to teach Concepts of Print
4. Teach these common sight words incidentally: please, use, me

4. Shared Writing: List (colours)

1. Oral: Revise how lists are arranged
   • What do you remember about how to write lists? (New line for each item, heading on top, numbered, no full stop.)
   • Today we are going to make a list of all the colours you know.

2. With the children, make a list of colours
   • What is my heading? (colours)
   • Where shall I write the first colour?
   • Which colour shall I write first?
   • What letter-sound does it start with?
   • Where shall I write the second?
   • Have I forgotten anything? (numbers)
   • What other colours can I write? (Add as many colours as children provide.)

3. Read list and correct errors
   • Let’s read the list together.
   • How many colours? Let’s count?
   • Let’s check. Is each one numbered? Is there a heading? Are there any full stops?
5. Phonics: Introducing the letter-sound Ee

1. LAB pg 134. Introduce the letter-sound E (3 min)
   - This is the letter E, it makes the sound eeeee.
   - Whose name starts with the sound E?
   - Whose name contains an E?

2. Listen to and say the sound E (4 min)
   - What is this picture? (emere)
   - Listen to the first sound, EEE
   - Say the sound.
   - Notice what your tongue and mouth do.

3. Words beginning with the sound E (5 min)
   - What are these pictures?
   - What sound does each word start with?
   - What other words start with that sound?

4. Teach letter formation for E (4 min)
   Copy me:
   - Write in the air while we say the chant.
   - Trace with your finger while we say the chant.
   - Trace with your pencil while we say the chant.
   e – Start at the dot, go straight, over and around

5. Sentence work (4 min)
   Read the sentence to learners. Emphasise the E sound.
   Children circle every E.

6. Handwriting

Handwriting practice (10 min)
   - Follow the advice for handwriting lessons on page ??
   - Teach the letter formation of today’s sound.
   - Learners write in their exercise books.
   - Observe and assist.
6. GGR and IW: Formal assessment of Listening and Speaking

1. Class does two Independent Work pages. (See page 117 for schedule)
   - Have your pencils ready.
   - Work quietly on your own while I call you one at a time to my desk.

2. Meanwhile, call individuals for formal assessment. (See Assessments 5A and 5B on page 188 for procedure and marking rubric.)
   Show the pictures and ask the questions.

7. Visual Arts: Mixing colours)

1. Set up
   Give each group/pair/child a paint brush, a cup of water, a recycled container to mix in, and a small amount of red, blue and yellow paint

2. Demonstrate using and mixing paint colours
   - What happens when you mix one colour with another colour?
   - Let’s mix colours and see what happens. (Demonstrate mixing red and blue using paints. Show the children how to clean their brush after dipping it in a colour.)

3. Learners complete LAB pg 135 using their own paint
   • Now you do your own painting.
   • Work carefully and slowly.
   • For the last row choose your own colours and see what colour you make.
Thursday

1. **Morning meeting**

   **Weather chart**
   - What is the weather like today?
   - What was it like yesterday?

2. **Listening and Speaking: Song**

   Teach the rhyme and clap.
   Children join in where they can (second time).

   **Colours**
   
   *Red and black and brown and blue,*  
   *Orange and yellow and green,*  
   *Pink and purple and turquoise too,*  
   *These are the colours I've seen.*

3. **Shared Reading 3: Response**

   1. Big Book pages 31–34. Re-read entire story with the children, pointing under print
   2. After reading, do the Day 3 activities in the BB
   3. Revise reading vocabulary words on Word Wall and in BB
   4. Children make oral sentences with the words
4. Independent Writing: List

1. LAB page 136: Explain the task
   - Look at how we wrote our list yesterday.
   - Today you will make a list of what you might find in a pencil case.
   - Let’s look in a few pencil cases.
   - Now write your own list.

2. Learners write list
   - When you have finished writing your list, draw the items.

Colours
1. red 6. brown
2. blue 7. white
3. green 8. grey
4. yellow 9. pink
5. black 10. purple

5. Phonics: Word building

1. Orientation to yes/no (true/false) questions (3 min)
   - Answer yes or no when I ask a question: Can you fly? Can you walk? Can a mouse fly? Can a fish walk? etc.
   - We can use ticks and crosses can show yes or no.
   (Demonstrate)

2. Show letter cards rapidly; learners name letters (3 min)
   - What is this letter? etc.

3. LAB pg 137. Build words on the board, using the cards (20 min)
   - Call learners to the board.
   - Help them to use the cards to build the words in the LAB.
   - Read the words together in the LAB.
6. GGR and IW: Formal assessment of Listening and Speaking

1. Class does two Independent Work pages. (See page 117 for schedule)
   - Have your pencils ready.
   - Work quietly on your own while I call you one at a time to my desk.

2. Meanwhile, call individuals for formal assessment. (See Assessments 5A and 5B on page 188 for procedure and marking rubric.)
   - Show the pictures and ask the questions.

7. Performing Arts: Singing

Teach The rainbow song to the children

- Let's learn the rainbow song
- We will sing it for the other classes so we must learn actions and stand like a choir.

The rainbow song
Rainbow, rainbow, high and bright
Rainbow, rainbow, made of light
From the clouds right to the ground
I see colours all around
Red, orange, yellow, green, blue
Indigo and violet too
Red, orange, yellow, green, blue
Indigo and violet too
A rainbow
A rainbow
A rainbow
1. Morning meeting

My news
Pairs tell family news.
A few learners tell news to the class.
- Use all the pictures in this frame to tell your news to your partner.
- Listen to them carefully.
- I will choose some children to share with the class.

2. Sharing our writing: LAB page 136

- Discuss the importance of being proud of our work.
- Allow time to draw/decorate lists.
- Call a few learners to show their lists and read to the class.
- Praise and encourage them as writers and illustrators.

3. Phonics: Revise all letters taught

1. Same sound or different? Use any sounds learnt so far (3 min)
- Hold up 1 finger if you hear the same sound.
- Hold up 2 fingers if you hear 2 different sounds.

2. LAB pg 138: Explain activity orally (2 min)
- What do you see in each picture?
- Say the word in your head.
- What sound do you hear at the beginning of the word?

3. Learners complete activity (8 min)
- Write the missing letter-sound to make each word.

Feedback
Collect the LAB to mark this activity.
4. GGR and IW: Formal assessment of Listening and Speaking

1. Class does two Independent Work pages. (See page 117 for schedule)
   - Have your pencils ready.
   - Work quietly on your own while I call you one at a time to my desk.

2. Meanwhile, call individuals for formal assessment. (See Assessments 5A and 5B on page 188 for procedure and marking rubric.)
   - Show the pictures and ask the questions.

5. Performing Arts: Dramatisation (Helping our elders)

1. Groups prepare and practice a play about helping an older person (10 min)
   - Divide the learners into groups.
   - In your groups pick one way that you can help elders around you.
   - Create a play about it and remember to say how you will make sure that you keep safe.
   - You will have 10 minutes to practice.

2. Groups perform the play for everyone (20 min)
   - Watch the groups performing.
   - Applaud and praise.
Overview of the week

**Theme:** Healthy Habits

**Week 8:** Sleep

- **GGR (1 group a day)**
  - IW and Formal Assessment

- **Independent Work**
  - IW and Formal Assessment

- **Visual Arts**
  - Making a fortune teller
  - Drawing

- **Performing Arts**
  - Sharing and re-telling a dream.

- **Physical Education**
  - Indoor (Tuesday – Thursday)
  - Outdoor (Monday and Friday)

- **Beginning Knowledge and Personal & Social Well-being**
  - Dealing with nightmares
    - Sleep cycles
    - Good sleep habits

- **Reading**
  - Read-aloud story
    - *Hare and Tortoise*
  - Roleplay
    - *Hare and Tortoise*

- **Song**
  - Lullaby

- **Shared Reading**
  - *Hare and Tortoise*

- **Writing**
  - Shared Writing
    - Story map
  - Writing
    - Story map

- **Phonics**
  - Phonics
    - L & O
    - YES/NO questions

- **Handwriting**
  - Handwriting
    - L & O
    - YES/NO

- **Life Skills**
  - Group Guided Reading
  - Reading
  - Oral


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136
Preparation

- Make flashcards:

  - race
  - fast
  - slow
  - sleep
  - YES
  - NO

Guide to Group Guided Reading (GGR) and Independent Work (IW)

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>All learners do the same IW while teacher calls individuals for Formal Assessment.</td>
<td>15 min</td>
<td>15 min</td>
<td>15 min</td>
<td>15 min</td>
<td>15 min</td>
</tr>
</tbody>
</table>

Formal Assessment

See task details and marking rubrics in Term 1 Assessment at the back of this book.

<table>
<thead>
<tr>
<th>Formal Assessment</th>
<th>Task</th>
<th>Grouping and timing</th>
<th>When?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emergent reading (Assessments 5C and 5D on page 189)</td>
<td>• Listen to and discuss story read aloud.</td>
<td>• Individual (assess entire class this week)</td>
<td>When class is doing IW in GGR time</td>
</tr>
<tr>
<td></td>
<td>• Use pictures to predict what story will be about.</td>
<td>• 5 mins per learner.</td>
<td></td>
</tr>
<tr>
<td>Ongoing: Weeks 3–8 (assess sixth of class each week)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listening and Speaking (Assessment 1 on page 185)</td>
<td>Talk about personal experiences.</td>
<td>• Individual work.</td>
<td>When class is meaningfully occupied with drawing/copying or in News</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• 2 mins per learner</td>
<td></td>
</tr>
<tr>
<td>Listening and Speaking (Assessment 2 on page 185)</td>
<td>Listen to and act out part of a song or rhyme.</td>
<td>• Pairs or threes.</td>
<td>When songs are sung as transition activities or in Literacy or Life Skills</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• 3 mins per pair</td>
<td></td>
</tr>
</tbody>
</table>

Physical Education

PE (indoors) Monday – Thursday for 15 mins before Phonics
See page XX for activity ideas.

PE (outdoors) Monday and Friday for 30 mins
Set up 4 activities for this week. See pages XX–XX for activity ideas.
Divide class into four groups. Groups each do two activities on Monday and the other two on Friday.
Hare and Tortoise

Hare was always boasting about how fast he could run. He said, “I am the fastest animal in Africa! I can beat anybody in a race.”

Owl grew tired of Hare’s boasting. So he said, “Who will race Hare to see if he really is the fastest animal?” Tortoise was a slow animal but he was humble and kind. “I am slow but I will race Hare,” he said.

Hare laughed. “I am much faster than you, Tortoise.” “I will easily beat slow old Tortoise”, he thought. He went home looking forward to winning the race the next day.

At home, Hare had supper and began to watch TV. He watched one programme, then another, then another. He forgot that we all need a good sleep each night. Owl saw Hare watching TV. “Go to sleep, Hare,” he called out. “You have a race tomorrow!” But Hare carried on watching. Finally, he fell asleep when it was very, very late and the moon was high up in the sky.

Vocabulary
boasting: saying you are the best (opposite of humble)
Meanwhile Tortoise had gone to bed early so that he would feel fresh the following day.

Early the next morning, Tortoise, and a very sleepy Hare, were at the starting line. Owl began the race. He called, “On your marks, get set, go!”

Hare raced ahead and quickly left Tortoise far behind. He ran as fast as he could. Soon the sun was high up in the sky and it became hot. Hare began to feel very hot and drowsy. He hadn’t slept enough the night before! Then he saw a shady tree. He thought, “Tortoise is so far behind. He will never catch up! I will stop for a little nap.” So Hare lay down in the shade and soon fell fast asleep.

Meanwhile Tortoise was walking slowly and steadily along the path. He walked and walked hour after hour. He saw Hare lying fast asleep under the tree but Tortoise kept on walking. By the time the sun was setting he was almost at the finish line.

Just then, Hare woke up from his nap and saw that the sun was setting. He had slept for too long! He jumped up and raced as fast as he could to the finish line, just in time to see Tortoise win the race! He was very disappointed.

Mr Owl said, “Maybe this will teach you not to boast Tortoise. And to get a good night’s sleep each night.”

**Vocabulary**
- drowsy: sleepy
- steadily: carefully without stopping

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1. **Introduce Hare and Tortoise: BB pages 36–39**
   - Look at the picture.
   - What animals do you see? (Hare, Tortoise, Owl)

2. **Read aloud the story Hare and Tortoise: BB pages 36–39**
   Use different voices for Hare, Tortoise and Owl. Explain highlighted vocabulary words as you read.

3. **After reading, ask questions to check understanding**
   - Who were the three characters in the story?
   - Where did the story take place?
   - Which animal boasted that he was the fastest?
   - Why did he need a nap during the race?
   - Who won the race?
   - What did Hare learn?
3. Beginning Knowledge & PSWB: Information chart and activity

1. Big Book pg 35: Read and ask questions (15 min)

Sleep cycle

There are 5 stages in one sleep cycle. Each sleep cycle takes about 90 minutes. You go through stages 1 to 6 of these cycles every night.

- Stage 1:
  - Brain is active
  - Dream

- Eyes move behind eyelids with rapid eye movements (REM)

- Stages 2 and 4:
  - Deep, restful sleep
  - Breathing and heart rate slow down
  - Body is still

- Stage 5:
  - Brain is active
  - Dream

Sleep cycles are what happens when you are asleep.

2. Discuss: What helps us get a good night’s sleep? What disturbs our sleep? (10 min)

- Pairs: Tell your partner about a time you did not sleep well.
- Volunteers: Tell the class what stopped you from sleeping well.
- Class discussion: What helps us get a good night’s sleep?

3. LAB pg 153

- Will they have a good or a bad night’s sleep? Write a tick or a cross.
4. Phonics: Introducing letter-sound L

1. LAB pg 154: Introduce the letter-sound L (3 min)
   - This is the letter L, it makes the sound LLLLLL.
   - Whose name starts with the sound L?
   - Whose name contains a L?

2. Listen to and say the sound L (4 min)
   - What is this picture? (lesea)
   - Listen to the first sound, LLLLLL.
   - Say the sound.
   - Notice what your tongue and mouth do.

3. Words beginning with the sound L (5 min)
   - What are these pictures?
   - What sound does each word start with?
   - What other words start with that sound?
   - Act out a word starting with the L sound.

4. Teach letter formation for L (4 min)
   - Who can say when we use the capital or small letter?
   **Copy me:**
   - Write it in the air while we say the chant.
   - Trace with your finger on your desk while we say the chant.
   - Trace with your pencil while we say the chant.

   L – start at the dot, go down

5. Sentence work (4 min)
   - Read the sentence to learners. Emphasise the L sound.
   - Children circle every L in the sentence.

5. Handwriting

   **Handwriting practice (10 min)**
   - Follow the advice for handwriting lessons on page ??
   - Teach the letter formation of today’s sound.
   - Learners write in their exercise books.
   - Observe and assist.
6. IW and Formal Assessment of reading and viewing

1. Class does two Independent Work pages (See page 137 for schedule)
   - Have your pencils ready.
   - Work quietly on your own.
   - I will call up children to come and read with me at my desk.

2. Meanwhile, do Term 1 Formal Assessment
   (See 5C and 5D on page 189 for procedure and rubric)
   - Show the pictures and ask the questions.
   - Use the rubric to give marks.
1. Morning meeting

1. Register

- Stand up if your name starts with the sound A (then B, C, etc.).
- Who is not here today? What sound does their name start with?

2. Birthdays

Sing the Happy Birthday song.

3. Weather chart

What is the weather like today?

2. Listening and Speaking: Guided dramatisation

Guided dramatisation of the read aloud story *Hare and Tortoise*. Divide class into two groups, Hares and Tortoises. Go outside

- I am Owl. Girls are Hares; boys are Tortoises.
- You are going to pretend to have a race.
- Hares, begin to run fast (run on the spot or around the playground).
- Tortoises, begin to walk slowly (walk in slow motion on the spot or around the playground).
- Hares, you are far ahead. What will you do? (stop running and pretend to sleep).
- Tortoises what will you do? (keep walking steadily)
- Here is the finish line. Tortoise has won the race. Show how happy you are Tortoises!
- Hares, wake up. Run to the finish line.
- Oh dear. Tortoise has won. Show how you feel.
- The end. Let’s go back inside. Tortoises first.
3. Shared Reading 1: Comprehension

1. Big Book pg 36–39. Read title of story: Hare and Tortoise
2. Read entire story to, and then with, the children. Point under the print
3. Ask the Day 1 questions on each BB page to check understanding of the story and pictures

4. Practice the reading vocabulary words
5. Reading vocabulary words: race, fast, slow, sleep

- Show the flashcards. Children say each word.
- Match each word with the word in the BB.
- Place the flashcards on the Word Wall and read them once again.

4. Beginning Knowledge & PSWB: Complete a maze; read a table

1. Discuss why sleep is important (5 min)
   
   Your brain needs sleep so you can:
   - pay attention and concentrate
   - remember what you learn
   - think of new ideas.

   Your body needs sleep so your body can:
   - grow
   - heal from injuries
   - stay healthy and fight sickness.

2. LAB pg 155: Complete the maze (10 min)
   
   - Use your pencil to find the path to bed. Draw neatly between the lines.
   - Avoid all the things that will keep you from falling asleep.
   - What are all the things you avoided? (name the things to be avoided that are shown in the maze)
1. Rapid number recognition (10 min)

- Write these numbers on the board.
- Let’s read the lines slowly.
- Now let’s read them faster.
- Now, very fast.
- Who would like to try by themselves?

2. LAB pg 156: Revise ticks and crosses. Introduce YES and NO (5 min)

- If something is correct, we put a tick or write YES.
- If something is wrong, we put a cross or write NO.
- Let’s look at the pictures.
- Which is correct and which is wrong? Where will we put YES and where will we put NO?

3. LAB pg 157: Children write YES or NO (10 min)

- Look at the pictures and write YES or NO.
WEEK 8 Tuesday

6. Independent Work & Formal Assessment of reading and viewing

1. Class does two Independent Work pages (See page 137 for schedule)
   - Have your pencils ready.
   - Work quietly on your own.
   - I will call up children to come and read with me at my desk.

2. Meanwhile, do Term 1 Formal Assessment (See 5C and 5D on page 189 for procedure and rubric)
   - Show the pictures and ask the questions.
   - Use the rubric to give marks.

7. Visual Arts: Make a paper Fortune Teller

1. LAB pg 207: Show learners how to make a Fortune Teller
   - Cut out the square.
   - Colour the circles.
   - Draw gifts in the coloured squares (e.g. fruit, a toy, a heart, a flower)
   - Fold on dotted lines.

2. Pairs: Play the game to find out what gift you will get
   - Partner 1: Put thumbs and first fingers into the pockets of the fortune teller. Pinch it closed.
   - Partner 2: Say the syllables in own name.
   - Partner 1: Move fingers out or in for each syllable.
   - Partner 2: Choose a number on the inside.
   - Partner 1: Move fingers once for every number.
   - Partner 2: Choose another number.
   - Partner 1: Open the flap under the number to show Partner 2 their gift.
1. **Morning meeting**

**My news**
Pairs tell family news.
A few learners tell news to the class.

- Use all the pictures in this frame to tell your news to your partner.
- Listen to your partner carefully.
- I will choose some children to share with the class.

**2. Beginning Knowledge & PSWB: Discussion**

1. **LAB pg 158: Discuss the picture**

   - What do you think is happening in the picture?
   - Have you ever had a dream like this?

2. **Discuss what you can do if you have a nightmare**

   - How many of you have had a bad dream/nightmare?
   - What happened in your dream? (If there are too many contributions, have children talk in pairs to each other for 2 minutes.)
   - What have you done after having a bad dream? (share ideas)
   - Did that make you feel better?

**Suggestions for the children:**

- Talk about the dream with a parent or another adult you trust.
- Draw a picture of the dream.
- Think about the dream but make a happy ending.
- Make sure you are getting enough sleep.
3. Shared Reading 2: Decoding

2. Ask the Day 2 decoding questions on each BB page

4. Shared Writing: Story map

1. Show the story map (pre-prepared)

   - If we want to tell someone what a story is about, we can use a story map.
   - **Characters** = who was in the story.
   - **Setting** = where the story happened.
   - We are going to complete a story map for the Hare and Tortoise story.

2. Complete the story map with the children

   - **Characters**: Owl, Hare, Tortoise
   - **Setting**: In the bush
   - **What happens**: They had a race.
   - **Ending**: Tortoise won.

3. Read story map together

   - Let’s read the story map together.
   - Do you think the story map will tell someone what the story is about? (A story map should sum up a story.)
5. Phonics: Introducing the Letter-sound Oo

1. LAB pg 159. Introduce the letter-sound O (3 min)
Display the letter card.
• This is the letter O, it makes the sound ooooo.
• Whose name starts with the sound O?
• Whose name contains an O?

2. Listen to and say the sound O (4 min)
• What is this picture? (oli)
• Listen to the first sound: ooo.
• Say the sound.
• Notice what your tongue and mouth do.

3. Words beginning with the sound O (5 min)
• What are these pictures?
• What sound does each word start with?
• What other words start with that sound?
• Act out words beginning with the sound.

4. Teach letter formation for O (3 min)
Revise use of capital and small letter Oo.
Copy me:
• Write in the air while we say the chant.
• Trace with your finger while we say the chant.
• Trace with your pencil while we say the chant.
O – start at the dot, go around

5. Sentence work (3 min)
• Read the sentence to learners. Emphasise the O sound.
• Children circle every O.

6. Handwriting

Handwriting practice (10 min)
• Follow the advice for handwriting lessons on page ??
• Teach the letter formation of today's sound.
• Learners write in their exercise books.
• Observe and assist.
6. **IW and Formal Assessment of reading and viewing**

1. **Class does two Independent Work pages** (See page 137 for schedule)
   - Have your pencils ready.
   - Work quietly on your own.
   - I will call up children to come and read with me at my desk.

2. **Meanwhile, do Term 1 Formal Assessment** (See 5C and 5D on page 189 for procedure and rubric)
   - Show the pictures and ask the questions.
   - Use the rubric to give marks.

7. **Creative Arts: Drawing**

1. **Draw a picture showing a happy ending to a dream or nightmare.**
   - Think of a nightmare you had. Close your eyes to think. *(Allow 1 minute silence.)*
   - Now, still with your eyes closed, think of how it could end happily. *(Allow 1 minute silence.)*
   - Now open your eyes and draw your happy ending.

2. **Explain your drawing to a partner.**
   - Explain your drawing to a partner.
   - Say why it is a happy ending.
Thursday

1. Morning meeting

1. Register
   - Stand up if your name starts with the sound A (then B, C, etc.).
   - Who is not here today? What sound does their name start with?

2. Birthdays
   - Sing the Happy Birthday song.

3. Weather chart
   - What is the weather like today?

2. Listening and Speaking: Lullaby

- Talk about lullabies and when we say them (songs to sing to little children to help them go to sleep).
- Teach the lullaby. Use rocking arms.
- Children join in where they can use soft voices (second time).

Rock-a-bye baby

Rock-a-bye baby on the tree top. When the wind blows the cradle will rock. When the bough breaks, the cradle will fall. And down will come baby cradle and all.

3. Shared Reading 3: Response

1. Big Book pg 36–39. Re-read entire story with the children, pointing under print
2. After reading, do the Day 3 activities in the BB
3. Revise reading vocabulary words on Word Wall and in BB
4. Learners make oral sentences with the words
4. Independent Writing: Story map

1. Re-read the completed Shared Writing story map
Re-read the completed story map or choose a few children to re-read it. Then put it away.
- What do these words mean: characters and setting?
- Can you make your own story map? What words will you need? (Write any words on the board.)

2. LAB page 160 Draw and write
- Draw a picture of something that happens in the story.
- Write a sentence about it.

5. Phonics: Word building

1. LAB pg 209: Children cut out letters (8 min)
- These are the same letters from our octopus.
- Cut out the letters.

2. Orientation to the letters (4 min)
- What letters do you have?
- How many L’s/O’s, etc.?
- Hold the A in your left hand.
- Hold the I in your right hand.
- Listen to the word____. What letter-sound does it begin with? (Hold it up.)

3. LAB pg 161. Build words with cut-out letters (10 min)
- Listen while I say a word slowly.
- Build the word with your cards.
- Place cards on the blocks in the LAB.
- Read the word.

6. Handwriting

Handwriting practice (10 min)
- Follow the advice for handwriting lessons on page ??
- Revise the letter formation of yesterday’s sound.
- Learners write in their exercise books.
Thursday

7. IW and Formal Assessment of reading and viewing

1. Class does two Independent Work pages (See page 137 for schedule)
   - Have your pencils ready.
   - Work quietly on your own.
   - I will call up children to come and read with me at my desk.

2. Meanwhile, do Term 1 Formal Assessment (See 5C and 5D on page 189 for procedure and rubric)
   - Show the pictures and ask the questions.
   - Use the rubric to give marks.

8. Performing Arts: Card game

1. LAB pages 211 and 213. Read cards. Learners cut out the cards. (Have a set of pre-made cards.)
   - This is a game with cards.
   - Let’s read all the cards together.
   - Now cut them out very carefully.
   - Write your initials/name on the back of each card.

2. Explain the game using your pre-made set. Play this with a child as a demonstration.
   - Play in twos.
   - You each have a set of cards.
   - Mix up your set and put them down in a pile. (white side showing)
   - Each pick up one card and turn it over.
   - Do this one at a time.
   - If the cards match, the child who turned it over last card collects the two piles.
   - If it doesn’t match you carry on putting them down.
   - When one child has no cards left, the game stops.
     The winner is the child who still has cards.
1. **Morning meeting**

   Pairs tell news.
   A few learners tell news to the class.
   - Use all the pictures in this frame to tell your news to your partner.
   - Listen to them carefully.
   - I will choose some children to share their news.

2. **Sharing writing: LAB page 160**

   Call a few learners to show their pictures and read their sentences to the class.
   They can also say if they liked the ending and why.

3. **Phonics: Assessment activity (YES/NO)**

   **1. Same sound or different? Use any sounds learnt so far (3 min)**
   - Hold up 1 finger if you hear the same sound.
   - Hold up 2 fingers if you hear 2 different sounds.

   **2. LAB pg 162: Revise YES/NO. Do activity orally (2 min)**
   - What do you see in each picture?
   - Is the word underneath correct?
   - Will you write YES or NO?

   **3. Learners complete the activity (10 min)**
   - Write YES or NO in the space.
   - Remember, this is an assessment activity so think carefully and write neatly.
4. IW and Formal Assessment of reading and viewing

1. Class does two Independent Work pages (See page 137 for schedule)
   - Have your pencils ready.
   - Work quietly on your own.
   - I will call up children to come and read with me at my desk.

2. Meanwhile, do Term 1 Formal Assessment (See 5C and 5D on page 189 for procedure and rubric)
   - Show the pictures and ask the questions.
   - Use the rubric to give marks.

5. Performing Arts: Talking in pairs

1. Pairs take turn to tell their dreams. They think of a happy/creative ending to the dream (15 min)
   - Partner A tell a dream a dream you have had to Partner B.
   - Think of a happy ending. It does not have to be real. Partner B can help you think of an exciting ending.
   - Swop roles.
   - Listen to the children as they talk to each other and select a few pairs to present.

2. Some pairs present their endings (15 min)
   - I will choose a few pairs to present.
   - Come to the front and each tell your ending to the class (not the dream itself).
   - Stand up straight and speak loudly so we can all hear.
   - Start like this: This is how my dream ended: ...

Feedback
Watch the pairs performing. Applaud and praise imaginative and creative ideas.
Overview of the week

**Week 9: Cleaning up**

**Theme:** Healthy habits

**Creative Arts**
- Drawing a portrait
- Dramatisation

**Physical Education**
- Indoor (Tuesday – Thursday)
- Outdoor (Monday and Friday)

**Beginning Knowledge and Personal & Social Well-being**
- Listening to parents
- Handwashing and teeth cleaning

**GGR (2 groups a day)**
Emergent reading

**Independent Work**
8 LAB pages

**Read-aloud story**
How Ellie got a trunk

**Song**
Elephant rhyme

**Shared Reading**
Time to get clean, Ezra

**Group Guided Reading**
Reading

**Oral**

**Group Guided Reading**
Reading

**Life Skills**

**Phonics**
S & U

**Handwriting**
Ss, Uu

**Writing**
- Time words
- Sentence completion

**Retell**
Re-telling the story

**Read-aloud story**
How Ellie got a trunk

**Song**
Elephant rhyme

**Shared Reading**
Time to get clean, Ezra
Preparation

- Make flashcards:

  clean  scrubs  rinses  dries

- bring in: bowl/basin, glass of water, toothbrush, toothpaste

Guide to Group Guided Reading (GGR) and Independent Work (IW)

<table>
<thead>
<tr>
<th>GGR: 2 × 15 mins per group</th>
<th>Emergent reading activities</th>
<th>IW: 8 pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>Tuesday</td>
<td>Wednesday</td>
</tr>
<tr>
<td>15 mins</td>
<td>15 mins</td>
<td>15 mins</td>
</tr>
<tr>
<td>Group A</td>
<td>Group B</td>
<td>Group C</td>
</tr>
<tr>
<td>GGR 1</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>IW 1</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>IW 2</td>
<td>4</td>
<td>GGR 1</td>
</tr>
<tr>
<td>IW 3</td>
<td>GGR 2</td>
<td>3</td>
</tr>
<tr>
<td>IW 4</td>
<td>IW 5</td>
<td>4</td>
</tr>
<tr>
<td>GGR 2</td>
<td>IW 6</td>
<td>5</td>
</tr>
<tr>
<td>IW 7</td>
<td>IW 8</td>
<td>6</td>
</tr>
</tbody>
</table>

Physical Education

PE (indoors) Monday – Thursday for 15 mins before Phonics
See page XX for activity ideas.

PE (outdoors) Monday and Friday for 30 mins
Set up 4 activities for this week. See pages XX–XX for activity ideas.
Divide class into four groups. Groups each do two activities on Monday and the other two on Friday.
1. Morning meeting

My news

Pairs tell weekend news.
A few learners tell news to the class.

- Use the pictures in this frame to tell your news to your partner.
- Listen to your partner carefully.
- I will choose some children to share with the class.

2. Listening and Speaking: Story time

Long, long ago, when the earth was new, the animals all looked a little different. At that time, elephants had short noses like lions and dogs. But they were still very big, and they weren’t afraid of the other animals. That is, except for one animal, and that was the giant, green crocodile. The giant, green crocodile hid in the brown water of the river and grabbed animals who came to the river to drink. *(Can you show me how they grabbed?)* Because of that, all the elephants only went to drink at the river altogether, and only once a day, at sunset.

This story is about a baby elephant called Ellie. Ellie was a little bit naughty. He didn’t always listen to his mother. *(Not like all of you, you listen to your mothers)* Ellie’s mother kept telling him, “Ellie, listen to me to stay safe”.

“Yes Mom,” said Ellie. But he didn’t always do as he was told. One day it was very hot. The sun beat down and made the elephants sleepy. Ellie saw that the older elephants were dozing in the sun with their eyes closed. So he did something naughty. He went to the river by himself. *(Should he have done that?)*
The brown water was flowing silently. He looked left and right but he couldn’t see the giant, green crocodile. “I’m sure it is safe,” he thought. (What do you think?) He bent down and began to drink. He had only taken one sip when saw something green in the water! He tried to pull his head out of the water but … too late! The giant, green crocodile had grabbed him by his nose! Oh no! Ellie pulled and pulled but the crocodile’s big sharp teeth were clamped onto his nose.

Ellie shouted for help. “Help me, help me,” he cried. Luckily his mother heard him. She came rushing down to the river and saw what had happened. She tried to pull Ellie away but the crocodile hung on to his nose. The other elephants also came running down to the river and they all pulled together. They pulled and pulled and pulled and finally … the giant green crocodile let go of Ellie’s nose. Ellie was free!

But what had happened to Ellie’s nose? Oh dear! His nose had stretched. It had got so long that it touched the ground! Ellie sobbed, “Look at my nose. It is so long. Everyone will laugh at me”.

But strangely, the next day, Ellie found that a long nose was quite useful! He could use it as a hand to reach the high leaves, and he could use it as a straw to drink with. Best of all he could use it to spray water all over his body. It was perfect for keeping clean. He became very happy with his long nose. He called it his trunk.

And from that day onwards, all baby elephants have been born with long trunks and the trunks help them to eat and to drink and to keep clean.

Vocabulary
- clamped: fastened tightly
- stretched: made bigger
- spray: to shoot out, like a shower

1. Introduce folk tales and elephants (3 min)
   - Do you know there are stories about how animals got to look the way they do? These are called folk tales.
   - What folk tales have you heard?
   - What do elephants look like? (show a picture)

2. Read aloud the story: How Ellie got his trunk (7 min)
   Explain highlighted vocabulary words as you read.

3. After reading, ask questions to check understanding (5 min)
   - Who were the elephants afraid of?
   - What did they do so that Crocodile wouldn’t grab them?
   - What naughty thing did Ellie do?
   - What happened?
   - How did the elephants manage to get Ellie free?
   - Why did Ellie cry after he was free?
   - Why was his long nose a good thing?
3. Beginning Knowledge & PSWB: Sequencing

1. On the mat. BB page 40: Read the poster. Ask questions (15 min). Close BB
   • Why is washing hands important?
   • Why are the pictures numbered?
   • Why must you scrub for 20 seconds?
   • How long is 20 seconds?
   • Why do we switch off the tap after we have wet our hands.

2. LAB page 177: Children sequence pictures (10 min)
   • Look at each picture.
   • Number them in sequence.

3. Children share their sequence. Children check with BB poster (5 min)
   • Check with your friend.
   • Did you both sequence the pictures in the same way?
   • Now let’s look at the Big Book poster.
   • All check your work.
4. Phonics: Introducing the Letter-sound S

1. LAB page 178: Introduce the letter-sound S (3 min)
   • This is the letter S. It makes the sound SSSSSSSS.
   • Whose name starts with the sound S?
   • Whose name contains an S?

2. Listen to and say the sound S (4 min)
   • What is this picture? (sefofane)
   • Listen to the first sound, SSSSSS.
   • Say the sound.
   • Notice what your tongue and mouth do.

3. Words beginning with the sound S (5 min)
   • What are these pictures?
   • What sound does each word start with?
   • What other words start with that sound?

4. Teach letter formation for S (4 min)
   Copy me:
   • Write in the air while we say the chant.
   • Trace with your finger while we say the chant.
   • Trace with your pencil while we say the chant.
   s – Start at the dot, go over, down

5. Sentence work (4 min)
   Read the sentence to learners. Emphasise the S sound.
   Children point to every S.

5. Handwriting

Handwriting practice (10 min)
   • Follow the advice for handwriting lessons on page ??
   • Teach the letter formation of today’s sound.
   • Learners write in their exercise books.
   • Observe and assist.
6. Independent Work: Emergent Reading (Groups A & B)

Follow the schedule on page 157. Refer to the Emergent Reading activities at the front of this book.

1. Each group comes to mat, with their LAB (2 × 15 min)
   - Use a story from the LAB. [For Afrikaans, use levelled readers.]
   - Work through the Emergent Reading activities at the pace of the group.
   - Provide activities at each level until all the children understand the concept.
   - Move on to the next level activities only when a skill is secure.

2. Meanwhile the rest of the class does two IW pages
1. **Morning meeting**

1. **Register**
   - Stand up if your name starts with the sound A (then B, C, etc.).
   - Who is not here today? What sound does their name start with?

2. **Birthdays**
   - Sing the Happy Birthday song.

3. **Weather chart**
   - What is the weather like today?

2. **Listening and Speaking: Re-tell story**

1. **Explain how to re-tell a story.**
   - Have story steps on chalkboard (pre-prepare) (5 min)
   - To retell a story, we need to remember the steps (sequence) in the story.
   - We can divide this story into steps.
   - Read each step.

   **Step 1:** Mom talked to Ellie.
   **Step 2:** Ezra went to the river.
   **Step 3:** Crocodile grabbed Ellie.
   **Step 4:** Ezra shouted for help.
   **Step 5:** Mom pulled.
   **Step 6:** Others pulled.
   **Step 7:** Ellie was free. But he had a trunk.

2. **Children re-tell story about How Ellie got a trunk in small groups (10 min)**
   - Get into small groups.
   - Each tell one step of the story.
Tuesday

3. Shared Reading 1: Comprehension

1. Big Book pages 41–44. Read title of story
2. Read entire story to, and then with, the children. Point under the print
3. Ask the Day 1 questions on each BB page to check understanding of the story and pictures

4. Practice the reading vocabulary words
5. Reading vocabulary words: clean, scrubs, rinses, dries
   - Show the flashcards. Children say each word.
   - Match each word with the word in the BB.
   - Place the flashcards on the Word Wall and read them once again.

4. Beginning Knowledge & PSWB: Sequencing

1. Talk about reasons for having clean teeth and how to keep teeth clean
   - Why are clean teeth good? (tooth decay, dentist)
   - How do you keep your teeth clean? (brush teeth; rinse mouth with water; chew on something; also eat and drink fewer sweet things)
   - When do we clean teeth? (night time, morning, sometimes after eating)

2. Demonstrate cleaning teeth.
   - Equipment: bowl/basin, glass of water, toothbrush, toothpaste
     - Oh dear, this morning I forgot to clean my own teeth. I had better do that now. Luckily I have everything I need. Look carefully at me.
     - What did I do first/next/next/finally? (First: Wet toothbrush; Next: Put toothpaste on brush. Next: Brush teeth top and bottom. Finally: Rinse mouth. Exaggerate swirling in mouth and spitting out into bowl.)
     - We can all practice rinsing at break!
1. Oral activity (5 min)

Read the numbers as quickly as possible.
• Who volunteers to read this row? (Point to rows out of order.)
  Repeat.

2. LAB page 179 and 180: One or more than one (25 min)

• What is this picture?
• Which word matches the picture?
• Does the picture start with le or ma?
• Which word is for one thing (singular)? Which is for more than one (plural)?
• Circle the correct word.
  Remind learners that when there is more than one thing then we usually write me, ma or di in front.
WEEK 9

Tuesday

6. GGR and Independent Work: Emergent Reading (Groups C & D)

Follow the schedule on page 157. Refer to the Emergent Reading activities at the front of this book.

1. Each group comes to mat, with their LAB (2 x 15 min)

- Use a story from the LAB. [For Afrikaans, use levelled readers.]
- Work through the Emergent Reading activities at the pace of the group.
- Provide activities at each level until all the children understand the concept.
- Move on to the next level activities only when a skill is secure.

2. Meanwhile the rest of the class does two IW pages

7. Visual Arts: Sequencing

1. Revise steps for brushing teeth. Write steps on board

   Step 1: Wet toothbrush.
   Step 2: Put on toothpaste.
   Step 3: Brush teeth.
   Step 4: Rinse mouth.

2. LAB page 181. Demonstrate the drawing for each step. Children draw and colour their own

   - Number your squares
   - Let’s draw the teeth brushing steps together. Fill up the block with your drawing.
   - Now finish off your drawings and colour them in with pencil crayons.
1. **Morning meeting**

**My news**

Pairs tell weekend news.

A few learners tell news to the class.

- Use the pictures in this frame to tell your news to your partner.
- Listen to your partner carefully.
- I will choose some children to share with the class.

**My news**

*Today I would like to tell you about…*

- **When?**
- **Who?**
- **Where?**
- **What happened?**
- **I felt… Because…**
2. Beginning Knowledge & PSWB: Listening to parents

1. Tell the story of Nolo and Polo (given below) interactively. Explain that most rules have a reason. Link to the story of Ellie and to the children’s lives

Questions
- Mom told the boys to stay on the rock. What reasons did she have?
- Why did Mom tell Ellie not to drink alone at the river? (the reason)
- What could have happened to Nolo?
- What did the story teach you? (Explain: Moms usually have reasons for telling you not to do something.)
- Can you think of anything your Mom has told you not to do? Why do you think she told you that? Were you like Nolo or Polo?

2. LAB page 182: Complete the sentences. Colour in one picture

**Nolo and Polo**

Nolo and Polo were twins. But while Polo always listened to his mommy, Nolo was sometimes a little bit naughty. Mom sometimes called him Naughty Nolo. *(Are you more like Nolo or Polo?)*

One day in the holidays, Mom took the two boys to the river to swim. They were very excited. They all walked to the river together. But as they got to the big rock at the river bank, Mom remembered she hadn’t brought the bottle of water to drink.

“Stay here on the big rock,” she said. “But don’t go to the edge of the rock, and don’t get into the water. Remember, you haven’t learnt to swim yet! I am going to fetch our bottle of water.”

The two boys waited on the rock. But soon Nolo felt hot and bored. So he decided to do something … *(Oh dear! What do think Nolo decided to do?)*

Yes, Nolo went to the edge of the rock to dip his toe in the river.

But the big rock was slippery at the edge of the water and … *(What do you think happened next?)*

Yes, I am afraid Nolo fell into the river. And the water was strong. It began to carry him away. Polo, on the rock, shouted loudly for their Mom. Luckily Mom was close by and she came and grabbed Nolo’s shirt. She helped Nolo get out of the water.

“Silly boy,” she said, “I told you not to go into the river”.

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3. Shared Reading 2: Decoding

1. Big Book pages 41–44. Re-read the entire story with the children. Point under the print
2. Ask the Day 2 decoding questions on each BB page
3. Continue to teach Concepts of Print
4. Teach common, repeated sight words incidentally, e.g. cries, mom

4. Shared Writing: Sequencing

1. Prepare a chart/board that uses time marker words

   - In the *Time to get clean, Ezra!* story, which words tell when things happened?

2. Together, complete each sentence (10 min)
   - What does Mom do first? How do you spell that?
   - What comes at the end of the sentence?
   - What does Mom do then?
   - What does Mom do finally?

3. A few children read the sentences (5 min)
   - Who can read all three sentences?
   - Who will check the sentences in the BB? (They find the pages and read them.)
5 Phonics: Introducing the Letter-sound Uu

1. LAB page 183. Introduce the letter-sound U (3 min)
   - This is the letter U, it makes the sound UUUUU.
   - Whose name starts with the sound U?
   - Whose name contains a U?

2. Listen to and say the sound U. (4 min)
   - What is this picture? (kubu).
   - Listen to the sound, UUUUU.
   - Say the sound.
   - Notice what your tongue and mouth do.

3. Words beginning with the sound U (5 min)
   - What are these pictures?
   - What sound does each word start with?
   - What other words start with that sound?

4. Teach letter formation for U (4 min)
   Copy me:
   - Write in the air while we say the chant.
   - Trace with your finger while we say the chant.
   - Trace with your pencil while we say the chant.
   
   u – Start at the dot, go round, then up and down.

5. Sentence work (4 min)
   - Read the sentence to learners. Emphasise the U sound.
   - Children circle every U.

6. Handwriting

Handwriting practice (10 min)
   - Follow the advice for handwriting lessons on page ??
   - Teach the letter formation of today’s sound.
   - Learners write in their exercise books.
   - Observe and assist.
6. GGR and Independent Work: Emergent Reading (Groups E & A)

Follow the schedule on page 161. Refer to the Emergent Reading activities at the front of this book.

1. Each group comes to mat, with their LAB (2 x 15 min)

- Use a story from the LAB.
- Work through the Emergent Reading activities at the pace of the group.
- Provide activities at each level until all the children understand the concept.
- Move on to the next level activities only when a skill is secure.

2. Meanwhile the rest of the class does 2 IW pages

7. Visual Arts: Drawing from life (a portrait)

1. Talk about pictures of people’s faces (portraits). Show some examples from an art book if possible (Van Gogh, da Vinci, Sekoto). Demonstrate drawing a portrait

- I am going to draw a portrait of Mpho.
- I use most of the space on the page.
- What do I notice about her eyes/hair/nose/mouth/neck?
- Let me draw each part carefully.

2. Learners draw a portrait of partner (alternatively bring mirrors for self-portraits)

- Draw a portrait. Notice each part of the face.
- Write the name of the person you drew.
- If you have time, colour your portrait.
1. **Morning meeting**

   1. **Register**
      - Stand up if your name starts with the sound A (then B, C, etc.).
      - Who is not here today? What sound does their name start with?

   2. **Birthdays**
      - Sing the Happy Birthday song.

   3. **Weather chart**
      - What is the weather like today?

2. **Listening and Speaking: Poem**

   Teach the poem and the actions.
   Learners join in where they can (second time), making a trunk with their arms and taking heavy steps.
   Girls say the poem, then boys.

   **The elephant**
   
   *The elephant is big and strong*
   
   *Her ears are large, her trunk is long*
   
   *She walks around with heavy steps*
   
   *Two tusks, one tail and four thick legs*

3. **Shared Reading 3: Focus on response**

   1. Big Book pages 41–44. Re-read entire story with the children, pointing under print.

   2. After reading, do the Day 3 activities in the BB.

   3. Revise reading vocabulary words on Word Wall.

   4. Learners make oral sentences with each word.
4. Independent Writing: Complete sentences

1. Re-read shared writing, then take down

First, Mom scrubs. Then, Mom rinses. Finally, Mom dries.

- Let’s read the summary of the story.
- Which 3 words tell us what Mom does?
- Which 3 words tell us when Mom does these things? (time words)

2. LAB page 184

- Complete the sentences. Do your best spelling.
- Illustrate one of the sentences.

5. Phonics: Word building

1. LAB pg 215: Cut out letters (8 min)

- What letters do we have here?
- How many l’s do we have?
- Hold up the letter m.
- Hold the a in your left hand and the l in your right hand.
- I am going to say a word, does it start with l or m? Hold up the correct card.

2. LAB page 185: Build words on the board (10 min)

- Listen while I say the word slowly.
- Let’s build the word together on the board.
- Who will build the next word?
- Repeat.

3. LAB page 186: Children complete activity (15 min)

- Listen while I say the word slowly.
- Build the word with your letter cards.
- Read the word aloud.
- Now copy the word onto the lines.
- Repeat.
Thursday

6. GGR and Independent Work: Emergent Reading (Groups B & C)

Follow the schedule on page 157. Refer to the Emergent Reading activities at the front of this book.

1. Each group comes to mat, with their LAB. (2 × 15 min)
   - Use a story from the LAB.
   - Work through the Emergent Reading activities at the pace of the group.
   - Provide activities at each level until all the children understand the concept.
   - Move on to the next level activities only when a skill is secure.

2. Meanwhile the rest of the class does two IW pages.

7. Performing Arts: Group play preparation

1. Put 8 story steps on board (pre-prepare).

   - Step 1: Mom talks to Ellie.
   - Step 2: Ellie goes to the river.
   - Step 3: Crocodile rabs Ellie.
   - Step 4: Ellie shouts for help.
   - Step 5: Mom pulls.
   - Step 6: Others pull.
   - Step 7: Ellie is free. But he has a trunk.

2. Talk about preparing a play on *How Ellie got a trunk*. (15 min)
   - How many characters were in the story?
   - You will each be a character. You will act what they do and say your own words.
   - What did the characters say and do in each step?
   - How can we show the action?

3. Divide class into groups of 5–6 children. Groups prepare a play. (15 min)
   - In your groups, choose a leader. (*a good reader who can read the steps*)
   - The leader allocates the parts. (*Mom, Ellie, Crocodile, other elephants*)
   - Each character must think of their own words to say.
   - Practice acting the story and saying the words you have chosen.
   - Follow the steps on the board to make sure you don’t forget anything.
1. Morning meeting

My news
Pairs tell weekend news.
A few learners tell news to the class.

- Use the pictures in this frame to tell your news to your partner.
- Listen to your partner carefully.
- I will choose some children to share with the class.

2. Sharing our writing: LAB page 184

Call a few learners to show their drawings. The class has to guess which sentence the drawing is about.

3. Phonics: Complete words

1. Oral: Is this word singular or plural? (5 min)
   - Hold up 1 finger if you hear a singular word.
   - Hold up 2 fingers if you hear a plural word.
   - Repeat.

2. LAB page 186: Children complete activity. (10 min)
   - Say the name of the picture quietly to yourself.
   - Listen to the sounds in your head.
   - Think: is it singular or plural?
   - Fill in ma or me to complete the words.

Feedback
Collect the LAB to mark this activity.
WEEK 9

Friday

4. GGR and Independent Work: Emergent Reading (Groups D & E)

Follow the schedule on page 157. Refer to the Emergent Reading activities at the front of this book.

1. Each group comes to mat, with their LAB. (2 x 15 min)

- Use a story from the LAB.
- Work through the Emergent Reading activities at the pace of the group.
- Provide activities at each level until all the children understand the concept.
- Move on to the next level activities only when a skill is secure.

2. Meanwhile the rest of the class does 2 IW pages.

5. Performing Arts: Dramatisation

Groups present their plays about How Ellie got a trunk to the class. (25 min)

Choose your strongest group to perform first. Praise and applaud each group.
Revision week

Overview of the week

**Physical Education**
- Perform action rhymes and songs from Term 1

**Visual Arts and Performing Arts**
- Draw a picture about a favourite story

**Beginning Knowledge & Personal and Social Well-being**
- Re-read LS texts in the Big Book.
- Complete all LAB LS pages
- Complete selected DBE Life Skills workbook pages

**Shared Reading**
- Re-read favourite stories from the Big Book

**Independent Writing**
- Complete selected DBE Literacy or Life Skills pages

**Listening and Speaking**
- Re-tell favourite stories; perform favourite rhymes and songs

**Independent Work**
- Re-read LS texts in the Big Book
- Complete all LAB LS pages
- Complete selected DBE Life Skills workbook pages

**Oral**

**Reading**

**Phonics**
- Complete selected DBE Literacy workbook pages to revise individual letter-sounds

**Revision week**
This is a revision week so there is no structured daily programme. Depending on your class needs, choose from these revision activities.

1. **Listening and Speaking: Re-tell stories, revise rhymes and songs**

   - Re-tell favourite stories from Term 1, Week 1–9.
   - Help learners perform some action rhymes and songs from Term 1.

2. **Shared Reading: Re-read stories, use word wall flashcards**

   - Re-read favourite stories from the Big Book every day. Encourage learners to join in.
   - Revise Emergent Reading skills. Learners identify the title of the story, say where to begin reading on each page, identify an upper or lower-case letter, identify a letter, a word, and a sentence.
   - Revise sight words using the word wall flashcards.
     - Learners count the letters, say the sound for each letter, and then say the word.
     - Play team games with the flashcards
     - Groups can do sorting activities with the flashcard words. Hand five cards to each group. They find word with four letters or two words beginning/ending with the same letter. They can copy the word on paper.

3. **Independent and group oral and written work**

   - Learners work in pairs to re-tell a favourite story.
   - Learners work in pairs or groups to perform a rhyme or song.
   - Learners draw a picture from their favourite story.
   - Learners work in pairs to explain their drawing to a partner.
   - Learners work individually or in pairs to re-read the stories in the LAB.
   - Learners complete selected DBE workbook pages.
   - Ensure that all Independent Pages in the LAB have been completed correctly.
   - Check the pages in the LAB have been completed correctly.
   - Let the learners work in pairs to mark pages that are incomplete or clearly incorrect. Learners can go back and complete/re-do pages.
4. Activities from the DBE Literacy workbook

• **Individual letter-sounds**
  Select letters already taught for learners to revise. They will be in the DBE workbook from page 30 [versioners please check page numbers] onwards. Do the activity orally, together with the learners, before they complete the activity independently.

• **Literacy activities**
  Do these activities orally, together with the learners. Afterwards they can complete the activities independently.

<table>
<thead>
<tr>
<th>1. Practice your name</th>
<th>2. Handprints</th>
<th>3. Same and different</th>
</tr>
</thead>
</table>

5. Beginning Knowledge and PSWB: Activities from the DBE Life Skills workbook

• Re-read any of the Life Skills pages in the Big Book.
• Using the DBE Life Skills workbook, do some of these activities orally, together with the learners. Afterwards they can complete the activities independently.

<table>
<thead>
<tr>
<th>1. About me</th>
<th>2. Colours</th>
<th>3. We are different</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity 1, page 2–3</td>
<td>Activity 2a, page 4</td>
<td>Activity 4, page 8–9</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1. School</th>
<th>2. Good habits (1)</th>
<th>3. Good habits (2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity 5, page 12</td>
<td>Activity 11, page 23</td>
<td>Activity 11, page 24</td>
</tr>
</tbody>
</table>
# CONTINUOUS ASSESSMENT CHECKLISTS

(for photocopying)

<table>
<thead>
<tr>
<th>Listening and Speaking: The learner is able to …</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>L1 Listen without interrupting</td>
<td></td>
</tr>
<tr>
<td>L2 Answer questions about personal details</td>
<td></td>
</tr>
<tr>
<td>L3 Talk about personal experiences, e.g. news, weather, etc.</td>
<td></td>
</tr>
<tr>
<td>L4 Sing a song and do the actions</td>
<td></td>
</tr>
<tr>
<td>L5 Listen to simple instructions and respond appropriately</td>
<td></td>
</tr>
<tr>
<td>L6 Listen to stories, rhymes, poems and songs with interest</td>
<td></td>
</tr>
<tr>
<td>L7 Act out part of the story, song or rhyme</td>
<td></td>
</tr>
<tr>
<td>L8 Sequence pictures of a story</td>
<td></td>
</tr>
<tr>
<td>L9 Re-tell the sequence of events</td>
<td></td>
</tr>
<tr>
<td>L10 Talk about pictures (in posters, books)</td>
<td></td>
</tr>
<tr>
<td>L11 Participate in discussions, taking turns and respecting others</td>
<td></td>
</tr>
<tr>
<td>L12 Describe objects in terms of colour size, shape, quantity</td>
<td></td>
</tr>
<tr>
<td>L13 Use some of the new oral vocabulary words in oral sentences</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Phonics: The learner is able to …</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>P1 Identify sounds in spoken words</td>
<td></td>
</tr>
<tr>
<td>P2 Identify syllables in spoken words</td>
<td></td>
</tr>
<tr>
<td>P3 Manipulate sounds in spoken words</td>
<td></td>
</tr>
<tr>
<td>P4 Recognise letter-sounds taught</td>
<td></td>
</tr>
<tr>
<td>P5 Use letter-sound knowledge to read and write simple words</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reading: The learner is able to …</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>R1 Read logos and words from environmental print</td>
<td></td>
</tr>
<tr>
<td>R2 Recognise his/her own name</td>
<td></td>
</tr>
<tr>
<td>R3 Recognise the names of 10 peers</td>
<td></td>
</tr>
<tr>
<td>R4 Read labels and captions in the classroom</td>
<td></td>
</tr>
<tr>
<td>R5 Discuss book handling and care</td>
<td></td>
</tr>
<tr>
<td>R6 Use pictures to predict what the story is about</td>
<td></td>
</tr>
<tr>
<td>R7 Listen to and discuss stories and other texts that are read aloud</td>
<td></td>
</tr>
<tr>
<td>R8 Interpret pictures to make up own story (“reads” pictures)</td>
<td></td>
</tr>
<tr>
<td>R9 Join in with Shared Reading</td>
<td></td>
</tr>
<tr>
<td>R10 Identify concepts of print, text features and language in SR text</td>
<td></td>
</tr>
<tr>
<td>R11 Use word identification strategies</td>
<td></td>
</tr>
<tr>
<td>R12 Use comprehension strategies at a range of levels (literal, reorganisation, inferential, evaluation and appreciation)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Handwriting: The learner is able to …</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>H1 Hold pencil correctly</td>
<td></td>
</tr>
<tr>
<td>H2 Write own name</td>
<td></td>
</tr>
<tr>
<td>H3 Correctly form taught letters in upper and lower case</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Writing: The learner is able to …</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>W1 Draw a picture to convey a message</td>
<td></td>
</tr>
<tr>
<td>W2 Write a caption for a drawing or picture</td>
<td></td>
</tr>
<tr>
<td>W3 Write words using letter-sounds learnt</td>
<td></td>
</tr>
<tr>
<td>W4 Copy a sentence of news from the board/chart correctly</td>
<td></td>
</tr>
<tr>
<td>W5 Contribute ideas to shared writing</td>
<td></td>
</tr>
</tbody>
</table>
Baseline Assessment  (Weeks 3 & 4)

Conduct this rapid, informal assessment to pace learners into differentiated groups for GGR. The activities are similar to the EGRA. If a learner is unable to do an activity, skip the activities that follow.

- What is this picture?
- What is the first sound in the word?
- What is the last sound?

- Which letter does your name start with?
- Which other letters do you know?

- Can you read these words?  
  
apola  
bolo

<table>
<thead>
<tr>
<th>MARK (total of 5)</th>
<th>1</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identifies sounds in spoken words</td>
<td>Beginning sounds</td>
<td>Beginning and end sounds</td>
</tr>
<tr>
<td>Knowledge of letter-sounds</td>
<td>First letter for name</td>
<td>First letter for name plus 4 others</td>
</tr>
<tr>
<td>Word reading</td>
<td>Reads words.</td>
<td></td>
</tr>
</tbody>
</table>

Use the marks to group learners who need help to:
- identify sounds in spoken words
- identify letter-sounds
- read simple words.
**Activity 1**

**Talk about personal experiences, e.g. news, weather.**

**ORAL:** Individual – 2 minutes per learner

- Ask 3–4 questions in a conversational way.

**Question bank**

How old are you? Who do you live with? Where do you live? How do you get to school? Do you have brothers and sisters? What is the weather like today? What was the weather like yesterday? What do you do at playtime? Which part of school do you like best? Who is your friend? Do you have animals at home? What is your favourite colour/sport/song?

<table>
<thead>
<tr>
<th>1–4</th>
<th>5–6</th>
<th>7–8</th>
<th>9–10</th>
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</thead>
<tbody>
<tr>
<td>Poor</td>
<td>Average</td>
<td>Above average</td>
<td>Outstanding</td>
</tr>
</tbody>
</table>

**Criteria**

- Understands the questions
- Provides relevant answers
- **Language ability** (language structure, vocabulary, more than one-word answers)
- **Speaking ability** (volume, pronunciation, speed, fluency)
- **Body language** (eye contact, posture, confidence)

**Activity 2**

**Listen to and act out part of a story, song or rhyme.**

**PRACTICAL:** Pairs or Threes – 3 minutes per pair

- Pairs/groups come to front to say a song/rhyme with the class, with actions.
- If a child is too shy, let them come at break or after school.

<table>
<thead>
<tr>
<th>1–4</th>
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<th>7–8</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Poor</td>
<td>Average</td>
<td>Above average</td>
<td>Outstanding</td>
</tr>
</tbody>
</table>

**Criteria**

- **Expression** (rhythm, appropriate pauses, changing voice for effect)
- **Pacing** (appropriate speed)
- **Speaking ability** (loud and clear, enunciation)
- **Actions** (confident movements, facial expression)
## Activity 3

Complete the sentence *I like ...* and draw a picture.

**WRITTEN**: Individual
- *(LAB pg 71)*, Independent Writing Week 4.

<table>
<thead>
<tr>
<th></th>
<th>1–4</th>
<th>5–6</th>
<th>7–8</th>
<th>9–10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor</td>
<td>Average</td>
<td>Above average</td>
<td>Outstanding</td>
<td></td>
</tr>
</tbody>
</table>

**Criteria**
- **Drawing** (a recognisable object/action)
- **Caption** (copied correctly and appropriately completed; for 7–10 writes more than one word)
- **Punctuation** (correct)

## Activity 4

Copy one sentence from shared writing activity *(Lion and Mouse)*.

**WRITTEN**: Individual.
- *(LAB pg 99)* Independent Writing, Week 5.

<table>
<thead>
<tr>
<th></th>
<th>1–4</th>
<th>5–6</th>
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<th>9–10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor</td>
<td>Average</td>
<td>Above average</td>
<td>Outstanding</td>
<td></td>
</tr>
</tbody>
</table>

**Criteria**
- **Note**: This is not a handwriting assessment.
- **Drawing** (appropriate to the caption)
- **Words** (correct number copied in order)
- **Letters** (correct number copied, in order)
- **Punctuation** (copied correctly)
# Concepts of Print Checklist
(for photocopying)

**Group _____________**

**Learners in the group are able to:**

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>Some</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Hold their LAB the right way</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Point to the cover</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Show the front of the book</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Show the back of the book</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Point to the title of the book</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Turn pages correctly (give them a page to turn to)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Point to the title of the story</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Say where we start reading</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Point to the first word in a sentence</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Point to the last word</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Identify how many words in the sentence</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Identify how many letters in the word</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Name one or two of the letters</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Say why one letter is bigger/different (capital)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Point to a full stop</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Phonics & Handwriting

Call learners one by one to do Activities 5A–5D at back of their LAB (5–7 minutes per learner).

ORAL: Individual – 2 minutes per learner
- (LAB pg 262). Ask the questions in the Learner’s Activity Book.

Criteria for Phonics (20 marks)
Use the rubric to give a mark out of 5 for each criterion. Add to enter a Phonics mark out of 20.
- Phonological Awareness (Identifies sounds, claps syllables)
- Letter-sound knowledge (Identifies letters taught)
- Uses letter-sound knowledge to read words
  - Uses letter-sound knowledge to write own name

Criteria for Handwriting (10 marks)
Use the rubric to give a mark out of 5, then multiply by 2 to enter a mark out of 10 for Handwriting.
- Holds pencil correctly
- Forms taught letters correctly, with even size and spacing

Listening & Speaking

Describe objects in terms of colour, size, shape, quantity, etc. Sequence pictures to tell a story (Lion and Mouse).

ORAL: Individual
- (LAB pg 263). Ask the questions in the Learner’s Activity Book.

Criteria for Describing objects – record under Listening and Speaking (5 marks)
- Understands the questions
- Describes objects (relevant vocabulary and language use)

Criteria for Sequencing – record under Reading and Comprehension (5 marks)
- Sequences pictures to tell a story
**Activity 5C**

Listens to and discusses story/text read aloud *(Hare and Tortoise)*.

**ORAL: Individual**
- (LAB pg 264). Ask the questions in the Learner’s Activity Book.

<table>
<thead>
<tr>
<th>1–4</th>
<th>5–6</th>
<th>7–8</th>
<th>9–10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor</td>
<td>Average</td>
<td>Above average</td>
<td>Outstanding</td>
</tr>
</tbody>
</table>

**Criteria**
- Retells the story
- Answers a literal question
- Answers an inferential question
- Gives personal opinion

---

**Activity 5D**

Use pictures to predict the story.

**ORAL: Individual**
- (LAB pg 265). Ask the questions in the Learner’s Activity Book.

<table>
<thead>
<tr>
<th>1–4</th>
<th>5–6</th>
<th>7–8</th>
<th>9–10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor</td>
<td>Average</td>
<td>Above average</td>
<td>Outstanding</td>
</tr>
</tbody>
</table>

**Criteria**
- Talks about the picture
- Uses pictures to predict story
- Shows understanding of cause and effect
**Life Skills 1**

**Beginning Knowledge and PSWB**

**ORAL: Individual**
- Award a mark for each criterion and total to enter a mark of 40.

<table>
<thead>
<tr>
<th>1–4</th>
<th>5–6</th>
<th>7–8</th>
<th>9–10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor</td>
<td>Average</td>
<td>Above average</td>
<td>Outstanding</td>
</tr>
</tbody>
</table>

**Criteria**
- Talks about personal experiences and details *(HOME LANG) (TG pg 205)*
- Listens to and acts out part of the story or song *(HOME LANG) (TG pg 205)*
- Knows and follows classroom routines
- Aware of personal hygiene

**Life Skills 2**

**Visual Arts**

**PRACTICAL: Individual**
- Enter a mark out of 15.

<table>
<thead>
<tr>
<th>1–4</th>
<th>5–6</th>
<th>7–8</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Poor</td>
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</tr>
</tbody>
</table>

**Criteria**
- Draws a picture of self *(LAB pg 13)*
- Creates a 3D object *(Rainbow weaving LAB pg 147/Windmill LAB pg 243)*

**Life Skills 3**

**Performing Arts**

**PRACTICAL: group**
- Enter a mark out of 15.

<table>
<thead>
<tr>
<th>1–4</th>
<th>5–6</th>
<th>7–8</th>
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</tr>
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<tr>
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</tr>
</tbody>
</table>

**Criteria**
- Performs indigenous song/dance *(gumboot dance)*
- Roleplay parts of a story *(TG page 82)*
<table>
<thead>
<tr>
<th>Activity 1</th>
<th>Activity 2</th>
<th>Activity SB</th>
<th>Activity 5A</th>
<th>Activity 5B</th>
<th>LS (25%)</th>
<th>PS (20%)</th>
<th>READ (25%)</th>
<th>HW (10%)</th>
<th>WRITE (20%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity 4</td>
<td>Activity 3</td>
<td>Activity SC</td>
<td>Activity SD</td>
<td>Activity SA</td>
<td>Max. mark</td>
<td>Max. mark</td>
<td>Max. mark</td>
<td>Max. mark</td>
<td>Max. mark</td>
</tr>
</tbody>
</table>

Name: [5]

<table>
<thead>
<tr>
<th>Activity 5A</th>
<th>Activity 5C</th>
<th>Activity 5D</th>
<th>Activity 5A</th>
<th>Activity 5A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Max. mark</td>
<td>Max. mark</td>
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</table>

<table>
<thead>
<tr>
<th>Activity 5A</th>
<th>Activity 5C</th>
<th>Activity 5D</th>
<th>Activity 5A</th>
<th>Activity 5A</th>
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<tbody>
<tr>
<td>Max. mark</td>
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<table>
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<tbody>
<tr>
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<table>
<thead>
<tr>
<th>Activity 5A</th>
<th>Activity 5C</th>
<th>Activity 5D</th>
<th>Activity 5A</th>
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</tr>
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<tbody>
<tr>
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</tbody>
</table>

<table>
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<th>Activity 5C</th>
<th>Activity 5D</th>
<th>Activity 5A</th>
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<tbody>
<tr>
<td>Max. mark</td>
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<table>
<thead>
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<th>Activity 5A</th>
<th>Activity 5C</th>
<th>Activity 5D</th>
<th>Activity 5A</th>
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<th>Activity 5D</th>
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<th>Activity 5D</th>
<th>Activity 5A</th>
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