English
Home Language and Life Skills

Incomplete draft text for reference only, not for teaching purposes.
Term 3

English

Home Language and Life Skills

Teacher’s Guide
Acknowledgements

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Anja Stoeckigt

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<td>Reading</td>
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<td>Independent Work</td>
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<tr>
<td>Checking and feedback (HL and LS)</td>
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</tbody>
</table>

**Icons used in LAB**

- Write
- Colour in or draw
- Cut out

Teacher’s Guide – TG  
Learner’s Activity Book – LAB  
Methodology Guide – MG  
Group Guided Reading – GGR  
Personal and Social Wellbeing – PSWB  
Beginning Knowledge – BK  
Home Language – HL  
Paired Reading – PR  
Independent Work – IW  
Rainbow Workbooks – DBE
The Funde Wande programme is an integrated Home Language Literacy and Life Skills programme for learners from Grade 1-3 which is based on the CAPS curriculum. By following the programme, learners will learn to read and write for meaning and develop foundational general knowledge, skills and vocabulary. This will prepare them for higher grade and other language learning.

**Teacher's Guide: What to teach**
There is a Teachers’ Guide for every term in each Foundation Phase grade. It is a day-by-day reference for busy teachers, to help with your planning, sequencing and assessment.

The guide outlines the content of each lesson – what to teach and in what sequence. A weekly timetable and a term plan are also provided. The Teachers’ Guide (TG) also provides suggested assessment activities at the end of each TG. The lessons and assessment activities are based on, and cover, the CAPS curriculum.

**Methodology Guide: How to teach**
A separate, overarching Methodology Guide (MG) gives guidelines on the routines as well as suggestions on how to teach each type of lesson in the Funda Wande programme. It can be used at the beginning of each term in training or when planning and anytime you want to check if you are following the lesson steps correctly and using the lesson optimally. **On Mondays in the TG we flag specific pages in the MG that support teaching the lessons of the week.**

For each type of lesson, the MG explains:
1. the **purpose** of this type of lesson: why we teach these lessons
2. **progression** over three years: how the methodology and texts provided in the programme progress over the three grades to ensure learners are gaining more skills and knowledge
3. **methodology**: how to teach the lesson, in a clear, step-by-step sequence; the purpose of each step and any differences between the three grades are clarified
4. **differentiation**: how to deal with learners at different levels in this type of lesson
5. Informal Assessment: how to use this type of lesson to assess learners’ day-to-day progress
6. Formal Assessment: how to formally assess the skills and knowledge taught in this type of lesson each term, based on the CAPS curriculum

The MG is a reference book for all Foundation Phase teachers, Grade 1-3, to use together with the TG.

**Learner’s Activity Books and Big Books: What to teach with**
Learners Activity Books (LABs) contain the pages that are used by learners during the lessons. The pages are arranged in the same order as the activities in the TG’s. Learners complete some written activities in the LAB but they complete most longer written activities in an exercise book.

The **Big Books (BBs)** are designed to be used when learners are seated on the mat in Shared Reading and Life Skills lessons. They are available for all terms in Grade 1 and for terms 1 and 2 in Grade 2. The BB pages are also in the LAB.
### Term 3 plan

<table>
<thead>
<tr>
<th>Week</th>
<th>Theme</th>
<th>Read-aloud story</th>
<th>Shared Reading story</th>
<th>Life Skills informational text</th>
<th>BK and PSWB</th>
<th>Listening and Speaking</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>My community: Places in the community</td>
<td>Thabo joins the library</td>
<td>Thabo joins the library</td>
<td>1. Community helpers (discuss)</td>
<td>1. Discuss libraries and books</td>
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<td></td>
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<td></td>
<td>2. Keep the playground clean (identify and classify litter)</td>
<td>2. Recite a poem</td>
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<tr>
<td>2</td>
<td>My community: People in my community</td>
<td>A traffic accident</td>
<td>People who help everyone</td>
<td>1. Places and helpers (match)</td>
<td>1. Prepare questions for class visitor</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>2. Getting help (problem solving)</td>
<td>2. Say a counting rhyme</td>
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<tr>
<td>3</td>
<td>Pets</td>
<td>A hungry cat</td>
<td>A hungry cat</td>
<td>1. Pets need shelter (match)</td>
<td>1. Discuss cats and strays</td>
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<td></td>
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<td></td>
<td></td>
<td>2. Why we have pets (discussion)</td>
<td>2. Say a nursery rhyme</td>
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<tr>
<td>4</td>
<td>Manners and responsibilities</td>
<td>Cheeky, the piglet</td>
<td>Cheeky, the piglet</td>
<td>1. My good manners checklist (complete)</td>
<td>1. Role-play good manners words</td>
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<td></td>
<td></td>
<td>2. Good and bad manners (discuss)</td>
<td>2. Say an action poem</td>
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<tr>
<td>5</td>
<td>Plants and seeds: Parts of a plant</td>
<td>Our school vegetable garden</td>
<td>My bean plant</td>
<td>1. Parts of a plant; what parts do we eat?</td>
<td>1. Opinions about vegetables (ask and answer questions)</td>
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<td></td>
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<td></td>
<td>2. How a plant grows (sequence)</td>
<td>2. Say an action poem</td>
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<tr>
<td>6</td>
<td>Plants and seeds: Why we need plants</td>
<td>Jack and the beanstalk</td>
<td>Jack and the beanstalk</td>
<td>1. BK Assessment 1: What plants need</td>
<td>1. Discuss Jack and the beanstalk</td>
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<td>2. Compare plants (table)</td>
<td>2. Listening and Speaking</td>
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<td>Assessment 1: Answer question about pets</td>
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<td>3. Listen to a poem</td>
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<tr>
<td>7</td>
<td>Food: Where food comes from</td>
<td>Nice and nasty soup</td>
<td>Nice and nasty soup (part 1)</td>
<td>1. Where food comes from (match)</td>
<td>1. Imaginative answers</td>
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<td></td>
<td>2. Food I like (checklist)</td>
<td>2. Say an action rhyme</td>
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<tr>
<td>8</td>
<td>Food: Healthy food</td>
<td>Lost and found</td>
<td>Nice and tasty soup (part 2)</td>
<td>BK Assessment 2: How plants grow (sequence)</td>
<td>1. Discuss plants (matching)</td>
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<td></td>
<td>1. Why we need plants (match)</td>
<td>2. Listening and Speaking</td>
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<td>Assessment 2: Lost and found</td>
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<td></td>
<td>1. Think-pair-share</td>
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<td>2. Sing a song</td>
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<tr>
<td>9</td>
<td>Food: Storing food</td>
<td>Enormous pumpkin</td>
<td>How to make fruit salad (recipe)</td>
<td>1. Which food is healthy?</td>
<td>1. Re-tell a story</td>
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<td>2. Storing food</td>
<td>2. Say a counting rhyme</td>
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<tr>
<td>10</td>
<td>Consolidation and revision</td>
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<tr>
<td>Language Structure</td>
<td>Writing</td>
<td>GGR and Independent Work</td>
<td>Phonics</td>
<td>Creative Arts</td>
<td>Physical Education</td>
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<tr>
<td>SW: Book care rule</td>
<td>1 group a day with teacher. Prepare for paired reading. 7 IW pages</td>
<td>XXX</td>
<td>VA: Make a bookmark and a book cover PA: Describe and mime a community member</td>
<td>Activity stations</td>
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<tr>
<td>IW: Draw and write a book care rule</td>
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<tr>
<td>SW: Thank you message (discuss)</td>
<td>2 groups a day with teacher. 7 IW pages</td>
<td>XXX</td>
<td>VA: Plan and make a village street (3-D design) PA: Mime activity; Class visitor (community member)</td>
<td>Activity stations</td>
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<td>IW: Thank you message (write)</td>
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<tr>
<td>SW: Describe a pet</td>
<td>2 groups a day with teacher. 8 IW pages</td>
<td>XXX</td>
<td>VA: Draw and then make an imaginary pet (from waste) PA: Act like an animal; Animal movement sentences</td>
<td>Activity stations</td>
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<tr>
<td>IW: Draw picture and write sentence about a pet</td>
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<tr>
<td>SW: Dialogue (greetings)</td>
<td>2 groups a day with teacher. 8 IW pages</td>
<td>XXX</td>
<td>VA: Make a good manners pledge card and a good manners garden. PA: Mime good manners; Speaking and listening chairs</td>
<td>Activity stations</td>
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<tr>
<td>IW: Draw someone and write a greeting</td>
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<td>SW: How a bean seed grows (sequence)</td>
<td>2 groups a day with teacher. 8 IW pages</td>
<td>XXX</td>
<td>VA: Leaf print patterns; Observe and draw plant PA: Musical games; Moving to music</td>
<td>Activity stations</td>
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<tr>
<td>IW: Write three correct sentences in the correct sequence.</td>
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<tr>
<td>SW: Story map</td>
<td>2 groups a day with teacher. 8 IW pages</td>
<td>XXX</td>
<td>VA Assessment 1: Draw <em>Jack and the Beanstalk</em>; Use patterns to decorate magic seeds; Draw plant; Free choice</td>
<td>Activity stations</td>
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<tr>
<td>IW: Draw a picture and write a caption</td>
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<tr>
<td>SW: Our favourite foods (list)</td>
<td>Reading Assessment 1: (individual reading) 8 IW pages</td>
<td>XXX</td>
<td>PA Assessment 1: Dramatise story; Role-play shopping; describe and guess the food</td>
<td>Activity stations</td>
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<tr>
<td>IW: Write favourite food list</td>
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<td>Handwriting Assessment 1</td>
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<tr>
<td>Writing Assessment 1: My favourite food</td>
<td>Reading &amp; Comprehension Assessment 2: Read a table 2 groups a day with teacher. 8 IW pages</td>
<td>XXX: Phonics Assessments 1: Complete the words Phonics Assessment 2: Dictation</td>
<td>VA: Healthy food collage; Shopping picture PA: Prepare and present good manners dialogue</td>
<td>Activity stations</td>
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<tr>
<td>SW: Recipe for fruit salad</td>
<td>2 groups a day with teacher. 8 IW pages</td>
<td>XXX</td>
<td>VA: Make a healthy food mobile; identify food colours PA: Making fruit salad as a class; ‘I went to market’ game</td>
<td>Activity stations</td>
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<tr>
<td>IW: Draw one step in the recipe and write a sentence.</td>
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</tbody>
</table>

See Methodology Guide pages 20-21 for language structures to be taught this term. Teach during Shared Reading and Writing lessons.
Weekly timetable [Sepedi and isiXhosa, including recovery]

Adjustments to instructional time for the DBE’s Learning Recovery Timetable are indicated in red. When using the Recovery Timetable, adjust the lesson plans as follows:

- Condense the two Visual Arts lessons into one lesson or leave one lesson out.
- Condense the two Performing Arts lessons into one or leave one lesson out.
- For Physical Education, continue to work with four activity stations, but rotate learners through them for two weeks.
- The additional GGR lessons can be used to repeat activities and strengthen skills taught during the week. Provide Independent Work activities from the DBE workbook or e-classroom.

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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<tbody>
<tr>
<td><strong>GRADE 1 (Minimum HL)</strong></td>
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<td>Monday</td>
<td>Tuesday</td>
<td>Wednesday</td>
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<td><strong>MATHS</strong></td>
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<td>15 min/10 min for</td>
<td>Morning Meeting (News)</td>
<td>Morning Meeting (register, calendar, weather)</td>
<td>Morning Meeting (register, calendar, weather)</td>
<td>Morning Meeting (register, calendar, weather)</td>
<td>Morning Meeting (News)</td>
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<tr>
<td>Recovery</td>
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<td>15 min</td>
<td>Listening &amp; Speaking (Read-aloud story)</td>
<td>Listening &amp; Speaking</td>
<td>Listening &amp; Speaking (song/poem)</td>
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<tr>
<td><strong>BEGINNING KNOWLEDGE &amp; PSWB</strong></td>
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<tr>
<td>15 min</td>
<td>Beginning Knowledge and PSWB (text-based lesson) (30 min / 20 min for Recovery Timetable)</td>
<td>Beginning Knowledge and PSWB (activity)</td>
<td>Beginning Knowledge and PSWB</td>
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<tr>
<td><strong>READING AND WRITING</strong></td>
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<tr>
<td>TRANSITION: sharpen pencils, hand out books, hand exercises</td>
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<td>15 min</td>
<td>Phonics (new letter-sound)</td>
<td>Phonics (activity)</td>
<td>Phonics (new letter-sound from week 5)</td>
<td>Phonics (blending and segmenting)</td>
<td>Phonics (game or dictation)</td>
</tr>
<tr>
<td>15 min</td>
<td>Handwriting (big movements)</td>
<td>Handwriting (practice in exercise books)</td>
<td>Handwriting (big movements)</td>
<td>Handwriting (practice in exercise books)</td>
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<td><strong>TRANSITION: song</strong></td>
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<td>15 min</td>
<td>Shared Reading 1 (focus on comprehension)</td>
<td>Shared Reading 2 (focus on decoding)</td>
<td>Shared Reading 3 (focus on response)</td>
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<tr>
<td>15 min</td>
<td>Shared Writing</td>
<td>Independent Writing</td>
<td>Independent Writing</td>
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<tr>
<td><strong>TRANSITION: stretch and shake / group moves to mat for GGR</strong></td>
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<td>30 min</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>
<td>Group Guided Reading &amp; Independent Work</td>
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<tr>
<td>15 min</td>
<td>Checking and Feedback</td>
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<tr>
<td><strong>LIFE SKILLS</strong></td>
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<tr>
<td>30 min</td>
<td>Physical Education (GGR for Recovery timetable)</td>
<td>Physical Education</td>
<td>Physical Education (GGR for Recovery timetable)</td>
<td>Physical Education</td>
<td>Physical Education (GGR for Recovery timetable)</td>
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<tr>
<td>30 min</td>
<td>Visual Arts (GGR for Recovery timetable)</td>
<td>Performing Arts</td>
<td>Performing Arts (GGR for Recovery timetable)</td>
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<td>30 min/35 min for</td>
<td>FAL*</td>
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<td>Recovery</td>
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<td>15 min</td>
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*Not included in these lesson plans
Activities for Physical Education: Term 3
Choose four activities per week, focusing on different skills

<table>
<thead>
<tr>
<th>Locomotor</th>
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| • Walk, run and skip using signals to change from walking to running or skipping  
  • Non-locomotor: spin – different ways of spinning; spin alone and with a partner | |

<table>
<thead>
<tr>
<th>Perceptual motor</th>
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</table>
| • Circle formation – games such as “beat the ball”  
  • Throw bean bags up in the air and catch them | |

<table>
<thead>
<tr>
<th>Rhythm</th>
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</table>
| • Games using ropes – Ugpaphu/Kgati/Ntimo (two learners swing the rope and a third jumps over it while the rest of the group sing rhymes)  
  • Follow instructions using a drum to signal change in rhythm  
  • Clap hands in pairs, while saying rhyme | |

<table>
<thead>
<tr>
<th>Laterality</th>
<th></th>
</tr>
</thead>
</table>
| • Turn on the spot to the left and to the right  
  • Kick a ball at a target using L/R foot; throw a ball through a hoop with L/R hand  
  • Hop on left and right legs (follow the leader) | |

<table>
<thead>
<tr>
<th>Balance</th>
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</thead>
</table>
| • Walk on ropes – backwards, forwards and sideways with or without crossing feet over  
  • Walk on ropes with hands on heads, hands behind backs, hands on hips  
  • Stand on tip toes, crouch on haunches, walk on the balls of the feet, walk on the heels slowly | |

<table>
<thead>
<tr>
<th>Co-ordination</th>
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</table>
| • Hand soccer with big balls  
  • Foot-eye co-ordination, greeting each other by touching the feet  
  • Throw / catch bean bag with a partner | |

<table>
<thead>
<tr>
<th>Sport and games</th>
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</table>
| • Play games of catches, i.e. cats amongst the pigeons, discuss the rules first  
  • Walking races – walking on tip toes, walking on heels, walking on flat feet  
  • Relay games | |

<table>
<thead>
<tr>
<th>Spatial orientation</th>
<th></th>
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</table>
| • Playing games like cats amongst the pigeons in a demarcated area  
  • Human shapes – form shapes of numbers 1, 2, 3 or letters A, B, C, etc. in a human chain  
  • Obstacle course: jump over / move under obstacles, crawling, climbing, jumping, and so on | |
### WEEK OVERVIEW

#### MY COMMUNITY

**PREPARATION**

Flashcards
- book
- library
- outside
- joined
- promised

**GUIDE TO GROUP GUIDED READING (GGR) AND INDEPENDENT WORK (IW)**

<table>
<thead>
<tr>
<th>Introduction to Paired Reading: (1 × 30 minutes per group)</th>
</tr>
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<tbody>
<tr>
<td><strong>Monday</strong></td>
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<tr>
<td>15 min</td>
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<thead>
<tr>
<th><strong>Group A</strong></th>
<th><strong>Group B</strong></th>
<th><strong>Group C</strong></th>
<th><strong>Group D</strong></th>
<th><strong>Group E</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>GGR with</td>
<td>IW 1</td>
<td>IW 1</td>
<td>IW 1</td>
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<tr>
<td>teacher</td>
<td>IW 2</td>
<td>IW 3</td>
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<td>IW 8</td>
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<td>IW 8</td>
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</tbody>
</table>

**EQUIPMENT FOR ACTIVITIES**

- strips of cardboard and sheets of paper
- crayons / kokis, pencils
- examples of bookmarks to show learners
- scissors, glue and ribbon / wool / string
- food pictures: stickers/magazines/newspaper inserts
- punch
- counters and dice for *The pirate game*
- bags / containers for this week's letters
- equipment needed for the selected Physical Education activities
Thabo joins the library

Thabo’s uncle gave him a picture book about famous soccer players. Thabo loved that book! They looked at the pictures of famous soccer players together.

The next day, after he played soccer, Thabo read his new book again. But he forgot to wash his hands. Can you guess what happened? Yes, he left dirty finger marks all over his new book.

Thabo took his book outside to read. He looked at the pictures for a while. Then he left his book on the bench and went inside to find something to eat. He forgot all about his book and began to watch TV. Then it started to rain. The book was outside on the bench. Can you guess what happened? Yes, the book got wet and pages started to stick together. The book was ruined.

One day, Thabo’s teacher asked the learners to bring a book that they liked to show to the class. Thabo wanted to show the children his book about soccer. He looked at his book with its dirty marks and its pages stuck together. And he knew he couldn’t show that book to the class because it was ruined.

Vera showed a book about ballet. She explained that she had borrowed the book from the library. Vera said she always looked after her library books very carefully. The learners all liked Vera’s book.

Thabo’s teacher told the class all about the rules for the library. If you are a member, you can borrow a library book for a week or two and then return it. The date is stamped on a date sheet in the front of the book to remind you when to take it back. In this way, everyone gets a turn to read the books.

Thabo wanted to join the library. His uncle took him to the library in town. Uncle filled in Thabo’s name and address on a form and signed for Thabo. Thabo chose a book to take home. The librarian stamped the book with the date when he had to bring it back.

This time Thabo made sure he washed his hands before reading. He kept his book safe and always turned the pages very carefully. Thabo was glad that he could take it back to the library in good condition.

VOCABULARY

<table>
<thead>
<tr>
<th>borrow</th>
<th>return</th>
<th>librarian</th>
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</thead>
<tbody>
<tr>
<td>use or take something and then give it back</td>
<td>give something back</td>
<td>the person in charge of the library</td>
</tr>
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</table>
MONDAY

MORNING MEETING

News

Prepare
- Give learners a topic to tell news about.

Think
- What news do you want to share about this topic?

Pair
- Use the My News frame to tell your partner.

Share
- Choose a few learners to share with the class.

READ-ALOUD STORY

Thabo joins the library

Before reading
- Introduce the story.
- Ask who has been to a library? Where? What is it like?

Read the story aloud
- Explain new vocabulary

After reading
- Ask questions to explore the theme:
  - Who was the story about?
  - What happened to the soccer book in the story?

BEGINNING KNOWLEDGE AND PSWB

Book care rules

Prior knowledge
- What is a rule?
- What rules do you know?
- Why do we need rules?

Read
- Look at the pictures and read the rules

Mime
- Call different learners to mime each rule.
- The class guesses which rule it is.

LAB

15 min

PHONICS

Revision

Revise sounds
- At a fast pace, show flashcards of letters already taught. Learners say the sound.

Identify words with the sound
- Learners provide words with the sound.

Read
- Read the letters and words in the blocks slowly together.
- Read the sentence

Trace over the letter in the sentence

HANDWRITING

- Follow the advice for handwriting lessons in the MG.
- Revise the letter formation of sounds learned in Terms 1 or 2.
- Learners write in their exercise books.
- Observe and assist

LAB

15 min

MORNING MEETING

News

Prepare
- Give learners a topic to tell news about.

Think
- What news do you want to share about this topic?

Pair
- Use the My News frame to tell your partner.

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BEGINNING KNOWLEDGE AND PSWB

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HANDWRITING

- Follow the advice for handwriting lessons in the MG.
- Revise the letter formation of sounds learned in Terms 1 or 2.
- Learners write in their exercise books.
- Observe and assist

LAB

15 min
**INDEPENDENT WORK**
- Introduce this week’s independent tasks.
- Learners do two tasks a day unless they have GGR.
- Remind them to work quietly on their own.
- When class is settled, call the first group to the mat for GGR.

**GROUP GUIDED READING**

**Group A**

**Introduce Paired Reading**
- For Independent Work activity 8 each week, learners read in pairs.
- Divide groups into pairs.
- Demonstrate how to sit with knees and elbows touching.
- Use a soft voice.

**Guided practice**
- Find the Independent Work 8 page for this week in LAB.
- Learner A reads the first text. Learner B listens.
- If A needs help with a word, they tap B’s arm.
- When A is finished, B asks the question.
- B gives feedback kindly: Did A read well and answer the question correctly?
- Swap roles. Learner B reads the second text.

**PHYSICAL EDUCATION**

**Activity stations**

**Prepare**
- Choose four different activities from page 5 for the week.
- Set up the equipment.
- Divide the class into four groups.

**Introduce activity stations**
- Show the equipment and explain how to do the activity at each station.
- Ask confident learners to demonstrate.

**Whole class activity**
- If you have time, play a game such as catchers, red rover or hide-and-seek.

For recovery timetable, replace this lesson with Group Guided Reading, while class does pages from the DBE workbook.

**VISUAL ARTS**

**Make a bookmark**

**Prepare**
- Cut A4 card into strips. Have one strip for each learner.
- Make sure each group has magazines to cut out, scissors, glue, wool/ribbon.
- Show examples of bookmarks and discuss purpose. Learners will make a bookmark to mark their place in the LAB.

**Create**
- Learners draw pictures to decorate their bookmarks.
- They write their names on the back of the bookmarks.
- Punch a hole at one end and attach ribbon or wool. This can be attached to the LAB.
- Walk around and assist.
WEEK 1 • MY COMMUNITY

MORNING MEETING
- Register, calendar, weather
- Play same sound or different

LISTENING AND SPEAKING
Libraries and books
Remind learners about the story: *Thabo joins the library*

Discuss
- What did you learn about libraries from the story?

Think-pair-share
- What book would you like to borrow from a library?
- Why?

BEGINNING KNOWLEDGE AND PSWB
Identifying community helpers
Revise
- What is a community?

Read
- Discuss pictures and read labels with the learners.

Discuss
- Who are these community helpers?
- What do they do for the community?
- Talk about the different places that they work.
- Which of these places do you have in your community?

PHONICS
Shared word building
Prepare
- Learners cut out the letter cards for the week (LAB page 163).
- Display the same teacher cards randomly on the board.

Build the words together
- Call a learner to the board for each word.
- Say the word aloud. Ask: What is the first sound? So, what is the first letter? And so on.
- Let learner find the letter cards and place in the correct position.
- Other learners try to copy the word with their own cards.

Put the letters in a container/bag to use again

HANDWRITING
- Follow the advice for handwriting lessons in the MG.
- Revise the letter formation of sounds learned in Terms 1 or 2.
- Learners write in their exercise books.
- Observe and assist
**VISUAL ARTS**

Make a book cover

- **Hand out paper, crayons/kokis, pencils**
- **Prepare**
  - Read the title with the class.
- **Show and discuss book covers**
  - What are the outside pages of a book called?
  - What does it tell us?
  - What does the writing look like?

**Make a book cover**

- Why is it written like that?
- Learners fold their paper in half. If this is a book, where will the cover be?
- Write the book title on the cover.
- Decorate the book cover with a picture or a pattern.

For recovery timetable, replace this lesson with Group Guided Reading, while class does pages from the DBE workbook.

---

**TUESDAY**

**SHARED READING (1) Thabo joins the library**

Read from Big Book
- Read *Thabo joins the library* to the class.
- Ask the Day 1 questions on each page.
- Re-read the story together as a class.

Show flashcard words: book, library, outside, joined, promised
- Hold up the flashcards and say the words aloud with the learners.
- Match the flashcards to a word in the Big Book.

---

**INDEPENDENT WORK**

- Learners do two tasks a day unless they have GGR.
- Remind them to work quietly on their own.
- When class is settled, call the next group to the mat for GGR.

---

**GROUP GUIDED READING**

Introduce Paired Reading
- For Independent Work activity 8 each week, learners read in pairs.
- Designate pairs within the group.
- Demonstrate how to sit with knees and elbows touching.
- Use a soft voice.

Guided practice
- Find the Independent Work 8 page for this week in LAB.

**Group B**

- Learner A reads the first text. Learner B listens.
- If A needs help with a word, they tap B’s arm.
- When A is finished, B asks the question.
- B gives feedback kindly: Did A read well and answer the question correctly?
- Swap roles. Learner B reads the second text.

---

**PHYSICAL EDUCATION**

Activity stations

- Warm up
  - Activity stations
  - Send each group to an activity station.
  - They do the activity.
  - Teacher observes and advises.

- Cool down
  - MG pp. 51-52
  - 15 min
WEDNESDAY

MORNING MEETING

- Register, calendar, weather
- Play same sound or different

BEGINNING KNOWLEDGE AND PSWB

Keep the playground clean

Discuss litter
- What is litter?

Explain the activity
- Look at the picture. Explain about the bin (for throw away litter) and the bag (for recyclable litter).
- Learners identify the litter, draw a circle around each example and a line to the bin or bag.

Discuss the activity
- How many pieces of litter did you find?

PHONICS

Revise sounds
- At a fast pace, show flashcards of letters already taught. Learners say the sound.

Identify words with the sound
- Learners provide words with the sound.

Read
- Read the letters and words in the blocks slowly together.
- Read the sentence

Trace over the letter in the sentence

HANDWRITING

- Follow the advice for handwriting lessons in the MG.
- Revise the letter formation of sounds learned in Terms 1 or 2.
- Learners write in their exercise books.
- Observe and assist

SHARED READING (2)

Thabo joins the library

Read from Big Book
- Read Thabo joins the library with the class
- Ask the Day 2 questions on each page.
- Re-read the story as a class.

Revise flashcard words: book, library, outside, joined, promised
- Hold up the flashcards and say the words aloud with the learners.
- Match the flashcards to a word in the Big Book.
**PERFORMING ARTS**

**Mime community members**

**Workshop**
- Explain that miming is acting without speaking.
- Ask class for suggestions and write list of community members on board.
- In groups, learners choose a community member and workshop how to mime that person doing their work.
  - (soldier marching / taxi driver driving / tailor sewing / hairdresser braiding / farmer digging)

**GROUP GUIDED READING**

**Group C**
- Learner A reads the first text. Learner B listens.
- If A needs help with a word, they tap B’s arm.
- When A is finished, B asks the question.
- B gives feedback kindly: Did A read well and answer the question correctly?
- Swap roles. Learner B reads the second text.

**INDEPENDENT WORK**

- Learners do two tasks a day unless they have GGR.
- Remind them to work quietly on their own.
- When class is settled, call the next group to the mat for GGR.

**SHARED WRITING**

**Book care rules**

**Prepare**
- Copy the writing frame onto the board

**Write learners’ suggestions on the board**
- Let’s write rules for taking care of books.
- Ask for ideas.
- Ask learners to spell appropriate words.

**Read the sentences together**
- 1. __________
- 2. __________
- 3. __________
- 4. __________
- 5. __________

**PHYSICAL EDUCATION**

**Activity stations**

- Send each group to an activity station.
- They do the activity.
- Teacher observes and advises.

**Cool down**

For recovery timetable, replace this lesson with Group Guided Reading, while class does pages from the DBE workbook.

**Notes**

**Rules for looking after books**

1. __________
2. __________
3. __________
4. __________
5. __________

**LAB P. 13-18**

**LAB P. 19**

**MG P. 38-41 15 min**

**MG P. 24-27**

**LAB p. 19**

**LAB pp. 13-18**

**LAB Pp. 51-52 30 min**

**LAB pp. 13-18**

**MG pp. 24-27**

**MG pp. 24-27**

**MG pp. 24-27**
THURSDAY

MORNING MEETING
- Register, calendar, weather
- Play same sound or different

LISTENING AND SPEAKING
Recite a poem
- Link the rhyme to this week’s theme.
- Teach the poem and the actions.
- Learners join in as they can.

PHONICS
Independent word building
Letter naming using cards
- Learners spread letter cards on desk.
- Teacher says a sound
- Learners hold up the matching letter card.

Independent word building
- Using words from Tuesday’s word building lesson:
  - Say a word and help learners to identify and count the sounds.
  - Learners build the word with their cards.
  - Check (one learner writes word on board).
  - They copy the word into their exercise books.

HANDWRITING
- Follow the advice for handwriting lessons in the MG.
- Revise the letter formation of sounds learned in Terms 1 or 2.
- Learners write in their exercise books.
- Observe and assist

SHARED READING (3)
Thabo joins the library
Read from Big Book
- Read Thabo joins the library with the class.
- Ask the Day 3 questions on each page.
- Re-read the story with the class.

Revise flashcard words: book, library, outside, joined, promised
- Hold up the flashcards and say the words aloud with the learners.
- Match the flashcards to a word in the Big Book.
- Put the flashcards on the Word Wall.

Open a book
Open a book you little child
Reading is a wonderful guide
In a book you will find
People and places of every kind,
Open a book and you can be
Anything you want to be
You can be a king or queen
And go to places you’ve never seen.
THURSDAY

INDEPENDENT WRITING

Write a book care rule
Re-read the sentences you wrote together yesterday
Learners write a book care rule
• Write the heading and sentence starter on the board.
• Learners draw one book care rule they must follow.
• Then they write one rule beginning with I must not ...
• Try to spell the words by thinking of the sounds in the word.
Teacher engages
• Ask individual learners to read their sentences to you.
• Respond to the content.

INDEPENDENT WORK

• Learners do two tasks a day unless they have GGR.
• Remind them to work quietly on their own.
• When class is settled, call the next group to the mat for GGR.

GROUP GUIDED READING

Introduce Paired Reading
• For Independent Work activity 8 each week, learners read in pairs.
• Designate pairs within the group.
• Demonstrate how to sit with knees and elbows touching.
• Use a soft voice.
Guided practice
• Find the Independent Work 8 page for this week in LAB.

PHYSICAL EDUCATION

Activity stations
Warm up
Activity stations
• Send each group to an activity station.
• They do the activity.
• Teacher observes and advises.

Cool down

PERFORMING ARTS

Mime
Prepare
• Remind learners what mime means.
• In the same groups as Wednesday, learners go over the mime they workshopped together.
Present
• Groups take turns to mime a community member and guess who it is.
For recovery timetable, replace this lesson with Group Guided Reading, while class does pages from the DBE workbook.
FRIDAY

**MORNING MEETING** News

**Prepare**
- Give learners a topic to tell news about.

**Think**
- What news do you want to share about this topic?

**Pair**
- Use the My News frame to tell your partner.

**Share**
- Choose a few learners to share with the class.

**PHONICS** Pirate game

- Play in pairs.
- Move your counter according to the dice/ number blocks.
- Say the letter-sound you land on.
- Give a word with that sound.
- Check that your partner is right.

**INDEPENDENT WRITING** Complete and share

**Complete book**
- Show one of the book covers made in Visual Arts. Say: “Now you are going to write the first page of the book. Where will you write?”
- Learners copy the sentence they wrote yesterday into their book.
- Pairs: swap and read each other’s books.
- Display books in the Reading Corner.

**INDEPENDENT WORK**

- Learners do two tasks a day unless they have GGR.
- Remind them to work quietly on their own.
- When class is settled, call the next group to the mat for GGR.

**GROUP GUIDED READING**

**Introduce Paired Reading**
- For Independent Work activity 8 each week, learners read in pairs.
- Designate pairs within the group.
- Demonstrate how to sit with knees and elbows touching.
- Use a soft voice.

**Guided practice**
- Find the Independent Work 8 page for this week in LAB.

**Group E**
- Learner A reads the first text. Learner B listens.
- If A needs help with a word, they tap B’s arm.
- When A is finished, B asks the question.
- B gives feedback kindly: Did A read well and answer the question correctly?
- Swap roles. Learner B reads the second text.
CHECKING AND FEEDBACK
Reflect on the week
• What was good about this week?
• What do we need to improve?

Check learners’ Independent Work
• Provide feedback and reteach if necessary.

PHYSICAL EDUCATION
Activity stations
Warm up
Activity stations
• Send each group to an activity station.
• They do the activity.
• Teacher observes and advises.

Cool down

For recovery timetable, replace this lesson with Group Guided Reading, while class does pages from the DBE workbook.

TEACHER’S WEEKLY REVIEW
This week, I have:
• taken in the LABs and commented on the Writing
• checked and corrected the other LAB pages and identified areas of concern or specific learners needing more assistance
• referred back to the Week Overview and identified any lesson I was not able to complete
• scanned my lap book and noted any children needing additional one-to-one teaching time or individual reading practice with me next week.

I have scheduled a time next week for:
• any class catchup or general feedback that is needed
• individual, one-to-one teaching, e.g. when the class is busy, or early in the morning.

I have looked ahead to next week to ensure I am prepared and have all I need to start the week.
WEEK OVERVIEW

People in my community

PREPARATION

Invite a community helper to visit the class in Performing Arts on Thursday.

Flashcards

doctor, teacher, police officer, nurse, everyone

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>GGR: 2 x 15 minutes per group</td>
<td>15 min</td>
<td>15 min</td>
<td>15 min</td>
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<td>15 min</td>
</tr>
<tr>
<td>IW: 8 pages</td>
<td>15 min</td>
<td>15 min</td>
<td>15 min</td>
<td>15 min</td>
<td>15 min</td>
</tr>
</tbody>
</table>

Group A
- GGR 1
- IW 1
- IW 2
- IW 3
- IW 4
- GGR 2
- IW 5
- IW 6
- IW 7
- IW 8

Group B
- IW 1
- GGR 1
- IW 2
- IW 3
- IW 4
- IW 5
- GGR 2
- IW 6
- IW 7
- IW 8

Group C
- IW 1
- IW 2
- GGR 1
- IW 3
- IW 4
- IW 5
- GGR 2
- IW 6
- IW 7
- IW 8

Group D
- IW 1
- IW 2
- IW 3
- GGR 1
- IW 4
- IW 5
- GGR 2
- IW 6
- IW 7
- IW 8

Group E
- IW 1
- IW 2
- IW 3
- IW 4
- GGR 1
- IW 5
- IW 6
- IW 7
- IW 8
- GGR 2

EQUIPMENT FOR ACTIVITIES

- crayons / kokis, pencils
- sheets of paper (A4 or larger, white or coloured)
- waste materials (for example: clay, stones, toilet rolls, used paper, plastic bags, string, matches/toothpicks, fabric scraps, egg boxes)
- boxes, cardboard
- scissors, glue, sticky tape
- bags / containers for this week’s letters
- equipment needed for the selected Physical Education activities
A traffic accident

It was Monday morning. We got up late. We were in such a hurry to get dressed and have breakfast.

RUSH! RUSH! RUSH! We must not be late for school!

We piled into the car and off we went.

The traffic moved so slowly.

STOP START! STOP START! STOP START!

But the taxis were going fast.

Suddenly the taxi in front of us bumped into the car in front of it.

OH NO! OH NO! OH NO!

Dad stopped the car and got out. ‘Wait in the car,’ he told us. When he came back to the car he said, ‘It is not a bad accident. The car isn’t damaged but the taxi is dented. Also, I think the taxi driver has hurt his leg. I will use my cellphone to phone the paramedics in case he needs to go to hospital.’

He phoned the emergency number and gave the person his name. He told her about the accident and the road where the accident took place. She told him that the paramedics would come very quickly.

Some people got out of the taxi and sat on the pavement. The people in the car got out of their car.

We stayed in our car and waited. After a while we heard the paramedics come in the ambulance.

BEE BAA BEE BAA!

BEE BAA BEE BAA!

A team of paramedics got out of the ambulance. They examined the taxi driver and the people who had got out of the taxi and car. Carefully, they put the taxi driver onto a stretcher, lifted him into the ambulance and drove to the hospital. They said a doctor would look at his leg.

BEE BAA BEE BAA

BEE BAA BEE BAA!

The ambulance drove away. Another taxi came to take the people to work. The car wasn’t damaged and it drove off.

Dad got back in the car to take us to school. He drove very slowly. At school, he came inside with us to explain why we were late. My teacher gave me a lollipop. I hope the taxi driver gets better soon.

VOCABULARY

accident – when we do something by mistake that causes damage

paramedic – a person who is trained to give the medical help to people before they can get to a doctor

ambulance – a vehicle that takes people to hospital
**MORNING MEETING**  
**News**  
- Give learners a topic to tell news about.
- Learners tell their news using the think-pair-share methodology and the My News frame.

**READ-ALOUD STORY**  
**A traffic accident**  
**Before reading**  
- Ask if anyone has been in a traffic accident. What happened?

**Read the story aloud**  
- Read the story out loud.
- Explain new vocabulary.

**After reading**  
- What did Dad do when he saw the accident?
- Who came to help the people who got hurt?

**BEGINNING KNOWLEDGE AND PSWB**  
**Places in our village**  
- Use the teacher prompts in the Big Book to stimulate a class discussion.

**After Reading**  
- Talk about how this village is the same or different from where you live.

**PHONICS**  
**The sound X**  
**Revise sounds**  
- At a fast pace, show flashcards of letters already taught. Learners say the sound.

**Introduce the new sound**  
- Listen to and say the new sound.
- Notice your mouth.

**Identify words with the sound**  
- Learners provide more words with the sound.

**Read**  
- Read the letters and words in the blocks slowly together.
- Read the sentence.

**Trace over the letter in the sentence**

**HANDWRITING**  
- Follow the advice for handwriting lessons in the MG.
- Teach the letter formation of today’s sound.
- Learners write in their exercise books.
- Observe and assist
**INDEPENDENT WORK**

- Introduce this week’s independent tasks.
- Learners do two tasks a day unless they have GGR.
- Remind them to work quietly on their own.
- When class is settled, call the first group to the mat for GGR.

**GROUP GUIDED READING**

*Groups A and B*

**First reading**
- Introduce the story.
- Read the story with learners. Stop at the end of each page and ask questions.
- Depending on the level of the group, focus on letter-sound correspondence, segmenting and blending words or fluency.

**Say Hi to 060 017 0000 for questions to ask about the story**

**PHYSICAL EDUCATION**

*Activity stations*

**Prepare**
- Choose four different activities from page 5 for the week.
- Set up the equipment.
- Divide the class into four groups.

**Introduce activity stations**
- Show the equipment and explain how to do the activity at each station.
- Ask confident learners to demonstrate.

**Whole class activity**
- If you have time, play a game such as catchers, red rover or hide-and-seek.

For recovery timetable, replace this lesson with Group Guided Reading, while class does pages from the DBE workbook.

**VISUAL ARTS**

*Using waste materials*

**Introduce**
- Which community buildings are shown on page 24 of the LAB?
- What do you think these buildings are made of?

**Explain task**
- Groups use waste materials to make models of 2 or 3 buildings in their community.
- Show examples of waste materials.

**Groups plan**
- Groups decide which buildings to make.
- They plan the materials they will need and who will bring them.
- Remind groups to bring some cardboard to use as the street that the buildings will be placed on.
**MORNING MEETING**
- Register, calendar, weather
- Play same sound or different

**LISTENING AND SPEAKING**
Prepare for class visitor on Thursday
- Explain who the visitor will be.
- How do we behave when we have a visitor? (Revise good manners and rules.)

Pairs
- Prepare questions to ask the visitor.
- Share questions with the class.
- Write four or five of the questions on the board for Thursday and decide who will ask the questions.

**BEGINNING KNOWLEDGE AND PSWB**
Revise
- Name community helpers.
- Name places in the community.

Match community helpers to community spaces
- Learners draw a line from the helper to the correct place.
- Learners check with a partner.

**PHONICS**
Shared word building
Prepare
- Learners cut out the letter cards for the week (LAB page 165).
- Display the same teacher cards randomly on the board.

Build the words together
- Call a learner to the board for each word.
- Say the word aloud. Ask: What is the first sound? So, what is the first letter? And so on.
- Let learner find the letter cards and place in the correct position.
- Other learners try to copy the word with their own cards.

Put the letters in a container/bag to use again

**HANDWRITING**
- Follow the advice for handwriting lessons in the MG.
- Revise the letter formation of yesterday’s sound.
- Learners write in their exercise books.
- Observe and assist
**SHARED READING (1) People who help everyone**

**Read from Big Book**
- Read People who help everyone to the class
- Ask the **Day 1** questions on each page.
- Re-read the story together as a class.

**Show flashcard words:** doctor, teacher, police officer, nurse, everyone
- Hold up the flashcards and say the words aloud with the learners.
- Match the flashcards to a word in the Big Book.

---

**INDEPENDENT WORK**

- Learners do two tasks a day unless they have GGR.
- Remind them to work quietly on their own.
- When class is settled, call the next group to the mat for GGR.

---

**GROUP GUIDED READING Groups C and D**

First reading
- Introduce the story.
- Read the story with learners. Stop at the end of each page and ask questions.
- Depending on the level of the group, focus on letter-sound correspondence, segmenting and blending words or fluency.

---

**PHYSICAL EDUCATION Activity stations**

Warm up
- Send each group to an activity station.
- They do the activity.
- Teacher observes and advises.

Cool down

---

**VISUAL ARTS Make a village street from waste**

**Hand out waste materials, such as match boxes, cartons, bottle tops and coloured paper, glue, scissors.**

**Create**
- Groups construct their buildings from waste materials.
- Two groups join together to make a street with their model buildings.

**Alternative**
- Learners draw their street (or an imaginary street).

**For recovery timetable, replace this lesson with Group Guided Reading, while class does pages from the DBE workbook.**
**WEDNESDAY**

### MORNING MEETING
- Register, calendar, weather
- Play same sound or different

### BEGINNING KNOWLEDGE AND PSWB

**Identify problems**
- Look 28 each drawing on LAB page 30.
- Read together.

**Talk about solutions**
- Pairs discuss these questions:
  - Where can the child go to get help?
  - Who should they ask for help?

### Getting help

**Link to own lives**
- Learners discuss whether something like this has happened to them.
- Learners tell their partner who helped them.

### PHONICS

**The sound X**

**Revise sounds**
- At a fast pace, show flashcards of letters already taught. Learners say the sound.

**Introduce the new sound**
- Listen to and say the new sound.
- Notice your mouth.

**Identify words with the sound**
- Learners provide more words with the sound.

### HANDWRITING
- Follow the advice for handwriting lessons in the MG.
- Teach the letter formation of today’s sound.
- Learners write in their exercise books.
- Observe and assist

### SHARED READING (2)

**People who help everyone**

**Read from Big Book**
- Read *People who help everyone* with the class.
- Ask the Day 2 questions on each page.
- Re-read the story as a class.

**Revise flashcard words**
- Hold up the flashcards and say the words aloud with the learners.
- Match the flashcards to a word in the Big Book.
**SHARED WRITING**

**Thank you message**

**Prepare the board**
- Copy this writing frame on the board.

**Discuss thank you messages**
- Why should we thank people?
- Explain that learners will use the writing frame to write a message to thank the visitor.

**Write learner’s suggestions on the board**
- Learners provide ideas and help you write the message.
- If possible, leave the message on the board for tomorrow’s writing activity.
- Choose someone to copy the message onto paper to give to the visitor tomorrow.

**Read the words together**

---

**INDEPENDENT WORK**

- Learners do two tasks a day unless they have GGR.
- Remind them to work quietly on their own.
- When class is settled, call the next group to the mat for GGR.

---

**GROUP GUIDED READING**

**Groups E and A**
- Listen to them read. Record your observations.
- Depending on the level of the group, focus on letter-sound correspondence, segmenting and blending words or fluency.

---

**PHYSICAL EDUCATION**

**Activity stations**

- Send each group to an activity station.
- They do the activity.
- Teacher observes and advises.

**Cool down**

---

**PERFORMING ARTS**

**Mime**

**Prepare**
- In the same groups as for Visual Arts, learners prepare to mime what happens in one of the buildings in their model street.

**Present**
- Groups present their street (from Visual Arts) to the class.
- They explain what the buildings are.
- They mime the activity that happens in one of the buildings.
- The class guesses which building it happens in.
WEEK 2 • MY COMMUNITY

THURSDAY

MORNING MEETING

- Register, calendar, weather
- Play same sound or different

LISTENING AND SPEAKING

A counting rhyme

- Link the rhyme to this week’s theme.
- Teach the poem and the actions.
- Learners join in as they can.

Five policemen
Five policemen standing by a door
One directed traffic and then there were four.

Four policemen watching over me
One took home a lost boy and then there were three.

Three policemen helping me and you
One stopped a speeding car and then there were two.

Two policemen see how fast they run
One caught a bad man and then there was one.

One policeman saw a fire from far away
Called the fire station and saved the day.

PHONICS

Independent word building

Letter naming using cards
- Learners spread letter cards on desk.
- Teacher says a sound
- Learners hold up the matching letter card.

Independent word building
- Using words from Tuesday’s word building lesson:
  - Say a word and help learners to identify and count the sounds.
  - Learners build the word with their cards.
  - Check (one learner writes word on board).
  - They copy the word into their exercise books

HANDWRITING

- Follow the advice for handwriting lessons in the MG.
- Revise the letter formation of yesterday’s sound.
- Learners write in their exercise books.
- Observe and assist

SHARED READING (3)

People who help everyone

Read from Big Book
- Read People who help everyone with the class.
- Ask the Day 3 questions on each page.
- Re-read the story with the class.

Revise flashcard words: doctor, teacher, police officer, nurse, everyone
- Hold up the flashcards and say the words aloud with the learners.
- Match the flashcards to a word in the Big Book.
- Put the flashcards on the Word Wall.
**INDEPENDENT WRITING**  
**Write a thank you message**

- Re-read Shared Reading sentences from yesterday
- Learners write their own sentences
  - Write the sentence starters on the board.
  - Learners think of someone in the school that they want to thank.
  - Learners write one sentence to say thank you.
  - Learners draw a picture of the person they are thanking.

**Teacher engages**
- Ask individual learners to read their sentences to you.
- Respond to the content.

**INDEPENDENT WORK**

- Learners do two tasks a day unless they have GGR.
- Remind them to work quietly on their own.
- When class is settled, call the next group to the mat for GGR.

**GROUP GUIDED READING**

**Groups B and C**

**Second reading**
- In pairs, learners read alternate pages.
- Listen to them read. Record your observations.
- Depending on the level of the group, focus on letter-sound correspondence, segmenting and blending words or fluency.

**PHYSICAL EDUCATION**

**Activity stations**

- Warm up
  - Activity stations
    - Send each group to an activity station.
    - They do the activity.
    - Teacher observes and advises.
  - Cool down

**PERFORMING ARTS**

**Community helper visits the class**

- Visitor talks
  - Introduce the visitor
  - Visitor tells learners what he/she does

- Learners ask questions
  - Use the questions prepared on Tuesday.

- Thank the visitor
  - Pre-arrange for a confident learner to thank the visitor.
  - Learner presents the visitor with the thank you message, copied yesterday.

For recovery timetable, replace this lesson with Group Guided Reading, while class does pages from the DBE workbook.
FRIDAY

MORNING MEETING News

- Give learners a topic to tell news about.
- Learners tell their news using the think-pair-share methodology and the My News frame.

15 min

ABC PHONICS Dictation

- Say each word slowly. Repeat only once.
- Learners write the words in their exercise books.
- Afterwards, write words on board for them to check and correct.

MG p. 10
15 min

INDEPENDENT WRITING Copy and give thank you message

Copy message onto paper
- Learners copy the message they wrote on Thursday onto a piece of paper.

Learners give their message
- Help learners give their message to the person they chose to thank.

15 min

INDEPENDENT WORK

- Learners do two tasks a day unless they have GGR.
- Remind them to work quietly on their own.
- When class is settled, call the next group to the mat for GGR.

30 min

GROUP GUIDED READING Groups D and E

Second reading
- In pairs, learners read alternate pages.
- Listen to them read. Record your observations.
- Depending on the level of the group, focus on letter-sound correspondence, segmenting and blending words or fluency.

Say Hi to 060 017 0000 for questions to ask about the story

LAB pp. 30-36
30 min

MG pp. 24-27

MG pp. 15-16
CHECKING AND FEEDBACK

Reflect on the week
- What was good about this week?
- What do we need to improve?

Check learners' Independent Work
- Provide feedback and reteach if necessary.

---

PHYSICAL EDUCATION

Activity stations

Warm up

Activity stations
- Send each group to an activity station.
- They do the activity.
- Teacher observes and advises.

Cool down

For recovery timetable, replace this lesson with Group Guided Reading, while class does pages from the DBE workbook.

---

TEACHER’S WEEKLY REVIEW

This week, I have:
- taken in the LABs and commented on the Writing
- checked and corrected the other LAB pages and identified areas of concern or specific learners needing more assistance
- referred back to the Week Overview and identified any lesson I was not able to complete
- scanned my lap book and noted any children needing additional one-to-one teaching time or individual reading practice with me next week.

I have scheduled a time next week for:
- any class catchup or general feedback that is needed
- individual, one-to-one teaching, e.g. when the class is busy, or early in the morning.

I have looked ahead to next week to ensure I am prepared and have all I need to start the week.
WEEK OVERVIEW

PREPARATION

Flashcards
- cat
- hungry
- food
- water
- look after

GUIDE TO GROUP GUIDED READING (GGR) AND INDEPENDENT WORK (IW)

<table>
<thead>
<tr>
<th>GGR: 2 x 15 minutes per group</th>
<th>IW: 8 pages</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Monday</strong></td>
<td><strong>Tuesday</strong></td>
</tr>
<tr>
<td>15 min</td>
<td>15 min</td>
</tr>
<tr>
<td>Group A</td>
<td>GGR 1</td>
</tr>
<tr>
<td>Group B</td>
<td>IW 1</td>
</tr>
<tr>
<td>Group C</td>
<td>IW 1</td>
</tr>
<tr>
<td>Group D</td>
<td>IW 1</td>
</tr>
<tr>
<td>Group E</td>
<td>IW 1</td>
</tr>
</tbody>
</table>

EQUIPMENT FOR ACTIVITIES

- crayons / kokis, pencils
- sheets of paper (A4 or larger, white or coloured)
- waste materials (for example: clay, stones, toilet rolls, used paper, plastic bags, string, matches/toothpicks, fabric scraps, egg boxes)
- bags / containers for this week's letters
- equipment needed for the selected Physical Education activities
My house was next to some open veld. One day when my brother and I were playing outside, a stray cat crept into our yard. She was very thin and tired. She was not a pretty cat but we felt very sorry for her.

My brother pleaded, ‘Mom, please can we keep this cat for a pet?’

‘I will think about it,’ said Mom.

Mom brought the cat a bowl of milk to drink but it was too scared to come near us. We watched quietly to see what she would do. After a while, she did drink the milk and the next day she came back for more. She also ate the food we put down for her.

After a while the cat got used to us and we were able to stroke her. ‘She likes us! Just listen to her purr when we stroke her. Can we keep her for our pet, please Mom?’ I asked again.

‘You can keep her as long as you look after her and feed her,’ said Mom. We called the cat Princess.

Princess purred a lot. She played a lot. She ate a lot. She slept a lot, especially in the bed we made for her. We put an old blanket in a box in a warm place in the kitchen.

Then one day she was gone. Where could she be?

We called her over and over; Princess, Princess, Kitty, kitty, kitty; but she did not come. We searched the house. My brother went all the way down the path in the veld. I looked in the long grass and the bushes. Where could she be?

At last we went and looked in the garage. I heard a soft sound coming from behind a cupboard. I pushed the tins of paint away and peeped into a big cardboard box. There was Princess with three little kittens!

The kittens were tiny and their eyes were closed. One was white and as fluffy as a pom-pom, another was black and the third one was grey just like her mother. We visited them every day.

Mom said, ‘These kittens are so beautiful. We will easily find good homes for them.’

**VOCABULARY**

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>stray</td>
<td>a domestic animal that has nobody to look after it</td>
</tr>
<tr>
<td>pet</td>
<td>an animal you love and look after at home</td>
</tr>
<tr>
<td>stroke</td>
<td>move your hand slowly and gently over something or someone</td>
</tr>
</tbody>
</table>
MONDAY

MORNING MEETING  News
- Give learners a topic to tell news about.
- Learners tell their news using the think-pair-share methodology and the My News frame.

READ-ALOUD STORY  Caring for pets
Before reading
- Introduce the story: A hungry cat.
- What pets do you have?
- Do you know someone who has a cat for a pet?

Read the story aloud

Ask questions
- Why is the story called A hungry cat?
- What happened to the cat in the story

BEGINNING KNOWLEDGE AND PSWB  What pets need
Prior knowledge
- Discuss: What is a pet?

Read
- Discuss the picture.
- Read the information.
- Use the teacher prompts on page 11 in the Big Book to stimulate discussion.

After reading
- What is the SPCA? How do they help animals?

PHONICS  The sound X
Revise sounds
- At a fast pace, show flashcards of letters already taught.
- Learners say the sound.

Introduce the new sound
- Listen to and say the new sound.
- Notice your mouth.

Identify words with the sound
- Learners provide more words with the sound.

Read
- Read the letters and words in the blocks slowly together.
- Read the sentence

Trace over the letter in the sentence

HANDWRITING
- Follow the advice for handwriting lessons in the MG.
- Teach the letter formation of today's sound.
- Learners write in their exercise books.
- Observe and assist
INDEPENDENT WORK
- Introduce this week’s independent tasks.
- Learners do two tasks a day unless they have GGR.
- Remind them to work quietly on their own.
- When class is settled, call the first group to the mat for GGR.

GROUP GUIDED READING  Groups A and B
First reading
- Introduce the story.
- Read the story with learners. Stop at the end of each page and ask questions.
- Depending on the level of the group, focus on letter-sound correspondence, segmenting and blending words or fluency.

PHYSICAL EDUCATION  Activity stations
Prepare
- Choose four different activities from page 5 for the week.
- Set up the equipment.
- Divide the class into four groups.

Introduce activity stations
- Show the equipment and explain how to do the activity at each station.
- Ask confident learners to demonstrate.

Whole class activity
- If you have time, play a game such as catchers, red rover or hide-and-seek.

VISUAL ARTS  Make an imaginary pet
Introduce
- Learners close eyes and imagine they have a weird make-believe pet.
  - What colour is it?
  - What shape is it?
  - Does it have wings or lots of legs?
  - Does it have spots or stripes?
  - Does it wear clothes?

Draw your pet
- Learners draw their imaginary pet, filling the whole page.
- Remind them to give their pets eyes, nose, mouth, tail and legs.

Plan a model of your pet made from waste
- Learners think about what waste materials they must collect to make a model of their pet: clay, stones, toilet roll, paper, plastic bags, string, and so on.
- Design your model. Try and add labels.

Walk around and assist
TUESDAY

MOORNING MEETING
- Register, calendar, weather
- Play same sound or different

LISTENING AND SPEAKING

Discuss cats and strays
Discuss these questions with a partner
- What is a stray cat (or dog)?
- Would you ever bring home a stray animal?
- Who would you need to talk to first?
- If you had a pet cat or dog, how would you look after it?

Learn about cats
- What did you learn about cats in the story? *Cats have kittens that they look after very well. They hunt for food. They keep themselves clean.*
- Were you surprised by anything?
- Would you like to have a cat for a pet? Say why or why not.

BEGINNING KNOWLEDGE AND PSWB

Pets need shelter/homes
- Explain that shelters need to fit a pet’s needs. What kind of shelter does each pet need?
- Learners draw a line from the animal/pet to the correct shelter/home.
- Learners check with a partner.

Revise
- Talk about pet shelters (homes).
- Why is a shelter/a home important for all living things?
- Discuss the kinds of shelters learners can see on the page.

Match the pet to the shelter
- Say: Let’s name the pets on the page. Which ones do you know?

PHONICS

Shared word building

Prepare
- Learners cut out the letter cards for the week (LAB page 167).
- Display the same teacher cards randomly on the board.

Build the words together
- Call a learner to the board for each word.
- Say the word aloud. Ask: What is the first sound? So, what is the first letter? And so on.
- Let learner find the letter cards and place in the correct position.
- Other learners try to copy the word with their own cards.

Put the letters in a container/bag to use again

HANDWRITING
- Follow the advice for handwriting lessons in the MG.
- Teach the letter formation of yesterday’s sound.
- Learners write in their exercise books.
- Observe and assist
**SHARED READING (1)**  
*A hungry cat*

Read from Big Book
- Read *A hungry cat* to the class
- Ask the **Day 1** questions on each page.
- Re-read the story together as a class.

Show flashcard words: *cat, hungry, water, food, look after*
- Hold up the flashcards and say the words aloud with the learners.
- Match the flashcards to a word in the Big Book.

**INDEPENDENT WORK**
- Learners do two tasks a day unless they have GGR.
- Remind them to work quietly on their own.
- When class is settled, call the next group to the mat for GGR.

**GROUP GUIDED READING** *Groups C and D*

First reading
- Introduce the story.
- Read the story with learners. Stop at the end of each page and ask questions.
- Depending on the level of the group, focus on letter-sound correspondence, segmenting and blending words or fluency.

Say Hi to 060 017 0000 for questions to ask about the story

**PHYSICAL EDUCATION**

*Activity stations*

Warm up

Activity stations
- Send each group to an activity station.
- They do the activity.
- Teacher observes and advises.

Cool down

**VISUAL ARTS**  
*3-D imaginary pet*

Hand out waste materials, glue, scissors, paint

Make your imaginary pet from waste materials
- Think about how you will make your imaginary pet.
- What could you use for legs, eyes, or a tail?
- Think about what colours you will use.

Show and tell
- Give your pet a name.
- Choose one learner at a time to show their pet to the class.
- Ask: What does it eat, drink, and like to do? For recovery timetable, replace this lesson with Group Guided Reading, while class does pages from the DBE workbook.
WEDNESDAY

MORNING MEETING
- Register, calendar, weather
- Play same sound or different

BEGINNING KNOWLEDGE AND PSWB

Discuss why we have pets
- Why do we have pets? (we like them, they help us in different ways)
- What do pets do to help us?

Talk about each illustration
- Pairs: discuss what is happening in each picture. How is the pet helping? (guide dogs for blind people, catching rats, protecting families, giving love, being a friend)
- Learners share what they have talked about with the rest of the class.

PHONICS

The sound X

Revise sounds
- At a fast pace, show flashcards of letters already taught. Learners say the sound.

Introduce the new sound
- Listen to and say the new sound.
- Notice your mouth.

Identify words with the sound
- Learners provide more words with the sound.

Read
- Read the letters and words in the blocks slowly together.
- Read the sentence

Trace over the letter in the sentence

HANDWRITING

- Follow the advice for handwriting lessons in the MG.
- Teach the letter formation of today’s sound.
- Learners write in their exercise books.
- Observe and assist

SHARED READING (2)

A hungry cat

Read from Big Book
- Read A hungry cat with the class
- Ask the Day 2 questions on each page.
- Re-read the story as a class.

Revise flashcard words: cat, hungry, water, food, look after
- Hold up the flashcards and say the words aloud with the learners.
- Match the flashcards to a word in the Big Book.
**SHARED WRITING**

*Describe a pet*

**Prepare the board**
- Copy this writing frame on the board.

**Write learner’s suggestions on the board**
- Ask these questions to elicit sentences.
  - Which pet shall we write about?
  - What does the pet eat?
  - What does the pet like to do with you?
  - What does the pet look like? (How big is it? What colour is it?)
  - What sound does it make?

**Write sentences on board**

---

**INDEPENDENT WORK**

- Learners do two tasks a day unless they have GGR.
- Remind them to work quietly on their own.
- When class is settled, call the next group to the mat for GGR.

---

**GROUP GUIDED READING**

**First reading for Group E**
- Introduce the story.
- Read the story with learners. Stop at the end of each page and ask questions.
- Depending on the level of the group, focus on letter-sound correspondence, segmenting and blending words or fluency.

**Second reading for Group A**
- In pairs, learners read alternate pages.

---

**PHYSICAL EDUCATION**

*Activity stations*

**Warm up**

**Activity stations**
- Send each group to an activity station.
- They do the activity.
- Teacher observes and advises.

**Cool down**

---

**PERFORMING ARTS**

*Animal movements*

**Prepare**
- Learners write the name of an animal/draw the animal on pieces of scrap paper.
- Put all the papers in a box and mix.
- Each learner takes a paper from the box, keeping it private.

**Groups of 4**
- Learners move like the animal on their paper and make the correct sound.
- Group guesses the animal.
- The best actors perform for the class.
THURSDAY

MORNING MEETING
- Register, calendar, weather
- Play same sound or different

LISTENING AND SPEAKING
Say a nursery rhyme
- Link the rhyme to this week's theme.
- Teach the poem and the actions.
- Learners join in as they can.

Three little kittens
Three little kittens lost their mittens
And they began to cry.
Oh, mother dear, we sadly fear
We have lost our mittens.
You naughty kittens!
You've lost your mittens!
Then you shall have no pie!

Miaow! Miaow! Miaow!
Three little kittens found their mittens.
Put on your mittens, you silly kittens,
And you shall have some pie.
Purr! Purr! Purr!

PHONICS Independent word building
Letter naming using cards
- Learners spread letter cards on desk.
- Teacher says a sound
- Learners hold up the matching letter card.

Independent word building
- Using words from Tuesday's word building lesson:
  - Say a word and help learners to identify and count the sounds.
  - Learners build the word with their cards.
  - Check (one learner writes word on board).
  - They copy the word into their exercise books.

HANDWRITING
- Follow the advice for handwriting lessons in the MG.
- Teach the letter formation of yesterday's sound.
- Learners write in their exercise books.
- Observe and assist

SHARED READING (3) A hungry cat
Read from Big Book
- Read A hungry cat with the class.
- Ask the Day 3 questions on each page.
- Re-read the story with the class.

Revise flashcard words: cat, hungry, water, food, look after
- Hold up the flashcards and say the words aloud with the learners.
- Match the flashcards to a word in the Big Book.
- Put the flashcards on the Word Wall.
INDEPENDENT WRITING

**Draw and write about a pet**

- Re-read Shared Reading sentences from yesterday

**Write sentence in LAB**
- Write the heading on the board.
- Learners draw a picture of a pet.
- Learners write a sentence about their pet.

**Teacher engages**
- Ask individual learners to read their sentences to you.
- Respond to the content.

INDEPENDENT WORK

- Learners do two tasks a day unless they have GGR.
- Remind them to work quietly on their own.
- When class is settled, call the next group to the mat for GGR.

GROUP GUIDED READING

**Groups B and C**

**First reading**
- In pairs, learners read alternate pages.
- Listen to them read. Record your observations.
- Depending on the level of the group, focus on letter-sound correspondence, segmenting and blending words or fluency.

PHYSICAL EDUCATION

**Activity stations**

**Warm up**

**Activity stations**
- Send each group to an activity station.
- They do the activity.
- Teacher observes and advises.

**Cool down**

PERFORMING ARTS

**Movement sentences**

- Explain the movement sentence
  - Write the movement sentence onto the board.
  - Choose an animal. Learners watch as you say the sentence and act it out.
  - Ask for volunteers to choose an animal and act out the sentence.

- Perform a movement sentence
  - Learners work in pairs to prepare a movement sentence using this pattern.

For recovery timetable, replace this lesson with Group Guided Reading, while class does pages from the DBE workbook.
**MORNING MEETING**  
**News**
- Give learners a topic to tell news about.
- Learners tell their news using the think-pair-share methodology and the My News frame.

**PHONICS**  
**Word search**
- Read the words together.
- Learners circle or highlight the words in the grid.
- Check together.

**INDEPENDENT WRITING**  
**Sharing your writing**
*Share pet drawings*
- They explain what they drew and read what they wrote.

*Ask questions*
- Group members take turns to ask a question about the drawing.
- Learners ask at least two questions per drawing.

**INDEPENDENT WORK**
- Learners do two tasks a day unless they have GGR.
- Remind them to work quietly on their own.
- When class is settled, call the next group to the mat for GGR.

**GROUP GUIDED READING**  
**Groups D and E**
*Second reading*
- In pairs, learners read alternate pages.
- Listen to them read. Record your observations.
- Depending on the level of the group, focus on letter-sound correspondence, segmenting and blending words or fluency.

**PHONICS**  
**Word search**
- Read the words together.
- Learners circle or highlight the words in the grid.
- Check together.

**INDEPENDENT WRITING**  
**Sharing your writing**
*Share pet drawings*
- They explain what they drew and read what they wrote.

*Ask questions*
- Group members take turns to ask a question about the drawing.
- Learners ask at least two questions per drawing.

**INDEPENDENT WORK**
- Learners do two tasks a day unless they have GGR.
- Remind them to work quietly on their own.
- When class is settled, call the next group to the mat for GGR.

**GROUP GUIDED READING**  
**Groups D and E**
*Second reading*
- In pairs, learners read alternate pages.
- Listen to them read. Record your observations.
- Depending on the level of the group, focus on letter-sound correspondence, segmenting and blending words or fluency.
CHECKING AND FEEDBACK

Reflect on the week
• What was good about this week?
• What do we need to improve?

Check learners’ Independent Work
• Provide feedback and reteach if necessary.

PHYSICAL EDUCATION

Activity stations

Warm up
• Send each group to an activity station.
• They do the activity.
• Teacher observes and advises.

Cool down

For recovery timetable, replace this lesson with Group Guided Reading, while class does pages from the DBE workbook.

TEACHER’S WEEKLY REVIEW

This week, I have:
• taken in the LABs and commented on the Writing
• checked and corrected the other LAB pages and identified areas of concern or specific learners needing more assistance
• referred back to the Week Overview and identified any lesson I was not able to complete
• scanned my lap book and noted any children needing additional one-to-one teaching time or individual reading practice with me next week.

I have scheduled a time next week for:
• any class catchup or general feedback that is needed
• individual, one-to-one teaching, e.g. when the class is busy, or early in the morning.

I have looked ahead to next week to ensure I am prepared and have all I need to start the week.
WEEK OVERVIEW

Good manners

PREPARATION

Flashcards

manners  greet  sorry  good morning  please

GUIDE TO GROUP GUIDED READING (GGR) AND INDEPENDENT WORK (IW)

GGR: 2 x 15 minutes per group  IW: 8 pages

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EQUIPMENT FOR ACTIVITIES

- crayons / kokis, pencils
- sheets of cardboard / paper (A4 or larger, white or coloured)
- scissors
- equipment needed for the selected Physical Education activities
There was once a young piglet. He was called **Cheeky** because he had very bad **manners**.

‘You **must** be more **polite**,’ said Cheeky’s mother. But Cheeky didn’t listen.

Cheeky wanted to eat grapes so he went to the farmer’s garden. He knew that pigs were not allowed into that garden, but he still went.

In the garden, Cheeky met Donkey. Donkey greeted Cheeky politely. ‘Good morning, Cheeky, how are you today?’ he said. But Cheeky answered, ‘I’m not talking to a stupid donkey. Your ears are too long.’ Donkey was upset and hurt and walked away sadly.

Cheeky met Frog next. Frog greeted Cheeky politely. ‘Good morning, Cheeky, how are you today?’ he said. But Cheeky answered, ‘I won’t talk to an ugly frog. Your mouth is too big.’ Frog was upset and hurt and walked away sadly.

Cheeky met Tortoise next. Tortoise greeted Cheeky politely. ‘Good morning, Cheeky, how are you today?’ she said. But Cheeky answered, ‘I won’t talk to a slow tortoise. You walk like an old man.’

Tortoise was upset and hurt and walked away slowly and sadly.

Cheeky began to eat the grapes greedily. Suddenly the farmer saw Cheeky. His dog also saw Cheeky. The dog began barking. It chased Cheeky.

Cheeky ran away as fast as he could. He saw Tortoise as he ran and shouted, ‘Help! Help! This dog will catch me and bite me!’ But Tortoise said, ‘I can’t help you. I am too slow.’

Cheeky carried on running as fast as he could. He saw Frog as he ran and shouted, ‘Help! Help! This dog will catch me and bite me!’ But Frog said, ‘I can’t help you. My mouth is too big.’

Cheeky carried on running as fast as he could. He saw Donkey as he ran and shouted, ‘Help! Help! This dog will catch me and bite me!’ But Donkey said, ‘I can’t help you. I am too stupid.’

Cheeky ran and ran until he came to the fence. He saw a tiny hole in the fence and squeezed through. The dog barked and growled and snarled but he could not get through the hole in the fence. Whew!

Cheeky was sorry that he had been so rude to all the animals, and he said, ‘I am sure they would have helped me if I had been polite to them.’

**VOCABULARY**

| **cheeky** | rude and not respectful; not nice |
| **manners** | the way you behave towards other people |
| **polite** | having good manners |
MONDAY

MORNING MEETING

News
- Give learners a topic to tell news about.
- Learners tell their news using the think-pair-share methodology and the My News frame.

READ-ALOUD STORY

Cheeky the piglet

Before reading
- Today's story is about animals who can talk. Can animals talk?
- What other stories do you know about talking animals?

Read the story aloud
- Explain any new vocabulary.

After reading
- What did Cheeky do that was bad mannered?

BEGINNING KNOWLEDGE AND PSWB

Prior knowledge
- Discuss: What are good manners? Why are they important at school?

Read and role play
- What is a checklist?
- Read the first point of the checklist with the class. What does it mean?
- Ask for volunteers to role play this.

Good manners checklist
- Ask: Why is this important?
- Repeat with each point.

After reading
- Learners put their hands up if they do each point on the checklist.
- Tick off the point if most of the class do it.

PHONICS

The sound X

Revise sounds
- At a fast pace, show flashcards of letters already taught. Learners say the sound.

Introduce the new sound
- Listen to and say the new sound.
- Notice your mouth.

Identify words with the sound
- Learners provide more words with the sound.

Read
- Read the letters and words in the blocks slowly together.
- Read the sentence

Trace over the letter in the sentence

HANDWRITING

- Follow the advice for handwriting lessons in the MG.
- Teach the letter formation of today's sound.
- Learners write in their exercise books.
- Observe and assist
MONDAY

INDEPENDENT WORK
- Introduce this week’s independent tasks.
- Learners do two tasks a day unless they have GGR.
- Remind them to work quietly on their own.
- When class is settled, call the first group to the mat for GGR.

GROUP GUIDED READING
First reading
- Introduce the story.
- Read the story with learners. Stop at the end of each page and ask questions.
- Depending on the level of the group, focus on letter-sound correspondence, segmenting and blending words or fluency.

PHYSICAL EDUCATION
Activity stations
Prepare
- Choose four different activities from page 5 for the week.
- Set up the equipment.
- Divide the class into four groups.

Introduce activity stations
- Show the equipment and explain how to do the activity at each station.
- Ask confident learners to demonstrate.

Whole class activity
- If you have time, play a game such as catchers, red rover or hide-and-seek.

For recovery timetable, replace this lesson with Group Guided Reading, while class does pages from the DBE workbook.

VISUAL ARTS
Make a pledge card
Hand out cardboard/paper, pencils, kokis
Prepare
- Write pledges on the chalkboard.

Explain about a pledge card
- What is a promise? Have you ever made a promise?
- A pledge is another word for a promise.
- A pledge card reminds us of something we promise to try and do.

Create
- Learners choose a pledge. It should be something they sometimes forget to do.
- Write their pledge on the card.
- Illustrate the card.

Walk around and engage
WEEK 4 • MANNERS AND RESPONSIBILITIES

**MORNING MEETING**
- Register, calendar, weather
- Play same sound or different

**LISTENING AND SPEAKING**

**Talk about manners in the story**
- Remind learners of the story: *Cheeky the piglet*.
- How did each of the animals greet Cheeky?
- How did Cheeky respond?
- What should Cheeky have said?
- How do you think the animals felt?

**Good manners**
- What lesson did Cheeky learn?

**Roleplay good manners**
- Write these 'good manners words' on the board.
- Pairs: choose one and prepare a role play that shows how to use this word.
- Pairs perform their role play for another pair.

**BEGINNING KNOWLEDGE AND PSWB**

**My good manners checklist**

**Revise**
- Ask: How do you show good manners and responsibility at home?

**Tick off good manners on the checklist**
- Read the checklist. As you read each point, learners think about their behaviour this past week.
- Learners tick off the point if they have managed to do it.

**Explain your checklist**
- Learners go through their checklist in pairs.
- They explain why they ticked off each point.

**PHONICS**

**Shared word building**

**Prepare**
- Learners cut out the letter cards for the week (LAB page 169).
- Display the same teacher cards randomly on the board.

**Build the words together**
- Call a learner to the board for each word.
- Say the word aloud. Ask: What is the first sound? So, what is the first letter? And so on.
- Let learner find the letter cards and place in the correct position.
- Other learners try to copy the word with their own cards.

**Put the letters in a container/bag to use again**

**HANDWRITING**
- Follow the advice for handwriting lessons in the MG.
- Teach the letter formation of yesterday’s sound.
- Learners write in their exercise books.
- Observe and assist
SHARED READING (1)  
**Cheeky the piglet**

**Read from Big Book**
- Read *Cheeky the piglet* to the class
- Ask the Day 1 questions on each page.
- Re-read the story together as a class.

**Show flashcard words:** manners, greet, sorry, good morning, please
- Hold up the flashcards and say the words aloud with the learners.
- Match the flashcards to a word in the Big Book.

INDEPENDENT WORK
- Learners do two tasks a day unless they have GGR.
- Remind them to work quietly on their own.
- When class is settled, call the next group to the mat for GGR.

GROUP GUIDED READING  
**Groups A and B**

**First reading**
- Introduce the story.
- Read the story with learners. Stop at the end of each page and ask questions.
- Depending on the level of the group, focus on letter-sound correspondence, segmenting and blending words or fluency.

PHYSICAL EDUCATION  
**Activity stations**

**Warm up**
- Activity stations
  - Send each group to an activity station.
  - They do the activity.
  - Teacher observes and advises.
- **Cool down**

VISUAL ARTS  
**Make a good manners garden**

**Hand out paper, pen/pencils, scissors, crayons**

**Introduce**
- What words show we have good manners? *(please, thank you, sorry, hello, excuse me)*
- Write suggestions on the board.

**Create**
- Learners draw a flower as big as the page and write a good manners word in it.
- They colour and decorate their flower.
- Cut out the flowers and display them together as a garden.
**WEDNESDAY**

**MORNING MEETING**
- Register, calendar, weather
- Play same sound or different

**BEGINNING KNOWLEDGE AND PSWB**
Discuss examples
- Ask volunteers for examples of their own good manners from the past week.
- Ask if anyone saw an example of bad manners or unkindness. (Encourage the learners to use a made-up name such as Bubbles.)
- Look at the pictures. Each one shows a scenario of good or bad manners.

**Good and bad manners**
- Read the speech bubbles for each scenario.

**Talk about each scenario**
- In pairs, learners discuss each scenario and say if it is good manners or bad manners.
- Pairs discuss why they say so.
- Go through the scenarios as a class afterwards.

**PHONICS**
The sound X
Revise sounds
- At a fast pace, show flashcards of letters already taught. Learners say the sound.

Introduce the new sound
- Listen to and say the new sound.
- Notice your mouth.

Identify words with the sound
- Learners provide more words with the sound.

**Read**
- Read the letters and words in the blocks slowly together.
- Read the sentence.

**Trace over the letter in the sentence**

**HANDWRITING**
- Follow the advice for handwriting lessons in the MG.
- Teach the letter formation of today’s sound.
- Learners write in their exercise books.
- Observe and assist

**SHARED READING (2)**
Cheeky the piglet

Read from Big Book
- Read *Cheeky the piglet* with the class.
- Ask the Day 2 questions on each page.
- Re-read the story as a class.

Revise flashcard words: manners, greet, sorry, good morning, please
- Hold up the flashcards and say the words aloud with the learners.
- Match the flashcards to a word in the Big Book.
**Performing Arts**

**Mime good manners**

**Prepare**
- Explain task: learner mimes a scenario showing good manners and responsibility.
- Rest of the class guesses what is happening.
- In pairs or groups, learners decide on an everyday scenario to mime (spilling your water, getting to school late, breaking something, playing a game, not having a pencil).
- What is the good manners way to respond?

**Perform**

**Shared Writing**

**Dialogue**

**Prepare the board**
- Copy this writing frame on the board.
- Say: When two people talk to each other, this is how we write it down. First, we write the names of the people who are talking. Then, we write what each person says next to their name.

**Write learners’ suggestions**
- Think about what people say when they greet each other.

**Perform**
- First, what does the adult say to the child? How does the child answer?
- Fill in some of the learners’ suggestions.
- Keep these greetings on the board for the Thursday writing class.

**Learners practise saying the greetings**
- Working in pairs, learners take turns to be the adult and the child.

**Independent Work**

- Learners do two tasks a day unless they have GGR.
- Remind them to work quietly on their own.
- When class is settled, call the next group to the mat for GGR.

**Group Guided Reading**

**First reading for Group E**
- Introduce the story.
- Read the story with learners. Stop at the end of each page and ask questions.
- Depending on the level of the group, focus on letter-sound correspondence, segmenting and blending words or fluency.

**Second reading for Group A**
- In pairs, learners read alternate pages.
- Listen to them read. Record your observations.
- Depending on the level of the group, focus on letter-sound correspondence, segmenting and blending words or fluency.

**Physical Education**

**Activity stations**

For recovery timetable, replace this lesson with Group Guided Reading, while class does pages from the DBE workbook.

**Say Hi to 060 017 0000 for questions to ask about the story**
THURSDAY

MORNING MEETING
- Register, calendar, weather
- Play same sound or different

LISTENING AND SPEAKING
Say an action poem

Let's start our day
Good morning everyone! How are you today?
The day has just begun. What do I hear you say? (Do a listening action.)
Are you ready for some fun? We are well, thank you teacher.
How are you today?

Are you ready for some work and play.
(Learners do the following actions with you.)
Stand up and breathe fresh air.
Now, sit down on your chair.
Give me a great big clap.
Now, fold your hands in your lap.

PHONICS
Independent word building

Letter naming using cards
- Learners spread letter cards on desk.
- Teacher says a sound.
- Learners hold up the matching letter card.

Independent word building
- Using words from Tuesday’s word building lesson:
  - Say a word and help learners to identify and count the sounds.
  - Learners build the word with their cards.
  - Check (one learner writes word on board).
  - They copy the word into their exercise books.

HANDWRITING
- Follow the advice for handwriting lessons in the MG.
- Teach the letter formation of yesterday’s sound.
- Learners write in their exercise books.
- Observe and assist

SHARED READING (3)
Cheeky the piglet

Read from Big Book
- Read Cheeky the piglet with the class.
- Ask the Day 3 questions on each page.
- Re-read the story with the class.

Revise flashcard words: manners, greet, sorry, good morning, please
- Hold up the flashcards and say the words aloud with the learners.
- Match the flashcards to a word in the Big Book.
- Put the flashcards on the Word Wall.
THURSDAY

INDEPENDENT WRITING  Draw and write a greeting

Re-read Shared Reading sentences from yesterday
• Tell learners to think about a person they like (can be an adult or a child).
• Learners think about how they will greet the person they are thinking about.

Learners write their own greetings
• Learners draw a picture of themselves greeting this person.
• Learners write how they greet the person under the picture.

INDEPENDENT WORK

• Learners do two tasks a day unless they have GGR.
• Remind them to work quietly on their own.
• When class is settled, call the next group to the mat for GGR.

GROUP GUIDED READING  Groups B and C

Second reading
• In pairs, learners read alternate pages.
• Listen to them read. Record your observations.
• Depending on the level of the group, focus on letter-sound correspondence, segmenting and blending words or fluency.

PHYSICAL EDUCATION  Activity stations

Warm up
Activity stations
• Send each group to an activity station.
• They do the activity.
• Teacher observes and advises.

Cool down

PERFORMING ARTS  Speaking and listening chairs

Introduce
• Form pairs and put chairs facing each other.
• Designate one chair for speaking and one for listening.

Take a turn on each chair
• Each learner sits on a chair.
• The speaker tells a story while the listener listens carefully.
• Tell learners when to stop. Then, they swap chairs.
• If there is time, ask for volunteers to tell the class what their partners’ stories were about.

For recovery timetable, replace this lesson with Group Guided Reading, while class does pages from the DBE workbook.
FRIDAY

MORNING MEETING  News
- Give learners a topic to tell news about.
- Learners tell their news using the think-pair-share methodology and the My News frame.

INDEPENDENT WRITING  Sharing your writing
Check greetings
- Learners work in pairs to check each other’s sentences.
- With a pencil, learners tick capital letters and full stops in the right place. They also tick each word that is spelled correctly.

Explain drawing
- Still in pairs, learners tell each other who they drew and why they chose that person.

PHONICS  Dictation
- Say each word slowly. Repeat only once.
- Learners write the words in their exercise books.
- Afterwards, write words on board for them to check and correct.

INDEPENDENT WORK
- Learners do two tasks a day unless they have GGR.
- Remind them to work quietly on their own.
- When class is settled, call the next group to the mat for GGR.

GROUP GUIDED READING  Groups D and E
Second reading
- In pairs, learners read alternate pages.
- Listen to them read. Record your observations.
- Depending on the level of the group, focus on letter-sound correspondence, segmenting and blending words or fluency.

Say Hi to 060 017 0000 for questions to ask about the story
CHECKING AND FEEDBACK

Reflect on the week
- What was good about this week?
- What do we need to improve?

Check learners’ Independent Work
- Provide feedback and reteach if necessary.

PHYSICAL EDUCATION

Activity stations

Warm up

Activity stations
- Send each group to an activity station.
- They do the activity.
- Teacher observes and advises.

Cool down

For recovery timetable, replace this lesson with Group Guided Reading, while class does pages from the DBE workbook.

TEACHER’S WEEKLY REVIEW

This week, I have:
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- individual, one-to-one teaching, e.g. when the class is busy, or early in the morning.

I have looked ahead to next week to ensure I am prepared and have all I need to start the week.
## WEEK OVERVIEW

### WEEK 5 • PLANTS AND SEEDS

#### PREPARATION

**Flashcards**

- leaves
- plant
- grow
- seeds
- soil

#### GUIDE TO GROUP GUIDED READING (GGR) AND INDEPENDENT WORK (IW)

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<td>IW 8</td>
<td>GGR 2</td>
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#### EQUIPMENT FOR ACTIVITIES

- leaves from trees or flowers
- crayons / kokis and a pencil
- cardboard or clipboard to press on
- A4 sheets of paper
- paint and paintbrushes
- bags / containers for this week’s letters
- equipment needed for the selected Physical Education activities
- for each learner or group: newspaper, plastic tray or saucer, bean seeds, water
- soak bean seeds overnight on Sunday
Our school vegetable garden

My name is Neo and I want to tell you about my school’s lovely vegetable garden. We grow mealies, spinach, carrots, cabbage, beetroot, pumpkin, potatoes and beans in our garden. I am in Grade 1 and my class grew some bean plants for the garden. I will tell you how we did that.

First, my teacher gave us each three bean seeds. We put them on saucers and covered them with a wet piece of newspaper. We put our saucers in the sun on the windowsill of the classroom. We kept the paper covering our bean seeds wet and watched each seed grow a small root. Then they grew a little stem and two tiny leaves.

When our bean seeds had grown some more leaves, we brought empty cartons or jars, a few small stones and some soil to school. We put stones at the bottom of the cartons and some soil on top. Then we planted our bean seeds in our pots.

We gave them water and put them in the sun outside the classroom. We knew the leaves needed sun. We watered the plants every day and the plants grew bigger and bigger. Soon it was time to plant them in the garden.

We brought some sticks and string to school. We planted a row of bean plants in the school garden. We put sticks along the row and tied the stems of the bean plants to the sticks. The bean plants grew big and they got more leaves and then flowers. We were excited to see the flowers because we knew that beans would soon grow. The flowers fell off and the beans began to grow.

When the beans were big enough, we helped to pick them. The lunch mothers put the beans in the vegetable soup together with the other vegetables from the garden. It was delicious. We enjoy the soup for lunch every week.

**VOCABULARY**

<table>
<thead>
<tr>
<th>word</th>
<th>definition</th>
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<tbody>
<tr>
<td>seed</td>
<td>the small hard part of a plant that will grow into a new plant</td>
</tr>
<tr>
<td>root</td>
<td>the part of a plant that grows under the ground and finds food and water for the plant</td>
</tr>
<tr>
<td>soil</td>
<td>the ground or earth in which plants grow</td>
</tr>
</tbody>
</table>
**MORNING MEETING**

News
- Give learners a topic to tell news about.
- Learners tell their news using the think-pair-share methodology and the My News frame.

**READ-ALOUD STORY**

Our school vegetable garden

Before reading
- Who has a vegetable garden at home? What do you grow?
- What grows in the school vegetable garden?

Read the story aloud

After reading
- Do you think bean plants are easy or difficult to grow? Say why.
- Do you think vegetables we grow are better than the vegetables we buy in shops? Why? Why not?

**BEGINNING KNOWLEDGE AND PSWB**

Prior knowledge
- Show learners a plant.
- Find out what parts of the plant they know. Do these parts grow above or below ground?

Read
- Ask the questions on the BB page.

Grow a bean seed
You will need: newspaper, a plastic tray or saucer, bean seeds, water

- Demonstrate: Place a piece of newspaper on the tray, put 1–3 seeds that have been soaking in water overnight on top, cover them with 3–4 layers of paper, wet thoroughly.
- Hand out equipment and get learners to prepare their seeds.
- Find time every day for learners to notice how their bean seeds are growing. Keep the paper damp. When the plants are big enough, plant in pots or in the garden.

**PHONICS**

The sound X

Revise sounds
- At a fast pace, show flashcards of letters already taught. Learners say the sound.

Introduce the new sound
- Listen to and say the new sound.
- Notice your mouth.

Identify words with the sound
- Learners provide more words with the sound.

Read
- Read the letters and words in the blocks slowly together.
- Read the sentence

Trace over the letter in the sentence
HANDWRITING

- Follow the advice for handwriting lessons in the MG.
- Teach the letter formation of today's sound.
- Learners write in their exercise books.
- Observe and assist

INDEPENDENT WORK

- Introduce this week's independent tasks.
- Learners do two tasks a day unless they have GGR.
- Remind them to work quietly on their own.
- When class is settled, call the first group to the mat for GGR.

GROUP GUIDED READING Groups A and B

First reading
- Introduce the story.
- Read the story with learners. Stop at the end of each page and ask questions.
- Depending on the level of the group, focus on letter-sound correspondence, segmenting and blending words or fluency.

PHYSICAL EDUCATION Activity stations

Prepare
- Choose four different activities from page 5 for the week.

Introduce activity stations

Whole class activity

For recovery timetable, replace this lesson with Group Guided Reading, while class does pages from the DBE workbook.

VISUAL ARTS Leaf print patterns

Handout paper, large leaves (1–2 per learner), paint, paint brush

Introduce
- Show learners how to paint the leaf and press it on the paper.
- Remind learners that a pattern is something that is regular and repeated. Point out patterns in the classroom.
- Show how patterns can be made with leaf prints.

Create
- Learners use leaf prints to make their own patterns.

Alternative
- Draw vegetables, cut them out and make a pattern.

Walk around and engage
WEEK 5 • PLANTS AND SEEDS

MORNING MEETING
- Register, calendar, weather
- Play same sound or different

LISTENING AND SPEAKING
Opinions about vegetables
Pairs: open questions
Teacher asks questions. Learners take turns to answer.
- What vegetables would you like to grow?
- What would you like to do with the vegetables?
- What vegetables do you like the best? Where do you get them?
- Do you think growing food is a good thing to do? Explain why.

Whole class feedback
- Pairs share some of their answers.
- Call on learners to say what their partner said. This will show how well they listened.

BEGINNING KNOWLEDGE AND PSWB
Parts of a plant
Revise
- Revise parts of a plant using the whole plant you brought to class.

Read the labels
- Read the labels on LAB page 81 with the class.
- Learners draw a line from the label to the correct part of the plant.

Identify parts we eat
- Ask learners to name the six vegetables.
- Ask: Which part of these plants do we eat? (spinach – leaves, cauliflower – flower, tomato and bean – fruit, carrot – root, celery – stem)

LAB p. 81
Parts of a plant
Draw a line from the word to the part
What parts do we eat?

LAB p. 81
15 min

PHONICS
Shared word building
Prepare
- Learners cut out the letter cards for the week (LAB page 171).
- Display the same teacher cards randomly on the board.

Build the words together
- Call a learner to the board for each word.
- Say the word aloud. Ask: What is the first sound? So, what is the first letter? And so on.
- Let learner find the letter cards and place in the correct position.
- Other learners try to copy the word with their own cards.

Put the letters in a container/bag to use again

LAB p. 82
Build the words

LAB p. 82
15 min

MG pp. 8-13

HANDWRITING
- Follow the advice for handwriting lessons in the MG.
- Teach the letter formation of yesterday’s sound.
- Learners write in their exercise books.
- Observe and assist

MG pp. 31-37
15 min
**VISUAL ARTS**

**Draw a plant**

- **Nature walk to find specimens**
  - Go on a short nature walk to find plants to draw.
  - Each learner takes a sharp pencil, piece of paper, and something hard to press on.
  - Learners must not pick any plants.

- **Draw a plant**
  - Learners choose a part of the plant to draw (leaf, flower, seed).
  - Tell them to look carefully and try to copy the part of the plant exactly.
  - Learners colour in drawings using the colours they see.

For recovery timetable, replace this lesson with Group Guided Reading, while class does pages from the DBE workbook.
**WEDNESDAY**

**MORNING MEETING**
- Register, calendar, weather
- Play same sound or different

**BEGINNING KNOWLEDGE AND PSWB**

**How a plant grows**
- They write labels under each picture.
- Pairs check each other’s work.

**Caring for plants**
- Learners explain why we should not damage small plants.
- Talk about how important it is to grow and care for plants.

**LAB**
- How a plant grows (p. 83)
- 15 min

**PHONICS**

**The sound X**

**Revise sounds**
- At a fast pace, show flashcards of letters already taught. Learners say the sound.

**Introduce the new sound**
- Listen to and say the new sound.
- Notice your mouth.

**Identify words with the sound**
- Learners provide more words with the sound.

**LAB**
- mg pp. 8-13
- 15 min

**HANDWRITING**

- Follow the advice for handwriting lessons in the MG.
- Teach the letter formation of today’s sound.
- Learners write in their exercise books.
- Observe and assist

**LAB**
- mg pp. 31-37
- 15 min

**SHARED READING (2)**

**My bean plant**

**Read from Big Book**
- Read My Bean Plant with the class
- Ask the Day 2 questions on each page.
- Re-read the story as a class.

**Revise flashcard words:** leaves, plant, grow, seeds, soil
- Hold up the flashcards and say the words aloud with the learners.
- Match the flashcards to a word in the Big Book.
SHARE WRITING
How a bean seed grows

Prepare
- Copy this writing frame on the board.

Discuss
- What is the heading?
- How many sentences will we write?
- Remind learners what happened first, second, and third.

Write learners’ suggestions on the board
- What grows first?
- What grew next?
- What grew after that?

Read the sentences together

INDEPENDENT WORK

- Learners do two tasks a day unless they have GGR.
- Remind them to work quietly on their own.
- When class is settled, call the next group to the mat for GGR.

GROUP GUIDED READING

First reading for Group E
- Introduce the story.
- Read the story with learners. Stop at the end of each page and ask questions.
- Depending on the level of the group, focus on letter-sound correspondence, segmenting and blending words or fluency.

Second reading for Group A
- In pairs, learners read alternate pages.

Groups E and A
- Listen to them read. Record your observations.
- Depending on the level of the group, focus on letter-sound correspondence, segmenting and blending words or fluency.

PHYSICAL EDUCATION

Warm up
Activity stations
- Observe and advise.

Cool down

Activity stations
For recovery timetable, replace this lesson with Group Guided Reading, while class does pages from the DBE workbook.

PERFORMING ARTS

Game: Musical statues
- Learners dance to the music from your phone. When the music stops, they stand still.
- If anyone moves, they are out and must sit down.
- Play until there are only a few children left, getting stricter with each round.

Clapping/stamping rhythms
- Play same music.
- Small groups clap/click/stamp the rhythm.

Say Hi to 060 017 0000 for questions to ask about the story
THURSDAY

MORNING MEETING
- Register, calendar, weather
- Play same sound or different

LISTENING AND SPEAKING
Say an action poem
- Link the rhyme to this week’s theme.
- Teach the poem and the actions.
- Learners join in as they can.

I’m a little bean seed
I’m a little bean seed
Small and round
(Curl up on the floor)
Plant me, plant me
In the ground.
(Stand up, do the action of digging)
Pour on water, pour on water
(Act out watering the plant)
Add lots of sunshine too!
(Hands out wide to show lots of sunshine)
And you will see me grow as big and tall as you!
(Stand up tall with hands up high)

PHONICS
Independent word building
Letter naming using cards
- Learners spread letter cards on desk.
- Teacher says a sound
- Learners hold up the matching letter card.

Independent word building
- Using words from Tuesday’s word building lesson:
  - Say a word and help learners to identify and count the sounds.
  - Learners build the word with their cards.
  - Check (one learner writes word on board).
  - They copy the word into their exercise books.

HANDWRITING
- Follow the advice for handwriting lessons in the MG.
- Teach the letter formation of yesterday’s sound.
- Learners write in their exercise books.
- Observe and assist

SHARED READING (3) My bean plant
Read from Big Book
- Read My bean plant with the class.
- Ask the Day 3 questions on each page.
- Re-read the story with the class.

Revise flashcard words: leaves, plant, grow, seeds, soil
- Hold up the flashcards and say the words aloud with the learners.
- Match the flashcards to a word in the Big Book.
- Put the flashcards on the Word Wall.
INDEPENDENT WRITING  
Write sequence sentences

Write sentences on board, with no punctuation.

Read the sentences
- Read the three sentences out loud.
- Ask: Are they in the correct order?
- Which one should come first/second/third?
- What is wrong with these sentences? (punctuation)

Independent writing
- Learners write the sentences in the correct order in their books.
- They fill in the capital letters and full stops.

INDEPENDENT WORK
- Learners do two tasks a day unless they have GGR.
- Remind them to work quietly on their own.
- When class is settled, call the next group to the mat for GGR.

GROUP GUIDED READING  
Groups B and C
Second reading
- In pairs, learners read alternate pages.
- Listen to them read. Record your observations.
- Depending on the level of the group, focus on letter-sound correspondence, segmenting and blending words or fluency.

PHYSICAL EDUCATION  
Activity stations
Warm up
Activity stations
- Observe and advise.

Cool down

PERFORMING ARTS  
Moving to music
Prepare
- Record different types of music on your cell phone: fast/slow, upbeat/classical, marching music.

Move
- Play recorded music.
- Learners listen carefully and move differently to each.
- Repeat, choosing different groups of learners to perform to each piece.

For recovery timetable, replace this lesson with Group Guided Reading, while class does pages from the DBE workbook.
**MORNING MEETING**  
**News**  
- Give learners a topic to tell news about.  
- Learners tell their news using the think-pair-share methodology and the My News frame.

**PHONICS**  
**The caterpillar game**  
- Play in pairs  
- Move counter according to the dice/number blocks  
- Read the word you land on  
- Make a sentence with this word  
- Check that your partner is right

**INDEPENDENT WRITING**  
**Check your partner’s writing**  
**Read and check sequence**  
- Learners work in pairs to check each other’s sentences.  
- They check whether the sentences are in the right order.  

**Check punctuation**  
- Write the sentences on the board with the correct punctuation.  
- Still in pairs, learners check their partner’s punctuation.

**INDEPENDENT WORK**  
- Learners do two tasks a day unless they have GGR.  
- Remind them to work quietly on their own.  
- When class is settled, call the next group to the mat for GGR.

**GROUP GUIDED READING**  
**Groups D and E**  
**Second reading**  
- In pairs, learners read alternate pages.  
- Listen to them read. Record your observations.  
- Depending on the level of the group, focus on letter-sound correspondence, segmenting and blending words or fluency.
CHECKING AND FEEDBACK

Reflect on the week
• What was good about this week?
• What do we need to improve?

Check learners’ Independent Work
• Provide feedback and reteach if necessary.

PHYSICAL EDUCATION

Activity stations

Warm up
Activity stations
• Observe and advise.

Cool down

For recovery timetable, replace this lesson with Group Guided Reading, while class does pages from the DBE workbook.

TEACHER’S WEEKLY REVIEW

This week, I have:
• taken in the LABs and commented on the Writing
• checked and corrected the other LAB pages and identified areas of concern or specific learners needing more assistance
• referred back to the Week Overview and identified any lesson I was not able to complete
• scanned my lap book and noted any children needing additional one-to-one teaching time or individual reading practice with me next week.

I have scheduled a time next week for:
• any class catchup or general feedback that is needed
• individual, one-to-one teaching, e.g. when the class is busy, or early in the morning.

I have looked ahead to next week to ensure I am prepared and have all I need to start the week.
Why we need plants

PREPARATION

Flashcards
- bean
- beanstalk
- hen
- giant
- climbed

FORMAL ASSESSMENT TASKS WEEK 6

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<th>Practical</th>
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<td>TG p. 70</td>
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<td>Tuesday, Wednesday &amp; Thursday</td>
<td>Listening &amp; Speaking 1</td>
<td>Oral</td>
<td>TG pp. 71, 73 &amp; 75</td>
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GUIDE TO GROUP GUIDED READING (GGR) AND INDEPENDENT WORK (IW)

GGR: 2 x 15 minutes per group  IW: 8 pages

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<td>IW 2</td>
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<td>IW 4</td>
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EQUIPMENT FOR ACTIVITIES

- crayons / pastels / kokis and a pencil
- large sheets of paper (A4 or larger, white or coloured)
- bags / containers for this week's letters
- equipment needed for the selected Physical Education activities
Jack and the beanstalk

Once upon a time a young boy called Jack lived with his mother. They were very poor. They had no food to eat and so one day Jack’s mother told him to sell their cow so they could use the money to buy food.

Jack went to the market. He met a farmer who said he would buy the cow for some magic beans. Jack sold the cow but, of course, when he showed the magic beans to his mother, she was very, very cross. ‘We need money to buy food, not these useless bean seeds,’ she cried and threw them out of the window. Jack went to bed hungry.

That night while Jack and his mother were sleeping, the magic beans grew into a very tall beanstalk that was so big and so high, it went right up to the sky. The next morning when Jack saw the beanstalk, he couldn't believe his eyes. ‘What is this?’ he cried.

At once he began to climb up the beanstalk to see what was at the top. As he got closer, he heard a very loud snore: ZZZZZZZZ! ZZZZZZZZ! What could it be? He looked around and saw it was a huge giant fast asleep in his bed.

Under the bed, Jack saw a beautiful golden hen. There were some golden eggs nearby. Jack crawled under the bed, picked up the golden hen and crept back to the beanstalk. He did not want the giant to wake up. But the golden hen made a very loud noise: CLUCK! CLUCK! CLUCK! CLUCK! The giant woke up and saw Jack with his golden hen. He was very cross. He ran after Jack shouting:

FEE FO FI FUM!

HERE I COME!

HERE I COME!

Jack climbed down the beanstalk as fast as he could. The giant chased after him. Jack’s mother heard the shouts and was waiting at the bottom with an axe. As soon as Jack landed on the ground, she cut down the beanstalk.

CHOP! CHOP! went the axe and the beanstalk fell and the giant was never seen again.

CLUCK! CLUCK! went the golden hen. She laid a golden egg and Jack and his mother were never poor again.

---

**VOCABULARY**

- *magic* — something that does not happen in real life; magic things often happen in stories
- *beanstalk* — the stem of a bean plant
- *giant* — a very big, strong, man who is so big that he could not be real
MONDAY

MORNING MEETING

**News**

- Give learners a topic to tell news about.
- Learners tell their news using the think-pair-share methodology and the My News frame.

READ-ALOUD STORY

**Jack and the beanstalk**

**Before reading**
- Ask learners whether they have heard of giants. Explain that giants are imaginary people who are very big and strong, usually mentioned in old stories.
- Ask: What would you do if you met a giant?

**Read the story aloud**
- Explain new vocabulary.

**After reading**
- Why was Jack’s mother so cross?
- What did Jack do when he saw the magic beanstalk?
- How did Jack and his mother become rich?

BEGINNING KNOWLEDGE AND PSWB

**Types of plants**

**Nature walk**
- Walk around the school to look at plants.
- Identify the group each plant belongs to.
- Which group of plants is most common?

**Before reading**
- Remind learners about the parts of plants.

**Read Big Book page out loud**
- Look at the photographs on the page.
- How are the plants grouped? (size, type)

**PHONICS**

**The sound XXX**

**Revise sounds**
- At a fast pace, show flashcards of letters already taught. Learners say the sound.

**Introduce the new sound**
- Listen to and say the new sound.
- Notice your mouth.

**Identify words with the sound**
- Learners provide more words with the sound.

**Read**
- Read the letters and words in the blocks slowly together.
- Read the sentence

**Trace over the letter in the sentence**
**HANDWRITING**
- Follow the advice for handwriting lessons in the MG.
- Teach the letter formation of today’s sound.
- Learners write in their exercise books.
- Observe and assist

**INDEPENDENT WORK**
- Introduce this week’s independent tasks.
- Learners do two tasks a day unless they have GGR.
- Remind them to work quietly on their own.
- When class is settled, call the first group to the mat for GGR.

**GROUP GUIDED READING**
**Groups A and B**
**First reading**
- Introduce the story.
- Read the story with learners. Stop at the end of each page and ask questions.
- Depending on the level of the group, focus on letter-sound correspondence, segmenting and blending words or fluency.

**PHYSICAL EDUCATION**
**Activity stations**
- Choose four different activities from page 5 for the week.

**VISUAL ARTS ASSESSMENT 1**
**Draw Jack and the Beanstalk**
- Provide learners with paper and crayons/pastels.
- Learners draw and colour a picture from *Jack and the Beanstalk*.
- Remind them to use the full page and to add details.

**Marking: See page 123**
**Marks: 5**
TUESDAY

MORNING MEETING
- Register, calendar, weather
- Play same sound or different

LISTENING AND SPEAKING

Discuss Jack and the beanstalk

Pairs
- Take turns to answer questions and to listen to answers.
- Why did Jack have to sell his cow?
- What did Jack find at the top of the beanstalk?
- What did Jack steal from the giant?
- What did the giant shout when he chased Jack?

Class discussion
- What happened to the giant at the end of the story?
- What happened to Jack and his mother?
- Was Jack right or wrong to steal the golden hen? Say why or why not.

BEGINNING KNOWLEDGE AND PSWB ASSESSMENT 1

What pets need

Introduce the assessment
- Explain that this activity is a test, based on work in previous weeks.
- Distribute copies of TG page 126.

Complete the assessment individually
- Learners look at the picture.
- They draw a line to things a dog needs.
- Ensure that learners work quietly with no talking.

PHONICS

Shared word building

Prepare
- Learners cut out the letter cards for the week (LAB page 173).
- Display the same teacher cards randomly on the board.

Build the words together
- Call a learner to the board for each word.
- Say the word aloud. Ask: What is the first sound? So, what is the first letter? And so on.
- Let learner find the letter cards and place in the correct position.
- Other learners try to copy the word with their own cards.

Put the letters in a container/bag to use again

HANDWRITING
- Follow the advice for handwriting lessons in the MG.
- Teach the letter formation of yesterday’s sound.
- Learners write in their exercise books.
- Observe and assist
TUESDAY

**SHAREOED READING (1)  Jack and the beanstalk**

Read from Big Book
- Read Jack and the beanstalk to the class
- Ask the Day 1 questions on each page.
- Re-read the story together as a class.

Show flashcard words: bean, beanstalk, hen, giant, climbed
- Hold up the flashcards and say the words aloud with the learners.
- Match the flashcards to a word in the Big Book.

**INDEPENDENT WORK**

- Learners do two tasks a day unless they have GGR.
- Remind them to work quietly on their own.
- When class is settled, call the next group to the mat for GGR.

**GROUP GUIDED READING  Groups C and D**

First reading
- Introduce the story.
- Read the story with learners. Stop at the end of each page and ask questions.
- Depending on the level of the group, focus on letter-sound correspondence, segmenting and blending words or fluency.

**PHYSICAL EDUCATION  Activity stations**

Warm up
Activity stations
- Observe and advise.

Cool down

For recovery timetable, replace this lesson with Group Guided Reading, while class does pages from the DBE workbook.

**VISUAL ARTS/ LISTENING AND SPEAKING ASSESSMENT 1**

Create
- Learners draw 2 or 3 of Jack’s magic seeds. Make them large to fill the page.
- They decorate each seed with a pattern. Remind learners that a pattern is repeated shapes.
- Encourage them to use shapes and colours to make their beans special or put glue on their drawings and sprinkle it with real seeds.

Call learners one at a time for L&S Assessment 1
- Assess the first third of the class today. The assessment continues on Wednesday and Thursday.
- Ask each learner 2–3 questions about pets, for example:
  - Do you have a pet?
  - What does it eat?
  - Where does it sleep?
  - How are you kind to it?
  - What pet would you like?
  - What would it eat?
  - Where would it sleep?
  - How would you be kind to it?

Marking:
See page 117
Marks: 5
**WEDNESDAY**

**MORNING MEETING**
- Register, calendar, weather
- Play same sound or different

**BEGINNING KNOWLEDGE AND PSWB**

**Identify the plants**
- Look at the five photographs.
- Read the plant names together.

**Explain the task**
- This is a table. It has rows and columns that usually have headings. The first column has names of different types of plants.
- Tell the class we use tables to sort and understand data or information. You can read them from left to right or from top to bottom.

**Compare plants**
- Read the three questions in the top row.
- Learners answer yes or no in each block.

**Complete the table and check**
- Learners complete the table.
- Check the answers together. Encourage learners to explain their reasoning if they give differing answers.

**LAB**
- Write yes, no or sometimes.

<table>
<thead>
<tr>
<th>Type of plant</th>
<th>Do they give us food?</th>
<th>Do they have one thick trunk?</th>
<th>Do they have leaves?</th>
</tr>
</thead>
<tbody>
<tr>
<td>trees</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>grass</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>climbers and creepers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>shrubs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>herbs</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**PHONICS**

**The sound X**

**Revise sounds**
- At a fast pace, show flashcards of letters already taught. Learners say the sound.

**Introduce the new sound**
- Listen to and say the new sound.
- Notice your mouth.

**Identify words with the sound**
- Learners provide more words with the sound.

**Read**
- Read the letters and words in the blocks slowly together.
- Read the sentence

**Trace over the letter in the sentence**

**SHARED READING (2)**

**Jack and the beanstalk**

**Read from Big Book**
- Read Jack and the beanstalk with the class
- Ask the Day 2 questions on each page.
- Re-read the story as a class.

**Revise flashcard words:** bean, beanstalk, hen, giant, climbed
- Hold up the flashcards and say the words aloud with the learners.
- Match the flashcards to a word in the Big Book.

**HANDWRITING**

- Follow the advice for handwriting lessons in the MG.
- Teach the letter formation of today’s sound.
- Learners write in their exercise books.
- Observe and assist
**PHYSICAL EDUCATION**

**Activity stations**

**Warm up**
- Activity stations
  - Observe and advise.

**Cool down**
- Warm up
- Activity stations
  - Observe and advise.

**INDUSTRIAL WORK**

- Learners do two tasks a day unless they have GGR.
- Remind them to work quietly on their own.
- When class is settled, call the next group to the mat for GGR.

**GROUP GUIDED READING**

**Groups E and A**
- Listen to them read. Record your observations.
- Depending on the level of the group, focus on letter-sound correspondence, segmenting and blending words or fluency.

**VISUAL ARTS/ LISTENING AND SPEAKING ASSESSMENT 1**

- Draw a magic plant
  - How are you kind to it?
  - What pet would you like?
  - What would it eat?
  - Where would it sleep?
  - How would you be kind to it?

**SHARED WRITING**

**Story map**

**Prepare the board**
- Copy this writing frame on the board.
- Explain that this is a story map. It helps us remember a story.

**Write learners’ suggestions on the board**
- Who are the characters in Jack and the beanstalk?
- Where did the story take place?
- What happened at the end.

**Read the sentences together**

**VISUAL ARTS/ LISTENING AND SPEAKING ASSESSMENT 1**

**Create**
- Learners imagine the unusual plant their magic seeds will grow into.
- It can be any colour or shape.
- Learners draw their unusual plant.

**Continue with L&S Assessment 1**
- Assess second third of class today.
- Ask each learner 2–3 questions about pets, for example:
  - Do you have a pet?
  - What does it eat?
  - Where does it sleep?
THURSDAY

MORNING MEETING

- Register, calendar, weather
- Play same sound or different

LISTENING AND SPEAKING

- Read the poem to the class. Who is talking?
- Read it again, with learners repeating each line after you.

PHONICS

Independent word building

Letter naming using cards
- Learners spread letter cards on desk.
- Teacher says a sound
- Learners hold up the matching letter card.

Independent word building
- Using words from Tuesday’s word building lesson:
  - Say a word and help learners to identify and count the sounds.
  - Learners build the word with their cards.
  - Check (one learner writes word on board).
  - They copy the word into their exercise books.

HANDWRITING

- Follow the advice for handwriting lessons in the MG.
- Teach the letter formation of yesterday’s sound.
- Learners write in their exercise books.
- Observe and assist

SHARED READING (3) Jack and the beanstalk

Read from Big Book
- Read Jack and the beanstalk with the class.
- Ask the Day 3 questions on each page.
- Re-read the story with the class.

Revise flashcard words: bean, beanstalk, hen, giant, climbed
- Hold up the flashcards and say the words aloud with the learners.
- Match the flashcards to a word in the Big Book.
- Put the flashcards on the Word Wall.

A poem

Jack and the beanstalk

Jack! Jack! Get on your feet!
We do not have a thing to eat!
You must go and sell our cow!
Make sure that you do it now!
What? Do you really mean
You sold our cow for a magic bean?
Beanstalk, beanstalk, growing so high.

Beanstalk, beanstalk, reaching to the sky.
Climbing, climbing, day and night
To see a most amazing sight.
A giant, the worst you’ve ever seen!
A giant who will make you scream!
FEE FI FO FUM
HERE I COME
HERE I COME
**THURSDAY**

**VISUAL ARTS/ LISTENING AND SPEAKING ASSESSMENT 1**
- Give learners blank paper and crayons
- Let them draw whatever they want to.
- Write a caption.

**Complete L&S Assessment 1**
- Assess the final third of the class today.
- Ask each learner 2–3 questions about pets, for example:
  - Do you have a pet?
  - What does it eat?

**Free choice drawing**
- Where does it sleep?
- How are you kind to it?
- What pet would you like?
- What would it eat?
- Where would it sleep?
- How would you be kind to it?

**INDEPENDENT WRITING**  Jack and the beanstalk

**Draw**
- Draw what Jack saw at the top of the beanstalk.

**Write**
- Learners write about what they drew.
- Encourage them to sound out words they are unsure of and to remember punctuation.

**INDEPENDENT WORK**
- Learners do two tasks a day unless they have GGR.
- Remind them to work quietly on their own.
- When class is settled, call the next group to the mat for GGR.

**GROUP GUIDED READING**  Groups B and C

**Second reading**
- In pairs, learners read alternate pages.
- Listen to them read. Record your observations.
- Depending on the level of the group, focus on letter-sound correspondence, segmenting and blending words or fluency.

**PHYSICAL EDUCATION**  Activity stations

**Warm up**
- Activity stations
  - Observe and advise.

**Cool down**
For recovery timetable, replace this lesson with Group Guided Reading, while class does pages from the DBE workbook.

Marking: See page 117
Marks: 5

**VISUAL ARTS/ LISTENING AND SPEAKING ASSESSMENT 1**

**INDEPENDENT WRITING**  Jack and the beanstalk

**Draw**
- Draw what Jack saw at the top of the beanstalk.

**Write**
- Learners write about what they drew.
- Encourage them to sound out words they are unsure of and to remember punctuation.

**INDEPENDENT WORK**
- Learners do two tasks a day unless they have GGR.
- Remind them to work quietly on their own.
- When class is settled, call the next group to the mat for GGR.

**GROUP GUIDED READING**  Groups B and C

**Second reading**
- In pairs, learners read alternate pages.
- Listen to them read. Record your observations.
- Depending on the level of the group, focus on letter-sound correspondence, segmenting and blending words or fluency.

**PHYSICAL EDUCATION**  Activity stations

**Warm up**
- Activity stations
  - Observe and advise.

**Cool down**
For recovery timetable, replace this lesson with Group Guided Reading, while class does pages from the DBE workbook.
**FRIDAY**

**MORNING MEETING**  
*News*  
- Give learners a topic to tell news about.  
- Learners tell their news using the think-pair-share methodology and the *My News* frame.

**PHONICS**  
*Dictation*  
- Say each word slowly. Repeat only once.  
- Learners write the words in their exercise books.  
- Afterwards, write words on board for them to check and correct.

**INDEPENDENT WRITING**  
*Sharing drawings and writing*  
*Groups*  
- Take turns to show drawings from Thursday to the others in the group.  
- Learners read their sentences to the group.  
- Choose the best drawing in the group.  
- Show it to the rest of the class.

**INDEPENDENT WORK**  
- Learners do two tasks a day unless they have GGR.  
- Remind them to work quietly on their own.  
- When class is settled, call the next group to the mat for GGR.

**GROUP GUIDED READING**  
*Groups D and E*  
*Second reading*  
- In pairs, learners read alternate pages.  
- Listen to them read. Record your observations.  
- Depending on the level of the group, focus on letter-sound correspondence, segmenting and blending words or fluency.
CHECKING AND FEEDBACK

Reflect on the week
• What was good about this week?
• What do we need to improve?

Check learners’ Independent Work
• Provide feedback and reteach if necessary.

TEACHER’S WEEKLY REVIEW

This week, I have:
• taken in the LABs and commented on the Writing
• checked and corrected the other LAB pages and identified areas of concern or specific learners needing more assistance
• referred back to the Week Overview and identified any lesson I was not able to complete
• scanned my lap book and noted any children needing additional one-to-one teaching time or individual reading practice with me next week.

I have scheduled a time next week for:
• any class catchup or general feedback that is needed
• individual, one-to-one teaching, e.g. when the class is busy, or early in the morning.

I have looked ahead to next week to ensure I am prepared and have all I need to start the week.

PHYSICAL EDUCATION

Activity stations

Warm up
Activity stations
• Observe and advise.

Cool down

For recovery timetable, replace this lesson with Group Guided Reading, while class does pages from the DBE workbook.
Where food comes from

**PREPARATION**

Flashcards

| soup | vegetable | nice | nasty | silly |

**FORMAL ASSESSMENT TASKS WEEK 7**

| Monday – Friday | Reading 1 (during GGR) | TG p. 127 | TG pp. 81, 83, 85, 87 & 89 |
| Monday & Tuesday | Performing Arts 1 | Practical | TG pp. 81 & 83 |
| Thursday | Handwriting 1 | Exercise books | TG p. 86 |
| Thursday & Friday | Physical Education 1 | Practical | TG pp. 87 & 89 |

**GUIDE TO GROUP GUIDED READING (GGR) AND INDEPENDENT WORK (IW)**

<table>
<thead>
<tr>
<th>GGR: 2 x 15 minutes per group</th>
<th>IW: 8 pages</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Monday</strong></td>
<td>Tuesday</td>
</tr>
<tr>
<td>15 min</td>
<td>15 min</td>
</tr>
<tr>
<td>Group A</td>
<td>GGR 1</td>
</tr>
<tr>
<td>Group B</td>
<td>IW 1</td>
</tr>
<tr>
<td>Group C</td>
<td>IW 1</td>
</tr>
<tr>
<td>Group D</td>
<td>IW 1</td>
</tr>
<tr>
<td>Group E</td>
<td>IW 1</td>
</tr>
</tbody>
</table>

**EQUIPMENT FOR ACTIVITIES**

- pencils
- waste materials to use as props in shopping roleplay
- pictures of fruit
- bags / containers for this week's letters
- equipment needed for the selected Physical Education activities
One freezing day in the middle of winter, Mom decided to make soup. She had lots of fresh vegetables from the shop and the garden.

‘We are all going to make our own special kind of soup today,’ said Mom. ‘You can each mix and make your own special soup!’ said Mom.

Vincent liked books about monsters. He knew just what monsters would like in their nasty soup. He found a rusty old tin and filled it with thorns, mud, banana peels and dead bugs.

‘Yuk! Your soup is disgusting!’ said Fanele. But the monsters loved Vincent’s nasty soup. They all shouted together as they slurped it down.

Bubble, bubble, boil and trouble!

This soup makes us big and strong!

Slurp! Slurp! Slurp!

‘I want to make nice soup for the teeny tiny fairies that come into our garden and give me teeny tiny presents,’ said Fanele. She found a teeny tiny bowl and in went teeny tiny flowers, petals, leaves and berries.

‘What a stupid, silly soup,’ said Vincent scornfully. Fanele didn’t care what her brother thought. She put her teeny tiny bowl of soup in the garden and waited for the fairies to come.

‘What lovely soup!’ said the fairies. ‘Thank you so much!’ And they gave Fanele a teeny tiny ring as a teeny tiny present.

Baby knew just what she wanted to put in her soup. She found a big plastic bowl and in went her half-eaten rusk, a doll’s shoe, a handful of sand and a dog’s biscuit. ‘Who wants my soup?’ asked Baby and Mom got a soup spoon and pretended to have a sip.

‘How delicious! But maybe your soup needs a little salt,’ said Mom and put in a pinch of salt.

Mom knew just what she wanted to put in her soup. She found a big pot and in went chopped onions, carrots, potatoes, beans as well as barley, salt and pepper. ‘Well done all of you for making special soup and now who wants to try my extra special nice soup?’ said Mom.

‘We love your extra special nice soup, Mom,’ said the children as they ate bowls of steaming, delicious soup.

---

**VOCABULARY**

<table>
<thead>
<tr>
<th>special</th>
<th>monster</th>
<th>nasty</th>
</tr>
</thead>
<tbody>
<tr>
<td>something very good, better than other things</td>
<td>a big ugly creature that is not real (monsters are sometimes in stories)</td>
<td>something that tastes bad, not nice to eat</td>
</tr>
</tbody>
</table>
**MONDAY**

**MORNING MEETING** 🌞 News
- Give learners a topic to tell news about.
- Learners tell their news using the think-pair-share methodology and the *My News* frame.

**READ-ALOUD STORY** 📚 Nice and nasty soup
*Before reading*
- Ask: Do you like soup? Why?
- Have you ever helped to make soup? What did you do?

*Read the story aloud*
- Explain new vocabulary

*After reading*
- Who made soup? (Mom, Vincent, Fanele, Baby)
- Whose soup would you like to eat? Why?

**BEGINNING KNOWLEDGE AND PSWB** 🍃 Where food comes from
*Prior knowledge*
- Revise parts of plants. Which parts of plants do we eat?

*Read Big Book page 31*
- Look at the pictures. What foods do you see?
- Read the headings. How are these foods grouped?

*After reading*
- On the board, draw a two big circles labelled Plant and Animal.
- Learners suggest examples of foods and discuss whether they come from plants or animals.
- Write in the correct circle.

**PHONICS** 🎵 The sound X
*Revise sounds*
- At a fast pace, show flashcards of letters already taught. Learners say the sound.

*Introduce the new sound*
- Listen to and say the new sound.
- Notice your mouth.

*Identify words with the sound*
- Learners provide more words with the sound.

*Read*
- Read the letters and words in the blocks slowly together.
- Read the sentence

*Trace over the letter in the sentence*

**HANDWRITING** 🖋️
- Follow the advice for handwriting lessons in the MG.
- Teach the letter formation of today’s sound.
- Learners write in their exercise books.
- Observe and assist
**INDEPENDENT WORK**
- Introduce this week's independent tasks.
- Learners do two tasks a day unless they have Reading Assessment.
- Remind them to work quietly on their own.
- When class is settled, call the first group to the mat for Reading Assessment.

**READING ASSESSMENT 1**  
*Group A*

**Assessment**
- Learners whisper-read any story in the LAB.
- Call them one at a time to listen to them read sentences from page 127 of this Teacher's Guide.
- Listen to each learner for one minute.

**Marking:** See page 119  
**Marks:** 10

**PHYSICAL EDUCATION**  
**Activity stations**

**Prepare**
- PE assessment takes place on Thursday and Friday.
- Choose four different activities from page 5 for the week.

**Introduce activity stations**

**Whole class activity**

For recovery timetable, replace this lesson with Group Guided Reading, while class does pages from the DBE workbook.

**PERFORMING ARTS**  
**ASSESSMENT 1**

**Dramatise Jack and the beanstalk**

**Listen and mime**
- Read the story *Jack and the Beanstalk* on page 79 to the class.
- Stop at appropriate places and ask all learners to mime the action.

**Prepare dramatisation**
- In groups of four, learners choose characters: Jack, Jack’s mother, giant, hen.
- Groups plan how they will dramatise the whole story.

**Practise**
- Learners practise their play to present tomorrow

**Marking:** See page 124  
**Marks:** 5
**MORNING MEETING**
- Register, calendar, weather
- Play same sound or different

**LISTENING AND SPEAKING**
**Imaginative answers**

*Pairs*
- Take turns to ask and listen. Answer questions imaginatively.
  - What would you put in nice soup?
  - What would you put in nasty soup?
  - What would you put in silly soup?

*Class discussion*
- Learners share some of the things their partners said.

**BEGINNING KNOWLEDGE
AND PSWB**
**Where food comes from**

*Identify the foods on the right*
- What food is in the column on the right?
- Pairs: Which of these foods do you eat at home?

*Match food to where it comes from*

**PHONICS**
**Shared word building**

*Prepare*
- Learners cut out the letter cards for the week (LAB page 175).
- Display the same teacher cards randomly on the board.

*Build the words together*
- Call a learner to the board for each word.
- Say the word aloud. Ask: What is the first sound? So, what is the first letter? And so on.
- Let learner find the letter cards and place in the correct position.
- Other learners try to copy the word with their own cards.

*Put the letters in a container/bag to use again*

**HANDWRITING**
- Follow the advice for handwriting lessons in the MG.
- Teach the letter formation of yesterday’s sound.
- Learners write in their exercise books.
- Observe and assist
**SHARED READING (1) Nice and nasty soup**

Read from Big Book
- Read pages 1–4 of *Nice and nasty soup* to the class
- Ask the Day 1 questions on each page.
- Re-read the story together as a class.

Show flashcard words: soup, vegetable, nice, nasty, silly
- Hold up the flashcards and say the words aloud with the learners.
- Match the flashcards to a word in the Big Book.

**INDEPENDENT WORK**

- Learners do two tasks a day unless they have Reading Assessment.
- Remind them to work quietly on their own.
- When class is settled, call the next group to the mat for Reading Assessment.

**READING ASSESSMENT 1 Group B**

Assessment
- Learners whisper-read any story in the LAB.
- Call them one at a time to listen to them read sentences from page 127 of this Teacher’s Guide.
- Listen to each learner for one minute.

Marking: See page 119
Marks: 10

**PHYSICAL EDUCATION Activity stations**

Warm up
Activity stations
- Observe and advise.
Cool down

For recovery timetable, replace this lesson with Group Guided Reading, while class does pages from the DBE workbook.

**PERFORMING ARTS ASSESSMENT 1 CONTINUED**

Perform *Jack and the beanstalk*

Explain format
- Each group will dramatise part of the story of *Jack and the beanstalk* that they prepared yesterday.
- Teacher will stop each group somewhere in their presentation and the next group carries on the story from there.

Perform
- Go through the story two or three times to give every group a chance.
- Use the Performing Arts lesson on Wednesday to finish the assessments if you need extra time.
WEDNESDAY

MORNING MEETING
- Register, calendar, weather
- Play same sound or different

BEGINNING KNOWLEDGE AND PSWB
Food I like

Explain activity
- Look at the three options: love/like ♥, eat ✔ and don’t like ✗.
- Identify the foods in the table.

Complete the table
Compare answers
- Compare with your partner.
- What choices were the same/different?

PHONICS The sound X

Revise sounds
- At a fast pace, show flashcards of letters already taught.
  Learners say the sound.

Introduce the new sound
- Listen to and say the new sound.
  Notice your mouth.

Identify words with the sound
- Learners provide more words with the sound.

Read
- Read the letters and words in the blocks slowly together.
- Read the sentence

Trace over the letter in the sentence

HANDWRITING

- Follow the advice for handwriting lessons in the MG.
- Teach the letter formation of today’s sound.
- Learners write in their exercise books.
- Observe and assist

SHARED READING (2) Nice and nasty soup

- Read Nice and nasty soup with the class
- Ask the Day 2 questions on each page.
- Re-read the story as a class.

Revise flashcard words: soup, vegetable, nice, nasty, silly
- Hold up the flashcards and say the words aloud with the learners.
- Match the flashcards to a word in the Big Book.
**Performing Arts**

*Use this time to complete the Performing Arts Assessment from Tuesday if you need it.*

**In pairs, discuss shopping for food**
- Where do we buy food? *(supermarket, spaza shop, take-aways)*
- What do you say when you want to buy something? *(polite way)*

**Shopping role play**
- What does the shopkeeper say?

**Role play**
- Use waste materials such as empty boxes or tins as props, if available.
- In pairs, role play shopping for food. Learners buy three items for supper.
- Swap roles.

For recovery timetable, replace this lesson with Group Guided Reading, while class does pages from the DBE workbook.
THURSDAY

MORNING MEETING
- Register, calendar, weather
- Play same sound or different

LISTENING AND SPEAKING
Say an action rhyme
- Link the rhyme to this week’s theme.
- Learners listen to the poem. Who is talking?
- Learners listen and repeat the lines.

PHONICS
Independent word building
- Letter naming using cards
  - Learners spread letter cards on desk.
  - Teacher says a sound
  - Learners hold up the matching letter card.
- Independent word building
  - Using words from Tuesday’s word building lesson:
    - Say a word and help learners to identify and count the sounds.
    - Learners build the word with their cards.
    - Check (one learner writes word on board).
    - They copy the word into their exercise books.

HANDWRITING ASSESSMENT 1
Copy a sentence
- Prepare
  - Write a short sentence on the board that learners will copy.
  - Make sure it only includes sounds/letters the class has learned.
  - Remind learners what good handwriting looks like (letter formation, even sizing of letters, spacing in and between words, correct use of punctuation)
- Activity
  - Learners copy the sentence, using their best handwriting.
  - Do not allow them to use an eraser.
  - Learners place a small star above the letter they are most proud of.
  - Take in their books to assess.

MARKING:
See page 120
Marks: 5

SHARED READING (3)
Nice and nasty soup
- Read from Big Book
  - Read pages 1–4 of Nice and nasty soup with the class.
  - Ask the Day 3 questions on each page.
  - Re-read the story with the class.
- Revise flashcard words: soup, vegetable, nice, nasty, silly
  - Hold up the flashcards and say the words aloud with the learners.
  - Match the flashcards to a word in the Big Book.
  - Put the flashcards on the Word Wall.

LAB. 110-113

15 min

15 min

15 min

15 min
INDEPENDENT WRITING

Write favourite food list

• Together read the class list you made on Wednesday.
• Learners think about these favourite foods.

Independent writing

• Learners write a list of five of their favourite foods.
• Give your list a heading.
• Encourage them to sound out words they are unsure of.

INDEPENDENT WORK

• Learners do two tasks a day unless they have Reading Assessment.
• Remind them to work quietly on their own.
• When class is settled, call the next group to the mat for Reading Assessment.

READING ASSESSMENT 1 Group D

Assessment

• Learners whisper-read any story in the LAB.
• Call them one at a time to listen to them read sentences from page 127 of this Teacher’s Guide.
• Listen to each learner for one minute.

Marking: See page 119
Marks: 10

PHYSICAL EDUCATION ASSESSMENT 1

Prepare (5 min)

• Divide class into 8 groups. Call one group at a time for assessment.
• Assess half the class today and the rest tomorrow.
• The other groups play Follow my leader until called.

Give the instructions to one group at a time (5 min per group)

• Jump, legs together.
• Hop on one leg, hop on the other.
• Stand still on one leg, stand still on the other.
• Skip on the spot.
• Jump legs wide out then in.
• If equipment is available, include skipping with a rope, throwing a ball and catching it and jumping onto a bench and off.

Allow 30 seconds for each movement

Marking: See page 125
Marks: 5

PERFORMING ARTS Describe food

Introduce

• Show a fruit or picture of a fruit.
• If you were describing this fruit to a blind person, what would you say? (colour, size, where it comes from, taste)
• How would you describe the food to a deaf child? (use hand movements and gestures)

Pairs

• Describe a food as if to a blind person. Partner identifies it.
• Describe a food as if to a deaf person. Partner identifies it.

Groups

• Divide class into two groups.
• Repeat the activity

For recovery timetable, replace this lesson with Group Guided Reading, while class does pages from the DBE workbook.
FRIDAY

MORNING MEETING  News
- Give learners a topic to tell news about.
- Learners tell their news using the think-pair-share methodology and the My News frame.

INDEPENDENT WRITING  Comparing lists
Compare lists
- Learners work in pairs to compare their favourite food lists.
- They underline the food they both wrote down.

Make a new list
- The pairs make a new list of the foods they both like.
- The pairs share their new list with another pair.

PHONICS  Snail game
- Play in pairs.
- Move counter according to the dice/number blocks.
- If you land on a word, read it out loud then give another word starting with that sound.
- If you land on a picture, say the first sound of the object then give another word that starts with that sound.
- Check that your partner is right.

INDEPENDENT WORK
- Learners do two tasks a day unless they have Reading Assessment.
- Remind them to work quietly on their own.
- When class is settled, call the next group to the mat for Reading Assessment.

READING ASSESSMENT 1  Group E
Assessment
- Learners whisper-read any story in the LAB.
- Call them one at a time to listen to them read sentences from page 127 of this Teacher’s Guide.
- Listen to each learner for one minute.

Marking: See page 119
Marks: 10
CHECKING AND FEEDBACK

Reflect on the week
• What was good about this week?
• What do we need to improve?

Check learners’ Independent Work
• Provide feedback and reteach if necessary.

PHYSICAL EDUCATION ASSESSMENT 1 (continued)

Prepare (5 min)
• Call the next group for assessment.
• Other groups play Follow my leader until called.
• Complete the assessment today.

Give the instructions to one group at a time (5 min per group)
• Jump, legs together.
• Hop on one leg, hop on the other.
• Stand still on one leg, stand still on the other.
• Skip on the spot.
• Jump legs wide out then in.
• If equipment is available, include skipping with a rope, throwing a ball and catching it and jumping onto a bench and off.

Allow 30 seconds for each movement

Marking: See page 125
Marks: 5

TEACHER’S WEEKLY REVIEW

This week, I have:
• taken in the LABs and commented on the Writing
• checked and corrected the other LAB pages and identified areas of concern or specific learners needing more assistance
• referred back to the Week Overview and identified any lesson I was not able to complete
• scanned my lap book and noted any children needing additional one-to-one teaching time or individual reading practice with me next week.

I have scheduled a time next week for:
• any class catchup or general feedback that is needed
• individual, one-to-one teaching, e.g. when the class is busy, or early in the morning.
I have looked ahead to next week to ensure I am prepared and have all I need to start the week.
WEEK OVERVIEW

Healthy food

PREPARATION

Flashcards

- whisper
- silly
- salt
- beans
- soup

FORMAL ASSESSMENT TASKS WEEK 8

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GUIDE TO GROUP GUIDED READING (GGR) AND INDEPENDENT WORK (IW)

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EQUIPMENT FOR ACTIVITIES

- crayons / kokis and a pencil
- large sheets of paper (A4 or larger, white or coloured)
- scissors, glue, sticky tap
- seeds
- magazines with pictures of plants
- bags / containers for this week's letters
- equipment needed for the selected Physical Education activities
Every Saturday Anna makes soup with her Mom. First, they go to the supermarket to choose vegetables for the soup. Anna loves going shopping with her mother. They buy onions, beans and celery for the soup.

‘Anna please have a good look at the carrots in that box and find us a nice big bunch,’ says Mom.

Anna looks carefully in the box of carrots and sees something silver and shiny at the bottom of the box. What could it be? ‘Oh Mom! Look at this! Look what I found at the bottom of the box! Can I keep this lovely silver watch?’ asks Anna.

‘Someone has lost this watch,’ says Mom. ‘We must hand it in to the manager.’

A little girl called Vera is sobbing loudly. Vera has lost her watch. Vera and her mother have searched everywhere in the shop. ‘Do you think somebody will find my watch and hand it in? Vera asks her mother. ‘Someone will, if they have love in their heart,’ says Mom.

Vera and her mother go to the manager and ask him if anyone has found the watch and handed it in. He tells Vera that Anna and her mother found the watch and have just handed it in to him. He introduces them to each other.

‘I found your watch under the carrots,’ says Anna smiling as Vera puts her watch back on her wrist.

‘Thank you! Thank you! I got this watch for my birthday,’ says Vera. ‘It belonged to my grandmother.’

Vera’s mom gives Anna a big hug and buys her a packet of sweets to say thank you.

Anna and her Mom go home to make soup and while they peel and chop the vegetables, they talk about how happy Vera was when they gave her the watch and how good it feels to do the right thing.

**VOCABULARY**

| **supermarket** – large shop where you buy food and things for the home | **manager** – the person who is in charge | **introduce** – to tell someone another person’s name the first time that they meet |
MONDAY

MORNING MEETING  News

- Give learners a topic to tell news about.
- Learners tell their news using the think-pair-share methodology and the My News frame.

LISTENING AND SPEAKING ASSESSMENT 2

Lost and found

Before reading
- Say: Today’s story is about something lost and then found.
- Tell learners to listen carefully as you read. They will answer questions afterwards.

After reading
- Distribute copies of TG page 128.
- Read each question and identify the possible answers with the learners.
- Learners put a cross next to the answer they think is right.

Marking: See page 117
Marks: 5

BEGINNING KNOWLEDGE AND PSWB

Healthy snacks

Before reading
- Did you have a snack at break time? What did you eat?

Read
- Look at the table. Remind learners that we use tables to collect and understand information.
- Point to the list of healthy snacks that are good for your body. Which of these healthy snacks have you eaten?

PHONICS  The sound X

Revise sounds
- At a fast pace, show flashcards of letters already taught. Learners say the sound.

Introduce the new sound
- Listen to and say the new sound.
- Notice your mouth.

Identify words with the sound
- Learners provide more words with the sound.

Read
- Read the letters and words in the blocks slowly together.
- Read the sentence

Trace over the letter in the sentence

LAB  Healthy food

Marking: See page 117
Marks: 5
**HANDWRITING**
- Follow the advice for handwriting lessons in the MG.
- Teach the letter formation of today’s sound.
- Learners write in their exercise books.
- Observe and assist

**INDEPENDENT WORK**
- Introduce this week’s independent tasks.
- Learners do two tasks a day unless they have GGR.
- Remind them to work quietly on their own.
- When class is settled, call the first group to the mat for GGR.

**GROUP GUIDED READING**
*Groups A and B*
**First reading**
- Introduce the story.
- Read the story with learners. Stop at the end of each page and ask questions.
- Depending on the level of the group, focus on letter-sound correspondence, segmenting and blending words or fluency.

**PHYSICAL EDUCATION**
*Activity stations*
**Prepare**
- Choose four different activities from page 5 for the week.

**Introduce activity stations**
**Whole class activity**

For recovery timetable, replace this lesson with Group Guided Reading, while class does pages from the DBE workbook.

**VISUAL ARTS**
*Healthy food collage*
**Create**
- Give out paper and crayons.
- Tell learners to think about going shopping for groceries or food.
- They draw a picture about it and write a sentence.
**TUESDAY**

**MORNING MEETING**
- Register, calendar, weather
- Play same sound or different

**LISTENING AND SPEAKING**
**Healthy snacks**
Think-pair-share
- Think: What is your favourite healthy snack? Where and when do you get it? Why do you like it?
- Pair: Tell your partner.
- Share: Choose a few learners to tell the whole class.

**BEGINNING KNOWLEDGE AND PSWB ASSESSMENT 1**
**How plants grow**
Distribute copies of TG page 129
Learners complete assessment
- Learners put the five drawings in the correct sequence by writing a number from 1–5 in the boxes.
- They write a word on the line to say what part of the plant is growing.

Marking: See page 122
Marks: 10

**PHONICS**
**Shared Word Building Prepare**
- Learners cut out the letter cards for the week (LAB page 177).
- Display the same teacher cards randomly on the board.

Build the words together
- Call a learner to the board for each word.
- Say the word aloud. Ask: What is the first sound? So, what is the first letter? And so on.
- Let learner find the letter cards and place in the correct position.
- Other learners try to copy the word with their own cards.

Put the letters in a container/bag to use again

**HANDWRITING**
- Follow the advice for handwriting lessons in the MG.
- Teach the letter formation of yesterday’s sound.
- Learners write in their exercise books.
- Observe and assist
**SHARED READING (4)**  *Nice and nasty soup*

**Recap**
- Ask: Who can tell me what has happened so far in this story?

**Read**
- Read pages 36-39 of *Nice and nasty soup* to the class.
- Ask the Day 1 questions on each page.
- Re-read the story together as a class.

**Revise flashcard words: soup, vegetable, nice, nasty, silly**
- Hold up the flashcards and say the words aloud with the learners.
- Match the flashcards to a word in the Big Book.

**INDEPENDENT WORK**
- Learners do two tasks a day unless they have GGR.
- Remind them to work quietly on their own.
- When class is settled, call the next group to the mat for GGR.

**GROUP GUIDED READING**  *Groups C and D*

**First reading**
- Introduce the story.
- Read the story with learners. Stop at the end of each page and ask comprehension questions.
- Depending on the level of the group, focus on letter-sound correspondence, segmenting and blending words or fluency.

**Physicall Education**  *Activity stations*

**Warm up**
- Activity stations
  - Observe and advise.

**Cool down**

**Visual Arts**  *Draw a picture about shopping*

- Give out paper and crayons.
- Tell learners to think about when they go shopping for groceries or food.
- They draw a picture about it and write a sentence.

**Alternative**
- If you have magazines available, learners make a collage with cut-out pictures of food.

For recovery timetable, replace this lesson with Group Guided Reading, while class does pages from the DBE workbook.
**WEDNESDAY**

**MORNING MEETING**
- Register, calendar, weather
- Play same sound or different

**BEGINNING KNOWLEDGE AND PSWB**

**Why we need plants**

**Read together**
- Identify things made from plants. *(paper, medicine, oil, furniture)*
- Look at examples of what you can do with plants. *(food, fire, shelter)*

**Apply**
- Name all the things in the classroom that come from plants. *(pencils, lunch, paper, desks)*

**PHONICS**

**The sound X**

**Revise sounds**
- At a fast pace, show flashcards of letters already taught.
  Learners say the sound.

**Introduce the new sound**
- Listen to and say the new sound.
- Notice your mouth.

**Identify words with the sound**
- Learners provide more words with the sound.

**Read**
- Read the letters and words in the blocks slowly together.
- Read the sentence

**Trace over the letter in the sentence**

**HANDWRITING**

- Follow the advice for handwriting lessons in the MG.
- Teach the letter formation of today’s sound.
- Learners write in their exercise books.
- Observe and assist

**SHARED READING (5)**

**Nice and nasty soup**

**Recap**
- Ask: Who can tell me what has happened so far in this story?

**Read**
- Read pages 36-39 of *Nice and nasty soup* to the class
- Ask the Day 2 questions on each page.
- Re-read the story together as a class.

**Revise flashcard words: soup, vegetable, nice, nasty, silly**
- Hold up the flashcards and say the words aloud with the learners.
- Match the flashcards to a word in the Big Book.
**SHARED WRITING**  
**Our favourite food**

**Prepare**
- Copy the writing frame onto the board

**Write learners’ suggestions on the board**
- Discuss and vote for the class’s favourite food.
- Together, complete the writing frame about this food. Learners dictate what to write.
- Write two or three reasons why learners like this food.

**Read the sentences together**

**INDEPENDENT WORK**

- Learners do two tasks a day unless they have GGR.
- Remind them to work quietly on their own.
- When class is settled, call the next group to the mat for GGR.

**GROUP GUIDED READING**  
**Groups E and A**

**First reading for Group E**
- Introduce the story.
- Read the story with learners. Stop at the end of each page and ask comprehension questions.
- Depending on the level of the group, focus on letter-sound correspondence, segmenting and blending words or fluency.

**Second reading for Group A**
- In pairs, learners read alternate pages.
- Listen to them read. Record your observations.
- Depending on the level of the group, focus on letter-sound correspondence, segmenting and blending words or fluency.

**PHYSICAL EDUCATION**  
**Activity stations**

- Warm up
  - Activity stations
  - Observe and advise.
- Cool down

  For recovery timetable, replace this lesson with Group Guided Reading, while class does pages from the DBE workbook.

**PERFORMING ARTS**  
**Good manners dialogue**

**Introduce**
- Revise what we learned about good manners in Week 4.
- Remind

**Pairs:**
- Choose pairs of characters, for example, granny and child, doctor and patient, mother and shopkeeper and customer.
- Prepare a short dialogue between the characters showing good manners (greeting, apologising, asking, lining up, hands up rule, listening and speaking)
THURSDAY

MORNING MEETING
• Register, calendar, weather
• Play same sound or different

LISTENING AND SPEAKING
Song/poem
• Sing/recite the song taught last week (Oats and Beans and Barley grow)

READING AND COMPREHENSION ASSESSMENT 2
Healthy snacks
Distribute copies of TG pages 130 and 131.
• We read this table in the Big Book on Monday.
• Remind learners we read rows from left to right and columns from top to bottom.

Answer the questions
• Read each question with the learners.
• Working independently, learners look at the table to find answers.
• Fill in the answers.

Marking: See page 119
Marks: 10

PHONICS ASSESSMENT 1
Complete the words
• Learners work independently
• Fill in the missing letters to complete the words.

Marking: See page 119
Marks: 5
HANDWRITING
- Follow the advice for handwriting lessons in the MG.
- Teach the letter formation of yesterday’s sound.
- Learners write in their exercise books.
- Observe and assist

INDEPENDENT WORK
- Learners do two tasks a day unless they have GGR.
- Remind them to work quietly on their own.
- When class is settled, call the next group to the mat for GGR.

GROUP GUIDED READING Groups B and C
Second reading
- In pairs, learners read alternate pages.
- Listen to them read. Record your observations.
- Depending on the level of the group, focus on letter-sound correspondence, segmenting and blending words or fluency.

PHYSICAL EDUCATION Activity stations
Warm up
Activity stations
- Observe and advise.
Cool down

PERFORMING ARTS Good manners dialogues
- Pairs present their dialogues
- Talk about what good manners were demonstrated.

For recovery timetable, replace this lesson with Group Guided Reading, while class does pages from the DBE workbook.
FRIDAY

**MORNING MEETING**  News
- Give learners a topic to tell news about.
- Learners tell their news using the think-pair-share methodology and the My News frame.

**PHONICS ASSESSMENT 2**  Dictation
- Say each word slowly. Repeat only once.
- Learners write the words in their exercise books.
- Take in for marking

**MARKING:** See page 118  
**Marks:** 5

**WRITING ASSESSMENT 1**  My favourite food
- Learners write the name of their favourite food as a heading.
- Then they write at least one a sentence about why they like it.
- Learners work independently. Encourage them to sound out words.

**MARKING:** See page 118  
**Marks:** 5

**INDEPENDENT WORK**
- Learners do two tasks a day unless they have GGR.
- Remind them to work quietly on their own.
- When class is settled, call the next group to the mat for GGR.

**GROUP GUIDED READING**  Groups D and E
- In pairs, learners read alternate pages.
- Listen to them read. Record your observations.
- Depending on the level of the group, focus on letter-sound correspondence, segmenting and blending words or fluency.

**Say Hi** to 060 017 0000 for questions to ask about the story
CHECKING AND FEEDBACK

Reflect on the week
• What was good about this week?
• What do we need to improve?

Check learners’ Independent Work
• Provide feedback and reteach if necessary.

PHYSICAL EDUCATION

Warm up
Activity stations
• Observe and advise.

Cool down

For recovery timetable, replace this lesson with Group Guided Reading, while class does pages from the DBE workbook.

TEACHER’S WEEKLY REVIEW

This week, I have:
• taken in the LABs and commented on the Writing
• checked and corrected the other LAB pages and identified areas of concern or specific learners needing more assistance
• referred back to the Week Overview and identified any lesson I was not able to complete
• scanned my lap book and noted any children needing additional one-to-one teaching time or individual reading practice with me next week.

I have scheduled a time next week for:
• any class catchup or general feedback that is needed
• individual, one-to-one teaching, e.g. when the class is busy, or early in the morning.

I have looked ahead to next week to ensure I am prepared and have all I need to start the week.
WEEK OVERVIEW

WEEK 9 • FOOD

PREPARATION

Flashcards

fruit  salad  bowl  chop  peel

GUIDE TO GROUP GUIDED READING (GGR) AND INDEPENDENT WORK (IW)

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Group A
- GGR 1
- IW 1
- IW 2
- IW 3
- IW 4
- GGR 2
- IW 5
- IW 6
- IW 7
- IW 8

Group B
- IW 1
- GGR 1
- IW 2
- IW 3
- IW 4
- IW 5
- GGR 2
- IW 6
- IW 7
- IW 8

Group C
- IW 1
- IW 2
- GGR 1
- IW 3
- IW 4
- IW 5
- IW 6
- GGR 2
- IW 7
- IW 8

Group D
- IW 1
- IW 2
- IW 3
- GGR 1
- IW 4
- IW 5
- IW 6
- GGR 2
- IW 7
- IW 8

Group E
- IW 1
- IW 2
- IW 3
- IW 4
- GGR 1
- IW 5
- IW 6
- GGR 2
- IW 7
- IW 8

EQUIPMENT FOR ACTIVITIES

- crayons / kokis, pencils
- large sheets of paper (A4 or larger, white or coloured)
- poster paint / wax crayons / thick, felt-tipped pens
- string
- scissors
- sticks / dowels or coat hangers
- bags / containers for this week’s letters
- equipment needed for the selected Physical Education activities

Storing food
Once, long ago, there was a farmer who grew beautiful pumpkins in his field. One year, one of his pumpkins grew very fast. Each day it got bigger and bigger.

Soon it was as big as a watermelon. The farmer’s wife came to look. ‘What a big pumpkin,’ she said. ‘You must pick it soon.’

‘I will wait just a little longer,’ said the farmer.

The pumpkin didn’t stop growing. Soon it was as big as a chair. The farmer’s children came to look. ‘What a big pumpkin,’ they said. ‘You must pick it soon.’

‘I will wait just a little longer,’ said the farmer.

The pumpkin didn’t stop growing. Soon it was as big as a car. The farmer’s neighbours came to look. ‘What a huge pumpkin,’ they said. ‘You must pick it this week.’

‘I will wait just a little longer,’ said the farmer.

The next day the pumpkin was as big as a house. The village elders came to look. ‘What an enormous pumpkin,’ they said. ‘You must pick it tomorrow morning early.’

‘I will wait just a little longer,’ said the farmer.

That night, when everyone was asleep, there was a very loud bang. It was louder than thunder or a jet plane. Everyone woke up. The farmer ran outside. His wife ran outside. His children ran outside. The neighbours ran outside. The village elders ran outside.

There they saw what had happened. The pumpkin had exploded! It had burst open! There were hundreds of pieces of pumpkin on the ground.

The farmer laughed. ‘I waited too long. But now we can all enjoy the pumpkin. Please help yourselves.’

So, everyone took a piece of the enormous pumpkin. The next day farmer’s wife made lovely pumpkin soup. The neighbours made pumpkin soup. The whole village made pumpkin soup. The whole village ate and ate until they were full.

VOCABULARY

| **elders** – older and wiser men and women who can advise people on what to do | **exploded** – to burst open suddenly | **enormous** – very big, huge |
MORNING MEETING

News

- Give learners a topic to tell news about.
- Learners tell their news using the think-pair-share methodology and the My News frame.

READ-ALOUD STORY

Enormous pumpkin

Before reading
- Ask whether learners enjoy pumpkin. Why or why not?
- How big is the biggest pumpkin you have seen?

Read the story aloud
- Explain new vocabulary

After reading
- Do you think the farmer waited too long? Why?

BEGINNING KNOWLEDGE AND PSWB

Prior knowledge
- Ask: In which ways have we sorted food already? (healthy/unhealthy, animal/plant)
- Food can also be sorted into five food groups that help our bodies in a special way.

Read
- Read the weekly menu.
- What is the name of the school?

Five food groups
- Read the names of the five food groups.
- Which food groups do learners eat on Mondays? Tuesdays and so on

After reading
- Learners think about what they ate for lunch yesterday.
- Which food groups did they eat from?

PHONICS

The letter X

Revise sounds
- At a fast pace, show flashcards of letters already taught. Learners say the sound.

Introduce the new sound
- Listen to and say the new sound.
- Notice your mouth.

Identify words with the sound
- Learners provide more words with the sound.

Read
- Read the letters and words in the blocks slowly together.
- Read the sentence

Trace over the letter in the sentence
**HANDWRITING**
- Follow the advice for handwriting lessons in the MG.
- Teach the letter formation of today’s sound.
- Learners write in their exercise books.
- Observe and assist

**INDEPENDENT WORK**
- Introduce this week’s independent tasks.
- Learners do two tasks a day unless they have GGR.
- Remind them to work quietly on their own.
- When class is settled, call the first group to the mat for GGR.

**GROUP GUIDED READING**
- **Groups A and B**

**First reading**
- Introduce the story.
- Read the story with learners. Stop at the end of each page and ask questions.
- Depending on the level of the group, focus on letter-sound correspondence, segmenting and blending words or fluency.

**PHYSICAL EDUCATION**
- **Activity stations**

**Prepare**
- Choose four different activities from page 5 for the week.

**Introduce activity stations**

**Whole class activity**

For recovery timetable, replace this lesson with Group Guided Reading, while class does pages from the DBE workbook.

**VISUAL ARTS**
- **Draw and colour food**

**Introduce**
- Explain that we can also sort fruit by colour.
- Learners give examples of foods that are yellow, red, green, and so on.

**Create**
- Each learner in a group chooses a different colour.
- They draw and colour one example of that colour food. Colour both sides of the paper.
- Make the drawings big enough to cut out.
- Cut out and keep safe to use to make a group mobile tomorrow.
TUESDAY

MORNING MEETING
- Register, calendar, weather
- Play same sound or different

LISTENING AND SPEAKING

Enormous pumpkin
- They should not worry if they leave something out.
- They need to listen to each other carefully so they know where to begin.
- When the story is finished, begin again – different learners will tell different parts.

Re-tell the story
- Learners work in groups to re-tell the story.

BEGINNING KNOWLEDGE AND PSWB

Healthy or unhealthy?
Introduce
- Name the healthy snacks we learned about last week?
Pairs
- Name the foods on LAB page 149.
- Discuss whether it is healthy or unhealthy. Tick the right word.
- Check your decisions with another pair.
- On your own, complete the sentences.

PHONICS

Build the words
Prepare
- Learners cut out the letter cards for the week (LAB page 179).
- Display the same teacher cards randomly on the board.

Build the words together
- Call a learner to the board for each word.
- Say the word aloud. Ask: What is the first sound? So, what is the first letter? And so on.
- Let learner find the letter cards and place in the correct position.
- Other learners try to copy the word with their own cards.

Put the letters in a container/bag to use again

HANDWRITING
- Follow the advice for handwriting lessons in the MG.
- Teach the letter formation of yesterday’s sound.
- Learners write in their exercise books.
- Observe and assist
**VISUAL ARTS**  
Make a food mobile

Hand out cut-out drawings from yesterday, scissors, punch, string, sticks/coat hangers

Introduce  
- A mobile is a hanging decoration that moves in the air.

Create in groups  
- Groups use their drawings from yesterday to make a mobile.
- Punch a hole in each cut out.
- Thread string through the holes and tie the cut-outs to the stick/coat hanger.
- Balance the mobile and display.

**INDEPENDENT WORK**

Students do two tasks a day unless they have GGR.
- Remind them to work quietly on their own.
- When class is settled, call the next group to the mat for GGR.

**GROUP GUIDED READING**  
Groups C and D

First reading  
- Introduce the story.
- Read the story with learners. Stop at the end of each page and ask questions.
- Depending on the level of the group, focus on letter-sound correspondence, segmenting and blending words or fluency.

**PHYSICAL EDUCATION**  
Activity stations

Warm up
- Activity stations  
  - Observe and advise.

Cool down

**SHARED READING (1)**  
How to make fruit salad

Read from Big Book
- Read *How to make fruit salad* to the class
- Ask the Day 1 questions on each page.
- Re-read the story together as a class.

Show flashcard words: fruit, salad, bowl, chop, peel
- Hold up the flashcards and say the words aloud with the learners.
- Match the flashcards to a word in the Big Book.

**LAB**  
PP. 143-146

MG pp. 24-27

MG pp. 51-52

MG pp. 154-160

Say Hi to 060 017 0000 for questions to ask about the story

**VISUAL ARTS**  
Make a food mobile

Hand out cut-out drawings from yesterday, scissors, punch, string, sticks/coat hangers

Introduce  
- A mobile is a hanging decoration that moves in the air.

Create in groups  
- Groups use their drawings from yesterday to make a mobile.
- Punch a hole in each cut out.
- Thread string through the holes and tie the cut-outs to the stick/coat hanger.
- Balance the mobile and display.

For recovery timetable, replace this lesson with Group Guided Reading, while class does pages from the DBE workbook.
**WEDNESDAY**

**MORNING MEETING**
- Register, calendar, weather
- Play same sound or different

**BEGINNING KNOWLEDGE AND PSWB**

**Storing food**
- How do we store different foods at home? *(bread, pap, milk, fruit)*
- Why do we store food carefully? *(to keep it safe and fresh)*

**Read and answer questions**
- Look at the pictures. What different ways can you keep food fresh and safe?

**Ways of storing food**
- Explain that different foods are stored in particular ways. Give some examples. *(dried food, tinned food, frozen food)*
- Read each question. Ask learners to look carefully at the pictures in the LAB to find the answers.

**LAB**
- p. 151
- 15 min
- **Storage of food**
  - Answer the question.
  - Find words with the same sound.

**ABC**

**The sound X**

**Revise sounds**
- Read the letters and words in *sh* sound.
- Read the sentence
- Trace over the letter in the sentence

**LAB**
- p. 152
- 15 min
- **BEGINNING KNOWLEDGE AND PSWB**
  - At a fast pace, show flashcards of letters already taught. Learners say the sound.
  - Introduce the new sound
    - Listen to and say the new sound.
    - Notice your mouth.
  - Identify words with the sound
    - Learners provide more words with the sound.

**HANDWRITING**
- Follow the advice for handwriting lessons in the MG.
- Teach the letter formation of today’s sound.
- Learners write in their exercise books.
- Observe and assist

**LAB**
- p. 31-37
- 15 min

**SHARED READING (2)**

**How to make fruit salad**

**Read from Big Book**
- Read *How to make a fruit salad* with the class
- Ask the Day 2 questions on each page.
- Re-read the story as a class.

**Revise flashcard words: fruit, salad, bowl, chop, peel**
- Hold up the flashcards and say the words aloud with the learners.
- Match the flashcards to a word in the Big Book.

**LAB**
- p. 143-146
- 15 min
**SHARED WRITING**  
**Recipe for fruit salad**

**Prepare**
- Copy the writing frame onto the board.
- Explain the three sections of a recipe:
  - **Ingredients:** things that go into the food that is being made
  - **Utensils:** the tools you need to cook the food
  - **Instructions:** words that tell you how to do something.
- Remind learners that, in a recipe, the instructions must be in the correct sequence.

**Write learners’ suggestions on the board**
- As a class, use the writing frame to write a recipe for fruit salad.
- Keep it on the board to use on Thursday.

**Read the recipe together**

---

**INDEPENDENT WORK**

- Learners do two tasks a day unless they have GGR.
- Remind them to work quietly on their own.
- When class is settled, call the next group to the mat for GGR.

---

**GROUP GUIDED READING**

**Groups E and A**

- **First reading for Group E**
  - Introduce the story.
  - Read the story with learners. Stop at the end of each page and ask questions.
  - Depending on the level of the group, focus on letter-sound correspondence, segmenting and blending words or fluency.

- **Second reading for Group A**
  - In pairs, learners read alternate pages.

**Say Hi to 060 017 0000 for questions to ask about the story**

---

**PHYSICAL EDUCATION**

**Activity stations**

- **Warm up**
  - Activity stations
    - Observe and advise.

- **Cool down**

**For recovery timetable, replace this lesson with Group Guided Reading, while class does pages from the DBE workbook.**

---

**PERFORMING ARTS**

**I went to market**

- Teacher: I went to market and bought an apple.
- Learner 1: I went to market and bought an apple and an orange.
- Learner 2: I went to market and bought an apple, an orange, and some meat.
- Carry on until someone forgets.
THURSDAY

MORNING MEETING

- Register, calendar, weather
- Play same sound or different

LISTENING AND SPEAKING

Say a counting rhyme

My fruity tree
Five fruit hanging on the fruity tree,
Some for you and some for me.
Pick your fruit and you will see
Four fruit hanging on the fruity tree
Four fruit hanging on the fruity tree,
Some for you and some for me.
Pick your fruit and you will see
Three fruit hanging on the fruity tree
Three fruit hanging on the fruity tree,
Some for you and some for me.
Pick your fruit and you will see

Two fruit hanging on the fruity tree
Two fruit hanging on the fruity tree,
Some for you and some for me.
Pick your fruit and you will see
One fruit hanging on the fruity tree
One fruit hanging on the fruity tree,
Some for you and some for me.
Pick your fruit and you will see
No fruit hanging on the fruity tree!

PHONICS

Independent word building

Letter naming using cards
- Learners spread letter cards on desk.
- Teacher says a sound
- Learners hold up the matching letter card.

Independent word building
- Using words from Tuesday's word building lesson:
  - Say a word and help learners to identify and count the sounds.
  - Learners build the word with their cards.
  - Check (one learner writes word on board).
  - They copy the word into their exercise books.

HANDWRITING

- Follow the advice for handwriting lessons in the MG.
- Teach the letter formation of yesterday's sound.
- Learners write in their exercise books.
- Observe and assist

SHARED READING (3)

How to make fruit salad

Read from Big Book
- Read How to make a fruit salad with the class.
- Ask the Day 3 questions on each page.
- Re-read the story with the class.

Revise flashcard words: fruit, salad, bowl, chop, peel
- Hold up the flashcards and say the words aloud with the learners.
- Match the flashcards to a word in the Big Book.
- Put the flashcards on the Word Wall.
INDEPENDENT WRITING  Making fruit salad

Re-read the fruit salad recipe together.

Write
- Learners draw one thing they must do when they make a fruit salad.
- They write a sentence about their picture.

INDEPENDENT WORK

- Learners do two tasks a day unless they have GGR.
- Remind them to work quietly on their own.
- When class is settled, call the next group to the mat for GGR.

GROUP GUIDED READING  Groups B and C

Second reading
- In pairs, learners read alternate pages.
- Listen to them read. Record your observations.
- Depending on the level of the group, focus on letter-sound correspondence, segmenting and blending words or fluency.

PHYSICAL EDUCATION  Activity stations

Warm up
Activity stations
- Observe and advise.

Cool down

PERFORMING ARTS  Mirrors

Demonstrate
- With a learner, show the class how to mirror the movements of a partner.
  - Stand facing your partner.
  - Put your hands out, palms facing but not touching.
  - Partner 1 moves their hands. Partner 2 copies.
- Make any arm movement, fast or slow.

Pairs
- Take turns to lead and to mirror the movements of your partner.
- Do it without talking or laughing.

For recovery timetable, replace this lesson with Group Guided Reading, while class does pages from the DBE workbook.
**FRIDAY**

**MORNING MEETING**  
**News**  
- Give learners a topic to tell news about.  
- Learners tell their news using the think-pair-share methodology and the *My News* frame.

**PHONICS**  
**I spy**  
- With the class, name all the objects in the pictures. Say the first sound clearly.  
- Demonstrate how to play. Choose a picture and say: "I Spy with my little eye something beginning with ..." and give the first letter.  
- Learners guess what picture you have chosen.  
- Divide the class into groups and learners take turns to spy and to guess.  
- Each group chooses one example to play with the whole class.

**INDEPENDENT WRITING**  
**Share your drawing and sentence**  
**Show your drawings**  
- Learners work in pairs to look at each other’s drawings.  
- Learners explain what they drew and why they drew it.  

**Compare**  
- Learners are becoming concerned: Who drew the same steps? Are you drawings exactly the same?

**INDEPENDENT WORK**  
- Learners do two tasks a day unless they have GGR.  
- Remind them to work quietly on their own.  
- When class is settled, call the next group to the mat for GGR.

**GROUP GUIDED READING**  
**Groups A and B**  
**Second reading**  
- In pairs, learners read alternate pages.  
- Listen to them read. Record your observations.  
- Depending on the level of the group, focus on letter-sound correspondence, segmenting and blending words or fluency.
**CHECKING AND FEEDBACK**

Reflect on the week
- What was good about this week?
- What do we need to improve?

Check learners’ Independent Work
- Provide feedback and reteach if necessary.

---

**PHYSICAL EDUCATION**

Activity stations

Warm up
- Activity stations
  - Observe and advise.

Cool down

For recovery timetable, replace this lesson with Group Guided Reading, while class does pages from the DBE workbook.

---

**TEACHER’S WEEKLY REVIEW**

**This week, I have:**
- taken in the LABs and commented on the Writing
- checked and corrected the other LAB pages and identified areas of concern or specific learners needing more assistance
- referred back to the Week Overview and identified any lesson I was not able to complete
- scanned my lap book and noted any children needing additional one-to-one teaching time or individual reading practice with me next week.

**I have scheduled a time next week for:**
- any class catchup or general feedback that is needed
- individual, one-to-one teaching, e.g. when the class is busy, or early in the morning.

**I have looked ahead to next week to ensure I am prepared and have all I need to start the week.**
This is a revision week so there is no structured daily programme. You will find suggestions for revision activities that can be done at any time in the week.

**LISTENING AND SPEAKING**
- Let learners choose a story they would like you to read again.
- Afterwards, ask one or two learners to retell the story.
- Pairs: tell a favourite story to their partner.
- Recite rhymes or poems individually or in small groups.
- Invite someone from the community to visit and talk about ways they help the community, for example, nurse, librarian.

**READING**
- Reread stories in the Big Book that the learners enjoyed.
- Let learners read some of the stories out loud.
- Learners re-read Paired Reading texts with different partners.
- Individuals: Read books from the reading corner/library.

**PHONICS**
- Repeat word building activities.
- Play the Friday phonics games again.
- Groups do sorting activities with the flashcard words, for example: find ten four letter words; find five words beginning with X, and so on.
- Pairs reread the words on phonics pages.
- Team competition to read flashcards correctly.
- Ensure that all Independent Work pages have been completed in the LAB. Check they have been done correctly.
- DBE workbook phonics activities.

**WRITING**
- Provide paper for learners to draw a picture and write a caption
- Tell learners to try to sound out unknown words or use the Word Wall words.
BEGINNING KNOWLEDGE AND PSWB

- Learners do any pages in the DBE Life Skills workbook. Some of the activities go beyond pencil and paper activities and include drawing, acting, constructing and discussion.

VISUAL ARTS

- Provide art supplies such as crayons, kokis and paper of different sizes or colours.
- Allow learners to choose what they would like to draw.
- Let learners show their work to the group or class and explain what they chose to draw.

PERFORMING ARTS

- Revise the poems and rhymes provided in Week 1-9. Groups choose one to practice and present.

PHYSICAL EDUCATION

- Play traditional games for Heritage Day.
- Have a Sports Day where teams compete against each other. Do activities from the term.
### ASSESSMENT PLAN TERM 3

<table>
<thead>
<tr>
<th>Formal Assessment tasks: Term 3</th>
<th>Learner task</th>
<th>Lesson plan</th>
<th>Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 6</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monday</td>
<td>Visual Arts 1</td>
<td>Practical</td>
<td>TG p. 69</td>
</tr>
<tr>
<td>Tuesday</td>
<td>Beginning Knowledge/PSWB 1</td>
<td>TG p. 126*</td>
<td>TG p. 70</td>
</tr>
<tr>
<td>Tuesday, Wednesday, Thursday</td>
<td>Listening and Speaking 1</td>
<td>Oral</td>
<td>TG pp. 71, 73 &amp; 75</td>
</tr>
<tr>
<td>Monday - Friday</td>
<td>Reading 1 (during GGR)</td>
<td>TG p. 127*</td>
<td>TG pp. 81, 83, 85, 87 &amp; 88</td>
</tr>
<tr>
<td>Monday and Tuesday</td>
<td>Performing Arts 1</td>
<td>Practical</td>
<td>TG pp. 81 &amp; 83</td>
</tr>
<tr>
<td>Thursday</td>
<td>Handwriting 1</td>
<td>Exercise Book</td>
<td>TG p. 86</td>
</tr>
<tr>
<td>Thursday and Friday</td>
<td>Physical Education 1</td>
<td>Practical</td>
<td>TG pp. 87 &amp; 89</td>
</tr>
<tr>
<td><strong>Week 7</strong></td>
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<td></td>
<td></td>
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<tr>
<td>Monday</td>
<td>Listening and Speaking 2</td>
<td>TG p. 128*</td>
<td>TG p. 92</td>
</tr>
<tr>
<td>Tuesday</td>
<td>Beginning Knowledge/PSWB 2</td>
<td>TG p. 129*</td>
<td>TG p. 94</td>
</tr>
<tr>
<td>Thursday</td>
<td>Reading 2</td>
<td>TG pp. 130-131*</td>
<td>TG p. 98</td>
</tr>
<tr>
<td>Thursday</td>
<td>Phonics 1</td>
<td>TG p. 132*</td>
<td>TG p. 98</td>
</tr>
<tr>
<td>Friday</td>
<td>Phonics 2</td>
<td>Exercise Book</td>
<td>TG p. 100</td>
</tr>
<tr>
<td>Friday</td>
<td>Writing 1</td>
<td>Exercise Book</td>
<td>TG p. 100</td>
</tr>
</tbody>
</table>

* Photocopiable page for this assessment at the end of this book

Take in learner’s books to mark every week. Make a note of learners who are not keeping up and provide individual attention focused on their needs.

Use this QR code to download mark sheets for the assessment activities.

![QR Code](Funda Wande mark sheet)

[Versioners, note that these record sheets are separate excel spreadsheets and should be translated into the excel documents]
LISTENING AND SPEAKING 1
Formal assessment (5 marks)
Individual: Answer questions (about pets)
Week 6 Tuesday, Wednesday and Thursday (during CA)  
Mark guide: Meets ...

<table>
<thead>
<tr>
<th>One criterion</th>
<th>Two criteria</th>
<th>Three criteria</th>
<th>Four criteria</th>
<th>Five criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

Criteria
- Understand the questions (listen to instructions)
- Provide relevant answers (respond appropriately)
- Language ability: wide vocabulary (talk about personal experiences)
- Language ability: correct structure, volume, pronunciation, speed, fluency
- Speaking ability: volume, pronunciation, speed, fluency

LISTENING AND SPEAKING 2
Formal assessment (5 marks)
Written: Listening comprehension
Week 8, Monday:  
Mark guide:

<table>
<thead>
<tr>
<th>Question 1</th>
<th>Question 2</th>
<th>Question 3</th>
<th>Question 3</th>
<th>Question 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>shop (1 mark)</td>
<td>soup (1 mark)</td>
<td>carrots (1 mark)</td>
<td>watch (1 mark)</td>
<td>answers differ (1 mark)</td>
</tr>
</tbody>
</table>

LISTENING AND SPEAKING 3
Continuous assessment (5 marks)
Classroom observation: Listening and Speaking and other oral lessons, Week 1–7  
Mark guide: Meets ...

<table>
<thead>
<tr>
<th>One criterion</th>
<th>Two criteria</th>
<th>Three criteria</th>
<th>Four criteria</th>
<th>Five criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

Criteria
- Listens to others without interrupting
- Follows instructions and announcements
- Joins in rhymes, poems and songs
- Contributes to discussions
- Answers open-ended questions
ASSESSMENT

PHONICS 1
Formal assessment (5 marks)
Written: Complete the word (with taught digraphs)
Week 8, Thursday
Mark guide: 1 mark for each correct answer

<table>
<thead>
<tr>
<th>Answer 1</th>
<th>Answer 2</th>
<th>Answer 3</th>
<th>Answer 4</th>
<th>Answer 5</th>
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</thead>
<tbody>
<tr>
<td>XX</td>
<td>XX</td>
<td>XX</td>
<td>XX</td>
<td>XX</td>
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</tbody>
</table>

PHONICS 2
Formal assessment (5 marks)
Written: Dictation
Week 8, Friday
1 mark for correct words

PHONICS 3
Continuous assessment (5 marks)
LAB: Word building activities, dictation tests, activities Week 1–7
Mark guide: Meets ...

Identifies almost no letter sounds taught | Identifies few letter sounds taught | Identifies some letter sounds taught | Identifies most letter sounds taught | Identifies all letter sounds taught |
--- | --- | --- | --- | --- |
1 | 2 | 3 | 4 | 5 |
### READING AND COMPREHENSION 1
**Formal assessment (10 marks)**

Individual: Reading aloud  
Week 7, Monday–Friday  
TG pages 81, 83, 85, 87, 88 & 127

2 marks for each criterion fully met.  
1 mark for each criterion partly met.

**Criteria**
- Reads at a good pace  
- Recognises most taught sight words  
- Sounds out any unknown words  
- Notices punctuation (shows they are reading for meaning)  
- Reads with expression and fluency

### READING AND COMPREHENSION 2
**Formal assessment (10 marks)**

Written: Reading comprehension  
Week 8, Thursday  
TG pages 98 & 130-131

**Mark guide**

<table>
<thead>
<tr>
<th>Question 1</th>
<th>Question 2</th>
<th>Question 3</th>
<th>Question 4</th>
<th>Question 5</th>
<th>Question 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>banana (1)</td>
<td>banana (1), water (1), mielie (1)</td>
<td>carrot (1)</td>
<td>answers differ (1)</td>
<td>answers differ (2)</td>
<td>answers differ (2)</td>
</tr>
</tbody>
</table>

### READING AND COMPREHENSION 3
**Continuous assessment (5 marks)**

Class/group observations: Shared Reading and Guided Group Reading Weeks 1–7

**Mark guide:** Meets ...

<table>
<thead>
<tr>
<th>One criterion</th>
<th>Two criteria</th>
<th>Three criteria</th>
<th>Four criteria</th>
<th>Five criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

**Criteria**
- Participates in Shared Reading lessons  
- Participates in Group Guided Reading lessons  
- Reads with a partner in Group Guided Reading  
- Can recognise most taught sight words  
- Answers higher order questions
## HANDWRITING 1
### Formal assessment (5 marks)

Handwriting assessment  
Week 7, Thursday  

**Mark guide: Meets ...**

<table>
<thead>
<tr>
<th>One criterion</th>
<th>Two criteria</th>
<th>Three criteria</th>
<th>Four criteria</th>
<th>Five criteria</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

### Criteria
- Holds pencil correctly
- Forms the lower-case letters correctly, according to size and position on line
- Forms most capitals and numerals correctly
- Writes words with correct spacing (within and between words)
- Copies the sentence correctly

## HANDWRITING 2
### Continuous assessment (5 marks)

Handwriting tasks and other written work Weeks 1–7

**Mark guide:**

<table>
<thead>
<tr>
<th>Handwriting in handwriting tasks and other contexts is not acceptable</th>
<th>Handwriting in handwriting tasks and other contexts is sometimes acceptable</th>
<th>Handwriting in handwriting tasks and other contexts is usually acceptable</th>
<th>Handwriting in handwriting tasks and other contexts is consistently acceptable</th>
<th>Handwriting in handwriting tasks and other contexts is consistently excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
### WRITING 1
**Formal assessment (5 marks)**

Writing: My favourite food  
Week 8, Friday  
Mark guide: Meets ...

<table>
<thead>
<tr>
<th>Criteria</th>
<th>One criterion</th>
<th>Two criteria</th>
<th>Three criteria</th>
<th>Four criteria</th>
<th>Five criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writes at least two sentences</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Ideas and vocabulary (writes interesting sentences with wide vocabulary)</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Punctuation (capital letters at beginning and for names, full stop at end)</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Grammar (correct word order, tense use, noun and pronoun use)</td>
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</tr>
<tr>
<td>Spelling (shows phonic or sight word knowledge)</td>
<td></td>
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</tr>
</tbody>
</table>

### WRITING 2
**Continuous assessment (10 marks)**

Class observation: Shared Writing lessons  
Mark guide: Meets ...

<table>
<thead>
<tr>
<th>Almost never contributes to Shared Writing lessons</th>
<th>Occasionally contributes to Shared Writing lessons</th>
<th>Sometimes contributes to Shared Writing lessons</th>
<th>Often contributes to Shared Writing lessons</th>
<th>Always contributes to Shared Writing lessons</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

Independent Writing tasks Week 1–7 (particularly Week 2: thank you message)

<table>
<thead>
<tr>
<th>Individual writing activities not well done</th>
<th>Individual writing sometimes acceptable</th>
<th>Individual writing of an acceptable standard</th>
<th>Individual writing activities of a high standard</th>
<th>Individual writing activities of an exceptionally high standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
## LIFE SKILLS ASSESSMENT FOR TERM 3 (aligns to mark sheet)

### BEGINNING KNOWLEDGE AND PSWB 1

**Formal assessment (5 marks)**

Written: Identify what a pet needs  
Week 6, Tuesday  

**Mark guide**  
1 mark for each correct need that was identified (maximum 5)

TG pages 70 & 126

### BEGINNING KNOWLEDGE AND PSWB 2

**Formal assessment (10 marks)**

Written: Sequence and label growth of plant  
Week 8, Tuesday  

**Mark guide**  
2 marks for each picture in the correct sequence and with the correct label.

TG pages 94 & 129

### BEGINNING KNOWLEDGE AND PSWB 3

**Continuous assessment (10 marks)**

LAB: BK/PSWB pages Weeks 1–7

**Mark guide:**

<table>
<thead>
<tr>
<th>Few BK/PSWB pages completed</th>
<th>Some BK/PSWB pages completed</th>
<th>Most BK/PSWB pages completed</th>
<th>Almost all BK/PSWB pages completed</th>
<th>All BK/PSWB pages completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activities often incorrect</th>
<th>Activities sometimes correct</th>
<th>Activities usually correct</th>
<th>Activities mostly correct</th>
<th>Activities all correct</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

### BEGINNING KNOWLEDGE AND PSWB 4

**Continuous assessment (10 marks)**

Class observation: Participation in Morning Meetings in Weeks 1–7

**Mark guide: Meets ...**

<table>
<thead>
<tr>
<th>One criterion</th>
<th>Two criteria</th>
<th>Three criteria</th>
<th>Four criteria</th>
<th>Five criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

**Criteria**
- Listens to others without interrupting
- Contributes/participates and is engaged with meeting
- Responds appropriately to others, for example, showing empathy
- Shows new learning regarding weather
- Shows new learning regarding calendar
**VISUAL ARTS 1**
*Formal assessment (5 marks)*

<table>
<thead>
<tr>
<th>Criteria</th>
<th>One criterion</th>
<th>Two criteria</th>
<th>Three criteria</th>
<th>Four criteria</th>
<th>Five criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Draws recognisable figures with details (hair, eyes and so on)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Uses whole space</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Realistic use of colour</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Good control of pencil and crayons (lines, consistent pressure in colour)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Creative design</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**VISUAL ARTS 2**
*Continuous assessment (10 marks)*

**LAB:** Check all VA pages Weeks 1–7

Class observation: 3-D constructions (village street, imaginary pet, mobile); 2-D (book-mark, book cover, pledge card, good manners flower)

<table>
<thead>
<tr>
<th>Criteria</th>
<th>2-D: 1 criterion</th>
<th>2-D: 2 criteria</th>
<th>2-D: 3 criteria</th>
<th>2-D: 4 criteria</th>
<th>2-D: 5 criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>All artwork is completed</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Compositions show creativity</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Objects/figures identifiable/really coloured in</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cutting out reveals good hand control</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understands pattern</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**3-D:**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>3-D: 1 criterion</th>
<th>3-D: 2 criteria</th>
<th>3-D: 3 criteria</th>
<th>3-D: 4 criteria</th>
<th>3-D: 5 criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Constructions are imaginative/show creativity</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Are sturdy/carefully made</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Good control of scissors, paint and glue seen</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shows spatial awareness</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses appropriate materials</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## ASSESSMENT

### PERFORMING ARTS 1
**Formal assessment (5 marks)**

Groups: Dramatisation of *Jack and the beanstalk*
Week 6, Monday & Tuesday

**Mark guide:** Meets ...

<table>
<thead>
<tr>
<th>Criteria</th>
<th>One criterion</th>
<th>Two criteria</th>
<th>Three criteria</th>
<th>Four criteria</th>
<th>Five criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Confident</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>• Voice clear and audible</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Body movements/acting appropriate</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Dialogue well-constructed</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Content is appropriate</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TG pages 81 & 83**

### PERFORMING ARTS 2
**Continuous assessment (5 marks)**

Class observation: Performance in PA lessons Week 1–7

**Mark guide:** Maximum of 2 marks per criterion

<table>
<thead>
<tr>
<th>Criteria</th>
<th>One criterion</th>
<th>Two criteria</th>
<th>Three criteria</th>
<th>Four criteria</th>
<th>Five criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Participates enthusiastically in PA activities</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>• Shows performing arts skills (movement, voice)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Shows ability to improvise (role play, explanations)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Confident body language (eye contact, posture)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Works well in a group</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**PHYSICAL EDUCATION 1**  
**Formal assessment (5 marks)**

Groups: Movement sequence  
Week 7, Thursday and Friday  
TC page 87 & 89

**Mark guide: Meets ...**

<table>
<thead>
<tr>
<th>One criterion</th>
<th>Two criteria</th>
<th>Three criteria</th>
<th>Four criteria</th>
<th>Five criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

**Criteria**
- Locomotor – moves in a controlled way
- Good co-ordination (eye-hand-foot)
- Good balance and stability
- Laterality – both sides of the body strong
- Rhythm – hops, skips and jumps rhythmically

---

**PHYSICAL EDUCATION 2**  
**Continuous assessment (10 marks)**

Class observation: Participation in indoor and outdoor PE lessons Week 1–7

**Mark guide: Maximum of 4 marks per criterion**

<table>
<thead>
<tr>
<th></th>
<th>1 mark</th>
<th>2 marks</th>
<th>3 marks</th>
<th>4 marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>General fitness</td>
<td>Poor</td>
<td>Moderate</td>
<td>Good</td>
<td>Excellent</td>
</tr>
<tr>
<td>Strength</td>
<td>Poor</td>
<td>Moderate</td>
<td>Good</td>
<td>Excellent</td>
</tr>
<tr>
<td>Pace/speed</td>
<td>Poor</td>
<td>Moderate</td>
<td>Good</td>
<td>Excellent</td>
</tr>
<tr>
<td>Co-ordination/ balance</td>
<td>Poor</td>
<td>Moderate</td>
<td>Good</td>
<td>Excellent</td>
</tr>
<tr>
<td>Participation in games and team sport</td>
<td>Poor</td>
<td>Moderate</td>
<td>Good</td>
<td>Excellent</td>
</tr>
</tbody>
</table>
Draw a line to the things that a dog should have.

- bicycle
- warmth
- love
- food
- hat
- protection
- ice-cream
- water
- cat
- exercise

NAME ___________________________ DATE ___________________________
Read the sentences.

1. Thabo read his library book.
2. If you get lost, a policeman can help you.
3. We gave the cat food and water every day.
4. Cheeky shouted, “Please help me!”
5. When the seed began to grow, I planted it in soil.
6. Jack took the hen who laid golden eggs.
7. “We love your soup, Mom!” say the children.
Choose the correct answer.

1. Where does this story take place?
   - [ ] a store
   - [ ] a house
   - [ ] a park

2. Why were Anna and her mother buying vegetables? To make:
   - [ ] soup
   - [ ] bread
   - [ ] salad

3. Where did Anna find the watch? In a box of:
   - [ ] vegetables
   - [ ] fruits
   - [ ] chocolate

4. Why was Vera crying? She lost her:
   - [ ] watch
   - [ ] dog
   - [ ] toy

5. What did the story teach you? (own words)
   ________________________________________________________________
How plants grow

- Number the drawings in order from 1-5.
- Label the drawings.

seed  root  stem  leaves  flower

1  2  3  4  5

BEGINNING KNOWLEDGE ASSESSMENT 2
Eating healthy food helps us to keep our bodies strong. These Grade 1 learners marked the healthy snacks they liked.

<table>
<thead>
<tr>
<th></th>
<th>Sipho</th>
<th>John</th>
<th>Mavis</th>
<th>Thoko</th>
<th>Ron</th>
<th>Neo</th>
</tr>
</thead>
<tbody>
<tr>
<td>Banana</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Sandwich</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Carrot</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Milk</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Water</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Corn</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Salad</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Smoothie</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>

Eating healthy snacks helps us to keep our bodies strong. These Grade 1 learners marked the healthy snacks they liked.
Read the table and answer the questions.

1. Which snack is most popular?

2. Which snacks does Mavis like?

3. Which snack does no-one like?

4. Write one unhealthy snack.

5. Why are healthy snacks important?

6. Which snack do you like best?
Fill in the missing letter-sounds.

luhlaza

a___adlali

isikho___a

i___ibi

u___irha

i___ina