English
Home Language and Life Skills

Term 1
Term 1

English

Home Language and Life Skills

Teacher’s Guide
Acknowledgements

The development of this integrated activity book programme was carried out by a Funda Wande-Molteno team in consultation with a reference team made up of individuals from the WCED curriculum directorate, academics from several universities and in-service teachers.

These materials draw on the DBE workbooks and other existing teaching resources.

Photo credit: Page 186 ID 17518885 Rob Byron/Shutterstock.com
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<td>Listening and Speaking</td>
</tr>
<tr>
<td>📚📸</td>
<td>Shared Reading</td>
</tr>
<tr>
<td>🦖SUPER HERO✍️</td>
<td>Group Guided Reading</td>
</tr>
<tr>
<td>📝✍️</td>
<td>Independent Work</td>
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<td>Phonics</td>
</tr>
<tr>
<td>🖋️</td>
<td>Handwriting</td>
</tr>
<tr>
<td>💖</td>
<td>Writing</td>
</tr>
<tr>
<td>瓢虫</td>
<td>Life Skills</td>
</tr>
<tr>
<td>🎭</td>
<td>Personal and Social Wellbeing</td>
</tr>
<tr>
<td>🐞</td>
<td>Creative Arts</td>
</tr>
<tr>
<td>🎨</td>
<td>Beginning Knowledge</td>
</tr>
<tr>
<td>📑</td>
<td>Morning meeting</td>
</tr>
<tr>
<td>📚</td>
<td>Maths</td>
</tr>
<tr>
<td>🖋️</td>
<td>write or draw</td>
</tr>
<tr>
<td>✂️</td>
<td>colour in</td>
</tr>
<tr>
<td>✂️</td>
<td>cut out</td>
</tr>
</tbody>
</table>

**Abbreviations used**
- Learner’s Activity Book – LAB
- Big Book – BB
- Teacher Guide – TG
- Group Guided Reading – GGR
- Independent Work – IW
Integrated Home Language and Life Skills programme

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

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

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

<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><strong>15 min</strong></td>
<td>LS Morning Meeting</td>
<td>LS Morning Meeting</td>
<td>LS Morning Meeting</td>
<td>LS Morning Meeting</td>
<td>LS Morning Meeting</td>
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<tr>
<td><strong>90 min</strong></td>
<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td><strong>15 min</strong></td>
<td>Listening &amp; Speaking</td>
<td>Listening &amp; Speaking</td>
<td>Personal and Social Wellbeing</td>
<td>Listening &amp; Speaking</td>
<td>Physical Ed*</td>
</tr>
<tr>
<td><strong>15 min</strong></td>
<td>Beginning Knowledge</td>
<td>Shared Reading 1</td>
<td>Shared Reading 2</td>
<td>Shared Reading 3</td>
<td>Physical Ed*</td>
</tr>
<tr>
<td><strong>15 min</strong></td>
<td>Beginning Knowledge</td>
<td>Beginning Knowledge</td>
<td>Shared Writing</td>
<td>Independent Writing</td>
<td>Sharing our Writing</td>
</tr>
<tr>
<td><strong>30 min</strong></td>
<td>Phonics &amp; Handwriting</td>
<td>Phonics &amp; Handwriting</td>
<td>Phonics &amp; Handwriting</td>
<td>Phonics &amp; Handwriting</td>
<td>Phonics (15 min)</td>
</tr>
<tr>
<td><strong>30 min</strong></td>
<td>Group Guided Reading &amp; Independent Work</td>
<td>Group Guided Reading &amp; Independent Work</td>
<td>Group Guided Reading &amp; Independent Work</td>
<td>Group Guided Reading &amp; Independent Work</td>
<td>Group Guided Reading &amp; Independent Work</td>
</tr>
<tr>
<td><strong>30 min</strong></td>
<td>Physical Education*</td>
<td>Visual Arts</td>
<td>Visual Arts</td>
<td>Performing Arts</td>
<td>Performing Arts</td>
</tr>
<tr>
<td><strong>30 min</strong></td>
<td>FAL*</td>
<td>FAL*</td>
<td>FAL*</td>
<td>FAL*</td>
<td>FAL*</td>
</tr>
<tr>
<td><strong>15 min</strong></td>
<td>SAL*</td>
<td>SAL*</td>
<td>SAL*</td>
<td>SAL*</td>
<td>SAL*</td>
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*Not included in these lesson plans*
<table>
<thead>
<tr>
<th>Week</th>
<th>Theme</th>
<th>Reading Story</th>
<th>Creative Arts</th>
<th>PSWB</th>
<th>Phonics</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Starting school</td>
<td>Lazy Langa</td>
<td>Orientation</td>
<td>Orientation</td>
<td>Orientation</td>
</tr>
<tr>
<td>2</td>
<td>What can you do?</td>
<td>First day at school</td>
<td>Learn to work independently</td>
<td>Learn to work independently</td>
<td>Learn to work independently</td>
</tr>
<tr>
<td>3</td>
<td>What can you do?</td>
<td>Animals can dance</td>
<td>Write name</td>
<td>Write name</td>
<td>Write name</td>
</tr>
<tr>
<td>4</td>
<td>What can you do?</td>
<td>I like cake</td>
<td>Baseline</td>
<td>Baseline</td>
<td>Baseline</td>
</tr>
<tr>
<td>5</td>
<td>What can you do?</td>
<td>The circle</td>
<td>Assessment</td>
<td>Assessment</td>
<td>Assessment</td>
</tr>
<tr>
<td>6</td>
<td>School</td>
<td>Freddie Frog starts school</td>
<td>Baseline</td>
<td>Baseline</td>
<td>Baseline</td>
</tr>
<tr>
<td>7</td>
<td>School</td>
<td>The surprise</td>
<td>Concepts of Print</td>
<td>Concepts of Print</td>
<td>Concepts of Print</td>
</tr>
<tr>
<td>8</td>
<td>School</td>
<td>Healthy habits</td>
<td>Concepts of Print</td>
<td>Concepts of Print</td>
<td>Concepts of Print</td>
</tr>
<tr>
<td>9</td>
<td>School</td>
<td>Healthy habits</td>
<td>Concepts of Print</td>
<td>Concepts of Print</td>
<td>Concepts of Print</td>
</tr>
<tr>
<td>10</td>
<td>School</td>
<td>Healthy habits</td>
<td>Concepts of Print</td>
<td>Concepts of Print</td>
<td>Concepts of Print</td>
</tr>
</tbody>
</table>
Assessment plan Term 1

- Checklists for continuous assessment are at the back of this Teacher Guide.
- Some pages in the Learner’s Activity Book have a robot assessment tool at the bottom of the page to record learner’s progress.

- Tasks for formal assessment are at the back of the Learner’s Activity Book.
- Assessment procedures, marking criteria and a mark sheet for the formal assessment tasks are at the back of this Teacher Guide.

<table>
<thead>
<tr>
<th>Formal Assessment Activities, Term 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Weeks 3–8</strong></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
| **Week 4**  | **Activity 3** | Writing | LAB page 43  
|           |                      |      | TG page 206  |
| **Week 5**  | **Activity 4** | Writing | LAB page 99  
|           |                      |      | TG page 206  |
| **Weeks 7 & 8** | **Activity 5** | 5A Phonics and Handwriting | LAB page 262  
|       |                      |      | TG page 208  |
|           |                      | 5B Listening and Speaking | LAB page 263  
|           |                      |      | TG page 208  |
|           |                      | 5C Reading and Comprehension | LAB page 264  
|           |                      |      | TG page 209  |
|           |                      | 5D Reading and Comprehension | LAB page 265  
|           |                      |      | TG page 209  |

Shared Reading stories

When doing Shared Reading on the mat, use the Big Book. The Shared Reading stories are also in the Learner’s Activity Book, so that:

1. Learners can look at the pictures and “tell” the story to themselves or a partner outside of Shared Reading time.
2. Once they can read, learners can then read the story for themselves.
3. The stories can be used for Paired or Independent reading in class.
4. Parents and caregivers can read the story to and/or with the learners at home.
5. For social distancing, learners can have the stories in front of them on their desks during Shared Reading.
## Climbing the Reading Ladder

<table>
<thead>
<tr>
<th>Level</th>
<th>Reading Star</th>
<th>I can</th>
<th>I need</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early fluent reader</td>
<td>5</td>
<td>Read longer texts</td>
<td>I need more things to read.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Read 4 or more sentences</td>
<td>• Practise reading in GGR and by myself.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Read aloud or silently</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Recognise high frequency words</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Sound out unknown words</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Read smoothly, notice punctuation</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Answer higher order questions</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>I need</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Teach me, please.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Practise reading in GGR and by myself.</td>
<td></td>
</tr>
<tr>
<td>Early reader</td>
<td>4</td>
<td>Understand what I read</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Predict meaning from title/illustrations</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Notice punctuation</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Read with expression</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Answer questions</td>
<td></td>
</tr>
<tr>
<td>Early reader</td>
<td>3</td>
<td>Read aloud</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Sound out words</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Recognise high frequency words</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Read 1–3 short sentences aloud</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Read them at a good pace</td>
<td></td>
</tr>
<tr>
<td>Early reader</td>
<td>2</td>
<td>Recognise letters</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Count letters in word</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Say which letters are the same</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Name letter-sounds</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Find capital letters</td>
<td></td>
</tr>
<tr>
<td>Emergent reader</td>
<td>1</td>
<td>Hear sounds in words</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Clap syllables</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Count syllables</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Say beginning sounds</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Say ending sounds</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Count the sounds in a word</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Odd one out</td>
<td></td>
</tr>
<tr>
<td>Emergent reader</td>
<td>1</td>
<td>Read bluebird</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>I can</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Clap syllables</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Count syllables</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Say beginning sounds</td>
<td></td>
</tr>
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<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• Count the sounds in a word</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Odd one out</td>
<td></td>
</tr>
</tbody>
</table>
Overview of GGR activities for Grade 1

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

Term 1

Concepts of Print
Use the LAB or Big Book and the CoP Checklist (see page 207).
- Ask the questions on the checklist.
- Re-teach unknown concepts on the spot.

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

Terms 2–4

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

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

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

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

**Routines, games, activities**
- Routines for classroom management
- Indoor and outdoor games

**Shared Reading activities**
- Read name-tags
- Read labels

**Writing activities**
- Drawing, colouring and tracing

**Theme:** Orientation
**Week 1:** Starting school
1. Preparation

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

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

2. Games to play using the scrapbook

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

3. Listening and speaking: Names and greetings

**Day 1**: Hand out name cards to children as they arrive. Stick name tags onto desks.

- Hello and welcome, Thina!

**Day 2 & 3**: Hold up name cards and call the name.

- Match your name with the name on the desk.
Lazy Lunga

Page 1 of Big Book

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

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

He liked to sit under a tree in the shade all day and do nothing. *(Look at the picture. Can you see Lunga sitting under that tree?)* But Lunga’s legs and arms and mouth got tired of his laziness. *(Show me your legs ... and arms ... and mouth.)*

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

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

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

Lunga lay in the sun and did nothing.

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

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

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

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

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

Poor Lunga. He could not move his legs, or his arms, or his mouth! (What will he do?)

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

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

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

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

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

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

Day 1: After Reading
- Did you like that story? What part did you like?
- Which picture did you like?

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

Day 3: Rhymes
Say some traditional rhymes or songs that the children may have heard at home. Encourage them to join in.
### Starting school

#### WEEK 1

### 5. Reading and Writing: Learner’s Activity Book activities

<table>
<thead>
<tr>
<th>1. Conduct a tour of the classroom.</th>
<th>2. Hand out the Learner’s Activity Book (LAB) and teach crayon routines.</th>
<th>3. Over the week, do LAB pages 1-6. Explain each activity.</th>
</tr>
</thead>
</table>
| Read labels in the classroom together. | • Take one crayon at a time.  
• Put crayons back in the container. | These pages are mainly for the learners’ enjoyment but will get the children used to using crayons and colouring in. |

#### LAB pages 1-6

<table>
<thead>
<tr>
<th>LAB page 1</th>
<th>LAB page 2</th>
<th>LAB page 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Image" /></td>
<td><img src="image2.png" alt="Image" /></td>
<td><img src="image3.png" alt="Image" /></td>
</tr>
<tr>
<td>• Colour the picture, using one colour.</td>
<td>• Trace and colour the picture with one colour.</td>
<td>• Draw lazy Lunga under the tree.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LAB page 4</th>
<th>LAB page 5</th>
<th>LAB page 6</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image4.png" alt="Image" /></td>
<td><img src="image5.png" alt="Image" /></td>
<td><img src="image6.png" alt="Image" /></td>
</tr>
<tr>
<td>• Colour the picture with more than one colour.</td>
<td>• Trace and colour the picture.</td>
<td>• Colour the pattern, with many colours.</td>
</tr>
</tbody>
</table>
6. Life Skills: Routines and activities

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

Indoor activities and games
Set activities on the desks before the children come in in the morning so that they can begin ‘working’ until you are ready to lead the class. The activities you choose will depend on the resources at your school. (The Grade R teacher may be able to lend some equipment.) You can put different resources on different groups of desks.
- crayons for drawing and paper for drawing on
- jigsaw puzzles
- objects for sorting into colours or shapes (bottle tops, lego)
- wool or pipe cleaners for threading through cardboard
- playdough or plasticine for modelling
- blocks or waste materials (e.g. small boxes) for building
- slates and chalk for drawing
Outdoor activities and games to play

The children will need lots of outdoor play initially. You will need to supervise them outside.

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

**Week 2**

**What I can do**

**Theme:**

- Me

**Reading**

- Read aloud story
  - First day of school

- Song/poem
  - [Specific to each language]

**Phonics**

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

- Non-fiction text
  - Sequential diagram

**Writing**

- Creative Arts
  - My face; Classroom rules rap

- Personal and Social Wellbeing
  - Making friends

- Sight reading
  - words

- Shared and independent writing
  - Drawing: What I can do

**Life Skills**

- Oral vocabulary
- Phonics
- Handwriting
- Concepts of print

-oral reading
- story
- First day of school

- Creative Arts
- My face; Classroom rules rap

- Personal and Social Wellbeing
- Making friends

- Sight reading words
- Own name, can

- Shared and independent writing
- Drawing: What I can do

- Handwriting
- Pencil grip; lines and circles
Preparation

- Make flashcards:
  - can
  - kick
  - catch
  - skip
- Name card, or name on an icecream stick for each child
- Scissors for learners
- Glue for learners

Guide to Independent Work (IW) for week 2

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

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1. Morning meeting

Focus on register, birthdays and weather today.

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

2. Birthdays
   - Sing the Happy Birthday song.

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

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

3. Life Skills: Sequential diagram

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

4. Life Skills: Shared Reading routine

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

How to teach any routine

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<tr>
<td>Name the routine and teach its song.</td>
<td>Explain Use visuals if available. Keep it short and clear.</td>
<td>Model Ask a learner to assist.</td>
<td>Practice Guide practice by giving instructions.</td>
<td>Apply Let learners do it on their own.</td>
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Feedback:

Praise learners by naming what they are doing well. For example, “I like how Suzie is sitting with legs crossed and hands in lap. That helps us all to learn. Well done Suzie.”
1. Model the name game (2 min)

- I am Teacher Maleza. The name Maleza starts with the sound MMMMM.
- What is your name and what sound do you hear at the start of your name?

3. Model activity on Learner’s Activity Book (LAB) page 12. (3 min)

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

2. Class plays the name game (20 min)

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

4. Learners do LAB page 12. (5 min)

- Hold your pencil nicely.
- Complete the drawings.

Feedback:
- Walk around. Help learners to focus on the task.
- Check pencil grip
6. Independent Work 1

This week, prepare for the GGR time by getting learners used to working on their own. Practice the routine for Independent Work (IW). Praise.

1. Introduce the IW signal. (10 min)

Let’s practice:
- When you hear the signal, stop still like a statue.
- Go quietly to your desk.
- Get ready to work.

2. Explain where to find the Practice pages (2 min)

- Find the Practice pages with the coloured strip down the long side.
- See the crocodile with the number?
- Show me.
- Do 2 pages every day.

3. Teach how to hold a pencil (5 min)

- Pinch pencil with thumb and first finger.
- Pencil rests on middle finger.
- Last 2 fingers curl in towards palm.
- Sit up straight with feet flat on floor.

4. Demonstrate making vertical lines. (3 min)

- Start at the top, go straight down.
- Make a line in the air/on your desk/on your leg.

5. Learners do LAB page 23. (10 min)

- Draw lines from the ball to the hands.
- Decorate the balls.
Tuesday

1. Morning meeting

Focus on news today.

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

Today I would like to tell you about ...

When? Who? Where?

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

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

First day of school

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

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

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

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

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

“That’s right!” said Mom.

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

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

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

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

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

And the two children walked through the school gates together.

1. Discuss page 6 of the Big Book.
   What can these children do? (hop, jump, run, speak).

2. Read the story.

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

Vocabulary

- **scared**: frightened
- **hop**: jump or walk on one leg
- **playground**: a place set aside for children to play
3. Shared Reading 1: Focus on comprehension

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

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

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

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

4. Read the story again. Learners join in.

**COVID-19**

For physical distance
Learners remain at desks. They look at the pictures in Learner’s Book. Write the sentences of the story on the board and read from the board.
4. Life Skills: Discuss and draw 🎨

1. What do you like to do?

2. Draw yourself doing something you like.

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

5. Phonics: Listen and draw 🗣️

1. Same sound or different? (3 min)

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

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

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

3. Do LAB page 14. (10 min)

Draw the family going from tallest/biggest to shortest/smallest, with tallest on the left. Now watch me do it. Did you get it right?
WEEK 2  Tuesday

6. Handwriting: Complete the drawing

1. Introduce the cat used on the writing lines. (5 min)
   - What animal says meow?
   - What sound does katse start with?
   - Does anyone have a cat at home?

2. Do LAB page 17. (10 min)
   - Complete the cat.
   - Colour it in.
   - If you are finished early, draw things in the background.

Feedback:
Walk around correcting pencil grip and posture.

7. Independent Work 2 and 3

1. Teach and role-play the Routine for IW. (8 min)
   - Can two volunteers show us how we must behave?
   - Can two volunteers show us how NOT to behave?
   - Show us how to behave again.

2. Do LAB page 24. (7 min)
   - Make straight lines.
   - Work on your own.
Tu e sd a y

WEEK 2

8. Creative Arts: Colour and cut

1. Do LAB page 15.

2. Colour in and cut out.


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

3. Demonstrate writing a circle (3 min)

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

4. Learners do page 25. (12 min)

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

Notice:
Are there children who struggle to use scissors?
Make sure to give them more practice.
Wednesday

1. Morning meeting
Focus on register, birthdays and weather today.

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

2. Birthdays
Sing the Happy Birthday song.

3. Weather chart
What is the weather like today?

2. Personal and social wellbeing (PSWB) – Making friends

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

2. Game – What do we have in common?
- If you like to play soccer, stand up and wave to your friends.
- If you like to..., stand up and wave to your friends.
- If you have a brother, stand up and wave to your friends.
Wednesday

WEEK 2

3. Shared Reading 2: Focus on decoding

1. Read the whole story.

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

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

4. Shared Writing: I can ...

1. 3–5 learners give sentences with “I can ...”.

   Who can make a sentence (oral) that begins, “I can...”? I can sing.

2. Teacher writes sentence.

   Mike said “I can sing”. I am going to write Mike’s sentence. Do you remember what she said?
   Yes, she said “I can sing”. I am going to write: Mike can sing.

3. Read the sentence.

   Let’s read the sentence together.
5. Phonics: Clap syllables

1. Clap the syllables in your name.

I am Teacher Maleza, Let’s clap the syllables: Ti-sha – Ma-le-za. Let’s clap it out together.

Feedback:
Provide assistance if necessary.

2. Play the name game with syllables.

My name is Themba, Them- ba.

6. Handwriting: Match and trace

1. First discuss page 18 in the LAB.

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

2. Do the activity in the LAB page 18.

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

3. Walk around and correct posture and pencil grip.

Notice which children are struggling to draw straight lines.
7. Independent Work 4 and 5

1. Do LAB pages 26 and 27.

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

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

8. Creative Arts: Stick in and draw

Do the activity on page 19 in the LAB.
Learners need to stick in the facial features they cut out yesterday.

Explain: cut out → stick in → draw your hair

Feedback

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

Focus on news today.

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

2. Listening and speaking: Action rhyme

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

*I can run*

*I can run, I can sing,*
*I can so many things,*
*I can jump and shout and turn around.*
*I can hop and clap and touch the ground.*
3. Shared Reading 3: Responding to the story

1. Re-read the story. Learners join in where they can.
2. Listen and do
   Everyone:
   • Show me what Lily can do.
   • Show me what Thabo can do.
   • Show me what Spot can do.
3. Miming game
   Guess what am I doing? Now it’s your turn.
4. Listen and speak (3–5 learners)
   Tell me what you can do. Say: Hello, my name is … I can …
5. Practice an action rhyme

4. Independent Writing:
   Drawing and name

   Drawing and name: Do LAB page 20.
   • Draw what you can do.
   • Write or copy your name.
   • Ask learners about their drawings.
   • This is not a handwriting lesson – accept any attempt to write. Ask learners to read their names.

5. Phonics: Mystery word game

   Mystery word game (whole class, then individuals)

   ilifu
   i- li- fu
   i- li- so

   Choose a simple word (for example, ilifu). Clap the syllables.
   What is the last syllable? (fu)
   • If I delete the last syllable, what do I get? (ili)
   • If I change the last syllable to “so”, what do I get? (iliso)
   • Use other syllables (and other words) in the same way.
   • It does not have to be a real word once you delete or substitute syllables.
6. Handwriting: Same or different?

1. Play “Same or different”? (oral)

2. Do LAB page 21.
   Find the one that is the same. (10 min)
   - Look at the cake in the shaded box.
   - Which cake in the row looks the same? Circle it.

3. Check on posture and pencil grip.

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

7. Independent Work 6 and 7

1. Do LAB page 28.

2. Do LAB page 29.

8. Creative Arts: Songs for routines

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

Focus on register, birthdays and weather today.

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

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

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

2. **Sharing our writing**

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

3. Phonics and handwriting: Mystery word; tracing

1. Mystery word game (oral): whole class then individuals

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

2. Do revision activity on page 22 of the LAB.

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

4. Independent Work 8 and book check

1. Do LAB page 30.

- Complete all the practice pages from this week.
- Colour in pictures if you still have time.

2. Check and sign books.

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

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

2. Brainstorm rules
   Rules make the classroom a good place for learning. What rules should we have?
   1. Be safe, be kind, be honest.
   2. Listen to others and try your best.
   3. Make our class a happy place.

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

Theme: Me
Week 2 and 3: What I can do

- **Handwriting**
  - Pencil grip
  - Straight lines

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

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

- **Personal and Social Wellbeing**
  - We are unique

- **Instructional text**
  - Make a music shaker

- **Oral reading and writing**
  - Oral vocabulary
    - sway, twist, stamp

- **Big Book story**
  - *We can dance*

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

- **Independent work and baseline assessment**
  - 11 LAB pages

- **Group guided reading**
  - **Phonics**
    - Left to right and top to bottom
    - What is a word?

- **Concepts of print**
  - Shared and independent writing
    - Own name

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

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

- Make flashcards:
  - boys
  - girls
  - dance

- For shakers:
  - 4 plastic bottles with caps
  - sheet of paper for funnel
  - 4 types of small things (e.g. rice, stones, lentils, seeds)
  - magazine pages for collage
  - glue

Guide to Independent Work (IW) and Baseline Assessment

All learners do the same IW while teacher calls individuals for Baseline Assessment (assess half the class this week).

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Formal assessment

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

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

Focus on register, birthdays and weather today.

1. Register

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

2. Birthdays

Sing the Happy Birthday song.

3. Weather chart

What is the weather like today?
The animals can dance

The animals are dancing in the African sun.

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

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

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

But giraffe isn’t dancing.

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

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

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

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

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

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

Giraffe slowly begins to move her feet. She moves her feet up and down. **Stamp**, stamp, stamp. Then she sways her long neck from side to side, sway, sway, sway... and suddenly ...she is dancing! *(Children can dance like giraffe.)*

Everyone cheers.

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

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

3. Life Skills: Instructional poster

1. Discuss the picture on Big Book page 10.

2. Read the text.
   • Why does the text have subheadings?
   • What do these lines point to?
   • Why are these steps numbered?

4. Life Skills: Materials for a shaker

Learners do the activity on page 36 of the Learner’s Activity Book (LAB).
• What you must bring tomorrow to make a shaker?
• Draw what you need.
• Trace the labels.

COVID-19

For physical distance
Use the poster in the Learner’s Book. Write the words large on the board and read together.

5. Phonics and Handwriting: Names

1. Preparation

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

2. Sounds and syllables in names

Say a learner’s name.
• What sound does this name start with? Clap the syllables.
3. Who can write their name?
Come write your name on the board.

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

5. Do page 37 of the LAB.
- Copy your name
- Circle the letters in your name.

6. Independent Work 1, 2 and 3 and Baseline Assessment
Explain the activities. Then learners work independently while you call one at a time for Baseline Assessment.

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

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

3. Do LAB page 44.
(10 min)
- Trace the numbers.

4. Do LAB page 45.
(10 min)
- Match the number and the picture.

5. Do LAB page 46.
(10 min)
- Count the bananas.
- Write the number.
1. Morning meeting

Focus on news today.

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

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

When? Who? Where?

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

2. Listening and Speaking: Retell the story

1. Go to page 11 of the Big Book.

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

1. Go to page 12 of Big Book.

- Let’s read the whole story.

2. Focus on comprehension.

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

3. Re-read the story.

- We can all dance.

COVID-19

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

4. Life Skills: Teacher makes a shaker

1. BB page 10: Teacher makes four different shakers.

- Let’s follow the instructions.

2. Pairs: Guess which shaker?

- Give a reason for your answer.
5. Phonics and Handwriting: Same or different? 

1. Same sound or different? (3 min)

Hold up two fingers for two different sounds. Show one finger for same sound.

Sounds:
- MMM + SSS
- TTT + TTT
- BBB + OOO

2. Beginning sounds – numbers. (5 min)

Show one thing and say “one”.
- What sound do you hear at the beginning of one?
  (Repeat up to five.)

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

3. Which word starts with a different sound? (7 min)

Hempe and hamola start with “h”, but sala starts with “s”. Sala is different.

4. Do page 38 of LAB.

Explain the activity. Check the answers with the class.
6. Independent Work 4 and 5 and Baseline Assessment

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

2. Do LAB page 47. (15 min)
   - Find 10 differences.
   - Then check with your partner. Colour in.

3. Do LAB page 48. (15 min)
   - Complete the rows of patterns.

7. Creative Arts: Learners make shakers

1. Learners make shakers. First make the funnel.

2. Pour in the small objects.

3. Screw on the lid.
1. Morning meeting

Focus on register, birthdays and weather today.

1. Register

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

2. Birthdays

Sing the Happy Birthday song.

3. Weather chart

What is the weather like today?
2. Personal and social wellbeing (PSWB): We are all different 💚

1. Link to Shared Reading story: *We are all different.*
- How are the shakers the same?
- How are they different?

2. Partner talk.
- How are you different from others at home or in the class?

3. Discuss what this teaches us.
- We must accept and celebrate our differences.

3. Shared Reading 2: Focus on decoding 📖

1. Read *We Can Dance,* Big Book page 12.

2. Focus on decoding.

3. Re-read the story.
- Ask Day 2 questions on each page of Big Book.
4. Shared Writing: We can dance

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

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

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

5. Phonics and Handwriting: Name game; tracing

1. Play the Name Game. (15 min)

   • Remove your name label from desk.
   • Stick it under the correct letter in the alphabet frieze.

2. Do LAB page 39. (15 min)

   • Trace the rain and the umbrellas.
   • Draw umbrella handles.
6. Independent Work 6 and 7 and Baseline Assessment

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

2. Do LAB page 49. (15 min)
- Find these groups of fruit. Circle each group.
- Tick to show you have found each group.

3. Do LAB page 50. (15 min)
- Colour the blocks according to the number key.
- What is the mystery picture?

7. Creative Arts: Decorate shakers

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

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

1. Morning meeting 🎨

Focus on news today.

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

2. Listening and Speaking: Song/rhyme 🎼

Teach the song and actions.

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

1. Re-read the story with children.

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

3. Partner talk.

4. Repeat the action rhyme.

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

4. Independent Writing: Trace sentence

1. Independent writing: LAB page 40.
   • Draw a picture of dancing.
   • Write your name.
   • Trace the sentence.

2. Engage with learners.
   • Tell me about your picture.
   • Read this to me.
   • What sound does this letter make?
5. Phonics and Handwriting: Same or different?

1. Do LAB page 41. (15 mins)
   - Circle the picture that is the SAME in each row.

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

3. Do LAB page 42. (15 mins)
   - Cross out the picture that is DIFFERENT in each row.

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

6. Independent Work 8 and 9 and Baseline Assessment

1. Explain the activities.
   Then learners work independently while you call one at a time for Baseline Assessment.

2. Do LAB page 51.
   - Cross out the number that is DIFFERENT.

3. Do LAB page 52.
   - Complete the patterns.

7. Creative Arts: Prepare dance

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

Focus on register, birthdays and weather today.

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

2. Birthdays
   - Sing the Happy Birthday song.

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

2. Sharing our writing

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

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

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

2. Do LAB page 43.
   - Circle the letters in your name.
   - Write your name.

3. Collect books for marking.

4. Independent Work 10 and 11 and Baseline Assessment

1. Explain the activities.
   - Then learners work independently while you call one at a time for Baseline Assessment.

2. Explain what a maze is. Do LAB page 53.
   - The lines are like walls.
   - Draw the way the bird must fly without lifting up your pencil.

3. Do LAB page 54.
   - Complete the patterns.

5. Creative Arts: Perform the dance

Groups perform:
- Show us your dance.
- Congratulations!

Friday
Teacher notes

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Overview of the week

**Theme:**
**Me**

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

**Reading**
- **Read Aloud**
  - The circle game

**Writing**
- **Writing**
  - I like____

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

**Non-fiction text**
- **Table of comparison**
- **Food pyramid**

**Creative Arts**
- **Drawing**
- **Acting an activity**

**Personal and Social Wellbeing**
- **Sharing is caring**

**Baseline Assessment**
- **Complete this week**

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

**Listening and Speaking**
- **Friends are different**

**Song**
- [Name of song in each language]

**Group Guided Reading**
- **Oral**
- **We like cake**
- **Concepts of print**
- **Full stops & Exclamation marks**

**Shared Reading story**
- **We like cake**
- **Concepts of print**
- **Full stops & Exclamation marks**

**Life Skills**
- **Phonics**
- **Themes**
  - **Me**
  - **Week 4 and 5:** **My friends and me**

56
Preparation

- Make flashcards:

  lunch  cake  like

Guide to Independent Work (IW) and Baseline Assessment

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

<table>
<thead>
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15 min 15 min 15 min 15 min 15 min 15 min 15 min 15 min 15 min 15 min

Formal assessment

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

<table>
<thead>
<tr>
<th>Formal Assessment</th>
<th>Task</th>
<th>Grouping and timing</th>
<th>When?</th>
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<tbody>
<tr>
<td>Writing 1</td>
<td>Copy a sentence of “news” from the board/chart correctly.</td>
<td>Individual work (15 min)</td>
<td>Independent Writing (Thursday): LAB, page 71. Collect LAB books and mark.</td>
</tr>
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Ongoing: Weeks 3–8 (assess 1/6 of class each week)

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

Focus on register, birthdays and weather today.

1. **Register**

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

2. **Birthdays**

   Sing the Happy Birthday song.

3. **Weather chart**

   What is the weather like today?
2. Listening and Speaking: Play circle game

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

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

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

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

3. Life Skills: Comparing

1. Read Big Book (BB) page 15 together. Ask the questions. (15 min)
   - This table compares an elephant and a mouse.
   - Let’s read this page together.

2. Pair work: Learner’s Activity Book (LAB) page 60. (15 min)
   - Each choose two fruit.
   - Tell your friend two ways they are the same.
   - Tell about two ways they are different.
   - As a class: What did we compare about the fruit?
### 4. Phonics and Handwriting: Left and right

#### 1. LAB page 61: Demonstrate left and right. (3 min)
- Raise your right hand.
- Raise your left hand.
- Catch this sock. Which hand did you catch with?
- Pick up your pencil. Which hand do you hold it with?

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

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

#### 4. Do LAB page 62. (15 min)
- Fill in the letters that are missing. Look at the alphabet to help you.

### 5. Independent Work and Baseline Assessment

#### 1. Explain the activities.
Then learners work independently while you call one at a time for baseline assessment.

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

Practice different groups doing different work.

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

Focus on news today.

**My news**
Some learners tell their news to the class.
2. Listening and Speaking: Story time

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

The circle game

Early in the morning, teacher took all the children outside. (Ask the children: Do like it when we all go outside?)

She drew a big circle in the sand with a stick. Then she said, “We are going to play the Circle Game today,” she said. “I would like you to stand around the edge of the circle. Then I will ask a question. You have to choose one answer. Only one”.

Teacher asked the first question:

Do you like dogs or do you like cats?

All those who like dogs jump in the circle. Look around at who is with you. Jump back.

Now, all those who like cats, jump in the circle. Look around. Jump back.

(Ask the children listening: Which would you choose, cats or dogs?)

Then the teacher asked other questions:

Do you like oranges or do you like apples? (Ask: Which would you choose?)

Do you like cake or do you like sweets? (Ask: Which would you choose?)

Do you like peanut butter or do you like jam? (Ask: Which would you choose?)

The children had fun jumping in and out of the circle.

At the end, Teacher said, “Now think about who was in the circle with you each time you made a choice”.

Thabo thought, “Every time I was in the circle, that new boy called Mamello was also in the circle”.

Then Teacher said, “Now think about your friends. Were they always in the circle at the same time as you?”

Temba thought, “Pretty and I are best friends. But I was never in the circle with her”.

“So what did you learn from this game?” asked Teacher.

Thabo said: “I learnt that maybe I can make some new friends in my class”. He was thinking of Mamello.

Themba said: “I learnt that you can like different things but you can still be friends”. She was thinking of her friend Pretty.

Vocabulary

**circle:** a round shape
**choose:** say what you like best
**look around:** look to either side
3. Shared Reading 1: Focus on comprehension

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

2. Learners match the flashcards.

---

COVID-19
For physical distance
Learners remain at desks. They look at the pictures in Learner’s Book. Write the sentences of the story on the board and read from the board.

3. Place flashcards on the word wall

Match the flashcard to the words in the big book.

4. Life Skills: Food pyramid

1. Do LAB page 63.

---

2. Talk about the food groups

- Look at the lunch boxes from our story. What did Thabo have for lunch?
- What did Tim have for lunch?
- Where does the food in the lunch boxes belong in the pyramid?

3. Partner work

- Tell what you had for breakfast today.
- Where does your breakfast belong in the pyramid?
5. Phonics and Handwriting: Names

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

2. Do LAB page 64.
   - This is a present for your partner.
   - Write your partner’s name on the label.
   - Write your own name here.

3. Do LAB page 65.
   - What fruit can you see in the bowl?
   - Colour each fruit a different colour.
   - How many fruit did you find?

6. Independent Work and Baseline Assessment

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

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

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

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

7. Creative Arts: Drawing

Learners do the activity on page 66 of the LAB.
- Draw what Thabo and Tim had for lunch in the correct group in the pyramid.
- Draw what you had for breakfast in the correct group.
1. Morning meeting

Focus on register, birthdays and weather today.

1. Register

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

2. Birthdays

Sing the Happy Birthday song.

3. Weather chart

What is the weather like today?

2. Personal and Social Wellbeing: Sharing is caring

1. Close eyes and think about the food pyramid.

- Did we have sweets, chips, and cakes there?
- Is it necessary that we eat sweets, chips, and cakes? Why?

2. Discuss picture in LAB page 67: Sharing is caring.

- What do you think is happening here?
- Why do you think this learner has no sweets, cake, or chips?
- How do you feel when you do not have money to buy sweets and your friends have?
- What would be the caring thing to do in this situation?
- What if a person really does not want to share?
- What kind of ways can you tell that friends really care about each other?
WEEK 4  Wednesday

3. Shared Reading 2: Focus on decoding

1. Read the whole story *We like cake* and ask the questions.

2. Continue to teach concepts of print.

3. Teach sight recognition of three common words.

Ask the Day 2 questions on each page.

4. Shared Writing: I like ...

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

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

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

1. Do LAB page 68. (15 min)
   - Let us do the first one together.
   - Which picture starts with the same sound as the thing in the coloured box?
   - Circle the picture that starts with the same sound.

2. Do LAB page 69. (15 min)
   - Let us do the first one together.
   - All these pictures start with the same sound, except one. Which picture starts with a different sound?
   - Cross out the picture that starts with the same sound.

6. Independent Work and Baseline Assessment

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

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

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

7. Creative Arts: Drawing

Learners do the activity on page 70 of the LAB.
   - Draw you and your friends sharing your favourite thing.
1. **Morning meeting**

Focus on news today.

**My news**
Ask some learners to tell their news to the class.

2. **Listening and speaking: Action rhyme**

Teach an action rhyme.

**Friends**

The more we are together, together, together
The more we are together, the happier we will be.
‘Cause your friends are my friends,
And my friends are your friends,
The more we are together, the happier we will be.
3. Shared Reading 3: Responding to the story

Read the whole story *We like cake* with the class.

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

4. Independent Writing

*I like …*

Do LAB page 71.

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

Formal assessment

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

5. Phonics and Handwriting: Numbers 6–10

1. Do LAB page 72.

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

2. Do LAB page 73.

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

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

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

3. Focus on one group a day.

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

7. Creative Arts: Partners activity

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

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

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

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

Focus on register, birthdays and weather today.

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

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

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

2. **Sharing our writing**

Some learners show their picture and read their caption.

- Tell us about your drawing.
- Read your sentence.
Friday

3. Phonics: Left-right game

1. Play left-right game. (3 min)


2. Do LAB page 74. (12 min)

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


4. Independent Work and Baseline Assessment

1. Introduce the idea of Group Guided Reading (GGR).

Next week in Time with Teacher, groups will come to the front, instead of one child at a time.

Demonstrate what GGR looks like:

• Let five random children come quietly to the front and sit on the carpet, cross-legged and quietly.
• Also show what it doesn’t look like: children wandering around the classroom, playing with each other, talking, etc.

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

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

3. Focus on one group a day.

Notice:

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

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

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

Theme: Me
Week 4 and 5: My friends and me

- Personal and Social Wellbeing: Helping each other
- Creative Arts: • Complete a maze • Draw a map • Gumboot dancing
- GGR (1 group a day): Concepts of Print
- Independent Work: 8 LAB pages
- Beginning Knowledge: • Map • Following directions
- Phonics: m, a
- Handwriting: Mm, Aa
- Writing: Copy a sentence
- Reading: Lion and Mouse
- Oral: Group Guided Reading
- Reading Life Skills
- Writing: Shared reading – book Lion and Mouse
- Song: Hickory Dickory Dock
- Role play: Lion and Mouse
- Read aloud story: Lion and Mouse

My friends and me
Preparation

- Make flashcards:

  help  friends  big  small

- Concepts of Print checklist for each group (see Term 1 Assessment at back of this book)
- Make chart of GGR groups

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

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<th>GGR: one 30 min session for each group; IW: 8 pages</th>
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Formal Assessment

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

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

Ongoing: Weeks 3–8 (assess 1/6 of class each week)

| Listening and Speaking 1 | Talk about personal experiences. | Individual work  
| Listening and Speaking 2 | Listen to and act out part of a song or rhyme. |

- 2 minutes per learner
- Pairs or threes  
  3 minutes per pair

- When class is meaningfully occupied with drawing/copying or in News
- When songs are sung as transition activities or in Literacy or Life Skills
1. Morning meeting

Today, do only My news at the morning meeting.

**My news**

Pairs tell weekend news.
A few learners tell news to the class.

- Use the pictures in this frame to tell your news to your partner.
- Listen to them carefully.

**My news**

Today I would like to tell you about ...

When? Who? Where?

What happened? I felt ... Because ...
**Lion and Mouse**

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

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

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

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

Lion laughed. “You are welcome, Mouse. But you are too small and weak to ever help me.”

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

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

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

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

**Vocabulary**

- **puddle**: a pool of water
- **paws**: animal hands
- **capture**: trap or catch
3. Life Skills: Reading a map

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

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

4. Phonics and Handwriting: Introducing letter-sound M

1. LAB pg 90: Introduce the letter M. (3 min)
   - This is the letter M; it makes the sound MMMM.
   - Whose name starts with the sound M?
   - Whose name contains a M?

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

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

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

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

6. Handwriting practice: LAB pg 91. (10 min)
   - Fill in the missing letter.
   - Trace over the dotted letters.
   - Copy the letters to complete full rows.
5. GGR and Independent Work: Concepts of Print (Group A)

1. Introduce the reading groups.
   (5 min)

2. Rest of class does Independent Work.
   See schedule given in the overview section for this week.
   Groups B, C, D & E complete two LAB pages.
   - Have your pencils ready.
   - Work quietly on your own.


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

4. Ask the concepts of print (CoP) questions. (See Term 1 Assessment for CoP checklist.)

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

1. Register

2. Birthdays

3. Weather chart

2. Listening and Speaking: Role play

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

3. Shared Reading 1: Focus on comprehension

2. Read entire story to, and then with, the children. Point under the print.
3. Ask Day 1 questions on each page of BB to check understanding of story and pictures.
4. Practice the Reading Vocabulary words.

5. Reading vocabulary words: help, friends, big, small
- Show flashcards. Children say each word.
- Match each word with the word in the BB.
- Place the flashcards on the Word Wall and read them once again.
4. Life skills: Giving instructions

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

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

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

5. Phonics and Handwriting: Letter M; sequencing

1. Same sound or different? (3 min)
   - Hold up 1 finger if you hear the same sound.
   - Hold up 2 fingers if you hear 2 different sounds.
   MMM + AAA
   Clap + Clap
   DDD and MMM

2. LAB pg 92: Find the words that contain M. (12 min)
   - Say the name of each picture quietly. Listen for the M sound.
   - Circle all the words with the sound M.
   - When you are finished, let’s check together.

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

4. LAB pg 93: Sequence the pictures. (10 min)
   - Write the order of the pictures from 1 to 4.
   - Let’s check together.
6. GGR and Independent Work: Concepts of Print (Group B)

1. Introduce the reading groups. (5 min)

These children are in Group B.

2. Rest of class does Independent Work.

See schedule given in the overview section for this week. Groups A, C, D & E complete two LAB pages.
- Have your pencils ready.
- Work quietly on your own.


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

4. Ask the Concepts of Print (CoP) questions.

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

7. Creative Arts: Maze activity

LAB pg 94: Find your way home through the maze.
The second maze is more challenging, for learners who complete the first maze quickly.
1. Morning meeting

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

2. Personal and Social Wellbeing: Helping others

LAB pg 95
- What do we think is happening in this picture?
- Have you ever helped someone?
- What happened?
- How did you feel after helping them?
- Have you ever been helped? How?
- How did you feel? Why?
- Why is helping each other important?
3. Shared Reading 2: Focus on decoding

1. Big Book pg 21–24. Re-read the entire story with the children. Point under the print.

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

3. Continue to teach concepts of print.

4. Teach the two common sight words: and, are

4. Shared Writing: Story sequence

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

2. Write three sentences on the board, with help from learners.
   - Write: Lion helped Mouse.
     - Where shall I begin writing?
     - What is at the start of the first word?
   - Write: Mouse helped Lion.
     - What shall I put at the end?
   - Write: Lion and Mouse became ___

3. Read sentences and correct errors.

   Lion and Mouse became friends

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

   Write: Lion helped Mouse.
   - Why do I write Lion and Mouse with capital letters?
1. LAB pg 96: Introduce the letter A. (3 min)
   - This is the letter A, it makes the sound AAAAA.
   - Whose name starts with the sound A?
   - Whose name contains a A?

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

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

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

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

6. Handwriting practice: LAB pg 97. (10 min)
   - Fill in the missing letter.
   - Trace over the dotted letters.
   - Copy the letters to complete full rows.
6. GGR and Independent Work: Concepts of Print (Group C)

1. Introduce the reading groups. (5 min)

These children are in Group C.

2. Rest of class does Independent Work.

• See schedule given in the overview section for this week.
• Groups A, B, D & E complete two LAB pages.
• Have your pencils ready.
• Work quietly on your own.


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

4. Ask the Concepts of Print (CoP) questions.

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

7. Creative Arts

Do the activity on LAB pg 98.

• Draw a map of your area.
• Draw the path from your home to the nearest shop.
1. Morning meeting

1. Register
2. Birthdays
3. Weather chart

2. Listening and Speaking: Action rhyme

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

**Hickory Hickory dock**

*Hickory Hickory dock,*

*The mouse ran up the clock.*

*The clock struck nine,*

*The mouse ran down.*

*Hickory, dickory, dock.*

3. Shared Reading 2: Focus on decoding

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

1. LAB pg 99: Drawing.
   - Choose your favourite part of the story.
   - Draw a picture to show what happened.

2. LAB pg 99: Copy a sentence.
   - Read the sentences.
   - Choose one sentence. Write it under your drawing.

Lion helped Mouse.
Mouse helped Lion.
Lion and Mouse became friends.

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

5. Phonics and Handwriting: Letter M; sequencing

1. LAB pg 100: More practice with A.
   - Oral: Learners take turns to name the pictures.
     - Did you hear an A sound in the word?
     - Cross out all the words that DON’T have an A in them.

2. LAB pg 101: Handwriting practice
   - Guide learners in their writing and drawings.
6. GGR and Independent Work: Concepts of Print (Group D)

1. Introduce the reading groups. (5 min)

   These children are in Group D.

2. Rest of class does Independent Work.

   See schedule given in the overview section for this week. Groups A, B, C and E, complete two LAB pages.
   - Have your pencils ready.
   - Begin working quietly.


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

4. Ask the Concepts of Print (CoP) questions.

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

7. Creative Arts: Prepare gumboot dance

Create a class gumboot dance sequence.

Use the words left and right.
- Clap and tap your right foot.
- Clap and tap your left foot.
- Turn around.
- Clap and step forward.
- Clap and step backwards.
**Friday**

1. Morning meeting

**My news**

Pairs tell news.

A few learners tell news to the class.

- Use all the pictures in this frame to tell your news to your partner.
- Listen to them carefully.

2. Sharing writing: Sentences and drawings

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

3. Phonics assessment: M, D and Ma Words

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

Clap out syllables of vocab words of the week.

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

2. **LAB pg 102: Explain and children complete activity.** (12 min)

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

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

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

   - See schedule given in the overview section for this week.
   - Groups A, B, C & D complete two LAB pages.
   - Have your pencils ready.
   - Begin working quietly.

2. Rest of class does Independent Work.
   • See schedule given in the overview section for this week.
   • Groups A, B, C & D complete two LAB pages.
   • Have your pencils ready.
   • Begin working quietly.

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

4. Ask the concepts of print (CoP) questions.
   • Use CoP checklist to ask questions in sequence.
   • Tick off skills already in place.
   • Teach skills not in place.
   • Record the group’s progress.

5. Creative Arts: Perform gumboot dance

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

   - left  right

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

**Time for school**

**WEEK 6**

**Overview of the week**

**Handwriting**
- Dd, Ii

**Phonics**
- D, I

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

**Independent Work**
- 8 LAB pages

**Creative Arts**
- Colour in
- Draw backpack
- Role play dealing with fears

**Personal and Social Wellbeing**
- Talk about fears

**Beginning Knowledge**
- Shopping list
- Sort into two groups

**Describe**
- Places at school

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

**Song**
- Frog pool

**Shared reading – book**
- The school bag

**Writing List**

**Writing**
- List
- Describe Places at school

**Reading**
- Song Frog pool

**Group Guided Reading**
- Life Skills

**Theme:**
- School

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

- Make or use these flashcards:
  - school
  - pencil
  - bag

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

GGR: one 30 min session for each group; Concepts of Print; IW: 8 pages

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Formal Assessment

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

**Ongoing: Weeks 3–8 (assess 1/6th of class each week)**

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<tr>
<td>Listening and Speaking 2</td>
<td>Listen to and act out part of a song or rhyme.</td>
<td>Pairs or threes 3 minutes per pair</td>
<td>When songs are sung as transition activities or in Literacy or Life Skills</td>
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</table>
1. Morning meeting 🕒⏰

Focus on news today.

My news

Pairs tell weekend news.
A few learners tell news to the class.

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

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

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

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


“Umm… I don’t know,” said Freddie.

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

“Umm… I don’t know”, said Freddie.

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

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

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

“Are you worried about school?” asked Simon.

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

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

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

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

“And, what if I get hungry?”

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

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

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

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

Freddie thought for a moment, “I think I will like school. And I am not scared anymore,” he said.
3. Life Skills: Shopping lists

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

2. LAB pg 115. Read the names of the groceries. Sort orally. (5 min)
   - Which are vegetables?
   - Which are dairy?

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

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

1. LAB pg 116: Introduce the letter-sound D. (3 min)
   - This is the letter D. It makes the sound DDDDD
   - Whose name starts with the sound D?
   - Whose name contains a D?

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

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

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

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

6. Handwriting practice. LAB pg 117. (10 min)
   - Fill in the missing letter.
   - Trace over the dotted letters.
   - Copy the letters to complete full rows.
   - Colour the picture.
1. Class does Independent Work.

See Overview for schedule and LAB practice pages.
Groups B, C, D & E complete two LAB pgs.
- Have your pencils ready.
- Work quietly on your own.

2. Group A on mat. LAB pg 111–114.

- Find *The school bag* in your book.
- Read the story aloud with me.
- Run your finger under the words as you read.
- Answer my questions.

3. Ask the concepts of print (CoP) questions. (See *Term 1 Assessment* for CoP checklist.)

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

1. Morning meeting

1. Register
2. Birthdays
3. Weather chart

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

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

2. Children swap roles.

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

3. Return to classroom. Discuss what they learned.

• Which place did you describe?
• Why did you choose that place?
• When a new child joins the class, which important places should they know about?
• Why do some children need extra care? How can we help them?
3. Shared Reading 1: Focus on comprehension


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

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

4. Practice the Reading Vocabulary words.

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

4. Life skills: Outdoor skills

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

2. Children do the activities. (10 min)
   - Each group goes to one circle and does the activity there.
   - Try to do each activity 4 times each.
   - Take turns and share the equipment.
   - After 2 minutes I will give a signal and tell you to move to another circle.

3. Partner debrief. (5 min)
   - Find a partner.
   - Tell them how many times you could do each activity.
   - Tell your partner which activity you want to improve on.
**1. Orientation to counting phonemes/sounds. (8 min)**
- Let’s clap how many sounds we hear in the word XXXXX.
- Let’s write the sounds on the board (space out the sounds to make the word).
- Repeat with other words if necessary.

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

**3. LAB pg 119: Children complete activity. (15 min)**
- Once you have gone through all the words, learners should complete the next page by themselves.
- They will practice writing numerals.
- Take 5 minutes at the end to go through the answers (6, 8, 5, 8, 6, 10).
6. GGR and Independent Work: Concepts of Print (Group B)

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

2. Group B on mat. LAB pg 111–114.
   - Find The school bag in your book.
   - Read the story aloud with me.
   - Run your finger under the words as you read.
   - Answer my questions.

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

7. Creative Arts: Colouring in

LAB pg 120: Colour in the picture carefully.
   - Take out your crayons.
   - Don’t press too hard or too softly. It must be “just right”.
   - Choose sensible colours.
   - Colour neatly, inside the lines.
   Praise resulting pictures.
1. **Morning meeting**

**My news**

Pairs tell news.

A few learners tell news to the class.

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

![My news](image)

**LAB pg 121. Discuss the picture.**

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

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

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

3. Continue to teach concepts of print. Teach a common sight word.

4. Shared Writing: Lists (home and school)

1. LAB pg 112: What does Freddie want to put in his school bag? (2 min)

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

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

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

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

   - What things do we use at home? Let’s make a list together.
   - What things do we use at school? Let’s make a list together.

   - What do you notice about writing lists?
     - Each item is on a new line.
     - Heading on top.
     - Numbered.
     - No full stops.

   - Where have you seen other lists?
   - What are lists for?
5. Phonics and Handwriting: The letter-sound I

1. LAB pg 122: Introduce the letter-sound I. (3 min)
   - This is the letter I, it makes the sound iiiiiiii.
   - Whose name starts with the sound I?
   - Whose name contains a I?

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

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

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

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

6. Handwriting practice. LAB pg 122. (10 min)
   - Fill in the missing letter.
   - Trace over the dotted letters.
   - Copy the letters to complete full rows.
WEEK 6

Wednesday

6. GGR and Independent Work: Concepts of print (Group C)

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

2. Group C on mat. LAB pg 111–114.
   - Find The school bag in your book.
   - Read the story aloud with me.
   - Run your finger under the words as you read.
   - Answer my questions.

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

7. Creative Arts: Drawing (School bag)

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

2. LAB pg 124: Draw your school bag/backpack.
   - Take your hand and move it in a circle on the page. Your drawing will be that big.
   - Think about the colour and shape of your bag.
   - Draw your bag.
   - Add details of what is inside.
Thursday

1. Morning meeting

1. Register
2. Birthdays
3. Weather chart

2. Listening and Speaking: Poem

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

**Ten little frogs**

Ten little frogs went to school,
Down beside the little pool.
Ten little shorts and skirts all green,
Ten little shirts all white and clean.

“We must be in time,” said they,
“First we learn, and then we play.
That is how we keep the rule,
When we froggies go to school.”

3. Shared Reading 3: Focus on response

1. Big Book pg 26–29: Re-read entire story with the children, pointing under print.
2. After reading, do the Day 3 activities in the BB.
3. Revise Reading Vocabulary words on Word Wall.
4. Children make oral sentences with each word.
4. Independent Writing: List

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

2. LAB pg 125: Children write a school list.
   - When you are finished writing your list, you can draw pictures of the things on your list.

5. Phonics and Handwriting: Yes/no questions

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

2. LAB pg 126: Explain and do yes/no activity together. (10 min)
   - Talk about the first line on the activity page.
   - Ask learners to either put a tick or a cross if what is happening in the picture is true or not.
   - Repeat with other lines.
   - Learners should have a chance to do the last one alone, then provide feedback.

3. LAB pg 127: Children complete activity. (15 min)
   - Learners move onto the next page and complete the activity within 10 minutes.
   - The last 5 minutes is reserved for going through each picture and providing the answers.
6. GGR and Independent Work: Concepts of Print (Group D)

1. Class does Independent Work.

See Overview for schedule and LAB practice pages. Groups A, B, C & E complete two LAB pgs.
- Have your pencils ready.
- Work quietly on your own.

2. Group D on mat. LAB pg 111–114.

- Find *The school bag* in your book.
- Read the story aloud with me.
- Run your finger under the words as you read.
- Answer my questions.

3. Ask the concepts of print (CoP) questions. (See Term 1 Assessment for CoP checklist.)

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

7. Creative Arts: Group discussion (Dealing with fears)

1. Discuss common fears.  
   (10 min)

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

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

2. Groups talk about solutions.  
   (10 min)

   - Each group will choose one story.
   - In your group you will discuss who the child can talk to and what they should say.

3. Report back and discussion.  
   (10 min)

   - Can anyone think of a different solution?
1. Morning meeting

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

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

2. Sharing writing: Sentences and drawings

3. Phonics: Complete ma and di words

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

2. LAB pg 128: Explain activity (ma, di words). (2 min)
   • Say the letter-sounds in the colour blocks.
   • Say the name of Picture 1.
   • Look at the word.
   • Which letter-sound is missing?

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

1. Class does Independent Work.

   See Overview for schedule and LAB practice pages. Groups A, B, C & D complete two LAB pgs.
   - Have your pencils ready.
   - Work quietly on your own.

2. Group E on mat.

   LAB pg 111–114.
   - Find The school bag in your book.
   - Read the story aloud with me.
   - Run your finger under the words as you read.
   - Answer my questions.

3. Ask the concepts of print (CoP) questions.

   (See Term 1 Assessment for CoP checklist.)

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

5. Creative Arts: Dramatisation (Dealing with fears)

1. Groups prepare a role play presentation. (5 min)

   Possible scenarios
   - A learner being bullied.
   - A learner scared of telling the teacher something, e.g. they spilled paint.
   - A child scared to tell their mother that they lost their school bag.
   - A learner scared of making friends.

   - Prepare a role play of the scene you talked about yesterday.
   - End your role play by acting the solution.
   - Every child in the group should act a part.

2. Groups present their role-play to the class. (25 min)

   Tell each group what they did well.
Overview of the week

Theme: School

**Week 7:** Colours

**Reading**
- Read aloud story
  - The surprise

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

**Phonics**
- K & E
- Kk & Ee

**Handwriting**
- Kk & Ee

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

**Personal and Social Wellbeing**
- Helping older people

**Beginning Knowledge**
- Rainbow song
- Dramatisations

**Independent Work**
- 10 pages

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

**Oral**
- Role play
  - The surprise

**Song**
- Colours

**Group Guided Reading**
- New crayons

**Life Skills**
- Writing

**Performing Arts**
- Rainbow song
- Dramatisations
Preparation

• Make flashcards:

![red]
![blue]
![yellow]
![green]

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

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

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 min</td>
<td>15 min</td>
<td>15 min</td>
<td>15 min</td>
<td>15 min</td>
</tr>
</tbody>
</table>

Formal Assessment

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

<table>
<thead>
<tr>
<th>Formal Assessment</th>
<th>Task</th>
<th>Grouping and timing</th>
<th>When?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening and Speaking 3 &amp; 4</td>
<td>• Describe objects</td>
<td>• Individual (assess entire class this week)</td>
<td>When class is meaningfully occupied with drawing/copying or in News.</td>
</tr>
<tr>
<td></td>
<td>• Sequence pictures</td>
<td>• 5 minutes per learner</td>
<td></td>
</tr>
<tr>
<td>Listening and Speaking 1</td>
<td>Talk about personal experiences.</td>
<td>• Individual work</td>
<td>When class is meaningfully occupied with drawing/copying or in News.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• 2 minutes per learner</td>
<td></td>
</tr>
<tr>
<td>Listening and Speaking 2</td>
<td>Listen to and act out part of a song or rhyme.</td>
<td>• Pairs or threes</td>
<td>When songs are sung as transition activities or in Literacy or Life Skills</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• 3 minutes per pair</td>
<td></td>
</tr>
</tbody>
</table>
1. **Morning meeting** 🕒➕

Focus on birthdays and news today.

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

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

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

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

“Thank you Mom,” said Bongani, rubbing her eyes sleepily.

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

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

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

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

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

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

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

As she turned away she thought, this is going to be one of my best birthdays ever. It began with a lovely surprise and now I have crayons for school and sweets to share with Mom and my friends.
3. Life Skills: Information text and experiment

1. On the mat. Read *What is a rainbow?* and ask questions: BB pg 30. (15 min)
   - Come quietly to the mat.
   - Let’s read the text together.
   - Who can point to the colours in the rainbow?

2. Making our own rainbow: LAB pg 141. (15 min)
   - We are going to try to make our own rainbow. (Explain how to make a rainbow using the steps given below.)

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

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

Place a sheet of paper on the other side of the glass from the sunbeam. You should notice a rainbow projected onto the sheet of paper.
- Did you all see the rainbow on the paper?
- Can you think of another way to make your own rainbow?
- What do you think will happen if you change the shape/size of the glass of water? (Try this.)
- What happens if you place the paper further away from the glass? (Try this.)
- If there were no signs of rain, would you be able to see a rainbow outside? Why or why not?
1. LAB pg 142: Introduce the letter-sound K. (3 min)
   - This is the letter K, it makes the sound KKKKKK.
   - Whose name starts with the sound K?
   - Whose name contains a K?

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

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

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

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

6. Handwriting practice: LAB pg 143. (10 min)
   - Trace over the dotted letters.
   - Copy the letters to complete full rows.
Monday

5. GGR and Independent Work: Concepts of print (Group A)

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

2. Meanwhile, call individual learners for formal assessment.
   (See Term 1 Assessment, Formal Assessment L & S, 3 and 4 at back of this book for procedure and marking rubric.)
   Show the pictures and ask the questions for Listening and Speaking assessments 3 & 4. Use the rubrics to give marks. Write two marks in the mark book for each child.
1. Morning meeting

Register

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

2. Listening and Speaking: Role play

Role play the story *The Surprise* in threes.

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

3. Shared Reading 1: Focus on comprehension


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

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

4. Practice the Reading Vocabulary words.

5. Reading Vocabulary words: red, blue, yellow, green

- Show the flashcards. Children say each word.
- Match each word with the word in the BB.
- Place the flashcards on the Word Wall and read them once again.
4. Life skills: Recording an experiment

LAB pg 144: Draw our rainbow experiment.
Model:
• I will draw our rainbow experiment on the board.
• Tell me what to draw first. What shape was the glass? What was inside it?
• Where was the paper? What was on the paper?
• Let us label our drawing to explain to the reader what everything is. This is how we write labels. (glass; water; paper; rainbow)
• Now you do your own drawing of the experiment.

5. Phonics and Handwriting: Months of year; Identity card

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

2. LAB pg 145: Explain and do the activity together. (12 min)
• Read the months of the year together.
• Which month is it now? Trace the word.
• Which month is your birthday? Trace the word.
• Which month is Christmas? Trace the word.
• If you have time, trace other months

3. LAB pg 146: Read and discuss identity card. (5 min)
• What is this card?
• Let's read it together.
• What information does it provide?

4. LAB pg 146: Children complete the activity. (10 min)
• Fill in the identity card with your own details.
• You can draw a picture of yourself or bring a photograph to school.
6. GGR and IW: Formal assessment of Listening and Speaking

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

2. Meanwhile, call individuals for formal assessment. (See Term 1 Assessment, Formal Assessment L & S, 3 and 4 at back of this book for procedure and marking rubric.)
   
   Show the pictures and ask the questions for Listening and Speaking assessments 3 & 4. Use the rubrics to give marks. Write two marks in the mark book for each child.

7. Creative Arts: Weaving

1. Weave a rainbow mat: LAB pg 147 and 149. (Children need scissors.)
   
   • Cut out the strips of rainbow colours.
   • Cut out the cloud and along the lines (don’t go to the end of each line).

2. Weave with different colours. (Model first, step by step.)
   
   • Weave the strips through the clouds.
   • Use the same order as the colours in the rainbow.

Feedback:
Go slowly step by step. Praise all efforts. Display the mats in the classroom.
WEEK 7

Wednesday

1. Morning meeting

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

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

2. Personal and Social Wellbeing: Helping and respecting our elders

1. LAB pg 151. Look at the picture together. Read the story, *The surprise*, again (from the Monday read aloud in this TG).

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

1. Big Book pages 31–34. Re-read the entire story with the children. Point under the print.

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

3. Continue to teach concepts of print.

4. Teach these common sight words incidentally: please, use, me

4. Shared Writing: List (colours)

1. Oral: Revise how lists are arranged.

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

2. With the children, make a list of colours.

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

3. Read list and correct errors.

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

1. LAB pg 152. Introduce the letter-sound E. (3 min)
   - This is the letter E, it makes the sound eeeee.
   - Whose name starts with the sound E?
   - Whose name contains an E?

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

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

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

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

6. Handwriting practice: LAB pg 153. (10 min)
   - Fill in the missing letter.
   - Trace over the dotted letters.
   - Copy the letters to complete full rows.
6. GGR and IW: Formal assessment of Listening and Speaking

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

2. Meanwhile, call individuals for formal assessment. (See Term 1 Assessment, Formal Assessment L & S, 3 and 4 at back of this book for procedure and marking rubric.)
   - Show the pictures and ask the questions for Listening and Speaking assessments 3 & 4. Use the rubrics to give marks. Write two marks in the mark book for each child.

7. Creative Arts: Painting (Mixing colours)

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

2. LAB pg 154: Demonstrate using and mixing paint colours.
   - What happens when you mix one colour with another colour?
   - Let’s mix colours and see what happens. (Demonstrate mixing red and blue using paints. Show the children how to clean their brush after dipping it in a colour.)

3. Learners complete LAB pg 154 using their own paint.
   - Now you do your own painting.
   - Work carefully and slowly.
   - For the last row choose your own colours and see what colour you make.
Thursday

1. Morning meeting

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

2. Listening and speaking: Song

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

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

3. Shared Reading 3: Focus on response


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

3. Revise Reading Vocabulary words on Word Wall and in BB.

4. Children make oral sentences with the words.
4. Independent Writing: List

1. LAB page 155: Explain the task.
   - Look at how we wrote our list yesterday.
   - Today you will make a list of what you might find in a pencil case.
   - Let’s look in a few pencil cases.
   - Now write your own list.

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

5. Phonics and Handwriting: Word building

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

2. LAB pg 156: Introduce the octopus. (4 min)
   - What is an octopus? How many tentacles does it have? Let’s count and circle.

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

4. Together, build words on the board, using the cards. (20 min)
   - Call learners to the board.
   - Help them to use the cards to build the words in the LAB.
   - Read the words together in the LAB.

Colours

1. red  6. brown
2. blue  7. white
3. green  8. grey
4. yellow  9. pink
5. black  10. purple
6. GGR and IW: Formal assessment of Listening and Speaking

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

2. Meanwhile, call individuals for formal assessment. (See Term 1 Assessment, Formal Assessment L & S, 3 and 4 at back of this book for procedure and marking rubric.)
   - Show the pictures and ask the questions for Listening and Speaking assessments 3 & 4
   - Use the rubrics to give marks. Write two marks in the mark book for each child.

7. Creative Arts: Singing

Teach the Rainbow song to the children. Try to have an audience for them to sing to, e.g. another class.

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

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

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

2. **Sharing our writing: My pencil case**

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

3. **Phonics: Revise all letters taught**

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

   2. **LAB pg 158:**
      Explain activity orally. (2 min)
      - What do you see in each picture?
      - Say the word in your head.
      - What sound do you hear at the beginning of the word?

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

---

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

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

2. Meanwhile, call individuals for formal assessment. (See Term 1 Assessment, Formal Assessment L & S, 3 and 4 at back of this book for procedure and marking rubric.)
   - Show the pictures and ask the questions for Listening and Speaking assessments 3 & 4
   - Use the rubrics to give marks. Write two marks in the mark book for each child.

5. Creative Arts: Dramatisation (Helping our elders)

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

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

Theme: Healthy Habits

Week 8: Sleep

GGR (1 group a day)
IW and Formal Assessment

Independent Work
IW and Formal Assessment

Creative Arts
- Making a fortune teller
- Drawing

Performing Arts
Sharing and re-telling a dream.

Personal and Social Wellbeing
Dealing with nightmares

Beginning Knowledge
- Sleep cycles
- Good sleep habits

Phonics
- L & O
- YES/NO questions

Handwriting
- L & O
- YES/NO

Read aloud story
Hare and Tortoise

Role play
Hare and Tortoise

Song
Lullaby

Shared Reading
Hare and Tortoise

Shared Writing
Story map

Writing
Story map

Oral

Group Guided Reading
Life Skills
Phonics

Writing

Shared Reading
Hare and Tortoise

Shared Writing
Story map

Writing
Story map

Oral
Preparation

- Make flashcards:
  - race
  - fast
  - slow
  - sleep
  - YES
  - NO

- large alphabet cards: (LAB page 203)
- set of playing cards (LAB pages 189 and 191), and learn to play the game
- scissors, crayons, string, drawing pins

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

| All learners do the same IW while teacher calls individuals for Formal Assessment. |
|---|---|---|---|---|---|
| Monday | Tuesday | Wednesday | Thursday | Friday |
| 15 min | 15 min | 15 min | 15 min | 15 min |

Formal Assessment

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

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

Ongoing: Weeks 3–8 (assess 1/6th of class each week)
1. Morning meeting 🌌

Focus on news today.

**My news**

Pairs tell family news.

A few learners tell news to the class.

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

---

2. Listening and speaking: Story time 🕌

**Hare and Tortoise**

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

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

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

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

---

**Vocabulary**

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

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

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

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

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

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

**Vocabulary**
- **drowsy**: sleepy
- **steadily**: carefully without stopping
3. Life Skills: Information chart and activity

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

Sleep cycle are what happens when you are asleep.

2. Discuss: What helps us get a good night’s sleep? What disturbs our sleep? (10 min)
- Pairs: Tell your partner about a time you did not sleep well.
- Volunteers: Tell the class what stopped you from sleeping well.
- Class discussion: What helps us get a good night’s sleep?

3. LAB pg 173.

- Will they have a good or a bad night’s sleep? Write a tick or a cross.
1. **LAB pg 174: Introduce the letter-sound L. (3 min)**
   - This is the letter L, it makes the sound LLLLLL.
   - Whose name starts with the sound L?
   - Whose name contains a L?

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

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

4. **Teach letter formation for L. (4 min)**
   - Who can say when we use the capital or small letter?
   **Copy me:**
   - Write it in the air while we say the chant.
   - Trace with your finger on your desk while we say the chant.
   - Trace with your pencil while we say the chant.
   \[ l – \text{start at the dot, go down} \]

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

6. **Handwriting practice: LAB pg 175. (10 min)**
   - Trace over the dotted letters.
   - Copy the letters to complete full rows.
   - Colour the picture.
5. IW and Formal Assessment of reading and viewing

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

   - Show the pictures and ask the questions.
   - Use the rubric to give marks. Write two marks in the mark book for each child.
Tuesday

1. Morning meeting

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

2. Birthdays
   - Sing the Happy Birthday song.

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

2. Listening and speaking: Guided dramatisation

Guided dramatisation of the read aloud story *Hare and Tortoise*. Divide class into two groups, Hares and Tortoises (e.g. boys and girls). Go outside.

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


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

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

4. Practice the Reading Vocabulary words.

5. Reading Vocabulary words: race, fast, slow, sleep
   - Show the flashcards. Children say each word.
   - Match each word with the word in the BB.
   - Place the flashcards on the Word Wall and read them once again.

4. Life skills: Complete a maze; read a table

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

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

2. LAB pg 176: Complete the maze. (10 min)
   - Use your pencil to find the path to bed. Draw neatly between the lines.
   - Avoid all the things that will keep you from falling asleep.
   - What are all the things you avoided? (name the things to be avoided that are shown in the maze)
1. Rapid number recognition. (10 min)

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

2. LAB pg 177: Revise ticks and crosses. Introduce YES and NO. (5 min)

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

3. LAB pg 178: Children write YES or NO. (10 min)

- Look at the pictures and write YES or NO.

Feedback (5 min)
Let’s go through the answers.
6. Independent Work & Formal Assessment of reading and viewing

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

2. Meanwhile, do Term 1 Formal Assessment, Reading 1 and 2. (Procedure and rubric at back of this book.)
   - Show the pictures and ask the questions.
   - Use the rubric to give marks. Write two marks in the mark book for each child.

7. Creative Arts: Make a paper “Fortune Teller”

1. LAB pg 179: Model how to make a “Fortune Teller”.
   - Cut out the square.
   - Colour the circles.
   - Draw gifts in the coloured squares (e.g. fruit, a toy, a heart, a flower)
   - Fold on dotted lines.

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

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

**2. Personal and Social Wellbeing: Discussion**

1. LAB pg 181: Discuss the picture.
   - What do you think is happening in the picture?
   - Have you ever had a dream like this?

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

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

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

4. Shared Writing: Story map

1. Show the story map (pre-prepared).
   - Story map
   - Characters: ............
   - Setting: ............
   - What happens: ............
   - Ending: ............
   - If we want to tell someone what a story is about, we can use a story map.
   - Characters = who was in the story.
   - Setting = where the story happened.
   - We are going to complete a story map for the Hare and Tortoise story.

2. Complete the story map with the children.
   - Story map
   - Characters: Owl, Hare, Tortoise
   - Setting: In the bush
   - What happens: They had a race.
   - Ending: Tortoise won.
   - Who was in the story? (characters)
   - Let’s write their names.
   - Where did the story happen? (setting)
   - Who can tell me what happened in one sentence? (Get a few suggestions).
   - Let’s write one of your suggestions.
   - What happened at the end? Let’s write that.

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

1. LAB pg 182. Introduce the letter-sound O. (3 min)
   Display the letter card.
   - This is the letter O, it makes the sound ooooo.
   - Whose name starts with the sound O?
   - Whose name contains an O?

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

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

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

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

6. Handwriting practice. LAB pg 183. (12 min)
   - Fill in the missing letter.
   - Trace over the dotted letters.
   - Copy the letters to complete full rows.
6. IW and Formal Assessment of reading and viewing

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

2. Meanwhile, do Term 1 Formal Assessment, Reading 1 and 2. (Procedure and rubric at back of this book.)
   - Show the pictures and ask the questions.
   - Use the rubric to give marks. Write two marks in the mark book for each child.

7. Creative Arts: Drawing

1. LAB pg 184. Draw a picture showing a happy ending to a dream or nightmare.
   - Think of a nightmare you had. Close your eyes to think. (Allow 1 minute silence.)
   - Now, still with your eyes closed, think of how it could end happily. (Allow 1 minute silence.)
   - Now open your eyes and draw your happy ending.

2. Explain your drawing to a partner.
   - Explain your drawing to a partner.
   - Say why it is a happy ending.
1. Morning meeting

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

2. Birthdays
Sing the Happy Birthday song.

3. Weather chart
What is the weather like today?

2. Listening and speaking: Lullaby

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

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

3. Shared Reading 3: Focus on response


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

3. Revise Reading Vocabulary words on Word Wall and in BB.

4. Children make oral sentences with the words.
4. Independent Writing: Story map

1. Re-read the completed Shared Writing story map.
   Re-read the completed story map or choose a few children to re-read it. Then put it away.
   - What do these words mean: **characters** and **setting**?
   - Can you make your own story map? What words will you need? *(Write any words on the board.)*

2. LAB pg 185. Children complete the story map.
   - Write the words in the spaces.
   - Draw a picture of the ending of the story.

5. Phonics and Handwriting: Word building

1. LAB pg 203: Children cut out letters. *(8 min)*
   - These are the same letters from our octopus.
   - Cut out the letters.

2. Orientation to the letters. *(4 min)*
   - What letters do you have?
   - How many L's/O's, etc.?
   - Hold the A in your left hand.
   - Hold the I in your right hand.
   - Listen to the word____. What letter-sound does it begin with? *(Hold it up.)*

3. LAB pg 186. Build words with cut-out letters. *(10 min)*
   - Listen while I say a word slowly.
   - Build the word with your cards.
   - Place cards on the blocks in the LAB.
   - Read the word.

4. LAB pg 187: Handwriting practice *(8 min)*
   - Listen while I say a word.
   - Build the word with your cards.
   - Copy the word on the lines. *(Repeat)*
   - Read what you have written.
6. IW and Formal Assessment of reading and viewing

1. Class does two Independent Work pages. (see Overview for schedule)

- Have your pencils ready.
- Work quietly on your own.
- I will call up children to come and read with me at my desk.

2. Meanwhile, do Term 1 Formal Assessment, Reading 1 and 2. (Procedure and rubric at back of this book.)

- Show the pictures and ask the questions.
- Use the rubric to give marks. Write two marks in the mark book for each child.

7. Creative Arts: Card game

1. LAB pages 189 and 191. Read cards. Children cut out the cards. (Have a set of pre-made cards.)

- This is a game with cards.
- Let’s read all the cards together.
- Now cut them out very carefully.
- Write your initials/name on the back of each card.

2. Explain the game using your pre-made set. Children play the game in pairs.

   - Mix up your set and put them down in a pile. (white side showing)
   - Each pick up one card and turn it over.
   - Do this one at a time.
   - If the cards match, the child who turned it over last card collects the two piles.
   - If it doesn’t match you carry on putting them down.
   - When one child has no cards left, the game stops. The winner is the child who still has cards.
1. **Morning meeting**

**My news**

Pairs tell news.

A few learners tell news to the class.

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

2. **Sharing writing:**

**Sharing independent writing**

Call a few learners to read their story map to the class and show their drawing of the ending.

They can also say why they liked the ending.

3. **Phonics: Assessment activity (YES/NO)**

**1. Same sound or different? Use any sounds learnt so far.**

(3 min)

- Hold up 1 finger if you hear the same sound.
- Hold up 2 fingers if you hear 2 different sounds.

**2. LAB pg 188: Revise YES/NO. Do activity orally.**

(2 min)

- What do you see in each picture?
- Is the word underneath correct?
- Will you write YES or NO?

**3. Children complete Assessment Activity.**

(10 min)

- Write YES or NO in the space.
4. IW and Formal Assessment of reading and viewing

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

2. Meanwhile, do Term 1 Formal Assessment, Reading 1 and 2. (Procedure and rubric at back of this book.)
   - Show the pictures and ask the questions.
   - Use the rubric to give marks. Write two marks in the mark book for each child.

5. Creative Arts: Talking in pairs

1. Pairs take turn to tell their dreams. They think of a happy/creative ending to the dream. (15 min)
   - Partner A tell a dream a dream you have had to Partner B.
   - Think of a happy ending. It does not have to be real. Partner B can help you think of an exciting ending.
   - Swoop roles.
   - Listen to the children as they talk to each other and select a few pairs to present.

2. Some pairs present their endings. (15 min)
   - I will choose a few pairs to present.
   - Come to the front and each tell your ending to the class (not the dream itself).
   - Stand up straight and speak loudly so we can all hear.
   - Start like this: This is how my dream ended: ...

Feedback
Watch the pairs performing. Applaud and praise imaginative and creative ideas.
Overview of the week

**Theme:** Healthy habits

**Week 9:** Cleaning up

- **Reading**
  - Read aloud story
    - How Ellie got a trunk
  - Re-tell
    - Re-telling the story
- **Oral**
  - Song
    - Elephant rhyme
- **Shared Reading**
  - Time to get clean, Ezra
- **Group Guided Reading**
- **Reading**
- **Writing**
  - Time words
  - Sentence completion
- **Life Skills**
- **Phonics**
  - Phonics S & U
  - Handwriting Ss, Uu
- **Creative Arts**
  - Drawing a portrait
  - Dramatisation
- **Personal and Social Wellbeing**
  - Listening to parents
- **Beginning Knowledge**
  - Handwashing and teeth cleaning
- **Independent Work**
  - 8 LAB pages
- **GGR (2 groups a day)**
  - Emergent reading
Preparation

- Make flashcards:
  - clean
  - scrubs
  - rinses
  - dries

- bring in: bowl/basin, glass of water, toothbrush, toothpaste
- large alphabet cards: (LAB page 231)

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

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<td>Group E</td>
<td>1</td>
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</tr>
</tbody>
</table>
1. Morning meeting

My news

Pairs tell weekend news.

A few learners tell news to the class.

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

2. Listening and speaking: Story time

Long, long ago, when the earth was new, the animals all looked a little different. At that time, elephants had short noses like lions and dogs. But they were still very big, and they weren’t afraid of the other animals. That is, except for one animal, and that was the giant, green crocodile. The giant, green crocodile hid in the brown water of the river and grabbed animals who came to the river to drink. *(Can you show me how they grabbed?)* Because of that, all the elephants only went to drink at the river altogether, and only once a day, at sunset.

This story is about a baby elephant called Ellie. Ellie was a little bit naughty. He didn’t always listen to his mother. *(Not like all of you, you listen to your mothers)* Ellie’s mother kept telling him, “Ellie, listen to me to stay safe”.

“Yes Mom,” said Ellie. But he didn’t always do as he was told.

One day it was very hot. The sun beat down and made the elephants sleepy. Ellie saw that the older elephants were dozing in the sun with their eyes closed. So he did something naughty. He went to the river by himself. *(Should he have done that?)*
The brown water was flowing silently. He looked left and right but he couldn’t see the giant, green crocodile. “I’m sure it is safe,” he thought. *(What do you think?)* He bent down and began to drink. He had only taken one sip when saw something green in the water! He tried to pull his head out of the water but … too late! The giant, green crocodile had grabbed him by his nose! Oh no! Ellie pulled and pulled but the crocodile’s big sharp teeth were clamped onto his nose.

Ellie shouted for help. “Help me, help me,” he cried. Luckily his mother heard him. She came rushing down to the river and saw what had happened. She tried to pull Ellie away but the crocodile hung on to his nose. The other elephants also came running down to the river and they all pulled together. They pulled and pulled and pulled and finally … the giant green crocodile let go of Ellie’s nose. Ellie was free!

But what had happened to Ellie’s nose? Oh dear! His nose had stretched. It had got so long that it touched the ground! Ellie sobbed, “Look at my nose. It is so long. Everyone will laugh at me”.

But strangely, the next day, Ellie found that a long nose was quite useful! He could use it as a hand to reach the high leaves, and he could use it as a straw to drink with. Best of all he could use it to spray water all over his body. It was perfect for keeping clean. He became very happy with his long nose. He called it his trunk.

And from that day onwards, all baby elephants have been born with long trunks and the trunks help them to eat and to drink and to keep clean.

1. **Introduce folk tales and elephants.** *(3 min)*
   - What do elephants look like? (show a picture)
   - Do you know there are stories about how animals got to look the way they do? These are called **folk tales**.
   - What folk tales have you heard?

2. **Read aloud the story: How Ellie got his trunk.** *(7 min)*
   - Explain highlighted vocabulary words as you read.

3. **After reading, ask questions to check understanding.** *(5 min)*
   - Who were the elephants afraid of?
   - What did they do so that Crocodile wouldn’t grab them?
   - What naughty thing did Ellie do?
   - What happened?
   - How did the elephants manage to get Ellie free?
   - Why did Ellie cry after he was free?
   - Why was his long nose a good thing?
3. Life Skills: Sequencing

1. On the mat. BB page 40: Read the poster. Ask questions (15 min). Close BB.

   - Why is washing hands important?
   - Why are the pictures numbered?
   - Why must you scrub for 20 seconds?
   - How long is 20 seconds?
   - Why do we switch off the tap after we have wet our hands.

2. LAB page 209: Children sequence pictures. (10 min)

   - Look at each picture.
   - Number them in sequence.

3. Children share their sequence. Children check with BB poster. (5 min)

   - Check with your friend.
   - Did you both sequence the pictures in the same way?
   - Now let’s look at the Big Book poster.
   - All check your work.
4. Phonics and Handwriting: Introducing Letter-sound S

1. LAB page 210: Introduce the letter-sound S. (3 min)
   - This is the letter S. It makes the sound SSSSSSSS.
   - Whose name starts with the sound S?
   - Whose name contains an S?

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

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

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

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

6. Handwriting practice. LAB pg 211. (10 min)
   - Fill in the missing letter.
   - Trace over the dotted letters.
   - Copy the letters to complete full rows.
   - Colour the picture.
Monday

5. GGR and Independent Work: Emergent Reading (Groups A & B)

Follow the schedule in the Overview for this week. Refer to the Emergent Reading activities at the front of this book.

1. Each group comes to mat, with their LAB. (2 × 15 min)
   - Use a story from Story 1–4 in LAB. [For Afrikaans, use levelled readers.]
   - Work through the Emergent Reading activities at the pace of the group.
   - Provide activities at each level until all the children understand the concept.
   - Move on to the next level activities only when a skill is secure.

2. Meanwhile the rest of the class does 2 IW pages.
1. Morning meeting

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

2. Birthdays
Sing the Happy Birthday song.

3. Weather chart
What is the weather like today?

2. Listening and Speaking: Re-tell story

1. Explain how to re-tell a story. Have story steps on chalkboard (pre-prepare). (5 min)

Step 1: Mom talked to Ellie.
Step 2: Ezra went to the river.
Step 3: Crocodile grabbed Ellie.
Step 4: Ezra shouted for help.
Step 5: Mom pulled.
Step 6: Others pulled.
Step 7: Ellie was free. But he had a trunk.

- To retell a story, we need to remember the steps (sequence) in the story.
- We can divide this story into steps.
- Read each step.

2. Children re-tell story about How Ellie got a trunk in small groups. (10 min)

- Get into small groups.
- Each tell one step of the story.
WEEK 9

Tuesday

3. Shared Reading 1: Focus on comprehension

1. Big Book pages 41–44. Read title of story.

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

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

4. Practice the Reading Vocabulary words.

5. Reading Vocabulary words: clean, scrubs, rinses, dries
   - Show the flashcards. Children say each word.
   - Match each word with the word in the BB.
   - Place the flashcards on the Word Wall and read them once again.

4. Life skills: Sequencing

1. Talk about reasons for having clean teeth and how to keep teeth clean.

   - Why are clean teeth good? (tooth decay, dentist)
   - How do you keep your teeth clean? (brush teeth; rinse mouth with water; chew on something; also eat and drink fewer sweet things)
   - When do we clean teeth? (night time, morning, sometimes after eating)

2. Demonstrate cleaning teeth.
   Equipment: bowl/basin, glass of water, toothbrush, toothpaste.

   - Oh dear, this morning I forgot to clean my own teeth. I had better do that now. Luckily I have everything I need. Look carefully at me.
   - What did I do first/next/next/finally? (First: Wet toothbrush; Next: Put toothpaste on brush. Next: Brush teeth top and bottom. Finally: Rinse mouth. Exaggerate swirling in mouth and spitting out into bowl.)
   - We can all practice rinsing at break!
5. Phonics and Handwriting: Counting sounds in words

1. Oral activity (5 min)

Read the numbers as quickly as possible.
- Who volunteers to read this row? (Point to rows out of order.)
Repeat.

2. LAB pg 212: Singular and plural. (10 min)
- What is this picture?
- Which word matches the picture?
- Circle the correct word.

3. LAB pg 213. Singular and plural. (15 min)
- Does the picture start with le or ma?
- Which word is for one thing (singular)?
- Which is for more than one (plural)?
- Circle the correct word.

Feedback:
Remind learners that when there is more than one thing then we usually write me, ma or di in front.
6. GGR and Independent Work: Emergent Reading (Groups C & D)

Follow the schedule in the Overview for this week. Refer to the Emergent Reading activities at the front of this book.

1. Each group comes to mat, with their LAB. (2 × 15 min)

- Use a story from Story 1–4 in LAB. [For Afrikaans, use levelled readers.]
- Work through the Emergent Reading activities at the pace of the group.
- Provide activities at each level until all the children understand the concept.
- Move on to the next level activities only when a skill is secure.

2. Meanwhile the rest of the class does 2 IW pages.

7. Creative Arts: Sequencing

1. Revise steps for brushing teeth. Write steps on board.

   Step 1: Wet toothbrush.
   Step 2: Put on toothpaste.
   Step 3: Brush teeth.
   Step 4: Rinse mouth.

2. LAB page 214. Demonstrate the drawing for each step. Children draw and colour their own.

   - Number your squares
   - Let’s draw the teeth brushing steps together. Fill up the block with your drawing.
   - Now finish off your drawings and colour them in with pencil crayons.
1. Morning meeting

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

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

When?
Who?
Where?

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

Pairs tell weekend news.
2. Personal and Social Wellbeing: Listening to parents

1. Tell the story of Nolo and Polo (given below) interactively. Explain that most rules have a reason. Link to the story of Ellie and to the children’s lives.

Questions
- Mom told the boys to stay on the rock. What reasons did she have?
- Why did Mom tell Ellie not to drink alone at the river? (the reason)
- What could have happened to Nolo?
- What did the story teach you? (Explain: Moms usually have reasons for telling you not to do something.)
- Can you think of anything your Mom has told you not to do? Why do you think she told you that? Were you like Nolo or Polo?

Nolo and Polo

Nolo and Polo were twins. But while Polo always listened to his mommy, Nolo was sometimes a little bit naughty. Mom sometimes called him Naughty Nolo. (Are you more like Nolo or Polo?)

One day in the holidays, Mom took the two boys to the river to swim. They were very excited. They all walked to the river together. But as they got to the big rock at the river bank, Mom remembered she hadn’t brought the bottle of water to drink.

“Stay here on the big rock,” she said. “But don’t go to the edge of the rock, and don’t get into the water. Remember, you haven’t learnt to swim yet! I am going to fetch our bottle of water.”

The two boys waited on the rock. But soon Nolo felt hot and bored. So he decided to do something … (Oh dear! What do think Nolo decided to do?)

Yes, Nolo went to the edge of the rock to dip his toe in the river. But the big rock was slippery at the edge of the water and … (What do you think happened next?)

Yes, I am afraid Nolo fell into the river. And the water was strong. It began to carry him away. Polo, on the rock, shouted loudly for their Mom. Luckily Mom was close by and she came and grabbed Nolo’s shirt. She helped Nolo get out of the water. “Silly boy,” she said, “I told you not to go into the river”.

2. LAB page 215: Complete the sentences. Colour in one picture.
3. Shared Reading 2: Focus on decoding

1. Big Book pages 41–44. Re-read the entire story with the children. Point under the print.

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

3. Continue to teach concepts of print.

4. Teach common, repeated sight words incidentally, e.g. cries, mom

4. Shared Writing: Sequencing

1. Prepare a chart/board that uses time marker words.

   First, Mom ……
   Then, Mom ……
   Finally, Mom ……

   - In the *Time to get clean, Ezra*! story, which words tell when things happened?

2. Together, complete each sentence. (10 min)

   First, Mom *scrub*.
   Then, Mom *rinses*.
   Finally, Mom *dries*.

   - What does Mom do first? How do you spell that?
   - What comes at the end of the sentence?
   - What does Mom do then?
   - What does Mom do finally?

3. A few children read the sentences. (5 min)

   - Who can read all three sentences?
   - Who will check the sentences in the BB? (They find the pages and read them.)
5. Phonics and Handwriting: Introducing the Letter-sound Uu

1. LAB page 216. Introduce the letter-sound U. (3 min)
   - This is the letter U, it makes the sound UUUUU.
   - Whose name starts with the sound U?
   - Whose name contains a U?

2. Listen to and say the sound U. (4 min)
   - What is this picture? (kubu).
   - Listen to the sound, UUUUU
   - Say the sound.
   - Notice what your tongue and mouth do.

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

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

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

6. Handwriting practice LAB pg 217. (10 min)
   - Fill in the missing letter.
   - Trace over the dotted letters.
   - Copy the letters to complete full rows.
Wednesday

6. GGR and Independent Work: Emergent Reading (Groups E & A)

Follow the schedule in the Overview for this week. Refer to the Emergent Reading activities at the front of this book.

1. Each group comes to mat, with their LAB. (2 × 15 min)
   - Use a story from Story 1–4 in LAB.
   - Work through the Emergent Reading activities at the pace of the group.
   - Provide activities at each level until all the children understand the concept.
   - Move on to the next level activities only when a skill is secure.

2. Meanwhile the rest of the class does 2 IW pages.

7. Creative Arts: Drawing from life (a portrait)

   - I am going to draw a portrait of Mpho.
   - I use most of the space on the page.
   - What do I notice about her eyes/hair/nose/mouth/neck?
   - Let me draw each part carefully.

2. LAB pg 218: In pairs, children draw a portrait of partner (alternatively bring mirrors for self-portraits).
   - Draw a portrait. Notice each part of the face.
   - Write the name of the portrait.
   - If you have time, colour your portrait.
1. Morning meeting

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

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

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

2. Listening and speaking: Poem

Teach the poem and the actions. Children join in where they can (second time), making a trunk with their arms and taking heavy steps. Girls say the poem, then boys.

**Elephant poem**

*The elephant is big and strong*

*Her ears are large, her trunk is long*

*She walks around with heavy steps*

*Two tusks, one tail and four thick legs*

3. Shared Reading 3: Focus on response

1. **Big Book pages 41–44. Re-read entire story with the children, pointing under print.**

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

3. **Revise Reading Vocabulary words on Word Wall.**

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

1. Re-read shared writing, then take down.

First, Mom *scrubs*. Then, Mom *rinses*. Finally, Mom *dries*.

- Let’s read the summary of the story.
- Which 3 words tell us what Mom *does*?
- Which 3 words tell us when Mom does these things? (time words)

2. LAB page 219.

- Complete the sentences. Do your best spelling.
- Illustrate one of the sentences.

5. Phonics and Handwriting: Word building

1. LAB pg 231: Cut out letters (8 min)

- What letters do we have here?
- How many I’s do we have?
- Hold up the letter m.
- Hold the a in your left hand and the l in your right hand.
- I am going to say a word, does it start with l or m? Hold up the correct card.

2. LAB page 220: Build words on the board. (10 min)

- Listen while I say the word slowly.
- Let’s build the word together on the board.
- Who will build the next word?
- Repeat.

3. LAB page 221: Children complete activity. (15 min)

- Listen while I say the word slowly.
- Build the word with your letter cards.
- Read the word aloud.
- Now copy the word onto the lines.
- Repeat.
6. GGR and Independent Work: Emergent Reading (Groups B & C)

Follow the schedule in the Overview for this week. Refer to the Emergent Reading activities at the front of this book.

1. Each group comes to mat, with their LAB.
   (2 x 15 min)
   - Use a story from Story 1–4 in LAB.
   - Work through the Emergent Reading activities at the pace of the group.
   - Provide activities at each level until all the children understand the concept.
   - Move on to the next level activities only when a skill is secure.

2. Meanwhile the rest of the class does 2 IW pages.

7. Creative Arts: Group play preparation

1. Put 8 Story Steps on board (pre-prepare).

   Step 1: Mom talks to Ellie.
   Step 2: Ellie goes to the river.
   Step 3: Crocodile rabs Ellie.
   Step 4: Ellie shouts for help.
   Step 5: Mom pulls.
   Step 6: Others pull.
   Step 7: Ellie is free. But he has a trunk.

2. Talk about preparing a play on How Ellie got a trunk. (15 min)
   - How many characters were in the story?
   - You will each be a character. You will act what they do and say your own words.
   - What did the characters say and do in each step?
   - How can we show the action?

3. Divide class into groups of 5–6 children. Groups prepare a play. (15 min)
   - In your groups, choose a leader. (a good reader who can read the steps)
   - The leader allocates the parts. (Mom, Ellie, Crocodile, other elephants)
   - Each character must think of their own words to say.
   - Practice acting the story and saying the words you have chosen.
   - Follow the steps on the board to make sure you don’t forget anything.
1. Morning meeting

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

2. Sharing our writing:
Time to get clean, Ezra!

Call a few learners to show their drawings. The class has to guess which sentence the drawing is about.

3. Phonics: Complete words

1. Oral: Is this word singular or plural? (5 min)
   - Hold up 1 finger if you hear a singular word.
   - Hold up 2 fingers if you hear a plural word.
   - Repeat.

2. LAB page 222: Children complete activity. (10 min)
   - Say the name of the picture quietly to yourself.
   - Listen to the sounds in your head.
   - Think: is it singular or plural?
   - Fill in ma or me to complete the words.

Feedback
Collect the LAB to mark this activity.
Friday

4. GGR and Independent Work: Emergent Reading (Groups D & E)

Follow the schedule in the Overview for this week. Refer to the Emergent Reading activities at the front of this book.

1. Each group comes to mat, with their LAB. (2 x 15 min)

- Use a story from Story 1–4 in LAB.
- Work through the Emergent Reading activities at the pace of the group.
- Provide activities at each level until all the children understand the concept.
- Move on to the next level activities only when a skill is secure.

2. Meanwhile the rest of the class does 2 IW pages.

5. Creative Arts: Dramatisation

Groups present their plays about How Ellie got a trunk to the class. (25 min)

Choose your strongest group to perform first. Praise and applaud each group.
Overview of the week

**Theme:** Weather

**Week 10:** Sun, wind and rain

- **GGR (2 groups a day)**
  - Emergent reading

- **Independent Work**
  - 8 LAB pages

- **Creative Arts**
  - Windmill
  - Wind painting
  - Weather forecast

- **Personal and Social Wellbeing**
  - Helping others

- **Beginning Knowledge**
  - Tornadoes
  - Good and bad wind

- **Phonics & Handwriting**
  - Revision

- **Reading**
  - Read aloud story
    - Wind and Sun
  - Talk
    - My favourite story
  - Oral
    - Group Guided Reading
  - Reading Life Skills
    - Writing
      - Creative Arts
        - Windmill
        - Wind painting
        - Weather forecast
      - Shared Reading
        - Ants walking
      - Writing
        - Drawing and caption (ants)
      - Writing
        - Wind poem or number rhyme
      - Wind and Sun

- **Talk**
  - My favourite story

- **Song/rhyme**
  - Wind poem or number rhyme

- **Oral**
  - Wind and Sun
Preparation

- Make flashcards:
  - sun
  - rain
  - wind

- For experiment:
  - large clear bottle with lid
  - food colouring or drop of paint
  - drops of dishwashing soap and vinegar

- For each child/pair/group:
  - scissors
  - pencil with eraser on top
  - drawing pin
  - paper straw
  - sheet of A4 paper
  - runny paint
  - paintbrush

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

- GGR 1
- 2
- 3
- 4
- 5
- GGR 2
- 6
- 7
- 8

Group C

- 1
- 2
- GGR 1
- 3
- 4
- 5
- 6
- GGR 2
- 7
- 8

Group D

- 1
- 2
- 3
- GGR 1
- 4
- 5
- 6
- GGR 2
- 8

Group E

- 1
- 2
- 3
- 4
- GGR 1
- 5
- 6
- 7
- GGR 2
1. Morning meeting

Weather chart
- Tell your partner what you notice about the weather today.
- Listen to your partner carefully.
- I will choose some children to share with the class.

2. Listening and speaking: Story time

Wind and Sun
Wind and Sun lived up the sky. Sun was kind, but Wind was very boastful. He thought he was more powerful than any type of weather. ‘I am the most powerful weather,” he boasted to Sun. “When I blow hard I cause a lot of damage. I can also make people do things. I will show you.” (Which other story did we read this term where someone boasted?)

Wind looked down from the sky. He saw some mountains. On one mountain path, he saw a man riding a small brown horse. He had bags full of supplies for his village. (Which story did we read this term where someone packed a school bag?) There was a colourful blanket wrapped around his shoulders.

“Look at that man riding down the mountain path,” said Wind. “I can blow so hard I can make his blanket fly off his back,” he boasted. Then Wind puffed up his cheeks and began to blow. He blew harder and harder and HARDER. (Show this by puffing out your cheeks and blowing. Let children join in.) Wind blew SO hard that the leaves flew off the trees nearby and swirled in the sky.

The man on the mountain path was puzzled when he felt the cold wind blow. But instead of the blanket blowing away, the man hugged the blanket more tightly around him to keep warm. Then he carried on riding. He wanted to get home quickly to get out of the wind.

Vocabulary
- powerful: strong
- mountain: a very high, steep, hill
(show picture, or draw on the board if necessary)
Sun was tired of Wind’s boasts. So he said, “Let me try”. Sun shone very, very brightly and it became hotter and hotter and HOTTER. It was soon so hot that the flowers in the veld wilted. (Have you ever seen the flowers and leaves drooping?)

The man on the horse began to sweat and pant and so did the little horse. Soon it was too hot to carry on. The man had to stop for some water. He got down off the horse and led the horse to a small stream. Then the man took his blanket off. He folded it and put it in his saddle bag.

“I got the blanket off the man’s back!” smiled Sun. “But not in the way you expected. Maybe that will teach you not to boast, Wind. Remember, we are all powerful in our own way.”

Vocabulary
wilted: drooped

1. Remind children about fables. (3 min)
   • Today’s story is a fable about Wind and Sun.
   • Do you remember the fable about Hare and Tortoise?
   • What did it teach you?

2. Read aloud the story Wind and Sun. (7 min)

3. After reading, ask questions to check understanding. (5 min)
   • Who were the two characters in the story?
   • Where did the story take place?
   • How did Sun teach Wind a lesson?
   • What can you learn from the story?

Explain highlighted vocabulary words as you read.
3. Life Skills: Information text and experiment 🐛蛳

1. BB pg 45 (or LAB pg 237):
   Read the text to the children.

   Ask the questions in the Big Book.

2. Do this experiment. The water will swirl like a tornado.
   Follow the instructions given below. Let some children try.
   • In this experiment we will make a vortex in water. Our vortex moves in a similar way to a vortex in the air (a real tornado).
   • How long does the tornado keep spinning?
   • What happens if we put little leaves, glitter or sand in the water?

To make your own tornado, you will need:
• 1 clear water bottle with a lid
• water
• food colouring
• liquid dish soap
• vinegar

Directions:
• Fill the bottle 2/3 with water.
• Add 2 or 3 drops of food colouring, 1 teaspoon of soap and 1 teaspoon of vinegar. Put lid on bottle.
• Shake bottle. What happens if you swirl the bottle in small circles?

A real tornado
4. Phonics and Handwriting: Revision

1. Oral activity: rapid number reading (5 min)
   - Read these numbers aloud, as fast as possible.
   - Volunteers: Who can read this line quickly, without making mistakes? (Always mix up which line the next learner attempts.)

2. Act out words and identify initial sounds orally. (5 min)
   - Watch me act a word.
   - What is the first sound in the word?
   - Now it’s your turn.

3. As a class, do LAB pg 238. (5 min)
   - Match the picture to the letter it starts with.

4. Learners do pg 239. (10 min + 5 min feedback)
   - Do this on your own.
   - Let’s check answers.

5. GGR and Independent Work:
   Emergent Reading Activities (Groups A & B)

Follow the schedule in the Overview for this week. Refer to the Emergent Reading activities at the front of this book.

1. Each group comes to mat, with their LAB. (2 × 15 min)
   - Use a story from the Big Book.
   - Work through the Emergent Reading activities at the pace of the group.
   - Provide activities at each level until all the children understand the concept.
   - Move on to the next level activities only when a skill is secure.

2. Meanwhile the rest of the class does 2 IW pages.
1. Morning meeting

1. Register

Ask learners to sign the register. Collect.

2. Birthdays

Sing the Happy Birthday song.

3. My news

Pairs tell weekend news.
A few learners tell news to the class.
- Use the pictures in this frame to tell your news to your partner.
- Listen to your partner carefully.
- I will choose some children to share with the class.
2. Listening and Speaking: Revise Term 1 read-aloud stories

1. Chalkboard: Make a list of the read-aloud stories heard this term (pre-prepare). Ask children about their favourite. (5 min)

- Lazy Lunga
- First day of school
- The animals dance
- The circle game
- Lion and Mouse
- Freddie Frog starts school
- The surprise
- Hare and Tortoise
- How Ellie got his trunk
- Wind and Sun

- Here are the read-aloud stories you heard this term. (Read the list slowly, pausing between each.)
- Which is your favourite, Sipho? (Tick the story on the board.) Why did you like it?
- Repeat.

2. Pair work: Children talk about their favourite story. (10 min)

- Tell your partner your favourite story.
- Tell them why you liked it.

3. Shared Reading 1: Focus on comprehension


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

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

4. Practice the Reading Vocabulary words.

5. Reading Vocabulary words: sun, wind, rain

- Show the flashcards. Children say each word.
- Match each word with the word in the BB.
- Place the flashcards on the Word Wall and read them once again.
WEEK 10 Tuesday

4. Life skills: Comparisons 🎨⏰

1. Chalkboard (pre-prepare): Make a table of comparison, with simple drawings. Talk about when wind is bad and when it is good. (5 min)
   - What is wind? (moving air)
   - Look at the pictures. When is wind good? (when it dries washing, pumps water (windmills, keeps us cool on hot days)
   - When is wind bad? (when it forms a tornado together with rain, blows off roofs, blows litter around, makes things dirty)
   - Can you think of other examples?

2. LAB page 240: Draw an example of good and bad wind.
   - On one side draw how wind can be good.
   - On one side draw how wind can be bad.

5. Phonics and Handwriting: Phonemic awareness 📚✍️

1. Phonemic Awareness activities with words on Word Wall. (4 min)
   - Listen to the word.
   - Jump for each syllable (2 minutes).
   - Clap for each sound (2 minutes).

2. Together, do LAB pg 241. Demonstrate on chalkboard. (11 min)
   - Let’s read these words together.
   - Draw a line between each sound
   - Count the sounds in each word.
   (This will become more challenging when learners are introduced to digraphs.)

3. Together, do LAB pg 242. Demonstrate on chalkboard. (15 min)
   - Here are the letters in the word. They are mixed up.
   - Look at the picture and say the word slowly.
   - What is the first sound? Write it.
   - Cross out the letter on the scrambled word. Now I know what other letters I can use. Repeat.
6. GGR and Independent Work:
Emergent Reading activities (Groups C & D)

Follow the schedule in the Overview for this week. Refer to the Emergent Reading activities at the front of this book.

1. Each group comes to mat, with their LAB.
   (2 x 15 min)

   - Use a story from the Big Book.
   - Work through the Emergent Reading activities at the pace of the group.
   - Provide activities at each level until all the children understand the concept.
   - Move on to the next level activities only when a skill is secure.

2. Meanwhile the rest of the class does 2 IW pages.

7. Creative Arts: Construction

LAB page 243: Children make windmills.

Do this step by step. Pre-prepare an example.

Equipment: crayons, scissors, pencils with erasers on top, drawing pins.

1. Cut out the square in the LAB.
2. Colour in the back (the side without lines).
3. Turn it over and cut along the lines.
4. Fold carefully and pin the pieces with a drawing pin.
   Do not press the folds.
5. Pin the windmill to the eraser on the top of the pencil.
6. The wind should blow the windmills.
1. Morning meeting

My news
Pairs tell weekend news.
A few learners tell news to the class.

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

My news

Today I would like to tell you about ...

- When?
- Who?
- Where?
- What happened?
- I felt ... Because ...
2. Personal and Social Wellbeing: Helping others, keeping safe

LAB pg 245: “Read” a picture and talk about helping others and keeping safe.
- What do you see in the picture?
- What has happened to the car? The house?
- Could you still live in the house? Why not?
- How would you feel if this was your house?
- If this happened to a school friend, how could you help them?
- Tornadoes are very rare, but in a storm we may see **lightning**. What should you do?
- You may also see **water rushing**. What should you do?

3. Shared Reading 2: Focus on decoding

1. Big Book pages 46–49. Re-read entire story with the children, pointing under print.

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

3. Continue to teach concepts of print.

4. Teach common, repeated words incidentally, e.g. ants, walking. Teach number words.
4. Shared Writing: Class picture and sentence

1. Children contribute to a class drawing. (8 min)
   - Let’s draw our own class picture of ants walking.
   - How many ants shall we have?
   - What will the weather be like, rain, sun or wind?
   - I will choose some children to come and draw one ant.
   - I will draw the weather.

2. Children contribute to sentence. Read it together. (7 min)
   - What sentence shall we write for our picture? (e.g. Four ants walking in the wind)
   - Help me write …
   - Where do I begin?
   - How do you spell “Four”?
   - Shall I do a capital or a small F?
   - How do you spell ants?
   - What shall I put at the end of my sentence? (full stop)
   - Let’s read the sentence together.

5. Phonics and Handwriting: Crack the secret code

1. Together, do LAB page 246. (15 min)
   - We must work out the mystery words using a code. Let’s do the first two together.
   - Look at the pictures at the top – see the letter for each picture.
   - Look below at the mystery word. What is the first picture? Therefore, which letter must I write? (repeat)
   - Put up your hand when you have worked out the third mystery word.

2. Learners do LAB page 247. (10 min + 5 min checking)
   - Work out these mystery words.
   - Let’s check our answers.
6. GGR and Independent Work: Emergent Reading activities (Groups E & A)

Follow the schedule in the Overview for this week. Refer to the Emergent Reading activities at the front of this book.

1. Each group comes to mat, with their LAB. (2 × 15 min)

- Use a story from the Big Book.
- Work through the Emergent Reading activities at the pace of the group.
- Provide activities at each level until all the children understand the concept.
- Move on to the next level activities only when a skill is secure.

2. Meanwhile the rest of the class does 2 IW pages.

7. Creative Arts: Wind painting

LAB page 248: Wind painting

Learners may use a separate piece of paper (any paper) so that they don’t get the LAB wet.

- Put a small puddle of paint on your page.
- Blow through the straw to move the paint.
- Let the paint dry before you close your book.
WEEK 10
Thursday

1. Morning meeting

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

2. Birthdays
   Sing the Happy Birthday song.

3. Weather chart
   What is the weather like today?

2. Listening and speaking: Wind poem

Teach the poem and actions.

Wind

Wind, wind blows on the hill,
Wind, wind blows on the plain,
Wind, wind blows in the sun,
Wind, wind blows in the rain.

3. Shared Reading 3: Focus on response

1. Big Book pages 46–49.
   Re-read the entire story with the children. Point under the print.

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

3. Revise Reading Vocabulary words on Word Wall.

4. Children make oral sentences with each word.
4. Independent Writing: Drawing and sentence

LAB pg 249: Individual drawings and sentences.
- Draw your own picture and write your own sentence about ants walking.
- You choose the number of ants.
- You choose the weather.
- Your picture and sentence must match.
- Here are some words you might need.

one
two
three
four
five
sun
wind
rain
ants

5. Phonics and Handwriting: Play Bingo!

1. Demonstrate Bingo: LAB page 250. (15 min)

Preparation: Write the letters from the card randomly on the chalkboard.
- I will choose a letter from the board and call it out.
- If you see the letter on your Bingo card, cross it out. Let’s do it together. (repeat)
- When you have crossed out three in a row then you can shout Bingo! and you are the winner.

2. Play Bingo! LAB page 251. (15 min)

Preparation: Write these letters on the chalkboard.
- Make your Bingo card by writing a letter in each block. Use your best writing. Put them in any order.
- Play Bingo as before.
6. GGR and Independent Work: Emergent Reading activities (Groups B & C)

Follow the schedule in the Overview for this week. Refer to the Emergent Reading activities at the front of this book.

1. Each group comes to mat, with their LAB. (2 × 15 min)
   - Use a story from the Big Book.
   - Work through the Emergent Reading activities at the pace of the group.
   - Provide activities at each level until all the children understand the concept.
   - Move on to the next level activities only when a skill is secure.

2. Meanwhile the rest of the class does 2 IW pages.

7. Creative Arts: Group play preparation

1. Play the ‘wind’ game. (10 min)
   - Sit in a circle.
   - Teacher: “Blow wind blow!”
   - Learners: “Blow what?”
   - Teacher: “Blow everyone who …”
   - (Examples, “… is wearing glasses”, “… is wearing white”, “… ate breakfast this morning”, “… has ever played soccer”)
   - Everyone who fits the description stands up and changes places.

2. Pairs: Prepare a weather forecast. Choose the weather. (20 min)
   - Good morning. This is the weather forecast.
   - Today the weather will be …
   - There will also be …
   - We advise you to …

Model the greeting and three sentence beginnings.

   - Work in pairs to prepare a TV weather forecast. Tell us about the weather and give advice.
   - Listen to the weather forecast tonight for ideas (how to speak clearly, smile, use your hands)
   - Practice. You will present tomorrow.
1. Morning meeting

My news
Pairs tell weekend news.
A few learners tell news to the class.

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

2. Sharing our writing: Drawing and sentence

Learners share their drawings of ants walking
Call a few learners to show their drawing and read their sentence. The others check that the picture and sentence matches.

3. Phonics: Make paper aeroplanes

LAB page 252. Make a paper aeroplane.
(15 min)
Give each learner an A4 page. Model, while learners follow instructions.
- Write your name on the wing of your aeroplane.
- Stand in a line outside and make your aeroplane fly. Whose went the furthest?

Retrieve one aeroplane. Read the name and return it to its owner.
4. GGR and Independent Work: Emergent Reading activities (Groups D & E)

Follow the schedule in the Overview for this week. Refer to the Emergent Reading activities at the front of this book.

1. Each group comes to mat, with their LAB. (2 × 15 min)
   - Use a story from the Big Book.
   - Work through the Emergent Reading activities at the pace of the group.
   - Provide activities at each level until all the children understand the concept.
   - Move on to the next level activities only when a skill is secure.

2. Meanwhile the rest of the class does 2 IW pages.

5. Creative Arts: Presentations of weather forecast

Children present their weather forecasts. The partner who is not talking can point to the weather chart.
# CONTINUOUS ASSESSMENT CHECKLISTS

(for photocopying)

<table>
<thead>
<tr>
<th>Listening and Speaking: The learner is able to …</th>
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<tbody>
<tr>
<td>L1</td>
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<th>Phonics: The learner is able to …</th>
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<td>P1</td>
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<th>Reading: The learner is able to …</th>
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<td>R12</td>
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<table>
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<tr>
<th>Handwriting: The learner is able to …</th>
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<td>H1</td>
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<td>H3</td>
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<table>
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<tr>
<th>Writing: The learner is able to …</th>
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<td>W5</td>
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Baseline Assessment (Weeks 3 & 4)

Conduct this rapid, informal assessment to pace learners into differentiated groups for GGR. The activities are similar to the EGRA. If a learner is unable to do an activity, skip the activities that follow.

- What is this picture?
- What is the first sound in the word?
- What is the last sound?

- Which letter does your name start with?
- Which other letters do you know?

- Can you read these words?

<table>
<thead>
<tr>
<th>MARK (total of 5)</th>
<th>1</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identifies sounds in spoken words</td>
<td>Beginning sounds</td>
<td>Beginning and end sounds</td>
</tr>
<tr>
<td>Knowledge of letter-sounds</td>
<td>First letter for name</td>
<td>First letter for name plus 4 others</td>
</tr>
<tr>
<td>Word reading</td>
<td>Reads words.</td>
<td></td>
</tr>
</tbody>
</table>

Use the marks to group learners who need help to:
- identify sounds in spoken words
- identify letter-sounds
- read simple words.
Activity 1

Talk about personal experiences, e.g. news, weather.

ORAL: Individual – 2 minutes per learner
- Ask 3–4 questions in a conversational way.

Question bank

How old are you? Who do you live with? Where do you live? How do you get to school? Do you have brothers and sisters? What is the weather like today? What was the weather like yesterday? What do you do at playtime? Which part of school do you like best? Who is your friend? Do you have animals at home? What is your favourite colour/sport/song?

<table>
<thead>
<tr>
<th>1–4</th>
<th>5–6</th>
<th>7–8</th>
<th>9–10</th>
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</thead>
<tbody>
<tr>
<td>Poor</td>
<td>Average</td>
<td>Above average</td>
<td>Outstanding</td>
</tr>
</tbody>
</table>

Criteria
- Understands the questions
- Provides relevant answers
- Language ability (language structure, vocabulary, more than one-word answers)
- Speaking ability (volume, pronunciation, speed, fluency)
- Body language (eye contact, posture, confidence)

Activity 2

Listen to and act out part of a story, song or rhyme.

PRACTICAL: Pairs or Threes – 3 minutes per pair
- Pairs/groups come to front to say a song/rhyme with the class, with actions.
- If a child is too shy, let them come at break or after school.

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<th>1–4</th>
<th>5–6</th>
<th>7–8</th>
<th>9–10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor</td>
<td>Average</td>
<td>Above average</td>
<td>Outstanding</td>
</tr>
</tbody>
</table>

Criteria
- Expression (rhythm, appropriate pauses, changing voice for effect)
- Pacing (appropriate speed)
- Speaking ability (loud and clear, enunciation)
- Actions (confident movements, facial expression)
Activity 3

Complete the sentence *I like ... and draw a picture.*

WRITTEN: Individual
- (LAB pg 71), Independent Writing Week 4.

<table>
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<th>1–4</th>
<th>5–6</th>
<th>7–8</th>
<th>9–10</th>
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</thead>
<tbody>
<tr>
<td>Poor</td>
<td>Average</td>
<td>Above average</td>
<td>Outstanding</td>
</tr>
</tbody>
</table>

Criteria
- **Drawing** (a recognisable object/action)
- **Caption** (copied correctly and appropriately completed; for 7–10 writes more than one word)
- **Punctuation** (correct)

Activity 4

Copy one sentence from shared writing activity *(Lion and Mouse).*

WRITTEN: Individual.
- (LAB pg 99) Independent Writing, Week 5.

<table>
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<th>1–4</th>
<th>5–6</th>
<th>7–8</th>
<th>9–10</th>
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</thead>
<tbody>
<tr>
<td>Poor</td>
<td>Average</td>
<td>Above average</td>
<td>Outstanding</td>
</tr>
</tbody>
</table>

Criteria
- **Note:** This is not a handwriting assessment.
- **Drawing** (appropriate to the caption)
- **Words** (correct number copied in order)
- **Letters** (correct number copied, in order)
- **Punctuation** (copied correctly)
# Concepts of Print Checklist

(Weeks 5 & 6)

<table>
<thead>
<tr>
<th>Learners in the group are able to:</th>
<th>Yes</th>
<th>Some</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Hold their LAB the right way</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Point to the cover</td>
<td></td>
<td></td>
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<tr>
<td>3 Show the front of the book</td>
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<tr>
<td>4 Show the back of the book</td>
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<tr>
<td>5 Point to the title of the book</td>
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<tr>
<td>6 Turn pages correctly (give them a page to turn to)</td>
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<tr>
<td>7 Point to the title of the story</td>
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<tr>
<td>8 Say where we start reading</td>
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<tr>
<td>9 Point to the first word in a sentence</td>
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<tr>
<td>10 Point to the last word</td>
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<tr>
<td>11 Identify how many words in the sentence</td>
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<tr>
<td>12 Identify how many letters in the word</td>
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<tr>
<td>13 Name one or two of the letters</td>
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<tr>
<td>14 Say why one letter is bigger/different (capital)</td>
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<td>15 Point to a full stop</td>
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</table>
Phonics & Handwriting and Listening & Speaking (Weeks 7 & 8)

Phonics & Handwriting
Call learners one by one to do Activities 5A–5D at back of their LAB (5–7 minutes per learner).

ORAL: Individual – 2 minutes per learner
• (LAB pg 262). Ask the questions in the Learner’s Activity Book.

<table>
<thead>
<tr>
<th>1–4</th>
<th>5–6</th>
<th>7–8</th>
<th>9–10</th>
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</thead>
<tbody>
<tr>
<td>Poor</td>
<td>Average</td>
<td>Above average</td>
<td>Outstanding</td>
</tr>
</tbody>
</table>

Criteria for Phonics
Use the rubric to give a mark out of 10 for each criterion. Add and divide by 2 to enter a Phonics mark out of 25.

• Writes name
• Claps syllables
• Reads words
• Identifies sounds
• Reads letters taught

Criteria for Handwriting
Use the rubric to give a mark out of 10, then divide by 2 to enter a Handwriting mark out of 5.

• Holds pencil correctly
• Forms taught letters correctly, with even size and spacing

Listening & Speaking
Describe objects in terms of colour size, shape, quantity, etc. Sequence pictures to tell a story (Lion and Mouse).

ORAL: Individual
• (LAB pg 263). Ask the questions in the Learner’s Activity Book.

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<thead>
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<th>1–4</th>
<th>5–6</th>
<th>7–8</th>
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</thead>
<tbody>
<tr>
<td>Poor</td>
<td>Average</td>
<td>Above average</td>
<td>Outstanding</td>
</tr>
</tbody>
</table>

Criteria: Describing objects
• Understands the questions
• Describes objects (relevant vocabulary and language use)

Criterion: Sequencing
Allocate a mark out of 10 for sequencing the events in the story. Divide by 2 and enter under Reading and Comprehension.
• Sequences pictures to tell a story
**Activity 5C**

_listens to and discusses story/text read aloud (Hare and Tortoise)._  
ORAL: Individual  
- (LAB pg 264). Ask the questions in the Learner’s Activity Book.

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<thead>
<tr>
<th>Criteria</th>
<th>1–4</th>
<th>5–6</th>
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</tbody>
</table>

**Activity 5D**

_Use pictures to predict the story._  
ORAL: Individual  
- (LAB pg 265). Ask the questions in the Learner’s Activity Book.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>1–4</th>
<th>5–6</th>
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<tbody>
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<tr>
<td>Outstanding</td>
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</tbody>
</table>

- Talks about the picture
- Uses pictures to predict story
- Shows understanding of cause and effect
### Life Skills 1

**Beginning Knowledge and PSWB**

**ORAL: Individual**
- Award a mark for each criterion and total to enter a mark of 40.

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<th>7–8</th>
<th>9–10</th>
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</thead>
<tbody>
<tr>
<td>Poor</td>
<td>Average</td>
<td>Above average</td>
<td>Outstanding</td>
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</tbody>
</table>

**Criteria**
- Talks about personal experiences and details *(HOME LANG) (TG pg 205)*
- Listens to and acts out part of the story or song *(HOME LANG) (TG pg 205)*
- Knows and follows classroom routines
- Aware of personal hygiene

### Life Skills 2

**Visual Arts**

**PRACTICAL: Individual**
- Enter a mark out of 15.

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<th>1–4</th>
<th>5–6</th>
<th>7–8</th>
<th>9–10</th>
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</thead>
<tbody>
<tr>
<td>Poor</td>
<td>Average</td>
<td>Above average</td>
<td>Outstanding</td>
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</table>

**Criteria**
- Draws a picture of self *(LAB pg 13)*
- Creates a 3D object *(Rainbow weaving LAB pg 147/Windmill LAB pg 243)*

### Life Skills 3

**Performing Arts**

**PRACTICAL: group**
- Enter a mark out of 15.

<table>
<thead>
<tr>
<th>1–4</th>
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<th>7–8</th>
<th>9–10</th>
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<tbody>
<tr>
<td>Poor</td>
<td>Average</td>
<td>Above average</td>
<td>Outstanding</td>
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</table>

**Criteria**
- Performs indigenous song/dance *(gumboot dance)*
- Roleplays parts of a story *(TG page 82)*
## HOME LANGUAGE, TERM 1, MARK SHEET (for photocopying)

### BASELINE ASSESSMENT

<table>
<thead>
<tr>
<th>Activity</th>
<th>LS (15%)</th>
<th>PS (25%)</th>
<th>READ (25%)</th>
<th>HW (5%)</th>
<th>WRITE (25%)</th>
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<tbody>
<tr>
<td>Activity 1</td>
<td>Listens to and acts out part of the story or song (LIFE SKILLS) (TG pg x)</td>
<td>Listens to and discusses story read aloud (LAB pg 264)</td>
<td>Uses pictures to predict what the story will be about (LAB pg 265)</td>
<td>Draws a picture to communicate something (LAB pg 71)</td>
<td>Completes a sentence from the board (LAB pg 102)</td>
</tr>
<tr>
<td>Activity 2</td>
<td>Describes objects in terms of colour, size, shape, quantity (LAB pg 263)</td>
<td>Uses letter sound knowledge to read words (LAB pg 262)</td>
<td>Forms letters taught, identifies best formed letter (LAB pg 262)</td>
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<tr>
<td>Activity 3B</td>
<td>Phonological awareness: Identifies sounds in oral language, claps syllables (LAB pg 262)</td>
<td>Sequences events in a story (LAB pg 263)</td>
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<td>Activity 3A</td>
<td>Letter-sound knowledge: Identifies letters taught (LAB pg 262)</td>
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<td>Activity 4</td>
<td>Word reading: Uses letter sound knowledge to read words (LAB pg 262)</td>
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<tr>
<td>Activity 3C</td>
<td>Uses pictures to predict what the story will be about (LAB pg 265)</td>
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### Activity 1

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### Activity 4

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<tr>
<td>Talks about personal experiences and details</td>
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<td>(HOME LANG) (TG pg x)</td>
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<td>Listens to and acts out part of the story or song</td>
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<tr>
<td>Knows and follows classroom routines</td>
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<td>Aware of personal hygiene</td>
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<td>(TG pg x)</td>
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<tr>
<td>Draws a picture of self (LAB pg 13)</td>
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<tr>
<td>Creates a 3D object (Rainbow weaving)(LAB pg 147)</td>
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<tr>
<td>Performs indigenous song (gumboot dance) (TG pg x)</td>
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<tr>
<td>Roleplays parts of a story (TG pg x)</td>
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</tbody>
</table>

Max. mark

Name 40 15 15 30
Today I would like to tell you about …

When?  
Who?  
Where?  
What happened?  
I felt … Because …