Lesson Plans

Term 1
isiXhosa HL

3 grade

Week 1-10

Name: ____________________
Big Ideas in Teaching Reading

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Big Idea 1: What is Funda Wande?

Funda Wande is a not-for-profit organisation that aims to ensure that all learners in South Africa can read for meaning in their home language by the age of 10.

We develop video and print materials to train teachers how to teach reading for meaning in Grades R–3. All our materials are freely available and are Creative Commons licensed, so anyone can use them.

What is the Funda Wande intervention in the Eastern Cape?

In 2019 and 2020, Funda Wande is working together with the Eastern Cape Department of Education (ECDOE) to improve reading outcomes in isiXhosa in 30 schools by implementing the Funda Wande programme. We are working in ten schools in each of three districts: Sarah Baartman, Nelson Mandela Bay and Buffalo City. The Funda Wande programme consists of four elements:

1. In-classroom coaching and support

Our coaches are experts on teaching reading in isiXhosa home language. For every five schools, there is one coach who will visit teachers on a weekly basis for two years.

Coaches provide advice on how to teach reading effectively and how to use the materials provided, as well as answering teachers’ questions.

2. Lesson plans

The Funda Wande lesson plans provide a day-by-day guide on how to teach reading for meaning, using the resources in the Funda Wande box.

For each day, there is a two-page guide that has information on:
- resources needed
- preparation needed
- objectives for the lesson
- a step-by-step guide on how to teach it, and
- the formal assessment tasks for the term.

At the end of the term, there is a Big Idea section, with an explanation of one “Big Idea” in teaching reading.
3. Additional LTSM materials

All participating schools will receive additional learner and teacher support materials (LTSM) that are aligned to the Funda Wande lesson plans.

These include additional Vula Bula flash cards, an alphabet frieze, phonics word lists, DBE vocabulary posters, Big Books, Read Aloud books, a handwriting booklet and an assessment booklet.

4. The Funda Wande videos of master teachers

The Funda Wande videos contain short explanations of the “Big Ideas” for teaching reading. Each idea is explained by one of our three master teachers (Zaza, Permie and Ntsika), using videos of classroom teaching and discussion.

There is also a Funda Wande App!

Who are the Funda Wande coaches?

The Funda Wande coaches are all experienced isiXhosa home language Foundation Phase teachers who have been trained on how to teach reading for meaning. They have considerable experience coaching teachers at university and in classrooms across the Eastern Cape. They have been working closely with academics from Rhodes and other universities to develop the Funda Wande materials.

Is Funda Wande CAPS-compliant?

Yes. The Funda Wande programme aims to teach learners to read for meaning in their home language by the end of Grade 3. It was developed specifically for the South African curriculum and is 100% CAPS-compliant. The Eastern Cape Department of Education has approved the course and materials.

Do we get to keep the additional LTSM?

Yes. The additional Learner and Teacher Support Materials (LTSM) are for you and your classroom. Please take care of them.
Big Idea 2: What's in the box

Inside the box you’ll find all of the resources you need to follow the Funda Wande program.

1. Funda Wande Flash-drive (USB) with all of the videos and the Funda Wande app for your laptop.
2. Funda Wande Lesson Plan Booklet: Term 1
3. Funda Wande Group-Guided Reading Booklet
4. Funda Wande Baseline Assessment Booklet
5. Funda Wande Story Elements poster
6. Funda Wande Classroom Posters x 4
7. 12 Vula Bula ‘Big Book’ stories (book 6, 7 & 8)
8. Storybooks for Read Aloud
9. Vula Bula Phonics Frieze
10. Vula Bula Phonics Flash Cards

Lesson Plan Booklet

The Funda Wande Lesson Plan Booklet for Term 1 contains 2-page lesson plans for the 10 weeks in Term 1. Each lesson plan shows which resource to use (the picture on the left), the preparation needed and a guide on how to teach using that resource.

They include details on Listening and Speaking, Shared Reading, Phonics, Handwriting, Writing and Vocabulary for each day of the week.

Group Guided Reading Booklet

The Funda Wande Group Guided Reading Booklet is a guide for your GGR lessons using the ECDOE Vula Bula Anthologies. It provides suggestions on what to focus on in each story and any preparation needed.

At the end of Term 1 and 2 you should have completed all 24 stories in the Vula Bula anthology with most of your learners.
**Vula Bula Alphabet Frieze & Flash Cards**

The Vula Bula Alphabet Frieze and Alphabet Words are colourful cards with pictures, letters and words which teach learners the letters of the alphabet and common words in isiXhosa.

**Storybooks for Read Aloud**

There are 10 storybooks that are included for your Read Aloud (Listening and Speaking) lessons, one per week. Remember to ask questions before and after you read the story and to read with expression and gestures!
Vula Bula Big Books

There are 4 Vula Bula Big Books and each one contains 4 stories, so there are 16 Big Book stories. These are for your Shared Reading lessons. Most of the new vocabulary you will be teaching your learners will come from these Big Books.
Classroom Posters

There are five classroom posters included in your Funda Wande box. There are four Weekly Posters (Vocabulary, Writing Frames, High Frequency Words, Phonics) where you can stick up flash-cards as you use them during the week.

There is also a Story Elements poster which helps you to identify the main elements of a story when you are doing Shared Reading, Read Aloud or Group Guided reading.

Baseline Assessment

The Funda Wande Baseline Assessment Booklet is there to help you at the beginning of the year to do a quick test with each child in order to determine their reading levels and to place them in groups with other learners who are at a similar reading level.

This allows you to target your teaching to these learners’ needs. There are specific instructions on using the booklet in the inside of the front cover.
Big Idea 3: Using the Funda Wande Lesson Plans

Using the Funda Wande Lesson Plans

1. What is the purpose of the Funda Wande lesson plans?

The purpose of these lesson plans is to give teachers strategies to teach large classes with varied learning abilities without leaving anyone behind.

2. What is in a lesson plan?

Each lesson has the following:

1. Resources for the lesson
2. Preparation for the lesson
3. Objectives of the lesson
4. Step by step guide
5. Formal assessment task for the year

3. What are the resources provided with the lesson plans?

1. Resources for the lesson
   - DBE posters
   - Flash cards
   - Read Aloud - storybook

2. Shared Reading
   - Vula Bula Big Books
   - Flash cards
   - Story elements poster
   - Comprehension Strategies cards
   - Vocabulary charts

3. Phonics
   - Vula Bula Alphabet Frieze
   - Vula Bula Alphabet words
   - Vula Bula Phonics Frieze
   - Vula Bula Phonics words
   - Phonics chart

4. Handwriting
   - Handwriting booklet (Grade 1)

5. Writing
   - Writing frame poster

6. Group Guided Reading
   - Baseline assessment booklet
   - GGR booklet

Video #3: Introduction to the Lesson Plans. (3:43min)
4. What is special about the Funda Wande lesson plans?

1. In **Listening and Speaking** we teach the following oral skills:
   - Debating
   - Interviews
   - Retelling
   - Reciting
   We also provide opportunities for each learner to speak through a guided activity that involves pair talk and using sticks to give every learner a turn to talk.

2. In **Shared Reading**, we teach the following:
   - Grammar
   - Punctuation
   - Comprehension Strategies

3. In **Phonics**, we provide opportunities for a learner to identify and manipulate sounds.

4. In **Writing**, learners are given sufficient support to master the skill of writing through:
   - Shared writing *(Modelled)*
   - Paired writing *(Peer support)*
   - Independent writing

5. In **Handwriting**, we assist the teacher by providing the handwriting booklet for learners to have more practice.

6. In **Group Guided Reading**, we have compiled a Group Guided Reading booklet that explicitly shows:
   - How to conduct Baseline Assessment in preparation for GGR groups.
   - How to set up groups and a timetable for GGR
   - How to establish GGR routines
   - How to conduct GGR lessons using Vula Bula Anthologies
   - Lastly, how to use the rubric to assess reading in GGR

5. What is the teacher’s role?

The role of the teacher is to:

- Familiarise herself with the structure of the lesson plans
- Read the stories planned, in advance and prepare open ended questions
- Cut out flash cards provided for each lesson
- Try and stick to the lesson plan as much as possible
- Enjoy your lessons and have fun with your learners!
Big Idea 4: Setting up your classroom

At the beginning of every year, it’s important in the first few weeks of school to set up your classroom to be an enabling environment for learning.

So, what’s an enabling environment for learning?

1. Building relationships with learners.
2. Organising your classroom.
3. Setting up routines.
4. Resources for a print-rich classroom.

Why is this important? If it is done well, then learners know that your classroom is a place for learning. Well-organised materials and learning resources on the walls also make your work as a teacher much easier. Positive relationships with learners from the start of the year and good routines help make sure that everyone knows what to do and everyone has fun learning.

Let’s look at these four elements of an enabling environment for learning:

1. Building relationships with your learners

At the beginning of the year, make a special effort to get to know learners’ names quickly, as this helps them feel special and helps you to manage your classroom. Really listen and create opportunities for learners to talk often and share their ideas.

2. Organising your classroom

Have a specific place in your classroom that is dedicated to reading and that allows learners sit with a book, such as a reading corner. Put posters up on the walls, and make sure your tables leave enough space for learners to move around the classroom and get to the resources and the different corners. Use all your spaces effectively and set up routines and rules that let learners know how and when they are allowed to use the various spaces.
3. Setting up routines

Set up and keep routines so that learners know what to do in class.

Children learn well when they know what is expected of them and when things will happen. Establish routines and systems that help learners follow the rules in class.

**To teach any routine takes 3 easy steps:**

1. **Explain the routine** (e.g. “We are going to clap a rhythm together!”).
2. **Rehearse it** (Practise clapping routine together).
3. **Reinforce it** (Use clapping routine every time you would like your learners to focus).

4. Print-rich classroom

A print-rich classroom is made up of resources such as books, posters, writing materials, games, and any other materials in your classroom, which stimulate learners when they look around the room. We have provided you with literacy resources in your Funda Wande box. You can also create additional resources to use in your classroom. For example, interesting objects, work from students, pictures from magazines and posters.

It helps to plan how you will use your resources every week. In your Funda Wande lesson plans, we highlight which resources you will need for literacy every week.

**Activity:**
We have gone over four elements to establish at the beginning of the year to set up your classroom for learning. Match the image with the statement in the activity below:
Big Idea 5: Baseline Assessment

What is a Baseline Assessment?
A Baseline Assessment is a short test to find out what your learner’s reading level is. It is usually a one- to two- page test or a page from a book and is done one-on-one with each learner.

When do you do the Baseline Assessment?
You should do your Baseline Assessment at the start of the year so that you can place learners into their ability groups. Once you have assessed learner child individually and recorded her or his level, you can place the learners into same-ability groups.

How long does the Baseline Assessment take?
A Baseline Assessment usually takes about six minutes per learner. In the first two weeks of the year, you should use your timetabled slot for Group Guided Reading to do your Baseline Assessment. There is usually time to assess five learners per day during the time set aside for Group Guided Reading (i.e. thirty minutes per day of Baseline Assessment for the first two weeks). You should complete your Baseline Assessment for all the learners in your class by the end of Week 2 of Term 1.

Why should you put learners in ability groups?
It is much easier to teach a group of learners when they are at roughly the same reading level. If learners are mixed they can get frustrated with each other and it will be difficult to teach the whole group the same thing.

How do you do a Baseline Assessment?
There are four main reasons why we do Baseline Assessments:
(1) To find out each learner’s reading level
(2) To put learners into ability groups for Group Guided Reading
(3) To make sure learners are reading books at the right level
(4) To monitor and record each learner’s progress in reading.

What do you assess in a Baseline Assessment in each grade?

Grade 1
Letters: At the start of Grade 1, most learners will not be able to read yet although they might know some letters of the alphabet (letter knowledge). Use the Grade 1 Baseline Assessment letters test and see how many letters they can read in one minute. Point to a letter and ask the learner to tell you the sound. On your mark sheet, mark it correct if the learner says the correct sound. Don’t correct them if they make a mistake, just move on to the next letter.

Learner Name: __________________________ Date: __________

<table>
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**Sounds in words:** Some learners will also be able to recognise the starting and ending sounds of words (phonemic awareness). To assess this, look at the sounds test in the Grade 1 Baseline Assessment booklet. Read out the word (‘biza’) and ask the learner if he or she can tell you the starting sound (/b/) and the ending sound (/a/). See how many of the ten sounds the learner can identify correctly.

<table>
<thead>
<tr>
<th>Simple words</th>
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<tr>
<td>biza</td>
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<td>lala</td>
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<td>Hlekha</td>
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**Grade 2**

**Letters:** At the start of Grade 2, most learners will know some or all the letters of the alphabet. Assess them using the letters test.

**Double consonants:** Learners will have also encountered double-consonant blends (/ng/), test the learners using the double consonant test. See how many each learner gets correct in one minute.

Learner Name: ___________________________    Date: ________

**Simple words:** Some learners at the start of Grade 2 will be able to read simple words. Assess them using the simple words test and see how many words they can read correctly in one minute.

Learner Name: ___________________________    Date: ________
Grade 3

Letters: At the start of Grade 3, learners should know all of the letters of the alphabet. Assess them using the letters test.

Double consonants: Learners will have also encountered double-consonant blends (/ng/). Test the learners using the double consonant test. See how many each learner gets correct in one minute.

Simple words: Some learners at the start of Grade 2 will be able to read simple words. Assess them using the simple words test and see how many words they can read correctly in one minute.

Oral reading fluency & comprehensions: At the start of Grade 3, learners should be able to read simple sentences and answer comprehension questions based on the text. Assess the learners using the Grade 3 simple sentences test.

How do I do a Baseline Assessment?

Step 1: Planning your Baseline Assessment

- Read the Guide to Baseline Assessment booklet, and make sure you know how to do the assessment for your grade.
- Make a list of the five learners you will assess each day in the week.
- Make sure the rest of the class has an activity to do while you are assessing the five learners individually.

Step 2: Doing the Baseline Assessment

- Introduce the class activity to the whole class.
- Call each learner to be assessed to your desk one by one.
- Follow the instructions in your Guide to Baseline Assessment booklet.
- Record each learner’s score.
- This should take about six minutes per learner.
Step 3: Using the results to put your learners into ability groups

- Using the scores, organise your learners into five groups.
- Choose a name for each group or let the learners choose their own name.
- Make a poster showing the names of learners in each group.
- Monitor each learner’s progress during the year and, if necessary, move them to a different ability group.

Watch each of these three videos of Zaza doing her Baseline Assessment with her Grade 3s at the start of the year.

Do you think these learners should be in the same group for Group Guided Reading? Why or Why not?
Big Idea 6: Introduction to Group Guided Reading

What is Group Guided Reading?

In Group Guided Reading (GGR) the teacher works with small groups of learners who have similar reading abilities. The teacher guides and supports learners to use different reading strategies while they read books at a level where they can mostly cope. We call this reading at the right level.

The teacher also gets learners to practise strategies that she has taught during Shared Reading.

- Small groups of similar ability
- Read books at the right level
- With the right level of support from the teacher

The purpose of GGR is to give the teacher a chance to hear each learner read and to assess what each learner needs in order to read better.

Resources

What do I need for Group Guided Reading?

- Vula Bula anthologies
- Funda Wande Group Guided Reading booklet
- Any other material at the level of the learners (e.g. poems, adverts, newspaper articles, etc.)
- Extra readers: any levelled readers or small books you might have at your school

The role of the teacher

Prepare activities for the rest of the class
Give clear instruction on how to do the activities. For example, you can provide learners time to practise in their Handwriting booklet or do exercises in their DBE workbooks.

Establish routines learners should follow during GGR
- Familiarise the learners with the GGR timetable.
- Set Group Guided Reading rules for the class.
- Model how to handle and look after books.

Video #13: Introduction to Group Guided Reading? (3:48 min)
Reading strategies

The teacher focuses attention on particular reading strategies:

- **Comprehension strategies** (e.g. prior knowledge, visualisation, prediction, inferring, monitoring comprehension and summarising).
- **Word attack strategies** (e.g. decoding, segmentation, blending, and using a picture to explain the word).

**Listen**: Listen to each learner read
- Model self-correction.
- Allow peer correction.
- Help where needed.
- Record learners’ reading progress and give feedback.

5. **Steps to follow during GGR lesson**

- Remind the learners of the GGR rules.
- Communicate the focus of the GGR session.
- Have a discussion about the cover of the book.
- Read one to two lines, demonstrating fluency.
- The teacher reads only for the purpose of demonstrating reading.
- Allow decoding of text.
- Let one learner read while others follow silently.
- Ask each learner open-ended questions (e.g. comprehension questions *why* and *how*).
- Close reading (ask learners about details and to read about the meaning of the story carefully).
Grade 3 Funda Wande Box

Funda Wande Resources:
1. Funda Wande Lesson Plan Booklet: Term 1
2. Funda Wande Group Guided Reading Booklet
3. Funda Wande Handwriting Booklet
4. Funda Wande Baseline Assessment Booklet
5. Funda Wande Story Elements Poster
6. Funda Wande Classroom Posters
   - Weekly Vocabulary
   - Weekly Phonics
   - Weekly Writing Frames
   - Weekly High Frequency Words

Vula Bula Resources
- Vula Bula Phonics Frieze
- Vula Bula Phonics Words

Storybooks for Read Aloud
- Inzwakazi uDebo
- Linkwenkwezi ezikwiingquzu zentlabathi
- UModjadji, ikumkanikazi yeMvula
- UCitronella
- Unomyayi onxaniweyo
- UNana nombungu
- URefilwe
- Ibholwa ekhatywayo!
- IZim eloyikekayo
- Sonwabile

Vula Bula Big Books:

Big Book 6.
- Izinyo
- Evenkileni yempahla
- Umnqatho omkhulukazi
- Ibali lobugqi

Big Book 7.
- Gcinela ingomso
- Isuphu yelitye
- Idabi lomoya nelanga
- Umvundla nofudo

Big Book 8.
- Ingonyama nempuku
- Ukubhaka nomakhulu
- Edolophini
- UMzantsi Africa ngowethu
Introduction

The Funda Wande lesson plans provide a day-by-day guide on how to teach reading for meaning using the resources in the Funda Wande box.

For each day, there is a two-page guide that has information on:

- resources needed
- preparation needed
- objectives for the lesson
- a step-by-step guide on how to teach it
- the formal assessment task for the term.

Funda Wande takes an integrated approach to teaching Home Language and Life Skills. We use Life skills topics and activities to teach Literacy.

At the end of the term, there is a Big Idea section, with an explanation of some of the “Big Ideas” in teaching reading.
## Term Plan: Grade 3 Term 1

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<th>Week 1</th>
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### Listening & Speaking
- **Story**: Inzwakazi uDebo
- **Story**: Inkwenkwezi ezingquzu zentalabathi
- **Book**: Unomyayi onxaniweyo
- **Story**: Ingonyama nempuku
- **Story**: Ucitronella
- **Story**: Unana nombungu
- **Story**: uModjadji ikumkanikazi

### Shared Reading
- **V.B Big Book**: Izinyo
- **V.B Big Book**: Story 22 - Limdaka eligumbi
- **V.B Big Book**: Story 23 - Evenkileni yempahla
- **V.B Big Book**: Story 24 - Ibali lobugqi
- **DBE Life Skills**: Workbook Pg 18
- **DBE Life Skills**: Workbook Pg 20
- **Poem**: Isilumkiso
- **V.B Big Book**: Story 46 - Kutheni na enje
- **DBE Life Skills**: Workbook Pg 31

### Phonics
- **Iw ny**
- **Nq nz**
- **Nj mp**
- **G q rh**
- **Nt ntl**
- **Ts nx**
- **Xh ph**
- **Ngx hl**
- **Nts tsh**

### Handwriting
- **School Readiness and Orientation**
- **Baseline Assessment**

### Writing
- **Group Guided Reading**
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**Timetable**

- **MATHS BLOCK**
  - First Break
  - Second Break

- **EFAL**
  - Listening & Speaking (60), Reading & phonics (60), Writing (60), Language use (30)
  - GGR X 2 groups a day; Paired Reading; Independent Reading
  - Creative Arts (x2) / PE (x3)

- **HL & LS**
  - Assessment

**Week 1**
- Listening & Speaking; Read Aloud (Life Skills: Beginning 60 min)
- Shared (1)
- Phonics
- Handwriting
- Writing
- Handwriting
- Phonics
- Writing

**Week 2**
- Story: Iinkwenkwezi ezingquzu zentlabathi
- Shared (2)
- Handwriting
- Writing
- Handwriting

**Week 3**
- Story: Unana nombungu
- Phonics
- Writing

**Week 4**
- Story: Ucitronella
- Phonics
- Writing

**Week 5**
- Story: uModjadji ikumkanikazi
- Phonics
- Writing

**Week 6**
- Story: Inzwakazi uDebo a e i o u
- Phonics
- Writing

**Week 7**
- Story: Isilumkiso
- Phonics
- Writing

**Week 8**
- Story: Limdaka eligumbi
- Phonics
- Writing

**Week 9**
- Story: Evenkileni yempahla
- Phonics
- Writing

**Week 10**
- Story: Ibali lobugqi
- Phonics
- Writing

**Term Plan: Grade 3 Term 1**

- **Listening & Speaking**
- **Phonics**
- **Handwriting**
- **Writing**
- **Group Guided Reading**

**Baseline Assessment**
- **School Readiness and Orientation**
ORIENTATION
Welcome and get to know the learners (20 min)

Resources: learners’ name cards; blank birthday chart
Preparation: Create a welcoming classroom. Paste a name card on the desk for each learner. Create space for their bags. Write your name on the board.
Lesson objective(s): Get to know each other.

ACTIVITIES
• Welcome the learners to the class. Instruct them to find the desk with their names on it.
• Explain that this is their place for this term.
• Call them to the mat and introduce yourself referring to your name on the board and let them each introduce themselves.
• Ask each learner these questions:
  ◦ When is your birthday? (Use this information to fill in the blank birthday chart.)
  ◦ What was the highlight of your December holidays?

Explore the classroom (30 min)

Resources: reading corner; stationery station; mat area; book storage; Mathematics corner and resources; a set of name cards for the duty roster
Preparation: Make learners’ cards. Label your stations and resources.
Lesson objective(s): Get to know what is in the classroom and what it is used for.

ACTIVITIES
1. Classroom tour
   • Tell the learners to stand in front of the class.
   • Go around the classroom, pointing to each station. Talk about how each station is used.

2. Talk about responsibilities
   • Talk about the tidiness of the classroom. Ask:
     ◦ What does this classroom look like?
     ◦ What do you think I had to do for it to be like this?
     ◦ Do you think it will be like this all the time?
   • Tell the learners that everyone needs to be part of the team that cleans and keeps the class tidy.
   • Draw up the duty roster, making sure that everyone has turn.
Books handout (15 min)

- **Resources:** DBE workbooks; Mathematics; isiXhosa; English and Life Skills; exercise books for all subjects
- **Preparation:** Make sure that there are enough workbooks and exercise books for all the learners.
- **Lesson objective(s):** Make sure that learners have the required resources.

**ACTIVITIES**
- Use the learner on the duty chart to hand out books to the class.
- Tell the learners to ask their parents to cover the books and bring them back tomorrow.
- Tell the learners to ask their parents to write their names on their books.

**HOMEWORK**
Ask the learners to bring a photo of themselves to class tomorrow.
Week 1: Day 2

Listening and Speaking (20 min)

- **Resources:** a photo of yourself
- **Preparation:** Prepare a short oral about yourself.
- **Lesson objective(s):** Learners talk about themselves, following the structure modelled by the teacher.

**ACTIVITIES**

1. **Teacher’s oral**
   - Talk about yourself, and give the following information:
     - your name, clan name, where you live and how old you are
     - your parents and what they do
     - what you like about yourself
     - what you want to be when you were a child
   - Talk about the structure you followed and write this on the board, so that the learners can refer to it if they forget.

2. **Learners’ oral**
   - Instruct the learners to choose a partner and talk about themselves, following the structure you demonstrated.
   - Give them five minutes to think about what to say and plan how to say it.
   - Ask them to do the oral for each other. Their partners must check if they have all the required information.
   - Instruct them to choose a different partner and practise once more, while you walk around listening to them speaking.

Classroom rules (15 min)

- **Preparation:** blank chart paper
- **Lesson objective(s):** Take part in creating classroom rules.

**ACTIVITIES**

1. **Recap**
   - Talk about what they were introduced to on day 1.

2. **Classroom rules**
   - Talk about the importance of good behaviour in the classroom.
   - Talk about the classroom rule and why we must have them.
   - Write the rules on the board. Ask the learners for their input.
   - Here are examples of the rules you can include:
     - We keep our classroom clean.
     - We listen when someone is talking.
     - We put up our hands when we want to say something.
     - We have fun in our class.
   - After school copy all the rules on the poster.
Shared Writing (30 min)

**Resources**: blank chart paper; khoki pen

**Preparation**: Teacher’s oral prepared for Listening and Speaking.

**Lesson objective(s)**: Write an autobiography together with the teacher.

**ACTIVITIES**

1. Recap
   - Ask the learners to help you remember what you said in your oral, using the sub-headings written on the board as a guide or writing frame.

2. Writing
   - Tell the learners that you are going to write the teacher’s oral together as a class.
   - Talk about the different punctuation marks, as well as when to begin a new sentence.
   - As the learners give you the information, write it on the chart.
   - After every two sentences, read over what you have written so far in order to correct any errors or to edit the writing.
   - After the autobiography has been written, decide on the appropriate title.
   - After school, re-write this again neatly so that you can stick it up in the classroom.
Week 1: Day 3

Listening and Speaking (20 min)

- **Resources:** scrap paper
- **Preparation:** explain the topic of oral.
- **Lesson objective(s):** Present a prepared oral.

**ACTIVITIES**
- Remind the learners about what they need to be mindful of when speaking in front of people, for example eye contact, voice, and gestures.
- Give them two minutes to practise with a partner.
- Now give each learner time to do the oral in front of the class, giving them constructive feedback.

Writing (Draft) (30 min)

- **Resources:** learners' exercise books
- **Lesson objective(s):** Learners write their first draft of autobiographies.

**ACTIVITIES**
- Instruct the learners to use their exercise books to write their autobiographies, following the guidelines that you demonstrated yesterday.
- Walk around, helping the learners edit what they have written.
- Keep reminding them to read and re-read what they have written in order to correct any mistakes.

Writing (Publish) (15 min)

- **Resources:** blank lined paper; khoki pens; crayons; Prestik
- **Lesson objective(s):** Publish the learners' autobiographies.

**ACTIVITIES**
- Instruct the learners to copy their edited work on paper so it can be published on the walls.
- Remind them to write neatly as this work will be seen by all who come into the classroom.
- Remind them to title their autobiographies and stick their pictures under the title or draw their picture if they did not bring a photo.
Writing (Publish) *(15 min)*

**Resources:** blank lined paper; khaki pens; crayons; Prestik

**Lesson objective(s):** Publish the learners’ autobiographies.

**ACTIVITIES**

- Instruct the learners to copy their edited work on paper so it can be published on the walls.
- Remind them to write neatly as this work will be seen by all who come into the classroom.
- Remind them to title their autobiographies and stick their pictures under the title or draw their picture if they did not bring a photo.
Week 2: Day 1

Listening and Speaking (20 min)
- **Resources:** teacher’s family picture
- **Preparation:** Prepare a speaking frame (structure of the family).
- **Lesson objective(s):** Speak about the family, following a ‘speaking frame’ demonstrated by the teacher.

**ACTIVITIES**

1. **Weekend news**
   - Think for a minute, talk and share with a partner highlights from the weekend.
   - Pick a few learners to share their news with the whole class.

2. **Teacher talks about his or her family picture**
   - Follow this frame: Where you live, the people you live with, and what is special about each of them.
   - If the learners do not have family pictures to bring to class tomorrow, instruct them to draw pictures.

Shared Reading (20 min)
- **Resources:** Vula Bula Big Book: Izinyo; vocabulary flash cards: ukupopola, incakuba, umnikazi, amabomba, limtyaba, alucwecwe
- **Preparation:** Read through the story beforehand and prepare your questions.
- **Lesson objective(s):** Use pictures to predict what the story is about. Participate by predicting relating to their own experiences. Learn new vocabulary.

**ACTIVITIES**

1. **Pre-reading**
   - **Cover:** Talk about the cover, the title and the picture. Ask questions:
     - Have you ever lost a tooth? What did it look like?
     - Why does the boy use the microscope to look at the tooth?
   - **Picture walk:** Page through the story (do not read it). Look at the pictures and ask questions:
     - (page 5) When you compare the tooth in the boy’s hand and the snake’s tooth, are they the same?
     - Did the boy find the owner of the tooth?

2. **During reading**
   - **Vocabulary:** Discuss the vocabulary. Talk about the meaning. Look at the form of each word. Use it in a sentence.
     - Stick the flash cards on the poster and use them throughout the week.
   - **First reading:** Read the story and demonstrate fluency. Ask questions
     - (after page 5) What is the difference between the two teeth? (snake tooth and the one in Lwazi’s hand)
     - (after page 9) What was the difference between the teeth when Lwazi compared them?

3. **Post-reading**
   - Close the first reading. Finish by asking:
     - Which animal is the most dangerous, in the story?

Phonics (15 min)
- **Resources:** Vula Bula phonics frieze for /lw/; phonics flash cards from the word list: lwam, yilwa, lwsine, umlwelwe, ilulwane, umzukulwana
- **Preparation:** Create a sentence strip: Esi silwanyana silwa kakhulu elulwaneni. Cut out flash cards.
- **Lesson objective(s):** Identify and read words with the sound /lw/.

**ACTIVITIES**

1. **Sentence strip**
   - Stick the sentence strip on the board and ask the learners to read it aloud.
   - Ask the learners to identify the most repeated sound in the sentence.
   - Ask one learner to come up and underline the /lw/ sound. (Make sure that the learner doesn’t include the vowel.)
   - Tell the learners that this is the sound you are going to focus on today.
   - Read the sentence on the strip again. Ask the learners to listen and look for the words with /lw/ in this sentence.
2. Phonics frieze /lw/
   • Stick the card on the board and talk about the picture.
   • Tell the learners to say /lw/. They must look at your mouth, say it again and look at each other’s mouths to see what their lips are doing.
   • Ask them what letters make up /lw/.
   • Have them say the letters separately as they write them in the air – /l/ + /w/.
   (segmentation)
   • Now have them say the letters together – /lw/. (blending)
   • The learners must repeat blending while writing with their fingers in the air, on their hands or on the desks.

3. Phonics words
   • Ask the learners to suggest words with the /lw/ sound.
   • Ask the learners to read the words on the flash cards.
   • Talk about the meaning.
   • Look at the position of the sound in the word (beginning, middle or end).
   • Use it in a sentence.
   • Stick the flash cards on the phonics chart and use them throughout the week. (These words are written in the phonics exercise books during GGR time.)

Handwriting (15 min)

- **Resources:** learners’ exercise books
- **Preparation:** Make sure that every learner has an exercise book.
- **Lesson objective(s):** Learn and practise writing a cursive pattern in preparation for writing the vowels in cursive.

**ACTIVITIES**

1. Cursive pattern: ccc
   • Write the cursive pattern on the board. You will build on it to teach the vowels in cursive.
   • Tell the learners they are going to learn a cursive pattern.
   • Have your back to the learners and ask them to look at you.
   • Write in the air as you say the chant aloud:
     Xwesela ekunene ngqukuva ubuye xwesela ekunene ngqukuva ubuye.
   • Get the learners to say the chant and write with you. They can use their fingers and write in the air, on each other’s backs, on their hands or on their desks.

2. Learners’ books
   • Tell the learners to open their handwriting books and write the pattern.
   • Tell them to repeat the instructions aloud as they write.
   • Go around to see how they are doing and help where needed.

Make sure
   • All learners are sitting up straight with their feet flat on the ground.
   • Pencil grip: All learners are holding their crayons correctly.
   • Starting point: All learners start writing from left to right.

**Group Guided Reading (30 min)**

- Choose from stories 1 – 46: a story appropriate to the level of the group.
- See Group Guided Reading booklet for the guide to each story.
Week 2: Day 2

Listening and Speaking (20 min)
- **Resources:** teacher’s family picture; learners’ drawings or photos
- **Preparation:** Prepare a speaking frame (structure of the family).
- **Lesson objective(s):** Speak about the family, following a ‘speaking frame’ demonstrated by the teacher. Practise and follow the frame verbally.

**ACTIVITIES**
1. **Recap the frame**
   - Explain the sequence in which you spoke about your family picture...
2. **Recap the important aspects public speaking**
   - eye contact, voice projection, confident body language
3. **Learners’ orals**
   - Give the learners two minutes to practice.
   - Each learner has a minute to talk about her or his family.
   - Ensure that they only speak for one minute by allocating time to each speaker.
   - Allow as many learners as possible to speak during this lesson.

Shared Reading (20 min)
- **Resources:** Vula Bula Big Book: *Izinyo*; vocabulary: ukupopola, incakuba, umnikazi, amabamba, alucwecwe, limtyaba; picture and description of teeth
- **Preparation:** Read through the story beforehand and prepare your questions. Prepare these pictures from the Big Book: a snake’s tooth, human tooth, bat tooth and a lion’s tooth. Have description of each tooth written on flash cards.
- **Lesson objective(s):** Participate in the shared reading by predicting, relating to their own experience, and answering comprehension questions.

**ACTIVITIES**
1. **Recap**
   - Talk about what you read yesterday.
   - Revise the vocabulary taught yesterday.
2. **Explicit teaching**
   - Teach how descriptions give us information to match to the correct image.

<table>
<thead>
<tr>
<th>TEETH:</th>
<th>DESCRIPTION ON FLASH CARD:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Snake teeth picture</td>
<td>Amabamba amade, alucwecwe, nobukhali okwenaliti</td>
</tr>
<tr>
<td>Human teeth picture</td>
<td>Lincinci, limtyaba, limhlophe ngebala</td>
</tr>
<tr>
<td>Bat teeth picture</td>
<td>Lincinane okweliva, libukhali okwencakuba</td>
</tr>
<tr>
<td>Lion’s teeth picture</td>
<td>Lide, likhulu, libukhali okwemela</td>
</tr>
</tbody>
</table>

3. **Reading**
   - Invite the learners to read with you. Ask questions during the reading:
     - How do you think Babalwa lost her tooth?
     - What did you do when you lost your tooth and why?
Phonics (15 min)
- **Resources:** DBE isiXhosa workbook 1, page 108; Vula Bula phonics frieze for /lw/; phonics flash cards from the word list.
- **Preparation:** Make sure that every learner has a workbook.
- **Lesson objective(s):** Identify and read words with the sound /lw/. Identify, read and write words from the words with the sound /lw/.

**ACTIVITIES**
1. **Recap**
   - Refer to the phonics chart and check the learners can identify and read the words with the sound /lw/.
2. **DBE workbook**
   - Ask the learners to turn to page 108 of their workbooks.
   - Tell the learners to identify words with /lw/ from the text while you time them.
   - Tell them to turn to their partners and share the words with their partners.
   - Instruct them to write these words down in their exercise books.

Shared Writing (15 min)
- **Resources:** writing frame; learners’ exercise books
- **Preparation:** Prepare a frame on the writing chart.
- **Lesson objective(s):** Use information from the Big Book to compile a description of each animal’s tooth.

**ACTIVITIES**
- Tell the learners to work in pairs.
- Explain that they will be filling in the table by writing the description next to each animal’s tooth.
- Guide them to write the first two descriptions.

<table>
<thead>
<tr>
<th>Amazinyo</th>
<th>Inkcazele ngezinyo:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Umntu</td>
<td></td>
</tr>
<tr>
<td>Ingonyama</td>
<td></td>
</tr>
<tr>
<td>Ilulwana</td>
<td></td>
</tr>
<tr>
<td>Inyoka</td>
<td></td>
</tr>
</tbody>
</table>

Group Guided Reading (30 min)
- Choose from stories 1 – 46: a story appropriate to the level of the group.
- See Group Guided Reading booklet for the guide to each story.
Week 2 : Day 3

**Listening and Speaking (20 min)**
- **Resources**: teacher’s family picture; learners’ drawings or photos
- **Preparation**: Prepare a speaking frame (structure of the family).
- **Lesson objective(s)**: Able to practise and follow the frame verbally.

**ACTIVITIES**
1. **Pre-reading**
   - Explain the sequence in which you spoke about your family picture.
2. **Recap the important aspects public speaking**
   - eye contact, voice projection, confident body language
3. **Learners’ orals**
   - Give each learner one minute to talk about his or her family.
   - Allow as many learners as possible to speak during this lesson.

**Shared Reading (20 min)**
- **Resources**: Vula Bula Big Book: *Izinyo*; vocabulary flash cards: ukupopola, umnikazi, amabamba, alucwecwe, limtyaba; flash cards (description of the teeth)
- **Preparation**: Read through the story beforehand and prepare your questions. Prepare these pictures from the Big Book: a rat, a bee.
- **Lesson objective(s)**: Listens to an interesting story for enjoyment.

**ACTIVITIES**
1. **Pre-reading**
   - Match the description with the picture of the teeth.
2. **During reading**
   - Instruct the learners to read the story and only help where they have difficulty.
3. **Post-reading**
   - Put up the pictures of a rat and a bee.
   - Ask the learners to talk about the characteristics of the teeth in pairs. Give feedback.

**Phonics (15 min)**
- **Resources**: Vula Bula phonics frieze for /ny/; flash cards from the word list: inyosi, inyama, inyoka, unyaka, unyana, unyawo
- **Preparation**: Create a sentence strip: *Unyana kaNyameka unyolukele inyama yenyamakazi.* Cut out flash cards.
- **Lesson objective(s)**: Identify and read words with the sound /ny/.

**ACTIVITIES**
1. **Sentence strip**
   - Stick the sentence strip on the board and ask the learners to read it aloud.
   - Ask the learners to identify the most repeated sound in the sentence.
   - Ask one learner to come up and underline the /ny/ sound. (Make sure that the learner doesn’t include the vowel.)
   - Tell the learners that this is the sound they will focus on today.
2. **Phonics frieze /ny/**
   - Stick the card on the board and talk about the picture.
   - Tell the learners to say /ny/. They must look at your mouth, say it again and look at each other’s mouths to see what their lips are doing.
   - Ask them what letters make up /ny/.
   - Have them say the letters separately as they write them in the air – /n/ + /y/; (segmentation)
   - Now have them say the letters together – /ny/; (blending)
   - The learners must repeat blending while writing with their fingers in the air, on their hands or on the desks.
3. **Phonics words**
   - Ask the learners to suggest words with the /ny/ sound.
   - Ask the learners to read the words on the flash cards.
   - Talk about the meaning. Look at the form of each word. Use it in a sentence.
   - Stick the flash cards on the phonics chart and use them throughout the week. (These words are written in the phonics exercise books during GGR time.)
Shared Writing (15 min)

- **Resources:** learners’ exercise books; writing chart
- **Preparation:** Prepare the writing frame that the learners used yesterday on a chart paper.
- **Lesson objective(s):** Use information from the book to describe each animal’s tooth.

**ACTIVITIES**

1. **Whole-class writing**
   - Refer to yesterday’s work. Fill in the description of each tooth in the table on the chart paper.

2. **Paired writing and editing**
   - After all the teeth have been described, ask the learners to go look at the work they did yesterday and correct themselves where necessary.

Group Guided Reading (30 min)

- Choose from stories 1 – 46: a story appropriate to the level of the group.
- See Group Guided Reading booklet for the guide to each story.
Week 2: Day 4

Listening and Speaking (20 min)

- **Resources**: storybook: Inzwakazi uDebo; flash cards: ukuvuza, yemveli, umathengethengisa, inzwakazi, ntsho, elimpuluzu, iphithekezwa, ukugugutha, qukeza, imveliso
- **Preparation**: Practise reading the story and prepare your questions.
- **Lesson objective(s)**: Listen to a talk for enjoyment.

**ACTIVITIES**

1. **Read Aloud**
   - Get the learners ready for reading aloud.

2. **Pre-reading**
   - **Picture walk**: Talk about the title and cover and ask questions:
     - Why do you think they call Debo a lady?
     - What do you think the story is going to be about? (prediction)
   - **Vocabulary**: Introduce new words using flash cards. Talk about the meaning. Look at the form of each word. Use it in a sentence.
     - Stick the flash cards on the poster and use them throughout the week.

3. **During reading**
   - Read the story and ask comprehension questions:
     - What are the three things the girls noticed about Debo’s skin?
     - What do you think Femi and her sister enjoyed about being hawkers (oomathengethengisa)?

4. **Post-reading**
   - Ask questions to test comprehension:
     - What made Debo look so beautiful?
     - What else attracted them to Debo besides her beauty?

Phonics (15 min)

- **Resources**: DBE isiXhosa workbook, page 116; Vula Bula phonics frieze for ny/; phonics flash cards from the word list
- **Preparation**: Make sure every learner has a DBE isiXhosa workbook 1.
- **Lesson objective(s)**: Identify, read and write the words from new words.

**ACTIVITIES**

1. **Recap**
   - Refer the learners to the phonics chart and check if they can identify and read the words with the sound /ny/.

2. **DBE isiXhosa workbook**
   - Ask the learners to turn to page 116 of their workbooks.
   - Tell the learners to identify words with /ny/ in the text (time them).
   - Tell them to turn to their partners and share the words with them.
   - Instruct them to write the words in their exercise books.

Writing (15 min)

- **Resources**: learners’ exercise books; writing frame
- **Preparation**: Provide them with pictures from the Big Book of a human, a rat, and a bee.
- **Lesson objective(s)**: Identify, read and write descriptions of different types of teeth.

**ACTIVITIES**

- Explain the activity to the learners. Learners must fill in the description in the writing frame individually.
- They must write the description of a human tooth, rat tooth and a bee tooth in the table.
- Encourage them to read what they have written so that they can edit any errors they find.
Group Guided Reading *(30 min)*

- Choose from stories 1 – 46: a story appropriate to the level of the group.
- See Group Guided Reading booklet for the guide to each story.

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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<tbody>
<tr>
<td>Group 1</td>
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<tr>
<td>Group 2</td>
<td>Group 4</td>
<td>Group 1</td>
<td>Group 3</td>
<td>Group 5</td>
</tr>
</tbody>
</table>
Week 2: Day 5

Listening and Speaking (20 min)

- **Resources**: storybook: *Inzwakazi uDebo*; flash cards: ukuvuza, yemveli, umathengethengisa, inzwakazi, ntsho, elimpuluwsa, iphithikezwa, ukugugutha, qukeza, imveliso
- **Preparation**: Practise reading the story and prepare your questions.
- **Lesson objective(s)**: Listens to an interesting story. Understand the elements of a story.

**ACTIVITIES**

1. Recap vocabulary
   - Remind the learners about the new words they have learnt.
2. Summary
   - Teach the learners about the elements of a story (characters, plot, setting, problem, solution).
   - Summarise the story by referring to the story elements.

Phonics (15 min)

- **Resources**: learners’ exercise books; incomplete flash cards
- **Preparation**: Make sure each learner has her or his own exercise book.
- **Lesson objective(s)**: Demonstrate that they can identify and write the phonic sounds /lw/ and /ny/; Make meaningful words with the sounds.

**ACTIVITIES**

- Use this activity to informally assess your learners’ proficiency in phonics.
- Stick the incomplete flash cards on the board. Ask the learners to identify the sound that is left out in each word (options to choose from must be given).
- Ask them to copy each unfinished word into their exercise books and fill in the correct missing sound. The words must make sense.
  - I……ama (ny, nz)
  - u……..andile (ng, lw)
  - u……...azi (lw,ny)
  - i……oka (ny,nj)
- **Dictation**: Read the following sentence to the learners while they write it into their exercise books: Ulwandle lunyenyela enyeleni.
Week 2 : Day 5

Handwriting (15 min)
- **Resources:** learners’ exercise books
- **Preparation:** Make sure that every learner has an exercise book.
- **Lesson objective(s):** Learn and practise writing a cursive pattern in preparation for writing the vowels in cursive.

**ACTIVITIES**
1. **Cursive pattern: ccc**
   - Write the cursive pattern on the board. You will build on it to teach the vowels in cursive.
   - Tell the learners they are going to learn a cursive pattern.
   - Have your back to the learners and ask them to look at you.
   - Write in the air as you say the chant aloud:
     \[ \text{xwesela ekunene ngqukuva ubuye xwesela ekunene ngqukuva ubuye.} \]
   - Get the learners to say the chant and write with you. They can use their fingers and write in the air, on each other’s backs, on their hands or on their desks.

2. **Learners’ books**
   - Tell the learners to open their handwriting books and write the pattern.
   - Tell them to repeat the instructions aloud as they write.
   - Go around to see how they are doing and help where needed.

Make sure:
- All learners are sitting up straight with their feet flat on the ground.
- Pencil grip: All learners are holding their crayons correctly.
- Starting point: All learners start writing from left to right.

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Group Guided Reading (30 min)
- Choose from stories 1 – 46: a story appropriate to the level of the group.
- See Group Guided Reading booklet for the guide to each story.

<table>
<thead>
<tr>
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<td>Group 4</td>
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<tr>
<td>Group 2</td>
<td>Group 4</td>
<td>Group 1</td>
<td>Group 3</td>
<td>Group 5</td>
</tr>
</tbody>
</table>

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**New vocabulary for the week:**
- alucwecwe
- amabomba
- elimpuluswa
- imveliso
- incakuba
- inzwakazi
- iphithikezwa
- limtyaba,
- ntsho
- qukeza
- ukugugutha
- ukupopola
- ukuvuza
- umathengethengisa
- umnikazi
- yemveli
Week 3 : Day 1

Listening and Speaking (20 min)
- **Resources:** details about the schools you attended
- **Preparation:** Think of details to tell the learners about the schools you went to.
- **Lesson objective(s):** Listen to a talk for enjoyment.

**ACTIVITIES**
1. **Weekend news**
   - Give the learners time to think about what they enjoyed over the weekend.
   - Let the learners talk about their weekend events in pairs.
   - Pick a few learners to share their weekend news with the whole class.
   - Rotate the learners who share every week.

2. **Share your own memories of the schools you went to:**
   - Where the school was
   - Its colours
   - The name of the principal
   - The school badge and motto
   - Ask the learners about their school

Shared Reading (20 min)
- **Resources:** Vula Bula: Limdaka eli gumbi!; vocabulary flash cards: laqaza, ukuqhula, libhinqele, ukuqinisekisa, bonelisekile, ukukholiseka
- **Preparation:** Read through the story beforehand and prepare your questions.
- **Lesson objective(s):** Learn the antonyms of words in the story.

**ACTIVITIES**
1. **Pre-reading**
   - **Cover:** Talk about the title, the cover, the picture and ask questions:
     - Who do you think is standing in this room?
     - Where do you think the learners are?
   - **Picture walk:** Page through the story (do not read it). Look at the pictures and ask questions.
     - (page 33) What are the learners doing?
     - (page 35) Which day of the week do you think this is? Why?
     - (page 38) Looking at these learners, how do you think they feel?

2. **During reading**
   - Read the story and demonstrate fluency. Ask questions to test comprehension:
     - (after page 35) How is Tokolo disturbing the other learners?
     - (on page 37) How was the classroom before it was cleaned?

3. **Post-reading**
   - Finish by asking:
     - Who were the naughty learners in the groups?

Phonics (15 min)
- **Resources:** Vula Bula phonics frieze for /nq/; phonics flash cards from the word list: inqaba, inqala, inqawe, inqina, nqakula, nqanda, nqunqa, inqathe, inqindi
- **Preparation:** Create a sentence strip: UNqaba unqabile ngoba uyonqena ukuza kule nqila yethu. Cut out flash cards.
- **Lesson objective(s):** Identify, read and write words from new words.

**ACTIVITIES**
1. **Sentence strip**
   - Stick the sentence strip on the board and ask the learners to read it aloud.
   - Ask the learners to identify the most repeated sound in the sentence.
   - Ask one learner to come up and underline the /nq/ sound. (Make sure that the learner doesn’t include the vowel.)
   - Tell the learners that this is the sound they will focus on today – how to say it, read it and write it.
2. Phonics frieze /nq/
   • Stick the card on the board and talk about the picture.
   • Tell the learners to say /nq/. They must look at your mouth, say it again and look at each
     other’s mouths to see what their lips are doing.
   • Ask them what letters make up /nq/.  
   • Have them say the letters separately as they write them in the air – /n/ + /q/. (segmentation)
   • Now have them say the letters together – /nq/. (blending)
   • The learners must repeat blending while writing with their fingers in the air, on their hands or
     on the desks.

3. Phonics words
   • Ask the learners to suggest words with the /nq/ sound.
   • Ask the learners to read the words on the flash cards.
   • Look at the position of sound in the word (beginning, middle or end).
   • Talk about the meaning. Look at the form of each word. Use it in a sentence.
   • Stick the flash cards on the phonics chart and use them throughout the week.
   (These words are written in the phonics exercise books during Group Guided Reading time.)

Handwriting (15 min)

| Resources: learners’ handwriting exercise books |
| Preparation: Write a pattern on the board: cursive ccc. |
| Lesson objective(s): Learn and practise writing cursive letter /c/. |

ACTIVITIES
1. Practise
   • Tell the learners they are going to learn how to write the cursive letter /c/.
   • Have your back to the learners and ask them to look at you.
   • Write in the air as you say the steps of writing the letter out loud.
   • They can use their fingers and write in the air, on each other’s backs, on their hands or on
     their desks.

2. Learners’ books
   • Tell the learners to open their handwriting books and write the pattern.
   • Tell them to repeat the instructions aloud as they write.
   • Go around to see how they are doing. Help where needed.

Make sure
   • All learners are sitting up straight with their feet flat on the ground.
   • Pencil grip: All learners are holding their crayons correctly.
   • Starting point: All learners start from the left to right.

Group Guided Reading (30 min)

• Choose from stories 1 – 46: a story appropriate to the level of the group.
• See Group Guided Reading booklet for the guide to each story.
Week 3 : Day 2

Listening and Speaking (20 min)

Resources: poster; History of our school
Preparation: Prepare a poster with the school’s history. The poster must have: principal’s name, uniform colours, the number of teachers and learners, school badge and the school motto.
Lesson objective(s): Listen to a talk for enjoyment.

ACTIVITIES
- Ask them about what they remember from yesterday.
- Show them the poster you have made about the school.
- Explain the significance of having things like a school colours and a school badge.

Shared Reading (20 min)

Resources: Vula Bula Anthology: Limdaka eli gumbi!; vocabulary flash cards: laqaza ukuqinisekisa, bonelisekile, ukukholiseka
Preparation: Read through the story beforehand and prepare your questions.
Lesson objective(s): Learn the antonyms of words in the story.

ACTIVITIES
1. Pre-reading
   - Recap: Talk about what you have read yesterday.
   - Vocabulary: Discuss the vocabulary. Talk about the meaning. Look at the form of each word. Use it in a sentence.
     - Stick the flash cards on the poster and use them throughout the week.
   - Explicit teaching: Teach the antonyms of the words in the story:
     - lokugqibela
     - phumla
     - cocekile
     - phezulu
     - kude
     - uyakuthanda
     - omhle

2. During reading
   - Read with the learners, fluently and with expression.

3. Post-reading
   - Was the teacher in the class when they were cleaning?
   - How did the class look after they finished cleaning it?

Phonics (15 min)

Resources: DBE isiXhosa workbook, page 87; Vula Bula phonics frieze for /nq/; phonics flash cards from the word list
Preparation: Make sure every learner has a DBE workbook.
Lesson objective(s): Identify, read and write words from new words.

ACTIVITIES
1. Recap
   - Refer to the phonics chart and check the learners’ understanding of the words taught yesterday. Check that they can read, write and identify the words.

2. DBE workbook
   - Ask the learners to turn to page 87 of their workbooks.
   - Tell the learners to identify and read words with /nq/ in column while you time them.
   - Tell the learners to turn to their partners and read the words to them.
   - Tell the learners to copy the words into their exercise books.
Shared Writing (15 min)

- **Resources:** learners’ writing books; writing frame
- **Preparation:** Copy an extract from *Limdaka eli gumbi!* (page 36) onto the board. Underline certain words as shown below.
- **Lesson objective(s):** Give the antonyms of key words in the sentences below. Rewrite the sentences using the antonyms.

Eli qela, nelokugqibela, ikhuhla, lisule indonga. Lquinisekise nokuba tipowsta neetshathii zibuyiselwe, zthinonywa kokuhle eludongweni, iqela libhinqele phezulu liyasebenza ngaphandle njie kuka Funeka. uFuneka naye uyakuthanda ukudlala.

**ACTIVITIES**
- Copy the sentences onto the board, and underline the words in bold.
- The learners must suggest antonyms for the underlined words.
- Write the antonyms on the board.
- Rewrite the extract with the antonyms.
- Re-read the extract in order to correct any sentences that do not make sense due to the change.

Group Guided Reading (30 min)

- Choose from stories 1 – 46: a story appropriate to the level of the group.
- See Group Guided Reading booklet for the guide to each story.

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Listening and Speaking (20 min)

- **Resources:** storybook: *linkwenkwezi ezikwilingquzu zentlabathi*; vocabulary flash cards: qaqaamible, qaqa-gqa, mbeje-mbeje, mtsalane, zingcono, imitha, patyaleka, izigidigidi, zarhawulwe, zinthathathi, zixhamle, ubuncwane, isitshingitshane, ngesaquphe, linguzi
- **Preparation:** Practise reading the story and prepare your questions.
- **Lesson objective(s):** Listen to an interesting story for enjoyment.

**ACTIVITIES**

1. **Pre-reading**
   - **Read Aloud:** Get the learners ready for reading aloud.
   - **Picture walk:** Talk about the title and cover and ask questions:
     - What do you think this story will be about? (prediction)
     - What do you know about “linkwenkwezi” – stars?
   - Introduce the new vocabulary, using flash cards. Talk about the meaning. Look at the form of each word. Use it in a sentence.
   - Stick the flash cards on the poster and use them throughout the week.

2. **During reading**
   - Read the first half of the story with expression, showing some of the pictures.

3. **Post-reading**
   - Ask questions such as:
     - Who are the characters we have read about?
     - What do you think will happen next?

Shared Reading (20 min)

- **Resources:** Vula Bula Anthology: *Limdaka eli gumbi!*
- **Preparation:** Take the words you introduced in the first and the second readings off the vocabulary chart and put them up on the walls around the class.
- **Lesson objective(s):** Tell the story using their own words by looking at the pictures in the book.

**ACTIVITIES**

1. **Vocabulary**
   - Ask the learners to find the words you taught them on Monday and Tuesday on the wall.
   - When one learner finds a word, she or he must try to read it, then stick it on the vocabulary chart.
   - Help the learners decode and read the words fluently when needed.

2. **Summarising**
   - Tell the learners that they will be summarising what have been reading about.
   - Tell the learners to look at the pictures and retell the story by saying what happened, from the beginning to the end (putting the events in sequence).

Phonics (15 min)

- **Resources:** Vula Bula phonics frieze for /nz/; phonics flash cards from the word list: *inzala, usenza, inkunzi, ingonzobila*
- **Preparation:** Create a sentence strip: *UNonzuzo noNzuki badadela enzuwini*. Cut out flash cards.
- **Lesson objective(s):** Identify, read and write words with the sound /nz/.

**ACTIVITIES**

1. **Sentence strip**
   - Stick the sentence strip on the board and ask the learners to read it aloud.
   - Ask the learners to identify the most repeated sound in the sentence.
   - Ask one learner to come up and underline the /nz/ sound. (Make sure that the learner doesn’t include the vowel.)
   - Tell the learners that this is the sound they will focus on today – how to say it, read it and write it.
2. Phonics frieze /nz/
   - Stick the card on the board and talk about the picture.
   - Tell the learners to say /nz/. They must look at your mouth, say it again and look at each other’s mouths to see what their lips are doing.
   - Ask them what letters make up /nz/.
   - Have them say the letters separately as they write them in the air – /n/ + /z/ (segmentation).
   - Now have them say the letters together – /nz/ (blending).
   - The learners must repeat blending while writing with their fingers in the air, on their hands or on the desks.

3. Phonics words
   - Ask the learners to suggest words with the /nz/ sound.
   - Ask the learners to read the words on the flash cards.
   - Look at the position of sound in the word (beginning, middle or end).
   - Talk about the meaning. Look at the form of each word. Use it in a sentence.
   - Stick the flash cards on the phonics chart and use them throughout the week. (These words are written in the phonics exercise books during Group Guided Reading time.)

Writing (15 min)

- **Resources**: learners’ writing books; pencils
- **Preparation**: Take another extract and prepare it as shown. Underline words to change to antonyms.
- **Lesson objective(s)**: Identify, read and write a text using antonyms.

Isibhakabhaka ebusuku yindawo enengxolo kakulu. Kungenxa yokuba isibhakabhaka sikude kakulu kunathi, yiyo loo nto ke ebangela ukuba singaziva nje inkwenkwezi xa zihlebana.

**ACTIVITIES**
- Tell all the learners that they must work in pairs but write in their own books.
- When they have finished, they must swap partners and read to each other what they have written.

Group Guided Reading (30 min)

- Choose from stories 1 – 46: a story appropriate to the level of the group.
- See Group Guided Reading booklet for the guide to each story.
Listening and Speaking (20 min)

- **Resources:** storybook: linkwenkwezi ezikwelingquzu zentlabathi
- **Preparation:** Practise reading the story and prepare your questions.
- **Lesson objective(s):** Listen to an interesting story for enjoyment. Answer questions about the story.

**ACTIVITIES**

1. **Pre-reading**
   - **Recap:** Talk about what you read yesterday.
   - **Vocabulary:** Talk about the words you taught yesterday.
   - **Ask:** What do you think is going to happen next? (prediction)

2. **During reading**
   - Read the rest of the story with expression, showing some of the pictures.

3. **Post-reading**
   - Summarise the story by referring to the elements of a story – characters, setting (place where the story takes place), problem and solution.

Phonics (15 min)

- **Resources:** Vula Bula phonics frieze for /nz/; phonics flash cards from the word list: inzala, usenza, inkunzi, ingonzobila
- **Preparation:** Cut out flash cards.
- **Lesson objective(s):** Find /nz/ in a word and see where it is.

**ACTIVITIES**

- Tell the learners to work in pairs and list five new words that use the /nz/ sound.
- They must list the words in a table, as shown in the example below.

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<tr>
<th>Beginning</th>
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<tr>
<td>inzala</td>
<td>inenqalo</td>
<td>inkunzi</td>
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Writing (15 min)

- **Resources:** writing frame; learners writing books
- **Preparation:** Take an extract from the book and underline words to change to antonyms.
- **Lesson objective(s):** Change words to their antonyms. Rewrite sentences.

**Ukuwa kweenkwenkwezi ezmibala-bala kwakukubi kakhulu. Zazisiwa, zisuka kwandawo ephezulu, zidlule kwandawo ezibanda kakhulu ziyi nakweza zithsha okweziko elibomvu lomlilo.**

**ACTIVITIES**

- Copy the sentences onto the board, underlining the words in bold.
- Instruct the learners copy the extract into their books. They must change the underlined words to their antonyms. Remind them to leave spaces between the words.
- The learners must work individually.
- Go around and ask each learner to read what they have written. Check that the extract makes sense.
Week 3 : Day 4

Group Guided Reading **(30 min)**
- Choose from stories 1 – 46: a story appropriate to the level of the group.
- See Group Guided Reading booklet for the guide to each story.

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Week 3 : Day 5

Listening and Speaking (20 min)
- **Resources:** storybook: linkwenkwezi ezikwilingquzu zentlabathi
- **Preparation:** Put up the story elements chart.
- **Lesson objective(s):** Retell a story by referring to the elements of the story.

**ACTIVITIES**
- Revise the vocabulary covered this week.
- Summarise the story by referring to the elements of a story.

Phonics (15 min)
- **Resources:** learners’ books; blank cards
- **Preparation:** Prepare words for filling in phonics as an informal assessment. Prepare a sentence for dictation.
- **Lesson objective(s):** Demonstrate that they can identify and write the sounds /na/ and /nz/.
  
  Make meaningful words with the sounds.

**ACTIVITIES**
- Stick the incomplete flash cards on the board. Ask the learners to identify the sound that is left out in each word (options to choose from must be given).
- Ask them to copy each unfinished word into their exercise books and fill in the correct missing sound. The words must make sense.
  - i ……awa (na, nz)
  - ii……ipho (nz,ng)
  - iii……alo (nz, ng)
  - iv……uma (na,ng)
  - v……iki….ane (nz, mb)
  - vi……ind[na, nj]
- Dictation: La nauma inqatha kuye kuba ezinye izzingo zokhe zakunqanqatheka.

Handwriting (15 min)
- **Resources:** learners’ handwriting exercise books
- **Preparation:** Write a pattern on the board: cursive dddddddd.
- **Lesson objective(s):** Write a pattern on the board: cursive /d/.

**ACTIVITIES**
1. **Practise**
   - Tell the learners they are going to learn how to write cursive letter /d/.
   - Have your back to the learners and ask them to look at you.
   - Write in the air as you say the writing steps out loud.
   - Get the learners to say the chant and write with you. They can use their fingers and write in the air, on each other’s backs, on their hands or on their desks.

2. **Learner’s books**
   - Tell the learners to open their handwriting books and write the pattern.
   - Tell them to repeat the instructions aloud as they write.
   - Go around to see how they are doing. Help where needed.

**Make sure**
- All learners are sitting up straight with their feet flat on the ground.
- Pencil grip: All learners are holding their crayons correctly.
- Starting point: All learners start from the left to right.
Group Guided Reading (30 min)

- Choose from stories 1 – 46: a story appropriate to the level of the group.
- See Group Guided Reading booklet for the guide to each story.

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New vocabulary for the week:

- bonelisekile
- gqa-gqa
- iingquzi
- imitha
- isitshingitshane
- ukuqinisekisa
- izigidigi
- laqaza
- libhinqele
- mbeje-mbeje
- mtsalane
- zarhawulwe
- zint lithant lil theka
- ngesaqupe
- patyaleka
- qaqambile
- ubuncwane
- ukukholiseka
- zixhamle
Week 4: Day 1

Listening and Speaking (20 min)

- **Resources:** none
- **Preparation:** Think of questions to lead the discussion. Ask the learners to bring an object from home that makes them happy.
- **Lesson objective(s):** Participate in a discussion. Ask and answer questions about the topic.

**ACTIVITIES**

- Start off by demonstrating how to communicate to different audiences. Use an example of a missing pencil.
- Demonstrate to the learners how you would ask for your pencil from a colleague, compared with how you would ask for it from learners.
- Group the learners into threes.
- Assign each learner to a character: one to be a mother, friend and the main actor.
- Give them a scenario in which the main actor must respond to both characters who have made him or her angry.
- Choose two or three groups to present in front of the class.
- The rest of the class should give feedback on how the group has performed.

Shared Reading (20 min)

- **Resources:** Vula Bula anthology 3: UThenjiwe uthenga impahla; vocabulary flash cards: kroboka, bhijela, lenca, ingcinga, usiba, ebeyidinga, ikonsathi, ukwaleka
- **Preparation:** Read through the story beforehand and prepare your questions.
- **Lesson objective(s):** Participate in the shared reading by predicting, relating to their own experience and answering comprehension questions.

**ACTIVITIES**

1. **Pre-reading**
   - **Cover:** Talk about the title and the picture, ask questions:
     - Where do you think these people are?
     - Do you think the people know each other or are strangers?
     - What do you think this story will be about? (prediction)
   - **Picture walk:** Page through the story (do not read it). Look at the pictures and ask questions.
     - Talk about the meaning. Look at the form of each word. Use it in a sentence.
     - (page 164) What kind of hat did the elderly woman choose?

3. **During reading**
   - **Vocabulary:** Teach new words using flash cards and objects or pictures.
     - Do you think the people know each other or are strangers?
     - Stick the flash cards on the poster and use them throughout the week.
   - **Read the story with expression, demonstrating fluency.
   - Ask comprehension questions after reading two pages:
     - (page 163) What happened to Thenjiwe’s father’s first sunglasses?
     - (page 163) What kind of sunglasses does he like?

4. **Post-reading**
   - Finish by asking:
     - Have you ever gone shopping with your parents?
     - What did you buy?
     - How did it make you feel?
**Phonics (15 min)**

- **Resources:** Vula Bula phonics frieze for /nj/; phonics flash cards from the word list: unje, injovane, umlonji, inkonjane, injini, unjingalwazi, injube
- **Preparation:** Create a sentence strip: Inja kaThenjiwe ilahleke ngalenjikalanga. Cut out flash cards.
- **Lesson objective(s):** Identify and read words with the sound /nj/.

**ACTIVITIES**

1. **Sentence strip**
   - Stick the sentence strip on the board and ask the learners to read it aloud.
   - Ask the learners to identify the most repeated sound in the sentence.
   - Ask one learner to come up and underline the /nj/ sound. (Make sure that the learner doesn’t include the vowel.)

2. **Phonics frieze /nj/**
   - Stick the frieze on the board and talk about the picture.
   - Tell the learners to say /nj/. They must look at your mouth, say it again and look at each other’s mouths to see what their lips are doing.
   - Ask them what letters make up /nj/.
   - Have them say the letters separately as they write them in the air – /n/ + /j/. (segmentation).
   - Now have them say the letters together – /nj/. (blending)
   - The learners must repeat blending while writing with their fingers in the air, on their hands or on the desks.

3. **Phonics words**
   - Ask the learners to suggest words with the /nj/ sound.
   - Ask the learners to read the words on the flash cards.
   - Talk about the meaning. Look at the position of the sound in the word (beginning, middle or end). Use it in a sentence.
   - Stick the flash cards on the phonics chart and use them throughout the week.
   (These words are written in the phonics exercise books during GGR time.)

**Handwriting (15 min)**

- **Resources:** learners’s handwriting exercise book
- **Preparation:** Write a pattern on the board in two rows. Write a row of dotted cursive letters /g/ and /q/ on the board.
- **Lesson objective(s):** Learn and practice writing cursive letter /g/ and /q/.

1. **Practice**
   - Tell the learners they are going to learn how to write cursive letters /g/ and /q/.
   - Have your back to the learners and ask them to look at you.
   - Draw in the air and say the writing instructions out loud.
   - Get the learners to say and do it with you – to do it on air – on each other’s back – on their hands – on their desk with their fingers.

2. **Learners’ books**
   - Tell the learners to open their handwriting books and turn on the page you have prepared for them.
   - Say the instructions aloud as they write.
   - Walk around to see how they are doing. Help where needed.

**Make sure**
   - All learners are sitting up straight with their feet flat on the ground.
   - Pencil grip: All learners are holding their crayons correctly.
   - Starting point: All learners start from the left to right.

**Group Guided Reading (30 min)**

- Choose from stories 1 – 46; a story appropriate to the level of the group.
- See Group Guided Reading booklet for the guide to each story.

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Week 4 : Day 2

Listening and Speaking (20 min)

- **Resources:** an object from the learners’ homes that makes them happy
- **Preparation:** Bring something from your home that makes you happy. Make sure that all the learners have brought their objects from home. Have spares for those who might have forgotten to bring something.
- **Lesson objective(s):** Learn to talk about their feelings.

**ACTIVITIES**

1. **Demonstrate a show-and-tell**
   - Talk about the object that you brought from home. Explain how it makes you happy.

2. **Learners show-and-tell**
   - Tell the learners that you will select few of them who did not present yesterday to come up and talk about their objects, following your example.
   - Tell the rest of the class to listen attentively to what their peers are saying.
   - Give each learner a minute to talk about their object.
   - Applaud each learner and give positive feedback on how they have presented.

Shared Reading (20 min)

- **Resources:** Vula Bula 3: UThenjiwe uthenga impahla; vocabulary flash cards: kroboka, bhijela, lenca, ingcinga, usiba, ebeylinda, ikonsathi, ukwaleka
- **Preparation:** Read through the story beforehand and prepare your questions. Examples to illustrate background knowledge.
- **Lesson objective(s):** Learn to apply background knowledge.

**ACTIVITIES**

1. **Pre-reading**
   - Recap: Talk about what you have read yesterday.
   - Vocabulary: Revise the vocabulary you introduced yesterday.
   - Explicit teaching: Background knowledge
     - Think out loud: I wonder which occasions we all, as a family, all went shopping for clothes?
     - Allow the learners to tell you about occasions where they have shopping for clothes with their families.
     - Tell them that it helps to think about what you know about a topic before you read, because it helps you predict what will happen.
     - You might also have questions about what will happen in the story and this will make you more interested in the story, you will also enjoy and understand it better.

2. **During reading**
   - Invite the learners to read the story with expression.
   - Demonstrate background knowledge skills while reading (e.g. p age164: I wonder why she is buying the hat?).
   - Will Thenjiwe’s mom only wear these shoes at the wedding?

3. **Post-reading**
   - Ask the question: Thenjiwe has not tried on any clothes so far. Do you think she will pick some clothes for herself?
Week 4: Day 2

**Phonics (15 min)**

- **Resources:** Vula Bula phonics frieze for /mp/; phonics flash cards from the word list: impukane, impumlo, impahla, impempe, impandla, impompo
- **Preparation:** Create a sentence strip: Umpumi yimpumputhela, impahla yakhe uylvania ngokuyimpampatha. Cut out flash cards.

**ACTIVITIES**

1. **Sentence strip**
   - Stick the sentence strip on the board and ask the learners to read it aloud.
   - Ask the learners to identify the most repeated sound in the sentence.
   - Ask one learner to come up and underline the /mp/ sound. (Make sure that the learner doesn’t include the vowel.)
   - Tell the learners that this is the sound they will focus on today – how to say it, read it and write it.

2. **Phonics Frieze /mp/**
   - Stick the frieze on the board and talk about the picture.
   - Tell the learners to say /mp/. They must look at your mouth, say it again and look at each other’s mouths to see what their lips are doing.
   - Ask them what letters make up /mp/.
   - Have them say the letters separately as they write them in the air – /m/ + /p/. (segmentation).
   - Now have them say the letters together – /mp/. (blending)
   - The learners must repeat blending while writing with their fingers in the air, on their hands or on the desks.

3. **Phonics words**
   - Ask the learners to suggest words with the /mp/ sound.
   - Ask the learners to read the words on the flash cards.
   - Talk about the meaning. Look at the position of the sound in the word (beginning, middle or end). Use it in a sentence.
   - Stick the flash cards on the phonics chart and use them throughout the week. (These words are written in the phonics exercise books during GGR time).

**Shared Writing (15 min)**

- **Resources:** writing chart, khoki pens
- **Preparation:** Think of questions to ask learners that will help them to apply their background knowledge about (umgidi – celebration of coming out from the bush).
- **Lesson objective(s):** Write about a given topic, using their background knowledge.

**ACTIVITIES**

- Introduce the spider diagram and explain how it works.
- Use a spider diagram to summarise the story read during a Shared Reading lesson.
- Tell the learners that they will use the same format to write a class story about the kinds of clothes worn at different celebrations.
- Tell the learners they are going to use the spider diagram to brainstorm ideas about umgidi, drawing from their background knowledge.
  - What is done at emgidini?
  - Why is there an umgidi?
  - Have you ever been to umgidi before?
  - What did you wear?
  - What were other people in umgidi wearing?
- Read the ideas generated from the spider diagram.

**Group Guided Reading (30 min)**

- Choose from stories 1 – 46: a story appropriate to the level of the group.
- See Group Guided Reading booklet for the guide to each story.

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Week 4 : Day 3

Listening and Speaking (20 min)

- **Resources:** storybook: *Unomyayi onxaniweyo namanye amabali (Ingonyama nempuku)*; vocabulary flash cards: *isidlokazi, isingci, impuntsuntswana, ubuchule, ixhoba, umgibe, umnatha*
- **Preparation:** Practise reading the story and prepare your questions.
- **Lesson objective(s):** Listen to an interesting story for enjoyment. Answer questions about the story. Be able to express their feelings about the story.

**ACTIVITIES**

1. **Pre-reading**
   - Get the learners ready for reading aloud.
   - **Picture walk:** Discuss the title and cover by asking:
     - What is happening in the picture?
     - What do you think the story is going to be about? (prediction)
   - **Vocabulary:** Introduce the new words. Talk about the meaning. Look at the form of each word. Use it in a sentence.
     - Stick the flash cards on the poster and use them throughout the week.

2. **During reading**
   - Read the story with expression. Show some of the picture and ask questions without too much interruption.
     - What disturbed the lion in his deep sleep?
     - What promise did the mouse make to the lion?

3. **Post-reading**
   - Why did the lion react the way he did to the mouse’s promise?

Shared Reading (20 min)

- **Resources:** Vula Bula anthology 3: *UThenjiwe uthenga impahla*; vocabulary flash cards: *kroboka, bhijela, lenca, ingcinga, usiba, ebeyidinga, ikonsathi, ukwaleka*
- **Preparation:** Take the words you introduced in the first and the second readings off the vocabulary chart and put them up on the walls around the class.
- **Lesson objective(s):** Retell the story in their own words, using the pictures in the book.

**ACTIVITIES**

1. **Pre-reading**
   - Recap vocabulary: Ask the learners to find the words you have taught them on Monday and Tuesday from the wall.
     - When one finds the word, he or she must try to read it and then stick it on the vocabulary chart.
     - Allow the learners to decode and read the words fluently when needed.

2. **During reading**
   - Instruct the learners to read and assist them where necessary.

3. **Post-reading**
   - **Summarising:** Tell the learners to look at the pictures and retell the story by saying what happened at the beginning to the end (putting the events in sequence)

Phonics (15 min)

- **Resources:** Vula Bula phonics frieze for /nj/; phonics flash cards from the word list: *unj, injovane, umlonji, inkonjane, injini, unjingalwazi, injube*
- **Preparation:** Cut out flash cards.
- **Lesson objective(s):** Identify /nj/ words.

**ACTIVITIES**

- **Recap:** Refer to the phonics chart and check the learners’ understanding of the words taught yesterday.
- Ask the learners to work in pairs and think of five more words to add to the list of /nj/ words introduced yesterday.
- They must sort them according to where in the word the /nj/ sound appears. Ask them to use a table like the one below.
- Once they have done the exercise, the pairs can swap and mark another pair’s work.

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Week 4 : Day 3

Shared Writing *(15 min)*

- **Resources:** spider diagram; pieces of paper; pencils
- **Preparation:** Put up the spider diagram that you compiled with the learners yesterday.
- **Lesson objective(s):** Write a story as a class.

**ACTIVITIES**
- Put up the spider diagram and remind the learners of what they did yesterday.
- Read all the ideas that the learners suggested yesterday.
- Tell the learners that they will use their brainstormed ideas to write their own stories, in a similar style as Thenjive’s story.
- Tell the learners to imagine themselves in a shopping mall, shopping for clothes that they will wear to umgidi.
- They must write at least ten sentences.
- The learners must re-read their work and check for mistakes.

Group Guided Reading *(30 min)*

- Choose from stories 1 – 46: a story appropriate to the level of the group.
- See Group Guided Reading booklet for the guide to each story.

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Week 4 : Day 4

Listening and Speaking (20 min)
- Resources: storybook: Unomyayi onxaniweyo namanye amabali (Ingonyama nempuku); vocabulary flash cards: isidlokazi, isingci, impuntsuntswana, ubuchule, ixhoba, umgibe, umnatha
- Preparation: Practise reading the story and prepare your questions.
- Lesson objective(s): Listen to an interesting story for enjoyment. Answer questions about the story.

ACTIVITIES
- Get the learners ready for reading aloud.
  - Vocabulary: Introduce the new words. Talk about the meaning. Look at the form of each word. Use it in a sentence.
  - Stick the flash cards on the poster and use them throughout the week.
- Summarise the story:
  - Teach the learners about the elements of a story: title, characters, setting (place where story is taking place), problem and solution.
  - Summarise the story by referring to its elements.

Phonics (15 min)
- Resources: Vula Bula phonics frieze for /mp/; phonics flash cards from the word list: impukane, impumlo, impahla, impempe, impandla, impompo
- Preparation: Cut out flash cards.
- Lesson objective(s): Identify /mp/ words.

ACTIVITIES
- Refer to the phonics chart and check whether the learners understand the words taught yesterday.
- Ask the learners to work in pairs and think of five more words to add to the list of /mp/ words introduced yesterday.
- They must sort them according to where in the word the /mp/ sound appears. Ask them to use a table like the one below.
- Once they have done the exercise, the pairs can swap and mark another pair’s work.

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Shared Writing (15 min)
- Resources: learners’ writing books; spider diagram; flip chart
- Preparation: Put the written work on the board, including the spider diagram.
- Lesson objective(s): Write as a whole class.

ACTIVITIES
- Put the story written yesterday on the board.
- Re-read the sentences, checking with the learners if they are happy with how the sentences are written.
- Point out certain words and ask if the learners can think of any other words that they can use in place of these words.
- Look at another sentence, and get the learners to rephrase it.
- Publish the edited story and put it up in a place where everyone can see it.
**Group Guided Reading (30 min)**

- Choose from stories 1 – 46: a story appropriate to the level of the group.
- See Group Guided Reading booklet for the guide to each story.

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**Listening and Speaking (20 min)**

- **Resources:** storybook: *Unomyayi onxaniweyo namanye amabali (Ingonyama nempuku)*
- **Preparation:** Prepare an easy dialogue to demonstrate to the learners how a dialogue is conducted.
- **Lesson objective(s):** Participate in a dialogue.

**ACTIVITIES**

- Demonstrate to the learners how a dialogue is conducted by talking one of the learners.
- Tell the learners that they are going to work in pairs. One learner must be a lion and the other a mouse. The lion must express his gratitude to the mouse for saving its life.
- Give the learners two minutes to prepare.
- Call a pair to come up and perform their dialogue for the class.
- Give constructive feedback to the groups that present. Tell the class the rest will get a chance next time.

**Phonics (15 min)**

- **Resources:** phonics flash cards of the words taught this week
- **Preparation:** Make sure each learner has a set of flash cards.
- **Lesson objective(s):** Identify and be able to read the words that have the sounds /nj/ and /mp/.

**ACTIVITIES**

- Stick the flash cards of the /nj/ and /mp/ sounds on the board.
- On the other side of the board, stick all the phonics words you taught this week.
- Ask the learners to look at the words and (individually) pick up a word, read it, and place it below the correct sound card.
- **Spelling:**
  - Pick three /mp/ words and call them out for the learners to write in their books.
  - Pick three /nj/ words and call them out for the learners to write in their books.
Week 4: Day 5

Handwriting (15 min)
- **Resources**: learners’ handwriting exercise books
- **Preparation**: Write a pattern on the board in two rows. Write a row of dotted cursive letters /g/ and /q/ on the board.
- **Lesson objective(s)**: Learn and practise writing cursive letters /g/ and /q/.

1. Practise
   - Tell the learners they are going to learn how to write cursive letters /g/ and /q/.
   - Have your back to the learners and ask them to look at you.
   - Draw in the air and say the writing instructions out loud.
   - Get the learners to say and do it with you — to do it on air — on each other’s back — on their hands — on their desk with their fingers.

2. Learners’ books
   - Tell the learners to open their handwriting books and turn on the page you have prepared for them.
   - Say the instructions aloud as they write.
   - Walk around to see how they are doing. Help where needed.

Make sure:
- All learners are sitting upright with their feet flat on the ground.
- Pencil grip: All learners are holding their crayons correctly.
- Starting point: All learners start from the left to right.

New vocabulary for the week:

- bhijela
- ebevidinga
- ikonsathi
- impuntsunswna
- ingcinga
- isidlakazi
- isingci
- ixhoba
- kroboka
- lenca
- ubuchule
- ukwaleka
- umgibe
- umnatha
- usiba
Listening and Speaking (20 min)

Resources: none
Preparation: Think of leading questions that will help the learners reflect and talk about their past weekends.
Lesson objective(s): Share their experiences of the weekend with the class.

ACTIVITIES
• Explain to the learners what an interview is.
• Demonstrate by interviewing one of the learners to show how an interview is conducted.
• Tell the learners that the person asking the questions is called an interviewer, and the one answering is called an interviewee.
• Pair the learners. They can interview each other by asking these questions:
  ◦ What did you like about your weekend?
  ◦ What activities did you participate in during the weekend?
• Give them time to practise their interviews. They must take turns being the interviewer and the interviewee.

Shared Reading (20 min)

Resources: Vula Bula: Iballobugqi; Vocabulary flash cards: Ubugqi, udodorhoyi, umgawuli, ukuthala, ukufundekela, thaca, ihewu
Preparation: Read through the story beforehand and prepare your questions.
Lesson objective(s): Participate in the shared reading by predicting, relating to their own experience and answering comprehension questions.

ACTIVITIES
1. Pre-reading
   • Cover: Talk about the title and the picture, ask questions:
     ◦ How do you think mom feels about the Russian stuck on her nose?
     ◦ What will this story be about? (prediction)
   • Picture walk: Page through the story (do not read it). Look at the pictures and ask questions.
     ◦ (page 113) What do you think he is planning to do with the axe?
     ◦ (page 113) Look at the tree. What do you think it is saying?

2. During reading
   • Vocabulary: Teach the new words using flash cards and objects or pictures.
     ◦ Talk about the meaning. Look at the form of each word. Use it in a sentence.
     ◦ Stick the flash cards on the poster and use them throughout the week.
   • Read the story with expression demonstrating fluency. Ask comprehension questions after reading two pages:
     ◦ (page 113) What did the tree promise the man?
     ◦ (page 115) What is the wife thinking as her husband tells her about what the tree promised him?

3. Post-reading
   • Finish by asking:
     ◦ Do you think the man did the right thing by listening to the tree?
     ◦ Would you have listened to the tree if it asked you not to chop it? Why?
Phonics (15 min)

- **Resources:** Vula Bula phonics frieze for /rh/; phonics flash cards from the word list: arhashaza, arhoxoza, singarhali, udodorhoyi, ihewu, uqirha, ihalelekayo
- **Preparation:** Create a sentence strip: Ngobubele wabeka udodorhoyi nerhewu etafileni unkosikazi. Cut out flash cards.
- **Lesson objective(s):** Identify and read words with the sound /rh/.

**ACTIVITIES**

1. **Sentence strip**
   - Stick the sentence strip on the board and ask the learners to read it aloud.
   - Ask the learners to identify the most repeated sound in the sentence.
   - Ask one learner to come up and underline the /rh/ sound. (Make sure that the learner doesn’t include the vowel.)
   - Tell the learners that this is the sound they will focus on today – how to say it, read it and write it.

2. **Phonics frieze /rh/**
   - Stick the frieze on the board and talk about the picture.
   - Tell the learners to say /rh/. They must look at your mouth, say it again and look at each other’s mouths to see what their lips are doing.
   - Ask them what letters make up /rh/.
   - Have them say the letters separately as they write them in the air – /r/ + /h/. (segmentation).
   - Now have them say the letters together – /rh/ (blending)
   - The learners must repeat blending while writing with their fingers in the air, on their hands or on the desks.

3. **Phonics words**
   - Ask the learners to suggest words with the /rh/ sound.
   - Ask the learners to read the words on the flash cards.
   - Look at the position of sound in the word (beginning, middle or end).
   - Talk about the meaning. Look at the form of each word. Use it in a sentence.
   - Stick the flash cards on the phonics chart and use them throughout the week.
   (These words are written in the phonics exercise books during GGR time.)

Handwriting (15 min)

- **Resources:** learners’ handwriting exercise book
- **Preparation:** Write a pattern on the board in two rows. Write a row of dotted letters /w/ and /v/ on the board.
- **Lesson objective(s):** Learn and practise writing cursive letters /w/ and /v/.

**ACTIVITIES**

1. **Practise**
   - Tell the learners they are going to learn how to write the cursive letters /w/ and /v/.
   - Have your back on the learners and ask them to look at you.
   - Draw in the air and say the letters out loud.
   - Get the learners to say the chant and write with you. They can use their fingers and write in the air, on each other’s backs, on their hands or on their desks.
   - Go to the dotted letters on the board and start writing over it. Say the chant aloud and get the learners to say it with you.

2. **Learners’ books**
   - Tell the learners to open their handwriting books and turn to the page you have prepared for them.
   - Say the instructions aloud as they write.
   - Go around to see how they are doing. Help where needed.
   - Remember to check the learners’ posture, pencil grip and directionality.

Group Guided Reading (30 min)

- Choose from stories 1 – 46: a story appropriate to the level of the group.
- See Group Guided Reading booklet for the guide to each story.

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Listening and Speaking (20 min)

**Resources:** flip chart; khoki pens

**Preparation:** Prepare a formal assessment task (FAT) rubric to assess listening and speaking.

**Lesson objective(s):** Listen to questions and provide clear answers.

**ACTIVITIES**
- Recap what you taught them yesterday about interviews.
- Choose a few learners to conduct their interviews for the class. (Continue with the assessment until Listening and Speaking time ends.)

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Shared Reading (20 min)

**Resources:** Vula Bula anthology: *Ibali lobugqi*; vocabulary flash cards: *Ubugqi, udodorhoyi, umgawuli, ukuthala, ukufundekela, theca, thewu*

**Preparation:** Read through the story beforehand and prepare your questions.

**Lesson objective(s):** Participating in reading with teacher, predicting text and using their prior knowledge to answer questions

**ACTIVITIES**
1. **Pre-reading**
   - **Recap:** Talk about what you have read yesterday.
   - **Vocabulary:** Revise the vocabulary taught yesterday.
     - Talk about the meaning. Look at the form of each word. Use it in a sentence.
     - Stick the flash cards on the poster and use them throughout the week.
   - **Explicit teaching:** Inferring meaning (making inferences)
     - Think out loud: Sometimes a writer does not write down all she or he want to tell us.
       Sometimes, the message is hidden in the words, the pictures or in the actions of the character.
     - Look at the picture. What is the writer trying to tell us by drawing a thought bubble over the wife’s head as her husband shares what the tree promised him?
     - Look at the thought bubble. What does the wife wish for?

2. **During reading**
   - Invite the learners to read the story with you with expression and fluency.
   - Ask them questions that demonstrate inferencing skills while reading.
     - (after page 116) How do we know that the husband felt sorry for making the sausage stick on his wife’s face?

3. **Post-reading**
   - Finish the reading by asking questions.
   - Ask the learner to think of questions they are wondering about.
Phonics *(15 min)*

- **Resources:** Vula Bula phonics frieze for /rh/; phonics flash cards from the word list: arhashaza, arhoxoza, singarhali, uddodorhoyi, ihewu, ugqirha, ihalelekayo
- **Preparation:** Cut out the flash cards.
- **Lesson objective(s):** Identify and be able to read words that have the /rh/ sound.

**ACTIVITIES**
- Ask the learners to work in pairs. They must think of five more words to add to the list of words introduced yesterday.
- Ask them to sort their words according to the table below.
- Once they have done the exercise, they can swap and mark another pair’s work.

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Shared Writing *(15 min)*

- **Resources:** writing chart; khoki pens; exercise book
- **Preparation:** Re-read the story used in the Shared Reading lesson. Think of questions that will help the class to write their own stories.
- **Lesson objective(s):** Write as a class.

**ACTIVITIES**
- Summarise the story read in the Shared Reading lesson.
- Tell the learners that you will use this story as an example to help them write their own story.
- Point at the title of the story. Ask the learners to brainstorm their own title.
- Draw the learners’ attention to how the story starts. They must think of a different way to begin their story.
- Ask the learners to tell you who are the characters of their story.
- Ask the learners to tell you where the story takes place.
- Ask the learners to tell you what is the problem in the story.
- Tell the learners to give you a solution for the problem in the story.
- Read the ideas generated from the spider diagram.

Group Guided Reading *(30 min)*

- Choose from stories 1 – 46: a story appropriate to the level of the group.
- See Group Guided Reading booklet for the guide to each story.
Week 5 : Day 3

Listening and Speaking (20 min) 
Resources: flip chart; khoki pens
Preparation: Prepare a formal assessment task (FAT) rubric to assess listening and speaking.
Lesson objective(s): Listen to questions and provide clear answers.

ACTIVITIES
• Choose a few learners to conduct their interviews for the class. (Continue with the assessment until Listening and Speaking time ends.)

Shared Reading (20 min)
Resources: Vula Bula anthology: Ibali lobugqi; vocabulary flash cards
Preparation: Take the words you introduced in the first and second readings off the vocabulary chart and put them up on the walls around the class.
Lesson objective(s): Retell the story in their own words, using the pictures in the book.

ACTIVITIES
1. Pre-reading
   • Recap vocabulary: Ask the learners to find the words you taught them on Monday and Tuesday on the wall.
     ◦ When a learner finds a word, she or he must try to read it, then stick it on the vocabulary chart.
     ◦ Allow the learners to decode when needed and then help them to read the words fluently.
2. During reading
   • Instruct the learners to read with expression and fluency
3. Post-reading
   • Summarising: Tell the learners that they will be summarising what they have been reading about.
   • Tell them to look at the pictures and retell the story from the beginning to the end (put the events in sequence).

Phonics (15 min)
Resources: Vula Bula phonics frieze for /gq/; phonics flash cards from the word list: igqabi, gqiba, gquma, igqudu, ubugqi, gqaya, gqitha
Preparation: Create a sentence strip: Iqguba lamakhwenkwe aseGqume Iqguba kugalela umgquba esitiyeni. Cut out flash cards.
Lesson objective(s): Identify and read words with the sound /gq/.

ACTIVITIES
1. Sentence strip
   • Stick the sentence strip on the board and ask the learners to read it aloud.
   • Ask the learners to identify the most repeated sound in the sentence.
   • Ask one learner to come up and underline the /gq/ sound. (Make sure that the learner doesn’t include the vowel.)
   • Tell the learners that this is the sound they will focus on today – how to say it, read it and write it.
2. Phonics frieze /gq/
   • Stick the frieze on the board and talk about the picture.
   • Tell the learners to say /gq/. They must look at your mouth, say it again and look at each other’s mouths to see what their lips are doing.
   • Ask them what letters make up /gq/.
   • Have them say the letters separately as they write them in the air – /g/ + /q/. (segmentation).
   • Now have them say the letters together – /gq/. (blending)
   • The learners must repeat blending while writing with their fingers in the air, on their hands or on the desks.
3. Phonics words

- Ask the learners to suggest words with the /gq/ sound.
- Ask the learners to read the words on the flash cards.
- Look at the position of sound in the word (beginning, middle or end).
- Talk about the meaning. Look at the form of each word. Use it in a sentence.
- Stick the flash cards on the phonics chart and use them throughout the week.
(These words are written in the phonics exercise books during GGR time.)

**Shared Writing (15 min)**

**Resources:** flip chart; khoki pens

**Preparation:** Make sure that the learners began the own stories in the previous lesson.

**Lesson objective(s):** Write as a class.

**Activities**

- Remind the learners of the story they started writing yesterday.
- Tell the learners that they will now edit their story.
- Re-read the title of the story. Ask the learners if they think it fits with the story they have written.
- Pay attention to the choice of words. Ask if the learners would consider replacing some words with new words.
- Do the same with sentences. Suggest ways that certain sentences can be improved.
- After school, re-write the story neatly. Stick it up in your class in a place where everyone can see.

**Group Guided Reading (30 min)**

- Choose from stories 1 – 46: a story appropriate to the level of the group.
- See Group Guided Reading booklet for the guide to each story.
Listening and Speaking (20 min)

- **Resources:** flip chart; khoki pens
- **Preparation:** Prepare a formal assessment task (FAT) rubric to assess listening and speaking.
- **Lesson objective(s):** Listen to questions and provide clear answers.

**ACTIVITIES**
- Choose a few learners to conduct their interviews for the class. (Continue with the assessment until Listening and Speaking time ends.)

Phonics (15 min)

- **Resources:** Vula Bula phonics frieze for /gq/; phonics flash cards from the word list: igqabi, gqiba, gquma, igqudu, ubugqi, gqaya, gqitha
- **Preparation:** Make a word list of the words with the /gq/ sound.
- **Lesson objective(s):** Identify and be able to read words that have the /gq/ sound.

**ACTIVITIES**
- Ask the learners to work in pairs. They must think of five more words to add to the list of /gq/ words introduced yesterday.
- Ask them to sort the words according to the table below.
- Once they have done the exercise, they can swap and mark another pair’s work.

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Writing (15 min)

- **Resources:** learners’ exercise books; spider diagram; flip chart
- **Preparation:** Put the written work on the board, including the spider diagram.
- **Lesson objective(s):** Write as an individual.

**ACTIVITIES**
- Remind the learners of the steps they used to write a story as a class (brainstorming, choosing a topic, writing sentences and editing).
- Instruct the learners to brainstorm a story on their own, using a spider diagram.
- They must write their own story.
- Walk around and support where needed (scaffold).
**Week 5 : Day 4**

**Group Guided Reading (30 min)**

- Choose from stories 1 – 46: a story appropriate to the level of the group.
- See Group Guided Reading booklet for the guide to each story.

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Week 5 : Day 5

Listening and Speaking (20 min)

- **Resources**: flip chart; khoki pens
- **Preparation**: Prepare a formal assessment task (FAT) rubric to assess listening and speaking.
- **Lesson objective(s)**: Listen to questions and provide clear answers.

**ACTIVITIES**
- Choose a few learners to conduct their interviews for the class. (Continue with the assessment until Listening and Speaking time ends.)

Phonics (15 min)

- **Resources**: phonics flash cards of the words taught this week
- **Preparation**: Prepare a short passage that has both the /gq/ and /rh/ sounds.
- **Lesson objective(s)**: Identify the sounds /gq/ and /rh/ in a passage.

**ACTIVITIES**
- Have the learners read the passage you have prepared. Ask them to look for words that have both the /gq/ and /rh/ sounds.
- Instruct the learners to draw two columns: one for /gq/ words and one for /rh/ words. They must look for the /gq/ and /rh/ words and write them in the correct column.
- Time them so that they work quickly and effectively.
Week 5 : Day 5

Handwriting (15 min)
- **Resources:** learners’ handwriting exercise books
- **Preparation:** Write a pattern on the board in two rows. Write a row of dotted cursive letters /y/ and /j/ on the board.
- **Lesson objective(s):** Learn and practise writing cursive letters /y/ and /j/.

**ACTIVITIES**
1. Practise
   - Tell the learners they are going to learn how to write the cursive letters /y/ and /j/.
   - Have your back to the learners and ask them to look at you.
   - Draw in the air and say the letters out loud.
   - Get the learners to say the chant and write with you. They can use their fingers and write in the air, on each other’s backs, on their hands or on their desks.
   - Go to the dotted letter on the board and start writing over it. Say the chant aloud and get the learners to say it with you.

2. Learners’ books
   - Tell the learners to open their handwriting books and turn to the page you have prepared for them.
   - Say the instructions aloud as they write. Go around to see how they are doing. Help where needed.
   - Remember to check the learners’ posture, pencil grip and directionality.

Group Guided Reading (30 min)
- Choose from stories 1 – 46: a story appropriate to the level of the group.
- See Group Guided Reading booklet for the guide to each story.

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New vocabulary for the week:
- ayifunze
- inkitha
- iphala
- irhewu
- isingathiwe
- iyithibaze
- theca
- ubugqi
- udodorhoyi
- ukuchwayita
- ukufundekela
- ukurhala
- umgawuli
- umrhwebi
- urhatya
Week 6: Day 1

Listening and Speaking (20 min)

- **Resources:** first aid kit
- **Preparation:** Prepare a scenario where a learner gets injured at school.
- **Lesson objective(s):** Talk about common accidents and injuries we may have at school.

**ACTIVITIES**

1. **Weekend news**
   - Tell the learners to turn to the person sitting next to them and tell their partner about something exciting that happened to them over the weekend.
   - Select a few learners to tell the whole class. Give each learner one minute to speak.

2. **Theme: First Aid**
   - Group your learners into groups of five.
   - Verbally give them a scenario of a learner with a minor injury at school. Ask them to discuss what they would do about it and the reasons for their actions.
   - Give them time to discuss it among themselves.
   - Ask the groups to give feedback to the rest of the class.

Shared Reading (20 min)

- **Resources:** DBE Life Skills workbook, page 18; vocabulary flash cards: amaqhekeza omkhenkce, xhalabisayo ukopha, thoba
- **Preparation:** Read through the textbook beforehand and prepare questions.
- **Lesson objective(s):** Participate in the shared reading by predicting, relating to their own experience and answering comprehension questions.

**ACTIVITIES**

1. **Pre-reading**
   - **Picture walk:** Talk about the picture and the title. Ask questions such as:
     - What is happening to the boy in the picture?
     - What do you think is the right or wrong thing to do? Why?
   - **Vocabulary:** Teach the new words, using flash cards.
     - Talk about the meaning. Look at the form of each word. Use it in a sentence.
     - Stick the flash cards on the poster and use them throughout the week.

2. **During reading**
   - Read the text, demonstrating fluency. Ask comprehension questions in between:
     - While holding your nose closed, what do you put on your neck?
     - Is blowing your nose while it is bleeding the right thing to do? Why?
     - What should you do if the bleeding does not stop?

3. **Post-reading**
   - Close the first reading.
   - Ask the learners to tell you which steps they will follow when helping someone that is bleeding without reading them
Week 6 : Day 1

Phonics (15 min)
- **Resources:** Vula Bula phonics frieze for /nt/; phonics flash cards from the word list: ntoni, intaba, intambo, intombi, intethe, intente
- **Preparation:** Create a sentence strip: UNtomboxolo yintombi esoloko intantazela. Cut out the flash cards.
- **Lesson objective(s):** Identify and read words with the /nt/ sound.

**ACTIVITIES**
1. **Sentence strip**
   - Stick the sentence strip on the board and ask the learners to read it aloud.
   - Ask the learners to identify the most repeated sound in the sentence.
   - Ask one learner to come up and underline the /nt/ sound. (Make sure that the learner doesn’t include the vowel.)
   - Tell the learners that this is the sound they will focus on today – how to say it, read it and write it.
2. **Phonics frieze /nt/**
   - Stick the card on the board and talk about the picture.
   - Tell the learners to say /nt/. They must look at your mouth, say it again and look at each other’s mouths to see what their lips are doing.
   - Ask them what letters make up /nt/.
   - Have them say the letters separately as they write them in the air – /n/ + /t/. (segmentation)
   - Now have them say the letters together – /nt/. (blending)
   - The learners must repeat blending while writing with their fingers in the air, on their hands or on the desks.
3. **Phonics words**
   - Ask the learners to suggest words with the /nt/ sound.
   - Ask the learners to read the words on the flash cards.
   - Look at the position of sound in the word (beginning, middle or end).
   - Talk about the meaning. Look at the form of each word. Use it in a sentence.
   - Stick the flash cards on the phonics chart and use them throughout the week.
   (These words are written in the phonics exercise books during Group Guided Reading time.)

Handwriting (15 min)
- **Resources:** learners’ exercise books
- **Preparation:** Write a pattern on the board in two rows. Write a row of dotted cursive letters /l/ and /k/ on the board.
- **Lesson objective(s):** Learn and practise writing cursive letters /l/ and /k/.

**ACTIVITIES**
1. **Practise**
   - Tell the learners they are going to learn how to write the letters /l/ and /k/ in cursive.
   - Have your back to the learners and ask them to look at you.
   - Write in the air and say it out loud.
   - Get the learners to say the chant and write with you. They can use their fingers and write in the air, on each other’s backs, on their hands or on their desks.
   - Go to the dotted letter on the board and start writing over it. Say the chant aloud and get the learners to say it with you.
2. **Learners’ books**
   - Tell the learners to open their handwriting books and turn on the page you have prepared for them.
   - Say the instructions aloud as they write.
   - Walk around to see how they are doing. Help where needed.
   - Remember to check the learners’ posture, pencil grip and directionality.

Group Guided Reading (30 min)
- Choose from stories 1 – 46: a story appropriate to the level of the group.
- See Group Guided Reading booklet for the guide to each story.

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Week 6 : Day 2

Listening and Speaking (20 min)

- **Resources:** a first aid kit, or pictures of things that you get in a first aid kit.
- **Preparation:** Bring a first aid kit to school if possible. Make flash cards of the items in the first aid kit: for example, bandage, scissors, pills, gloves, plasters. Prepare a scenario of an injured learner.
- **Lesson objective(s):** Match words to the contents of a first aid kit. Identify which item to use for a specific injury.

**ACTIVITIES**

- **Recap:** Discuss the injury scenario you talked about yesterday to check if they still remember what to do.
- **First aid kit**
  - Take out the items in the first aid kit.
  - Say each item’s name and what it is used for.
  - Discuss which of these items would be used in what kind of injury.

Shared Reading (20 min)

- **Resources:** DBE Life Skills workbook: Wenza ntoni xa usopha ngempumlo?
- **Preparation:** Read through the text beforehand and prepare your questions.
- **Lesson objective(s):** Participate in shared reading and be able to predict outcomes.

**ACTIVITIES**

1. **Pre-reading**
   - Recap the new vocabulary.
   - Explicit teaching: Point out the features of a procedural text:
     - The tense (simple present tense)
     - Who is the assumed reader? How do we know that?
     - Why is it numbered?
     - What is the importance of the pictures?

2. **During reading**
   - Invite the class to read the text fluently.

3. **Post-reading**
   - Ask one learner to come to the front and demonstrate what she or he would do for a nose bleed.

Phonics (15 min)

- **Resources:** Vula Bula phonics frieze for /nt/; phonics flash cards from the word list: ntoni, intaba, intamo, intuku, abentu, intambo, intombi, intethe, intente
- **Preparation:** Cut out flash cards from the word list.
- **Lesson objective(s):** Identify and read words with the sound /nt/.

**ACTIVITIES**

- **Recap:** Refer to the phonics chart and check if the learners can read and understand the words with the sound /nt/.
- **Ask the learners to work in pairs and think of five more /nt/ words.**
- **Ask them to sort the words according to the table below**
- **Once they have done the exercise, they can swap and mark another pair’s work.**

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Writing (15 min)

- **Resources:** learners’ exercise books; scissors; glue; pencils; pictures from the DBE Life Skills workbook 1, page 18
- **Preparation:** make sure every learner has a workbook
- **Lesson objective(s):** Write and sequence steps to take if someone has a nose bleed.

**ACTIVITIES**

- Ask the learners to cut out the pictures from page 18 of their DBE Life Skills workbooks.
- They must paste the pictures into their exercise books in the correct sequence.
- Under each picture, they must write the step or instruction that accompanies that picture.
- Remind them to title their writing and re-read their sentences as they are writing.
- Go around and get the learners to read what they have written to their desk-mates.

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Group Guided Reading (30 min)

- Choose from stories 1 – 46: a story appropriate to the level of the group.
- See Group Guided Reading booklet for the guide to each story.

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Week 6 : Day 3

Listening and Speaking (20 min)
- **Resources:** DBE Life Skills workbook 1 (page 19): Ukunyanga Imisikeko
- **Preparation:** Read through the text beforehand and prepare your questions.
- **Lesson objective(s):** Recall what to do and what not to do if someone is bleeding by reciting the text from the Life Skills workbook.

**ACTIVITIES**
- DBE Life Skills workbook: Read the text, demonstrating fluency and using gestures.
- Instruct the learners to say each line after you, doing the same gestures.
- Instruct the learners to practise reciting the text in groups or in pairs.
- Choose a few to recite for the whole class.

Shared Reading (20 min)
- **Resources:** DBE Life Skills workbook: Wenza ntoni xa usopha ngempumlo?
- **Preparation:** Read through the text beforehand and prepare your questions.
- **Lesson objective(s):** Participate in shared reading and be able to predict outcomes.

**ACTIVITIES**
1. **Pre-reading**
   - Check that the learners remember the vocabulary.
2. **During reading:**
   - Instruct the learners to read the text fluently.
3. **Post-reading**
   - Instruct the learners to re-enact the steps in pairs.
   - One of them must pretend to be bleeding and the other must give instructions on what the bleeding learner must do.
   - Give them time to assign different roles to each other and to practise.
   - Choose three or four pairs to perform in front of the class.

Phonics (15 min)
- **Resources:** Vula Bula phonics frieze for /ntl/; phonics flash cards from the word list: ntlanu, entla, intle, intlama, intloko, intloni, umntla, intliziyo, ntlantlatha
- **Preparation:** Create a sentence strip: Ubethwe ngenitama entloko wanentloni. Cut out flash cards.
- **Lesson objective(s):** Identify and read words that use the sound /ntl/.

**ACTIVITIES**
1. **Sentence strip**
   - Stick the sentence strip on the board and ask the learners to read it aloud.
   - Ask the learners to identify the most repeated sound in the sentence.
   - Ask one learner to come up and underline the /ntl/ sound. (Make sure that the learner doesn’t include the vowel.)
   - Tell the learners that this is the sound they will focus on today – how to say it, read it and write it.
2. **Phonics frieze /ntl/**
   - Stick the card on the board and talk about the picture.
   - Tell the learners to say /ntl/. They must look at your mouth, say it again and look at each other’s mouths to see what their lips are doing.
   - Ask them what letters make up /ntl/.
   - Have them say the letters separately as they write them in the air – /n/ + /t/ + /l/. (segmentation)
   - Now have them say the letters together – /ntl/. (blending)
   - The learners must repeat blending while writing with their fingers in the air, on their hands or on the desks.
3. **Phonics words**
   - Ask the learners to suggest words with the /ntl/ sound.
   - Ask the learners to read the words on the flash cards.
   - Look at the position of sound in the word (beginning, middle or end).
   - Talk about the meaning. Look at the form of each word. Use it in a sentence.
   - Stick the flash cards on the phonics chart and use them throughout the week. (These words are written in the phonics exercise books during GGR time).
Shared Writing (15 min)

**Resources:** flip chart; khoki pens

**Preparation:** Think about the topic: Wenza ntoni xa usikekile?

**Lesson objective(s):** Write a procedural text as the whole class.

**ACTIVITIES**

1. **Recap**
   - Talk about the features of a procedural text, as discussed during the Shared Reading lesson.
   - Talk about the topic discussed this morning (treating cuts).
   - Discuss which of these items would be used in what kind of injury.

2. **First draft**
   - Tell the learners that you will be writing on the title: Wenza ntoni xa usikekile?
   - They must tell you what one should do if someone has a cut.
   - Organise the information into steps.
   - Re-look at the sentences and see if it follows the features that were taught.

Group Guided Reading (30 min)

- Choose from stories 1 – 46: a story appropriate to the level of the group.
- See Group Guided Reading booklet for the guide to each story.
Listening and Speaking (20 min)

- Resources: storybook: Unana nombumngu; Vocabulary: ukuchwikishana, umzingeli, ukunxwalana, emasimini, umbungu, inxkalabo, ngcangcazele, nqwamza, ibhabhatane, inkawu
- Preparation: Practise reading the story and prepare your questions and flash cards.
- Lesson objective(s): Listen to an interesting story for enjoyment. Answer questions about the story.

ACTIVITIES
1. Pre-reading
   - Ask some of the learners (two or three) to tell a short story they know while the rest of the class listens.
   - Give each learner at least two minutes to speak.
   - Get the learners ready for reading aloud.
   - Talk about the title and cover and ask questions.
   - What do you think the story is about?

2. During reading
   - Read the story with expression, showing some of the pictures and ask questions without too many interruptions.

3. Post-reading
   - Read half of the story and ask comprehensive questions

Phonics (15 min)

- Resources: Vula Bula phonics frieze for /ntl/; phonics flash cards from the word list: ntlanu, entla, intle, intlama, intloko, intloni, umntla, intliziyo, ntlantlatha
- Preparation: Cut out flash cards.
- Lesson objective(s): Identify words that use the /ntl/ sound.

ACTIVITIES
- Recap: Refer to the phonics chart and check if the learners can read and understand the words with the sound /ntl/.
- Ask the learners to work in pairs and think of five more /ntl/ words.
- Ask them to sort the words according to the table below
- Once they have done the exercise, they can swap and mark another pair’s work.

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- Once they have done the exercise and all spaces are columns are filled, they can swap and mark another pair’s work.

Writing (15 min)

- Resources: exercise books; pencils; scissors; glue; pictures from DBE Life Skills workbook 1, page 19
- Preparation: make sure every learner has a workbook.
- Lesson objective(s): Write and sequence steps of what to do if someone cuts themselves.

ACTIVITIES
- Ask the learners to cut out the pictures on page 19 of their DBE Life Skills workbooks.
- They must paste the pictures in the correct sequence in their exercise books.
- Under each picture, they must write the step or instructions that accompanies that picture.
- Remind them to give their writing a title and to re-read their sentences as they are writing.
- Go around and get the learners to read what they have written to their desk-mates.
**Group Guided Reading (30 min)**

- Choose from stories 1 – 46: a story appropriate to the level of the group.
- See Group Guided Reading booklet for the guide to each story.

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Listening and Speaking (20 min)

- **Resources:** storybook: *Unana nombungu*
- **Preparation:** Review the elements of a story.
- **Lesson objective(s):** Learners retell the story using the elements of a story.

**ACTIVITIES**
- Read to the end of the story.
- Tell the learners to retell the story to each other, using the elements of a story – characters, setting (place where story takes place), problem and solution.

Phonics (15 min)  
**FORMAL ASSESSMENT TASK (FAT)**

- **Resources:** none
- **Preparation:** Prepare to dictate these words to the learners and mark them for phonics formal assessment task (FAT).
- **Lesson objective(s):** Assess the phonics learnt up until this week.

**ACTIVITIES**
- Dictate these words to the learners and mark them for phonics FAT.
  - ulwimi
  - inyoka
  - impunzi
  - intonjane
  - intlonzi
  - igqirha
  - inqinile

Handwriting (15 min)

- **Resources:** learners’ exercise books
- **Preparation:** Write a pattern on the board in two rows. write a row of dotted cursive letter /f/ on the board.
- **Lesson objective(s):** Learn and practise writing the letter /f/ in cursive.

**ACTIVITIES**

1. **Practise**
   - Tell the learners they are going to learn how to write the letter /f/ in cursive.
   - Have your back to the learners and ask them to look at you.
   - Write in the air and say the instructions aloud.
   - Get the learners to say the chant and write with you. They can use their fingers and write in the air, on each other’s backs, on their hands or on their desks.

2. **Learners’ books**
   - Instruct the learners to write a pattern in their exercise books.
   - Instruct them to say the instructions out loud as they write.
   - Go around to see how they are doing. Help where needed.
   - Remember to check the learners’ posture, pencil grip and directionality.
Week 6 : Day 5

**Group Guided Reading (30 min)**

- Choose from stories 1 – 46: a story appropriate to the level of the group.
- See Group Guided Reading booklet for the guide to each story.

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**New vocabulary for the week:**

- amaqhekeza omkhenkce
- thoba
- xhalabisayo ukopha
Week 7: Day 1

Listening and Speaking (20 min)
- **Resources:** water-burn scenario
- **Preparation:** Prepare a scenario of a water burn.
- **Lesson objective(s):** Talk about weekend news. Talk about burn wounds.

**ACTIVITIES**

1. **Weekend news**
   - Instruct the learners that you will give them a minute to think about one thing that they enjoyed the most during the weekend.
   - Tell them to share their news with their partners.
   - Give each a minute to share their news.
   - Choose three to four learners to share with the whole class. (Alternate the learners who share each week.)

2. **Theme: Water burns**
   - Ask the learners whether any of them, or anyone they know, has ever been burnt.
   - Ask them how their wounds were treated.

Shared Reading (20 min)
- **Resources:** DBE Life Skills workbook, page 20; vocabulary flash cards: mandundu, umphakathi, isikhumba
- **Preparation:** Read through the story and prepare comprehension questions.
- **Lesson objective(s):** Participate in the shared reading by predicting, relating to their own experience and answering comprehension questions.

**ACTIVITIES**

1. **Pre-reading**
   - Title: Amanxeba okutsha: Talk about burns and different situations where people could burn.

2. **During reading**
   - Vocabulary: Teach the new words using flash cards and objects or pictures.
   - Talk about the meaning. Look at the form of each word. Use it in a sentence.
   - Stick the flash cards on the poster and use them throughout the week.
   - Read the instructional text for the learners, demonstrating fluency.
   - After each instruction, ask the learners what they think the reason is for that instruction.

3. **Post-reading**
   - Finish the reading by asking questions.
   - Ask the learners why they think it is important for us to know this information.

Phonics (15 min)
- **Resources:** Vula Bula phonics frieze for /ts/; phonics flash cards from the word list: tsala, tsaza, usikil, itsolo, tsiba-tsiba, utsotsi
- **Preparation:** Create a sentence strip: Utsotsi wakuTsolo utsibele watsala itasi kaTselane etsolo. Cut out flash cards.
- **Lesson objective(s):** Identify and read words with the sound /ts/.

**ACTIVITIES**

1. **Sentence strip**
   - Stick the sentence strip on the board and ask the learners to read it aloud.
   - Ask the learners to identify the most repeated sound in the sentence.
   - Ask one learner to come up and underline the /ts/ sound. (Make sure that the learner doesn’t include the vowel.)
   - Tell the learners that this is the sound they will focus on today – how to say it, read it and write it.
2. Phonics frieze /tʃ/ 
   - Stick the card on the board and talk about the picture.
   - Tell the learners to say /tʃ/. They must look at your mouth, say it again and look at each 
     other’s mouths to see what their lips are doing.
   - Ask them what letters make up /tʃ/.
   - Have them say the letters separately as they write them in the air – /t/ + /ʃ/. [segmentation]
   - Now have them say the letters together – /tʃ/. [blending]
   - The learners must repeat blending while writing with their fingers in the air, on their hands or 
     on the desks.

3. Phonics words 
   - Ask the learners to suggest words with the /tʃ/ sound.
   - Ask the learners to read the words on the flash cards.
   - Look at the position of sound in the word (beginning, middle or end).
   - Talk about the meaning. Look at the form of each word. Use it in a sentence.
   - Stick the flash cards on the phonics chart and use them throughout the week. 
     (These words are written in the phonics exercise books during Group Guided Reading time.)

Handwriting (15 min) 
- Resources: learners’ handwriting exercise books 
- Preparation: Write a pattern on the board: cursive /b/.
- Lesson objective(s): Learn and practise writing cursive letter /b/.

ACTIVITIES 
1. Practise 
   - Tell the learners they are going to learn how to write the cursive letter /b/.
   - Have your back to the learners and ask them to look at you.
   - Write in the air as you say the steps of writing the letter out loud.
   - Get the learners to say the chant and write with you. They can use their fingers and write in 
     the air, on each other’s backs, on their hands or on their desks.

2. learners’ books 
   - Tell the learners to open their handwriting books and write the pattern.
   - Tell them to repeat the instructions aloud as they write.
   - Go around to see how they are doing. Help where needed.
   - Remember to check the learners’ posture, pencil grip and directionality.

Group Guided Reading (30 min) 
- Choose from stories 1 – 46: a story appropriate to the level of the group.
- See Group Guided Reading booklet for the guide to each story.
**Listening and Speaking (20 min)**

- **Resources:** DBE Life Skills workbook 1, page 30; DBE Life Skills workbook 2, page 44
- **Preparation:** Prepare questions about the picture on this page.
- **Lesson objective(s):** Learn about what is needed for a fire to occur. Talk about different scenarios of putting out a fire.

**ACTIVITIES**
- **Recap:** Talk about how to treat a burn wound.
- **Theme:** Talk about what is needed for a fire to keep burning (DBE Life Skills workbook 2, page 44).
- **Talk about a scenario of someone who is on fire and how to put out the fire.
- **Treatment:** Talk about the difference between hot water burns and fire burns. Ask the learners if they think they can be treated the same way.

**Shared Reading (20 min)**

- **Resources:** DBE Life Skills workbook, page 20; vocabulary flash cards: mandundu, umphakathi, isikhumba
- **Preparation:** Read through the story and prepare to teach the difference between writing an instructional text and a conversational text.
- **Lesson objective(s):** Learn the difference between an instructional text and a conversational text.

**ACTIVITIES**
1. **Pre-reading**
   - **Recap:** Talk about what you have read yesterday.
   - **Vocabulary:** Revise the new vocabulary.
   - **Explicit teaching:** The difference between an instructional and a conversational text
     - Read the first line of the text. Ask: if this was a conversation, who would be the characters speaking?
     - Talk about how we would change the sentences if it was a conversation between these two characters.
2. **During reading**
   - Read the instructional text with the learners fluently.
3. **Post-reading**
   - Finish the reading by telling the learners that, for them to be able to remember these instructions in an emergency, they need to know the instructions off by heart.
   - The learners must try to recite the instructions quickly, without looking at them.

**Phonics (15 min)**

- **Resources:** Vula Bula phonics frieze for /ts/; phonics flash cards from the word list: tsala, tsaza, utsiki, itsolo, tsiba-tsiba, utsotsi
- **Preparation:** Create a sentence strip: Utsotsi wakuTsolo utsibele watsala itasi kaTselane etsolo. Cut out flash cards.
- **Lesson objective(s):** Identify and read words with the sound /ts/. Group the words according to whether the /ts/ is at the beginning, middle or end.

**ACTIVITIES**
- Ask the learners to work in pairs and think of five more words to add with the /ts/ words.
- Ask them to group these words according to the table below.

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**Shared Writing (15 min)**
- **Resources:** writing chart; khoki pens
- **Preparation:** Prepare the features of a conversation.
- **Lesson objective(s):** Turn an instructional text into a conversation.

**ACTIVITIES**
- Talk to the learners about the features of the two text types. Refer to: setting, characters, tenses and punctuation marks.
- Brainstorm appropriate characters and setting.
- From the brainstorming ideas, choose who the characters will be and the setting.

**Group Guided Reading (30 min)**
- Choose from stories 1 – 46: a story appropriate to the level of the group.
- See Group Guided Reading booklet for the guide to each story.

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Week 7 : Day 3

Listening and Speaking (20 min)
- **Resources:** storybook: UCitronella; vocabulary flash cards: lingceibe, sisihlu, inkintsela, inyekevu, ilela, laxomoloza, irhatyi, elunxwemeni, lhhokondiba, intlabathi
- **Preparation:** Practise reading the story and prepare your questions.
- **Lesson objective(s):** Listen to an interesting story for enjoyment. Answer questions about the story. Express their feelings on any topic chosen.

**ACTIVITIES**
1. **Pre-reading**
   - Get the learners ready for reading aloud.
   - Talk about the title and cover and ask questions:
     - What is happening on the picture?
     - What do you think the story is going to be about? (prediction)
2. **During reading**
   - Read the story with expression. Show some of the pictures and ask questions without too much interruption.
     - Who are the characters in the story?
     - What do you think was the problem with Citronella?
3. **Post-reading**
   - End the story by asking questions:
     - Who really helped Citronella?

Shared Reading (20 min)
- **Resources:** DBE Life Skills workbook, page 20; vocabulary flash cards: mandundu, umphakathi, isikhumba
- **Preparation:** Prepare a poster with the instructions for the whole class to read. Cover the following words so that they can’t see them: amanzi abandayo, eli-10, ekupholiseni, ungaligqumi, ungayikhululi, incamathele, mandundu, kunomphakathi, banana.
- **Lesson objective(s):** Test learners’ memory and understanding of the key words in a text.

**ACTIVITIES**
1. **Pre-reading**
   - Recap: Why it is important to know this information off by heart?
2. **During reading**
   - The learners read the text and fill in the missing words to see if everyone remembers the text.
3. **Post-reading**
   - Summarise the text using the missing words.

Phonics (15 min)
- **Resources:** Vula Bula phonics frieze for /nx/; phonics flash cards from the word list: sixhenxe, inxanxadi, inxiwa, nxusa, funxa, unxulumano, inxele, unxaniwe
- **Preparation:** Create a sentence strip: Inxanxadi elinxaniweyo linenxeba kwiphiko lasenxele. Cut out flash cards.
- **Lesson objective(s):** Identify and read words with the sound /nx/.

**ACTIVITIES**
1. **Sentence strip**
   - Stick the sentence strip on the board and ask the learners to read it aloud.
   - Ask the learners to identify the most repeated sound in the sentence.
   - Ask one learner to come up and underline the /nx/ sound. (Make sure that the learner doesn’t include the vowel.)
   - Tell the learners that this is the sound they will focus on today – how to say it, read it and write it.
Week 7: Day 3

2. Phonics frieze /nx/
   - Stick the card on the board and talk about the picture.
   - Tell the learners to say /nx/. They must look at your mouth, say it again and look at each other’s mouths to see what their lips are doing.
   - Ask them what letters make up /nx/.
   - Have them say the letters separately as they write them in the air – /n/ + /x/ (segmentation).
   - Now have them say the letters together – /nx/ (blending).
   - The learners must repeat blending while writing with their fingers in the air, on their hands or on the desks.

3. Phonics words
   - Ask the learners to suggest words with the /nx/ sound.
   - Ask the learners to read the words on the flash cards.
   - Look at the position of sound in the word (beginning, middle or end).
   - Talk about the meaning. Look at the form of each word. Use it in a sentence.
   - Stick the flash cards on the phonics chart and use them throughout the week.
   (These words are written in the phonics exercise books during Group Guided Reading time.)

Shared Writing (15 min)

Resources: writing chart; khoki pens
Preparation: Prepare the features of a conversational text.
Lesson objective(s): Participate in turning an instructional text into a conversational text.

ACTIVITIES
- Tell the learners that you will be using the ideas from brainstorming to rewrite the text into a conversational text.
- Turn each step into a line of conversation, taking care to put in the other character’s responses and questions where appropriate.
- Demonstrate the skill of editing by frequently looking at punctuation marks, spelling and grammar while you write.

Group Guided Reading (30 min)

- Choose from stories 1 – 46: a story appropriate to the level of the group.
- See Group Guided Reading booklet for the guide to each story.
Week 7 : Day 4

Listening and Speaking (20 min)
- **Resources:** storybook: UCitronella, vocabulary flash cards: ilingcebiso, sisithulu, inkintsela, inyekevu, itela, laxomoloza, irhatyi, elunxwemeni, illokondiba, intlabathi
- **Preparation:** Practise reading the story and prepare your questions.
- **Lesson objective(s):** Listen to an interesting story for enjoyment. Answer questions about the story.

**ACTIVITIES**
1. **Pre-reading**
   - Get the learners ready for reading aloud.
   - Recap: Talk about the part of the story you have read.
   - What do you think will happen next? (prediction)
2. **During reading**
   - Read the rest of the story with expression, showing some of the pictures.
3. **Post-reading**
   - Ask comprehension questions:
     - Why do you think the old man took Citronella on his walk?
     - Did they find a solution to Citronella’s problem?
     - What message do you think the author wants the reader to understand?

Phonics (15 min)
- **Resources:** phonics flash cards from the word lists for Weeks 5, 6 and 7
- **Preparation:** Prepare packs so that each pair of learners has words with /ts/ and /nx/.
- **Lesson objective(s):** Identify and read words with the sounds /ts/ and /nx/.

**ACTIVITIES**
- Mix the phonics flash cards from Weeks 5, 6 and 7, making sure that there are /ts/ and /nx/ words in each stack. Give a stack to each pair of learners.
- Instruct them to find /ts/ words and set them aside.
- Instruct them to write the words they have found in their exercise books. They must also think of two more /ts/ words.
- Now ask them to find /nx/ words and set them aside.
- Instruct them to write the words they have found in their exercise books. They must also think of two more /nx/ words.
Week 7 : Day 4

Individual Writing *(15 min)*

- **Resources:** learners’ exercise books; pencils
- **Preparation:** Think of two characters that you would like the learners to write about, for example a mother and child at home, or nurse and mother at the clinic.
- **Lesson objective(s):** Write a conversational text about the steps to take to treat a burn wound.

**ACTIVITIES**
- Tell the learners that they will be writing their own conversational text, like the one the class did yesterday.
- They must re-read every sentence in order to check their work and edit it.

Group Guided Reading *(30 min)*

- Choose from stories 1 – 46: a story appropriate to the level of the group.
- See Group Guided Reading booklet for the guide to each story.

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Week 7 : Day 5

**Listening and Speaking (20 min)**
- **Resources**: storybook: UCitronella; vocabulary flash cards: lingceviso, sisithulu, inkintsela, inyekevu, itele, laxomoloza, ihatyi, elunxwemeni, lihlokondiba, intlabathi
- **Preparation**: Prepare packs of flash cards so that each group of five learners has a pack.
- **Lesson objective(s)**: Use the flash cards to tell the story in their own words.

**ACTIVITIES**
- Divide the learners into groups of five.
- Instruct them to use all the flash cards to retell the story.
- Give them time to practise.
- Choose two groups to retell the story to the whole class. Allow the learners to give feedback.
- Make sure you give encouraging feedback.

**Phonics (15 min)**
- **Resources**: learners’ exercise books; pencils
- **Preparation**: Prepare sentences for dictation.
- **Lesson objective(s)**: Demonstrate that they can hear and write the phonic sounds /nx/ and /ts/.
- Use the phonics learnt to write an unknown word.

**ACTIVITIES**

**Handwriting (15 min)**
- **Resources**: learners’ exercise books
- **Preparation**: Write a pattern on the board: cursive /t/.
- **Lesson objective(s)**: Write a pattern on the board: cursive /t/.

**ACTIVITIES**
1. Practise
   - Tell the learners they are going to learn how to write the cursive letter /t/.
   - Have your back to the learners and ask them to look at you.
   - Write in the air as you say the steps of writing the letter out loud.
   - Get the learners to say the chant and write with you. They can use their fingers and write in the air, on each other’s backs, on their hands or on their desks.

2. Learners’ books
   - Tell the learners to open their handwriting books and write the pattern.
   - Tell them to repeat the instructions aloud as they write.
   - Go around to see how they are doing. Help where needed.
   - Remember to check the learners’ posture, pencil grip and directionality.
### Week 7 : Day 5

#### Group Guided Reading (30 min)
- Choose from stories 1 – 46: a story appropriate to the level of the group.
- See Group Guided Reading booklet for the guide to each story.

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#### New vocabulary for the week
- elunxwemeni
- iingcebiso
- inkintsela
- intlabathi
- inyekevu
- irhatyi
- isikhumba
- itela
- laxamoloza
- lihlokondiba
- mandundu
- sisithulu
- umphakathi
Week 8 : Day 1

Listening and Speaking (20 min)

- **Resources**: road safety poem (Ukuwela umgqo)
- **Preparation**: Make sure you memorise the road safety poem.
- **Lesson objective(s)**: Talk about weekend news and about road safety.

**ACTIVITIES**

1. **Weekend news**
   - Tell the learners that you will give them a minute to think about one thing that was a highlight from the weekend.
   - Tell them to share their weekend news with their partners.
   - Give each a minute to share their news.
   - Choose a few learners to share with the whole class (making sure that it is different learners from those who shared their news last week.)

2. **Theme: Keeping yourself safe**
   - Tell the learners that we all have the responsibility to keep ourselves safe.
   - Ask them what it means to keep yourself safe? (ukukhuseleka)
   - Where must we keep safe? Why?
   - When you are coming to school in the morning, how must you keep safe?
   - Talk about keeping safe on the road. Tell them that there is a poem that they will learn to help them remember road safety rules.
   - Recite the poem for the learners so that they can hear it.

Shared Reading (20 min)

- **Resources**: poem: Isilumkiso; vocabulary flash cards: elibunxaxha, ukufeza, ukhetshe
- **Preparation**: Read through the poem and prepare the questions.
- **Lesson objective(s)**: Participate in the shared reading by predicting, relating to their own experience and answering comprehension questions.

**ACTIVITIES**

1. **Pre-reading**
   - **Title**: Talk about the title of the poem.
     - What is a warning?
     - Where do we normally see the warnings?
     - In what circumstances do people get warned?
   - **Picture walk**: Look at the picture and ask questions.
     - What is happening in the picture?
     - Who do you think the warning is for, by looking at this picture?
   - **Vocabulary**: Teach new words using flash cards.
     - Talk about the meaning. Look at the form of each word. Use it in a sentence.
     - Stick the flash cards on the poster and use them throughout the week.

2. **During reading**
   - Read the poem with expression, demonstrating fluency and rhythm. Ask comprehension questions after reading four lines:
     - (after line 4) What animal are we talking about? How do you know?
     - (after line 8) Where did the chicks run to? What was wrong?

3. **Post-reading**
   - Finish by asking:
     - Who is the warning for in this poem?
     - What does the poem warn us against?
Phonics (15 min)

- **Resources:** Vula Bula phonics frieze for /xh/; phonics flash cards from the word list: xhela, xhuma, isixhobo, ikhala, isixhenxe, xhoma, ixhalanga, xhasa
- **Preparation:** Create a sentence strip: Ixhego lixhela amaxhalanga asixhenxe. Cut out flash cards.
- **Lesson objective(s):** Identify and read words with the sound /xh/.

**Activities**

1. **Sentence strip**
   - Stick the sentence strip on the board and ask the learners to read it aloud.
   - Ask the learners to identify the most repeated sound in the sentence.
   - Ask one learner to come up and underline the /xh/ sound. (Make sure that the learner doesn’t include the vowel.)
   - Tell the learners that this is the sound they will focus on today – how to say it, read it and write it.

2. **Phonics frieze /xh/**
   - Stick the card on the board and talk about the picture.
   - Tell the learners to say /xh/. They must look at your mouth, say it again and look at each other’s mouths to see what their lips are doing.
   - Ask them what letters make up /xh/.
   - Have them say the letters separately as they write them in the air – /x/ + /h/. (segmentation).
   - Now have them say the letters together – /xh/. (blending)
   - The learners must repeat blending while writing with their fingers in the air, on their hands or on the desks.

3. **Phonics words**
   - Ask the learners to suggest words with the /xh/ sound.
   - Ask the learners to read the words on the flash cards.
   - Look at the position of sound in the word (beginning, middle or end).
   - Talk about the meaning. Look at the form of each word. Use it in a sentence.
   - Stick the flash cards on the phonics chart and use them throughout the week.
   (These words are written in the phonics exercise books during Group Guided Reading time.)

Handwriting (15 min)

- **Resources:** learners’ handwriting exercise books
- **Preparation:** Write a pattern on the board. Cursive /m/
- **Lesson objective(s):** Learn and practise writing cursive letters /m/ and /n/.

**ACTIVITIES**

1. **Practise**
   - Tell the learners they are going to learn how to write the cursive letters /m/ and /n/.
   - Have your back to the learners and ask them to look at you.
   - Write the letters in the air and say the instructions out loud.
   - Get the learners to say the chart and write with you. They can use their fingers and write in the air, on each other’s backs, on their hands or on their desks.

2. **Learners’ books**
   - Instruct the learners to write a pattern in their exercise books.
   - Tell them to say the instructions out loud as they write.
   - Go around to see how they are doing. Help where needed.
   - Remember to check the learners’ posture, pencil grip and directionality.

Group Guided Reading (30 min)

- Choose from stories 1 – 46: a story appropriate to the level of the group.
- See Group Guided Reading booklet for the guide to each story.
Week 8 : Day 2

Listening and Speaking (20 min)
- **Resources:** poem: UKuwela umgqo
- **Preparation:** Write the poem on a poster.
- **Lesson objective(s):** Learn how to recite the poem with expression and fluency.

**ACTIVITIES**
**Theme poster: At the farm**
- **Recap:** Remind the class about the setting of the poem. Check if they still remember the meaning of the poem.
- **Stick the poem on the wall.**
- **Say each line and ask the learners to repeat it.**
- **Once they have memorised a line, add the following line until they have memorised the whole poem.**

Shared Reading (20 min)
- **Resources:** poem: Isilumkiso; vocabulary flash cards: elibunxaxha, ukufeza, ukhetshe
- **Preparation:** Read the poem before the lesson and prepare questions.
- **Lesson objective(s):** Learn about onomatopoeia.

**ACTIVITIES**
**1. Pre-reading**
- **Recap:** Talk about what you have read yesterday.
  - Revise the vocabulary.
- **Explicit teaching: onomatopoeia**
  - Read the second line. Ask the learners what the word ‘kok’ means.
  - Talk about more words like this, which give effect and sound.
  - Ask the learners to find more words like this in the poem (pha, nca, gqi, rhiwu).

**2. During reading**
- Read the poem with the learners with expression.

**3. Post-reading**
- Finish the reading by asking questions.
  - Why do you think the chick kept forgetting when mother hen was calling them?
  - Is the last line of the poem true? Does forgetting really lead to death?
Phonics (15 min)

- **Resources**: Vula Bula phonics frieze for /xh/; phonics flash cards from the word list: xhela, xhuma, isixhobo, khola, isihelenxe, xhoma, ixhalanga, xhasa
- **Preparation**: Create a sentence strip: Utsotsi wakuTsolo utsibele watsala itasi kaTselane etsolo. Cut out flash cards.
- **Lesson objective(s)**: Identify and read words with the sound /xh/ and group them according to whether the /xh/ is at the beginning, middle or end of the word.

**ACTIVITIES**

- **Recap**: Refer to the phonics chart and check if the learners can read and understand the words with the sound /xh/.
- Ask the learners to work in pairs and think of five more /xh/ words to add to the list of words that were introduced yesterday.
- Ask them to sort the words as shown in the table below.
- Once they have done the exercise, they can swap and mark another pair’s work.

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Shared Writing (15 min)

- **Resources**: writing chart; khoki pens
- **Preparation**: Prepare the writing chart.
- **Lesson objective(s)**: Generate ideas to write a poem with the whole class.

**ACTIVITIES**

- Tell the learners that you will be writing a warning poem together.
- Talk about which animals prey on which. Choose an animal that you would like to write about as a class.
  - What sound does the animal make when warning its young ones about danger?
  - What sound does it make when it runs?
  - What sound does it make when it hides?
  - What word best describes the action its predator does when it catches it?
- Write this on the chart paper and re-read with the class after every sentence so you can demonstrate the skill of checking your work and editing it.

Group Guided Reading (30 min)

- Choose from stories 1 – 46: a story appropriate to the level of the group.
- See Group Guided Reading booklet for the guide to each story.

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Week 8 : Day 3

Listening and Speaking (20 min)

- **Resources:** poem: Ukuwela umgaqo
- **Preparation:** Put the poster up.
- **Lesson objective(s):** Recite the poem with expression and fluency.

**ACTIVITIES**

- Recite the poem as the whole class, demonstrating the appropriate gestures and fluency.
- Instruct the learners that they will be working in groups of five.
- Each group must perform the poem as this will be a competition. The group that performs the best will win the competition.
- Give them time to practise.
- Tell them the criteria of the competition.
  - All group members must recite fluently, with expression.
  - All the group members’ voices must be audible.
- All groups must perform and thereafter there will be voting based on the above criteria.

Shared Reading (20 min)

- **Resources:** Isilumkiso poem; vocabulary flash cards: elibunxaxha, ukufeza, ukhethe
- **Preparation:** Read the poem and prepare questions.
- **Lesson objective(s):** Use their prior knowledge and the poem to analyse the characters in the poem.

**ACTIVITIES**

1. **Pre-reading**

   - **Recap:** Onomatopoeia and examples:
     - What word would you use to describe the sound that a stone makes when it is dropped in water? (dyumpu)
     - What word would you use for an object falling?

   - **Character analyses**
     - Ask the learners to work in pairs.
     - Give each pair a character (mother hen, the chick or eagle).
     - Ask them to talk about the character’s attributes, based on what is written in the poem and what they know about the animal.
     - They must argue their point. For example, if they say the eagle is cruel for eating the chick, they must give a reason for their answer.

2. **During reading**

   - Let the learners read the poem together, while you guide them with a pointer.

3. **Post-reading**

   - Finish the reading by asking questions.
     - Who is portrayed as the most caring character in the poem?
     - Do our mothers act the same way? How?
Phonics (15 min)
- Resources: Vula Bula phonics frieze for /ph/; phonics flash cards from the word list: pheka, phola, phezulu, phakama
- Preparation: Create a sentence strip: uPhakama upheke isophu phezolo. Cut out flash cards.
- Lesson objective(s): Identify and read words with the sound /ph/.

ACTIVITIES
1. Sentence strip
   - Stick the sentence strip on the board and ask the learners to read it aloud.
   - Ask the learners to identify the most repeated sound in the sentence.
   - Ask one learner to come up and underline the /ph/ sound. (Make sure that the learner doesn't include the vowel.)
   - Tell the learners that this is the sound they will focus on today – how to say it, read it and write it.

2. Phonics frieze /ph/
   - Stick the card on the board and talk about the picture.
   - Tell the learners to say /ph/. They must look at your mouth, say it again and look at each other's mouths to see what their lips are doing.
   - Ask them what letters make up /ph/.
   - Have them say the letters separately as they write them in the air – /p/ + /h/. (segmentation).
   - Now have them say the letters together – /ph/. (blending)
   - The learners must repeat blending while writing with their fingers in the air, on their hands or on the desks.

3. Phonics words
   - Ask the learners to suggest words with the /ph/ sound.
   - Ask the learners to read the words on the flash cards.
   - Look at the position of sound in the word (beginning, middle or end).
   - Talk about the meaning. Look at the form of each word. Use it in a sentence.
   - Stick the flash cards on the phonics chart and use them throughout the week.
   (These words are written in the phonics exercise books during Group Guided Reading time.)

Paired Writing (15 min)
- Resources: exercise books; khoki pens
- Preparation: Put up yesterday writing frame.
- Lesson objective(s): Generate ideas to write a poem in pairs.

ACTIVITIES
- Tell the learners they will be writing a poem in pairs.
- They must choose two animals (the predator and its prey).
  - What sound does the animal make when warning its young ones about danger?
  - What sound does it make when it runs?
  - What sound does it make when it hides?
  - What word best describes the action its predator does when it catches it?
- They must write this on a piece of paper and re-read together after every sentence in order to check their work and edit it.

Group Guided Reading (30 min)
- Choose from stories 1 – 46: a story appropriate to the level of the group.
- See Group Guided Reading booklet for the guide to each story.
Week 8 : Day 4

Listening and Speaking (20 min)
- **Resources:** storybook: *Unomyayi onxaniweyo*; vocabulary flash cards: umphanda, ngebhaqo, wadumzela, ngephanyazo
- **Preparation:** Practise reading the story and prepare your questions.
- **Lesson objective(s):** Listen to an interesting story for enjoyment. Answer questions about the story.

**ACTIVITIES**
1. **Pre-reading**
   - Get the learners ready for reading aloud.
   - **Cover:** Discuss the cover and title of the book.
   - **Picture-walk:** What do you think the story is about? (prediction)
   - **Vocabulary:** Teach the learners the new words on the flash cards. Talk about the meaning. Look at the form of each word. Use it in a sentence.
     - Stick the flash cards on the poster and use them throughout the week.

2. **During reading**
   - Read the story with expression, showing some of the pictures. Ask comprehension questions:
     - What can Nomyayi do to get water?
     - What do you think she will do to lift the vase, so that she can drink?
     - Have you ever tried an interesting solution to solve a problem?

3. **Post-reading**
   - What is the lesson that the writer is trying to teach us?

Phonics (15 min)
- **Resources:** mixed flash cards from the phonics in Weeks 6, 7 and 8
- **Preparation:** Prepare packs so that each pair of learners has words with /ph/ and /xh/.
- **Lesson objective(s):** Identify and read words with the sounds /ph/ and /xh/.

**ACTIVITIES**
- Give each pair of learners a mixed set of flash cards.
- Instruct them to find /xh/ words and set them aside.
- Instruct them to write the words they have found in their exercise books. They must also write two more /xh/ words.
- Ask them to find /ph/ words and set them aside.
- Instruct them to write the words they have found in their exercise books. They must also write two more /ph/ words.
Individual Writing (15 min)

Resources: learners’ exercises books
Preparation: Make sure every learner has an exercises books.
Lesson objective(s): Write a poem alone.

ACTIVITIES
• Tell the learners that they will be writing a ‘warning’ poem on their own.
• They must brainstorm and choose two animals (the predator and its prey).
  ◦ What sound does the animal make when warning its young ones about danger?
  ◦ What sound does it make when it runs?
  ◦ What sound does it make when it hides?
  ◦ What word best describes the action its predator does when it catches it?
• They must write their poems on a piece of paper and re-read each sentence to check and edit their work.

Group Guided Reading (30 min)

• Choose from stories 1 – 46: a story appropriate to the level of the group.
• See Group Guided Reading booklet for the guide to each story.

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Week 8 : Day 5

**Listening and Speaking (20 min)**

- **Resources**: storybook: *Unomyayi onxaniweyo*; story elements chart
- **Preparation**: Revise the elements of a story: Characters, setting (place where story is taking place), problem and solution.
- **Lesson objective(s)**: Retell the story using the story elements.

**ACTIVITIES**
- Recap the vocabulary.
- Summarise the story by referring to the elements of a story.
- Ask the learners to use the elements of a story to help them retell the story to each other.

**Phonics (15 min) [FORMAL ASSESSMENT TASK (FAT)]**

- **Resources**: learners’ exercises books; pencils
- **Preparation**: Prepare words for filling in. Have a sentence for dictation.
- **Lesson objective(s)**: Demonstrate that they can identify and write their phonic sounds /xh/ and /ph/. They can also use the phonics learnt to write an unknown word.

**ACTIVITIES**
- Fill in the missing letters:
  - i...olaxhola (xh, ph)
  - ...ezulu (xh, ph)
  - ...akama (xh, ph)
  - isi...obo (xh, ph)
- Dictation: bhengo lasemaXhoseni liphekelwe umxhaxha phezolo.

**Handwriting (15 min)**

- **Resources**: learners’ handwriting exercise books
- **Preparation**: Write a pattern on the board.
- **Lesson objective(s)**: Learn and practise writing cursive letter /p/.

**ACTIVITIES**
1. **Practise**
   - Tell the learners they are going to learn how to write cursive letter /p/.
   - Have your back to the learners and ask them to look at you.
   - Write in the air and say the instructions aloud.
   - Get the learners to say the chant and write with you. They can use their fingers and write in the air, on each other’s backs, on their hands or on their desks.

2. **Learners’ books**
   - Instruct the learners to write a pattern in their exercise books.
   - Instruct them to say the instructions out loud as they write.
   - Go around to see how they are doing. Help where needed.
   - Remember to check the learners’ posture, pencil grip and directionality.
Group Guided Reading (30 min)

- Choose from stories 1 – 46: a story appropriate to the level of the group.
- See Group Guided Reading booklet for the guide to each story.

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New vocabulary for the week

elunxaxha               umphanda
gebhaqo               wadumzela
gephanyazo
ukhetse
ukufeza
Week 9 : Day 1

Listening and Speaking (20 min)
- **Resources:** DBE Life Skills workbook, page 30
- **Preparation:** Prepare questions about what’s happening in the picture.
- **Lesson objective(s):** Talk about the weekend news and the picture in the workbook.

**ACTIVITIES**
1. Weekend news
   - Instruct the learners that you will give them a minute to think about one thing that they enjoyed the most during the weekend.
   - Tell them to turn to their partners and tell them about it.
   - Give each pair a minute to share their news.
   - Choose three to four learners to share with the class (making sure that they are different learners from last week).

2. Theme: Discuss the rules being broken in this classroom
   - Look at the picture in the workbook with the learners. Ask them to identify the rules being broken in this classroom.
   - Ask them why these rules are set (what are the consequences of breaking the rules).

Shared Reading (20 min)
- **Resources:** Vula Bula Anthology Grade 3: *Kutheni na enje*; vocabulary flash cards: *vuxa, ingqalelo, ufane enze, engenankathalo, wandLIMITIXEIA, inkonkxa, ngokunyamekileyo, uyalyhushisa*
- **Preparation:** Read through the story and prepare questions.
- **Lesson objective(s):** Participate in the shared reading by predicting, relating to their own experience and answering comprehension questions.

**ACTIVITIES**
1. Pre-reading
   - **Cover:** Talk about the title and the picture, ask questions:
     - What will this story be about? (prediction)
   - **Picture-walk:** Page through the story (do not read it). Look at the pictures and ask questions.
     - Ask what seems wrong in each picture.

2. During reading
   - **Vocabulary:** Teach new words using flash cards and objects or pictures.
     - Talk about the meaning. Look at the form of each word. Use it in a sentence.
   - **First reading:** Read the story with expression, demonstrating fluency.
   - **Ask comprehension questions after reading two pages:
     - How many people has Velile offended?
     - Why does he need to follow certain rule?

3. Post-reading:
   - Close the first reading: Finish by asking
     - If Velile had continued behaving the way he did, what do they think would have happened to him?
Week 9 : Day 1

Phonics (15 min)

- **Resources:** Vula Bula phonics frieze for /ngx/, phonic flash cards from word list: ngxesi, ingxelo, igangxa, ingxenye, ngxongxa, ngxengxeza, ingxangxasi, ukugingxiza
- **Preparation:** Create a sentence strip: Yingxubakakaza yengxaki yengxangxosi engxola ezingxangxasini. Cut out flash cards.
- **Lesson objective(s):** Identify and read words with the sound /ngx/.

**ACTIVITIES**

1. **Sentence strip**
   - Stick the sentence strip on the board and ask the learners to read it aloud.
   - Ask the learners to identify the most repeated sound in the sentence.
   - Ask one learner to come up and underline the /ngx/ sound. (Make sure that the learner doesn’t include the vowel.)
   - Tell the learners that this is the sound they will focus on today – how to say it, read it and write it.

2. **Phonics frieze /ngx/**
   - Stick the card on the board and talk about the picture.
   - Tell the learners to say /ngx/. They must look at your mouth, say it again and look at each other’s mouths to see what their lips are doing.
   - Ask them what letters make up /ngx/.
   - Have them say the letters separately as they write them in the air – /n/ + /g/ + /x/.
   - (segmentation)
   - Now have them say the letters together – /ngx/. (blending)
   - The learners must repeat blending while writing with their fingers in the air, on their hands or on the desks.

3. **Phonics words**
   - Ask the learners to suggest words with the /ngx/ sound.
   - Ask the learners to read the words on the flash cards.
   - Look at the position of sound in the word (beginning, middle or end).
   - Talk about the meaning. Look at the form of each word. Use it in a sentence.
   - Stick the flash cards on the phonics chart and use them throughout the week.

Handwriting (15 min)

- **Resources:** learners’ handwriting exercise books
- **Lesson objective(s):** Learn and practise writing cursive letter /n/.

**ACTIVITIES**

1. **Practise**
   - Tell the learners they are going to learn how to write the cursive letter /n/.
   - Have your back to the learners and ask them to look at you.
   - Write the letter in the air and say the instructions out loud.
   - Get the learners to say the chant and write with you. They can use their fingers and write in the air, on each other’s backs, on their hands or on their desks.

2. **Learners’ books**
   - Instruct the learners to write a pattern in their exercise books.
   - Tell them to say the instructions out loud as they write.
   - Go around to see how they are doing. Help where needed.
   - Remember to check the learners’ posture, pencil grip and directionality.

Group Guided Reading (30 min)

- **Choose from stories 1 – 46:** a story appropriate to the level of the group.
- **See Group Guided Reading booklet for the guide to each story.**

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Week 9: Day 2

Listening and Speaking (20 min)

**Resources:** poster of children’s rights
**Preparation:** Find a poster about children’s rights.
**Lesson objective(s):** Learn and talk about children’s rights.

**ACTIVITIES**
1. **Recap**
   - Talk about the reasons we have class rules and how these protect us.
2. **Theme: Children’s rights and responsibilities**
   - Tell the learners that, in South Africa, we have a Constitution that has rules to protect children. They are called children’s rights.
   - Ask them what they think those rights are.
   - Tell them about the rights they do not mention.
   - Talk about the responsibility that comes with these rights.
   - Talk about the relationship between the rights and responsibilities.

Shared Reading (20 min)

**Resources:** Vula Bula Anthology Grade 3: Kutheni na enje; vocabulary flash cards: vuxa, ingqalelo, ufane enze, engenonkathalo, wandiminxisela, linkonkza, ngokunyamekileyo, uyathyhlosa
**Preparation:** Read through the story and prepare questions.
**Lesson objective(s):** Participate in the shared reading by predicting, relating to their own experience and answering comprehension questions.

**ACTIVITIES**
1. **Pre-reading**
   - **Recap:** Talk about what you have read yesterday.
   - Discuss the vocabulary. Talk about the meaning. Look at the form of each word. Use it in a sentence.
   - **Explicit teaching:** Explain how the author supports statements in the story by giving reasons.
     ◦ Read the first line. Ask the learners to give at least two reasons the author uses to support the statement that Velile is scruffy. (The more reasons given, the better, because it emphasises the statement made.)
     ◦ Look at the next statement. Ask the learners to identify the author’s reasons that support the statement.
2. **During reading**
   - Read the story with the learners, with expression and fluency.
3. **Post-reading**
   - Finish the reading by asking questions.
     ◦ What is the most dangerous thing that you think Velile did? Why?

Phonics (15 min)

**Resources:** Vula Bula phonic frieze for /ngx/, phonic flash cards from the word list. ingxenye, ngxongxa, ngxengxeza, ingxangxasi, ukugingxiza, ngxesi, ingxelo, igangxa, ngxatha
**Preparation:** Create a sentence strip: Yingxubakaxaka ingxali yengxangxosi engxola ezingxangxasini. Cut out flash cards.
**Lesson objective(s):** Identify and read words with the sound /ngx/. Group words according to whether the /ngx/ is at the beginning, middle or end of the word.

**ACTIVITIES**
- Ask the learners to work in pairs and think of more words with the /ngx/ sound.
- Ask them to order all these words according to the table below.
Shared Writing *(15 min)*

- **Resources:** writing chart, khoki pens
- **Preparation:** Make a written statement: UVellie yinkwenkwana engenankathalo.
- **Lesson objective(s):** Find reasons to support a statement.

**ACTIVITIES**
- Tell the learners that you will look at the way the author used reasons to make the reader agree with a statement in the story.
- Refer to the example. Ask the learners to think of all the reasons given to support this statement.
- Think of your own statement, for example: Udale kaVelile unenkathalo.
- Ask the learners to think of their own reasons to support this statement.
- Try to write as many as possible so that a clear, vivid picture is drawn.
- Copy these after school neatly so that they can be displayed in the classroom.

Group Guided Reading *(30 min)*

- Choose from stories 1 – 46: a story appropriate to the level of the group.
- See Group Guided Reading booklet for the guide to each story.
Week 9 : Day 3

Listening and Speaking (20 min)
- **Resources:** StoryBook: *Unomyayi onxaniweyo* [story: *Intaba egcumayo*]; vocabulary flash cards: *egcumayo*, *abemi*, *xhonkxosholo*, *lhathe unyawo*, *ukudideka*, *ukuqaja*, *inyikima*, *uthanda*, *ngomnqa*
- **Preparation:** Practise reading the story and prepare your questions.
- **Lesson objective(s):** Listen to an interesting story for enjoyment. Answer questions about the story. Express their feelings on any topic chosen.

**ACTIVITIES**
1. **Pre-reading**
   - Get the learners ready for reading aloud.
   - Talk about the title and pictures and ask questions:
     - What is happening in the picture?
     - What do you think the story is going to be about? (prediction)
2. **Reading**
   - Read the story with expression. Show some of the pictures and ask questions without too much interruption.
     - Why were the people so amazed and scared by the noise the rock made?
     - What is the meaning of this statement: “Empty vessels make the biggest noise”?

Shared Reading (20 min)
- **Resources:** *Vula Bula Anthology Grade 3: Kutheni na enje*; vocabulary flash cards: *vuxa*, *ingqalelo*, *ufane enze*, *engenankathalo*, *wandiminxisela*, *inkonkxa*, *ngokunyamekileyo*, *uyatyhudisa*
- **Preparation:** Prepare a spider diagram to summarise Velile’s character and behaviour.
- **Lesson objective(s):** Summarise Velile’s behaviour using a spider diagram.

**ACTIVITIES**
1. **Pre-reading**
   - Recap: Talk about what you have read yesterday.
   - Vocabulary: Revise the vocabulary taught this week.
2. **During reading**
   - Instruct the learners to read the story with expression and fluency
3. **Post-reading**
   - Use a spider diagram to summarise Velile’s behaviour.

Phonics (15 min)
- **Resources:** *Vula Bula phonics frieze for /hl/; phonics flash cards from the word list: amehlo, hizalya, hioha, hlutha, isihlanu, isihlangu, umthlelo, ihlengensi, ukuhlonipha, isihlahla*
- **Preparation:** Create a sentence strip: *Uhlisle uhunguzelisa into intho ehleka ukuthakanalipa kwamahlengesi*. Cut out flash cards.
- **Lesson objective(s):** To identify and read words with the sound /hl/.

**ACTIVITIES**
1. **Sentence strip**
   - Stick the sentence strip on the board and ask the learners to read it aloud.
   - Ask the learners to identify the most repeated sound in the sentence.
   - Ask one learner to come up and underline the /hl/ sound. (Make sure that the learner doesn’t include the vowel.)
   - Tell the learners that this is the sound they will focus on today – how to say it, read it and write it.
2. **Phonics frieze /hl/**
   - Stick the card on the board and talk about the picture.
   - Tell the learners to say /hl/. They must look at your mouth, say it again and look at each other’s mouths to see what their lips are doing.
   - Ask them what letters make up /hl/. Have them say the letters separately as they write them in the air – /h/ + /l/. (segmentation)
   - Now have them say the letters together – /hl/. (blending)
   - The learners must repeat blending while writing with their fingers in the air, on their hands or on the desks.
3. Phonics words
- Ask the learners to suggest words with the /hl/ sound.
- Ask the learners to read the words on the flash cards.
- Look at the position of sound in the word (beginning, middle or end).
- Talk about the meaning. Look at the form of each word. Use it in a sentence.
- Stick the flash cards on the phonics chart and use them throughout the week.
(These words are written in the phonics exercise books during Group Guided Reading time.)

Paired Writing (15 min)
- **Resources:** writing chart; khoki pens
- **Preparation:** Write the following sentences on the board:
  - UVelile yinkwenkwana engenamonde.
  - USipho yinkwenkwana enomonde.
- **Lesson objective(s):** Find reasons to support a statement.

**ACTIVITIES**
- Tell the learners that they will work in pairs to look at the way the author used reasons to make the reader agree with a statement in the story.
- Use the statement: UVelile yinkwenkwana engenamonde.
- The learners must think of and write down all the reasons given to support this statement.
- Now ask them to look at the statement: USipho yinkwenkwana enomonde.
- Ask the pairs to come up with their own reasons to support this statement.
- They must try to write as many reasons as possible, so that a clear, vivid picture is drawn.

Group Guided Reading (30 min)
- Choose from stories 1 – 46: a story appropriate to the level of the group.
- See Group Guided Reading booklet for the guide to each story.
Week 9 : Day 4

Listening and Speaking (20 min)
- **Resources:** storybook: *Unomyayi onxaniweyo* [story: *Intaba egcumayo*]; vocabulary flash cards: *egcumayo, abemi, xhonkxosholo, lhathe unyawo, ukudideka, ukuqaja, inyikima, uthanda, ngomnqa*
- **Preparation:** Practice reading the story and prepare your questions.
- **Lesson objective(s):** Listen to an interesting story for enjoyment. Answer questions about the story.

**ACTIVITIES**
1. Pre-reading
   - Get the learners ready for reading aloud.
   - Recap: Talk about the part of the story you have already read.

2. During reading
   - Read the last paragraph of page 6.
   - Think out loud, “What does it mean when it says the spectators were divided in two. One group was made up of females and the other with males?”
   - Encourage discussion around this point. Go back to the top of the page and re-read it. Help the learners understand that the author is inferring that the previously mentioned debate continued along gender lines.

Phonics (15 min)
- **Resources:** mixed flash cards from the phonics in Weeks 7, 8 and 9
- **Preparation:** Prepare packs so that each pair has words with /ngx/ and /hl/.
- **Lesson objective(s):** Identify and read words with the sounds /ngx/ and /hl/.

**ACTIVITIES**
- Mix phonics flash cards from Weeks 7, 8 and 9, making sure that each stack has /ngx/ and /hl/ words.
- Give a stack to each pair of learners. Instruct them to find /ngx/ words and set them aside.
- Instruct them to write the words they have found in their exercise books. They must also think of and write two more /ngx/ words.
- Now ask them to find /hl/ words and set them aside.
- Instruct them to write the words they have found in their exercise books. They must also think of and write two more /hl/ words.

Individual Writing (15 min)
- **Resources:** learners’ exercise books; pencils
- **Preparation:** Write the following statements on the board:
  UVelile yinkwenkwana elixelegu.
  Umfundi ongumphathi linene.
- **Lesson objective(s):** Find reasons to support a statement.

**ACTIVITIES**
- Tell the learners that they will work alone to look at the way the author used reasons to make the reader agree with a statement.
- Use the statement: UVelile yinkwenkwana elixelegu.
- The learners must think of all the reasons given in support of this statement and write them down.
- Now put up the statement: Umfundi ongumphathi linene.
- Ask the learners to think of their own reasons to support this statement.
- They must try to write as many reasons as possible, so that a clear, vivid picture is drawn.
**Group Guided Reading (30 min)**

- Choose from stories 1 – 46: a story appropriate to the level of the group.
- See Group Guided Reading booklet for the guide to each story.

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Week 9: Day 5

Listening and Speaking (20 min)
- **Resources:**
  - Storybook: Unomyayi onxaniweyo [story: Intaba egcumayo]; vocabulary flash cards: egcumayo, abemi, xhonkosholo, ithathe unyawo, ukudideka, ukuqaja, inyikima, uthanda, ngomnqa
  - Preparation: Read the story again.
  - Lesson objective(s): Re-enact the debate in the story.
- **ACTIVITIES**
  - Divide the learners into two groups: boys and girls.
  - Give each group an argument to support:
    - Females: It’s a monster in the rock.
    - Males: There is going to be an earthquake.
  - They must think of convincing reasons in support of the argument.
  - Give them time to practise. Let each group choose two representatives to argue their case.
  - The most convincing argument wins.

Phonics (15 min)
- **Resources:** learners’ exercise books
- **Preparation:** Prepare words for filling in and a sentence for dictation.
- **Lesson objective(s):** Identify and write their phonic sounds /ngx/ and /hl/. Use the phonics learnt to write an unknown word.
- **ACTIVITIES**
  1. Fill in
     - i..aki (ngx, hl)
     - ..onipha (ngx, hl)
     - isi..a..a (ngx, hl)
     - i..a..asi (ngx, hl)

Handwriting (15 min)
- **Resources:** learners’ handwriting exercise book
- **Preparation:** Write a pattern on the board of letter /h/.
- **Lesson objective(s):** Learn and practice writing cursive letter /h/.
- **ACTIVITIES**
  1. Practise
     - Tell the learners they are going to learn how to write the cursive letter /h/.
     - Have your back to the learners and ask them to look at you.
     - Write the letter in the air and say the instructions out loud.
     - Get the learners to say the chant and write with you. They can use their fingers and write in the air, on each other’s backs, on their hands or on their desks.
  2. Learners’ books
     - Instruct the learners to write a pattern in their exercise books.
     - Tell them to say the instructions out loud as they write.
     - Go around to see how they are doing. Help where needed.
     - Remember to check the learners’ posture, pencil grip and directionality.
Group Guided Reading (30 min)

- Choose from stories 1 – 46: a story appropriate to the level of the group.
- See Group Guided Reading booklet for the guide to each story.

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New vocabulary for the week

- abemi
- egcumayo
- engenankathalo
- iinkonkxa
- ingqalelo
- inyikima
- ithathe unyawo
- ngokunyamekileyo
- ngomnqa
- ufane enze
- ukudideka
- ukuqaja
- uthanda
- uyatyhudisa
- vuxa
- wandiminxisela
- xhonkxosholo
Week 10 : Day 1

Listening and Speaking (20 min)

- **Resources:** poster of children’s rights
- **Preparation:** Make sure you know the children’s rights that are enshrined in our Constitution’s Bill of Rights, and the responsibilities that go with them. Think of leading questions to ask the learners about their rights.
- **Lesson objective(s):** Talk about their weekend news. Participate in a discussion about children’s rights.

**ACTIVITIES**

1. **Weekend news**
   - Tell the learners that you will give them a minute to think about one thing they enjoyed during the weekend.
   - Tell them to turn to their partners and tell them about it.
   - Give each learner a minute to share his or her news.
   - Choose three or four learners to come to the front to share their news with the class. (Make sure to choose different learners from those who shared their stories last week.)

2. Theme poster: Children’s rights and responsibilities
   - Revise rights and responsibilities learned last week.
   - Ask the class why they think the responsibilities are important to keep in mind.
   - Let them try to recite their rights off by heart.

Shared Reading (20 min)

- **Resources:** poster (Uxanduva loluthsha loMzantsi Afrika); DBE Life Skills workbook 1, page 31, vocabulary flash cards: ukhuseleko, ubummi, izimvo, intiyo, ukucalucalula, isidima, hlonela, uxanduva, ingqwabangxwaba
- **Preparation:** Read the text next to each picture on the chart with understanding and prepare questions.
- **Lesson objective(s):** Participate in shared reading by sharing their own views about rights and responsibilities relating to their own experiences and answer questions.

**ACTIVITIES**

1. **Pre-reading**
   - **Poster: Uxanduva loluthsha**
     - Talk about the title.
     - How is responsibility demonstrated? Give examples.
   - **Picture walk:**
     - Go through all the pictures with the learners.
     - Looking at all the pictures, which right do you like the most? Why?
     - In pairs, let the learners do what the people in the first picture are doing (hug).
     - What do you think is displayed by people who are hugging each other?
   - **Vocabulary:**
     - Talk about the meaning. Look at the form of each word. Use it in a sentence.
     - Stick the flash cards on the poster and use them throughout the week.

2. **During-reading**
   - Read the text next to each picture with expression, demonstrating fluency.
   - Ask questions such as:
     - (Picture 3) What does this text say you should do to your family?
     - (Picture 6) What is happening here?
     - Do you think stealing is correct? Why?

3. **Post-reading**
   - Is it correct to practise your rights while violating the other person’s rights?
Phonics (15 min)

**Resources:** Vula Bula phonics frieze for /nts/; phonics flash cards from the word list: intsini, intsila, phantsi, ezantsi, intsomi, yintsokolo

**Preparation:** Create a sentence strip: UNtsiki uhleka intsini intsasa yonke. Cut out flash cards.

**Lesson objective(s):** Identify and read words with the sound /nts/.

**ACTIVITIES**

1. **Sentence strip**
   - Stick the sentence strip on the board and ask the learners to read it aloud.
   - Ask the learners to identify the most repeated sound in the sentence.
   - Ask one learner to come up and underline the /nts/ sound. (Make sure that the learner doesn’t include the vowel.)
   - Tell the learners that this is the sound they will focus on today – how to say it, read it and write it.

2. **Phonics frieze /nts/**
   - Stick the card on the board and talk about the picture.
   - Tell the learners to say /nts/. They must look at your mouth, say it again and look at each other’s mouths to see what their lips are doing.
   - Ask them what letters make up /nts/.
   - Have them say the letters separately as they write them in the air – /n/ + /t/ + /s/. (segmentation)
   - Now have them say the letters together – /nts/. (blending)
   - The learners must repeat blending while writing with their fingers in the air, on their hands or on the desks.

3. **Phonics words**
   - Ask the learners to suggest words with the /nts/ sound.
   - Ask the learners to read the words on the flash cards.
   - Look at the position of sound in the word (beginning, middle or end).
   - Talk about the meaning. Look at the form of each word. Use it in a sentence.
   - Stick the flash cards on the phonics chart and use them throughout the week.
   - (These words are written in the phonics exercise books during Group Guided Reading time.)

Handwriting (15 min)

**Resources:** learner’s handwriting exercise book

**Preparation:** Write a pattern on the board. Cursive /s/ and /x/

**Lesson objective(s):** Learn and practise writing cursive letter /s/ and /x/

1. **Practise:**
   - Tell the learners they are going to learn how to write the letters /s/ and /x/ in cursive.
   - Have your back to the learners and ask them to look at you.
   - Write the letters in the air and say the instructions out loud.
   - Get the learners to say the chant and write with you. They can use their fingers and write in the air, on each other’s backs, on their hands or on their desks.

2. **Learners’ books**
   - Instruct the learners to write a pattern in their exercise books.
   - Tell them to say the instructions out loud as they write.
   - Go around to see how they are doing. Help where needed.
   - Remember to check the learners’ posture, pencil grip and directionality.

Group Guided Reading (30 min)

**Choose from stories 1 – 46: a story appropriate to the level of the group.**

**See Group Guided Reading booklet for the guide to each story.**

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Week 10: Day 2

Listening and Speaking (20 min)

- **Resources:** poster of children’s rights
- **Preparation:** Bring a children’s rights poster to class.
- **Lesson objective(s):** Recite children’s rights with expression. Identify the responsibilities that accompany each right. Debate about a given topic.

**ACTIVITIES**

1. Recap
   - Discuss the children’s rights that you covered yesterday and last week. See if they remember them.

2. Theme poster: Children’s rights
   - Take some time to memorise the rights.
   - Do this exercise as the whole class first.
   - Then break into pairs and practise.

Shared Reading (20 min)

- **Resources:** poster (Uxanduva lolutsha loMzantsi Afrika), DBE Life Skills workbook 1, page 31, vocabulary flash cards: ukhuseleko, ubummi, izimvo, intiyo, ukucalucalula, isidima, hlonela, uxanduva, ingqwabangxwaba
- **Preparation:** Make sure each learner has a DBE Life Skills workbook. Think of a question for debate.
- **Lesson objective(s):** Participate in a discussion. Ask and answer questions on a given topic.

**ACTIVITIES**

1. Pre-reading
   - Recap: Talk about what you read yesterday
   - Vocabulary: Revise the vocabulary words you introduced yesterday.
   - Stick the flash cards on the poster and use them throughout the week.
   - Explicit teaching: Debating skills
     - Divide the class into two groups.
     - Give them a topic to debate about. Let one group talk positively about the topic (they agree with it) and the other group talk negatively about the same topic (they disagree with it).
     - Give them a statement to guide their discussion.
     - Tell each group that they must prepare their arguments (reasons for agreeing or disagreeing).
     - Tell the rest of the learners in the class to listen attentively to what their peers will be saying.
     - Applaud each group and give positive feedback.

2. During-reading
   - Have the learners read the text next to each picture on the poster with expression.

3. Post-reading
   - Finish the reading by asking questions.
     - Do you think it is a good thing to have rights?
     - Why do you think it is important to respect each other’s beliefs?
**Phonics (15 min)**
- **Resources:** Vula Bula phonics frieze for /nts/, flash cards from the word list: yintumantsumane, intsomi, iintsiba, hintsa, intsila, phantsi, intsizibi, intsokolo, intsango, emazantsi, intsasa
- **Preparation:** Cut out flash cards.
- **Lesson objective(s):** Identify and read words with the /nts/ sound. Group words according to whether the /nts/ sound is found in the beginning, middle or end of the word.

**ACTIVITIES**
1. Recap
   - Refer to the phonics chart and check the learners’ understanding of the words taught yesterday.

2. Pair activity:
   - Ask the learners to work in pairs. They must suggest five more words to add to the /nts/ words covered yesterday.
   - Ask them to sort these words according to the table below.

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**Shared Writing (15 min)**
- **Resources:** writing chart; khoki pens
- **Preparation:** Prepare a writing chart.
- **Lesson objective(s):** Generate ideas to write about rights and responsibilities with the whole class.

**ACTIVITIES**
- Ask the learners if there is anything that should be included in the children’s bill of rights.
- Give them two minutes to have a discussion with the person next to them.
- After the discussions, get feedback from them and make notes of their suggestions.
- After the contributions, vote on the proposed rights.
- Write out the right favoured by the majority.
- Have a class discussion listing the reasons that it should be included in the children’s bill of rights.

**Group Guided Reading (30 min)**
- **Choose from stories 1 – 46:** a story appropriate to the level of the group.
- **See Group Guided Reading booklet for the guide to each story.**
Week 10 : Day 3

Listening and Speaking (20 min)

- **Resources:** children’s rights poster
- **Preparation:** Bring a children’s rights poster to class.
- **Lesson objective(s):** Recite their rights with expression and fluency.

**ACTIVITIES**
1. **Recap**
   - Recite the rights as the whole class, demonstrating the appropriate gestures and fluency.

2. **Children’s rights and responsibilities.**
   - Tell the learners to work in pairs. One must say the right, while the other responds with the accompanying responsibility.
   - Give them time to practise.
   - The champions are those who remember all the rights and responsibilities.

Shared Reading (20 min)

- **Resources:** DBE Life Skills workbook 1, page 31; poster: Uxanduva lololusha loMzantsi Afrika; vocabulary flash cards: ukhuseleko, ubummi, izimvo, intiyo, ukuvalulalula, isidima, hlonela, uxanduva
- **Preparation:** Think of questions to lead the debates.
- **Lesson objective(s):** Discuss and debate on a given topic

**ACTIVITIES**
1. **Pre-reading**
   - Instruct the learners to work in pairs.
   - Give each pair a picture or topic from the different responsibilities shown.
   - Ask them if they feel these responsibilities are being practised by the youth of today or not. They must give reasons for their opinions.

2. **During-reading**
   - Read the text next to each picture on the poster with the learners, with expression.

3. **Post-reading**
   - Finish the reading by asking questions, such as:
     - What are the consequences when one person does not respect the rights of another?

Phonics (15 min)

- **Resources:** Vula Bula phonics frieze for /tsh/; phonics words from the word list: tshayela, utlithala, tshata, tshintsha, tshona, tshisa, umatshini, umatshisi, ithokhwe, ithivelwa
- **Preparation:** Create a sentence strip: Uthshayana tlishivelu elshikile utlithala. Cut out flash cards.
- **Lesson objective(s):** Identify and read words with the /tsh/ sound.

**ACTIVITIES**
1. **Sentence strip**
   - Stick the sentence strip on the board and ask the learners to read it aloud.
   - Ask the learners to identify the most repeated sound in the sentence.
   - Ask one learner to come up and underline the /tsh/ sound. (Make sure that the learner doesn’t include the vowel.)
   - Tell the learners that this is the sound they will focus on today – how to say it, read it and write it.

2. **Phonics frieze /tsh/**
   - Stick the card on the board and talk about the picture.
   - Tell the learners to say /tsh/. They must look at your mouth, say it again and look at each other’s mouths to see what their lips are doing.
   - Ask them what letters make up /tsh/.
   - Have them say the letters separately as they write them in the air – /t/ + /s/ + /h/.

   (segmentation)

   Now have them say the letters together – /tsh/. (blending)

   The learners must repeat blending while writing with their fingers in the air, on their hands or on the desks.
Paired Writing (15 min)

- **Resources:** writing chart; khoki pens
- **Preparation:** Think of questions to help the learners think of responsibilities attached to their rights.
- **Lesson objective(s):** Generate ideas to answer questions in pairs.

**ACTIVITIES**
- Tell the learners to imagine that the right that the class proposed yesterday was accepted by the law-makers of the country.
- In pairs, they must brainstorm the appropriate responsibility for the proposed right.
- Give them time to discuss and write down their responses.
- Ask all the pairs to give their answers while everyone is listening.
- The class must vote for the most appropriate responsibility.

Group Guided Reading (30 min)

- Choose from stories 1 – 46: a story appropriate to the level of the group.
- See Group Guided Reading booklet for the guide to each story.

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Week 10: Day 4

Listening and Speaking (20 min)

- **Resources:** storybook: uMoladi ikumkanikazi yemvula; vocabulary flash cards: intanda, khokobala, ingqatsini, begxampuza, ezandungeni
- **Preparation:** Practise reading the story and prepare your questions.
- **Lesson objective(s):** Listen to an interesting story for enjoyment. Answer questions about the story.

**ACTIVITIES**

1. **Pre-reading**
   - Get the learners ready for reading aloud.
   - Discuss the vocabulary. Talk about the meaning. Look at the form of each word. Use it in a sentence.
   - Stick the flash cards on the poster and use them throughout the week.
   - **Cover:** Talk about the title and cover of the book.
     - What is happening on the cover of the book?
     - What does ‘ikumkanikazi’ mean?
     - What do you think the story is about? (prediction)

2. **During-reading**
   - Read the story with expression, showing some of the pictures.

3. **Post-reading**
   - Ask comprehension questions:
     - What were the stories that the older kids were telling the younger kids about?

Phonics (15 min)

- **Resources:** mixed flash cards of the phonics words from Weeks 8, 9 and 10
- **Preparation:** Prepare packs so that each pair has words with /nts/ and /tsh/.
- **Lesson objective(s):** Identify and read words with the sounds /nts/ and /tsh/.

**ACTIVITIES**

- Give each pair of learners a pack of mixed flash cards.
- Instruct them to find /nts/ words and set them aside.
- Instruct them to write the words they have found in their exercise books, as well as two more /nts/ words that they can think of.
- Ask them to find /tsh/ words and set them aside.
- Instruct them to write the words they have found in their exercise books, as well as two more /tsh/ words that they can think of.
**Individual Writing (15 min)**

- **Resources:** learners’ writing books; pencils
- **Preparation:** Think of leading questions.
- **Lesson objective(s):** Write about rights and responsibilities and their implications on their lives.

**ACTIVITIES**

- Tell the learners that they will have to choose a right and write answers for the following questions:
  - What are the responsibilities that go with this right?
  - If someone violated this right of yours, how would you feel?
  - What would you do?
- Remind them to re-read after every sentence in order to check and edit their work.

**Group Guided Reading (30 min)**

- Choose from stories 1 – 46: a story appropriate to the level of the group.
- See Group Guided Reading booklet for the guide to each story.

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Week 10 : Day 5

Listening and Speaking (20 min)
- **Resources:** storybook: uModjadji, ikumkanikazi yemvula
- **Preparation:** Reread the story beforehand.
- **Lesson objective(s):** Retell the story using story elements.

**ACTIVITIES**
1. **Pre-reading**
   - Recap the new vocabulary.
2. **During-reading**
   - Read until the end of the story.
3. **Post-reading**
   - Summarise the story by referring to the elements of a story: characters, setting (place where the story is taking place), problem and solutions.
   - Tell the learners to retell the story to each other in pairs, also by referring to the elements of a story.

Phonics (15 min)
- **Resources:** learners’ exercise books
- **Preparation:** Write sentences on the board.
- **Lesson objective(s):** Demonstrate that they can write the phonic sounds taught during the week.

**ACTIVITIES**
- Have the learners complete the following sentences correctly by filling in /tsh/ or /nts/.
  - Indlu yabo i_____ ile. (tsh/nts)
  - Zintle ii_______iba zepikoko. (nts/tsh)
  - uNtsiki uya _____ayela. (nts/tsh)
- Sentence for dictation:
  - uNtsiki noTshawe baku Ntsentane bayatshata.
Week 10: Day 5

Handwriting (15 min)
- Resources: learners’ handwriting exercise books
- Preparation: Write a pattern on the board: Cursive s.
- Lesson objective(s): Learn and practise writing cursive letters /s/ and /x/.

ACTIVITIES
1. Practise
   - Tell the learners they are going to learn how to write the letters /s/ and /x/ in cursive.
   - Have your back to the learners and ask them to look at you.
   - Write the letters in the air and say the instructions out loud.
   - Get the learners to say the chant and write with you. They can use their fingers and write in the air, on each other’s backs, on their hands or on their desks.

2. Learners’ books
   - Instruct the learners to write a pattern in their exercise books.
   - Tell them to say the instructions out loud as they write.
   - Go around to see how they are doing. Help where needed.
   - Remember to check the learners’ posture, pencil grip and directionality.

Group Guided Reading (30 min)
- Choose from stories 1 – 46: a story appropriate to the level of the group.
- See Group Guided Reading booklet for the guide to each story.

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New vocabulary for the week
- begxampuza
- ezandungeni
- hlonela
- intinda
- ingqatsini
- ingxwabangxwaba
- intiyo
- isidima
- izimvo
- khokobala
- ubummi
- ukhuseleko
- ukucaulucaula
- uxanduva