Lesson Plans

Term 2
isiXhosa HL

2
grade

Weeks
1-10

Version 1.0

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**Gradual Release**

**Gradual release:** The gradual release method is the way we teach children to read: by gradually giving them a bigger and bigger role on the reading process. First, we show them what successful reading looks like, then we read together with them and help them, and then eventually they can read by themselves. In the beginning, we read a book aloud to them and show them how we read fluently and with expression (**Modelled reading**). Then, over time they get involved in the reading process with the help of the teacher. We read Big Books together with the learners (**Shared Reading**) and help them read in small groups (**Guided reading**). When children have learned the basic skills of reading, then children can read by themselves (**Independent reading**). Watch Zaza explain how the gradual release works with the five CAPS reading activities.

**Gradual release of responsibility and control:** When learners are first learning to read, the teacher has to offer a lot of support and is largely in control of the reading process. Over time she gives more and more control to the learners and offers less and less support. This is the ‘gradual release’ of responsibility and control – little bit by little bit. Children should never struggle when reading. We need to give them just the right amount of support so that they are learning new skills but are also enjoying reading.

**How does gradual release work with the 5 CAPS Reading Activities?**

The five CAPS reading activities are built on the gradual release method. There are five CAPS reading activities and they move from ‘Teacher Read Aloud’ where the teacher is in control through Shared, Group Guided and Paired Reading to ‘Independent Reading’ where the child is in full control. The in-between reading activities aim to help the learner acquire the skills they need to read on their own.

In **Read Aloud** the teacher reads by herself, modelling what reading looks like. In **Shared Reading** children begin to be involved in the reading process together with the teacher. In **Group Guided Reading** children read by themselves one by one in a small group while the teacher helps occasionally. In **Paired reading** children read in twos and in **Independent Reading** children can read all by themselves.
Summary Table of the 5 CAPS Reading Activities:
The table below shows the five CAPS reading activities and summarises what the teacher does, what the learners do, which books are used and when it is done for each reading activity.

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<thead>
<tr>
<th>Teacher is Responsible</th>
<th>Child is Responsible</th>
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<td><strong>Read Aloud</strong></td>
<td><strong>Independent Reading</strong></td>
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<td>Teacher models reading</td>
<td>Child to self</td>
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<td>Whole class</td>
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<td><strong>Shared Reading</strong></td>
<td><strong>Paired Reading</strong></td>
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<td>Teacher and children together</td>
<td>Pairs seated where they like</td>
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<td>Whole class/ small group on mat</td>
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<tr>
<td><strong>Group Guided Reading</strong></td>
<td><strong>Same levelled readers</strong></td>
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<td>Children, with teacher helping</td>
<td>At night level</td>
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<td>Small groups at similar level on the mat</td>
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<td><strong>Paired Reading</strong></td>
<td><strong>In Library/ reading corner/ where they like</strong></td>
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<td>Pairs seated where they like</td>
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<td><strong>Independent Reading</strong></td>
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<td>In library/ reading corner/ where they like</td>
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<td>Good book: Teachers choice</td>
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<td>Big book</td>
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<tr>
<td><strong>What the children do</strong></td>
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<tr>
<td>Models reading aloud, inspires &amp; motivates</td>
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<tr>
<td>Watch, listen, interact</td>
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<tr>
<td><strong>What the children do</strong></td>
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<tr>
<td>Join in, use reading strategies</td>
<td></td>
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<tr>
<td><strong>What the teacher does</strong></td>
<td></td>
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<tr>
<td>Explicitly teach strategies. Lead children in reading together</td>
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<tr>
<td>Take turns to read, teacher helps</td>
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<tr>
<td><strong>When do we do it?</strong></td>
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<tr>
<td>10 minutes every day, 20 minutes in Grade R</td>
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<tr>
<td>15 mins, 2 times a week</td>
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<tr>
<td>15 mins each, 2 times/ week for each group (30 mins/day)</td>
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<tr>
<td>3 times a week in grade R and 1, 20 mins a day in grade 2 &amp; 3</td>
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Extra videos:

Example video: I do

Example video: We do

Example video: You do
Teacher Read Aloud

Teacher Read Aloud is when the teacher reads an enjoyable story out loud, with expression, to the whole class. The children experience what good writing and good reading sounds like and they see how reading is enjoyable. This motivates them to want to read for themselves and also builds their vocabulary. Teacher Read Aloud is the “I do” activity in Gradual Release. The children do not read together with you. You read the story to them and they listen actively.

What type of books do you use for Read Aloud?

You can use any type of story or text as long as it is interesting and exciting for your learners. You could read a Nal’ibali story out loud to them, or even read from an interesting newspaper article or non-fiction text. The most important thing is that they are interested in what you are reading and excited to hear what happens next. You should think about the type of knowledge and vocabulary that it is developing in your learners.

Watch as Permie does a Read Aloud in her Grade 3 class using a newspaper article about the disease Listeriosis. She is not only modeling what reading looks like, but also building their knowledge and vocabulary about diseases.

When do you do Read Aloud?

You should do Read Aloud every day for about 10 minutes each day. Most teachers do it at the start or the end of the day. You can do Read Aloud during the time you have scheduled for Listening and Speaking. If you link your Read Alouds to the Life skills themes, you could do it as part of Life Skills.
How do you do a Read Aloud lesson?

Watch the video below where Zaza and Permie are discussing Zaza’s Grade 2 Read Aloud lesson using the book “Phata Phata.” While watching the video notice the following:

1. **Background knowledge:** Before she reads the story Zaza asks the learners what they already know about this topic. Thinking about this will help them to understand the story.

2. **Use flashcards to build vocabulary:** Before her lesson Zaza makes flash-cards with new vocabulary words that are going to appear in the story. She introduces these before she reads the story so that the learners will know what these words mean.

3. **Ask questions:** Without interrupting the story too much, Zaza asks the learners questions to make sure they understand what she is reading and to get their opinions on the story.

4. **Use facial expressions:** Zaza uses lots of facial expressions while reading. This makes the story more enjoyable for the learners.

5. **Integrating Literacy and Life Skills:** Notice that Zaza has selected a topic from Life Skills but is using it also to build her learners’ knowledge about reading and to learn new words.

6. **Using songs and whole-body activities:** Notice that Zaza ends the lesson by singing a song about her body and getting the kids to stand up and go through the actions of the song.
An Introduction to Teaching Reading: 5 CAPS Reading Activities

Shared Reading

Shared reading is the “We Do it Together” CAPS Reading Activity. The teacher shows the children how to read a text with understanding and does it with them. Usually this is using a “big text” like a “Big Book” or something that the teacher has written out in big print so that all the learners can read it.

What texts do I use for Shared Reading?

- **Texts that are good for teaching the focus reading strategy**: For Shared Reading you should use enlarged texts that are good for teaching the reading strategy you are focusing on. For example, if you are going to teach the skill of sequencing (beginning, middle, end), then choose a text which has a sequence of events that is easy to identify.
- **Texts that children need a little help to read**: The text must be a little bit harder than children can read on their own. Shared Reading books are often the big books of leveled readers for guided reading – they prepare children for Group Guided Reading. Be sure that you use longer and more complex texts as the year progresses, and that harder texts are used in higher grades.
- **A variety of text types**: During the year, use different types (genres) of texts, such as stories, songs, poems, rhymes, plays, and information texts.
- **Ensure that the text is large enough for the class to read**.

Why is Shared Reading important?

1. **All children can feel successful**: In Shared Reading the teacher and children read slightly challenging texts together. Because they are sharing the reading with the teacher, children can successfully read texts that are a bit harder than they can read alone.

MAIN AIMs of Shared Reading:

1. Teaching children about reading strategies
2. Involving children in the reading process.
3. Supporting learners to use these strategies as you read together.
2. It helps children pay attention to the text: The teacher helps children to see where to focus their attention when reading. Especially, she can focus their attention on getting to the meaning of the text.

3. They learn reading strategies: The teacher focuses the children’s attention on strategies used by good readers. The whole class practices these strategies with the teacher’s assistance. Examples of strategies, behaviors and skills are: interpreting punctuation when reading, making links between ideas in the text, linking ideas in the text to background knowledge, what to do when you come to a word that you do not understand and monitoring your understanding. You will learn more about reading strategies in upcoming modules as well as in the curriculum documents.

When do I do Shared Reading?

3 times a week: Shared reading is timetabled to happen three times a week for 15 minutes in grades 1-3. Shared Reading is not mentioned in the timetable for Grade R, but it can be one of the strategies you use in the Teacher Guided Activities.

Use same text for the 3 lessons: CAPS suggests using the same text for three shared reading lessons. This is so that children get repeated exposure to the text and the vocabulary and strategies can be reinforced. Repeated reading with support from the teacher helps develop reading skills.

How do I do Shared Reading?

1. Whole class moves to mat: In this video, Zaza is setting up a routine to come to the mat. Children will eventually be able to do this automatically.

2. Display the text: All children must be able to see it clearly.

3. Point to the words: The teacher moves her finger or a pointer smoothly below the words as they read the text together. Be careful that you do not cover the words with your hand by mistake.

4. Children read with teacher: The children join in reading where they can. If the children are seeing the text for the first time, the teacher’s voice will be louder than the children’s. If they have read the text a few times already, the teacher might whisper while the children read loudly.

5. Teach a reading strategy: Shared reading time is an important time for teaching new reading behaviours, strategies or skills. The teacher talks about and demonstrates a new strategy that helps the children to read with understanding. Sometimes this happens before the shared reading, but it needs to be reinforced during the reading.

Extra videos: Watch as Zaza teaches the same text over three days
Group Guided Reading

Group Guided Reading (GGR) is moving from “we do” to “you do.” In GGR the teacher works with a small group of 6-10 learners on the mat while the rest of the class is busy with another activity. Each learner in the GGR group has the same book that is at the ability level of the group and they read one-by-one while the teacher listens and supports.

What books do we use in GGR?

In Group Guided Reading we use books called “graded readers” – these are stories that are especially designed and ordered in a way so that they only increase slightly in difficulty as you go up the series. For example, there are 66 stories in the Vula Bula series. As you go up from Story 1 upwards there are more words and the stories increase in difficulty. In the more difficult stories there are:

- More words (length of text),
- New words (vocabulary),
- New punctuation (like “?” “!” and “.”), and
- New grammar (like past and present tense).

The Vula Bula Graded reader Anthologies

The ECDOE has provided all Grade 1-3 learners with their own Vula Bula anthology of graded readers. An anthology is a collection of stories in a single book. Grade 1 Vula Bula Anthology has Story1-24, the Grade 2 Anthology has Story 25-44, and the Grade 3 Anthology has Story 45-66. Each Grade 1 child should have received their own Grade 1 Anthology. Each Grade 2 child should receive both a Grade 1 and a Grade 2 anthology, and each Grade 3 child should receive both a Grade 2 and a Grade 3 anthology. The reason that the Grade 2 and Grade 3 learners are also receiving an anthology from the previous grade is that they may struggle to read the stories that are for their Grade. In that case they should move to an earlier story, even if it is from the previous grade. If a Grade 3 child is struggling to read Story 45 (the first Grade 3 Anthology story), then they should move to easier stories (perhaps Story 35) in the Grade 2 Anthology. Learners should never struggle while they are reading.

MAIN AIMS of Group Guided Reading:

1. **Individual attention**: hearing each child read individually at least once per week.
2. **Teaching same ability groups**: Focus on teaching a specific skill that that group is struggling with.
3. **Books at the right level**: selecting books that are at the right level for the learners. They shouldn’t struggle.
4 Big Ideas of GGR:

• **Giving individual attention**
  
  Teaching small groups of 6-10 learners so that you can hear each child read one by one and give individual support. While each child reads one-by-one the rest of the small group follows silently in their own book.

• **Teaching same ability groups**
  
  By splitting your groups into learners of the same ability you can focus on different skills with different groups. Not all children in your class will struggle with the same problem. GGR allows you to focus on one skill with one group and another skill with another group.

• **Using books at the right level**
  
  All the learners in a group should use the same story during GGR and you should have your own book. The book should be at the right level for the ability of the learners. That means that the learners should not struggle to read the story.

  They should be able to read 80-90% of the words correctly and only find 10-20% of the words difficult. If they are struggling then you should go to an easier story with that group. If they are reading 100% of the words correctly then you can move to a more difficult story. Because the books are at the right level, learners should never struggle.

• **Teaching a specific skill**
  
  Before you start teaching a group you should think “What strategy or skill am I teaching this group?” Depending on the group you will focus on a different skill or strategy.

  Remember to always ask learners questions about what they are reading. For example “What do you think is going to come next?” or “How do you think this boy feels when he lost his toy?”
When do we do GGR?

30 minutes a day has been allocated to Group Guided Reading in CAPS. A teacher should spend time with two groups of learners each day giving them 15 minutes per group in Home Language. Ideally this will mean that you work with the each GGR group twice a week. When you first start doing GGR you may only be able to do one group per day in the 30 minute slot. Once learners are familiar with the GGR routines of getting to the mat and getting their books, and when the rest of the class is used to working by themselves then you can move to seeing two groups per day for 15 minutes each.

What is the rest of the class doing during GGR?

Decide what the rest of the class will do when the teacher is working on the mat with a reading group, the other learners must have an activity to do without the teacher’s help. If they are not kept meaningfully occupied, the children will become noisy and disruptive. At first it will be more manageable if the class all does the same activity, especially if the class is large. Sometimes you can set up four or five different activities for a week, and get the reading groups to rotate through these activities, so that each group does a different activity every day.

The teacher needs to plan this carefully, making sure that there is enough work to do and to make sure that while you are busy doing guided group reading with one group of learners, make sure the rest of the class is engaged with other language and literacy activities. This includes work in the Learners’ Workbook as well as extension activities for those learners who work quickly, for example:

- Learners can draw a picture of something or someone they liked in a story you have all read.
- Learners can cut out the letter b and B from magazines and newspapers and paste these into their exercise books.
- Learners can cut out from magazines and newspapers and/or draw pictures of things that have the ‘b’ sound in their names, and paste these into their exercise books.
- Give learners small beans or bottle tops or stones. They can use these to practise forming the letter b and then write it in Handwriting book.

Establish rules for GGR in the classroom

Take the time to explain the GGR process to the learners. Show them how to find their group, allocate group leaders and teach the learners how to move to the mat. Practice this routine until all the children can do it quickly and quietly. Familiarise the children with the GGR timetable. Set Group Guided Reading rules for the class. The rest of the class should work independently during GGR time. Model how to handle and look after books.

Example exercises that the rest of the class could do during GGR time

Learners spend almost a third of their literacy time working in their groups without the teacher. It is therefore very important that they are working effectively on meaningful activities that improve their reading and writing. It is an opportunity for learners to practice phonics, handwriting and writing. They can also read to each other (paired reading).

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<th>Activities from the DBE Workbooks</th>
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<td>Using words to complete sentences</td>
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<td>Labelling pictures</td>
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<td>Matching activities</td>
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<td>Simple phonics activities e.g. filing in missing letters in words</td>
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<td>Grade 2</td>
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<tr>
<td>Labelling pictures</td>
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<tr>
<td>Matching activities</td>
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<tr>
<td>Simple phonics activities e.g. sorting words into sound families</td>
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<tr>
<td>Completing sentences</td>
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<tr>
<td>Writing simple sentences</td>
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<td>Punctuating sentences</td>
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<tr>
<td>Writing answers to questions</td>
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<td>Grade 3</td>
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<tr>
<td>Putting words into alphabetical order</td>
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<tr>
<td>Matching activities</td>
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<tr>
<td>Phonics activities e.g. sorting words into sound families</td>
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<tr>
<td>Completing sentences</td>
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<tr>
<td>Writing sentences</td>
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<td>Punctuating sentences</td>
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<tr>
<td>Writing answers to questions</td>
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<tr>
<td>Simple grammar activities</td>
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</tbody>
</table>
Steps to follow for GGR

- Call a small group of learners (6-8) to work with the teacher on the mat
- Every learner has a copy of the same book
- Communicate the focus of the GGR session
- Have a discussion about the cover of the book
- Teacher reads one to two lines demonstrating fluency
- Let one learner read at a time while others follow silently
- Teacher focuses attention on a particular reading strategy
- Teacher helps learners to use that strategy when they read
- Ask each learner comprehension question about the story
- Records learners’ reading progress and gives feedback
- Teacher checks that rest of the class is working independently

Here are some examples of strategies, skills and behaviour you could focus on in GGR

- Decoding skills
- Oral reading fluency
- Using different comprehension strategies
- Interpreting punctuation
- Identifying the characters and setting
- Reading silently while others are reading aloud
- Using pictures as clues to the meaning of words

Things you can do to help children to apply word attack skills:

- Break the word up into syllables
- Look for small words within the big words
- Sound out each letter from left to right
- Skip the hard word and read to the end of the sentence. Then re-read with the missing word

Extra videos:

Question you can ask to develop comprehension skills

- What is the text about?
- Tell me in your own words what happened in the text
- Why do you think the character did this?
- What happened before this event that caused this?
- Where is this story taking place?
- Do you think character has done the right thing? Why?
- What might happen next? What makes you say this?
- Which word in the text tells you that...?
- Why did the writer use an exclamation mark in that paragraph?
Paired and Independent Reading

Paired and Independent Reading are “you do” reading activities. In paired reading, two children read softly to each other. They take turns to read from the same book. Their aim is to practise reading accurately and fluently with understanding. The children support and help each other to read. In Independent Reading children choose a book they want to read and read it softly to themselves. These two reading activities are usually placed together because both Paired and Independent Reading are reading activities which do not involve the teacher.

What texts do I use for Paired and Independent Reading?

Whole texts: Children must read whole sentences, paragraphs and stories so that they can develop comprehension, fluency and reading speed.

At the right level: The important thing is children must not be frustrated by trying to read something that is too hard without help from the teacher.

Usually chosen by teacher for Pairs: Teachers usually allocate books and graded readers to the pairs. If the school has enough books, give the pairs a few books at the right level and let them choose which one to read. Children find this motivating.

Can read children’s own writing: Paired reading is a great time for children to read their own writing to each other. This makes them proud of themselves as authors and gives them a real audience to write for.

Independent Reading texts: Learners should be able to choose from a range of interesting, relevant and attractive books.

- There needs to be a variety of fiction and non-fiction books.
- Learners can also access digital stories on tablets or computers, if your school is equipped with them.
- The Graded Reader Anthologies provide learners with access to several stories that they can read at school and at home.
- The DBE Workbooks also contains information and stories that can be used for independent reading.
- Newspapers, Nal’ibali supplements, magazines and other materials also make good independent reading resources.

MAIN AIMS of Paired and Independent Reading:

1. Builds independent readers: children gain confidence and motivation to read.

2. Improves oral reading fluency: Children can practise reading with accuracy and speed when reading text at their level.

3. Children solve reading problems on their own When children read without teacher support, they get a chance to solve reading problems on their own.
Why is Paired and Independent Reading important?

<table>
<thead>
<tr>
<th>Paired Reading</th>
<th>Independent Reading</th>
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<tbody>
<tr>
<td>1. It builds independent readers</td>
<td>1. Children see reading as a valuable and important activity: When you schedule class time for Independent Reading, children realise that it is a valuable and important activity.</td>
</tr>
<tr>
<td>2. It is a great way to improve oral reading fluency.</td>
<td>2. It motivates children to read: When children read books they have chosen and are interested in, they feel motivated to read. This helps their reading to improve.</td>
</tr>
<tr>
<td>3. Everyone in the class reads actively. Nobody is left behind.</td>
<td>3. Children solve reading problems on their own: Paired Reading and Independent Reading are the activities where children read on their own, without teacher support. Children need this chance to solve reading problems on their own. They become independent readers.</td>
</tr>
<tr>
<td>4. It lets children use the skills they have got.</td>
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<tr>
<td>5. It encourages co-operation and peer support</td>
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</tbody>
</table>

When do learners do Paired and Independent Reading?

When the teacher is busy with Group Guided Reading is a great time to do Paired and Independent Reading.

Schedule it: Paired and Independent reading is required by CAPS, but specific time is not set aside for it. Therefore, the teacher can decide when to fit it in. Aim to give children at least one uninterrupted block of time per week to read in pairs and independently.

Grades: Start doing paired reading in Grade 1 Home Language. From Grade 2, do it in EFAL as well. Start doing Independent Reading from Grade R – emergent readers benefit greatly from looking at books, handling them and “pretend reading”. It is part of building their identity as a reader. Continue to give time for independent reading in all grades.

How do we do Paired Reading?

1. Organize children into reading pairs: Organize pairs at the beginning of the year, using your baseline assessment. You can change the pairs during the year.
2. There are different ways of organising pairs: You can pair readers of the same ability together – for instance, strong readers with strong readers, and weaker readers with weak readers. But, you can also mix abilities and pair strong readers with weaker readers.
3. Teach the routine and rules: At the beginning of the year, explain to the children what Paired Reading involves and exactly what they need to do during the period. Let them practice the routine with your guidance at first.
4. Teach children to give feedback to their partner.
How do we do Independent Reading?

1. **Teach learners how to behave during Independent Reading:** Model, discuss and practice how learners should behave during Independent Reading time. Some important routines to establish include: How should they sit? Where should they sit? How should it sound? What should they do when they finish?

2. **Teach learners how to choose books:** Teach children to choose books that are interesting and at the right level. Teach learners the 5-finger rule for choosing books at the right level: hold up a finger every time they cannot read a word. If they cannot read more than five words on a page, they should probably choose an easier book.

3. **Build focus:** Young learners will struggle to focus on reading for a long time at first. They get tired easily or want to do something else. Slowly increase the time for Independent Reading to help learners read for a longer time.

4. **Give learners a chance to talk about what they have read:** One way to check whether learners actually read during Independent Reading is to give them a chance to tell the class or to tell you individually about what they have read. Especially, help them to share what they found exciting and what they enjoyed.

Extra videos:
Phonics: Letter-sound relationships

The goal of phonics is to teach children how to use their knowledge of the relationships between letters and sounds to read and to spell. Children need to understand that our alphabetic writing system represents sounds with letters. It is important for children to learn what the letter-sound relationships are so that they can learn to read written words. In order to learn to read, children need to hear the sounds in words and to link these sounds to the appropriate letters in the alphabet.

How do you teach children that specific letters represent specific sounds?

In isiXhosa, a particular sound is always represented by the same letter. We know from research that children who are aware of sounds in spoken language and know how these sounds are related to letters, are at an advantage when they begin learning to read and write, so we start teaching this in Grade R. By the middle of Grade 1 children should be able to link all the single letters of the alphabet with their sounds, both in reading and in writing.

Representing sounds with objects and letters.

The teacher asked learners to place objects that have the ‘b’ sound in one circle and those that have the ‘s’ sound in another circle.

Representing sounds with objects and words.

The teacher can ask the learners to name the objects from the pictures and emphasize the ‘j’ sound when saying the words. You can then write the letter ‘j’ in handwriting booklet or do the exercise in DBE workbook.
Steps when introducing a letter:

- Listen for the sound the letter makes
- Say the sound
- Think of other words beginning with the same sound
- Form the letter using different senses (in the air with their finger, write it, paint it etc.)
- Link the letter to the alphabet frieze on the wall

Activities for practicing letter-sound relationships

It is important for children to learn the sounds that letters make and to use this knowledge to read and write words and sentences with accuracy and speed. You can teach them how to do this in your phonics lessons and practise while reading books during the CAPS reading activities.

When should letter-sounds be taught?

- **In Grade R**: Children learn to recognise the different sounds in words in Grade R. They learn to break spoken words down into their individual sounds and build them up again. This is called phonological awareness. Letter-sound relationships are taught informally in Grade R. Learners are usually taught the letters that occur in their names. They may also become familiar with the vowels and some common single sounds such as m, l, v, n. Phonics is done in a playful, fun way in Grade R, for example, children learn songs and rhymes associated with letters and sounds.

- **In Grade 1**: This is the grade in which most of the letter-sound relationships should be taught, including the vowels, single consonant sounds and common digraphs bh, ph, th, kh, lw, hl.

- **In Grade 2**: The trigraphs can be taught early in Grade 2, but by then learners should already have a good grasp of the alphabet and should be able to manage the more complex consonant sounds quite easily. It is important to remember that it is not enough to just teach the letter-sounds. We need to go further and teach children how to use this knowledge to read and to spell.
Phonics: Blending and Segmenting

When children are first learning to read they need to be able to join letters together to make syllables and words (blending) and to separate words into syllables and sounds (segmenting).

Once learners understand that sounds are represented by letters, they can start to put the sounds together to read words, for example, they can move from reading ‘v + u + k + a’, to reading the word ‘vuka.’ This is called blending. Once children can blend, they can join sounds together in syllables and simple words. It’s very important that learners understand the building blocks of words, from the smallest parts (letters and their sounds) to syllables and then to words. When learning to read children need to be able to join letters to make syllables and words (blending letters and their sounds together), but also to break down words into syllables and syllables into individual sounds/letters (segmenting). Let’s watch a video of Zaza explaining this:

Segmenting: Your goal as the teacher is to get children to a place where they can read and write whole words, sentences and eventually paragraphs and stories. This starts with a good understanding of sounds in words and that these sounds can be represented by the letters of the alphabet. To make a syllable like ‘ba’ we need to join a consonant (b) and a vowel (a) to make ‘ba’. These syllables can be combined to make whole words, like ba-la ‘bala’. Once learners can write words, they can use this knowledge to spell words. You can segment a word into syllables and then into individual letters.

Segmenting: from words to syllables.

It is important for children to be able to break down a word into its syllables.

Segmenting: from syllables to letters:

Children must be able to identify the individual sounds in syllables. For example that ‘na’ is made up of ‘n’ and ‘a’.

Blending: You must help the learners notice the individual sounds in spoken and written words and play around with these sounds and letters in different ways. You can show learners that we can blend different letters and syllables to make different words. In isiXhosa it is easier to use verbs when you do this exercise. It is important to make these activities fun – by using games and songs.
1. Building words from syllable cards

It is important that children can recognise the sounds the letters make and can blend them together so that they can read words. Activities involving word-building using the letter-sound relationships they already know are good.

2. Working with a group on a mat to write the names of objects

It is good to link writing and words to real life objects that children can touch or see. This helps them with comprehension so they can understand that the words we are making and the syllables we are blending have meaning when put together. When doing this activity, choose simple words that have the letters/phonics focus for the week.

3. Making words and sentences from a picture

Once learners are able to make words from syllables we move on to using the words to create sentences. It is important that learners don’t just stay at the level of singing syllables “ba, be, bi, bo, bu” but that they develop an understanding of whole words and use these words to build sentences.

Extra videos:
Checklist: Grade 2 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

DBE Vocabulary Posters:
- At School
- My Family
- Transport
- Weather
- Safety at Home
- Going to the Doctor
- Wild Animals
- At the Farm
- Shopping
- Birthday Party
- Sport
- People that help
- Celebrations

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

Vula Bula Big Books:
Big Book 3.
- Jika
- Umnikelo
- Utata usele nosana
- Sebeza

Big Book 4.
- Lelikabani eli Vili?
- Ekhaya
- Uhamba
- Yophukile ifestile

Big Book 5.
- Ncedani!
- Uphi uZinzi?
- Sidlala undize
- Sityiwe isonka

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

Story books for Read Aloud
- Ibuhlukhwe Ende
- iBhola elahlekileyo
- Intombazana encinane eyayingafuni
- Imbila Nofudo
- Umoya Nelanga
- Umguni Omhle
- UDadana Ombi
- U Lindiwe iqahwe-kazi Lethu!
- Ibhokwana encini elahlekileyo
- Sonwabile
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 2 Term 2

### IsiXhosa HL - Grade 2 Term 2

<table>
<thead>
<tr>
<th>Week 1</th>
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<th>Week 6</th>
<th>Week 7</th>
<th>Week 8</th>
<th>Week 9</th>
<th>Week 10</th>
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<tr>
<td>2-5 Apr</td>
<td>8-12 Apr</td>
<td>15-19 Apr</td>
<td>22-26 Apr</td>
<td>29 Apr - 3 May</td>
<td>6-10 May</td>
<td>13-17 May</td>
<td>20-24 May</td>
<td>27-31 May</td>
<td>3-7 Jun</td>
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**Shared Reading**
- **DBE: pg 58:** Sita ukutywa okufanelelekiyo pg 62: Usapho hwasekhaya olukhulu
- **DBE: pg 66:** Lindaba ezimandla pg 70: Siya phi? pg 86: Siseselwande
- **DBE: pg 42:** Abahlalo abathembekileyo pg 46: Sikhathelana izilo-qbane zethu
- **DBE: pg 94:** Sibuyele eklasini pg 110: Amaxesha onyaka pg 126: Sinxibela imozulu
- **DBE: pg 98:** Isichothoni pg 102: Isichothoni
- **DBE: pg 102:** Isichothoni pg 106: Ndakhe ndalibona ikhephu
- **DBE: pg 118:** Abahlalo abathembekileyo pg 122: Sikhathelana izilo-qbane zethu

**Story:** uCitronella
**Book:** Unomnyayi onxaniweyo
**Story:** Unomnyayi onxaniweyo
**Book:** Unomnyayi onxaniweyo
**Story:** Intaba egxumayo

**V.B Big Book:** Uphi uZinzlizi? Explicit teaching - Different Homes
**V.B Big Book:** Sidlala undize Explicit teaching - Quotation marks used in thought speech
**V.B Big Book:** Sityiwe isonka Explicit teaching - Sequencing
**V.B Big Book:** Izinyo Explicit teaching - Adjectives
**V.B Big Book:** Evenkileni yempahla Explicit teaching - Summarising strategy
**V.B Big Book:** Umqathetho omikhulukazi Explicit teaching - Augmentative with suffix -kazi
**V.B Big Book:** Ibali lobuqqi Explicit teaching - Suffix -kazi used to show feminine
**V.B Big Book:** Gcinefa ingomso Explicit teaching - Breaking words into manageable parts (counting syllables)
**V.B Big Book:** Isuphu yelitwe Explicit teaching - Verbs
**V.B Big Book:** Idabi lomoya nelanga Explicit teaching - Synonyms

**Phonics**
- dl
- nd
- nz
- sh
- ndl
- qw
- nk
- ty
- lw
- ny
- mp
- nj
- nx
- nq
- ts
- gq
- rh
- gc
- nt
- ch
- kw
- qh
- tsh

**Handwriting**
- dl
- nd
- nz
- sh
- ndl
- qw
- nk
- ty
- lw
- ny
- mp
- nj
- nx
- nq
- ts
- gq
- rh
- gc
- nt
- ch
- kw
- qh
- tsh

**Writing**

**Group Guided Reading**
- Vula Bula Anthologies See all groups
- Vula Bula Anthologies See all groups
- Vula Bula Anthologies See all groups
- Vula Bula Anthologies See all groups
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## Timetable

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<thead>
<tr>
<th>Time</th>
<th>Duration</th>
<th>MON</th>
<th>TUES</th>
<th>WED</th>
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<tr>
<td>08:00-08:25</td>
<td>25</td>
<td><strong>Listening &amp; Speaking; Read Aloud (Life Skills: Beginning 60 min)</strong></td>
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<td>08:25-09:55</td>
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<td><strong>MATHS BLOCK</strong></td>
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<td>09:55-10:25</td>
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<td>First Break</td>
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<tr>
<td>10:25-11:15</td>
<td>20</td>
<td>Shared (1)</td>
<td>Shared (2)</td>
<td>Shared (3)</td>
<td>Handwriting</td>
<td>Handwriting</td>
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<tr>
<td>11:15-12:00</td>
<td>45</td>
<td>EFAL - Listening &amp; speaking (60), Reading &amp; phonics (60), Writing (60), Language use (30)</td>
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<tr>
<td>12:00-12:30</td>
<td>30</td>
<td>Second Break</td>
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<tr>
<td>12:30-13:00</td>
<td>30</td>
<td>GGR X 2 groups a day; Paired Reading; Independent Reading</td>
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<tr>
<td>13:00-13:35</td>
<td>35</td>
<td>Creative Arts (x2) / PE (x3)</td>
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### Key:
- **HL & LS**: Headline & Language Skills
- **EFAL**: English for Academic Language
- **MATHS**: Mathematics
- **ASSESSMENT**: Assessment
**Week 1: Day 1**

**Listening and Speaking (20 min)**
- **Resources:** DBE book: Sitya ukutya okufanelekileyo; vocabulary flash cards: ukutya, sityala, imifuno, sinkcenkcestela, izityalo
- **Preparation:** Create a sentence strip with the title. Make vocabulary flash cards.
- **Lesson objective(s):** Talk about the picture on page 58. Relate it to their own experience. Learn new vocabulary.

**ACTIVITIES**
- Each learner must take out the DBE book and turn to page 58.
- Ask questions that will lead to a discussion, for example:
  - What do we call the place that we see in the picture?
  - What is each person doing in the picture?
  - Do we have a garden in our homes?

**Shared Reading (15 min)**
- **Resources:** Vula Bula Big Book: Uphi uZinzi?; vocabulary flash cards: ukwakha, umsebenzi, abasebenzi, nzima, inzima, ukudinwa, isele, ulovane, icikilishe, ukuchola-chola
- **Preparation:** Read through the story beforehand and prepare your questions.
- **Lesson objective(s):** Talk about the pictures and 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 is on the girl’s head?
     - How far is she with her home?
     - Thinking out loud: What is the story going to be about? (prediction)
   - **Picture walk:** Page through the story (do not read it). Look at the pictures and ask questions:
     - [page 14] Look at the picture. What is the weather like?
     - What are the things that tell you about the weather in this picture? Have we ever seen these drawings? Where?
   - **Vocabulary:** Teach new words using flash cards, 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.
2. **During reading**
   - Read the first half of the story. Read the story with expression, demonstrating fluency.
   - Ask comprehension questions after reading two pages. The learners must predict what is going to happen in the next pages.
     - [page-17] Why are the workers sweating?
3. **Post-reading**
   - Finish by asking:
     - Have you ever fetched water before? Where did you fetch the water? How long did you take?

**Phonics (15 min)**
- **Resources:** Vula Bula letter card for /dl/; flash cards of words with the /dl/ sound: dlula, idlaka, idla, idlelo, isidlo, udladla, ukudloba, idlakadlaka
- **Preparation:** Create a sentence strip: Idlava llumene isidlo esinedliso. Cut out flash cards.
- **Lesson objective(s):** Identify and sound /dl/ and be able to read words with the /dl/ sound.

**ACTIVITIES**
1. **Sentence strip**
   - Stick the sentence strip on the board. Read it aloud, emphasising the /dl/ sound.
   - Tell the learners that they are going to learn about the sound /dl/ – what it looks like, how it sounds, and words that have this sound.
   - Read the sentence on the strip again. Ask the learners to listen and look for the words with /dl/ in this sentence.
2. Letter card for /dl/
   - Stick the letter card on the board and ask: What is this?
   - Repeat the response – *dila*- and emphasise the /dl/ sound.
   - Tell the learners to say /dl/. They must look at your mouth; say it again and look at each
     other’s mouths to see what their lips are doing.

3. Phonics words
   - Ask the learners to suggest words with the /dl/ sound.
   - Introduce the /dl/ words using flash cards, pictures or objects.
   - Talk about the meaning of each word. Look at the form. Use each word in a sentence, or
     act it out.
   - Stick the flash cards on the phonics chart and use them throughout the week.
   - Refer the learners to the word list that is pasted in their books. Read the words with them
     again.

Writing (15 min)
- **Resources:** learners’ exercise books; pencils
- **Preparation:** Prepare for the weekend news.
- **Lesson objective(s):** Participate in writing weekend news.

**ACTIVITIES**
- Tell the learners that they will be writing their weekend news.
- Ask the learners to write about their weekend highlights.
- Instruct them to write at least two sentences about what they did on Saturday and two
  sentences about what they did on Sunday.
- Walk around assisting with sentence structure, punctuation and spacing.

Handwriting (15 min)
- **Resources:** learners’ handwriting exercise books; pencils
- **Preparation:** Write a pattern on the board.
- **Lesson objective(s):** Learn and practise writing the sound /dl/.

**ACTIVITIES**
- Tell the learners to open their handwriting books.
- Write the date, subject and a pattern on the board.
- First line: write a row of /dl/.
- Second line write: *dila, idielo, isidlo, diula*.
- Third line: write another row of /dl/.
- Close with a pattern.
- 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)
- See Group guided reading booklet as a guide for each story.

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<th>Monday</th>
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<td>Group 1</td>
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</tbody>
</table>
Week 1: Day 2

Listening and Speaking (20 min)

- **Resources:** DBE book: *Siyaya ukutywa onkufanelekeleyo*; vocabulary flash cards: *ukutywa, sityala, umfuno, sinkcenkceshela, izityalo*
- **Preparation:** Create a sentence strip with the title. Make vocabulary flash cards.
- **Lesson objective(s):** Talk about the picture on page 58. Relate it to their own experience. Learn new vocabulary.

**ACTIVITIES**
- Each learner must take out the DBE book and turn to page 58. Read and talk about the title.
- Recap the vocabulary taught yesterday.
- Ask questions that will lead to a discussion, for example:
  - Why do people plant vegetables in their gardens?
  - Which tools do we use when we’re planting?
  - What helps the plants to grow in our gardens?

Shared Reading (15 min)

- **Resources:** Vula Bula Big Book: *Uphi uZinzi?*; vocabulary flash cards: *ukwakha, umsebenzi, abasebenzi, nzima, inzima, ukudinwa, iisele, ulovane, icikilishe, ukuchola-chola*
- **Preparation:** Read through the story beforehand and prepare your questions.
- **Lesson objective(s):** Talk about the pictures and participate in the shared reading by predicting, relating to their own experience and answering comprehension questions. Teach about different homes.

**ACTIVITIES**
1. **Pre-reading**
   - Recap: Talk about what you read yesterday.
   - Vocabulary: Ask the learners to tell you what words they learned yesterday. They must use the words correctly in sentences to show their understanding.
   - **Explicit teaching:** Explain to the learners that different people build different homes.
     - Thinking out loud: I wonder what type of home is in this picture?
     - Which tools and resources are used when building a home?
     - In the story the girl is fetching grass, what is she going to use this grass for?
     - Talk about each step of building a house.
     - Teach about different types of homes, for example rondavel, brick house, shack, etc.
2. **During reading**
   - Read the story with expression, demonstrating fluency.
   - Use the prediction skills while reading:
     - (page 17) I wonder at which step the builders are in building this rondavel?
3. **Post-reading**
   - Finish by asking questions, for example:
     - What do you think would have happened to the workers if Zinzi did not bring the water?

Phonics (15 min)

- **Resources:** Vula Bula letter card for */nd*/; flash cards from the word list: *indalo, indawo, indoda, induku, usando, isando, undize, isando, iindaba, iinduvu, iindudumo*
- **Preparation:** Cut out vocabulary flash cards. Stick the flash cards on the board.
- **Lesson objective(s):** Identify and read words with the sound */nd*/.

**ACTIVITIES**
1. **Recap**
   - Refer to the letter card 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 */nd*/ words.
   - Ask them to sort these words according to the table below. Group the words according to whether the */nd*/ is at the beginning, middle or end of the word.

<table>
<thead>
<tr>
<th>Beginning</th>
<th>Middle</th>
<th>End</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ndize?</td>
<td>Ukubindeka</td>
<td>umfundla</td>
</tr>
</tbody>
</table>
Handwriting (15 min)

- Resources: learners’ handwriting exercise books; pencils
- Preparation: Write a pattern on the board.
- Lesson objective(s): Learn and practise writing the sound /dl/.

ACTIVITIES
1. Recap:
   - Tell the learners to open their handwriting books.
   - Write the date, subject and a pattern on the board.
   - Write the following sentences on the board. Instruct the learners to copy them into their exercise books.
   - Sidlule kwidlaka lwakwaDlakavu.
   - Idlavu litya isidlo esinedliso.
   - Close with a pattern.
   - Walk around to see how they are doing. Help where needed.
   - Remember to check the learners’ posture, pencil grip and directionality.

Shared Writing (15 min)

- Resources: chart paper; khaki pens
- Preparation: Prepare for creating a class story.
- Lesson objective(s): Participate in creating a class story.

ACTIVITIES
- Tell the learners to think about building a house.
- Tell them that they will follow this writing frame.
  - Where are you going build your house?
  - What kind of house are you going to build?
  - How long are you going to take to build this house?
  - Which tools are you going to use to build this house?
  - Do you have workers?
  - How do you feel about building the house?
- After writing, the learners must re-read the sentences and correct any errors.

Group Guided Reading (30 min)

- See Group guided reading booklet as a guide for each story.

<table>
<thead>
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<td>Group 5</td>
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</tbody>
</table>
Week 1: Day 3

**Listening and Speaking (20 min)**

- **Resources:** DBE book: *Usapho lwasekhaya olukhulu*; vocabulary flash cards: *Ugugle, umsimbithi, uyaqaqanjelwa*
- **Preparation:** Create a sentence strip with the title. Make vocabulary flash cards.
- **Lesson objective(s):** Talk about the picture on page 62. Relate it to their own experience. Learn new vocabulary.

**ACTIVITIES**
- Each learner must take out the DBE book and turn to page 62.
- Ask questions that will lead to a discussion, for example:
  - Where are the people in the picture sitting?
  - Who are the people that we see in the picture?
  - What do we call all these people in one word?

**Shared Reading (15 min)**

- **Resources:** Vula Bula Big Book: *Uphi uZinzi?*
- **Preparation:** Prepare a summary frame. Take the words you introduced in the first and the second readings off the vocabulary chart and put them up on the wall around the class.
- **Lesson objective(s):** Summarise the story.

**ACTIVITIES**
1. **Pre-reading**
   - **Vocabulary:** Ask the learners to find the words they learned on Monday and Tuesday on the wall.

2. **During reading**
   - When a learner finds the word, she or he must read it and stick it on the vocabulary chart.
   - Help the learners to pronounce and read the words fluently when needed.

3. **Post-reading**
   - **Summarising:** Tell the learners that they will be summarising what they have been reading about.
     - What is the name of the girl in the story?
     - Who did she meet when she went to fetch water?
     - What did they do?
     - What made Zinzi take a long time to bring water to the workers?

**Phonics (15 min)**

- **Resources:** Vula Bula letter card for /nz/; phonics flash cards from the word list: *inzaia, inzima, inzuso, amanz, ibunzi, usenza, inkunzi, umsebenzi*
- **Preparation:** Create a sentence strip: *Kuhla amanzi kwibunzi likaZinzi*.
- **Lesson objective(s):** Identify and sound /nz/ and be able to read words with the /nz/ sound.

**ACTIVITIES**
1. **Sentence strip**
   - Stick the sentence strip on the board.
   - Read it aloud, emphasising the /nz/ sound.
   - Tell the learners that they are going to learn about the sound /nz/ – what it looks like, how it sounds, and words that have this sound.
   - Read the sentence on the strip again. Ask the learners to listen and look for the words with /nz/ in this sentence.
Week 1: Day 3

Letter card for /nz/
• Stick the card on the board and ask: What is this?
• Repeat the response – umlenze – and emphasise the /nz/ sound.
• 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.

2. Phonics words
• Ask the learners to suggest words with the /nz/ sound.
• Introduce the /nz/ words using flash cards, pictures or objects.
• Use the phonics flash cards for /nz/. Talk about the meaning of each word. Look at the form. Use each word in a sentence, or act it out.
• Stick the flash cards on the phonics chart and use them throughout the week.
• Refer the learners to the word list that is pasted in their books. Read the words with them again.

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

ACTIVITIES
• Tell the learners to open their handwriting books.
• Write the date, subject and a pattern on the board.
• First line: write a row of /nz/.
• Second line write: inzima, inzala, inkunzi, ibunzi.
• Third line: write another row of /nz/.
• Close with a pattern.
• Walk around to see how they are doing. Help where needed.
• Remember to check the learners’ posture, pencil grip and directionality.

Writing (15 min)
- Resources: paper; pencils; crayons
- Preparation: Prepare a writing frame.
- Lesson objective(s): Draw a picture and write sentences about a poem on saving water.

ACTIVITIES
• Ask the learners to follow this writing frame:
  ◦ Where do we get water from?
  ◦ What do we use water for? Learners must write two sentences.
  ◦ How can we save water?

Group Guided Reading (30 min)
• See Group guided reading booklet as a guide for each story.
Week 1: Day 4

Listening and Speaking (20 min)

- Resources: DBE book: Usapho lwasekhaya olukhulu; vocabulary flash cards: Ugugile, umsimbithi, uyaqaanqjela
- Preparation: Create a sentence strip with the title. Make vocabulary flash cards.
- Lesson objective(s): Talk about the picture on page 62. Relate it to their own experience. Learn new vocabulary.

ACTIVITIES
- Each learner must take out the DBE book and turn to page 62.
- Ask questions that will lead to a discussion, for example:
  - Count how many family members there are in the picture.
  - Look at the picture and say what each family member is doing.
  - Can dogs be considered as family members? Why?

Phonics (15 min)

- Resources: Vula Bula letter card for /nz/; flash cards from the word list: inzala, inzima, inzuzo, amanzi, ibunzi, usenza, inkunzi, umsebenzi, inzonzobila
- Preparation: Cut out vocabulary flash cards. Stick the flash cards on the board.
- Lesson objective(s): Identify and read words with the sound /nz/.

ACTIVITIES
1. Recap
   - Refer to the letter card 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 /nz/ words.
   - Ask them to sort these words according to the table below. Group the words according to whether the /nz/ is at the beginning, middle or end of the word.

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Week 1: Day 4

Writing *(15 min)*

- **Resources:** paper; pencils; crayons
- **Preparation:** Stick a writing frame on a writing chart.
- **Lesson objective(s):** Draw a picture and write sentences about a poem on saving water.

**ACTIVITIES**
- Ask the learners to draw a picture where they are using water in a good way.
- Below the picture they must neatly re-write their sentences from yesterday.
- Make space on the wall under the heading: *Ukubaluleka kwamanzi.*

Group Guided Reading *(30 min)*

- See Group guided reading booklet as a guide for each story.

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Week 1: Day 5

Listening and Speaking (20 min)

- **Resources:** A short story created by the teacher on the importance of using clean water.
- **Preparation:** Prepare to tell a story that you created on the importance of using clean water.
- **Lesson objective(s):** Learn about the importance of using clean water.

**ACTIVITIES**
- Tell the story that you created on the importance of using clean water.
- Ask the learners what can be done to clean the water.
- Ask the learners how we see clean water.
- Ask the learners what happens when one drinks unclean water.

Phonics (15 min)

- **Resources:** Vula Bula letter cards for /dl/ and /nz/; phonics flash cards of the words taught this week.
- **Preparation:** Stick the cards for /dl/ and /nz/ on the board. Stick up all the phonics flash cards taught for the week.
- **Lesson objective(s):** Identify the sounds /dl/ and /nz/.

**ACTIVITIES**
- Stick up the flash cards for /dl/ and /nz/ and all the phonics flash cards taught for the week.
- Ask learners to come to the board one at a time and choose a flash card.
- They read the flash card and stick it under the correct card – /dl/ or /nz/.
- They must also explain why they have put it there.
- Ask the class for feedback.
- Continue until all the flash cards have been read and sorted.
Week 1: Day 5

Group Guided Reading (30 min)

- See Group guided reading booklet as a guide for each story.

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Vocabulary words of the week

ukuty a
sity a
imifuno
sinkcenk ceshela
izity alo
ukwakha
umsebenzi
abasebenzi
nzima
inzima
ukudinwa
isele
ulovane
icikil ishe
ukuchola-chola
Ugugile
umsimbithi
uyaqaqanjelwa
Week 2: Day 1

Listening and Speaking (20 min)
- **Resources:** DBE book: *Indaba ezimndani*; vocabulary flash cards: *Ibhasi, izlwanyana zasendle, uwindle*
- **Preparation:** Create a sentence strip with the title. Make vocabulary flash cards.
- **Lesson objective(s):** Talk about the picture on page 66. Relate it to their own experience. Learn new vocabulary.

**ACTIVITIES**
- Each learner must take out the DBE book and turn to page 66.
- Ask questions that will lead to a discussion, for example:
  - Looking at the teacher’s and learners’ facial expression, can you tell how everyone is feeling in this classroom?
  - Can each one tell the news that he/she has ever heard.
  - What kind of news were those?

Shared Reading (15 min)
- **Resources:** Vula Bula Big Book: *Sidlala undize*; vocabulary flash cards: *undize, zimela, igumbi lokuphumla, igumbi lokulala, igumbi lokuphekela, ikhetini, ekhabhathini, landela, isidlo*
- **Preparation:** Read through the story beforehand and prepare your questions.
- **Lesson objective(s):** Talk about the pictures and participate in the shared reading by predicting, relating to their own experience and answering comprehension questions.

**ACTIVITIES**
1. **Pre-reading**
   - **Cover:** Talk about the cover, title and the picture. Ask questions, for example:
     - Who do you see in the picture?
     - Where is this place that these children are at?
     - Thinking out loud: 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 24)* Look at the picture. Where are these children?
     - Why aren’t they at school?
   - **Vocabulary:** Teach new words, using flash cards, 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.
2. **During reading**
   - Read the first half of the story. Read the story with expression, demonstrating fluency.
   - Ask comprehension questions after reading two pages. The learners must predict what is going to happen in the next pages.
     - *(page 26)* Which room are they playing hide and seek in? Give a reason for your answer.
3. **Post-reading**
   - Finish by asking:
     - Have you ever played hide and seek? Who were you playing with?

Phonics (15 min)
- **Resources:** Vula Bula letter card for /sh/; flash cards of words with the /sh/ sound: *ishumi, qesha, igusha, ixesha, kushushu, shumayela, isheleleni, ishishini, icikilišhe*
- **Preparation:** Make a sentence strip: *Uqeshe amahashe alishumi*. Cut out flash cards.
- **Lesson objective(s):** Identify and sound /sh/ and be able to read words with the /sh/ sound.

**ACTIVITIES**
1. **Sentence strip**
   - Stick the sentence strip on the board. Read it aloud, emphasising the /sh/ sound.
   - Tell the learners that they are going to learn about the sound /sh/ – what it looks like, how it sounds, and words that have this sound.
   - Read the sentence on the strip again. Ask the learners to listen and look for the words with /sh/ in this sentence.
2. Letter card for /sh/
- Stick the letter card on the board and ask: What is this?
- Repeat the response – ihashe – and emphasise the /sh/ sound.
- Tell the learners to say /sh/. They must look at your mouth; say it again and look at each other’s mouths to see what their lips are doing.

3. Phonics words
- Ask the learners to suggest words with the /sh/ sound.
- Introduce the /sh/ words using flash cards, pictures or objects.
- Talk about the meaning of each word. Look at the form. Use each word in a sentence, or act it out.
- Stick the flash cards on the phonics chart and use them throughout the week.
- Refer the learners to the word list that is pasted in their books. Read the words with them again.

Writing (15 min)
- **Resources:** learners’ exercise books; pencils
- **Preparation:** Prepare for the weekend news.
- **Lesson objective(s):** Participate in writing weekend news.

**ACTIVITIES**
- Tell the learners that they will be writing their weekend news.
- Ask the learners to write about their weekend highlights.
- Instruct them to write at least two sentences about what they did on Saturday and two sentences about what they did on Sunday.
- Walk around assisting with sentence structure, punctuation and spacing.

Handwriting (15 min)
- **Resources:** learners’ handwriting exercise books; pencils
- **Preparation:** Write a pattern on the board.
- **Lesson objective(s):** Learn and practise writing the sound /sh/.

**ACTIVITIES**
- Tell the learners to open their handwriting books.
- Write the date, subject and a pattern on the board.
- First line: write a row of /sh/.
- Second line: write: ishumi, isheleni, qesha, igusha
- Third line: write another row of /sh/.
- Close with a pattern.
- 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)
- See Group guided reading booklet as a guide for each story.
Listening and Speaking (20 min)

- **Preparation**: Create a sentence strip with the title. Make vocabulary flash cards.
- **Lesson objective(s)**: Talk about the picture on page 66. Relate it to their own experience. Learn new vocabulary.

**ACTIVITIES**
- Each learner must take out the DBE book and turn to page 66.
- Read and talk about the title.
- Recap the vocabulary taught yesterday.
- Ask questions that will lead to a discussion, for example:
  - What was the teacher’s news?
  - How long was the trip going to take?
  - If you were going to take a school trip what are the important items that you would take?

Shared Reading (15 min)

- **Resources**: Vula Bula Big Book: *Sidlala undize*, vocabulary flash cards: *undize, zimela, igumbi lokuphumla, igumbi lokulala, igumbi lokuphekela, ikhetini, ekhabhathini, landela, isidlo*
- **Preparation**: Read through the story beforehand and prepare your questions.
- **Lesson objective(s)**: Talk about the pictures and participate in the shared reading by predicting, relating to their own experience and answering comprehension questions. Learn about quotation marks (speech marks).

**ACTIVITIES**
1. **Pre-reading**
   - Recap: Talk about what you read yesterday.
   - Vocabulary: Ask the learners to tell you what words they learned yesterday. They must use the words correctly in sentences to show their understanding.
   - Explicit teaching: Quotation marks (speech marks) “ “.
     - Thinking out loud: I wonder what are these signs for?
     - Listen to the teacher’s voice; in which paragraph does she sound like a narrator?
     - In which paragraph does the teacher’s voice sound like Sandile’s voice?
     - In which paragraphs are the speech marks used?
     - What are the speech marks used for?
     - Teach about quotation marks (speech marks).
2. **During reading**
   - Read the story with expression, demonstrating fluency.
   - Use the prediction skills while reading:
     - (page 25) Did Sandile find Sam and Meg? I wonder if he is going to find the others?
3. **Post-reading**
   - Finish the reading by asking evaluative questions.

Phonics (15 min)

- **Resources**: Vula Bula letter card for /ndl/; flash cards from the word list: *indlu, indlala, indlebe, indleko, indlela, amandla, ibandla, isandla, isondlo*
- **Preparation**: Cut out vocabulary flash cards. Stick the flash cards on the board.
- **Lesson objective(s)**: Identify and read words with the sound /ndl/.

**ACTIVITIES**
1. **Recap**
   - Refer to the letter card 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 /ndl/ words.
- Ask them to sort these words according to the table below. Group the words according to whether the /ndl/ is at the beginning, middle or end of the word.

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Handwriting (15 min)

- **Resources:** learners’ handwriting exercise books; pencils
- **Preparation:** Write a pattern on the board.
- **Lesson objective(s):** Learn and practise writing the sound /sh/.

**ACTIVITIES**

1. Recap

- Tell the learners to open their handwriting books.
- Write the date, subject and a pattern on the board.
- Write the following sentences on the board. Instruct the learners to copy them into their exercise books.
  - ligusha ezilishumi zabaleka kushushi.
  - Amahashe oosomashishini aphala ngaxesha nye.
- Close with a pattern.
- Walk around to see how they are doing. Help where needed.
- Remember to check the learners’ posture, pencil grip and directionality.

Shared Writing (15 min)

- **Resources:** writing chart; khoki pens
- **Preparation:** Prepare a writing chart.
- **Lesson objective(s):** Participate in writing a story about the rooms found in a house.

**ACTIVITIES**

- Draw a house: take instructions from the learners.
- They must say how many rooms they want for this house.
- When you have finished drawing the picture, they must tell you where they would like to hide.
- Ask them to write in their books and to follow the following writing frame:
  - How many rooms are in the house we drew?
  - In each room drawn where would they like to hide?

Group Guided Reading (30 min) **FORMAL ASSESSMENT TASK (FAT)**

- See Group guided reading booklet as a guide for each story.
Week 2: Day 3

Listening and Speaking (20 min)

- **Resources:** DBE book: Siya phi? vocabulary flash cards: ukrebe, ingonyama, umngxuma
- **Preparation:** Create a sentence strip with the title. Make vocabulary flash cards.
- **Lesson objective(s):** Talk about the picture on page 70. Relate it to their own experience. Learn new vocabulary.

**ACTIVITIES**
- Each learner must take out the DBE book and turn to page 70.
- Ask questions that will lead to a discussion, for example:
  - Do we still remember the lower picture? What was happening?
  - Look at the upper picture, what is happening?
  - If you were to take a school trip, which place from the places shown in this picture would you like to go to?

Shared Reading (15 min)

- **Resources:** Vula Bula Big Book: Sidlala undize
- **Preparation:** Take the words you introduced in the first and the second readings off the vocabulary chart and put them up on the wall around the class.
- **Lesson objective(s):** Summarise the story.

**ACTIVITIES**

1. **Pre-reading**
   - **Vocabulary:** Ask the learners to find the words they learned on Monday and Tuesday on the wall.

2. **During reading**
   - When a learner finds the word, she or he must read it and stick it on the vocabulary chart.
   - Help the learners to pronounce and read the words fluently when needed.

3. **Post-reading**
   - **Summarising:** Tell the learners that they will be summarising what they have been reading about. To help them summarise the story, ask them the following questions:
     - What kind of game is hide and seek?
     - Can Sandile play hide and seek on his own?
     - According to each sequence of events, say where each of Sandile's friends was hiding?

Phonics (15 min)

- **Resources:** Vula Bula letter card for /qw/; flash cards from the word list: qwaba, qwenga, qwalasela, qwakanisa, iqwarhashe, isiqwayi, isiqwanga, uqweqwe, qweqwedisa
- **Preparation:** Create a sentence strip: Iqwarhashe liqwalasela iqweqwe.
- **Lesson objective(s):** Identify and sound /qw/ and be able to read words with the /qw/ sound.

**ACTIVITIES**

1. **Sentence strip**
   - Stick the sentence strip on the board.
   - Read it aloud, emphasising the /qw/ sound.
   - Tell the learners that they are going to learn about the sound /qw/ – what it looks like, how it sounds, and words that have this sound.
   - Read the sentence on the strip again. Ask the learners to listen and look for the words with /qw/ in this sentence.

2. **Letter card for /qw/**
   - Stick the card on the board and ask: What is this?
   - Repeat the response – iqwarhashe – and emphasise the /qw/ sound.
   - Tell the learners to say /qw/. They must look at your mouth; say it again and look at each other’s mouths to see what their lips are doing.

3. **Phonics words**
   - Ask the learners to suggest words with the /qw/ sound.
   - Introduce the /qw/ words using flash cards and pictures or objects.
   - Use the phonics flash cards for /qw/. Talk about the meaning of each word. Look at the form. Use each word in a sentence, or act it out.
   - Stick the flash cards on the phonics chart and use them throughout the week.
   - Refer the learners to the word list that is pasted in their books. Read the words with them again.
Handwriting (15 min)

- **Resources:** learners’ handwriting exercise books; pencils
- **Preparation:** Write a pattern on the board.
- **Lesson objective(s):** Learn and practise writing the sound /qw/.

**ACTIVITIES**
- Tell the learners to open their handwriting books.
- Write the date, subject and a pattern on the board.
- First line: write a row of /qw/.
- Second line write: qwaba, qwenga, qweba, iqwilli.
- Third line: write another row of /qw/.
- Close with a pattern.
- Walk around to see how they are doing. Help where needed.
- Remember to check the learners’ posture, pencil grip and directionality.

Paired Writing (15 min)

- **Resources:** paper; pencil; crayons
- **Preparation:** Prepare for the learners to draw a picture and write a caption.
- **Lesson objective(s):** Draw a picture and write a caption in pairs.

**ACTIVITIES**
- Tell the learners they will be working in pairs to think about choosing a hiding place where no one could find them if they were playing hide and seek.
- Ask them to brainstorm different ideas as to why they think it would be difficult for someone to find them in their chosen hiding place.
- They must draw a picture of the hiding place they chose. In the picture they must draw a foot overlapping where they are hiding.
- They must write a sentence below the drawing, explaining where someone is hiding.
- Remember to check the learners’ posture, pencil grip and directionality.

Group Guided Reading (30 min)

- See Group guided reading booklet as a guide for each story.

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</table>
**Listening and Speaking (20 min)**

- **Resources:** DBE book: *Siselwandle*; vocabulary flash cards: *lintlanzi, neenqanawe, amaza, alwayuyazayo*
- **Preparation:** Create a sentence strip with the title. Make vocabulary flash cards.
- **Lesson objective(s):** Talk about the picture on page 86. Relate it to their own experience. Learn new vocabulary.

**ACTIVITIES**
- Each learner must take out the DBE book and turn to page 86.
- Ask questions that will lead to a discussion, for example:
  - Where did the learners plan to go after visiting the zoo?
  - Which season of the year is shown in this picture?
  - What are the things that can be dangerous in the sea?

**Phonics (15 min)**

- **Resources:** Vula Bula letter card for /qw/; flash cards from the word list: *qwaba, qwenga, qwalasela, qwakanisa, iqwakaza, isiqwanyi, isiqwanga, uqweqwe, qweqwedisa*
- **Preparation:** Cut out flash cards. Stick the flash cards on the board.
- **Lesson objective(s):** Identify and read words with the sound /qw/.

**ACTIVITIES**

1. **Recap**
   - Refer to the letter card 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 /qw/ words.
   - Ask them to sort these words according to the table below. Group the words according to whether the /qw/ is at the beginning, middle or end of the word.

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Week 2: Day 4

Writing (15 min)
- Resources: learners’ drawings and sentences
- Preparation: Prepare for the learners to present their drawings.
- Lesson objective(s): Present pictures that were drawn on the previous day.

ACTIVITIES
- Each pair of learners must bring their pieces of paper and stick them on the board.
- They must read the sentences they wrote under their drawings.
- Applaud them for their effort.

Group Guided Reading (30 min)
- See Group guided reading booklet as a guide for each story.

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</table>
Listening and Speaking (20 min)

Resources: paper; pencil; khoki pens
Preparation: Prepare for the learners to create their own story.
Lesson objective(s): Create their own story about a school trip.

ACTIVITIES
• Tell the learners that they need to create a story about a school trip relating to the story that was discussed over the last four days.
• Instruct them to choose a partner.
• Give them time to brainstorm their story and practise it.
• Tell them that next week every pair will have a turn to tell their story.
• Walk around listening and helping where necessary.

Phonics (15 min)

Resources: Vula Bula letter cards for /sh/ and /qw/; phonics flash cards of the words taught this week
Preparation: Stick the cards for /sh/ and /qw/ on the board. Stick up all the phonics flash cards taught for the week.
Lesson objective(s): Identify the sounds /sh/ and /qw/.

ACTIVITIES
• Stick up the cards for /sh/ and /qw/ and all the phonics flash cards taught for the week.
• Ask learners to come to the board one at a time and choose a flash card.
• They read the flash card and stick it under the correct card – /sh/ or /qw/.
• They must also explain why they have put it there.
• Ask the class for feedback.
• Continue until all the flash cards have been read and sorted.
Group Guided Reading *(30 min)*

- See Group guided reading booklet as a guide for each story.

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**Vocabulary words of the week**

- Ibhasi
- Izilwanyana
- Zasendle
- Ulwandle
- Undize
- Zimela
- Igumbi lokuphumla
- Igumbi lokulala
- Igumbi lokuphekela
- Ikhetini
- Ekhobhathini
- Landlela
- Isidlo
- Ukrebe
- Ingonyama
- Umngxuma
- Lintlanzi
- Neenqanawe
- Amaza
- Alwayuzayo
Week 3: Day 1

Listening and Speaking (20 min)

- **Resources:** DBE book: Abahlobo abathembekileyo; vocabulary flash cards: umhlobo, othembekileyo
- **Preparation:** Create a sentence strip with the title. Make vocabulary flash cards.
- **Lesson objective(s):** Talk about the picture on page 42. Relate it to their own experience. Learn new vocabulary.

**ACTIVITIES**
- Each learner must take out the DBE book and turn to page 42.
- Ask questions that will lead to a discussion, for example:
  - Each child in this picture is doing something with one another, what do you think about their relationship?
  - How do you choose good friends?
  - What are the things that you do with your friends?

Shared Reading (15 min)

- **Resources:** Vula Bula Big Book: Sityiwe isonka; vocabulary flash cards: inkawu, ukumema, isonka samasi, ukulamba, ukuzilingisa, uyaliibazisa, ukunukisa, ukuruha, isipili, ukuziqhola, ukuqaba
- **Preparation:** Read through the story beforehand and prepare your questions.
- **Lesson objective(s):** Talk about the pictures and participate in the shared reading by predicting, relating to their own experience and answering comprehension questions.

**ACTIVITIES**
1. Pre-reading
   - **Cover:** Talk about the cover, title and the picture. Ask questions, for example:
     - Who is sitting on the chair?
     - Why does he have flowers?
     - Thinking out loud: 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 34) Thinking out loud: There is Miss Monkey; she is busy in the kitchen; I wonder who she is baking the bread for?
     - (page 35) There is a monkey looking smart; I wonder where is he going?
   - **Vocabulary:** Teach new words using flash cards, 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.

2. During reading
   - Read the first half of the story. Read the story with expression, demonstrating fluency.
   - Ask comprehension questions after reading two pages:
     - (page 36): Why was Mr Monkey able to eat the bread and cheese?

3. Post-reading
   - Finish by asking:
     - How do you think Miss Monkey will feel when she finds out that her bread and cheese have been eaten?

Phonics (15 min)

- **Resources:** Vula Bula letter card for /nk/; flash cards of words with the /nk/ sound: sonke, isonka, inkaba, inkawu, inkani, inkamelwa, inkowane, unonkala, inkunkuma
- **Preparation:** Create a sentence strip: UNkosazana unkawu uneenkani. Cut out flash cards.
- **Lesson objective(s):** Identify and sound /nk/ and be able to read words with the /nk/ sound.

**ACTIVITIES**
1. Sentence strip
   - Stick the sentence strip on the board. Read it aloud, emphasising the /nk/ sound.
   - Tell the learners that they are going to learn about the sound /nk/ – what it looks like, how it sounds, and words that have this sound.
   - Read the sentence on the strip again. Ask the learners to listen and look for the words with /nk/ in this sentence.
2. Letter card for /nk/
   - Stick the letter card on the board and ask: What is this?
   - Repeat the response – *inkomo* – and emphasise the /nk/ sound.
   - Tell the learners to say /nk/. They must look at your mouth; say it again and look at each other’s mouths to see what their lips are doing.

3. Phonics words
   - Ask the learners to suggest words with the /nk/ sound.
   - Introduce the /nk/ words using flash cards, pictures or objects.
   - Talk about the meaning of each word. Look at the form. Use each word in a sentence, or act it out.
   - Stick the flash cards on the phonics chart and use them throughout the week.
   - Refer the learners to the word list that is pasted in their books. Read the words with them again.

**Writing (15 min)**

- **Resources:** learners’ exercise books; pencils
- **Preparation:** Prepare for the weekend news.
- **Lesson objective(s):** Participate in writing weekend news.

**ACTIVITIES**

   - Tell the learners that they will be writing their weekend news.
   - Ask the learners to write about their weekend highlights.
   - Instruct them to write at least two sentences about what they did on Saturday and two sentences about what they did on Sunday.
   - Walk around assisting with sentence structure, punctuation and spacing.

**Handwriting (15 min)**

- **Resources:** learners’ handwriting exercise books; pencils
- **Preparation:** Write a pattern on the board.
- **Lesson objective(s):** Learn and practise writing the sound /nk/.

**ACTIVITIES**

   - Tell the learners to open their handwriting books.
   - Write the date, subject and a pattern on the board.
   - First line: write a row of /nk/.
   - Second line write: *inkomo, inkulu, inkosi, inkani*.
   - Third line: write another row of /nk/.
   - Close with a pattern.
   - 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)**

- See Group guided reading booklet as a guide for each story.

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Week 3: Day 2

Listening and Speaking (20 min)
- **Resources:** DBE book: Abahlabo abathembekileyo; vocabulary flash cards: umhlobo, othembekileyo
- **Preparation:** Create a sentence strip with the title. Make vocabulary flash cards.
- **Lesson objective(s):** Talk about the picture on page 42. Relate it to their own experience. Learn new vocabulary.

**ACTIVITIES**
- Each learner must take out the DBE book and turn to page 42.
- Ask questions that will lead to a discussion, for example:
  - Read and talk about the title.
- Recap the vocabulary taught yesterday.
- Ask questions that will lead to a discussion, for example:
  - What do friends do?
  - Where can you make friends?
  - Which games do you play with your friends?

Shared Reading (15 min)
- **Resources:** Vula Bula Big Book: Sityiwe isonka
- **Preparation:** Read through the story beforehand and prepare your questions.
- **Lesson objective(s):** Learn and be able to apply predicting skills. Learn about sequencing (ingredients).

**ACTIVITIES**
1. **Pre-reading**
   - Recap: Talk about what you read yesterday.
   - Vocabulary: Ask the learners to tell you what words they learned yesterday. They must use the words correctly in sentences to show their understanding.
   - Explicit teaching: Explain sequencing (ingredients). Explain how one step must follow the other in the correct order.
   - Ask the learners why it is so important that we wash our hands before we prepare food.
   - Ask them about the ingredients that we use to bake bread.
   - Learners must say how these ingredients are used sequentially.
2. **During reading**
   - Read the story with expression, demonstrating fluency.
   - Use the prediction skills while reading.
3. **Post-reading**
   - Finish the reading by asking evaluative questions, for example:
     - Why did Ms Monkey leave the bread and cheese in the window?
     - Do you think Ms Monkey will ever invite Mr Monkey again? Give a reason for your answer.

Phonics (15 min)
- **Resources:** Vula Bula letter card for /nk/; flash cards from the word list: sonke, isonka, inkaba, inkawu, inkani, inkamela, inkowane, unonkala, inkunkuma
- **Preparation:** Cut out vocabulary flash cards. Stick the flash cards on the board.
- **Lesson objective(s):** Identify and read words with the sound /nk/.

**ACTIVITIES**
1. **Recap**
   - Refer to the letter card 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 /nk/ words.
   - Ask them to sort these words according to the table below. Group the words according to whether the /nk/ is at the beginning, middle or end of the word.

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Week 3: Day 2

**Handwriting (15 min)**
- **Resources:** learners’ handwriting exercise books; pencils
- **Preparation:** Write a pattern on the board.
- **Lesson objective(s):** Learn and practise writing the sound /nk/.

**ACTIVITIES**
1. **Recap:**
   - Tell the learners to open their handwriting books.
   - Write the date, subject and a pattern on the board.
   - Write the following sentences on the board. Instruct the learners to copy them into their exercise books.
     - Inkawu ifake isonka kwinkunkuma.
     - Inkaba yenkamela ivele yonke.
   - Close with a pattern.
   - Walk around to see how they are doing. Help where needed.
   - Remember to check the learners’ posture, pencil grip and directionality.

**Shared Writing (15 min)**
- **Resources:** chart paper; khoki
- **Preparation:** Prepare chart paper.
- **Lesson objective(s):** Participate in writing a poem where Ms Monkey asks Mr Monkey about the bread and cheese.

**ACTIVITIES**
- Tell the learners that they must help you in writing the title of the poem.
- Ask the girls to ask questions. Ask the boys to answer the questions posed by the girls.

**Group Guided Reading (30 min)**
- Refer to the Group Guid-ed Reading booklet for a guide to each story.

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Week 3: Day 3

Listening and Speaking (20 min)
- Resources: DBE book: Sikhathalela izilo-qabane zethu; vocabulary flash cards: Yayothukile, ikhwele
- Preparation: Create a sentence strip with the title.
- Lesson objective(s): Talk about the picture on page 46. Relate it to their own experience. Learn new vocabulary.

ACTIVITIES
- Each learner must take out the DBE book and turn to page 46.
- Recap the vocabulary taught yesterday.
- Ask questions that will lead to a discussion, for example:
  - Who has pets at home?
  - How do we take care of pets?
  - Do we give them names?

Shared Reading (15 min)
- Resources: Vula Bula Big Book: Sityiwe isonka
- Preparation: Prepare a summary frame. Take the words you introduced in the first and the second readings off the vocabulary chart and put them up on the wall around the class.
- Lesson objective(s): Summarise the story.

ACTIVITIES
1. Pre-reading
   - Vocabulary: Ask the learners to find the words they learned on Monday and Tuesday on the wall.
2. During reading
   - When a learner finds the word, she or he must read it and stick it on the vocabulary chart.
   - Help the learners to pronounce and read the words fluently when needed.
3. Post-reading
   - Summarising: Tell the learners that they will be summarising what they have been reading about.
     - What was Mr Monkey doing in Ms Monkey’s house?
     - What did Ms Monkey prepare for Mr Monkey?
     - Do you think Mr Monkey did a good thing by eating the bread and cheese?

Phonics (15 min)
- Resources: Vula Bula letter card for /ty/; phonics flash cards from the word list: tyeba, tyelela, tyabeka, tyoboka, tyibilika, ityuwa, iliyi, isatyalo, ukutya
- Preparation: Create a sentence strip: Ityendyana litya ukutya okunetyuwa.
- Lesson objective(s): Identify and sound /ty/ and be able to read words with the /ty/ sound.

ACTIVITIES
1. Sentence strip
   - Stick the sentence strip on the board.
   - Read it aloud, emphasising the /ty/ sound.
   - Tell the learners that they are going to learn about the sound /ty/ – what it looks like, how it sounds, and words that have this sound.
   - Read the sentence on the strip again. Ask the learners to listen and look for the words with /ty/ in this sentence.
2. Letter card for /ty/
   - Stick the card on the board and ask: What is this?
   - Repeat the response – isitya – and emphasise the /ty/ sound.
   - Tell the learners to say /ty/. They must look at your mouth; say it again and look at each other’s mouths to see what their lips are doing.
3. Phonics words
   - Ask the learners to suggest words with the /ty/ sound.
   - Introduce the /ty/ words using flash cards, pictures or objects.
   - Use the phonics flash cards for /ty/. Talk about the meaning of each word. Look at the form. Use each word in a sentence, or act it out.
• Stick the flash cards on the phonics chart and use them throughout the week.
• Refer the learners to the word list that is pasted in their books. Read the words with them again.

**Handwriting (15 min)**

- **Resources:** learners’ handwriting exercise books; pencils
- **Preparation:** Write a pattern on the board.
- **Lesson objective(s):** Learn and practise writing the sound /ty/.

**ACTIVITIES**

- Tell the learners to open their handwriting books.
- Write the date, subject and a pattern on the board.
- First line: Write a row of /ty/.
- Second line write: tyeba, tyelela, ukutya, illye.
- Third line: write another row of /ty/.
- Close with a pattern.
- Walk around to see how they are doing. Help where needed.
- Remember to check the learners’ posture, pencil grip and directionality.

**Writing (15 min)**

- **Resources:** learners’ exercise books; pencils
- **Preparation:** Make sure each learner has a writing book.
- **Lesson objective(s):** Participate in writing a short interview, where a police officer came to ask Miss Monkey questions about her bread and cheese eaten by Mr Monkey.

**ACTIVITIES**

- Tell the learners that they have to answer each other’s questions in the form of a dialogue.
- There must be learners who will be police officers and those who will be Ms Monkey.
- They must ask each other questions and write the questions on a paper chart.
- Learners work in pairs and brainstorm the drawing of Ms Monkey being sad after her bread and cheese were eaten.

**Group Guided Reading (30 min)**

- See Group guided reading booklet as a guide for each story.

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Week 3: Day 4

Listening and Speaking (20 min)

- **Resources:** DBE book: Sikhathalela izilo-qabane zethu; vocabulary flash cards: Yayothukile, ikhwele
- **Preparation:** Create a sentence strip with the title.
- **Lesson objective(s):** Talk about the picture on page 46. Relate it to their own experience. Learn new vocabulary.

**ACTIVITIES**
- Each learner must take out the DBE book and turn to page 46.
- Recap the vocabulary taught yesterday.
- Ask questions that will lead to a discussion, for example:
  - What can we do to safeguard homeless animals?
  - Which insects/pests are likely to be on animals’ bodies when they are not kept clean?
  - Do we wash our hands after touching our pets?

Phonics (15 min)

- **Resources:** Vula Bulla letter card for /ty/; flash cards from the word list: tyeba, tyelela, tyabeka, tyoboka, tyibilika, ityuwa, ilitye, isatyalo, ukutyana
- **Preparation:** Cut out vocabulary flash cards. Stick the flash cards on the board.
- **Lesson objective(s):** Identify and read words with the sound /ty/.

**ACTIVITIES**
1. **Recap**
   - Refer to the letter card 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 /ty/ words.
   - Ask them to sort these words according to the table below. Group the words according to whether the /ty/ is at the beginning, middle or end of the word.

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<td>ittyuwa</td>
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<td>ukutyana</td>
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Week 3: Day 4

Handwriting (15 min)

- **Resources:** phonics word list; paper; pencil; crayons
- **Preparation:** Write all the phonic words on the board with a space between each word. Make sure that each learner has an exercise book.
- **Lesson objective(s):** Draw a picture next to each word on the /ty/ and /nk/ phonics list.

**ACTIVITIES**
- Guide the learners by asking them to first read all the words.
- Explain that they must draw a picture next to each word.
- Do the first word with the learners on the board. Read it and draw the picture.
- Go around and talk to the learners about their drawings.

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Group Guided Reading (30 min)

- See Group guided reading booklet as a guide for each story.

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Listening and Speaking *(20 min)*

- **Resources:** a story of a girl who got comfort from her cat.
- **Preparation:** Prepare to tell a story of a girl who got comfort from her cat.
- **Lesson objective(s):** Learn about the comfort we get from our pet animals.

**ACTIVITIES**
- Tell a story that you created about a girl who got comfort from her cat.
- Ask them questions about the story.

Phonics *(15 min)*

- **Resources:** Vula Bula letter cards for /nk/ and /ty/; phonics flash cards of the words taught this week.
- **Preparation:** Stick the cards for /nk/ and /ty/ on the board. Stick up all the phonics flash cards taught for the week.
- **Lesson objective(s):** Identify the sounds /nk/ and /ty/.

**ACTIVITIES**
- Stick up the cards for /nk/ and /ty/ and all the phonics flash cards taught for the week.
- Ask learners to come to the board one at a time and choose a flash card.
- They read the flash card and stick it under the correct card – /nk/ or /ty/.
- They must also explain why they have put it there.
- Ask the class for feedback.
- Continue until all the flash cards have been read and sorted.
Week 3: Day 5

Group Guided Reading *(30 min)*

- See Group guided reading booklet as a guide for each story.

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Vocabulary words of the week

Umhlobo
othembekileyo
inkawu
ukumema
isonka samasi
ukulamba
ukuzikungisa
uyalibazisa
ukunukisa
ukurhala
isipili
ukuziqhola
ukuqaba
Yayothukile
ikhwele
Week 4: Day 1

Listening and Speaking (20 min)
- **Resources:** DBE book: Sibuyele eklasini; vocabulary flash cards: toxo, gqum, thwabaza
- **Preparation:** Create a sentence strip with the title. Make vocabulary flash cards.
- **Lesson objective(s):** Talk about the picture on page 94. Relate it to their own experience. Learn new vocabulary.

**ACTIVITIES**
- Each learner must take out the DBE book and turn to page 94.
- Ask questions that will lead to a discussion, for example:
  - Do we still remember how long their trip took?
  - What is the significance of the white dots on their heads?
  - Point to a learner who is thinking about the beach in the picture.
  - Point to a learner who is thinking about farm animals.
  - Point to a learner who is thinking about wild animals.
  - If you were one of these learners, who could you tell first about your school trip?

Shared Reading (15 min)
- **Resources:** Vula Bula Big Book: Izinyo; vocabulary flash cards: isixhobo sokupopola, incwadi yolwazi, amabamba, ibuzi, iluwaneni, thelelisha, izinambuzaneni, incindi yeentyatyambo, khazimla, bukhali, iliva, umnikazi
- **Preparation:** Read through the story beforehand and prepare your questions.
- **Lesson objective(s):** Talk about the pictures and 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 is the boy?
     - What does he have in his hand?
     - Thinking out loud: 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 5) Thinking out loud: I wonder what this boy doing is doing with the microscope? He also has a tooth in his hand.
   - **Vocabulary:** Teach new words using flash cards, 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.
2. **During reading**
   - Read the first half of the story. Read the story with expression, demonstrating fluency.
   - Ask comprehension questions after reading two pages. The learners must predict what is going to happen in the next pages.
     - (page 6) What kind of animal is a lion?
     - Can we keep lions in our homes? Give reasons for your answer.
3. **Post-reading**
   - Finish by asking:
     - Have you ever touched a tooth? If so, where did you get one?

Phonics (15 min)
- **Resources:** Vula Bula letter card for /lw/; flash cards of words with the /lw/ sound: lwam, yilwa, ulwazi, Thursday, iluwaneni, ulwalwa, umlwelwe, izilwanyana, umzukulwana
- **Preparation:** Create a sentence strip: Iluwaneni ilwa nomzukulwana walo. Cut out flash cards.
- **Lesson objective(s):** Identify and sound /lw/ and be able to read words with the /lw/ sound.

**ACTIVITIES**
1. **Sentence strip**
   - Stick the sentence strip on the board. Read it aloud, emphasising the /lw/ sound.
   - Tell the learners that they are going to learn about the sound /lw/ – what it looks like, how it sounds, and words that have this sound.
   - Read the sentence on the strip again. Ask the learners to listen and look for the words with /lw/ in this sentence.
Week 4: Day 1

2. Letter card for /lw/  
   - Stick the card on the board and ask: What is this?  
   - Repeat the response – *ulwimi* – and emphasise the /lw/ sound.  
   - 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.

3. Phonics words  
   - Ask the learners to suggest words with the /lw/ sound.  
   - Introduce the /lw/ words using flash cards, pictures or objects.  
   - Talk about the meaning of each word. Look at the form. Use each word in a sentence, or act it out.  
   - Stick the flash cards on the phonics chart and use them throughout the week.  
   - Refer the learners to the word list that is pasted in their books. Read the words with them again.

### Handwriting (15 min)

**Resources:** learners’ handwriting exercise books; pencils  
**Preparation:** Write a pattern on the board.  
**Lesson objective(s):** Learn and practise writing the sound /lw/.

**ACTIVITIES**  
- Tell the learners to open their handwriting books.  
- Write the date, subject and a pattern on the board.  
- First line: write a row of /lw/.  
- Second line write: *ulwalwa, yilwa, ulwazi, ulwimi*.  
- Third line: write another row of /lw/.  
- Close with a pattern.  
- Walk around to see how they are doing. Help where needed.  
- Remember to check the learners’ posture, pencil grip and directionality.

### Shared Writing (15 min)

**Resources:** learners’ exercise books; pencils  
**Preparation:** Prepare for the weekend news.  
**Lesson objective(s):** Participate in writing weekend news.

**ACTIVITIES**  
- Tell the learners that they will be writing their weekend news.  
- Ask the learners to write about their weekend highlights.  
- Instruct them to write at least two sentences about what they did on Saturday and two sentences about what they did on Sunday.  
- Walk around assisting with sentence structure, punctuation and spacing.

### Group Guided Reading (30 min)

- See Group guided reading booklet as a guide for each story.

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Week 4: Day 2

Listening and Speaking (20min)

- **Resources:** DBE book: Amaxesha onyaka; vocabulary flash cards: Intwasahlolo, ihlobo, ukwindla, ubusika
- **Preparation:** Create a sentence strip with the title.
- **Lesson objective(s):** Talk about the picture on page 110. Relate it to their own experience. Learn new vocabulary.

**ACTIVITIES**
- Sing a song about the seasons with the learners.
- Each learner must take out the DBE book and turn to page 110.
- Ask questions that will lead to a discussion, for example:
  - Ask the learners about the clothes we wear in each season of the year.
  - Ask them about the weather in each season.
  - Ask them about the games they play in each season of the year.

Shared Reading (15 min)

- **Resources:** Vula Bula Big Book: Izinyo; vocabulary flash cards: Isixhobo sokupopola, incwadi yolwazi, amabamba, ibuzi, ilulwane, thelekisa, izinambuzane, incindi yeentyatyambo, khazimla, bukhali, iliva, umnikazi
- **Preparation:** Read through the story beforehand and prepare your questions.
- **Lesson objective(s):** Talk about the pictures and participate in the shared reading by predicting, relating to their own experience and answering comprehension questions. Learn about adjectives.

**ACTIVITIES**
1. **Pre-reading**
   - **Recap:** Talk about what you read yesterday.
   - **Vocabulary:** Ask the learners to tell you what words they learned yesterday. They must use the words correctly in sentences to show their understanding.
   - **Explicit teaching:** Teach about adjectives. Explain to the learners that adjectives describe nouns. Ask questions, for example:
     - In the first paragraph which word is used to describe the size of the lion?
     - In the second paragraph which words are used to describe the size of the lion’s tooth?
     - How is the tooth that is in Lwazi’s hand described?
2. **During reading**
   - Read the story with expression, demonstrating fluency.
   - Use the prediction skills while reading.
3. **Post-reading**
   - Finish the reading by asking evaluative questions:
     - What is Lwazi’s book for?
     - Where did Lwazi get this book?
     - Why is he using a microscope?

Phonics (15 min)

- **Resources:** Vula Bula letter card for /lw/; flash cards from the word list: lwam, yilwa, ulwazi, Lwesiine, ilulwane, ulwalwa, umlwelwe, izilwanyana, umzukulwana
- **Preparation:** Cut out vocabulary flash cards. Stick the flash cards on the board.
- **Lesson objective(s):** Identify and read words with the sound /lw/.

**ACTIVITIES**
1. **Recap**
   - Refer to the letter card 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 /lw/ words.
- Ask them to sort these words according to the table below. Group the words according to whether the /lw/ is at the beginning, middle or end of the word.

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<td>/lw/</td>
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<td>llulwane</td>
<td>yilwa</td>
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Handwriting (15 min)
- **Resources:** learners’ handwriting exercise books; pencils
- **Preparation:** Write a pattern on the board.
- **Lesson objective(s):** Learn and practise writing the sound /lw/.

**ACTIVITIES**
1. Recap
   - Tell the learners to open their handwriting books.
   - Write the date, subject and a pattern on the board.
   - Write the following sentences on the board. Instruct the learners to copy them into their exercise books.
   - Ulwimi lwam lufana nolwelulwane.
   - Ulwazi ubone umlwelwe usilwa
   - Close with a pattern.
   - Walk around to see how they are doing. Help where needed.
   - Remember to check the learners’ posture, pencil grip and directionality.

Shared Writing (15 min)
- **Resources:** chart paper; khoki pens
- **Preparation:** Prepare a writing chart.
- **Lesson objective(s):** Summarise a story.

**ACTIVITIES**
- Tell the learners to help you in writing a summary of the story Izinyo.
- Explain that, to write a summary, we:
  - Write events in sequence.
  - Describe the way the story ended.
  - Then we use this information to write a summary, using our own words.

Group Guided Reading (30 min)
- See Group guided reading booklet as a guide for each story.
Week 4: Day 3

Listening and Speaking (20 min)
- **Resources:** DBE book: Amaxesha onyaka; vocabulary flash cards: Intwasaahlolo, ihlolo, ukwindla, ubusika
- **Preparation:** Create a sentence strip with the title. Make vocabulary flash cards.
- **Lesson objective(s):** Talk about the picture on page 110. Relate it to their own experience. Learn new vocabulary.

**ACTIVITIES**
- Each learner must take out the DBE book and turn to page 110.
- Ask questions that will lead to a discussion, for example:
  - What kind of food do we eat in each season of the year?
  - What did you do last summer?
  - What did you do last winter?

Shared Reading (15 min)
- **Resources:** Vula Bula Big Book: Izinyo
- **Preparation:** Prepare a summary frame. Take the words you introduced in the first and the second readings off the vocabulary chart and put them up on the wall around the class.
- **Lesson objective(s):** Summarise the story.

**ACTIVITIES**
1. Pre-reading
   - **Vocabulary:** Ask the learners to find the words they learned on Monday and Tuesday on the wall.
2. During reading
   - When a learner finds the word, she or he must read it and stick it on the vocabulary chart.
   - Help the learners to pronounce and read the words fluently when needed.
3. Post-reading
   - **Summarising:** Tell the learners that they will be summarising what they have been reading about.
     - What did Lwazi think the tooth was?
     - Why did Lwazi search for information in the animal book?
     - Which animal did he look at closely with a microscope?

Phonics (15 min)
- **Resources:** Vula Bula letter card for /ny/; phonics flash cards from the word list: inyama, inyoka, unyaka, unyana, unyawo, izinyo, inyanga, inyamazana
- **Preparation:** Create a sentence strip: Inyama yonyawo lukaNyameka inyeke-nyeke.
- **Lesson objective(s):** Identify and sound /ny/ and be able to read words with the /ny/ sound.

**ACTIVITIES**
1. Sentence strip
   - Stick the sentence strip on the board.
   - Read it aloud, emphasising the /ny/ sound.
   - Tell the learners that they are going to learn about the sound /ny/ – what it looks like, how it sounds, and words that have this sound.
   - Read the sentence on the strip again. Ask the learners to listen and look for the words with /ny/ in this sentence.
2. Letter card for /ny/
   - Stick the card on the board and ask: What is this?
   - Repeat the response – inyosi – and emphasise the /ny/ sound.
   - 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.
3. Phonics words
   - Ask the learners to suggest words with the /ny/ sound.
   - Introduce the /ny/ words using flash cards, pictures or objects.
   - Use the phonics flash cards for /ny/. Talk about the meaning of each word. Look at the form. Use each word in a sentence, or act it out.
   - Stick the flash cards on the phonics chart and use them throughout the week.
   - Refer the learners to the word list that is pasted in their books. Read the words with them again.
Handwriting (15 min)

- **Resources:** learners’ handwriting exercise books; pencils
- **Preparation:** Write a pattern on the board.
- **Lesson objective(s):** Learn and practise writing the sound /ny/.

**ACTIVITIES**
- Tell the learners to open their handwriting books.
- Write the date, subject and a pattern on the board.
- First line: write a row of /ny/.
- Second line write: izinyo, unyaka, unyawo, nyamezela.
- Third line: write another row of /ny/.
- Close with a pattern.
- Walk around to see how they are doing. Help where needed.
- Remember to check the learners’ posture, pencil grip and directionality.

Paired Writing (15 min)

- **Resources:** summary of a story; learners’ exercise books; pencils
- **Preparation:** Stick the summary of the story that was written yesterday on the board.
- **Lesson objective(s):** Write a summary and draw a picture of the story read during shared reading.

**ACTIVITIES**
- Read the summary that was done yesterday.
- Ask learners to write this summary in their exercise books and draw a picture below the summary.
- Walk around to see how they are doing. Help where needed.

Group Guided Reading (30 min)

- See Group guided reading booklet as a guide for each story.

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Week 4: Day 4

Listening and Speaking (20 min)
- **Resources:** DBE book: Sinxibela imozulu; vocabulary flash cards: Nxiba, ingqele, qhaqhazela
- **Preparation:** Create a sentence strip with the title.
- **Lesson objective(s):** Talk about the picture on page 126. Relate it to their own experience. Learn new vocabulary.

**ACTIVITIES**
- Each learner must take out the DBE book and turn to page 126.
- Read and talk about the title.
- Recap the vocabulary taught yesterday.
- Ask questions that will lead to a discussion, for example:
  - What is each person wearing in the picture?
  - Which season of the year is shown in this picture?
  - Have we ever heard of the ukuqhaqhazela? What does the word mean?

Phonics (15 min)
- **Resources:** Vula Bulla letter card for /ny/; flash cards from the word list: inyama, inyoka, unyaka, unyana, unyawo, izinyo, inyanga, iminyaka, inyamazana
- **Preparation:** Cut out vocabulary flash cards. Stick the flash cards on the board.
- **Lesson objective(s):** Identify and read words with the sound /ny/.

**ACTIVITIES**
1. **Recap**
   - Refer to the letter card 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 /ny/ words.
   - Ask them to sort these words according to the table below. Group the words according to whether the /ny/ is at the beginning, middle or end of the word.

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Writing (15 min)
- **Resources:** learners’ exercise books; pencils; crayons
- **Preparation:** Stick a writing frame on the board.
- **Lesson objective(s):** Talk about and draw the event they found most interesting in the story read for shared reading.

**ACTIVITIES**
- Ask the learners to draw the event they found most interesting in the story read for shared reading.
- They must write a sentence about the event that was interesting for them in the story.
- Walk around and talk to them about their drawings and sentences.

Group Guided Reading (30 min)
- See Group guided reading booklet as a guide for each story.

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Listening and Speaking (20 min)

- **Resources:** DBE book: Sinxibela imozulu; vocabulary flash cards: Nxiba, ingqele, qhaqhazela
- **Preparation:** Create a sentence strip with the title.
- **Lesson objective(s):** Talk about the picture on page 126. Relate it to their own experience. Learn new vocabulary.

**ACTIVITIES**
- Each learner must take out the DBE book and turn to page 126.
- Read and talk about the title.
- Recap the vocabulary taught yesterday.
- Ask questions that will lead to a discussion, for example:
  - What are the winter hats made of?
  - What is a coat made of?
  - Look carefully at the picture. What is it that Sipoti, Bhokí and Xoxo are not wearing?

Phonics (15 min)

- **Resources:** Vula Bula letter cards for /lw/ and /ny/; phonics flash cards of the words taught this week
- **Preparation:** Stick the cards for /lw/ and /ny/ on the board. Stick up all the phonics flash cards taught for the week.
- **Lesson objective(s):** Identify the sounds /lw/ and /ny/.

**ACTIVITIES**
- Stick up the cards for /lw/ and /ny/ and all the phonics flash cards taught for the week.
- Ask learners to come to the board one at a time and choose a flash card.
- They read the flash card and stick it under the correct card – /lw/ or /ny/.
- They must also explain why they have put it there.
- Ask the class for feedback.
- Continue until all the flash cards have been read and sorted.
Group Guided Reading *(30 min)*

- See Group guided reading booklet as a guide for each story.

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Vocabulary words of the week

- toxo
- gqum
- thwabaza
- isixhobo sokupopola
- incwadi yolwazi
- amabamba
- ibuzi
- ilulwane
- thelekisa
- izinambuzane
- incindi yeentyatyambo
- khažimla
- bukhali
- iliwa
- umnikazi
- Intwasahlobo
- ihlobo
- ukwindla
- ubusika
- Nxiba
- ingqele
- qhaqhaqazela
Week 5: Day 1

Listening and Speaking (20 min)
- **Resources:** DBE book: *Isichotho*; vocabulary flash cards: *ukuchapaza, ukududuma, ngethamsanga*
- **Preparation:** Create a sentence strip with the title.
- **Lesson objective(s):** Talk about the picture on page 98. Relate it to their own experience. Learn new vocabulary.

**ACTIVITIES**
- Each learner must take out the DBE book and turn to page 98.
- Ask questions that will lead to a discussion, for example:
  - Talk about the weather in the picture.
  - What is the significance of the grey clouds?
  - What are the signs that we notice when it is raining?

**Shared Reading (15 min)**
- **Resources:** Vula Bula Big Book: *Evenkile yempahla*; vocabulary flash cards: *ukulikeleza komandani, amehlo elanga, umculi wodumo, inene, linganisa, usiba, isikhafu, umdlali weqonga, imvumi yala maxesha, ikwayala, umlonji, umculisi*
- **Preparation:** Read through the story beforehand and prepare your questions.
- **Lesson objective(s):** Talk about the pictures and 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 this family is?
     - What do they sell in this shop?
     - Thinking out loud: 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 14) Thinking out loud: I wonder in which aisle of clothing the mother and girl are?
     - Do you think the shoe aisle is for mothers or fathers?
     - What is the mother doing?
   - **Vocabulary:** Teach new words using flash cards, 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.
2. **During reading**
   - Read the first half of the story. Read the story with expression, demonstrating fluency.
   - Ask comprehension questions after reading three pages. The learners must predict what is going to happen in the next pages:
     - (page 16) Why is the grandmother looking in the mirror?
3. **Post-reading**
   - Finish by asking:
     - Have you ever been to a clothing shop? Do you still remember the clothing shop you went to? Who did you go with?

**Phonics (15 min)**
- **Resources:** Vula Bula letter card for /mp/; flash cards of words with the /mp/ sound: *impukane, impumlo, impahla, impempe, impunzi, impendulo, impundulu, impangele, impandla*
- **Preparation:** Create a sentence strip: *Impahla yempangelo inomzobo wempangele*. Cut out flash cards.
- **Lesson objective(s):** Identify and sound /mp/ and be able to read words with the /mp/ sound.

**ACTIVITIES**
1. **Sentence strip**
   - Stick the sentence strip on the board. Read it aloud, emphasising the /mp/ sound.
   - Tell the learners that they are going to learn about the sound /mp/ – what it looks like, how it sounds, and words that have this sound.
Week 5: Day 1

1. Read the sentence on the strip again. Ask the learners to listen and look for the words with /mp/ in this sentence.

2. Letter card for /mp/
   - Stick the card on the board and ask: What is this?
   - Repeat the response – impompo – and emphasise the /mp/ sound.
   - 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.

3. Phonics words
   - Ask the learners to suggest words with the /mp/ sound.
   - Introduce the /mp/ words using flash cards, pictures or objects.
   - Talk about the meaning of each word. Look at the farm. Use each word in a sentence, or act it out.
   - Slick the flash cards on the phonics chart and use them throughout the week.
   - Refer the learners to the word list that is pasted in their books. Read the words with them again.

Writing (15 min)

- **Resources:** learners’ exercise books; pencils
- **Preparation:** Prepare for the weekend news.
- **Lesson objective(s):** Participate in writing weekend news.

**ACTIVITIES**
- Tell the learners that they will be writing their weekend news.
- Ask the learners to write about their weekend highlights.
- Instruct them to write at least two sentences about what they did on Saturday and two sentences about what they did on Sunday.
- Walk around assisting with sentence structure, punctuation and spacing.

Handwriting (15 min)

- **Resources:** learners’ handwriting exercise books; pencils
- **Preparation:** Write a pattern on the board.
- **Lesson objective(s):** Learn and practise writing the sound /mp/.

**ACTIVITIES**
- Tell the learners to open their handwriting books.
- Write the date, subject and a pattern on the board.
- First line: write a row of /mp/.
- Second line write: impahla, impumlo, impama, impempe.
- Third line: write another row of /mp/.
- Close with a pattern.
- 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)

- See Group guided reading booklet as a guide for each story.
**Listening and Speaking (20 min)**

**Resources:** DBE book: *Isichotho*; vocabulary flash cards: *ukuchapaza, ukududuma, ngethamsanqa*

**Preparation:** Create a sentence strip with the title. Make vocabulary flash cards.

**Lesson objective(s):** Talk about the picture on page 98. Relate it to their own experience. Learn new vocabulary.

**ACTIVITIES**
- Each learner must take out the DBE book and turn to page 98.
- Read and talk about the title.
- Recap the vocabulary taught yesterday.
- Ask questions that will lead to a discussion, for example:
  - How is this girl feeling?
  - What is it that she needs to do when she gets home?
  - What can they prepare for her so that she feels warm?

**Shared Reading (15 min)**

**Resources:** Vula Bula Big Book: *Evenkileni yempahla*; vocabulary flash cards: *ukujikeleza komdanisi, amehlo elanga, umculi wodumo, inene, linganisa, usiba, isikhafu, umdlali weqonga, imvumi yala maxesha, ikwayala, umlonji, umculisi*

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

**Lesson objective(s):** Talk about the pictures and participate in the shared reading by predicting, relating to their own experience and answering comprehension questions. Summarise a story.

**ACTIVITIES**
1. **Pre-reading**
   - Recap: Talk about what you read yesterday.
   - **Vocabulary:** Ask the learners to tell you what words they learned yesterday. They must use the words correctly in sentences to show their understanding.
   - **Explicit teaching:** Teach about summarising a story by starting with a summary of paragraphs.
     - Thinking out loud: Which is a long paragraph? (page 15)
     - In this long paragraph, what is the core thing that the father is doing?
     - Let us build one sentence on what is said in this paragraph.
2. **During reading**
   - Read the story with expression, demonstrating fluency
   - Use the prediction skills while reading.
     - (page 17) I wonder which colour scarf the grandfather is going to choose?
3. **Post-reading**
   - Finish the reading by asking evaluative questions:
     - Who chose Thenjiwe’s clothes?

**Phonics (15 min)**

**Resources:** Vula Bula letter card for /nj/; flash cards from the word list: *unje, linjini, injoli, injeke, injube, injovane, umlonji, inkonjane, unjingalwazi*

**Preparation:** Cut out vocabulary flash cards. Stick the flash cards on the board.

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

**ACTIVITIES**
1. **Recap**
   - Refer to the letter card 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 /nj/ words.
   - Ask them to sort these words according to the table below. Group the words according to whether the /nj/ is at the beginning, middle or end of the word.

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Week 5: Day 2

Handwriting (15 min)
- **Resources:** learners’ handwriting exercise books; pencils
- **Preparation:** Write a pattern on the board.
- **Lesson objective(s):** Learn and practise writing the sound /nj/.

**ACTIVITIES**
3. **Recap**
   - Tell the learners to open their handwriting books.
   - Write the date, subject and a pattern on the board.
   - Write the following sentences on the board. Instruct the learners to copy them into their exercise books.
   - Injoli isemlanjeni kunye nenkonjane.
   - Unjabulo ungunjingalwazi kwezobunjineli.
   - Close with a pattern.
   - Walk around to see how they are doing. Help where needed.
   - Remember to check the learners’ posture, pencil grip and directionality.

Shared Writing (15 min)
- **Resources:** chart paper; khoki pens
- **Preparation:** Prepare for creating a class story.
- **Lesson objective(s):** Participate in creating a class story.

**ACTIVITIES**
• Tell the learners to pretend they are going shopping to buy a school uniform.
• Ask them to follow the writing structure below:
  ◦ Which shop will you go to?
  ◦ How much are you going to need to buy your school uniform?
  ◦ What specific items are you going to buy?
• After writing, learners must re-read the sentences and correct any errors.

Group Guided Reading (30 min)
- See Group guided reading booklet as a guide for each story.

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Week 5: Day 3

Listening and Speaking (20 min)
- Resources: DBE book: Isichotho; vocabulary flash cards: Isichotho, Izandyonyo, amatye
- Preparation: Create a strip with a title.
- Lesson objective(s): Talk about the picture on page 102. Relate it to their own experience. Learn new vocabulary.

ACTIVITIES
- Each learner must take out the DBE book and turn to page 102.
- Recap the vocabulary taught yesterday.
- Ask questions that will lead to a discussion, for example:
  - What is the weather like in the first picture?
  - Where are the stones coming from in the second picture?
  - Why are the girl and the dog hiding under the bed?
  - What are they looking at through the window?

Shared Reading (15 min)
- Resources: Vula Bula Big Book: Evenkileni yempahla
- Preparation: Prepare a summary frame. Take the words you introduced in the first and the second readings off the vocabulary chart and put them up on the wall around the class.
- Lesson objective(s): Summarise the story.

ACTIVITIES
1. Pre-reading
   - Vocabulary: Ask the learners to find the words they learned on Monday and Tuesday on the wall.
2. During reading
   - When a learner finds the word, she or he must read it and stick it on the vocabulary chart.
   - Help the learners to pronounce and read the words fluently when needed.
3. Post-reading
   - Summarising: Tell the learners that they will be summarising what they have been reading about.
     - List each person in the story and say what clothing item(s) they bought.

Phonics (15 min)
- Resources: Vula Bula letter card for /nx/; phonics flash cards from the word list: nxiba, inxeba, inxele, inxili, inxika, inxaxadi, izinxonxo, unxantathu
- Preparation: Create a sentence strip: Inxanxadi elinxaniweyo linenxeba kwaye linxunguphele. Cut out flash cards.
- Lesson objective(s): Identify and sound /nx/ and be able to read words with the /nx/ sound.

ACTIVITIES
1. Sentence strip
   - Stick the sentence strip on the board.
   - Read it aloud, emphasising the /nx/ sound.
   - Tell the learners that they are going to learn about the sound /nx/ – what it looks like, how it sounds, and words that have this sound.
   - Read the sentence on the strip again. Ask the learners to listen and look for the words with /nx/ in this sentence.
2. Letter card for /nx/
   - Stick the card on the board and ask: What is this?
   - Repeat the response – isixhenxe – and emphasise the /nx/ sound.
   - 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.
3. Phonics words
   - Ask the learners to suggest words with the /nx/ sound.
   - Introduce the /nx/ words using flash cards, pictures or objects.
   - Talk about the meaning of each word. Look at the form. Use each word in a sentence, or act it out.
   - Stick the flash cards on the phonics chart and use them throughout the week.
   - Refer the learners to the word list that is pasted in their books. Read the words with them again.
Week 5: Day 3

Handwriting (15 min)
- **Resources:** learners’ handwriting exercise books; pencils
- **Preparation:** Write a pattern on the board.
- **Lesson objective(s):** Learn and practise writing the sound /nx/.

**ACTIVITIES**
- Tell the learners to open their handwriting books.
- Write the date, subject and a pattern on the board.
- First line: write a row of /nx/.
- Second line write: inxili, inxele, isinxonxo, funxa.
- Third line: write another row of /nx/.
- Close with a pattern.
- Walk around to see how they are doing. Help where needed.
- Remember to check the learners’ posture, pencil grip and directionality.

Writing (15 min)
- **Resources:** paper; pencils; crayons
- **Preparation:** Prepare a writing frame.
- **Lesson objective(s):** Draw a picture and write sentences about buying clothes.

**ACTIVITIES**
- Tell the learners to pretend they are going to buy winter clothes.
- Ask them to follow this structure.
  - Which clothes are worn during winter?
  - On which day will you go shopping?
  - What kind of shops will you go to?
- Ask the learners to write four sentences.

Group Guided Reading (30 min)
- See Group guided reading booklet as a guide for each story.
Week 5: Day 4

Listening and speaking (20 min)

- **Resources:** DBE book: *Isichotho*; vocabulary flash cards: *Isichotho, izandyondyo, amatye*
- **Preparation:** Create a sentence strip with the title. Make vocabulary flash cards.
- **Lesson objective(s):** Talk about the picture on page 102 and relate it to their own experience. Learn new vocabulary.

**ACTIVITIES**

- Each learner must take out the DBE book and turn to page 102.
- Ask questions that will lead to a discussion, for example:
  - In the second picture what is Ann doing at the door?
  - What do these snow stones look like?
  - What would have happened to Sipoti if Ann had not called him to come into the house?

Phonics (15 min)

- **Resources:** Vula Bulla letter card for /nx/; flash cards from the word list: *nxiba, inxeba, inxele, inxila, inxili, inxiwa, inxaxadi, izinxonxo, unxantathu*
- **Preparation:** Cut out vocabulary flash cards. Stick the flash cards on the board.
- **Lesson objective(s):** Identify and read words with /nx/.

**ACTIVITIES**

1. **Recap**
   - Refer to the letter card 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 /nx/ words.
   - Ask them to sort these words according to the table below. Group the words according to whether the /nx/ is at the beginning, middle or end of the word.

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<td>inxila</td>
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Week 5: Day 4

Writing (15 min)
- **Resources:** paper; pencils; crayons
- **Preparation:** Stick a writing frame on a writing chart.
- **Lesson objective(s):** Draw a picture and write sentences about a day when they went with their mothers to buy clothes in a clothing shop.

**ACTIVITIES**
- Ask learners to draw a picture of when they went with their mothers to buy clothes in a clothing shop.
- Below the picture they must clearly write sentences from yesterday.
- Create a place on the wall with the title: Ndihamba nomama sithenga iimpahla kwivenkile yeempahl.
- Stick their written work with drawings on the wall below the title.

Group Guided Reading (30 min)
- See Group guided reading booklet as a guide for each story.

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**Week 5: Day 5**

**Listening and Speaking (20 min)**

- **Resources:** A short story created by the teacher about a man who helped orphans by buying them clothes.
- **Preparation:** Prepare to tell a story that you created on the importance of charity.
- **Lesson objective(s):** Learn about being good to others (charity).

**ACTIVITIES**
- Tell the story that you created on the importance of doing good unto others (charity).
- Ask the learners if they understand the meaning of the term ‘inkedama’ (orphan).
- Learners must discuss the things they can do to show charity to children who do not have parents.

**Phonics (15 min)**

- **Resources:** Vula Bula letter cards for /mp/ and /nx/; phonics flash cards of the words taught this week.
- **Preparation:** Stick the cards for /mp/ and /nx/ on the board. Stick up all the phonics flash cards taught for the week.
- **Lesson objective(s):** Identify the sounds /mp/ and /nx/.

**ACTIVITIES**
- Stick up the cards for /mp/ and /nx/ and all the phonics flash cards taught for the week.
- Ask learners to come to the board one at a time and choose a flash card.
- They read the flash card and stick it under the correct card – /mp/ or /nx/.
- They must also explain why they have put it there.
- Ask the class for feedback.
- Continue until all the flash cards have been read and sorted.
Group Guided Reading (30 min)

- See Group guided reading booklet as a guide for each story.

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Vocabulary words of the week

Ukuchapaza
ukududuma
ngethamsanqa
Ukujikeleza komdanisi
amehlo elanga
umcweli wodumo
inene
linganisa
usiba
isikhafu
umdlali weqonga
imvumi yala maxesha
ikwayala
umlonji
umcwelisi
isichothe
izandyondyo
amatye
Week 6: Day 1

Listening and Speaking (20 min)
- **Resources:** DBE book: Ndakhe ndalibona ikephu; vocabulary flash cards: lliqhw, ikephu, ingqele, eluphahleni
- **Preparation:** Create a strip with the title. Make vocabulary flash cards.
- **Lesson objective(s):** Talk about the picture on page 106. Relate it to their own experience. Learn new vocabulary.

**ACTIVITIES**
- Each learner must take out the DBE book and turn to page 106.
- Ask questions that will lead to a discussion, for example:
  - When you look at the picture, what time is it? Day or night?
  - Why is the girl in this picture sleeping?
  - When looking at the first picture, what is on the roof?
  - Which game can we play when it is snowing?

Shared Reading (15 min)
- **Resources:** Vula Bula Big Book: Umqathe omkhulukazi; vocabulary flash cards: imifuno, vuna, umqathe, omkhulukazi, bambelela, unyana, tsala, qinisa, izigalo, thintitha, umbhinqo, ukuzithemba
- **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:
     - Who is in the picture?
     - Where are they in this picture?
     - Thinking out loud: 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 24] Look at the picture. Where is the father?
     - What do we call this place? Give reasons for your answer.
   - **Vocabulary:** Teach new words using flash cards, 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.
2. **During reading**
   - Read the first half of the story. Read the story with expression, demonstrating fluency.
   - Ask comprehension questions after reading three pages. The learners must predict what is going to happen in the next pages.
     - [Page 26] If you were in the story, which tool would you have used to take out the carrot?
3. **Post-reading**
   - Finish by asking:
     - Do you have a garden at home? What do you have in your garden?

Phonics (15 min)
- **Resources:** Vula Bula letter card for /nq/; flash cards of words with the /nq/ sound: inqaba, inqala, inqawe, inqina, nqakula, nqanda, nqunqa, inqatha, inqindi
- **Preparation:** Create a sentence strip: Nqanda nانتso inqanawe koNqaba ihamba nemiqathe. Cut out flash cards.
- **Lesson objective(s):** Identify and sound /nq/ and be able to read words with the /nq/ sound.

**ACTIVITIES**
1. **Sentence strip**
   - Stick the sentence strip on the board. Read it aloud, emphasising the /nq/ sound.
   - Tell the learners that they are going to learn about the sound /nq/ – what it looks like, how it sounds, and words that have this sound.
   - Read the sentence on the strip again. Ask the learners to listen and look for the words with /nq/ in this sentence.
2. Letter card for /nq/  
- Stick the card on the board and ask: What is this?
- Repeat the response – inqanawe – and emphasise the /nq/ sound.
- 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.

3. Phonics words  
- Ask the learners to suggest words with the /nq/ sound.
- Introduce the /nq/ words using flash cards, pictures or objects.
- Talk about the meaning of each word. Look at the form. Use each word in a sentence, or act it out.
- Stick the flash cards on the phonics chart and use them throughout the week.
- Refer the learners to the word list that is pasted in their books. Read the words with them again.

**Writing (15 min)**

- **Resources:** learners’ exercise books; pencils  
- **Preparation:** Prepare for the weekend news.  
- **Lesson objective(s):** Participate in writing weekend news.

**ACTIVITIES**

- Tell the learners that they will be writing their weekend news.  
- Ask the learners to write about their weekend highlights.  
- Instruct them to write at least two sentences about what they did on Saturday and two sentences about what they did on Sunday.  
- Walk around assisting with sentence structure, punctuation and spacing.

**Handwriting (15 min)**

- **Resources:** learners’ handwriting exercise books; pencils  
- **Preparation:** Write a pattern on the board.  
- **Lesson objective(s):** Learn and practise writing the sound /nq/.

**ACTIVITIES**

- Tell the learners to open their handwriting books.  
- Write the date, subject and a pattern on the board.  
- First line: write a row of /nq/.  
- Second line write: nqula, inqala, inqunqa, inqindi.  
- Third line: write another row of /nq/.  
- Close with a pattern.  
- 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)**

- See Group guided reading booklet as a guide for each story.

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</table>
Listening and Speaking (20 min)

- **Resources:** DBE book: Ndakhe ndalibona ikhephu; vocabulary flash cards: iliqhwa, ikhephu, ingqele, eluphahleni
- **Preparation:** Create a strip with the title. Make vocabulary flash cards.
- **Lesson objective(s):** Talk about the picture on page 106. Relate it to their own experience. Learn new vocabulary.

**ACTIVITIES**
- Each learner must take out the DBE book and turn to page 106.
- Read and talk about the title.
- Recap the vocabulary taught yesterday.
- Ask questions that will lead to a discussion, for example:
  - What colour is snow (iliqhwa)?
  - Which other word can we use instead of iliqhwa?
  - What can we use to make a snow man?

Shared Reading (15 min)

- **Resources:** Vula Bula Big Book: Umnqathe omkhulukazi; vocabulary flash cards: imifuno, vuna, umnqathe, omkhulukazi, bambelela, unyana, tsala, qunisa, izigalo, thintitha, umbhinqo, ukuzithemba
- **Preparation:** Read through the story beforehand and prepare your questions.
- **Lesson objective(s):** Talk about the pictures and participate in the shared reading by predicting, relating to their own experience and answering comprehension questions. Teach augmentative with suffix -kazi.

**ACTIVITIES**
1. **Pre-reading**
   - Recap: Talk about what you read yesterday.
   - Vocabulary: Ask the learners to tell you what words they learned yesterday. They must use the words correctly in sentences to show their understanding.
   - Explicit teaching: Teach augmentative with the suffix -kazi.
     - Thinking out loud: Why is the word omkhulukazi being used when talking about the carrot?
     - Learners must compare the sizes of the carrots in the picture and must say what the difference is.
     - Teach about augmentative with the suffix -kazi. Give the learners other examples such as umlambo- umlambokazi, umthi- umthikazi, etc.
     - From the picture pick any vegetable and use the suffix -kazi to show augmentative.
2. **During reading**
   - Read the story with expression, demonstrating fluency.
   - Use the prediction skills while reading.
     - (page 27) Thinking out loud: It looks like Nqaba and his wife cannot pull out the carrot. I wonder if their son will be able to pull out the carrot?
3. **Post-reading**
   - Finish the reading by asking evaluative question.

Phonics (15 min)

- **Resources:** Vula Bula let card for /nq/: flash cards from the word list: inqaba, inqala, inqawe, inqina, nqakula, nqanda, nqunqa, inqalha, inqindi
- **Preparation:** Cut out vocabulary flash cards. Stick the flash cards on the board.
- **Lesson objective(s):** Identify and read words with the sound /nq/.

**ACTIVITIES**
1. **Recap**
   - Refer to the letter card 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 /nq/ words.
- Ask them to sort these words according to the table below. Group the words according to whether the /nq/ is at the beginning, middle or end of the word.

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<td>Ingina</td>
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Handwriting (15 min)
- **Resources:** learners’ handwriting exercise books; pencils
- **Preparation:** Write a pattern on the board.
- **Lesson objective(s):** Learn and practise writing the sound /nq/.

**ACTIVITIES**

1. Recap
- Tell the learners to open their handwriting books.
- Write the date, subject and a pattern on the board.
- Write the following sentences on the board. Instruct the learners to copy them into their exercise books.
  - UNqaba unqunqa iminqathe enqanaweni.
  - Inqindi lenqalatha livele inqatha.
- Close with a pattern.
- Walk around to see how they are doing. Help where needed.
- Remember to check the learners’ posture, pencil grip and directionality.

Shared Writing (15 min)
- **Resources:** writing chart; khoki pens
- **Preparation:** Prepare a writing chart.
- **Lesson objective(s):** Write a story about what they would plant in their school garden.

**ACTIVITIES**

- If we were to have a garden in our school where would it be? Learners must pick a place.
- Ask them how many rows they would like to plant in the school garden.
- Ask them which vegetables they would like to plant.
- Learners must draw a picture, following this structure:
  - Ask them to draw a box on each row in which they are going to write the name of the vegetable planted in each row.

Group Guided Reading (30 min) [FORMAL ASSESSMENT TASK (FAT)]
- See Group guided reading booklet as a guide for each story.

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</table>
Listening and speaking (20 min)

- **Resources:** DBE book: Ndakhe ndalibona ikhephu and Isicthotho; vocabulary flash cards: iliqhwa, ikhephu, ingqele, eluphahleni
- **Preparation:** Create a sentencestrip with the titles. Make vocabulary flash cards.
- **Lesson objective(s):** Talk about the pictures on pages 102 and 106. Relate them to their own experience. Learn new vocabulary.

**ACTIVITIES**
- Each learner must take out the DBE book and turn to pages 102 and 106.
- Read and talk about the titles.
- Recap the vocabulary taught on these pages.
- Ask questions that will lead to a discussion, for example:
  - What is the difference between snow and hail?
  - Look at the clothes worn in the pictures on pages 102 and 106.
  - In which season of the year do we get hail?
  - In which season of the year do we get snow?

Shared Reading (15 min)

- **Resources:** Vula Bula Big Book: Umnqathe omkhulukazi
- **Preparation:** Take the words you introduced in the first and the second readings off the vocabulary chart and put them up on the wall around the class.
- **Lesson objective(s):** Summarise the story.

**ACTIVITIES**
1. **Pre-reading**
   - Vocabulary: Ask the learners to find the words they learned on Monday and Tuesday on the wall.
2. **During reading**
   - When a learner finds the word, she or he must read it and stick it on the vocabulary chart.
   - Help the learners to pronounce and read the words fluently when needed.
3. **Post-reading**
   - **Summarising:** Tell the learners that they will be summarising what they have been reading about.
   - Which vegetables did Nqana have in his garden?
   - What did Nqaba struggle to do?
   - Give the names of the people who helped to pull out the carrot.

Phonics (15 min)

- **Resources:** Vula Bula letter card for /ts/; phonics flash cards from the word list: tsala, tsaza, tsiki, tsolo, utiki, utlsa, utsoti, umtsalane, tsarhwa
- **Preparation:** Cut out vocabulary flash cards. Create a sentence strip: Utsotsi wakuTsolo utsibe imitsi emine.
- **Lesson objective(s):** Identify and read words with the sound /ts/.

**ACTIVITIES**
1. **Sentence strip**
   - Stick the sentence strip on the board.
   - Read it aloud, emphasising the /ts/ sound.
   - Tell the learners that they are going to learn about the sound /ts/ – what it looks like, how it sounds, and words that have this sound.
• Read the sentence on the strip again. Ask the learners to listen and look for the words with /ts/ in this sentence.

2. Letter card for /ts/
• Stick the card on the board and ask: What is this?
• Repeat the response – tsiba – and emphasise the /ts/ sound.
• Tell the learners to say /ts/. They must look at your mouth; say it again and look at each other’s mouths to see what their lips are doing.

3. Phonics words
• Ask the learners to suggest words with the /ts/ sound.
• Introduce the /ts/ words using flash cards, pictures or objects.
• Talk about the meaning of each word. Look at the farm. Use each word in a sentence, or act it out.
• Stick the flash cards on the phonics chart and use them throughout the week.
• Refer the learners to the word list that is pasted in their books. Read the words with them again.

Handwriting (15 min)

■ Resources: learners’ handwriting exercise books; pencils
■ Preparation: Write a pattern on the board.
■ Lesson objective(s): Learn and practise writing the sound /ts/.

ACTIVITIES
• Tell the learners to open their handwriting books.
• Write the date, subject and a pattern on the board.
• First line: write a row of /ts/.
• Second line write: tsiba, tsala, tsitsa, itsolo.
• Third line: write another row of /ts/.
• Close with a pattern.
• Walk around to see how they are doing. Help where needed.
• Remember to check the learners’ posture, pencil grip and directionality.

Paired Writing (15 min)

■ Resources: paper; pencils; crayons
■ Preparation: Prepare learners to write an article for a newspaper about the biggest carrot.
■ Lesson objective(s): Participate in writing an article in a newspaper.

ACTIVITIES
• Tell the learners to work in pairs to write an article about the biggest carrot.
• Ask them to brainstorm about the title of this article.
• They must draw a picture that will be in the newspaper.
• They must write two sentences below the drawing explaining Nqaba’s difficulty in pulling out the carrot in his garden.
• Remember to check the learners’ posture, pencil grip and directionality.

Group Guided Reading (30 min)

• See Group guided reading booklet as a guide for each story.
Listening and Speaking (20 min)

- **Resources:** a short story about talking vegetables that would tell what they do in our bodies
- **Preparation:** Prepare to tell a story about talking vegetables that would tell what they do in our bodies.
- **Lesson objective(s):** Learn about the importance of vegetables in our bodies.

**ACTIVITIES**
- Tell the learners the story that you created about talking vegetables that would tell what they do in our bodies.
- Ask them if they eat vegetables.
- They must discuss how they like their vegetables cooked.

Phonics (15 min)

- **Resources:** Vula Bulla letter card for /ts/; flash cards from the word list: tsala, tsaza, tsiki, itsolo, utsiki, tsitsa, utsotsi, umtsalane, tsarhwa
- **Preparation:** Cut out vocabulary flash cards. Stick the flash cards on the board.
- **Lesson objective(s):** Identify and read words with the sound /ts/. Group the words according to whether the sound is at the beginning, middle or end of the word.

**ACTIVITIES**
1. **Recap**
   - Refer to the letter card 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 /ts/ words.
   - Ask them to sort these words according to the table below. Group the words according to whether the /ts/ is at the beginning, middle or end of the word.

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<td>tsala</td>
<td>ukutsarhwa</td>
<td>utsotsi</td>
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Writing (15 min)

- **Resources:** learners’ pictures and writing
- **Preparation:** Prepare for the learners to present their drawings and writing.
- **Lesson objective(s):** Present drawings of their garden.

**ACTIVITIES**
- Each pair of learners must bring their pieces of paper which they will stick on the board.
- They must read what they wrote.
- Applaud them for their effort.
### Group Guided Reading (30 min)

- See Group guided reading booklet as a guide for each story.

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Listening and Speaking (20 min)

- **Resources:** paper; pencils
- **Preparation:** Prepare for the learners to create their own stories.
- **Lesson objective(s):** Create a story about a stew with vegetables.

**ACTIVITIES**
- Tell the learners to create their story about a stew with vegetables that was cooked on day 4.
- Ask them to choose a partner.
- Give them time to brainstorm about their own story.
- Tell them that in the coming week each pair will present their story to the class.

Phonics (15 min)

- **Resources:** Vula Bula letter cards for /ts/ and /nq/; phonics flash cards of the words taught this week
- **Preparation:** Stick the cards for /ts/ and /nq/ on the board. Stick up all the phonics flash cards taught for the week.
- **Lesson objective(s):** Identify the sounds /ts/ and /nq/.

**ACTIVITIES**
- Stick up the cards for /ts/ and /nq/ and all the phonics flash cards taught for the week.
- Ask learners to come to the board one at a time and choose a flash card.
- They read the flash card and stick it under the correct card – /ts/ or /nq/.
- They must also explain why they have put it there.
- Ask the class for feedback.
- Continue until all the flash cards have been read and sorted.
Week 6: Day 5

Group Guided Reading (30 min)

- See Group guided reading booklet as a guide for each story.

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Vocabulary words of the week

iliqhwa
ikhephu
ingqele
eluphahleni
imifuno
vuna
umnqathe
omkhulukazi
bambelela
unyana
tsala
qinisa
izigalo
thintitha
umbhingo
ukuzithemba
**Listening and Speaking (20 min)**

- **Resources:** DBE book: Ujabu ufike emva kwexesha esikolweni; vocabulary flash cards: ixesha, akeva, shiya, womthethisa
- **Preparation:** Create a sentence strip with the title.
- **Lesson objective(s):** Talk about the picture on page 118. Relate it to their own experience. Learn new vocabulary.

**ACTIVITIES**
- Each learner must take out the DBE book and turn to page 118.
- Read and talk about the title.
- Ask questions that will lead to a discussion, for example:
  - What is happening in the picture?
  - Why do you think the boy is running in the third picture?
  - In the first picture what is the dog trying to do?

**Shared Reading (15 min)**

- **Resources:** Vula Bula Big Book: Ibali lobugqi; vocabulary flash cards: umgawuli, ubugqi, umnqweno, silumke singarhali, udodorhoyi, ihewu, rhashaza, sindisa, umhluzi, umsindo, xhuma, ngokuhlwa
- **Preparation:** Read through the story beforehand and prepare your questions.
- **Lesson objective(s):** Talk about the pictures and 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 is the facial expression of the tree that is about to be cut down?
     - Do trees have faces? What kind of a tree is this?
     - Thinking out loud: 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 34) Thinking out loud: The mother looks happy. I wonder what makes her happy?
   - **Vocabulary:** Teach new words using flash cards, 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.
2. **During reading**
   - Read the first half of the story. Read the story with expression, demonstrating fluency.
   - Ask comprehension questions after reading three pages. The learners must predict what is going to happen in the next pages.
     - (page 37): How did the sausage end up on the face of the Woodcutter?
3. **Post-reading**
   - Finish by asking:
     - What was the Woodcutter’s third wish?

**Phonics (15 min)**

- **Resources:** Vula Bula letter card for /gq/; flash cards of words with the /gq/ sound: gqiba, gquma, igqudu, ubugqi, isigqibo, umgqomo, umgquba, ggqgqa, ggqgqgqab
- **Preparation:** Create a sentence strip: USigqibo wagqogqa umgqobo onomgquba ngegqadu. Cut out flash cards.
- **Lesson objective(s):** Identify and sound /gq/ and be able to read words with the /gq/ sound.

**ACTIVITIES**
1. **Sentence strip**
   - Stick the sentence strip on the board. Read it aloud, emphasising the /gq/ sound.
   - Tell the learners that they are going to learn about the sound /gq/ – what it looks like, how it sounds, and words that have this sound.
   - Read the sentence on the strip again. Ask the learners to listen and look for the words with /gq/ in this sentence.
2. **Letter card for /gq/**
   - Stick the card on the board and ask: What is this?
   - Repeat the response – **igqabi** – and emphasise the **/gq/** sound.
   - 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.

3. **Phonics words**
   - Ask the learners to suggest words with the **/gq/** sound.
   - Introduce the **/gq/** words using flash cards, pictures or objects.
   - Talk about the meaning of each word. Look at the form. Use each word in a sentence, or act it out.
   - Stick the flash cards on the phonics chart and use them throughout the week.
   - Refer the learners to the word list that is pasted in their books. Read the words with them again.

### Writing (15 min)
- **Resources**: learners’ exercise books; pencils
- **Preparation**: Prepare for the weekend news.
- **Lesson objective(s)**: Participate in writing weekend news.

#### ACTIVITIES
- Tell the learners that they will be writing their weekend news.
- Ask the learners to write about their weekend highlights.
- Instruct them to write at least two sentences about what they did on Saturday and two sentences about what they did on Sunday.
- Walk around assisting with sentence structure, punctuation and spacing.

### Handwriting (15 min)
- **Resources**: learners’ handwriting exercise books; pencils
- **Preparation**: Write a pattern on the board.
- **Lesson objective(s)**: Learn and practise writing the sound **/gq/**.

#### ACTIVITIES
- Tell the learners to open their handwriting books.
- Write the date, subject and a pattern on the board.
- First line: write a row of **/gq/**.
- Second line write: **gqiba, gquma, gqogqa, ubugqi**.
- Third line: write another row of **/gq/**.
- Close with a pattern.
- 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)
- See Group guided reading booklet as a guide for each story.

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</table>
Listening and Speaking (20 min)

- **Resources:** DBE book: *Ujabu ufike emva kwesikolweni*; vocabulary flash cards: *ixesha, akeva, shiya, womthethisa*
- **Preparation:** Create a sentence strip with the title.
- **Lesson objective(s):** Talk about the picture on page 118. Relate it to their own experience. Learn new vocabulary.

**ACTIVITIES**
- Each learner must take out the DBE book and turn to page 118.
- Read and talk about the title.
- Recap the vocabulary taught yesterday.
- Ask questions that will lead to a discussion, for example:
  - Why is Jabu using a bus to go to school?
  - Thinking out loud: I wonder how far Jabu’s school is from his home?
  - What is the first thing that he needs to do when he enters the classroom?

Shared Reading (15 min)

- **Resources:** Vula Bula Big Book: *Ibali lobugqi*
- **Preparation:** Read through the story beforehand and prepare your questions.
- **Lesson objective(s):** Talk about the pictures and participate in the shared reading by predicting, relating to their own experience and answering comprehension questions. Teach the suffix *-kazi* for feminine.

**ACTIVITIES**

1. **Pre-reading**
   - **Recap:** Talk about what you read yesterday.
   - **Vocabulary:** Ask the learners to tell you what words they learned yesterday. They must use the words correctly in sentences to show their understanding.
   - **Explicit teaching:** Explain how to use the suffix *-kazi* for feminine.
     - Remind the learners about the suffix *-kazi* used for augmentative in the previous story Umngqathe omkhulukazi.
     - From the title of the story Umngqathe omkhulukazi, which word do you hear *-kazi* in?
     - Teach about feminine with the suffix *-kazi*. Give the learners other examples such as utitshala- utitshalakazi, umfundisi- umfundisikazi, etc.

2. **During reading**
   - Read the story with expression, demonstrating fluency.
   - Use the prediction skills while reading.

3. **Post-reading**
   - Finish by asking questions, for example:
     - How did the sausage end up on the table?
     - How do the Woodcutter and his wife feel at the end of the story?

Phonics (15 min)

- **Resources:** Vula Bula letter card for /gq/: flash cards from the word list: *gqiba, gquma, igqudu, ubugqi, isigqibo, umgqomo, umgquba, gqogqa, gqabagqaba*
- **Preparation:** Cut out vocabulary flash cards. Stick the flash cards on the board.
- **Lesson objective(s):** Identify and read words with the sound /gq/.

**ACTIVITIES**

1. **Recap**
   - Refer to the letter card 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 /gq/ words.
   - Ask them to sort these words according to the table below. Group the words according to whether the /gq/ is at the beginning, middle or end of the word.

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<td>ubuggi</td>
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Handwriting **(15 min)**

- **Resources:** learners’ handwriting exercise books; pencils
- **Preparation:** Write a pattern on the board.
- **Lesson objective(s):** Learn and practise writing the sound /gq/.

**ACTIVITIES**

1. **Recap**
   - Tell the learners to open their handwriting books.
   - Write the date, subject and a pattern on the board.
   - Write the following sentences on the board. Instruct the learners to copy them into their exercise books.
     
   Ugqirha ugqume igqudu lakhe.
   Igqirha elinobugqi laqqogqa umgqomo.
   - Close with a pattern.
   - Walk around to see how they are doing. Help where needed.
   - Remember to check the learners’ posture, pencil grip and directionality.

Shared Writing **(15 min)**

- **Resources:** chart paper; khoki pens
- **Preparation:** Prepare a paper chart for writing the play.
- **Lesson objective(s):** Take part in writing a play about a magic tree pleading with the Woodcutter not to cut it down.

**ACTIVITIES**

- Ask the learners to help you write the title of this play.
- Some learners must be the Woodcutter and others can be a magic tree.
- Ask those who are the magic tree to plead with the Woodcutter not to cut him down.
- Ask those who are the Woodcutter to answer.

Group Guided Reading **(30 min)**

- See Group guided reading booklet as a guide for each story.

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</table>
Listening and Speaking (20 min)

- **Resources:** DBE book: *Ujabu ufike emva kwexesha esikolweni*; vocabulary flash cards: *ixesha, akeva, shiya, wamthethisa*
- **Preparation:** Create a sentence strip with the title.
- **Lesson objective(s):** Talk about the picture on page 118. Relate it to their own experience. Learn new vocabulary.

**ACTIVITIES**
- Each learner must take out the DBE book and turn to page 118.
- Read and talk about the title.
- Recap the vocabulary taught yesterday.
- Ask questions that will lead to a discussion, for example:
  - What is it that Jabu needs to do for him to wake up in time?
  - What time do you go to bed?
  - Do you think Jabu had his breakfast? Give a reason to your answer.

Shared Reading (15 min)

- **Resources:** Vula Bula Big Book: *Ibali lobugqi*
- **Preparation:** Take the words you introduced in the first and the second readings off the vocabulary chart and put them up on the wall around the class.
- **Lesson objective(s):** Summarise the story.

**ACTIVITIES**
1. **Pre-reading**
   - **Vocabulary:** Ask the learners to find the words they learned on Monday and Tuesday on the wall.
2. **During reading:**
   - When a learner finds the word, she or he must read it and stick it on the vocabulary chart.
   - Help the learners to pronounce and read the words fluently when needed.
3. **Post-reading**
   - **Summarising:** Tell the learners that they will be summarising what they have been reading about.
     - What were the wishes of the Woodcutter’s wife?
     - What made the Woodcutter’s wife angry?
     - What made the Woodcutter’s wife refuse to see a doctor?
     - How did the woodcutter and his wife feel at the end of the story?

Phonics (15 min)

- **Resources:** Vula Bula letter card for /rh/; phonics flash cards from the word list: *rhala, rhoa, rhoxa, rhua, rhiniza, rhubuluza, ihrewu, ihuluwa, irhonorhono*
- **Preparation:** Create a sentence strip: *Irhamba larhabula ihrewu elinerhuluwa*. Cut out flash cards.
- **Lesson objective(s):** Identify and sound /rh/ and be able to read words with the /rh/ sound.

**ACTIVITIES**
1. **Sentence strip**
   - Stick the sentence strip on the board.
   - Read it aloud, emphasising the /rh/ sound.
   - Tell the learners that they are going to learn about the sound /rh/ – what it looks like, how it sounds, and words that have this sound.
   - Read the sentence on the strip again. Ask the learners to listen and look for the words with /rh/ in this sentence.
2. **Letter card for /rh/**
   - Stick the card on the board and ask: What is this?
   - Repeat the response – *irhamba* – and emphasise the /rh/ sound.
   - 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.
3. Phonics words
• Ask the learners to suggest words with the /rh/ sound.
• Introduce the /rh/ words using flash cards, pictures or objects.
• Use the phonics flash cards for /rh/. Talk about the meaning of each word. Look at the form. Use each word in a sentence, or act it out.
• Stick the flash cards on the phonics chart and use them throughout the week.
• Refer the learners to the word list that is pasted in their books. Read the words with them again.

Handwriting (15 min)
- Resources: learners' handwriting exercise books; pencils
- Preparation: Write a pattern on the board.
- Lesson objective(s): Learn and practise writing the sound /rh/.

ACTIVITIES
• Tell the learners to open their handwriting books.
• Write the date, subject and a pattern on the board.
• First line: write a row of /rh/.
• Second line write: rhola, irhorho, rhuqa, rhoxa.
• Third line: write another row of /rh/.
• Close with a pattern.
• Walk around to see how they are doing. Help where needed.
• Remember to check the learners’ posture, pencil grip and directionality.

Writing (15 min)
- Resources: learners’ exercise books; pencils; crayons
- Preparation: Stick a writing frame on a writing chart.
- Lesson objective(s): Participate in writing a short interview on the topic, where the doctor is trying to remove the sausage on her face.

ACTIVITIES
• Tell the learners that they will ask and answer questions in an interview style.
• Some learners will act the doctor’s role and others must act the role of being the Woodcutter’s wife.
• They must ask each other questions and write these questions on the chart.
• Learners work in pairs and must share their opinions on how they will draw the Woodcutter’s wife being scared to remove the sausage.

Group Guided Reading (30 min)
- See Group guided reading booklet as a guide for each story.
Listening and Speaking (20 min)

- **Resources:** a story about a magic show in a certain school
- **Preparation:** Prepare to tell a story about a magic show in a certain school.
- **Lesson objective(s):** Learn about magic.

**ACTIVITIES**
- Tell the learners to create their story about a magic show.
- Ask them to choose a partner.
- Give them time to brainstorm about their own story so that they get used to the story.
- Tell them in the coming week each pair will present their story for the class.

Phonics (15 min)

- **Resources:** Vula Bula letter card for /rh/; flash cards from the word list: rhala, rhola, rhoxa, rhuqa, rhiniza, rhubuluza, rhewu, rhuluwa, rhonorhono
- **Preparation:** Cut out vocabulary flash cards. Stick the flash cards on the board.
- **Lesson objective(s):** Identify and read words with the sound /rh/.

**ACTIVITIES**
1. **Recap**
   - Refer to the letter card 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 /rh/ words.
   - Ask them to sort these words according to the table below. Group the words according to whether the /rh/ is at the beginning, middle or end of the word.

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Writing (15 min)

- **Resources**: list of phonics words
- **Preparation**: Write all the words from the phonics list leaving spaces between the words. Make sure each learner has an exercise book.
- **Lesson objective(s)**: Draw a picture next to each word with the phonic sound /rh/.

**ACTIVITIES**
- Ask the learners to read the words.
- Explain to them that they must draw a picture next to each word.
- Read the first word with the learners and draw a picture on the board.
- Walk around and talk with the learners about their drawings.

Group Guided Reading (30 min)

- See Group guided reading booklet as a guide for each story.

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Listening and Speaking (20 min)

- **Resources:** a story about a viper that was dangerous
- **Preparation:** Prepare to tell a story about a dangerous viper.
- **Lesson objective(s):** Learn about the dangers of snakes.

**ACTIVITIES**
- Tell a story about a viper that was very dangerous.
- Ask them questions about the story.

Phonics (15 min)

- **Resources:** Vula Bula letter cards for /gq/ and /rh/; phonics flash cards of the words taught this week
- **Preparation:** Stick the cards for /gq/ and /rh/ on the board. Stick up all the phonics flash cards taught for the week.
- **Lesson objective(s):** Identify the sounds /gq/ and /rh/.

**ACTIVITIES**
- Stick up the flash cards for /gq/ and /rh/ and all the phonics flash cards taught for the week.
- Ask learners to come to the board one at a time and choose a flash card.
- They read the flash card and stick it under the correct card – /gq/ or /rh/.
- They must also explain why they have put it there.
- Ask the class for feedback.
- Continue until all the flash cards have been read and sorted.
Group Guided Reading (30 min)

- See Group guided reading booklet as a guide for each story.

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Vocabulary words of the week

- ixesha
- akeva
- shiya
- wamthethisa
- umgawuli
- ubugqi
- umnqweno
- silumke
- singarhali
- udodorhoyi
- irhewu
- rhashaza
- sindisa
- umhlizi
- umsindo
- xhuma
- ngokuhlwa
Listening and Speaking (20 min)

- **Resources:** storybook: UCitronella; vocabulary flash cards: lingcebiso, sislhulu, inkintsela, inyekevu, ifela, laxomola, ihayi, elunxwemeni, lihlokondiba, infabathi
- **Preparation:** Practise reading the story and prepare your questions.
- **Lesson objective(s):** Listen without interruption. Talk about personal responses to the story. Learn new vocabulary. Listen to a story for enjoyment.

**ACTIVITIES**

1. **Pre-reading**
   - Get the learners ready for reading aloud.
   - Discuss the cover and the title of the book and ask questions:
     - What is happening in the picture?
     - What do you think the story will be about? (prediction)

2. **During reading**
   - Read the story with expression, demonstrating fluency.
   - Show some of the pictures. Ask comprehension questions to test their understanding without too much interruption.
   - Ask questions to predict what will follow:
     - Who are the characters in this story?
     - What was Citronella’s problem?
   - Tell the learners that you will stop there for today.

3. **Post-reading**
   - Finish the story by asking:
     - Who helped Citronella?

Shared Reading (15 min)

- **Resources:** Vula Bula Big Book: Gcinela ingomso; vocabulary flash cards: intuku, isigcawu, imbovane, intothoviyane, amaqunube, imbewu, gcisa, imisundululu, intsimi, xakeka, qokelela, phanda, gcayisela
- **Preparation:** Read through the story beforehand and prepare your questions.
- **Lesson objective(s):** Talk about the pictures and 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, for example:
     - What are the animals doing in this picture?
     - Thinking out loud: 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 4) Thinking out loud: I wonder where the ant is taking the maize? Even in the next picture it has a corn. I wonder where the ant is taking the corn?
   - **Vocabulary:** Teach new words using flash cards, 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.

2. **During reading**
   - Read the first half of the story. Read the story with expression, demonstrating fluency.
   - Ask comprehension questions after reading three pages. The learners must predict what is going to happen in the next pages.
     - (page 6) What do grasshoppers eat?
     - Why is the grasshopper not busy like other animals?

3. **Post-reading**
   - Finish by asking:
     - Where do the ant and the mole live? How do you know that?

Phonics (15 min)

- **Resources:** Vula Bula letter card for /gc/; flash cards of words with the /gc/ sound: gcina, gcoba, gcaba, gcuma, igcisa, igcado, umgcini, imigca, isigculelo
- **Preparation:** Create a sentence strip: UGcinashe wayengumgcini wamagcado kwaye eligcisa. Cut out flash cards.
- **Lesson objective(s):** Identify and sound /gc/ and be able to read words with the /gc/ sound.

**ACTIVITIES**

1. **Sentence strip**
   - Stick the sentence strip on the board.
• Read it aloud, emphasising the /gc/ sound.
• Tell the learners that they are going to learn about the sound /gc/ – what it looks like, how it sounds, and words that have this sound.
• Read the sentence on the strip again. Ask the learners to listen and look for the words with /gc/ in this sentence.

2. Letter card for /gc/
• Stick the card on the board and ask: What is this?
• Repeat the response – isigcawu – and emphasise the /gc/ sound.
• Tell the learners to say /gc/. They must look at your mouth; say it again and look at each other’s mouths to see what their lips are doing.

3. Phonics words
• Ask the learners to suggest words with the /gc/ sound.
• Introduce the /gc/ words using flash cards, pictures or objects.
• Talk about the meaning of each word. Look at the farm. Use each word in a sentence, or act it out.
• Stick the flash cards on the phonics chart and use them throughout the week.
• Refer the learners to the word list that is pasted in their books. Read the words with them again.

Writing (15 min)
- Resources: learners’ exercise books; pencils
- Preparation: Prepare for the weekend news.
- Lesson objective(s): Participate in writing weekend news.

ACTIVITIES
- Tell the learners that they will be writing their weekend news.
- Ask the learners to write about their weekend highlights.
- Instruct them to write at least two sentences about what they did on Saturday and two sentences about what they did on Sunday.
- Walk around assisting with sentence structure, punctuation and spacing.

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

ACTIVITIES
- Tell the learners to open their handwriting books.
- Write the date, subject and a pattern on the board.
- First line: write a row of /gc/.
- Second line write: gcisa, gcoba, gcaba, gcuma.
- Third line: write another row of /gc/.
- Close with a pattern.
- 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)
- See Group guided reading booklet as a guide for each story.
Week 8: Day 2

Listening and Speaking (20 min)

- Resources: storybook: UCitronella; vocabulary flash cards: lingcebiso, sislithulu, inkintsela, inyekevu, fela, laxomoloza, ihayi, elunxwemeni, lihlokondiba, infabathi
- Preparation: Practise reading the story and prepare your questions.
- Lesson objective(s): Listen without interruption. Talk about personal responses to the story. Learn new vocabulary. Listen to an interesting story for enjoyment.

ACTIVITIES
1. Pre-reading
   - Get the learners ready for reading aloud.
   - Recap: Talk about the part of the story you read yesterday.
2. During reading
   - Read the rest of the story with expression, demonstrating fluency.
   - Show some of the pictures. Ask comprehension questions to test their understanding without too much interruption.
   - Ask questions to predict what will follow.
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?

Shared Reading (15 min)

- Resources: Vula Bula Big Book: Gcinela ingomso; vocabulary flash cards: intuku, isigcawu, imbowne, inlithoviyane, amaqucube, imbewu, gqisa, imisundululu, itsimi, xakeka, qokelela, phanda, gcayisela, buthakathaka
- Preparation: Read through the story beforehand and prepare your questions.
- Lesson objective(s): Talk about the pictures and participate in the shared reading by predicting, relating to their own experience and answering comprehension questions. Learn about syllables.

ACTIVITIES
1. Pre-reading
   - Recap: Talk about what you read yesterday.
   - Vocabulary: Ask the learners to tell you what words they learned yesterday. They must use the words correctly in sentences to show their understanding.
   - Explicit teaching: Explain to the learners how to recognise the different syllables.
     - Choose long words in the story that might be difficult for the learners to spell or write. For example: inlithoviyane, imisundululu, ndiqokelela, etc.
     - Teach learners about clapping the syllables of words.
     - They must count the syllables of each word.
2. During reading
   - Read the story with expression, demonstrating fluency.
   - Use the prediction skills while reading.
3. Post-reading
   - Finish the reading by asking evaluative questions:
     - What do we call the house of a spider?
     - Where would the grasshopper hide its food if he was also busy like other animals?

Phonics (15 min)

- Resources: Vula Bula letter card for /gc/; flash cards from the word list: gcina, gcoba, gcaba, gcuma, igcisa, igcado, umgcini, imigca, isigculelo
- Preparation: Cut out vocabulary flash cards. Stick the flash cards on the board.
- Lesson objective(s): Identify and read words with the sound /gc/.

ACTIVITIES
1. Recap
   - Refer to the letter card 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 /gc/ words.
• Ask them to sort these words according to the table below. Group the words according to whether the /gc/ is at the beginning, middle or end of the word.

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<td>gcisa</td>
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Handwriting (15 min)
- **Resources:** learners’ handwriting exercise books; pencils
- **Preparation:** Write a pattern on the board.
- **Lesson objective(s):** Learn and practise writing the sound /gc/.

ACTIVITIES
1. Recap
   • Tell the learners to open their handwriting books.
   • Write the date, subject and a pattern on the board.
   • Write the following sentences on the board. Instruct the learners to copy them into their exercise books:
     - Izigcawu zenza imigca zigcobile.
     - UGcobani ugcina isigcawu samaGcina.
   • Close with a pattern.
   • Walk around to see how they are doing. Help where needed.
   • Remember to check the learners’ posture, pencil grip and directionality.

Shared Writing (15 min)
- **Resources:** chart paper; khoki pens
- **Preparation:** Prepare a summary frame.
- **Lesson objective(s):** Summarise a story.

ACTIVITIES
• Tell the learners they will help each other to write a summary of the story Gcinela ingomso.
• Remind learners that to write a summary, we must:
  ◦ Write the events in sequence.
  ◦ Describe the way the story ends.
  ◦ Then, we use this information to write the summary, using our own words.

Group Guided Reading (30 min)
• See Group guided reading booklet as a guide for each story.
Listening and Speaking (20 min)

- **Resources:** storybook: UCitronella; vocabulary flash cards: lingcebiso, sisithulu, inkintsela, inyekevu, itela, laxomoloza, ihayi, elunxwemeni, lihlokondiba, intlabathi
- **Preparation:** Prepare packs of flash cards for the learners to tell the story in their own words.
- **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.

Shared Reading (15 min)

- **Resources:** Vula Bula Big Book: Gcinela ingomso
- **Preparation:** Prepare a summary frame. Take the words you introduced in the first and the second readings off the vocabulary chart and put them up on the wall around the class.
- **Lesson objective(s):** Summarise the story.

**ACTIVITIES**
1. **Pre-reading**
   - **Vocabulary:** Ask the learners to find the words they learned on Monday and Tuesday on the wall.
2. **During reading**
   - When a learner finds the word, she or he must read it and stick it on the vocabulary chart.
   - Help the learners to pronounce and read the words fluently when needed.
3. **Post-reading**
   - **Summarising:** Tell the learners that they will be summarising what they have been reading about.
   - Why did the ant and the others store so much food?
   - What was the grasshopper busy with when the others were storing food?
   - Do you think the grasshopper was being wise by not keeping food whilst others were busy storing food?

Phonics (15 min)

- **Resources:** Vula Bula letter card for /nt/; phonics flash cards from the word list: ntoni, intaba, intamo, intuku, abantu, intambo, intombi, intethe, intente
- **Preparation:** Create a sentence strip: UGcinashe wayengumgcinini wamagcado kwaye eligcisa. Cut out flash cards.
- **Lesson objective(s):** Identify and sound /nt/ and be able to read words with the /nt/ sound.

**ACTIVITIES**
1. **Sentence strip**
   - Stick the sentence strip on the board.
   - Read it aloud, emphasising the /nt/ sound.
   - Tell the learners that they are going to learn about the sound /nt/ – what it looks like, how it sounds, and words that have this sound.
   - Read the sentence on the strip again. Ask the learners to listen and look for the words with /nt/ in this sentence.
2. **Letter card for /nt/**
   - Stick the card on the board and ask: What is this?
   - Repeat the response – intaka – and emphasise the /nt/ sound.
   - 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.
3. Phonics words
- Ask the learners to suggest words with the /nt/ sound.
- Introduce the /nt/ words using flash cards and pictures or objects.
- Talk about the meaning of each word. Look at the farm. Use each word in a sentence, or act it out.
- Stick the flash cards on the phonics chart and use them throughout the week.
- Refer the learners to the word list that is pasted in their books. Read the words with them again.

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

ACTIVITIES
- Tell the learners to open their handwriting books.
- Write the date, subject and a pattern on the board.
- First line: write a row of /nt/.
- Second line write: intaba, intente, intuku, intili.
- Third line: write another row of /nt/.
- Close with a pattern.
- Walk around to see how they are doing. Help where needed.
- Remember to check the learners’ posture, pencil grip and directionality.

Shared Writing (15 min)
- Resources: a summary of a story; learners’ exercise books, pencils; crayons
- Preparation: Stick the summary of the story you wrote yesterday on the board.
- Lesson objective(s): Write a summary and draw pictures of the story that was read by the teacher for shared reading.

ACTIVITIES
- Read the summary of the story again.
- Ask learners to re-write the summary in their books and draw a picture below the summary.
- Walk around help where needed.

Group Guided Reading (30 min)
- See Group guided reading booklet as a guide for each story.

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**Listening and speaking (20 min)**

- **Resources:** Road safety poem: Ukuwela umgqo
- **Preparation:** Memorise the road safety poem.
- **Lesson objective(s):** Talk about weekend news and about road safety.

**ACTIVITIES**
- Tell the learners that we all have the responsibility to keep ourselves safe.
- Ask them questions about what is meant by ‘keep your self safe’:
  - 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.

**Phonics (15 min)**

- **Resources:** Vula Bulla letter card for /nt/; flash cards from the word list: ntoni, intaba, intamo, intuku, abantu, intambo, intombi, intelthe, intente
- **Preparation:** Cut out vocabulary flash cards. Stick the flash cards on the board.
- **Lesson objective(s):** Identify and read words with the /nt/ sound.

**ACTIVITIES**
1. **Recap**
   - Refer to the letter card 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 /nt/ words.
   - Ask them to sort these words according to the table below. Group the words according to whether the /nt/ is at the beginning, middle or end of the word.

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<td>intaba</td>
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Shared Writing (15 min)

- Resources: the summary of the story; learners' exercise books; pencils; crayons
- Preparation: Stick the summary of the story that you wrote yesterday on the board.
- Lesson objective(s): Write and draw the event they liked the most in the story read by the teacher during shared reading.

ACTIVITIES

- Ask the learners to draw a picture about an event they liked the most in the story.
- They must write a sentence about the event they liked the most.
- Walk around and talk to them about their drawings.

Group Guided Reading (30 min)

- See Group guided reading booklet as a guide for each story.

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</table>
Listening and Speaking (20 min)
- **Resources**: poem: *Ukuwela umgaqo*
- **Preparation**: Write the poem on the poster.
- **Lesson objective(s)**: Learn how to recite the poem with expression and fluency.

**ACTIVITIES**
- 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 the first line and ask the learners to repeat it. Do this with each line until they have memorised the whole poem.

Phonics (15 min)
- **Resources**: Vula Bula letter cards for /gc/ and /nt/; phonics flash cards of the words taught this week
- **Preparation**: Stick the cards for /gc/ and /nt/ on the board. Stick up all the phonics flash cards taught for the week.
- **Lesson objective(s)**: Identify the sounds /gc/ and /nt/.

**ACTIVITIES**
- Stick up the cards for /gc/ and /nt/ and all the phonics flash cards taught for the week.
- Ask learners to come to the board one at a time and choose a flash card.
- They read the flash card and stick it under the correct card – /gc/ or /nt/.
- They must also explain why they have put it there.
- Ask the class for feedback.
- Continue until all the flash cards have been read and sorted.
**Group Guided Reading (30 min)**

- See Group guided reading booklet as a guide for each story.

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**Vocabulary words of the week**

- iingcebiso
- siithulu
- inkintsela
- inyekevu
- itela
- laxomoloza
- irhayi
- elunxwemeni
- lithokondiba
- intlabathi
- intuku
- isigcawu
- imbovane
- intothoviyane
- amaqunube
- imbewu
- gcisa
- imisundululu
- intsimi
- xakeka
- qokelela
- phanda
- gcayisela
- buthakathaka
- umgaqo
- ekunene
- ekhohlo
- namanwele
- ngumthetho
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 without interruption. Talk about personal responses to the story. Learn new vocabulary. Listen to an interesting story for enjoyment.

**ACTIVITIES**

1. **Pre-reading**
   - Get the learners ready for reading aloud.
   - Discuss the cover and the title of the book and ask questions:
     - What is happening in the picture?
     - What do you think the story will be about? (prediction)

2. **During reading**
   - Read the story with expression, demonstrating fluency.
   - Show some of the pictures. Ask comprehension questions to test their understanding without too much interruption.
   - Ask questions to predict what will follow:
     - What is nomyayi?
     - What could have happened if nomyayi did not get the water?

3. **Post-reading**
   - Finish the story by asking:
     - Where was the water?

Shared Reading (15 min)

- **Resources:** Vula Bula Big Book: *Isuphu yelitye*; vocabulary flash cards: umhambi, zamisa, kwabelana, isongo, umalusi, ihlwempu, itswele, ukuswela, umphunga, ngcamla, chatha, iphunga, isondlo
- **Preparation:** Read through the story beforehand and prepare your questions.
- **Lesson objective(s):** Talk about the pictures and 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:
     - Looking at the body gesture of the two men:
     - What is the message the man standing at door trying to convey, by lifting up his shoulders with his hands out?
     - What message is the other man with hands out trying to convey?
     - Thinking out loud: 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 15) Thinking out loud: There is the man preparing to cook, I wonder why he is cooking outside?
   - **Vocabulary:** Teach new words using flash cards, 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.

2. **During reading**
   - Read the first half of the story. Read the story with expression, demonstrating fluency.
   - Ask comprehension questions after reading three pages. The learners must predict what is going to happen in the next pages.
     - (page 17) What are the ingredients that have already been added to the soup to give it a taste?
     - Do you think these ingredients gave the soup a fine taste?

3. **Post-reading**
   - Finish by asking:
     - Which ingredient do you think gave taste to the soup?
Phonics (15 min)
- **Resources:** Vula Bula letter card for /ch/; flash cards of words with the /ch/ sound: chama, chana, chazo, cheba, chuba, ichiza, wachola, chukumisa
- **Preparation:** Create a sentence strip: UChumisa wachazelwa ngokuchama kukaChumani. Cut out flash cards.
- **Lesson objective(s):** Identify and sound /ch/ and be able to read words with the /ch/ sound.

**ACTIVITIES**
1. **Sentence strip**
   - Stick the sentence strip on the board. Read it aloud, emphasising the /ch/ sound.
   - Tell the learners that they are going to learn about the sound /ch/ – what it looks like, how it sounds, and words that have this sound.
   - Read the sentence on the strip again. Ask the learners to listen and look for the words with /ch/ in this sentence.
2. **Letter card for /ch/**
   - Stick the card on the board and ask: What is this?
   - Repeat the response – amachokoza – and emphasise the /ch/ sound.
   - Tell the learners to say /ch/. They must look at your mouth; say it again and look at each other’s mouths to see what their lips are doing.
3. **Phonics words**
   - Ask the learners to suggest words with the /ch/ sound.
   - Introduce the /ch/ words using flash cards, pictures or objects.
   - Talk about the meaning of each word. Look at the form. Use each word in a sentence, or act it out.
   - Stick the flash cards on the phonics chart and use them throughout the week.
   - Refer the learners to the word list that is pasted in their books. Read the words with them again.

Writing (15 min)
- **Resources:** learners’ exercise books; pencils
- **Preparation:** Prepare for the weekend news.
- **Lesson objective(s):** Participate in writing weekend news.

**ACTIVITIES**
- Tell the learners that they will be writing their weekend news.
- Ask the learners to write about their weekend highlights.
- Instruct them to write at least two sentences about what they did on Saturday and two sentences about what they did on Sunday.
- Walk around assisting with sentence structure, punctuation and spacing.

Handwriting (15 min)
- **Resources:** learners’ handwriting exercise books; pencils
- **Preparation:** Write a pattern on the board.
- **Lesson objective(s):** Learn and practise writing the sound /ch/.

**ACTIVITIES**
- Tell the learners to open their handwriting books.
- Write the date, subject and a pattern on the board.
- First line: write a row of /ch/.
- Second line write: chola, chonga, chatha, chitha.
- Third line: write another row of /ch/.
- Close with a pattern.
- 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)
- See Group guided reading booklet as a guide for each story.

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</table>
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 without interruption. Talk about personal responses to the story. Learn new vocabulary. Listen to an interesting story for enjoyment.

**ACTIVITIES**

1. **Pre-reading**
   - **Vocabulary:** Recap the vocabulary words learned yesterday. Teach the learners the new vocabulary words.
   - Talk about the meaning of each word. Look at the form. Use each word in a sentence, or act it out.
2. **During reading**
   - Read the story with expression, demonstrating fluency.
   - Show some of the pictures. Ask comprehension questions to test their understanding without too much interruption.
   - Ask questions to predict what will follow.
     - What can nomyayi do to get the water?
     - What can nomyayi do to lift the vase, so that she can drink the water?
3. **Post-reading**
   - Finish the story by asking questions:
     - What is the lesson taught in this story?

Shared Reading (15 min)

- **Resources:** Vula Bula Big Book: *Isuphu yelitye*
- **Preparation:** Read through the story beforehand and prepare your questions.
- **Lesson objective(s):** Talk about the pictures and participate in the shared reading by predicting, relating to their own experience and answering comprehension questions. Learn about verbs.

**ACTIVITIES**

1. **Pre-reading**
   - **Recap:** Talk about what you read yesterday.
   - **Vocabulary:** Ask the learners to tell you what words they learned yesterday. They must use the words correctly in sentences to show their understanding.
   - **Explicit teaching:** Explain to learners that a verb is an action word.
   - Read the sentences in the paragraph on page 15. Use the verb words in this paragraph skillfully by asking learners to act out each verb read in this paragraph for example:
     - Bring a stone into the classroom: ask the learners to pick *(chola)* the stone.
     - Bring wood: ask the learners to pretend they are making fire *(ukubasa)*.
     - Bring a pot and water: ask the learners to pour water into the pot *(galela)*.
     - Teach these verbs: *chola, ukubasa, galela*.
2. **During reading**
   - Read the story with expression, demonstrating fluency.
   - Use the prediction skills while reading.
3. **Post-reading**
   - Finish the reading by asking evaluative questions:
     - Why did the man decide to cook a stone soup?

Phonics (15 min)

- **Resources:** Vula Bula letter card for *ch/;* flash cards from the word list: *chama, chana, chaza, cheba, chuba, ichibi, ichiza, wachola, chukumisa*
- **Preparation:** Cut out vocabulary flash cards. Stick the flash cards on the board.
- **Lesson objective(s):** Identify and read words with the sound *ch/.

**ACTIVITIES**

1. **Recap**
   - Refer to the letter card 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 /ch/ words.
• Ask them to sort these words according to the table below. Group the words according to whether the /ch/ is at the beginning, middle or end of the word.

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Handwriting (15 min)
- **Resources:** learners’ handwriting exercise books; pencils
- **Preparation:** Write a pattern on the board.
- **Lesson objective(s):** Learn and practise writing the sound /ch/.

**ACTIVITIES**
1. Recap
   • Tell the learners to open their handwriting books.
   • Write the date, subject and a pattern on the board.
   • Write the following sentences on the board. Instruct the learners to copy them into their exercise books.
     - Ucholi chiza elichutyiweyo.
     - Uchukumisa ichibi elisesichenene.
   • Close with a pattern.
   • Walk around to see how they are doing. Help where needed.
   • Remember to check the learners’ posture, pencil grip and directionality.

Shared Writing (15 min)
- **Resources:** chart paper; khoki pens; magazines or newspaper advertisements
- **Preparation:** Prepare a paper chart.
- **Lesson objective(s):** Write the ingredients used in cooking a soup for the class.

**ACTIVITIES**
• Tell the learners to choose ingredients from the magazines or newspaper advertisements that can be used for the class soup.
• Write the ingredients they chose on the paper chart.

Group Guided Reading (30 min)
- See Group guided reading booklet as a guide for each story.

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Listening and Speaking (20 min)

- **Resources:** storybook: *Unomyayi onxaniweyo*; vocabulary flash cards: umphanda, ngebhaqo, wadumzela, ngephanyazo
- **Preparation:** Revise the elements of the 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 the story to help them retell the story to each other.

Shared Reading (15 min)

- **Resources:** Vula Bula Big Book: *Isuphu yelitye*
- **Preparation:** Prepare a summary frame. Take the words you introduced in the first and the second readings off the vocabulary chart and put them up on the wall around the class.
- **Lesson objective(s):** Summarise the story.

**ACTIVITIES**
1. **Pre-reading**
   - **Vocabulary:** Ask the learners to find the words they learned on Monday and Tuesday on the wall.
2. **During reading**
   - When a learner finds the word, she or he must read it and stick it on the vocabulary chart.
   - Help the learners to pronounce and read the words fluently when needed.
3. **Post-reading**
   - **Summarising:** Tell the learners that they will be summarising what they have been reading about.
     - What role did the stone play in making the soup?
     - Talk about each person who played a role in giving the soup taste?
     - Who was the last person who brought an ingredient for the soup? Which important ingredient did he bring that gave the soup taste?

Phonics (15 min)

- **Resources:** Vula Bula letter card for /kw/; phonics flash cards from the word list: kwaza, ukwaba, ukwayo, ukwazi, ikwayari, ukwalusa, ukwelula, isikweli
- **Preparation:** Create a sentence strip: Ikwayala yekwayito yakwelita ikwepele. Cut out flash cards.
- **Lesson objective(s):** Identify and sound /kw/ and be able to read words with the /kw/ sound.

**ACTIVITIES**
1. **Sentence strip**
   - Stick the sentence strip on the board.
   - Read it aloud, emphasising the /kw/ sound.
   - Tell the learners that they are going to learn about the sound /kw/ – what it looks like, how it sounds, and words that have this sound.
   - Read the sentence on the strip again. Ask the learners to listen and look for the words with /kw/ in this sentence.
2. **Letter card for /kw/**
   - Stick the card on the board and ask: What is this?
   - Repeat the response – isikwere – and emphasise the /kw/ sound.
   - Tell the learners to say /kw/. They must look at your mouth; say it again and look at each other’s mouths to see what their lips are doing.
3. Phonics words
- Ask the learners to suggest words with the /kw/ sound.
- Introduce the /kw/ words using flash cards, pictures or objects.
- Talk about the meaning of each word. Look at the farm. Use each word in a sentence, or act it out.
- Stick the flash cards on the phonics chart and use them throughout the week.
- Refer the learners to the word list that is pasted in their books. Read the words with them again.

Handwriting (15 min)
- **Resources:** learners’ handwriting exercise books; pencils
- **Preparation:** Write a pattern on the board.
- **Lesson objective(s):** Learn and practise writing the sound /kw/.

**ACTIVITIES**
- Tell the learners to open their handwriting books.
- Write the date, subject and a pattern on the board.
- First line: write a row of /kw/.
- Second line write: ukwala, kwekwa, ukwaba, ukwazi.
- Third line: write another row of /kw/.
- Close with a pattern.
- Walk around to see how they are doing. Help where needed.
- Remember to check the learners’ posture, pencil grip and directionality.

Writing (15 min)
- **Resources:** learners’ exercise books; pencils; crayons
- **Preparation:** Prepare a writing frame.
- **Lesson objective(s):** Write a report about all the ingredients that gave the soup taste.

**ACTIVITIES**
- Ask the learners to write a report about the ingredients that gave the soup taste.
-Tell them that in their report they must draw a picture of the ingredients that were used and write a sentence below the drawing.

Group Guided Reading (30 min)
- See Group guided reading booklet as a guide for each story.
Listening and Speaking (20 min)

- **Resources:** storybook: *Unomyayi onxaniweyo*; story: *Intaba egcumayo*; vocabulary flash cards: *egcumayo, abemi, xhonkxosholo, ithathe unyawo, ukudillika, ukuqaja, inyikima, uthanda, ngomnqa*
- **Preparation:** Practise reading the story and prepare your questions.
- **Lesson objective(s):** Listen without interruption. Talk about personal responses to the story. Learn new vocabulary. Listen to an interesting story for enjoyment.

**ACTIVITIES**

1. **Pre-reading**
   - Get the learners ready for reading aloud.
   - Discuss the cover and the title of the book and ask questions:
     - What is happening in the picture?
     - What do you think the story is going to be about? (prediction)
2. **During reading**
   - Read the story with expression, demonstrating fluency.
   - Show some of the pictures. Ask comprehension questions to test their understanding without too much interruption.
   - Ask questions to predict what will follow.
     - What is the shape of the mountain?
     - Why were the people so amazed and scared about the noise the rock made?
3. **Post-reading**
   - Finish the story by asking evaluative questions.

Phonics (15 min)

- **Resources:** Vula Bula letter card for /kw/; flash cards from the word list: *kwaza, ukwaba, ukwayo, ukwazi, kwekwa, ikwayari, ukwalusa, ukwelula, isikwelliti*
- **Preparation:** Cut out vocabulary flash cards. Stick the flash cards on the board.
- **Lesson objective(s):** Identify and read words with the sound /kw/.

**ACTIVITIES**

1. **Recap**
   - Refer to the letter card 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 /kw/ words.
   - Ask them to sort these words according to the table below. Group the words according to whether the /kw/ is at the beginning, middle or end of the word.

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<td>ukwayo</td>
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Writing (15 min)

- **Resources:** list of phonics words
- **Preparation:** Write all the words from the phonics list leaving spaces between the words. Make sure each learner has an exercise book.
- **Lesson objective(s):** Draw a picture next to each word with the phonics sounds /ch/ and /kw/.

**ACTIVITIES**
- Ask the learners to read the words.
- Explain to them that they must draw a picture next to each word.
- Read the first word with the learners and draw a picture on the board.
- Walk around and talk with the learners about their drawings.

Group Guided Reading (30 min)

- See Group guided reading booklet as a guide for each story.

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</table>
Listening and Speaking (20 min)

- **Resources:** story book: *Unomyayi onxaniweyo*; story: *Intaba egcumayo*; vocabulary flash cards: *egcumayo, abemi, xhonkxosholo, ithathe unyawo, ukudilli, ukuqaja, inyikima, uthanda, ngomnqa*

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

- **Lesson objective(s):** Listen to an interesting story for enjoyment. Answer questions about the story. Express 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. **During reading**
   - Read the story again.

3. **Post-reading**
   - Encourage the learners to engage in a discussion.

Phonics (15 min)

- **Resources:** Vula Bula letter cards for /ch/ and /kw/; phonics flash cards of the words taught this week

- **Preparation:** Stick the cards for /ch/ and /kw/ on the board. Stick up all the phonics flash cards taught for the week.

- **Lesson objective(s):** Identify the sounds /ch/ and /kw/.

**ACTIVITIES**

- Stick up the cards for /ch/ and /kw/ and all the phonics flash cards taught for the week.
- Ask learners to come to the board one at a time and choose a flash card.
- They read the flash card and stick it under the correct card – /ch/ or /kw/.
- They must also explain why they have put it there.
- Ask the class for feedback.
- Continue until all the flash cards have been read and sorted.
**Group Guided Reading (30 min)**

- See Group guided reading booklet as a guide for each story.

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**Vocabulary words of the week**

- umphanda
- ngebhaqo
- wadumzela
- ngephanyazo
- umhangeni
- zamisa
- kwabelana
- isongo
- umalusi
- ithwempu
- itswele
- ukuswela
- umphunga
- ngcamla
- chatha
- iphunga
- isondlo
- egcumayo
- abemi
- xhonkxosholo
- ithathe unyawo
- ukudilika
- ukwaja
- inyikima
- uthanda
- ngomnqa
Listening and Speaking (20 min)

- **Resources:** poster of children’s rights
- **Preparation:** Stick the children’s rights poster on the board.
- **Lesson objective(s):** Learn and talk about children’s rights.

**ACTIVITIES**

1. **Recap**
   - Talk about the reasons we have class rules and how these rules 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.
   - Ask them what they think those rights are.
   - Tell them about the responsibility that comes with these rights.

Shared Reading (15 min)

- **Resources:** Vula Bula Big Book: Idabi lomoya nelanga; vocabulary flash cards: ukuphikisana, ukuzibonakalisa, vuthuza, hlonipha, qaqatsa, qhobosha, tshabalalisa, phumelela, qhaqhazela, calaye, xhathisa, sithela
- **Preparation:** Read through the story beforehand and prepare your questions.
- **Lesson objective(s):** Talk about the pictures and 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, for example:
     - Look at the body gesture of the two men:
     - What do we see in the picture?
   - **Picture walk:** Page through the story (do not read it). Look at the pictures and ask questions.
     - (page 5) Thinking out loud: It looks like the sun and the wind are having a discussion. I wonder what they are talking about?
   - **Vocabulary:** Teach new words using flash cards, 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.

2. **During reading**
   - Read the first half of the story. Read the story with expression, demonstrating fluency.
   - Ask comprehension questions after reading three pages. The learners must predict what is going to happen in the next pages.
     - (page 6) In which season do we get wind?
     - In which season do we get sun?

3. **Post-reading**
   - Finish by asking:
     - Have you ever seen wind blowing strongly?

Phonics (15 min)

- **Resources:** Vula Bula letter card for /qh/; flash cards of words with the /qh/ sound: qhuba, qhuma, qhayisa, qhekeka, qhubeka, ukugqhetla, qhaqa, qhaqhazela
- **Preparation:** Create a sentence strip: Isiqhamo esiqhelekileyo sasele qhuu ngamaqhosha. Cut out flash cards.
- **Lesson objective(s):** Identify and sound /qh/ and be able to read words with the /qh/ sound.

**ACTIVITIES**

1. **Sentence strip**
   - Stick the sentence strip on the board. Read it aloud, emphasising the /qh/ sound.
   - Tell the learners that they are going to learn about the sound /qh/ – what it looks like, how it sounds, and words that have this sound.
   - Read the sentence on the strip again. Ask the learners to listen and look for the words with /qh/ in this sentence.
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2. Letter card for /qh/
   • Stick the card on the board and ask: What is this?
   • Repeat the response – iziqhamo – and emphasise the /qh/ sound.
   • Tell the learners to say /qh/. They must look at your mouth; say it again and look at each other’s mouths to see what their lips are doing.

3. Phonics words
   • Ask the learners to suggest words with the /qh/ sound.
   • Introduce the /qh/ words using flash cards and pictures or objects.
   • Talk about the meaning of each word. Look at the form. Use each word in a sentence, or act it out.
   • Stick the flash cards on the phonics chart and use them throughout the week.
   • Refer the learners to the word list that is pasted in their books. Read the words with them again.

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

ACTIVITIES
- Tell the learners to open their handwriting books.
- Write the date, subject and a pattern on the board.
- First line: write a row of /qh/.
- Second line write: qhuba, qhina, qhela, qhola.
- Third line: write another row of /qh/.
- Close with a pattern.
- Walk around to see how they are doing. Help where needed.
- Remember to check the learners’ posture, pencil grip and directionality.

Writing (15 min)
- Resources: learners’ exercise books; pencils
- Preparation: Prepare for the weekend news.
- Lesson objective(s): Participate in writing weekend news.

ACTIVITIES
- Tell the learners that they will be writing their weekend news.
- Ask the learners to write about their weekend highlights.
- Instruct them to write at least two sentences about what they did on Saturday and two sentences about what they did on Sunday.
- Walk around assisting with sentence structure, punctuation and spacing.

Group Guided Reading (30 min)
- See Group guided reading booklet as a guide for each story.

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</table>
Listening and Speaking (20 min)
- **Resources:** poster of children’s rights
- **Preparation:** Put up the poster of children’s rights. 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):** Participate in a discussion about children’s rights.

**ACTIVITIES**
- Recap what was previously discussed about children’s rights.
- Theme: Children’s rights and responsibilities:
  - Revise the rights and responsibilities the learners have already learned
  - Ask the class why they think the responsibilities are important.
  - Let them try to recite their rights off by heart.

Shared Reading (15 min)
- **Resources:** Vula Bula Big Book: Idabi lomoya nelanga; vocabulary flash cards: ukuphikisana, ukuzibonakalisa, vuthuza, hlonipha, qqatsa, qhobosha, tshabalalisa, phumelela, qhaqha zela, calanye, xhathisa, sithela
- **Preparation:** Read through the story beforehand and prepare your questions.
- **Lesson objective(s):** Talk about the pictures and 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 read yesterday.
   - Vocabulary: Ask the learners to tell you what words they learned yesterday. They must use the words correctly in sentences to show their understanding.
     - Teach new words using flash cards, 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.
2. **During reading**
   - Read the story with expression, demonstrating fluency.
   - Use the prediction skills while reading.
3. **Post-reading**
   - Finish by asking evaluative questions.

Phonics (15 min)
- **Resources:** Vula Bula letter card /qh/; flash cards from the word list: qhuba, qhumu, iqhina, qhayisa, qhekeka, qhubeka, ukuqhela, qhaqha
- **Preparation:** Cut out vocabulary flash cards. Stick the flash cards on the board.
- **Lesson objective(s):** Identify and read words with the sound /qh/.

**ACTIVITIES**
1. **Recap**
   - Refer to the letter card 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 /qh/ words.
   - Ask them to sort these words according to the table below. Group the words according to whether the /qh/ is at the beginning, middle or end of the word.

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<td>iquhuma</td>
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Handwriting (15 min)

- **Resources:** learners' handwriting exercise books; pencils
- **Preparation:** Write a pattern on the board.
- **Lesson objective(s):** Learn and practise writing the sound /qh/.

**ACTIVITIES**

1. **Recap**
   - Tell the learners to open their handwriting books.
   - Write the date, subject and a pattern on the board.
   - Write the following sentences on the board. Instruct the learners to copy them into their exercise books.
     - UQhama uqhele ukuqhezeza iziqhamo.
     - UQhubekani uqhayisa ngeqhina elineqhumu
   - Close with a pattern.
   - Walk around to see how they are doing. Help where needed.
   - Remember to check the learners’ posture, pencil grip and directionality.

Shared Writing (15 min)

- **Resources:** chart paper; khoki pens
- **Preparation:** Prepare a writing frame.
- **Lesson objective(s):** Rewrite paragraphs by replacing the words written in bold in the story Idabi lomoya nelanga. Learn about antonyms.

**ACTIVITIES**

- **Explicit teaching:** Explain to the learners that antonyms are words that have opposite meanings.
- Ask learners to work in pairs. They must look at page 5 of the story Idabi lomoya nelanga. They must find the words written in bold and replace these words with their antonyms (words that have the opposite meaning).
- Re-write the paragraph on chart paper using a red khoki pen for the words that will be replaced with antonyms.
- The words to be written in red khoki pen are: ukuqhaqhazala, kamnandi, shushu, yakhulula.

Group Guided Reading (30 min)

- See Group guided reading booklet as a guide for each story.
Listening and Speaking (**20 min**)  
**Resources:** poster of children’s rights  
**Preparation:** Stick the poster on the board. 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.  
**Lesson objective(s):** Recite the children’s rights that were discussed over the past few days.

**ACTIVITIES**  
2. **Recap**  
   • Discuss the children’s rights that were discussed over the past few days.  
3. **Theme poster: Children’s rights and responsibilities**  
   • Ask the learners to memorise the rights. Do this as a class exercise.  
   • Then ask the learners to work in pairs and practise reciting the rights.

Shared Reading (**15 min**)  
**Resources:** Vula Bula Big Book: *Idabi lomoya nelanga*  
**Preparation:** Prepare a summary frame. Take the words you introduced in the first and the second readings off the vocabulary chart and put them up on the wall around the class.  
**Lesson objective(s):** Summarise the story.

**ACTIVITIES**  
1. **Pre-reading**  
   • Vocabulary: Ask the learners to find the words they learned on Monday and Tuesday on the wall.  
2. **During reading**  
   • When a learner finds the word, she or he must read it and stick it on the vocabulary chart.  
   • Help the learners to pronounce and read the words fluently when needed.  
3. **Post-reading**  
   • **Summarising:** Tell the learners that they will be summarising what they have been reading about.  
     ◦ What did the wind do to show its power?  
     ◦ What did the sun do to show its power?  
     ◦ Who won the battle between the wind and the sun?  
     ◦ How did the sun win the battle?  

Phonics (**15 min**)  
**Resources:** Vula Bula letter card for /tsh/; phonics flash cards from the word list: *tshata, tshaya, tshisa, itshivela, kutshe, watsho, kutshona, umatshisi, utitshala*  
**Preparation:** Create a sentence strip: *Itshivela latshisa umtshayelo kaTsawane*. Cut out flash cards.  
**Lesson objective(s):** Identify and sound /tsh/ and be able to read words with the /tsh/ sound.

**ACTIVITIES**  
1. **Sentence strip**  
   • Stick the sentence strip on the board.  
   • Read it aloud, emphasising the /tsh/ sound.  
   • Tell the learners that they are going to learn about the sound /tsh/ – what it looks like, how it sounds, and words that have this sound.  
   • Read the sentence on the strip again. Ask the learners to listen and look for the words with /tsh/ in this sentence.  
2. **Letter card for /tsh/**  
   • Stick the card on the board and ask: What is this?  
   • Repeat the response – *umtshayelo* – and emphasise the /tsh/ sound.  
   • 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.
3. Phonics words
- Ask the learners to suggest words with the /tsh/ sound.
- Introduce the /tsh/ words using flash cards and pictures or objects.
- Talk about the meaning of each word. Look at the farm. Use each word in a sentence, or act it out.
- Stick the flash cards on the phonics chart and use them throughout the week.
- Refer the learners to the word list that is pasted in their books. Read the words with them again.

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

ACTIVITIES
- Tell the learners to open their handwriting books.
- Write the date, subject and a pattern on the board.
- First line: write a row of /tsh/.
- Second line write: tshila, tshaya, tshotsha, tshona.
- Third line: write another row of /tsh/.
- Close with a pattern.
- Walk around to see how they are doing. Help where needed.
- Remember to check the learners’ posture, pencil grip and directionality.

Paired Writing (15 min)
- Resources: a summary of a story; learners’ exercise books; pencils
- Preparation: Stick the paragraph written from yesterday on the board.
- Lesson objective(s): Draw a picture of the paragraph written using antonyms.

ACTIVITIES
- Read the paragraph with antonyms that was written yesterday.
- Ask the learners to write this paragraph in their exercise books and draw a picture below the paragraph.
- Walk around and assist them where necessary.

Group Guided Reading (30 min)
- See Group guided reading booklet as a guide for each story.
**Listening and Speaking (20 min)**

**Resources:** a story created by the teacher about a girl who was abused by a family member.

**Preparation:** Prepare to tell a story about a girl who was abused by a family member.

**Lesson objective(s):** Learn about child abuse and children’s rights.

**ACTIVITIES**

- Tell the story that you created about a girl who was abused by a family member.
- Ask learners about the rights that were infringed by this family member.
- They must recite these rights.

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**Phonics (15 min)**

**Resources:** Vula Bulla letter card for /tʃ/; flash cards from the word list: tshayela, ulitshala, tshintsha, tshona, tshisa, umatshini, umatshisi, itshokhwe, itshivela

**Preparation:** Cut out vocabulary flash cards. Stick the flash cards on the board.

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

**ACTIVITIES**

1. **Recap**
   - Refer to the letter card 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 /tʃ/ words.
   - Ask them to sort these words according to the table below. Group the words according to whether the /tʃ/ is at the beginning, middle or end of the word.

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Week 10: Day 4

**Writing (15 min)**

- **Resources:** learners’ exercise books
- **Preparation:** Prepare for the drawing activity.
- **Lesson objective(s):** Explain and draw their favourite event in the story read during shared reading.

**ACTIVITIES**
- Ask the learners to draw their favourite event that excited them in the story.
- They must write a sentence about that event.
- Walk around and talk with the learners about their drawings.

**Group Guided Reading (30 min)**

- See Group guided reading booklet as a guide for each story.

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Week 10: Day 5

Listening and Speaking (20 min)
- **Resources:** a short story created by the teacher about a girl who was abused by a family member
- **Preparation:** Prepare to tell a story that you created about a girl who was abused.
- **Lesson objective(s):** Learn about child abuse and children’s rights.

**ACTIVITIES**
- Remind learners about yesterday’s story about a girl who was abused by a family member.
- Learners work in groups of five. They must prepare a presentation that they can give to the entire school based on this story.

Phonics (15 min)
- **Resources:** Vula Bula letter cards for /qh/ and /tsh/; phonics flash cards of the words taught this week
- **Preparation:** Stick the cards for /qh/ and /tsh/ on the board. Stick up all the phonics flash cards taught for the week.
- **Lesson objective(s):** Identify the sounds /qh/ and /tsh/.

**ACTIVITIES**
- Stick up the cards for /qh/ and /tsh/ and all the phonics flash cards taught for the week.
- Ask learners to come to the board one at a time and choose a flash card.
- They read the flash card and stick it under the correct card – /qh/ or /tsh/.
- They must also explain why they have put it there.
- Ask the class for feedback.
- Continue until all the flash cards have been read and sorted.
Group Guided Reading (30 min)

• See Group guided reading booklet as a guide for each story.

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Vocabulary words of the week

ukuphikisana
ukuzibonakalisa
vuthuza
hlonipha
gqatsa
qhabosha
tshabalalisa
phumelela
qhaqhaqazela
calanye
xhathisa
sithela