

# English

Home Language and Life Skills

1

Term 1



**Incomplete draft text  
for reference only, not  
for teaching purposes.**

**Teacher's Guide**



Term 1

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Home Language and Life Skills

Teacher's Guide



## Acknowledgements

This integrated programme for Home Language and Life Skills was developed by a Funda Wande team, in collaboration with individuals from the curriculum directorates of the Department of Education in the Western Cape, Eastern Cape and Limpopo, academics and teachers.

The development of these books was made possible through the financial support of the Allan Gray Orbis Foundation Endowment, the FEM Education Foundation, the Michael & Susan Dell Foundation and the Zenex Foundation.

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ISBN: 978-1-990952-45-6

Version 3: 2025



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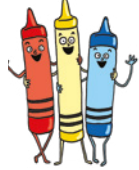


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# Icons and abbreviations

Home Language		Life Skills	
	Listening and Speaking		Beginning Knowledge and Personal and Social Wellbeing
	Reading		Creative Arts
	Phonics		Physical Education
	Writing and Handwriting	<b>Icons used in LAB</b>	
	Group Guided Reading		Write
	Independent Work		Colour in or draw
	Checking and feedback (HL and LS)		Cut out

Teacher's Guide – TG  
 Learner's Activity Book – LAB  
 Group Guided Reading – GGR  
 Personal and Social Wellbeing – PSWB  
 Beginning Knowledge – BK  
 Home Language – HL  
 Paired Reading – PR  
 Independent Work – IW  
 Rainbow Workbooks – DBE

# Overview of Funda Wande materials

The Funda Wande programme is an integrated Home Language Literacy and Life Skills programme for learners from Grade 1-3 which is based on the CAPS curriculum. By following the programme, learners will learn to read and write for meaning and develop foundational general knowledge, skills and vocabulary. This will prepare them for higher grade and other language learning.

## Teachers Guide: What to teach

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

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

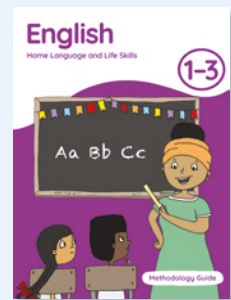


## Methodology Guide: How to teach

A separate, overarching Methodology Guide (MG) gives guidelines on the routines as well as suggestions on how to teach each type of lesson in the Funda Wande programme. It can be used at the beginning of each term in training or when planning and anytime you want to check if you are following the lesson steps correctly and using the lesson optimally.

For each type of lesson, the MG explains:

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



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

## Learner's Activity Books and Big Books: What to teach with

**Learners Activity Books (LABs)** contain the pages that are used by learners during the lessons. The pages are arranged in the same order as the activities in the TG's. Learners complete some written activities in the LAB but they complete most longer written activities in an exercise book.

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



## Term 1 plan

Week	Theme	Read-aloud story	Shared Reading story	Life Skills informational text	BK and PSWB	Listening and Speaking
1	<b>Orientation Starting school</b>	<i>Lazy Lunga</i>	Suggested activities to be done at teacher's discretion			
2	<b>Me What I can do</b>	<i>First day of school</i>	<i>What can you do?</i>	Follow a sequence: Shared Reading routine	This is me – draw self, write name Discuss making friends	Discuss the poster Action rhyme
3	<b>Me What I can do</b>	<i>Animals can dance</i>	<i>We can dance</i>	Instructional text: Make a music shaker	Follow instructions Discuss differences	Discuss the picture Sing a song
4	<b>Friends My friends and me</b>	<i>The Circle Game</i>	<i>We like cake</i>	Table: Compare fruit	Talk about fruit and vegetables Sharing is caring	Play the Circle Game Say an action rhyme
5	<b>Friends My friends and me</b>	<i>Lion and Mouse</i>	<i>Lion and Mouse</i>	Map: Vusi goes to Siph'o's house	Giving and following instructions Discuss helping others	Roleplay <i>Lion and Mouse</i> Action rhyme
6	<b>School Time for school</b>	<i>Freddie Frog starts school</i>	<i>The school bag</i>	List: School uniform	Discuss lists Classify clothing Discuss fears at school	Describe places at school Answer questions about school Say a poem
7	<b>School Colours</b>	<i>The surprise</i>	<i>New crayons</i>	Information text: What is a rainbow?	Make and discuss rainbows Record an experiment Helping/ respecting our elders	Roleplay the read-aloud story Recite a rhyme
8	<b>Healthy habits Sleep</b>	<i>Hare and Tortoise</i>	<i>Hare and Tortoise</i>	Information text: A good night's sleep	Bedtime routines Talk about nightmares	Guided dramatisation Sing a lullaby
9	<b>Healthy habits Keeping clean</b>	<i>How Ellie got his trunk</i>	<i>Time to clean, Ezra!</i>	Poster: washing hands	Sequence pictures Listening to our parents	Re-tell a story Say a poem
10	<b>Consolidation and revision</b>					

	Language Structure	Writing	GGR and Independent Work	Phonics and Handwriting	Creative Arts	Physical Education
See Methodology Guide page X for language structures to be taught this term. Teach during Shared Reading and Writing lessons.	SW: 'I can ...' sentences IW: Draw and write	Learn to work independently 8 IW activities	<b>Sep</b> Aa <b>Xho</b> Aa <b>Afrik</b> Ss	VA: Cut-and-paste parts of face PA: Songs for routines; Rap classroom rules	Activity stations	
	SW: 'We can dance ...' sentences IW: Write sentence about how you dance	<b>Baseline Assessment</b> 8 IW activities	<b>Sep</b> Oo <b>Xho</b> Ee <b>Afrik</b> Ii	VA: Make and decorate a music shaker PA: Rhythmic clapping; Dance with shakers	Activity stations	
	SW: "I like ..." sentences IW: Sentence about what you like	<b>Baseline Assessment</b> 8 IW activities	<b>Sep</b> Ee <b>Xho</b> Ii <b>Afrik</b> Tt	VA: Draw fruit and vegetables PA: Sing 'Find a partner' song; Guess what I am acting	Activity stations	
	SW: A class story sequence IW: Copy a sentence	Concepts of Print 8 IW activities	<b>Sep</b> Ii <b>Xho</b> Oo <b>Afrik</b> Ee	<b>Visual Art Assessment 1:</b> paint a portrait <b>Performing Arts Assessment 1:</b> gumboot dancing	Activity stations	
	SW: Write and punctuate two lists IW: A school list	Concepts of Print 8 IW activities	<b>Sep</b> Uu, Mm <b>Xho</b> Uu, Bb <b>Afrik</b> Nn, Oo	VA: make a frog; draw your schoolbag PA: Roleplay	<b>Physical Education Assessment 1:</b> obstacle course	
	SW: A class list of colours <b>Writing Assessment 1:</b> write a pencil case list	8 IW activities	<b>Sep</b> Dd, Kk <b>Xho</b> Ll, Mm <b>Afrik</b> Ll, Kk <b>Phonics Assessment 1:</b> identify letter-sounds	VA: weaving; mixing colours PA: sing the rainbow song; dramatise helping our elders	Activity stations	
	SW: A story map IW: Write story ending	<b>Reading and Comprehension Assessment 1:</b> answer questions about Hare and Tortoise 8 IW activities	<b>Sep</b> Ll, Ss <b>Xho</b> Kk, Pp <b>Afrik</b> Aa <b>Handwriting Assessment 1:</b> write name	VA: make puppets PA: perform a puppet show	Activity stations	
	SW: Use sequencing words IW: Draw a picture and write a sentence	Reading Level 1 8 IW activities	<b>Sep</b> Bb <b>Xho</b> Ss, Hh <b>Afrik</b> Rr, Vv	VA: Design and make a poster PA: Prepare and perform a play	Activity stations	
<b>Consolidation and revision</b>						

## Weekly timetable [Sepedi and isiXhosa, including recovery]

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

- Condense the two Visual Arts lessons into one lesson or leave one lesson out.
- Condense the two Performing Arts lessons into one or leave one lesson out.
- For Physical Education, continue to work with four activity stations, but rotate learners through them for two weeks.
- Once GGR groups have been established (Week 5), the additional GGR lessons can be used to repeat activities and strengthen skills taught during the week. Provide Independent Work activities from the DBE workbook or e-classroom.

GRADE 1 (Minimum HL)					
	Monday	Tuesday	Wednesday	Thursday	Friday
<b>MATHS*</b>					
<b>85 minx 4 days + 55 min x 1day / 96 mins x 5 days for Recovery Timetable</b>					
<b>ORAL</b>					
<b>15 mins/ 10 mins for Recovery</b>	Morning Meeting (News)	Morning Meeting (register, calendar, weather)	Morning Meeting (register, calendar, weather)	Morning Meeting (register, calendar, weather)	Morning Meeting (News)
<b>15 mins</b>	Listening & Speaking (Read-aloud story)	Listening & Speaking		Listening & Speaking (song/poem)	
<b>BEGINNING KNOWLEDGE &amp; PSWB</b>					
<b>15 min</b>	Beginning Knowledge and PSWB (text-based lesson) (30 mins / 20 mins for Recovery Timetable)	Beginning Knowledge and PSWB (activity)	Beginning Knowledge and PSWB		
<b>READING AND WRITING</b>					
<b>TRANSITION: sharpen pencils, hand out books, hand exercises</b>					
<b>15 mins</b>	Phonics (new letter-sound)	Phonics (activity)	Phonics (new letter-sound from week 5)	Phonics (blending and segmenting)	Phonics (game or dictation)
<b>15 mins</b>	Handwriting (big movements)	Handwriting (practice in exercise books)	Handwriting (big movements)	Handwriting (practice in exercise books)	
<b>TRANSITION: song</b>					
<b>15 min</b>		Shared Reading 1 (focus on comprehension)	Shared Reading 2 (focus on decoding)	Shared Reading 3 (focus on response)	
<b>15 min</b>			Shared Writing	Independent Writing	Independent Writing
<b>TRANSITION: stretch and shake / group moves to mat for GGR</b>					
<b>30 mins</b>	Group Guided Reading & Independent Work	Group Guided Reading & Independent Work	Group Guided Reading & Independent Work	Group Guided Reading & Independent Work	Group Guided Reading & Independent Work
					Checking and feedback
<b>LIFE SKILLS</b>					
<b>30 mins</b>	Physical Education (GGR for Recovery timetable)	Physical Education	Physical Education (GGR for Recovery timetable)	Physical Education	Physical Education (GGR for Recovery timetable)
<b>30 min</b>	Visual Arts	Visual Arts (GGR for Recovery timetable)	Performing Arts	Performing Arts (GGR for Recovery timetable)	
<b>30 min/ 35 min for Recovery</b>	FAL*	FAL*	FAL*	FAL*	FAL*
<b>15 min</b>	2nd AL*	2nd AL*	2nd AL*	2nd AL*	

\*Not included in these lesson plans

## Activities for Physical Education: Term 1

Choose four activities per week, focusing on different skills

<b>Locomotor</b>
<ul style="list-style-type: none"><li>• Dodging and walking in different directions</li><li>• Using senses: listen to instructions while moving around</li></ul>
<b>Rhythm</b>
<ul style="list-style-type: none"><li>• Jump rope, while saying rhyme</li><li>• Clap hands in pairs, while saying rhyme</li><li>• Hop-scotch</li></ul>
<b>Laterality</b>
<ul style="list-style-type: none"><li>• Hop on left and right legs (follow the leader)</li><li>• Throw ball through a hoop with left and right hands</li><li>• Dodging and walking in different directions</li></ul>
<b>Balance</b>
<ul style="list-style-type: none"><li>• Walk on a rope sideways/ forwards/ backwards</li><li>• Do it with hands on hips/ behind back/ out to the side</li><li>• Dodging games around skittles changing direction</li></ul>
<b>Co-ordination</b>
<ul style="list-style-type: none"><li>• Throw ball at a target with dominant /non-dominant hands, count your successes</li><li>• Kick ball at a target with dominant and non-dominant legs, count your successes</li><li>• Throw and catch beanbag</li><li>• Devise a dance pattern using 4–6 repeated movements</li><li>• Jungle gym – arm travelling while hanging with over-grasp</li></ul>
<b>Sport and games</b>
<ul style="list-style-type: none"><li>• Play simple traditional games, discuss the rules first</li><li>• Follow the leader</li><li>• Race on tip-toe/ backwards/hopping/wheelbarrow/crab walking</li><li>• Movement games – cover the concepts of size, distance, space and quantity</li></ul>
<b>Spatial orientation</b>
<ul style="list-style-type: none"><li>• Run in different directions without bumping into others using all available space</li><li>• Form lines/ circles</li><li>• Obstacle course: Jump over / move under obstacles, crawling, climbing, jumping and so on</li></ul>

## WEEK OVERVIEW

# Starting school

The purpose of this week is to introduce learners to the school environment and to the new routines and behaviours they will have to learn. These routines will ensure that school is a productive and happy place for learners, a place they look forward to coming to each day.

Suggested activities for week 1

There is no structured programme for this week. However, there are whole class Listening and Speaking, Reading and Writing activities which you can fit in every day as well as number activities in the Learner Activity Book which learners can work on while you are busy with administrative tasks.

## NAMES AND GREETINGS

Make two nametags for each learner. Stick one on the desk where the learner will sit. Hand out the other to learners when they arrive. When greeting learners, get them to notice how their names are written.

Do simple oral activities with the class to identify the beginning sounds of learner's names.



## ESTABLISH ROUTINES

- Conduct a tour of the classroom, reading labels together.
- Establish these routines for classroom management, using positive reinforcement:
  - greetings (teacher, each other, principal)
  - lining up (do this in height order to start with to avoid pushing)
  - toilet and handwashing routines
  - health routines (sneezing, coughing, more handwashing)
  - playground routine (Where to play, when to come in, playing safely)
  - lunch routine (where to go, what to do)
  - listening to instructions (have a signal for *Stop and Listen*, such as chime on your phone)



### How to teach any routine

N	E	M	P	A
<b>Name</b>	<b>Explain</b>	<b>Model</b>	<b>Practise</b>	<b>Apply</b>
the routine and teach its song.	Use visuals if available. Keep it short and clear.	Ask a learner to assist.	Guide practise by giving instructions.	Let learners do it on their own.

#### Feedback:

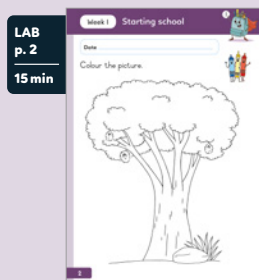
Praise learners by naming what they are doing well. For example, "I like how Suzie is sitting with legs crossed and hands in lap. That helps us all to learn. Well done Suzie."

## STORY TIME

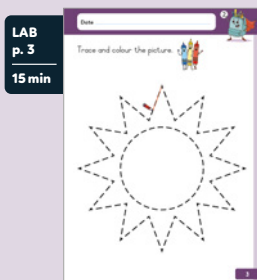
- Read *Lazy Lunga* (BB page 3-6) to the class on Day 1. Show the pictures and discuss details seen.
- Guide them to retell the story, using the pictures on Day 2. Gently introduce taking turns and hands up rules.
- Let them act out the story on Day 3.
- Recite action songs/rhymes learners know from Grade R or from home.
- Allow learners to read books from the reading corner or library.

## LEARNER ACTIVITY BOOK ACTIVITIES

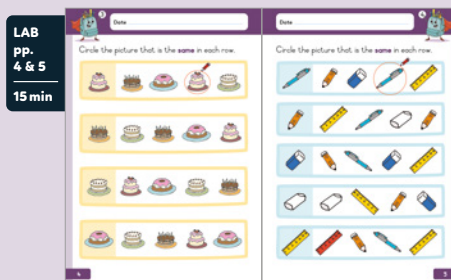
These activities can be done at any stage during the week.



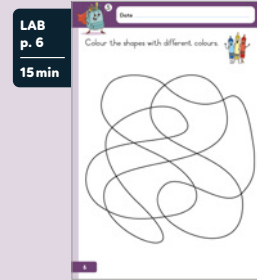
Colour in



Trace the outline.  
Colour in.



Look at the picture in the shaded box. Which picture in the row is the same? Circle it.



Colour the shapes with different colours

## DBE WORKBOOK ACTIVITIES

Learners can do activities from the Home Language and Life Skills DBE workbooks at any stage during the week.

## INDOOR ACTIVITIES AND GAMES

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

- crayons for drawing and paper for drawing on jigsaw puzzles
- objects for sorting into colours or shapes (bottle tops, lego)
- wool or pipe cleaners for threading through cardboard
- playdough or plasticine for modelling
- blocks or waste materials (for example, small boxes) for building
- slates and chalk for drawing



Make a scrapbook (see example page in Big Book page 2) with two pictures of objects that are linked in some way stuck on each page. Use the scrapbook to play games:

- **Memory:** Close book and see who remembers all the objects.
- **Choosing:** Do you like **this** or **that**?
- **Guessing:** This is yellow and nice to eat. What is it?
- **Comparing:** How are they the same? How are they different?

## OUTDOOR ACTIVITIES AND GAMES

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

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



## WEEK OVERVIEW



# What I can do

## PREPARATION

### Flashcards

can

## GUIDE TO INDEPENDENT WORK

In preparation for Group Guided Reading which starts in Week 5, teach learners to work independently. Use the schedule below.

Teach IW routine. All learners do the same work, with teacher supervision.							
Monday	Tuesday	Wednesday		Thursday		Friday	
IW 1 (30 min)	IW 2 (15 min)	IW 3 (15 min)	IW 4 (15 min)	IW 5 (15 min)	IW 6 (15 min)	IW 7 (15 min)	IW 8 (15 min)

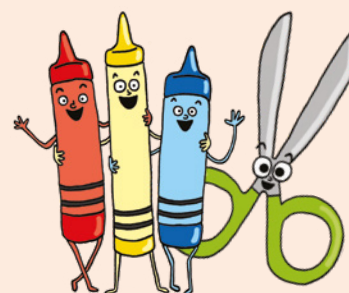
## ASSESSMENT

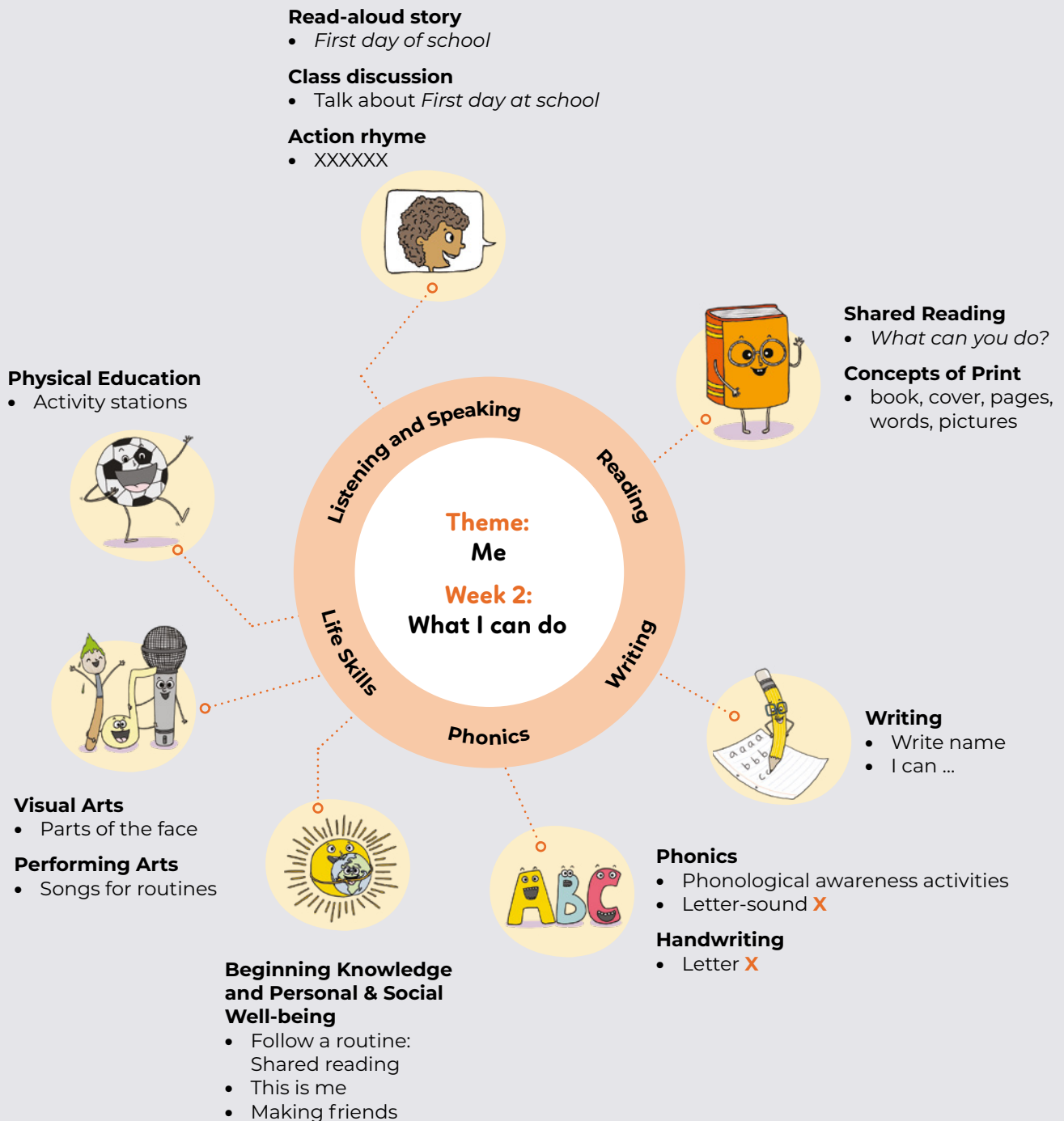
Task details and marking rubrics are at the back of this book.

<b>Tuesday – Thursday</b>	Beginning Knowledge 1: Daily weather	Oral, practical	Checklist p. 125
<b>Monday – Friday</b>	Beginning Knowledge 2: Classroom routines	Practical	Checklist p. 125

## EQUIPMENT FOR ACTIVITIES

- tissue paper for each learner
- equipment needed for selected Physical Education activities





## First day of school



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

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

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



### VOCABULARY

**scared:** frightened

**hop:** jump or walk on one leg

**playground:** a place set aside for children to play

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

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

“That’s right!” said Mom.

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

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

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

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

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

And the two children walked through the school gates together.





## MORNING MEETING **News**

### Talk about what is News

- It is a report about something that happened recently.

### Think

- Learners think about what news they can tell their granny about their first week at school.

### Share

- Choose a few confident learners to share with the class. Respond and encourage details.

15 min



## LISTENING AND SPEAKING **First day of school**

### On the mat

- Look at BB page 8 together.
- Talk about what is happening in the picture? (*encourage learners to give details*)
  - What can these learners do? (*hop, jump, run, speak*)
  - What can you do? (*learners suggest a variety of activities*)
- What did you do on your first day at school?

BB  
p. 8

15 min

LAB  
p. 11

## BEGINNING KNOWLEDGE AND PSWB

### Read the poster together

- What is the poster about? (*what to do during Shared Reading time*)
- Which part tells us that? (*the title*)
- What is happening in each picture? Why must we do that?
- What do the numbers tell us? (*the order we must do things in*)

## Shared Reading routine

- What must we do first? Next? After that? Last?

### Model and practise the Shared Reading routine

- Teach a Shared Reading song such as *This is how we go to the mat.*
- Direct groups to sit in rows. Every day, rotate who sits in the front row.
- As learners practice, praise correct actions.

BB  
p. 7

30 min

LAB  
p. 12

## PHONICS **The letter-sound X**

### Introduce the new letter

- Listen to and say the new sound. Notice the shape your mouth makes.
- Whose name starts with this sound? Whose name has the sound in it?
- Look at how the letter is written.

### Identify words with the letter

- Focus on the key word on the top row. Teach an action to help learners associate the key word and the sound.
- Read the other words, focussing on the new letter sound.

- Learners can provide more words with the letter.

### Demonstrate the letter formation

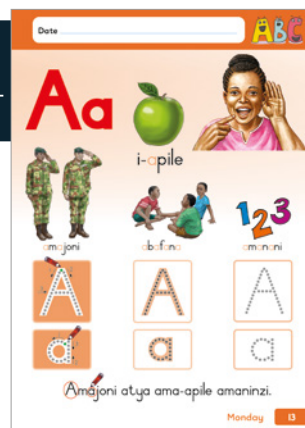
- Use the information about the letter formation on MG pages 34-36.
- Learners trace the letters with your fingers and then with pencils, starting at the green dots.

### Read the sentence slowly to learners

- Learners circle today's letter in the sentence.

LAB  
p. 13

15 min



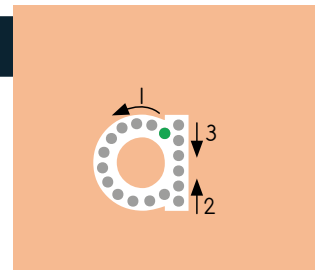


**HANDWRITING** Big movements

15 min

- Sing or play the song about the letter.
- Learners use big movements to form the letter taught in phonics – in the air, on the ground, with different media (see advice on MG pages 31-33).
- Help learners describe their movements as they do this.

Say Hi to  
060 017 0000  
for song about  
the sound.



**INDEPENDENT WORK**

**Introduce the Independent Work signal**

- When you make the signal, learners stop still like a statue, return to their desks and get ready to work (they need their LAB and a sharp pencil).
- Practise the routine and praise.

**Show how to find IW pages in the LAB**

- The pages have:
  - a coloured strip down the long side of the page (different colours for each week).

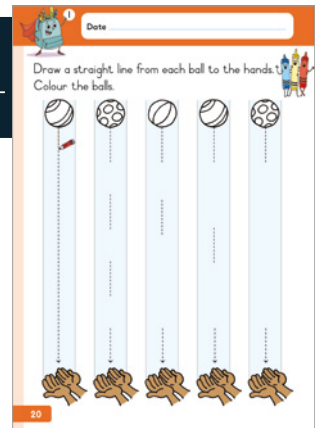
- the Independent Work icon at the top of the page.
- Help learners to find IW1 on LAB page 20.

**Find the instruction icons**

- Show learners to look for the pencil icon which shows what to do on the page. They must copy the example.
- Show them the crayons icon. This icon means colour in.
- On page 20, they must draw straight lines and colour in the balls.

LAB  
p. 20

30 min



**PHYSICAL EDUCATION** Activity stations

30 min

**Prepare**

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

**Introduce activity stations**

- Show the equipment and explain how to do the activity at each station.

- Choose learners to demonstrate each activity, with teacher guidance.
- Learners practice the activity.
- If you have time, play a game such as catchers, red rover or hide and seek.

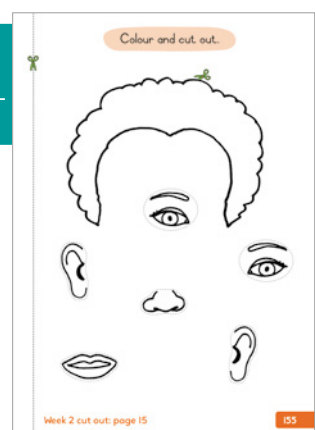


**VISUAL ARTS** Parts of the face

LAB  
p. 155

30 min

- Name the parts of the face on LAB page 155.
- Learners colour in the parts.
- Tell them to cut out the whole page and then cut out the parts of the face.
- Notice who struggles to cut out. Help them hold scissors correctly. Give them more practice.
- Keep the cut outs safe for tomorrow.





### MORNING MEETING

15 min

#### Register, calendar, weather

- Use the Bala Wande register and calendar, if available.
- Record the weather on weather chart.

#### Model the name game

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

#### Play the name game with some learners

##### Same sound or different?

- Say two sounds (for example, SSS and SSS, or LLL and FFF)
- Learners raise one finger if the sounds are the same, and two fingers if they hear different sounds.
- Repeat with new sounds.



### READ-ALoud STORY *First day of school*

TG pp. 10 &amp; 11

15 min

#### Before reading

- Invite a few learners to share how they felt on the first day of school.

#### Read the story aloud, with expression

- Do not stop reading to explain or ask questions. The point is for learners to hear what good reading sounds like and to enjoy the story.

#### After reading

- Briefly explain highlighted vocabulary.
- Allow learners to respond to the story and say what they enjoyed about it or wondered about.
- If you have time, ask:
  - Can you introduce yourself like Thabo does? (*Hello, my name is Thabo.*)
  - What are some things you can do?



### BEGINNING KNOWLEDGE AND PSWB

#### This is me

#### Discuss

- What do you like to do?

#### Draw

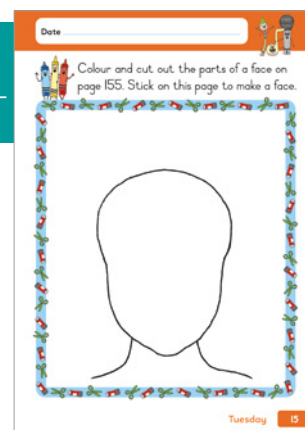
- Learners draw themselves doing something they like.
- They try to write/copy their name.

#### Walk around and give feedback

- Ask learners to tell you about their drawing.
- Encourage them to add more details (for example, where are you, who is with you, what are you doing?)

LAB  
p. 15

15 min



### PHONICS *The letter-sound X*

- Ask learners if they remember what sound they learnt yesterday.
- Teach them an action associated with the sound. For example: Learners can dance to the rhythm: 'd-d-d-d'.
- Sing the song for the letter.
- Learners find the letter on the alphabet chart. Talk about capital and small letters.
- Ask learners if they can see the letter anywhere else in the classroom.

Say Hi to  
060 017 0000  
for song about  
the sound.



15 min



### HANDWRITING *Practise in exercise books*

- Learners form the letter in the air/on the mat/on each other's backs/on their palms, while articulating the hand movements.
- Learners practice writing the letter in exercise books (see MG pages 31-33).
- Circulate and assist. Pay attention to pencil grip and posture.

15 min





**SHARED READING (1) What can you do?**

**Learners to the mat**

- Call learners to the mat using the Shared Reading routine.
- Use the Big Book to teach these concepts of print: book, cover, pages, story title.

**Read Big Book pages 9–11**

- Read the story to the learners, pointing to the words as you say them.
- Ask the **Day 1** questions on each page of the Big Book.
- Talk about things that animals and children can do.

**Read the story again.**

- Learners join in and copy-read.

BB  
pp.  
9-11  
15 min

LAB  
pp.  
8-10



**INDEPENDENT WORK**

**Go through the routine for IW**

- Get ready when you hear the IW signal.
- You need a sharp pencil.
- Listen when teacher explains.
- Work on your own.
- Teacher will be working with small groups, so try to solve problems yourself.
- Only raise your hand if you are really stuck.

15 min

**Roleplay the routine**

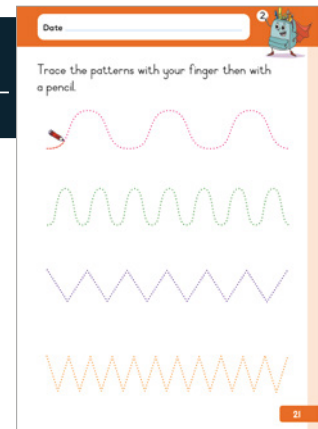
- Call two volunteers to show us how we must behave when we hear the IW signal.

- Call two volunteers show us how NOT to behave.
- Call two more volunteers to show us how to behave again.

**Learners complete IW2 on LAB page 21**

- Ask: What do you think you must do on this page. (*tip: look for the pencil icon*)
- Clarify what must be done.
- Walk around and assist learners to work independently.

LAB  
p. 21  
30 min



**PHYSICAL EDUCATION Activity stations**

**Warm up**

**Activity stations**

- Send each group to an activity station.
- Learners do the activity.
- Observe and advise.

**Cool down**

30 min



**VISUAL ARTS Complete the face**

- Learners stick in the facial features they cut out yesterday.
- Do not interfere with this process, as the results are often an indication of how self-aware the learner is.

LAB  
p. 14  
30 min



## WEDNESDAY

**MORNING MEETING****Register, calendar, weather**

- Use the Bala Wande register and calendar, if available.
- Record weather on the weather chart.

**Play the name game with some learners**

- What is your name and what sound do you hear at the start of your name?

**Same sound or different?**

- Say two sounds (for example, SSS and SSS, or LLL and FFF)
- Learners raise one finger if the sounds are the same, and two fingers if they hear different sounds.

15 min

**BEGINNING KNOWLEDGE AND PSWB****Let's make friends****Pairs: Let's make friends**

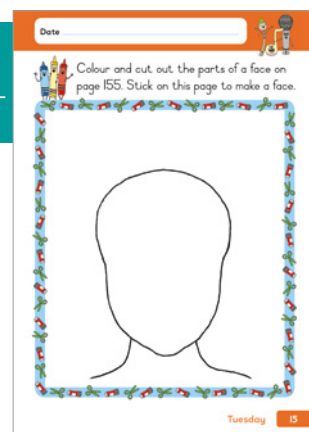
- Learners show each other their drawings from yesterday.
- Talk about what you like to do.

**Class: What do we have in common?**

- If you like to play soccer, stand up and wave to your friends.
- If you like to..., stand up and wave to your friends.
- If you have a brother, stand up and wave to your friends.
- And so on.

LAB  
p. 15

15 min

**PHONICS Phonemic awareness****Pass the bean bag**

- Learners sit in a circle/on mat. Pass a bean bag around.
- Play some gentle music in the background. Stop the music every now and again. The learner holding the bean bag must say their name and the sound it starts with and another word that starts with that sound.
- Turn the music on again and the learner passes the bean bag on.

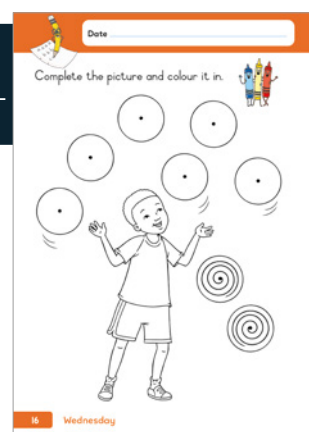
15 min

**HANDWRITING Fine motor skills**

- On board, demonstrate how to draw a spiral starting from a dot and moving out.
- Learners draw spirals in the balls, in both directions.
- Check that their hands are stable on the page. They should move their fingers to make the spiral, not their whole arm.
- Check and adjust pencil grip. Show learners how to use a tripod grip.
- To develop fine motor control, give learners tissue paper. Show them how to tear it and scrunch it into little balls, using thumb and first two fingers.

LAB  
p. 16

15 min





**SHARED READING (2)** *What can you do?*

**Read from Big Book**

- Read story on pages 9-11 to the class.
- Ask **Day 2** questions to develop Concepts of Print
- Where do I begin reading? Where do I end?
- A **word** is a group of letters standing together. There is a space between words. How many words do you see on this page? Let's count and clap.
- Point to the word **can** on each page?
- Match flashcard to the word in the book..

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

BB  
pp.  
9-11  
15 min

LAB  
pp.  
8-10



**SHARED WRITING** *I can...*

**Oral**

- 3-5 learners give sentences starting with "I can ...".

**Write sentence**

- Choose one of the learners' sentences.
- Write it on board saying each word as you write it.
- As you write, talk about sounds and spelling, punctuation and spaces between words.

**Read the sentence together**

15 min

**Mike can sing**



**INDEPENDENT WORK**

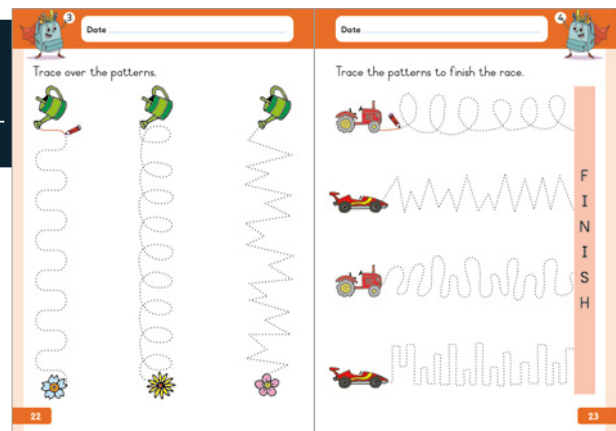
**Introduce the IW activities on pages 22 and 23**

- Learners do two IW pages today.
- Ask: What do you think you must do on these pages?
- Clarify the task.

**Learners do IW 3 & 4**

- After 15 mins, tell them to move on to the second page.
- Remind learners of the correct routine if necessary.

LAB  
pp.  
22 & 23  
30 min



**PHYSICAL EDUCATION** *Activity stations*

**Warm up**

**Activity stations**

- Send each group to an activity station.
- Learners do the activity.
- Observe and advise.

**Cool down**

30 min



**PERFORMING ARTS** *Songs for routines*

- Make up and teach songs for two more routines, for example, the Shared Reading song, the Tidy up song or the End of the day song.

30 min





### MORNING MEETING

15 min

#### Register, calendar, weather

- Use the Bala Wande register and calendar, if available.
- Record weather on weather chart.

#### Play a name game with the class

- What is your name and what sound do you hear at the start of your name?

#### Same sound or different?

- Say two sounds, for example, SSS and SSS or LLL and FFF.
- Learners raise one finger if the sounds are the same, and two fingers if they hear different sounds.



### LISTENING AND SPEAKING Teach an action rhyme

15 min

- In an action rhyme, learners do the actions as they say/sing the rhyme. For example:

#### I can run

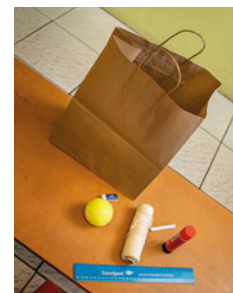
I can run, I can sing,  
I can do so many things.  
I can jump and shout and turn around.  
I can hop and clap and touch the ground.



### PHONICS Mystery words (oral)

15 min

- Put picture cards or objects into a bag (use a mixture of longer multisyllabic words (such as te-le-vi-sion) and shorter words (such as ta-ble).
- Without showing learners, choose something from the bag. Say: I have (say the syllables for the word, eg i-mo-to) in my hand. What is it?
- For more of a challenge do this with sounds (i-m-o-t-o)
- Let the learner who answers correctly choose the next item from the bag for the teacher to sound out.
- Place the cards/objects where learners can see them. Say: "I am looking for the n-e-t to put away. Who can find it for me?"



### HANDWRITING Tracing shapes

- Name and talk about the shapes on the LAB page.
- Guide learners to find the shapes that match and to draw a line to link them.
- Learners trace over the shapes on the right and colour the matching shapes in the same colours.
- Walk around and correct posture and pencil grip. Notice which learners are struggling to draw straight lines. Provide more practice.

LAB  
p. 17

15 min

Date \_\_\_\_\_

Draw a line to match the shapes. Trace along the dotted lines.

1		A	
2		B	
3		C	
4		D	
5		E	
6		F	

Thursday 17



### SHARED READING (3) What can you do?

#### Read from the Big Book

- Read the story out loud with expression. Learners join in where they can.
- Ask the **Day 3** questions on each page.
- Read the story again with the class.

#### Revise flashcard word: can

- Hold up the flashcard and say the word aloud with the learners.
- Learners find the word in the story.
- Put the flashcard on the Word Wall.

BB  
pp.  
9-11

15 min

LAB  
pp.  
8-10

What can you do?

Lily can skip.

9



**INDEPENDENT WRITING** Drawing, caption and name

LAB  
p. 18  
15 min

Learners draw and write about what they can do

- Ask for examples of the completed sentence *I can* and write a few on the board.
- Learners use these examples to complete the caption *I can...*
- They write or copy their name.

**Feedback**

- This is not a handwriting lesson – focus on the content not letter formation. Learners talk about their drawings. Why did they choose that action?
- Ask learners to read their names and captions.
- Praise any attempts to complete the caption.



**INDEPENDENT WORK**

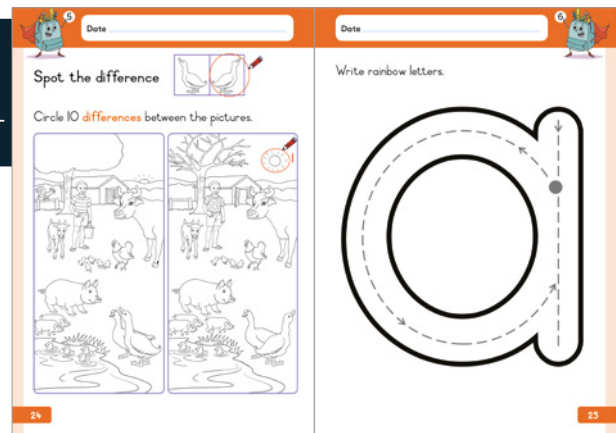
LAB  
pp.  
24 & 25  
30 min

Introduce the activities

- Learners do two IW pages today.
- Ask: What do you think you must do on these pages?
- Clarify the task. For IW 6, learners use 4 different colour crayons to draw the letter inside the big letter to make a rainbow letter. They can add drawings of things that start with the letter.

Learners do IW 5 & 6

- After 15 mins, tell them to start the second page.
- Remind learners of the correct routine if necessary.



**PHYSICAL EDUCATION** Activity stations

30 min

Warm up

Activity stations

- Send each group to an activity station.
- Learners do the activity.
- Observe and advise.

Cool down



**PERFORMING ARTS** Rap the rules

30 min

Brainstorm rules

- Rules make the classroom a good place for learning.
- Learners to give examples of classroom rules, for example:
  1. Be safe, be kind, be honest.
  2. Listen to others and try your best.
  3. Make our class a happy place.

Rap the rules

- As a class: create a rap song of the rules.
- Add actions and practice.
- Groups: perform the rules rap.





## MORNING MEETING News

15 min

### Revise

- What is news? (see TG page 8)

### Think

- What news can you share about what you did after school yesterday?

### Share

- Choose a few confident learners to tell the class. Respond and encourage details.



## PHONICS Letters in my name

LAB  
p. 19

15 min

- Talk about capital letters and lower-case letters. Names of people and places always start with capital letters.
- Learners circle the capital and lower-case letters that are used in their name. They can use the name tag on their desks as a guide if they need to.
- They write their names. Encourage them to write their surname too.
- Notice who is struggling to write their name, and who can write their surname. This will assist in grouping learners later in the term.



## INDEPENDENT WRITING Complete and share

15 min

- Learners complete their drawing and caption from yesterday's writing lesson.
- Invite learners to show the class their drawings and to talk about what they can do.



## INDEPENDENT WORK

### Look at the first row of pictures on page 26 together

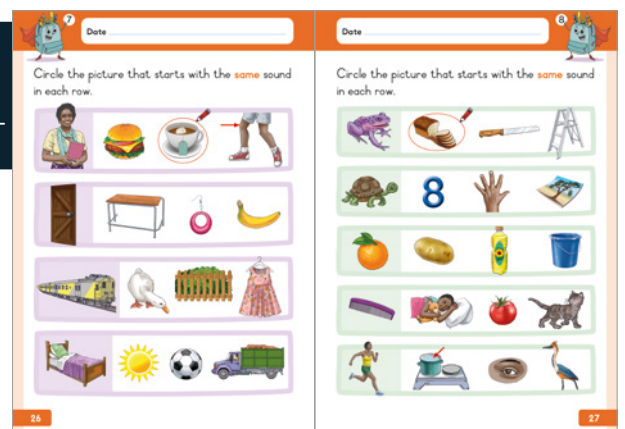
- Say the names of the pictures softly to yourselves.
- What is the first sound in the name of first picture in each row?
- What is the first sound in the name of the picture that is circled?
- Do they start with the same sound?

### Complete activity

- Say the name of the first picture in each row and decide what sound it starts with.
- Circle the other picture in that row that starts with the same sound/
- After 10 minutes, tell learners to start the next page.

### Check together

- Check answers together.
- Ask learners who circled the wrong pictures to say the words again and listen carefully to the sounds.

LAB  
pp.  
26 & 27  
30 min



## CHECKING AND FEEDBACK

### Reflect on the week

- What did you enjoy about your first weeks at school?
- What did you not enjoy?

### Check learners' Independent Work

- Provide feedback and reteach if necessary.

15 min



## PHYSICAL EDUCATION Activity stations

### Warm up

### Activity stations

- Send each group to an activity station.
- Learners do the activity.
- Observe and advise.

### Cool down

15 min



## TEACHER'S WEEKLY REVIEW

### This week, I have:

- **responded to learner**
- **checked and corrected LAB pages** and identified areas of concern or specific learners needing more assistance
- **referred back to the Week Overview** and identified any lesson I was not able to complete
- **scanned my lap book** and noted any learners needing additional one-to-one teaching time or individual reading practice with me next week.

### I have scheduled a time next week for:

- **any class catchup** or general feedback that is needed
- **individual**, one-to-one teaching, e.g. when the class is busy, or early in the morning.

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

## WEEK OVERVIEW



## What I can do

## PREPARATION

## Flashcards

boys

girls

dance

## GUIDE TO INDEPENDENT WORK AND BASELINE ASSESSMENT

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

Monday	Tuesday		Wednesday		Thursday		Friday	
IW 1 (30 min)	IW 2 (15 min)	IW 3 (15 min)	IW 4 (15 min)	IW 5 (15 min)	IW 6 (15 min)	IW 7 (15 min)	IW 8 (15 min)	Check work (15 min)

## ASSESSMENT

Task details and marking rubrics are at the back of this book.

<b>Tuesday – Thursday</b>	Beginning Knowledge 1: Daily weather	Oral, practical	Checklist p. 129
<b>Monday – Friday</b>	Beginning Knowledge 2: Classroom routines	Practical	Checklist p. 129
<b>Monday – Friday</b>	Listening & Speaking 1 Personal experiences	Individual oral (assess $\frac{1}{6}$ of class this week)	Rubric p. 125
<b>Monday – Friday</b>	Listening & Speaking 2 Perform song/poem	Group practical (assess $\frac{1}{6}$ of class this week)	Rubric p. 125

## EQUIPMENT FOR ACTIVITIES

- For shakers:
  - 4 plastic bottles with caps
  - sheet of paper for funnel
  - 4 types of small things (for example: rice, stones, lentils, seeds, paper clips)
- magazine pages for collage pictures
- glue
- ball for Phonics game
- equipment needed for selected Physical Education activities

**Read-aloud story**

- *Animals can dance*

**Class discussion**

- Talk about a picture

**Action rhyme/song**

- XXXXXX
- Listening and Speaking Assessment 1 (personal experiences): 1/6 of class.

**Shared Reading**

- *We can dance*

**Physical Education**

- Activity stations

**Group Guided Reading**

- Baseline Assessment: assess half the class
- Independent Work: 8 IW pages

**Writing**

- Write name
- We can dance ...

**Visual Arts**

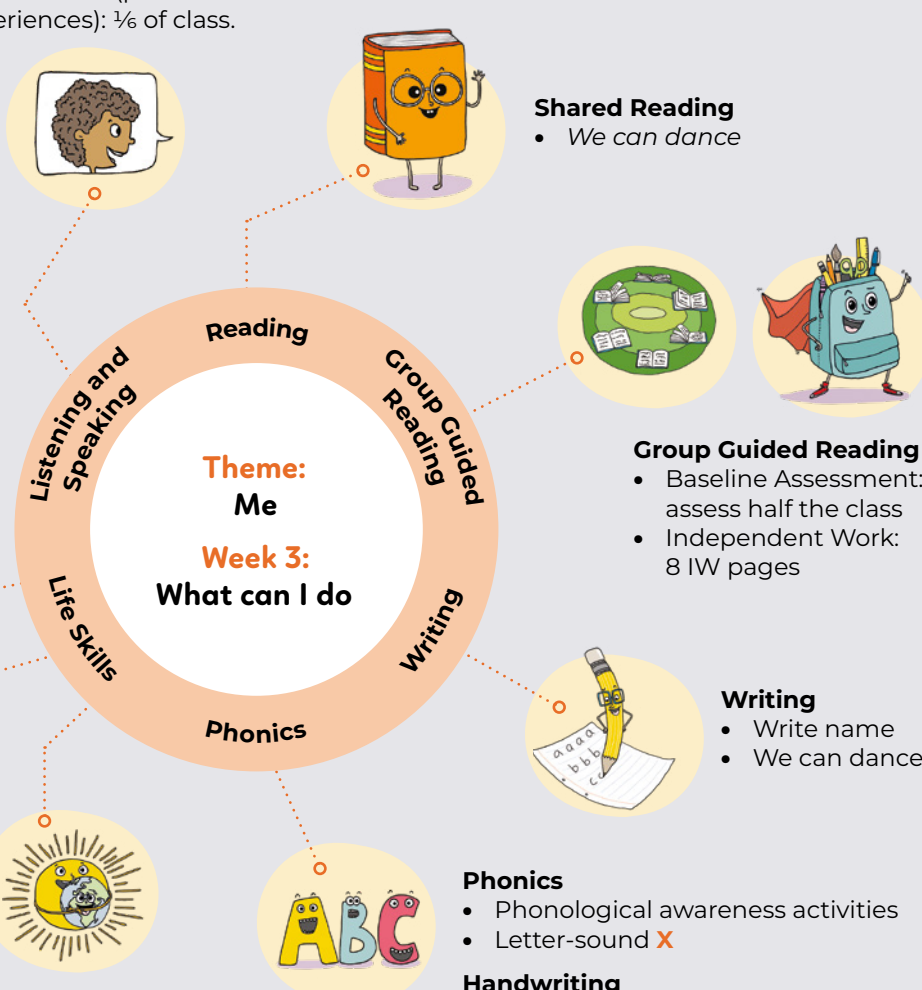
- Make and decorate a music shaker.

**Performing Arts**

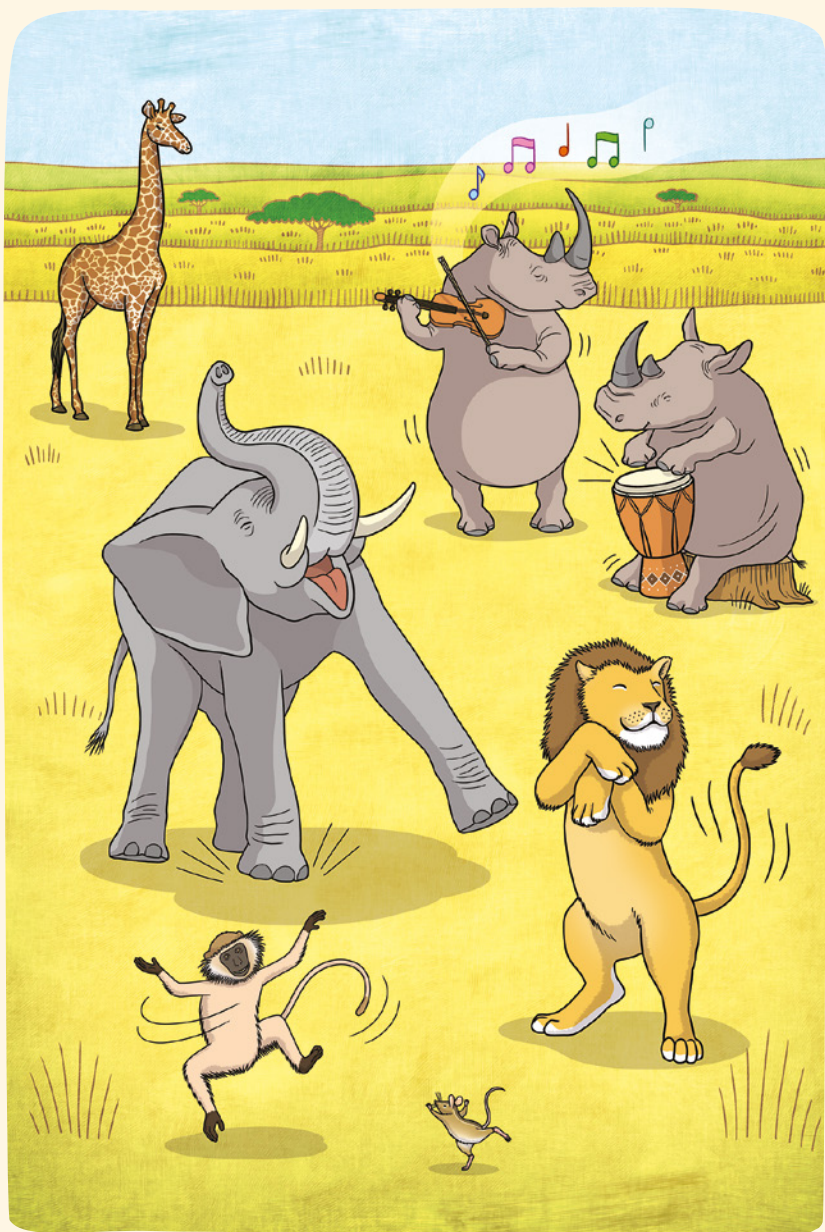
- Rhythmic clapping
- Perform a dance

**Beginning Knowledge and Personal & Social Well-being**

- We are all different
- Instructional text: make a music shaker



## Animals can dance



The animals are dancing in the African sun.

Lion is moving from side to side and clapping. **Sway**, sway, clap. ○

Sway, sway, clap.

*(Do the movements yourself and let the children join in. Repeat with all the animals.)*

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

**sway:** move gently from side to side

---

**twist:** turn part of your body around

---



**VOCABULARY**

Elephant is stamping his feet. Boom, bump, bump. Boom, bump, bump.

Little Mouse is dancing on tiptoe. Swirl, swirl, point. Swirl, swirl point.

The rhino band is playing the music. Da da da da dum. Da da da da dum.

But giraffe isn't dancing.

Lion sees Giraffe standing and watching. "Come and dance, Giraffe," says Lion.

"I can't dance," says Giraffe. "The other animals will laugh at me."

"Everybody can dance," says Lion. "Maybe you haven't found the right music."

Lion calls to the Rhino band, "Play fast music for a giraffe." So the band plays some fast giraffe music. La la la laa. La la la laa.

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

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

*(Children can dance like giraffe.)*

Everyone cheers.

"You see," says Lion, "Everyone can dance. Just differently".

**stamping:** bringing your foot down heavily on the ground



## MORNING MEETING News

15 min

### Form pairs

- Teach learners the think-pair-share routine for pair work (face each other, take turns to speak, speak softly, look at each other, listen respectfully).

### Think

- What news do you want to tell you partner about what happened last weekend?

### Pair

- Pairs tell each other their news, practising the routine.

### Share

- Choose a few learners to share with the class.



## READ-ALoud STORY Animals can dance

TG pp. 24 &amp; 25

15 min

### Before reading

- Look at picture on BB page 13.
- What animals do you see dancing? Who is not dancing?

### Read the story aloud, with expression, movement, and sound effects

- Do not interrupt reading to explain or ask questions. The point is for learners to hear what good reading sounds like and to enjoy the story.

### After reading

- Allow learners to respond to the story and say what they enjoyed about it or wondered about.

- Explain highlighted vocabulary
- If you have time, ask volunteers to show how:
  - the lion swayed and clapped.
  - the monkey turned and twisted.
  - the giraffe stamped and swayed.



## BEGINNING KNOWLEDGE AND PSWB

### Make a music shaker

BB  
p. 12

30 min

### Read and discuss BB page 12

- What is the heading/title?
- What do we need? Read the labels together. Discuss the pictures.
- Why are the 'what to do' steps numbered?

### Prepare

- Make sure you have enough equipment to make 4 shakers to show the class and for each learner to make their own shaker tomorrow.

**Make a music shaker**

You need:

- small objects
- clean bottle with a cap
- paper funnel

What to do:

- Put funnel into top of bottle.
- Pour objects into bottle, until half full.
- Tighten the cap.
- Shake it up!



## PHONICS The letter-sound X

### Introduce the new sound

- Listen to and say the new sound. Notice the shape your mouth makes.
- Whose name starts with this sound? Whose name has the sound in it?

### Identify words with the sound

- First focus on the key word on the top row. Teach an action to help learners associate the key word and the sound.
- Read and discuss the other words with the sound.
- Learners can provide more words with the sound.

### Demonstrate the letter formation

- Use the information about the letter formation on MG pages 34-36.
- Learners trace the letters with their fingers and then with pencils, starting at the green dots.

### Read the sentence slowly to learners

- Circle today's letter in the sentence.

LAB  
p. 32

15 min

ABC Date \_\_\_\_\_

**Ee** i-emole

✓ i-w i-p i-s

**E** **E** **E**

**E** **E** **E**

Esikalweni kufike ikati enkulu.

32 Monday

Say **Hi** to 060 017 0000  
for song about the sound.





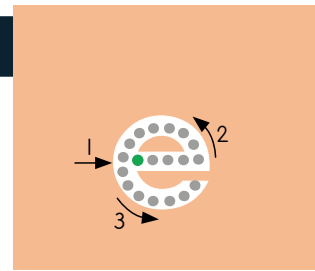
**HANDWRITING** Big movements

- Sing or play the song about the letter.
- Learners use big movements to form the letter taught in phonics – in the air, on the ground, with different media (see advice on MG pages 31-33).
- Help learners describe their movements as they do this.

Say **Hi** to  
060 017 0000  
for song about  
the sound.



15 min



**INDEPENDENT WORK AND BASELINE ASSESSMENT**

**Introduce Time with Teacher**

- Teacher calls learners to work with her one at a time. Rest of class continues with IW 1 on LAB page 36.
- Remind learners they must only raise their hands to ask for help if it is an urgent problem.

**Introduce the activity briefly**

- Learners find the correct page.
- Ask: What do you think you must do on this page?
- Clarify the task.
- Learners complete the assigned IW page.

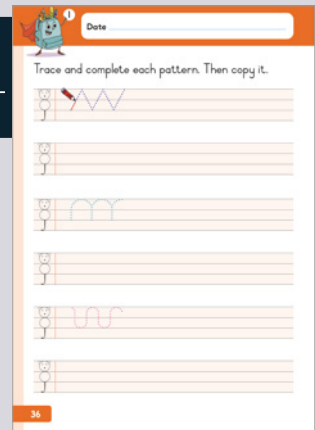
**Baseline Assessment**

- Teacher calls one learner at a time for Baseline Assessment using TG page 123.

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

LAB  
p. 36

30 min



**PHYSICAL EDUCATION** Activity stations

**Prepare**

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

**Introduce activity stations**

- Show the equipment and explain how to do the activity at each station.
- Choose learners to demonstrate each activity, with teacher guidance.
- Learners practice the activity.
- If you have time, play a game such as catchers, red rover or hide and seek.

30 min



**PERFORMING ARTS** Rhythmic clapping

30 min

- Clap a rhythm. Learners copy.
- Add in stamping and clicking. Learners copy.
- Learners volunteer to lead with their own rhythms.
- Divide class in half. One half claps a rhythm while the other half dances to the rhythm. Swap.





### MORNING MEETING

#### Register, calendar, weather

- Use the Bala Wandu register and calendar, if available.
- Record the weather on weather chart.

#### Model the name game

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

#### Play the name game with some learners

##### Same sound or different?

- Say two sounds (for example, SSS and SSS, or LLL and FFF)
- Learners raise one finger if the sounds are the same, and two fingers if they hear different sounds.
- Repeat with new sounds.

15 min



### LISTENING AND SPEAKING

#### Show the class the picture on BB page 13

#### Learners talk about what they see

- What animals are in the story? Point to their pictures.
- Which animal cannot dance?
- What did Lion do to help Giraffe to dance?
- Invite learners to show how an animal danced – class guesses which animal it is.

BB  
p. 13

15 min



### BEGINNING KNOWLEDGE AND PSWB

#### Follow instructions

#### Teacher makes four different shakers

- Read through the list of things you need with the class.
- Ask for volunteers to identify each one.
- Read instructions out loud and follow them so learners can see what you are doing.

#### Play: Guess what is in the shaker?

- Pairs come to front of class.
- Partner 1 shakes a shaker without showing it.
- Partner 2 guesses what was in the shaker and gives a reason for answer.

BB  
p. 12

15 min



### PHONICS The letter-sound X

- Ask learners if they remember what sound they learnt yesterday.
- Teach them an action associated with the sound.
- Sing the song for the letter.
- Learners find the letter on the alphabet chart. Talk about capital and small letters.
- Ask learners if they can see the letter anywhere else in the classroom?

Say Hi to  
060 017 0000  
for song about  
the sound.



15 min





**HANDWRITING** Practise in exercise books

15 min

- Learners form the letter in the air/on the mat/on each other's backs/on their palms, while articulating the hand movements.
- Learners practice writing the letter in exercise books (see notes on **MG page ??**).
- Circulate and assist. Pay attention to pencil grip and posture.



**SHARED READING (1)** *We can dance*

BB  
pp.  
14-16  
15 min

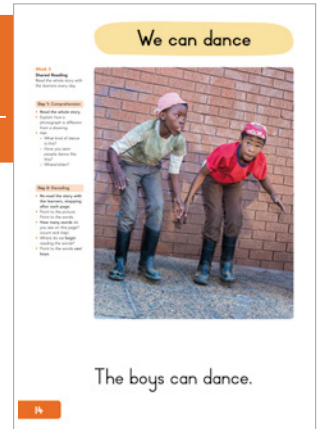
**Read from the Big Book**

- Read *We can dance* to the class, pointing to the words as you say them.
- Ask the **Day 1** questions on each page.

**Learn the flashcard words: boys, girls, dance**

- Hold up the flashcards and say the words aloud with the learners.
- Match the flashcards to a word in the Big Book.

**Read the story again**



**INDEPENDENT WORK AND BASELINE ASSESSMENT**

LAB  
pp.  
37 & 38  
30 min

**Independent Work**

- Learners do IW 2 and 3 today.
- Clarify the activities before they start.

**Baseline Assessment**

- Call learners one at a time for Baseline Assessment using TG page 123.

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



**PHYSICAL EDUCATION** Activity stations

30 min

**Warm up**

**Activity stations**

- Send each group to an activity station.
- Learners do the activity.
- Observe and advise.

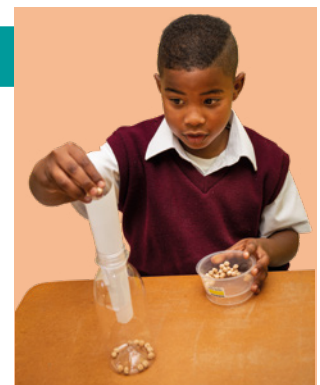
**Cool down**



**VISUAL ARTS** Learners make shakers

30 min

- Learners make shakers. Use a piece of scrap paper to make a funnel.
- Use the funnel to pour the small objects into your bottle.
- Screw on the lid.
- Keep safe to decorate tomorrow.



## WEDNESDAY

**MORNING MEETING****Register, calendar, weather**

- Use the Bala Wande register and calendar, if available.
- Record the weather on weather chart.

**Model the name game**

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

**Play the name game with some learners****Same sound or different?**

- Say two sounds (for example, SSS and SSS, or LLL and FFF)
- Learners raise one finger if the sounds are the same, and two fingers if they hear different sounds.
- Repeat with new sounds.

15 min

**BEGINNING KNOWLEDGE AND PSWB****Class discussion**

- Teacher shows the 4 demonstration shakers.
- How are the shakers the same?
- How are they different?

**Pair talk**

- How are you the same as others at home or in the class?

**We are all different**

- How are you different?

**Discuss**

- Ask some learners to share how they are the same/different.
- Discuss how differences should be accepted and celebrated.

15 min

**PHONICS Hearing the end sound**

- Learners cup their ears with their hands so that they can listen carefully.
- Say: Listen, listen, loud and clear, what's the last sound that you hear?
- Teacher says 3 words ending in the same sound/syllable, for example: *pen, spoon, win*
- Say together: Tell me, tell me, what do you hear?
- Learners raise their hands. Teacher chooses someone to answer.
- Repeat with other sounds.
- End sounds are harder to hear than beginning sounds of words, so don't be surprised if learners find this difficult at first. Try stretching the word out and saying it slowly, emphasising the end sound. Holding an elastic band and stretching it out as you say the word slowly will help some learners to hear the end sounds more easily.

15 min

**HANDWRITING Fine motor skills**

- Show the class the picture of the giraffe on BB page 13. Talk about its colouring.
- Give each learner pieces of yellow and brown paper.
- Learners tear the paper into small pieces and stick them onto the giraffe on LAB page 33.

LAB

p. 33

15 min





**SHARED READING (2)** *We can dance*

**Read from Big Book**

- Read *We can dance* with the class. Learners join in where they can.
- Ask the **Day 2** questions on each page.
- Re-read the story as a class.

**Identify letters taught so far**

- Learners point out letters which have already been taught.

**Revise the flashcard words: boys, girls, dance**

- Hold up the flashcards and say the words aloud with the learners.
- Match the flashcards to a word in the Big Book.

BB  
pp.  
14-16  
15 min



**SHARED WRITING** *We can dance*

**Oral**

- 3-5 learners give sentences starting with "We can dance....." (for example: *We can dance fast/beautifully/to music*)

**Teacher writes sentence**

- Choose one of the learners' sentences.

- Write it on board saying each word as you write it.
- Talk about sounds and spelling, punctuation and spaces between words.

**Read the sentence together**

15 min



**INDEPENDENT WORK AND BASELINE ASSESSMENT**

**Independent Work**

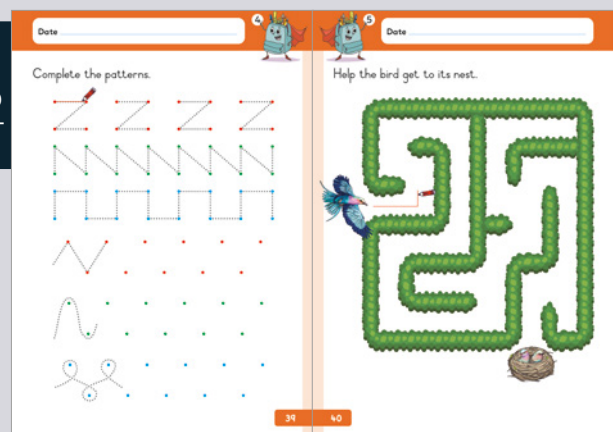
- Learners do IW 4 and 5 today.
- Clarify the activities before they start.

**Baseline Assessment**

- Call learners one at a time for Baseline Assessment using TG page 123.

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

LAB  
pp.  
39 & 40  
30 min



**PHYSICAL EDUCATION** *Activity stations*

**Warm up**

**Activity stations**

- Send each group to an activity station.
- Learners do the activity.
- Observe and advise.

**Cool down**

30 min



**VISUAL ARTS** *Decorate shakers*

**Demonstrate collage**

- Show how to tear up paper and stick it onto the shaker.

**Learners decorate shakers**

- Encourage them to make their shakers special.

30 min





## MORNING MEETING

15 min

### Register, calendar, weather

- Use the Bala Wande register and calendar, if available.
- Record the weather on weather chart.

### Model the name game

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

### Play the name game with some learners

#### Same sound or different?

- Say two sounds (for example, SSS and SSS, or LLL and FFF)
- Learners raise one finger if the sounds are the same, and two fingers if they hear different sounds.
- Repeat with new sounds.



## LISTENING AND SPEAKING

- Teach the song and the make up appropriate actions.

### Dancers

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

15 min



## PHONICS Mystery words (oral)

15 min

- Say a simple word (for example, ilifu).
- Clap the syllables. Say we call these beats syllables.
- Ask questions:
  - What is the **last** syllable? (fu)
  - If I **delete** the last syllable, what do I get? (ili)
  - If I **change** the last syllable to so, what do I get? (iliso)
- Repeat with other words and syllables. You don't have to end up with a real word after you delete or substitute syllables.

- Do the activity with the whole class and also with some individuals.
- If learners struggle, use different coloured counters to represent syllables/sounds. Point to each counter as you say a syllable, and then remove the last counter and ask children to say what is left

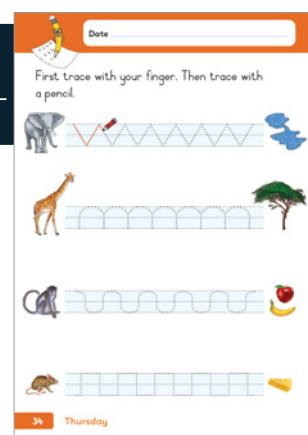


## HANDWRITING Tracing patterns

- Trace over the lines to connect the animals to their food.
- Walk around and observe. Pay attention to pencil grip and posture.

LAB  
p. 34

15 min



## SHARED READING (3) We can dance

### Read from Big Book

- Read *We can dance* with the class.
- Ask the **Day 3** questions on page 16.
- Read the story with the class.

### Revise flashcard words: boys, girls, dance

- Hold up the flashcards and say the words aloud with the learners.
- Match the flashcards to a word in the Big Book.
- Put the flashcards on the Word Wall.

BB

pp.  
14-16

15 min





**INDEPENDENT WRITING** I can dance ...

- Write the sentence starter on the board: *I can dance...*
- Learners copy and complete the sentence starter. Encourage them to have a go at writing.
- They draw a picture of dancing.
- Walk around and engage with learners. Ask:
  - Read this to me.
  - What sound does this letter make?

LAB  
p. 35  
15 min



**INDEPENDENT WORK AND BASELINE ASSESSMENT**

**Independent Work**

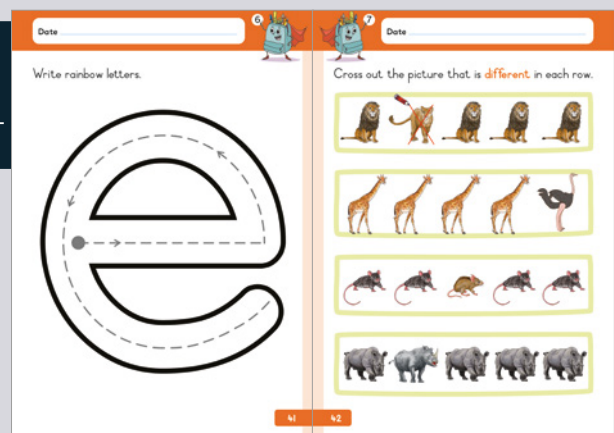
- Learners do IW 6 and 7 today.
- Clarify the activities before they start.

**Baseline Assessment**

- Call learners one at a time for Baseline Assessment using TG page 123.

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

LAB  
pp.  
41 & 42  
30 min



**PHYSICAL EDUCATION** Activity stations

**Warm up**

**Activity stations**

- Send each group to an activity station.
- Learners do the activity.
- Observe and advise.

**Cool down**

30 min



**PERFORMING ARTS** Dance

**Groups prepare**

- Prepare a dance.
- Use your shakers.

**Perform**

- Congratulations!

30 min





### MORNING MEETING **News**

Revise the think-pair-share routine

#### Think

- What news would you like to share about someone in your family?

#### Pair

- Pairs tell each other their news, using the pair work routine.

#### Share

- Choose a few learners to share with the class.

15 min



### PHONICS **Sound ball**

- Write letters that have been taught on the ball with a permanent marker. Underline letters that may be confused such as b/d/p so that it is clear what the letter is.
- Stand or sit in a circle and then throw/ roll the ball to a learner.
- They must say the sound of the letter closest to their thumb and say a word with that sound.

15 min



### INDEPENDENT WRITING **Share your writing**

#### Pairs

- Share your picture with your partner.
- Tell each other about what you drew.
- Read your sentence to your partner.

Choose some learners to share with the class

LAB

p. 35

15 min



### INDEPENDENT WORK AND BASELINE ASSESSMENT

#### Independent Work

- Learners do IW 8 today.
- Clarify the activities before they start.

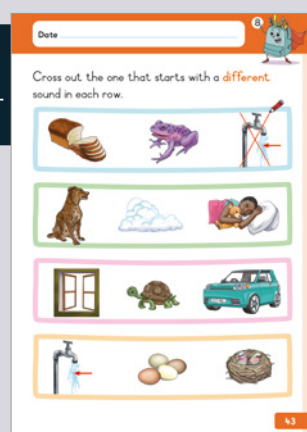
#### Baseline Assessment

- Call learners one at a time for Baseline Assessment using TG page 123.

LAB

p. 43

30 min



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



## CHECKING AND FEEDBACK

### Reflect on the week

- What did you enjoy about your first weeks at school?
- What did you not enjoy?

### Check learners' Independent Work

- Provide feedback and reteach if necessary.

15 min



## PHYSICAL EDUCATION Activity stations

### Warm up

### Activity stations

- Send each group to an activity station.
- Learners do the activity.
- Observe and advise.

### Cool down

15 min



## TEACHER'S WEEKLY REVIEW

### This week, I have:

- **responded to learner**
- **checked and corrected LAB pages** and identified areas of concern or specific learners needing more assistance
- **referred back to the Week Overview** and identified any lesson I was not able to complete
- **scanned my lap book** and noted any learners needing additional one-to-one teaching time or individual reading practice with me next week.

### I have scheduled a time next week for:

- **any class catchup** or general feedback that is needed
- **individual**, one-to-one teaching, e.g. when the class is busy, or early in the morning.

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

## WEEK OVERVIEW



## My friends and me

## PREPARATION

Flashcards

cake

like

lunch

## GUIDE TO INDEPENDENT WORK AND BASELINE ASSESSMENT

Divide class into 4 groups. Groups get used to working on different IW pages while teacher calls individuals for Baseline Assessment (assess second half of class this week)  
Using Baseline results, divide class into 5 small groups by Friday

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Group 1</b>	IW 1 & 2	IW 3 & 4	IW 5 & 6	IW 7 & 8	Introduce GGR groups
<b>Group 2</b>	IW 3 & 4	IW 5 & 6	IW 7 & 8	IW 1 & 2	
<b>Group 3</b>	IW 5 & 6	IW 7 & 8	IW 1 & 2	IW 3 & 4	
<b>Group 4</b>	IW 7 & 8	IW 1 & 2	IW 3 & 4	IW 5 & 6	

## ASSESSMENT

Task details and marking rubrics are at the back of this book.

<b>Tuesday – Thursday</b>	Beginning Knowledge 1: Daily weather	Oral, practical	Checklist p. 129
<b>Monday – Friday</b>	Beginning Knowledge 2: Classroom routines	Practical	Checklist p. 129
<b>Monday – Friday</b>	Listening & Speaking 1 Personal experiences	Individual oral (assess 1/6 of class this week)	Rubric p. 125
<b>Monday – Friday</b>	Listening & Speaking 2 Perform song/poem	Group practical (assess 1/6 of class this week)	Rubric p. 125

## EQUIPMENT FOR ACTIVITIES

- different types of fruit
- equipment needed for selected Physical Education activities

**Read-aloud story**

- *The Circle Game*

**Groupwork**

- Play the *Circle Game*

**Song**

- XXXX
- Listening and Speaking Assessment 1 (personal experiences) : 1/6 of class.

**Shared Reading**

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

**Group Guided Reading**

- Baseline Assessment: complete assessments
- Independent Work: 8 IW pages
- Introduce GGR groups

**Writing**

- I like ...
- Draw picture and write caption

**Phonics**

- Phonological awareness activities
- Letter-sound X

**Handwriting**

- Letter X Life Skills

**Beginning Knowledge and Personal & Social Well-being**

- Using a table to compare
- Sorting fruit and vegetables
- Sharing is caring

**Physical Education**

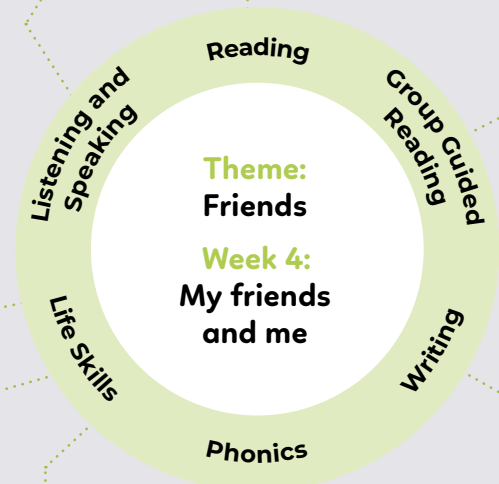
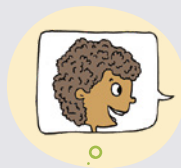
- Activity stations

**Visual Arts**

- Drawing fruit and vegetables

**Performing Arts**

- Friendship song
- Guess what I am acting?



# The Circle Game



Early in the morning, Teacher took all the learners outside.

She drew a big **circle** in the sand with a stick. Then she said, ○..... **circle:** a round shape

"We are going to play the Circle Game today," she said. "I would like you to stand around the edge of the circle. Then I will ask a question. You have to **choose** one answer. Only one". ○.....

**choose:** say what you like best

Teacher asked the first question: "Do you like dogs or do you like cats? All those who like dogs jump in the circle. **Look around** at who ○..... **look around:** look to either side is with you. Jump back. Now, all those who like cats, jump in the circle. Look around. Jump back." (Which would you choose, cats or dogs?)

Then Teacher asked other questions:

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

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



**VOCABULARY**

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

The learners had fun jumping in and out of the circle. At the end, Teacher said, "Now think about who was in the circle with you each time you made a choice".

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

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

Themba thought, "Pretty and I are best friends but I was never in the circle with her."

"So, what did you learn from this game?" asked Teacher.

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

Themba said, "I learnt that you can be friends with someone even if you like different things." She was thinking of her friend, Pretty.



## MORNING MEETING News

15 min

Introduce the *My News* frame on the back cover of LAB

- Talk about what information to include when we tell news (see the *My news* frame on the back cover)

### Think

- What news can you share about something that happened this weekend?

### Pair

- Tell your partner your news.

### Share

- Choose a few confident learners to tell the class.
- Respond and encourage details.



## LISTENING AND SPEAKING Play the Circle Game

15 min

### Take learners outside

- Draw a big circle on the ground.
- Learners stand around the outside of the circle.

### Name two things. Learners choose which they like the most

- For example: Do you like oranges or apples? Do you like cats or dogs?

### Learners jump into the circle

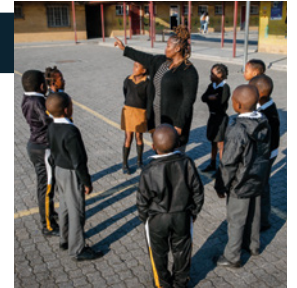
- If you choose apples, jump into the circle. Who else is in the circle? Jump back.

- If you choose oranges, jump into the circle. Who else is in the circle? Jump back.

### Repeat with other examples.

### Discuss

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



## BEGINNING KNOWLEDGE AND PSWB

### Let's compare

### Read Big Book page 17 together

- This is a table. It compares different fruits.
- Read the page with the learners. Ask the questions in the BB.
- Hand out pieces of fruit to the learners and let them compare the different feel and smells.
- Remember, the Big Book pages are also in the LAB so learners can follow as you read.

### Pair work

- Each learner chooses two fruit.
- Tell partner two ways they are the same.
- Tell about two ways they are different.
- As a class: What did we compare about the fruit?

BB

p. 17

30 min

LAB

p. 49

Let's compare			
	Size	Shape	Colour
watermelon 	big		
pineapple 	big		
banana 	medium		
orange 	medium		
grapes 	small		



## PHONICS The letter-sound X

### Introduce the new letter

- Listen to and say the new sound. Notice the shape your mouth makes.
- Whose name starts with this sound? Whose name has the sound in it?
- Look at how the letter is written.

### Identify words with the letter

- Focus on the key word on the top row. Teach an action to help learners associate the key word and the sound.
- Read and discuss the other words with the letter.
- Learners can provide more words with the letter.

### Demonstrate the letter formation

- Use the information about the letter formation on MG pages 34-36.
- Learners trace the letters with your fingers and then with pencils, starting at the green dots.

### Read the sentence slowly to learners



- Learners circle today's letter in the sentence.




LAB




p. 50




15 min

ABC Date \_\_\_\_\_

**Ii**  | so 

 -rk  -rk  -l

*Isinki ihambela izitya.*

50 Monday

Say **Hi** to 060 017 0000  
for song about the sound.





**HANDWRITING** Big movements

- Sing or play the song about the letter.
- Learners use big movements to form the letter taught in phonics – in the air, on the ground, with different media (see advice on MG pages 31-33).
- Help learners describe their movements as they do this.

Say Hi to  
060 017 0000  
for song about  
the sound.



15 min



**INDEPENDENT WORK AND BASELINE ASSESSMENT**

**Divide class into 4 groups at their desks**

- Explain that each group will do different IW pages today, but they will complete all the pages by the end of the week.
- Allocate 2 pages to each group, according to the table.

Group 1	Group 2	Group 3	Group 4
IW pages 1 & 2	IW pages 3 & 4	IW pages 5 & 6	IW pages 7 & 8

**Independent Work**

- Clarify the activities before they start.

**Baseline Assessment**

- Continue calling learners one at a time for Baseline Assessment using TG page 123.

LAB  
pp.  
57-64  
30 min



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



**PHYSICAL EDUCATION** Activity stations

**Prepare**

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

**Introduce activity stations**

- Show the equipment and explain how to do the activity at each station.
- Learners practise the activities.
- If you have time, play a game such as catchers, red rover or hide-and-seek.

30 min



**VISUAL ARTS** Drawing of fruit or vegetable

You will need samples of fruits or vegetables.

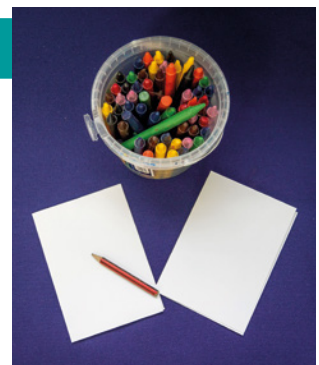
**Examine the samples**

- Explain that artists are careful observers. Learners need to look carefully before they draw.
- Distribute the sample fruits or vegetables.
- Take note of the shape, the colour of different parts, bruises and so on.

**Draw**

- Draw a fruit/vegetable. Show the features you identified.
- Your drawing must fill the whole page.
- Colour using wax crayons.

30 min





### MORNING MEETING

#### Register, calendar, weather

- Use the Bala Wande register and calendar, if available.
- Record the weather on weather chart.

#### Model the name game

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

#### Play the name game with some learners

#### Same sound or different?

- Say two sounds (for example, SSS and SSS, or LLL and FFF)
- Learners raise one finger if the sounds are the same, and two fingers if they hear different sounds.
- Repeat with new sounds.

15 min



### READ-ALOUD STORY The Circle Game

#### Before reading

- Do you know what a circle is?
- Who can draw one on the board?

#### Read the story aloud, with expression.

- Do not interrupt reading to explain or ask questions. The point is for learners to hear what good reading sounds like and to enjoy the story.

#### After reading

- Allow learners to respond to the story and say what they enjoyed about it or wondered about.
- Briefly explain highlighted vocabulary
- If you have time, ask:
  - What things do you and your friend both like?
  - What do you like that your friend does not like?

TG  
pp.  
38 & 39  
15 min



### BEGINNING KNOWLEDGE AND PSWB Fruit and vegetables

#### Talk about fruit and vegetables

- Look at the foods below the boxes. Are they vegetables or fruit?
- Draw a line from each food to the correct box.
- Check together.

#### Pairs

- Talk about what you ate yesterday.
- Share.
- Ask some learners: What fruit did you eat?
  - What vegetables did you eat?
  - What is your favourite?

LAB  
p. 51  
15 min



### PHONICS The letter-sound X

- Ask learners if they remember what sound they learnt yesterday.
- Teach them an action associated with the sound. For example: Learners can dance to the rhythm: 'd-d-d-d'.
- Sing the song for the letter.
- Learners find the letter on the alphabet chart. Talk about capital and small letters.
- Ask learners if they can see the letter anywhere else in the classroom.

Say **Hi** to  
060 017 0000  
for song about  
the sound.



15 min





**HANDWRITING** Practise in exercise books

- Learners form the letter in the air/on the mat/on each other's backs/on their palms, while articulating the hand movements.
- Learners practice writing the letter in exercise books (see notes on MB pages 31-33).
- Circulate and assist. Pay attention to pencil grip and posture.

15 min



**SHARED READING (1)** *We like cake*

**Read from Big Book**

- Read *We like cake* to the class
- Ask the **Day 1** questions on each page.

**Learn the flashcard words: lunch, cake, like**

- Hold up the flashcards and say the words aloud with the learners.
- Match the flashcards to a word in the Big Book.

**Read the story again as a class**

BB  
pp.  
18-21

15 min



**INDEPENDENT WORK AND BASELINE ASSESSMENT**

**Independent Work**

- Learners work in the same groups as yesterday.
- Explain that each group will do the next two pages in the LAB.
- Check that each group can identify the pages they should do (see table below)
- Clarify the activities before they start.

Group 1	Group 2	Group 3	Group 4
IW pages 3 & 4	IW pages 5 & 6	IW pages 7 & 8	IW pages 1 & 2

**Baseline Assessment**

- Continue calling learners one at a time for Baseline Assessment using TG page 123.

LAB  
pp.  
57-64

30 min



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



**PHYSICAL EDUCATION** Activity stations

**Warm up**

**Activity stations**

- Send each group to an activity station.
- Learners do the activity.
- Observe and advise.

**Cool down**

30 min

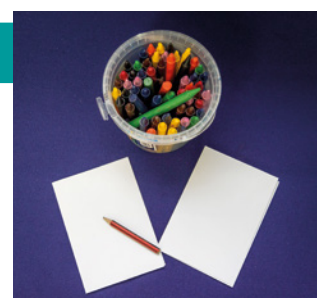


**VISUAL ARTS** Drawing of fruit or vegetables

- Complete the crayon drawing from yesterday.
- Add an interesting background to the drawing.
- Display artwork in the classroom.

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

30 min



## WEDNESDAY

**MORNING MEETING****Register, calendar, weather**

- Use the Bala Wande register and calendar, if available.
- Record the weather on weather chart.

**Model the name game**

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

**Play the name game with some learners****Same sound or different?**

- Say two sounds (for example, SSS and SSS, or LLL and FFF)
- Learners raise one finger if the sounds are the same, and two fingers if they hear different sounds.
- Repeat with new sounds.

15 min

**BEGINNING KNOWLEDGE AND PSWB****Sharing is caring**

- Look closely at all the learners in the picture on LAB page 52.
- Talk about what you see. Answer these questions:
  - What do you think is happening here?
  - Why do you think one learner has no snacks?
  - How do you feel when you do not have money to buy snacks to share with your friends?
  - What would be the caring thing to do in this situation?
  - What if a person really does not want to share?
  - What things do friends do if they really care about each other?

LAB  
p. 52

15 min

**PHONICS Hearing the end sound****Teacher sings to the tune of *Mary had a little lamb***

- What's the sound that ends these words,
- Ends these words, ends these words?
- What's the sound that ends these words: jam, drum, arm

15 min

**HANDWRITING Fine motor skills**

- Give each learner a supermarket flyer/advert, scissors and glue.
- Learners cut out things they would like in their lunch box and paste them into the LAB.
- Guide learners who are struggling to use scissors and provide them with lots of opportunities to practise.

LAB  
p. 53

15 min





**SHARED READING (2)** *We like cake*

**Read from Big Book**

- Read *We can dance* with the class. Learners join in where they can.
- Ask the **Day 2** questions on each page.
- Re-read the story as a class.

**Identify letters taught so far**

- Learners point out letters which have already been taught.

**Revise the flashcard words: *cake, like, lunch***

- Hold up the flashcards and say the words aloud with the learners.
- Match the flashcards to a word in the Big Book.

BB  
PP-  
18-21  
15 min



**SHARED WRITING** *I like ...*

**Oral**

- 3-5 learners give sentences about what they like to eat, starting with "I like ..."

- Say each word as you write it.
- Talk about sounds and spelling, punctuation and spaces between words.

**Teacher writes sentence**

- Write two of the learners' sentences on the board.

**Read the sentences together**

15 min



**INDEPENDENT WORK AND BASELINE ASSESSMENT**

**Independent Work**

- Learners work in the same groups.
- Ask each group which pages they completed yesterday. Check that each group can identify the pages they should do (see table below)
- Clarify the activities before they start.

Group 1	Group 2	Group 3	Group 4
IW pages 5 & 6	IW pages 7 & 8	IW pages 1 & 2	IW pages 3 & 4

**Baseline Assessment**

- Continue calling learners one at a time for Baseline Assessment using TG page 123.

LAB  
PP-  
57-64  
30 min



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



**PHYSICAL EDUCATION** *Activity stations*

**Prepare**

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

**Introduce activity stations**

- Show the equipment and explain how to do the activity at each station.
- Learners practise the activities.

**Cool down**

30 min



**PERFORMING ARTS** *Friends*

**Teach the song for finding a partner: *Khetha omthandayo***

**Find different partners**

- Find a partner from another group.
- Find a partner from the opposite sex.
- Find a partner whose name starts with the same sound as yours.

**Tell your partner something about yourself**

- Tell how old you are.
- Tell what you are good at.
- Tell where you live.
- Tell your granny's name.

**Friends**

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

30 min

## THURSDAY



## MORNING MEETING

15 min

## Register, calendar, weather

- Use the Bala Wande register and calendar, if available.
- Record the weather on weather chart.

## Model the name game

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

## Play the name game with some learners

## Same sound or different?

- Say two sounds (for example, SSS and SSS, or LLL and FFF)
- Learners raise one finger if the sounds are the same, and two fingers if they hear different sounds.
- Repeat with new sounds.



## LISTENING AND SPEAKING Action rhyme

15 min

## Friends

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



## PHONICS Mystery words

15 min

- You need a sock puppet and a bag of objects or pictures.
- The puppet looks into the bag and says a word broken up into syllables or sounds, for example, mon | ey)
- Learners must try to work out what the puppet is saying.
- Then the puppet shows the object to the class.
- After a few turns, invite learners to wear the puppet and say the word in syllables.



## HANDWRITING Practice writing your name

LAB  
p. 54

15 min

- Ensure that each learner has a name tag on their desk to copy if necessary.
- Learners write their names on the pictures of their belongings.



## SHARED READING (3) We like cake

BB

PP.  
18-21

15 min

## Read from the Big Book

- Read the whole story *We like cake* with the class.
- Ask the Day 3 questions on page 21.
- Read the story again with the class.

## Revise flashcard words: home, palace, grumbles, angry, suddenly

- Hold up the flashcards and say the words aloud with the learners.
- Match the flashcards to a word in the Big Book.
- Put the flashcards on the Word Wall.





**INDEPENDENT WRITING** I like ...

**Do LAB page 55**

- Display the sentence starter “I like...” on the board.
- Learners draw something they like to eat.
- They write a caption for the drawing, beginning “ I like...”
- Encourage them to try to write as best they can.

LAB  
p. 55  
15 min



**INDEPENDENT WORK AND BASELINE ASSESSMENT**

**Independent Work**

- Learners work in the same groups.
- Ask each group which pages they completed yesterday. Check that each group can identify the pages they should do (see table below)
- Clarify the activities before they start.

Group 1	Group 2	Group 3	Group 4
IW pages 7 & 8	IW pages 1 & 2	IW pages 3 & 4	IW pages 5 & 6

**Baseline Assessment**

- Continue calling learners one at a time for Baseline Assessment using TG page 123.

LAB  
pp. 57-64  
30 min



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



**PHYSICAL EDUCATION** Activity stations

**Warm up**

**Activity stations**

- Send each group to an activity station.
- Learners do the activity.
- Observe and advise.

**Cool down**

30 min



**PERFORMING ARTS** Guess what I am acting?

**Prepare in groups of 5**

- Choose one favourite thing you have in common.
- Brainstorm a way you can act this thing. You are not allowed to say its name out loud.
- Practise.

**Perform**

- Class watches and tries to guess what the group's favourite thing is.

For recovery timetable, replace this lesson with Group Guided Reading and work from the DBE workbook.

30 min



## FRIDAY


**MORNING MEETING** News

15 min

**Prepare**

- Revise the *My News* frame.
- Give the class a topic they must tell news about (*a friend, a pet, a sports game you watched or played*)

**Think**

- What news do you want to share about this topic.

**Pair**

- Pairs tell each other their news, using the pair work routine.

**Share**

- Choose a few learners to share with the class.


**PHONICS** Fill in the missing sounds
LAB  
p. 56

15 min







**As a class**

- Look at all the pictures.
- Say the words and identify the missing sounds orally.

**On your own**

- Write the missing sounds on the lines.

Write the missing sounds.

 i- _ pile	 _ _ so
 i-em _ _	 il _ _
 il _ t _	 _ ntak _

54 Friday


**INDEPENDENT WRITING** Share your writing
LAB  
p. 55

15 min

**Pairs**

- Show each other your pictures and talk about them.
- Ask questions about what you can see.
- Listen to your partner. Read their name.

**Choose some learners to share with the class.**

Draw something you like to eat.  
Write a sentence.

Name: \_\_\_\_\_

Thursday 55


**INDEPENDENT WORK** Prepare for GGR

30 min

**Prepare**

- Use Baseline Assessment results to arrange the class in 5 groups of similar needs.
- Make a poster with the names of learners in each group.
- Each group will work with teacher for 15 mins twice a week. Write the days for each group on the poster.

**Introduce GGR groups**

- Explain that from next week, small groups of learners will work with the teacher every day, while the others carry on with Independent Work.
- Display poster of GGR groups. Make sure groups know their days for GGR.
- Let each group choose a leader to help the group come to the mat. Each group practices coming to the mat and returning to desks.





## CHECKING AND FEEDBACK

### Reflect on the week

- What did you enjoy about your first weeks at school?
- What did you not enjoy?

### Check learners' Independent Work

- Provide feedback and reteach if necessary.

15 min



## PHYSICAL EDUCATION Activity stations

### Warm up

#### Activity stations

- Send each group to an activity station.
- Learners do the activity.
- Observe and advise.

### Cool down

For recovery timetable, replace this lesson with Group Guided Reading and work from the DBE workbook.

30 min



## TEACHER'S WEEKLY REVIEW

### This week, I have:

- responded to learner
- checked and corrected LAB pages and identified areas of concern or specific learners needing more assistance
- referred back to the Week Overview and identified any lesson I was not able to complete
- scanned my lap book and noted any learners needing additional one-to-one teaching time or individual reading practice with me next week.

### I have scheduled a time next week for:

- any class catchup or general feedback that is needed
- individual, one-to-one teaching, e.g. when the class is busy, or early in the morning.

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

## WEEK OVERVIEW

## My friends and me



## PREPARATION

## Flashcards

help

friends

big

small

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

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

	Monday		Tuesday		Wednesday		Thursday		Friday	
<b>Group A</b>	GGR with teacher		IW 1	IW 2	IW 3	IW 4	IW 5	IW 6	IW 7	IW 8
<b>Group B</b>	IW 1	IW 2	GGR with teacher		IW 3	IW 4	IW 5	IW 6	IW 7	IW 8
<b>Group C</b>	IW 1	IW 2	IW 3	IW 4	GGR with teacher		IW 5	IW 6	IW 7	IW 8
<b>Group D</b>	IW 1	IW 2	IW 3	IW 4	IW 5	IW 6	GGR with teacher		IW 7	IW 8
<b>Group E</b>	IW 1	IW 2	IW 3	IW 4	IW 5	IW 6	IW 7	IW 8	GGR with teacher	

## ASSESSMENT

Task details and marking rubrics are at the back of this book.

<b>Tuesday – Thursday</b>	Beginning Knowledge 1: Daily weather	Oral, practical	Checklist p. 129
<b>Monday – Friday</b>	Beginning Knowledge 2: Classroom routines	Practical	Checklist p. 129
<b>Monday – Friday</b>	Listening & Speaking 1: Personal experiences	Individual Oral (assess 1/6 of class this week)	Rubric p. 125
<b>Monday – Friday</b>	Listening & Speaking 2: Perform song/poem	Group Practical (assess 1/6 of class this week)	Rubric p. 125
<b>Monday</b>	Visual Arts 1: Portrait	Individual	Rubric p. 129
<b>Thursday</b>	Performing Arts 1: Gumboot dance	Groups	Rubric p. 129

## EQUIPMENT FOR ACTIVITIES

- paper
- paint
- hand mirrors
- equipment needed for selected Physical Education activities

**Read-aloud story**

- *Lion and Mouse*

**Roleplay**

- *Lion and Mouse*

**Song**

- *Hickory Dickory Dock*
- Listening and Speaking Assessment 1 (personal experiences) : 1/6 of class.

**Physical Education**

- Activity stations



**Visual Arts**

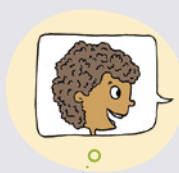
- Assessment 1: Draw a portrait
- Scribble patterns

**Performing Arts**

- Assessment 1: A gumbboot dance

**Beginning Knowledge and Personal & Social Well-being**

- Read a map
- Giving instructions
- Helping others



**Shared Reading**

- *Lion and Mouse*



**Group Guided Reading**

- Concepts of Print: 1 group a day
- Independent Work: 8 IW pages



**Writing**

- Story sequence
- Copy a sentence and draw a picture

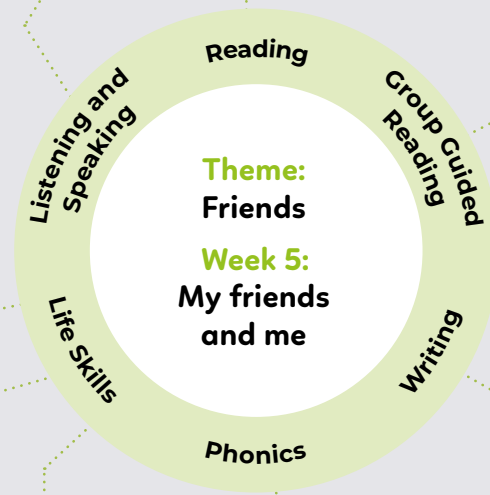


**Phonics**

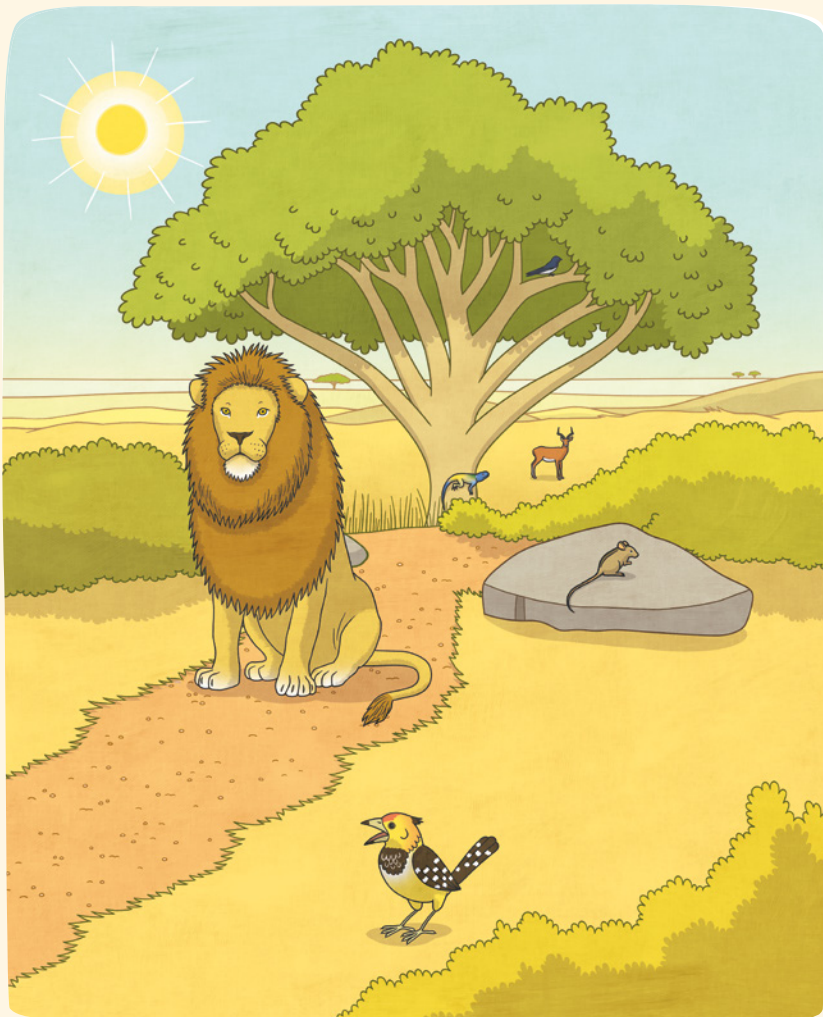
- Phonological awareness activities
- Letter-sound X

**Handwriting**

- Letter X



## Lion and Mouse



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

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

Lion stopped and put his huge **paw** into the puddle. Mouse grabbed Lion's paw with his own tiny paws and climbed out of the water. Lion put Mouse gently on dry ground. ○

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

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



### VOCABULARY

**puddle:** a shallow pool of water

---

**paws:** animal hands

---

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

Mouse heard Lion and ran to him. With his little sharp teeth, Mouse began to bite through the ropes of the net. Before long, Lion could free himself.

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

From that day onwards, Lion and Mouse were bestfriends.

See lesson plan on page 50 for questions to ask.

**capture:** to trap or take something that doesn't want to be trapped or taken





## MORNING MEETING News

15 min

### Prepare

- Revise the *My news* frame on back cover with the class.
- Give learners a news topic such as a friend, a grandparent, an activity, their favourite sports team and so on.

### Think

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

### Pair

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

### Share

- Choose a few learners to share with the class.



## READ-ALoud STORY Lion and Mouse

TG pp. 52 &amp; 53

15 min

### Before reading

- Tell us about when you thought you were too small to do something and then you succeeded.

### Read the story aloud, with expression

- Use different voices for Lion and for Mouse
- Do not interrupt reading to explain or ask questions. The point is for learners to hear what good reading sounds like and to enjoy the story.

### After reading

- Allow learners to respond to the story and say what they enjoyed about it or wondered about.
- Briefly explain highlighted vocabulary
- If you have time, discuss these questions:
  - How did Lion help Mouse?
  - How did Mouse help Lion?
  - What happened after they helped each other?



## BEGINNING KNOWLEDGE AND PSWB

### Show Big Book page 22

- On the mat, learners look at the map and answer the questions:
  - What is the purpose of a map?
  - What words must you understand to follow a map correctly (*left right, straight, turn, continue*)
  - What is opposite the SPCA?
  - In what street is the park entrance?
- Give Vusi directions to Siph'o's house
- Make sure learners know their right and left.

## Reading a map

- Read the instructions on BB page 22 to the class.
- Learners follow instructions moving their finger on the map.

### Follow instructions

- Give learners a series of instructions to follow, for example, put your right hand up, turn to your left, touch your nose and so on.
- Repeat, giving two instructions at a time.
- Repeat, giving three instructions at a time

BB  
p. 22

30 min

LAB  
p. 69

## PHONICS The letter-sound X

### Introduce the new letter

- Listen to and say the new sound. Notice the shape your mouth makes.
- Whose name starts with this sound? Whose name has the sound in it?
- Look at how the letter is written.

### Identify words with the letter

- Focus on the key word on the top row. Teach an action to help learners associate the key word and the sound.
- Read and discuss the other words with the letter.

- Learners can provide more words with the letter.

### Demonstrate the letter formation

- Use the information about the letter formation on MG pages 34-36.
- Learners trace the letters with your fingers and then with pencils, starting at the green dots.

### Read the sentence slowly to learners

- Learners circle today's letter in the sentence.

LAB  
p. 70

15 min





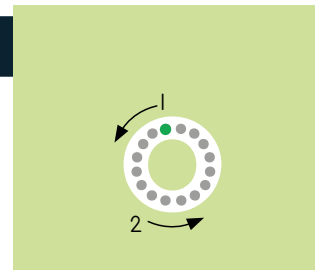
**HANDWRITING** Big movements

- Sing or play the song about the letter.
- Learners use big movements to form the letter taught in phonics – in the air, on the ground, with different media (see advice on MG pages 31-33).
- Help learners describe their movements as they do this.

Say Hi to  
060 017 0000  
for song about  
the sound.



15 min



**INDEPENDENT WORK**

- Learners complete two IW pages today unless they have GGR (see table on page 50).
- Check that learners know what to do on the IW pages.
- When class is settled, call Group A to the mat for GGR.

LAB  
pp.  
73-80  
30 min



**GROUP GUIDED READING** Concepts of Print (Group A)

**Group A on mat, with LABs**

- Group A finds the *Lion and Mouse* story.
- Read the story aloud together.
- Learners run their fingers under the words as you read.

**Ask the CoP questions**

- Use CoP checklist (see TG page 124) to ask questions in sequence.
- Tick off skills that learners have already learned.
- Teach skills they are still struggling with.
- Record the group's progress.

LAB  
pp.  
65-68  
30 min

TG  
p. 124



**PHYSICAL EDUCATION** Activity stations

**Prepare**

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

**Introduce activity stations**

- Show the equipment and explain how to do the activity at each station.

- Learners practise the activities.
- If you have extra time, play a game such as catchers, red rover or hide and seek.

For recovery timetable, replace this lesson with Group Guided Reading. Assign pages from DBE workbooks for groups not doing GGR

30 min



**VISUAL ARTS ASSESSMENT 1** Portrait

- Hand out paper and paint as well as hand mirrors if you have any.
- Learners paint portraits (head and shoulders) of themselves or a friend.
- Concentrate on showing facial features clearly.

30 min



**Marking:** See page 129  
**Marks:** 5

## TUESDAY

**MORNING MEETING****Register, calendar, weather**

- Use the Bala Wandu register and calendar, if available.
- Record the weather on weather chart.

**Play the name game with some learners**

- What is your name and what sound do you hear at the start of your name?

**Same sound or different?**

- Say two sounds.
- Learners raise one finger if the sounds are the same, and two fingers if they hear different sounds.

15 min

**LISTENING AND SPEAKING** Roleplay

- Take the class outside.
- Form pairs. One is Lion, the other is Mouse.
- Learners act out the story for 5 minutes.
- Choose one pair to act out the story for the class.

15 min

**BEGINNING KNOWLEDGE AND PSWB** Giving instructions

- Learners form pairs. Each pair needs 5 different coloured crayons.
- Together arrange the crayons in any order.
- Remember the order. Then mix up the crayons again.
- Partner A closes eyes. Partner B gives instructions and tells Partner A how to move the crayons so they are in right order.
- Use the words left, right, up and down.
- Swap roles.

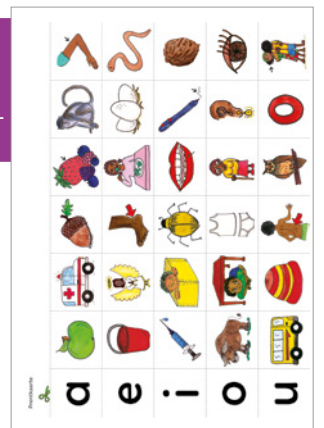
15 min

**PHONICS** Listening and matching**Revise letters**

- Use flashcards or alphabet chart to show letters taught so far.
- Whole class and individuals read letters.

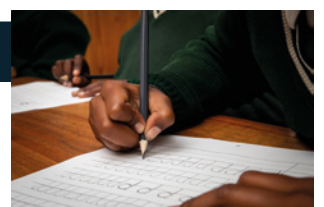
**Postbox game**

- Prepare a container or postbox for each letter taught so far. Stick the letter card on the outside.
- Give each learner a picture card (see MG pages 53-59) or object with a sound that has been taught.
- Help them name the picture and give the beginning sound.
- They put the card in the matching container.

MG  
pp.  
53-59  
15 min**HANDWRITING** Practise in exercise books

- Learners use big movements to form the letter taught in phonics in the air, on the ground, with different media (see advice on MG pages 31-33).
- Learners practise writing the letter in exercise books.
- Circulate and assist. Pay attention to pencil grip and posture.

15 min





**SHARED READING (1)** *Lion and Mouse*

**Read from Big Book**

- Read the whole story to, and then with, the learners. Point to the words as you say them.
- Ask **Day 1** questions on each page of BB to check understanding of story and pictures.

**Read the flashcard words: help, friends, big, small**

- Hold up the flashcards and say the words aloud with the learners.
- Match the flashcards to a word in the Big Book.

**Read the story again**

BB  
pp.  
23-26  
15 min



**INDEPENDENT WORK**

- Learners complete two IW pages today unless they have GGR (see table on page 50).
- Check that learners know what to do on the IW pages.
- When class is settled, call Group B to the mat for GGR.

LAB  
pp.  
73-80  
30 min



**GROUP GUIDED READING**

**Concepts of Print (Group B)**

**Group B on mat, with LABs**

- Learners find the *Lion and Mouse* story.
- Read the story aloud together.
- Learners run their fingers under the words as you read.

**Ask the CoP questions**

- Use CoP checklist (see TG p. 124) to ask questions in sequence.

- Tick off skills that learners have already learned.
- Teach skills they are still struggling with.
- Record the group's progress.

If you don't have enough time, replace this lesson with Group Guided Reading. Assign pages from DBE workbooks for groups not doing GGR.

LAB  
pp.  
65-68  
30 min

TG  
p. 124



**PHYSICAL EDUCATION** *Activity stations*

**Warm up**

**Activity stations**

- Send each group to an activity station.
- Learners do the activity.
- Observe and advise.

**Cool down**

30 min



**VISUAL ARTS** *Scribble patterns*

- Learners use black crayon/pen to make a scribble pattern. Demonstrate this on board.
- They colour the shapes with crayon or paint.
- Go over the black outlines again.
- Display the artwork.

For recovery timetable, replace this lesson with Group Guided Reading. Assign pages from DBE workbooks for groups not doing GGR

30 min





### MORNING MEETING

15 min

#### Register, calendar, weather

- Use the Bala Wande register and calendar, if available.
- Record the weather on weather chart.

#### Play the name game with some learners

- What is your name and what sound do you hear at the start of your name?

#### Same sound or different?

- Say two sounds.
- Learners raise one finger if the sounds are the same, and two fingers if they hear different sounds.



### BEGINNING KNOWLEDGE AND PSWB

#### Helping others

#### Look at LAB page together

- What do we think is happening in this picture?

#### Discuss

- Have you ever helped someone? What happened?
- How did you feel after helping them?
- Have you ever been helped? How?
- How did you feel? Why?
- Why is helping each other important?

LAB  
p. 71

15 min



Wednesday 7



### PHONICS Hearing the vowels

- Show the letter cards of the vowels taught so far. Learners say the sounds.
- Say 3 words with the same vowel sound (list alongside). Learners identify the sound and the letter.
- Repeat, with groups and individual learners.

15 min

Word 1  
Word 2  
Word 3



### HANDWRITING Practise in exercise books

- Learners practise writing all the vowels taught so far in exercise books (see notes on MG pages 31-33).
- Walk round and help learners. Pay attention to pencil grip and posture as well as letter formation.

15 min



### SHARED READING (2) Lion and Mouse

#### Read from Big Book

- Read *Lion and Mouse* with the class. Point to the words as you say them.
- Ask the **Day 2** questions on each page.
- Continue to teach Concepts of Print
- Teach two common sight words: **and** & **are**
- Re-read the story as a class.

#### Identify letters taught so far

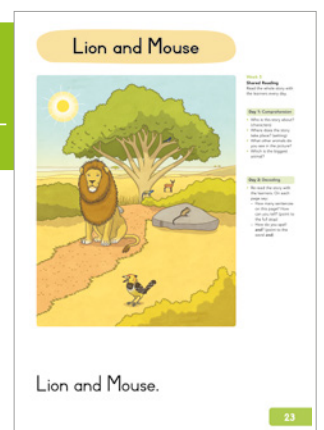
- Learners point out letters which have already been taught.

#### Revise the flashcard words help, friends, big, small

- Hold up the flashcards and say the words aloud with the learners.
- Match the flashcards to a word in the Big Book.
- Read the story again.

BB  
pp.  
23-26

15 min



Lion and Mouse.

23



**SHARED WRITING** Story sequence

**Identify sequence of the Lion and Mouse story**

- Talk about what happened first/second in the *Lion and Mouse* story?
- How did the story end?

**Write three sentences on the board, making mistakes.**

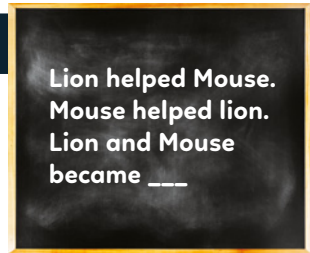
- Lion helped Mouse.

- Mouse helped lion. (*no capital letter for lion*)
- Lion and Mouse became friends (*no full stop*)

**Read sentences and correct errors**

- What is wrong? What is missing? (*capital L for name of Lion, full stop in the last sentence*)

15 min



**INDEPENDENT WORK**

- Learners complete two IW pages today unless they have GGR (see table on page 50).
- Check that learners know what to do on the IW pages.
- When class is settled, call Group C to the mat for GGR.

LAB pp. 73-80

30 min



**GROUP GUIDED READING** Concepts of Print (Group C)

**Group C on mat, with LABs**

- Group C finds the *Lion and Mouse* story.
- Read the story aloud together.
- Learners run their fingers under the words as you read.

**Ask the CoP questions**

- Use CoP checklist (see TG p. 124) to ask questions in sequence.
- Tick off skills that learners have already learned.
- Teach skills they are still struggling with.
- Record the group's progress.

LAB pp. 65-68

30 min

TG p. 124



**PHYSICAL EDUCATION** Activity stations

**Warm up**

**Activity stations**

- Send each group to an activity station.
- Learners do the activity.
- Observe and advise.

**Cool down**

For recovery timetable, replace this lesson with Group Guided Reading. Assign pages from DBE workbooks for groups not doing GGR

30 min



**PERFORMING ARTS** Gumboot dance

**Create a class gumboot dance sequence**

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

**In smaller groups, learners create own dances**

- Practise.
- Ask for volunteers to demonstrate to class.
- Groups will perform tomorrow for assessment.

30 min



## THURSDAY

**MORNING MEETING****Register, calendar, weather**

- Use the Bala Wande register and calendar, if available.
- Record the weather on weather chart.

**Play the name game with some learners**

- What is your name and what sound do you hear at the start of your name?

**Same sound or different?**

- Say two sounds.
- Learners raise one finger if the sounds are the same, and two fingers if they hear different sounds.

15 min

**LISTENING AND SPEAKING****Action rhyme**

- Say the rhyme and do the actions.
- Learners join in where they can the second time.
- Girls, then boys do it.

**Hickory dickory dock**

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

15 min

**PHONICS** **Mystery words**

- Do this as a whole class then with individuals.
- Say a word, for example, tata, and ask questions about it:
  - What is the first sound in this word? (*t*)
  - If I delete the first sound of the word, what do I get? (*ata*)
  - If I change the first sound to r, which word have I made? (*rata*)
- Let's try with mama.
- Remember, it does not have to be a real word once you delete or substitute phonemes.

15 min

**HANDWRITING** **Practise in exercise books**

- Learners use big movements to form the letter taught in phonics in the air, on the ground, with different media (see advice on MG pages 31-33).
- Learners practise writing the letter in exercise books.
- Walk around and help learners. Pay attention to pencil grip and posture.

15 min

**SHARED READING (3)** **Lion and Mouse****Read from Big Book**

- Read the story with the class. Point to the words as you say them.
- Ask the **Day 3** questions each page 26.
- Read the story again with the class.

**Revise flashcard words: help, friends, big, small**

- Hold up the flashcards and say the words aloud with the learners.
- Match the flashcards to a word in the Big Book.
- Put the flashcards on the Word Wall.

BB  
pp.  
23-26  
15 min



**INDEPENDENT WRITING** Copy a sentence

**Read the sentences together**

- Lion helped Mouse.
- Mouse helped Lion.

**Draw a picture**

- Draw one of these sentences.

**Copy a sentence**

- Copy the sentence that matches your drawing

LAB  
p. 72  
15 min



**INDEPENDENT WORK**

- Learners complete two IW pages today unless they have GGR (see table on page 50).
- Check that learners know what to do on the IW pages.
- When class is settled, call Group D to the mat for GGR.

LAB  
pp.  
73-80  
30 min



**GROUP GUIDED READING** Concepts of Print (Group D)

**Group D on mat, with LABs**

- Group D finds the *Lion and Mouse* story.
- Read the story aloud together.
- Learners run their fingers under the words as you read.

**Ask the Concepts of Print (CoP) questions**

- Use CoP checklist (see TG p. 124) to ask questions in sequence.
- Tick off skills that learners have already learned.
- Teach skills they are still struggling with.
- Record the group's progress.

LAB  
pp.  
65-68  
30 min

TG  
p. 124



**PHYSICAL EDUCATION** Activity stations

**Warm up**

**Activity stations**

- Send each group to an activity station.
- Learners do the activity.
- Observe and advise.

**Cool down**

30 min



**PERFORMING ARTS ASSESSMENT 1** Gumboot dance

- Groups recap the gumboot dance sequence created yesterday. Each group performs their dance for the class.

15 min



**Marking:** See page 124  
**Marks:** 5



## MORNING MEETING **News**

15 min

### Prepare

- Revise the *My news* frame on back cover with the class.
- Give learners a news topic such as a friend, a grandparent, a hobby, their favourite sports team and so on.

### Think

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

### Pair

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

### Share

- Choose a few learners to share with the class.



## PHONICS **Find your letter**

15 min

### Prepare

- Make a letter card for each learner using the sounds you have already introduced.
- You can have many cards with the same letter.

### Play

- Learners stand in a circle. Give each of them a letter card. They must look at their card and then hold it up to their chest so no-one can see it.
- When teacher says go, learners move around making the sound of their letter but keeping their card hidden.
- Learners find others making the same sound and stand together.
- Check that all learners standing together have the same letter card.
- Get them to give a word starting with their sound.



## INDEPENDENT WRITING **Share your writing**

LAB  
p. 72

15 min

- Ask for volunteers to show their drawings and read their sentences to the class.
- Praise and encourage them as writers and illustrators.



## INDEPENDENT WORK

LAB  
pp.  
73-80

30 min

- Learners complete two IW pages today unless they have GGR (see table on page 50). Check that learners know what to do on the IW pages.
- When class is settled, call Group E to the mat for GGR.





## GROUP GUIDED READING

### Concepts of Print (Group E)

#### Group E on mat, with LABs

- Group E finds the *Lion and Mouse* story.
- Read the story aloud together.
- Learners run their fingers under the words as you read.

#### Ask the CoP questions

- Use CoP checklist (see TG page 124) to ask questions in sequence.
- Tick off skills that learners have already learned.
- Teach skills they are still struggling with.
- Record the group's progress.

LAB

pp. 65-68

30 min

TG

p. 124

ASSESSMENTS			
CONCEPTS OF PRINT CHECKLIST (DESKS 5 AND 6)			
Group _____			
Date _____			
Learners in the group are able to:			
Skills	Yes	Name	No
1. Hold their LAB the right way			
2. Point to the cover			
3. Show the spine of the book			
4. Show the back of the book			
5. Point to the title of the book			
6. Find the page numbers			
7. Point to the top of the story			
8. The teacher can start reading			
9. Point to the first word in a sentence			
10. Point to the last word			
11. Identify how many words in the sentence			
12. Identify how many letters in the word			
13. Name the sound of the letters			
14. The only one able to reassemble the book			
15. Point to the stop			



## CHECKING AND FEEDBACK

#### Reflect on the week

- What did you enjoy about your first weeks at school?
- What did you not enjoy?

#### Check learners' Independent Work

- Provide feedback and reteach if necessary.

15 min



## PHYSICAL EDUCATION Activity stations

#### Warm up

#### Activity stations

- Send each group to an activity station.
- Learners do the activity.
- Observe and advise.

#### Cool down

For recovery timetable, replace this lesson with Group Guided Reading. Assign pages from DBE workbooks for groups not doing GGR

30 min



## TEACHER'S WEEKLY REVIEW

#### This week, I have:

- responded to learner
- checked and corrected LAB pages and identified areas of concern or specific learners needing more assistance
- referred back to the Week Overview and identified any lesson I was not able to complete
- scanned my lap book and noted any learners needing additional one-to-one teaching time or individual reading practice with me next week.

#### I have scheduled a time next week for:

- any class catchup or general feedback that is needed
- individual, one-to-one teaching, e.g. when the class is busy, or early in the morning.

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

## WEEK OVERVIEW

## Time for school



## PREPARATION

## Flashcards

school

pencil

bag

## GUIDE TO GROUP GUIDED READING AND INDEPENDENT WORK

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

	Monday		Tuesday		Wednesday		Thursday		Friday	
<b>Group A</b>	GGR with teacher		IW 1	IW 2	IW 3	IW 4	IW 5	IW 6	IW 7	IW 8
<b>Group B</b>	IW 1	IW 2	GGR with teacher		IW 3	IW 4	IW 5	IW 6	IW 7	IW 8
<b>Group C</b>	IW 1	IW 2	IW 3	IW 4	GGR with teacher		IW 5	IW 6	IW 7	IW 8
<b>Group D</b>	IW 1	IW 2	IW 3	IW 4	IW 5	IW 6	GGR with teacher		IW 7	IW 8
<b>Group E</b>	IW 1	IW 2	IW 3	IW 4	IW 5	IW 6	IW 7	IW 8	GGR with teacher	

## ASSESSMENT

<b>Tuesday – Thursday</b>	Beginning Knowledge 1: Daily weather	Oral, practical	Checklist p. 129
<b>Monday – Friday</b>	Beginning Knowledge 2: Classroom routines	Practical	Checklist p. 129
<b>Monday – Friday</b>	Listening & Speaking 1: Personal experiences	Individual oral (assess $\frac{1}{6}$ of class this week)	Rubric p. 125
<b>Monday – Friday</b>	Listening & Speaking 2: Perform song/poem	Group practical (assess $\frac{1}{6}$ of class this week)	Rubric p. 125
<b>Tuesday – Friday</b>	Physical Education 1: Obstacle course	Group practical (assess $\frac{1}{4}$ of class each day)	Rubric p. 129

## EQUIPMENT FOR ACTIVITIES

- paper, crayons/kokis, pencils
- toilet rolls, green paint, red crayon, white paper, pieces of string twice as long as the toilet roll, stapler, scissors
- equipment needed for selected Physical Education activities

**Read-aloud story**

- *Freddie Frog starts school*

**Pair work**

- Describe places at school

**Song**

- *Frog pool*
- Listening and Speaking Assessment 1 (personal experiences): 1/6 of class.

**Physical Education**

- Physical Education Assessment 1: Obstacle course
- Activity stations



**Visual Arts**

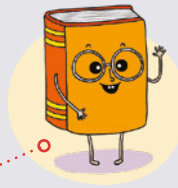
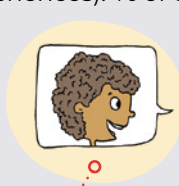
- Toilet roll frogs
- Draw school bag

**Performing Arts**

- Role-play dealing with fears

**Beginning Knowledge and Personal & Social Well-being**

- Uniform list: classify clothing
- School information
- Fears about school



**Shared Reading**

- *The school bag*



**Group Guided Reading**

- Concepts of Print: 1 group a day
- Independent Work: 8 IW pages

Reading

Group Guided Reading

Reading

Phonics

Listening and Speaking

Life Skills

Reading

Phonics

**Theme:**  
**School**  
**Week 6:**  
**Time for school**

**Writing**

- Write lists
- Write school list and draw picture



**Phonics**

- Phonological awareness activities
- Letter-sound(s) **X** and **Y**

**Handwriting**

- Letters **X** and **Y**
- Pencil grip

## Freddie Frog starts school



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

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

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

"Everything!" said Simon. "What is ten plus ten?" asked Simon.

"Umm... I don't know," said Freddie.

"And, who is the **president** of South Africa?" asked Simon.

"Umm... I don't know", said Freddie.

"And how do you write your name?" asked Simon.



### VOCABULARY

**president:** the leader of a country

"Umm I don't know," said Freddie. "So, maybe I don't know everything. But I do know how to swim and catch flies." (*Can you swim? Can you catch flies? Why can Freddie do them easily?*)

"Are you worried about school?" asked Simon.

"Yes, what if my teacher doesn't like frogs?"

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

"And what if the other little frogs are not friendly?"

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

"And, what if I get hungry?"

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

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

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

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

**scared:** frightened

---

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

**moment:** a short time

---



## MORNING MEETING **News**

15 min

### Prepare

- Give learners a topic to tell news about.

### Think

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

### Pair

- Use the My News frame to tell your partner.

### Share

- Choose a few learners to share with the class.



## READ-ALoud STORY **Freddie Frog starts school**

TG  
pp.  
66 & 67

15 min

### Before reading

- Show the first page of the story to the class: BB page 28
  - What are these animals?
  - Where is the little frog going? How can you tell?
  - How do you think he is feeling?

### Read the story aloud, with expression

- Do not interrupt reading to explain or ask questions. The point is for learners to hear what good reading sounds like and to enjoy the story.

### After reading

- Allow learners to respond to the story and say what they enjoyed about it or wondered about.
- Briefly explain highlighted vocabulary
- If you have time, ask these questions:
  - Why didn't Freddie want to go to school?
  - Which part of the story made you laugh?



## BEGINNING KNOWLEDGE AND PSWB

### Read and discuss

- Read the uniform list (BB page 27/ LAB p 86) and ask the questions in the BB.
  - What is the purpose of this list?
  - Does your school have other items on its uniform list? (for example, dress /sports clothes)
  - Why do schools have uniforms?

## School uniform list

### Classify

- Read the names of the clothes on LAB page 87.
- Talk about which are school uniform and which are home clothes. Learners circle all the home clothes with blue and all the school uniforms with red.

### Feedback

- Pairs check: Did you circle the same clothing?
- Whole class check.

BB  
p. 27

30 min

LAB  
pp.  
86 & 87

## PHONICS **The letter-sound X**

### Introduce the new letter

- Listen to and say the new sound. Notice the shape your mouth makes.
- Whose name starts with this sound? Whose name has the sound in it?
- Look at how the letter is written.

### Identify words with the letter

- Focus on the key word on the top row. Teach an action to help learners associate the key word and the sound.
- Read and discuss the other words with the letter.

- Learners can provide more words with the letter.

### Demonstrate the letter formation

- Use the information about the letter formation on MG pages 34-36.
- Learners trace the letters with your fingers and then with pencils, starting at the green dots.

### Read the sentence slowly to learners

- Learners circle today's letter in the sentence

LAB  
p. 88

15 min





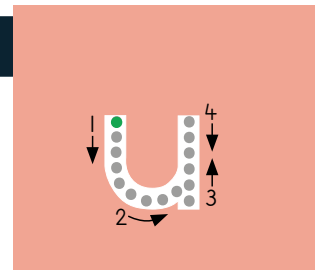
**HANDWRITING** Big movements

- Sing or play the song about the letter.
- Learners use big movements to form the letter taught in phonics – in the air, on the ground, with different media (see advice on MG pages 31-33).
- Help learners describe their movements as they do this.

Say Hi to  
060 017 0000  
for song about  
the sound.



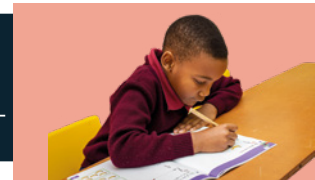
15 min



**INDEPENDENT WORK**

- Learners complete two IW pages today unless they have GGR (see table on page 64).
- Check that learners know what to do on the IW pages.
- When class is settled, call Group A to the mat for GGR.

LAB  
pp.  
93-100  
30 min



**GROUP GUIDED READING** Concepts of Print (Group A)

**Group A on mat, with LABs**

- Group A finds *The school bag* story.
- Read the story aloud together.
- Learners run their fingers under the words as you read.

**Ask the CoP questions**

- Use CoP checklist (see TG page 124) to ask questions in sequence.
- Tick off skills that learners have already learned.
- Teach skills they are still struggling with.
- Record the group's progress.

LAB  
pp.  
82-85  
30 min

TG  
p. 124



**PHYSICAL EDUCATION**

**Prepare**

- Choose four different activities from page 5 for the week.
- For Assessment, one of these stations should be an obstacle course (see rubric page 129).
- Set up the equipment.
- Divide the class into four groups.

**Introduce activity stations**

- Show the equipment and explain how to do the activity at each station.
- Choose learners to demonstrate each activity, with teacher guidance.
- Learners practice the activity.
- If you have time, play a game such as catchers, red rover or hide and seek.

30 min



**VISUAL ARTS** 3D: toilet roll frogs

**Prepare**

- Hand out toilet rolls, green paint, red crayon, white paper, pieces of string twice as long as the toilet roll, stapler, scissors
- Demonstrate each step while learners follow Paint toilet roll green, or cover with green paper.
  - Body: Close one end of the roll with staples.
  - Mouth: Use red crayon or red paper to make a mouth inside the toilet roll.

- Tongue: use string to make a long, sticking out tongue. Staple it inside the roll.
- Eyes: Cut out circles and glue on.
- Legs: Fold paper in half. Draw a front and back leg and cut out 2 of each. Colour and glue on.
- Fly (frog food): Draw and cut out. Tape onto the end of the string.

30 min



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



### MORNING MEETING

15 min

- Register, calendar, weather
- Play the name game with some learners
- Same sound or different?



### LISTENING AND SPEAKING Places at school

15 min

#### Think

- Learners think of an important place in the school (for example, the office, library, tuckshop, principal's office)

#### Pair

- Without naming the place, describe it to your partner and say what happens there.

- Partner guesses the place.

#### Share

- Some learners say which place they described and why they chose it.
- Talk about important places in the school that new learners should know about when they join the class.



### BEGINNING KNOWLEDGE AND PSWB

### School information

15 min

#### Discuss

- What is the name of our school? (*write on board*)
- Where is our school? (*name of area and, if possible, road*)
- What is the name of the principal? (*write on board*)
- What are the names of the Grade 1? teachers (*write on board*)

#### Demonstrate game

- Call up a learner to be your partner.
- Say: I am thinking of the lady from the feeding scheme, who is it?
- Partner says her name.
- Learners ask and answer questions about people in the school community or a room/ place in the school.

#### Pairs play game



### PHONICS Listening and matching

 MG  
pp.  
53-59  
15 min

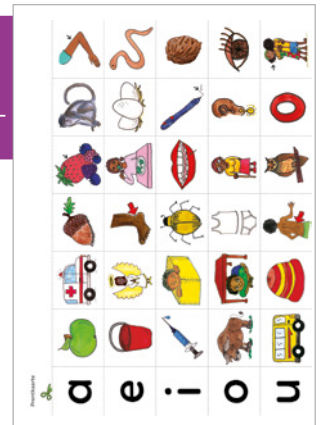
#### Revise letters

- Use flashcards or alphabet chart to show letters taught so far.
- Whole class and individuals read letters.

#### Postbox game

- Prepare a container or postbox for each letter taught so far. Stick the letter card on the outside.

- Give each learner a picture card (see MG pages 53-59) or object with a sound that has been taught.
- Help them to name the picture, give the beginning sound and put the card in the matching container.



### HANDWRITING Practise in exercise books

15 min

- Learners use big movements to form the letter taught in phonics in the air, on the ground, with different media (see advice on MG pages 31-33).
- Learners practise writing the letter in exercise books.
- Walk around and help learners. Pay attention to pencil grip and posture.





**SHARED READING (1)** *The school bag*

**Read from Big Book**

- Read *The school bag* to the class
- Ask the **Day 1** questions on each page.
- Continue to re-inforce Concepts of Print and sounds learned so far.

**Read the flashcard words: school, pencil, bag**

- Hold up the flashcards and say the words aloud with the learners.
- Match the flashcards to a word in the Big Book.

**Read the story again**

**BB**  
**pp.**  
**28-31**  
**15 min**



**INDEPENDENT WORK**

- Learners complete two IW pages today unless they have GGR (see table on page 64).
- Check that learners know what to do on the IW pages.
- When class is settled, call Group B to the mat for GGR.

**LAB**  
**pp.**  
**93-100**  
**30 min**



**GROUP GUIDED READING** *Concepts of Print (Group B)*

**Group B on mat, with LABs**

- Group B finds *The school bag* story.
- Read the story aloud together.
- Learners run their fingers under the words as you read.

**Ask the CoP questions**

- Use CoP checklist (see TG page 124) to ask questions in sequence.
- Tick off skills that learners have already learned.
- Teach skills they are still struggling with.

**LAB**  
**pp.**  
**82-85**  
**30 min**

**TG**  
**p. 124**



**PHYSICAL EDUCATION ASSESSMENT 1**

**30 min**

**Warm up**

**Activity stations**

- Send each group to an activity station.
- They do the activity.

**Obstacle course**

- Teacher observes learners doing the obstacle course for assessment

**Marking:** See page 129  
**Marks:** 5

**Cool down**



**VISUAL ARTS** *Draw your school bag*

**30 min**

**Prepare**

- Hand out paper, crayons/kokis, pencil.

**Think**

- What does your own school bag look like on the outside? What is inside?
- Do you like your bag? If not, what bag would you like to have?

**Pair**

- Tell about your school bag, or one you would like.

**Draw your school bag**

- Drawing should take up the whole page.
- Add details.

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





### MORNING MEETING

15 min

- Register, calendar, weather
- Play the name game with some learners
- Same sound or different?



### BEGINNING KNOWLEDGE AND PSWB

#### Fears about school

15 min

#### Introduce

- Tell the class a story of something you were afraid of at school in Grade 1. Talk about how you handled this fear.

#### Class discussion

- Ask: What are you afraid of at school?

- Choose one or two of the learner's examples and talk about ways to handle this fear.
- This lesson is continued in Performing Arts on Wednesday and Thursday.



### PHONICS The sound X

#### Introduce the new letter

- Listen to and say the new sound. Notice the shape your mouth makes.
- Whose name starts with this sound? Whose name has the sound in it?
- Look at how the letter is written.

#### Identify words with the letter

- Focus on the key word on the top row. Teach an action to help learners associate the key word and the sound.
- Read and discuss the other words with the letter.
- Learners can provide more words with the letter.

#### Demonstrate the letter formation

- Use the information about the letter formation on MG pages 34-36 of Methodology Guide.
- Learners trace the letters with your fingers and then with pencils, starting at the green dots.

#### Read the sentence slowly to learners

- Learners circle today's letter in the sentence.

LAB  
p. 89  
15 min

Say Hi to  
060 017 0000  
for song about  
the sound.

Date \_\_\_\_\_

**Bb** baleka

baleka baleka baleka

baleka baleka baleka

Abafundi babulisa abazali.

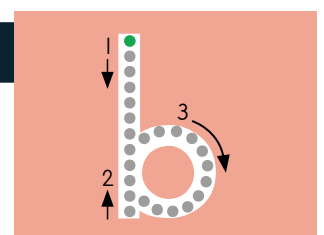
Wednesday 89



### HANDWRITING Big movements

15 min

- Sing or play the song about the letter.
- Learners use big movements to form the letter taught in phonics – in the air, on the ground, with different media (see advice on MG pages 31-33).
- Help learners describe their movements as they do this.



### SHARED READING (2) The school bag

BB  
pp.  
28-31  
15 min

#### Read from Big Book

- Read *The School Bag* with the class. Point at the words.
- Ask the **Day 2** questions on each page.
- Continue to re-inforce Concepts of Print and sounds learned so far.

#### Revise the flashcard words school, pencil, bag

- Hold up the flashcards and say the words aloud with the learners.
- Match the flashcards to a word in the Big Book.

#### Read the story again

The school bag

What do I need in my school bag?

28



**SHARED WRITING** Lists (home and school)

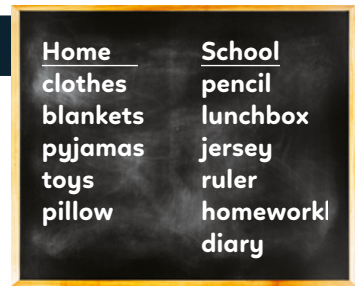
15 min

**Write two lists**

- First Freddie packed things for home. What did he pack? Write a home list together with the learners. Simon told him to pack things for school. What did he pack then? Write a school list together with the learners.

**Read the lists together**

- What do you notice about how we write lists? (start with a heading, each item is on a new line;; some lists have bullet points and some are numbered; no full stops)



**INDEPENDENT WORK**

- Learners complete two IW pages today unless they have GGR (see table on page 64).
- Check that learners know what to do on the IW pages.
- When class is settled, call Group C to the mat for GGR.

LAB  
pp.  
93-100  
30 min



**GROUP GUIDED READING** Concepts of Print (Group C)

**Group C on mat, with LABs**

- Group C finds *The school bag* story.
- Read the story aloud together.
- Learners run their fingers under the words as you read.

**Ask the CoP questions**

- Use CoP checklist (see TG page 124) to ask questions in sequence.
- Tick off skills that learners have already learned.
- Teach skills they are still struggling with.
- Record the group's progress.

LAB  
pp.  
82-85  
30 min

TG  
p. 124



**PHYSICAL EDUCATION ASSESSMENT 1**

30 min

**Warm up**

**Activity stations**

- Send each group to an activity station.
- Learners do the activity.

**Obstacle course**

- Teacher observes learners doing the obstacle course for assessment

**Cool down**

**Marking:** See page 129  
**Marks:** 5



**PERFORMING ARTS** Dealing with fears

30 min

**Discuss common fears about school**

- Describe a common scenario where a learner feels scared at school (for example, spilling the paint, losing your jersey, not being invited to join in at break)
- How might the learner look when they are scared? Show us.
- Discuss who the learner can talk to about the problem and what they can say.

- How might the learner look when talking about their fear?
- Repeat with some other scenarios.

**Groups: Role-play**

- Each group chooses one situation where a child is scared at school. Role-play the scenario, including the child talking to someone about it.
- Give every learner a role in the play.



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



### MORNING MEETING

15 min

- Register, calendar, weather
- Play the name game with some learners
- Same sound or different?



### LISTENING AND SPEAKING Poem/song

15 min

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

#### Ten little frogs

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







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



### PHONICS Plurals

LAB  
pp.  
90 & 91  
30 min

- What is in each picture?
- Ask: which word matches the picture?
- Does the picture start with le- or ma-
- Does the word end with -e or -s/
- Does the word start with ama-?
- Which word is for one thing (singular)?
- Which is for more than one (plural)?
- Circle the correct word.
- Remind learners that to change a word from singular to plural we usually add an s or es.

ABC	Date	Date	ABC
Isininzi: Ingaba lo mfanekiso uqala ngo-i okanye ngo-ama.		Ingaba lo mfanekiso uqala ngo-i okanye u-ii?	
	i-apile ama-apile		impuku impuku
	ithambo amathambo		inwadi inwadi
	inani amanani		ideska ideska
90 Thursday		Thursday 91	



### HANDWRITING Practice in exercise books

15 min

- Learners use big movements to form the letter taught in phonics in the air, on the ground, with different media (see advice on MG pages 31-33).
- Learners practise writing the letter in exercise books.
- Walk around and help learners. Pay attention to pencil grip and posture.



### SHARED READING (1) The school bag

BB  
pp.  
28-31  
15 min

#### Read from Big Book

- Read the story with the class. Point to the words as you say them.
- Ask the **Day 3** questions on page 31.
- Read the story again with the class.

#### Revise flashcard words: school, pencil, bag

- Hold up the flashcards and say the words aloud with the learners.
- Match the flashcards to a word in the Big Book.
- Learners make oral sentences with each word.
- Put the flashcards on the Word Wall.

**The school bag**



What do I need in my school bag?

28



## INDEPENDENT WRITING **School list**

### Prepare

- Use the lists written together yesterday to revise what a list is and how to write one.
- Remove the lists from board.

### Write

- Learners write their own list of things they use at school.
- Think of the sounds in the words and try to spell them.
- Draw pictures of the things on the list if time permits.

LAB  
p. 92

15 min

Date \_\_\_\_\_

Write a list of three things you use at school.  
Draw a picture of each one.

School list

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

I can make a list.

92 Thursday



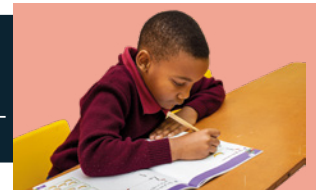
## INDEPENDENT WORK

- Learners complete two IW pages today unless they have GGR (see table on page 64).
- Check that learners know what to do on the IW pages.
- When class is settled, call Group D to the mat for GGR.

LAB

pp.  
93-100

30 min



## GROUP GUIDED READING

### Concepts of Print (Group D)

#### Group D on mat, with LABs

- Group D finds *The school bag* story.
- Read the story aloud together.
- Learners run their fingers under the words as you read.

#### Ask the CoP questions

- Use CoP checklist (see TG page 124) to ask questions in sequence.

- Tick off skills that learners have already learned.
- Teach skills they are still struggling with.
- Record the group's progress.

LAB

pp.  
82-85

30 min

TG

p. 124

ASSESSMENTS

CONCEPTS OF PRINT CHECKLIST (PAGES 8 AND 82)

Group \_\_\_\_\_

Skills/words for each group:

Learnings in this group are able to:	Yes	Some	No
1. Hold a book with the right way			
2. Hold a page open			
3. Turn pages from the back			
4. Turn the back of the book			
5. Hold the title of the book			
6. Hold the title of the story			
7. Turn pages from the back to the front			
8. Turn pages from the front to the back			
9. Hold the book at the top			
10. Hold the book at the bottom			
11. Hold the book at the side			
12. Hold the book at the top and bottom			
13. Hold the book at the side and bottom			
14. Hold the book at the top and side			
15. Hold the book at the bottom and side			
16. Hold the book at the top, side and bottom			
17. Hold the book at the side, top and bottom			
18. Hold the book at the top, bottom and side			
19. Hold the book at the side, top and bottom			
20. Hold the book at the top, side and bottom			

124



## PHYSICAL EDUCATION ASSESSMENT 1

### Warm up

#### Activity stations

- Send each group to an activity station.
- Learners do the activity.

#### Obstacle course

- Teacher observes learners doing the obstacle course for assessment

### Cool down

**Marking:** See page 129  
**Marks:** 5

30 min



## PERFORMING ARTS **Present role-plays**

### Present and discuss

- Groups present their role-play to the class.
- Can anyone think of a different solution?
- Tell each group what they did well.

For recovery timetable, replace this lesson with Group Guided Reading. Assign pages from DBE workbooks for groups not doing GGR.

30 min





## MORNING MEETING **News**

15 min

### Prepare

- Give learners a topic to tell news about.

### Think

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

### Pair

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

### Share

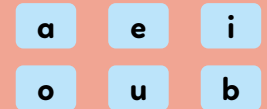
- Choose a few learners to share with the class.



## PHONICS **Dictation**

15 min

- Learners work on their own in their exercise books.
- Say a sound taught this term. Repeat once only. Learners write it down.
- Continue for all sounds taught.
- Take in and mark. Notice which learners need more assistance/practice.



## INDEPENDENT WRITING **Complete and share**

LAB  
p. 92

30 min

- Invite a few learners to show their drawings and read the school lists they wrote yesterday.
- Praise and encourage them as writers and illustrators.



## INDEPENDENT WORK

LAB  
pp.  
93-100

30 min

- Learners complete two IW pages today unless they have GGR (see table on page 64).
- Check that learners know what to do on the IW pages.
- When class is settled, call Group E to the mat for GGR.



## GROUP GUIDED READING **Concepts of Print (Group E)**

LAB  
pp.  
82-85

30 min

### Group E on mat, with LABs

- Group C finds *The school bag* story.
- Read the story aloud together.
- Learners run their fingers under the words as you read.

### Ask the CoP questions

- Use CoP checklist (see TG page 124) to ask questions in sequence.
- Tick off skills that learners have already learned.
- Teach skills they are still struggling with.
- Record the group's progress.

TG  
p. 124

ASSESSMENTS			
CONCEPTS OF PRINT CHECKLIST (DEKES & AND 4)			
Group			
Assessments for each group			
Learners in the group are able to:	Yes	Sorts	No
1. I can read and tell the right way.			
2. I can read and tell the right way.			
3. I can read and tell the right way.			
4. I can read and tell the right way.			
5. I can read and tell the right way.			
6. I can read and tell the right way.			
7. I can read and tell the right way.			
8. I can read and tell the right way.			
9. I can read and tell the right way.			
10. I can read and tell the right way.			
11. I can read and tell the right way.			
12. I can read and tell the right way.			
13. I can read and tell the right way.			
14. I can read and tell the right way.			
15. I can read and tell the right way.			
16. I can read and tell the right way.			
17. I can read and tell the right way.			
18. I can read and tell the right way.			



## CHECKING AND FEEDBACK

### Reflect on the week

- What did you enjoy about your first weeks at school?
- What did you not enjoy?

### Check learners' Independent Work

- Provide feedback and reteach if necessary.

15 min



## PHYSICAL EDUCATION ASSESSMENT 1

### Warm up

### Activity stations

- Send each group to an activity station.
- Learners do the activity.
- Obstacle course

### Obstacle course

- Teacher observes learners doing the obstacle course for assessment

### Cool down

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

15 min



**Marking:** See page 129  
**Marks:** 5

## TEACHER'S WEEKLY REVIEW

### This week, I have:

- responded to learner
- checked and corrected LAB pages and identified areas of concern or specific learners needing more assistance
- referred back to the Week Overview and identified any lesson I was not able to complete
- scanned my lap book and noted any learners needing additional one-to-one teaching time or individual reading practice with me next week.

### I have scheduled a time next week for:

- any class catchup or general feedback that is needed
- individual, one-to-one teaching, e.g. when the class is busy, or early in the morning.

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

## WEEK OVERVIEW

## Colours

## PREPARATION

## Flashcards

please

use

me

## GUIDE TO INDEPENDENT WORK

All learners do the same IW while teacher calls individuals for Phonics Assessment 1.

Monday		Tuesday		Wednesday		Thursday		Friday	
IW 1 (15 min)	IW 2 (15 min)	IW 3 (15 min)	IW 4 (15 min)	IW 5 (15 min)	IW 6 (15 min)	IW 7 (15 min)	IW 8 (15 min)	Teacher choice from DBE (15 min)	Teacher choice from DBE (15 min)

## ASSESSMENT

<b>Tuesday – Thursday</b>	Beginning Knowledge 1: Daily weather	Oral, practical	Checklist p. 129
<b>Monday – Friday</b>	Beginning Knowledge 2: Classroom routines	Practical	Checklist p. 129
<b>Monday – Friday</b>	Listening & Speaking 1: Personal experiences	Individual oral (assess $\frac{1}{6}$ of class this week)	Rubric p. 125
<b>Monday – Friday</b>	Listening & Speaking 2: Perform song/poem	Group Practical (assess $\frac{1}{6}$ of class this week)	Rubric p. 125
<b>Monday – Friday</b>	Phonics 1: Phonological awareness, letter-sound knowledge, word reading	Individual oral (assess $\frac{1}{6}$ of class each day)	Rubric p. 126
<b>Thursday</b>	Writing 1: Write list	Written: Exercise books	Rubric p. 128

## EQUIPMENT FOR ACTIVITIES

- transparent glass of water, a sunny window, a sheet of white paper
- scissors
- paint brush, recycled container to mix paint on, and cup of water per group/pair/learner
- red, blue and yellow paint
- for Phonics Assessment 1: 4 picture cards from letters taught; letter cards for letters taught; flashcards of 2 words made from letters taught

**Read-aloud story**

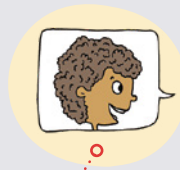
- *The surprise*

**Roleplay**

- *The surprise*

**Recite a rhyme**

- Colours
- Listening and Speaking Assessment 1 (personal experiences): 1/6 of class.



**Shared Reading**

- *New crayons*



**Independent Work**

- 8 IW pages



**Writing**

- Lists
- Writing Assessment 1: Write a pencil case list



**Phonics**

- Letter-sounds **X** and **Y**
- Phonics Assessment 1: Phonological awareness; letter-sound knowledge

**Handwriting**

- Letter-sounds **X** and **Y**



**Beginning Knowledge and Personal & Social Well-being**

- What is a rainbow
- Rainbow experiment
- Helping our elders



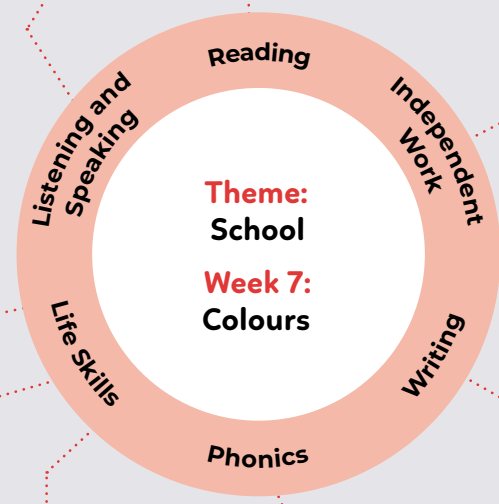
**Performing Arts**

- *Rainbow song*
- Dramatisation: helping our elders



**Physical Education**

- Activity stations



## The surprise



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

"I remember how excited we were when fetched you in a taxi. We called you Bongani because we were so thankful. And now you are big, strong girl and already at school. I have a birthday **surprise** for you: tonight there will be something very special for supper!"

"Thank you, Mom," said Bongani, rubbing her eyes sleepily.

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

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

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



### VOCABULARY

**surprise:** something unexpected

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

**spotlessly (clean):** very clean

**shiny:** bright and glossy

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

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

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

As she turned away she thought, this is going to be one of my best birthdays ever. I have crayons for school and sweets to share with Mom and my friends and I am still going to have a special surprise for supper.



### MORNING MEETING **News**

15 min

#### Prepare

- Give learners a topic to tell news about.

#### Think

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

#### Pair

- Use the My News frame to tell your partner.

#### Share

- Choose a few learners to share with the class.



### READ-ALoud STORY **The surprise**

TG pp. 80 &amp; 81

15 min

#### Before reading

- What is a surprise?

#### Read the story aloud, with expression

- Use different voices for each character.
- Do not interrupt reading to explain or ask questions. The point is for learners to hear what good reading sounds like and to enjoy the story.

#### After reading

- Allow learners to respond to the story and say what they enjoyed about it or wondered about.
- Briefly explain highlighted vocabulary
- If you have time, ask
  - What was Bongani's surprise at the end of the story?
  - Have you ever helped an older person? How?



### BEGINNING KNOWLEDGE AND PSWB

#### Read

- Read LAB page 105 together with the learners.
- Talk about where and when you have seen rainbows.
- Count and name the colours of the rainbow.

#### Make a rainbow

- Do this on a sunny day when the sun is low in the sky (for example, early morning).
- Place a clear glass of water in a direct beam of sunlight on a windowsill.
- Place a sheet of paper on the other side of the glass (so the sunbeam is shining on it). You should notice a rainbow

### What is a rainbow?

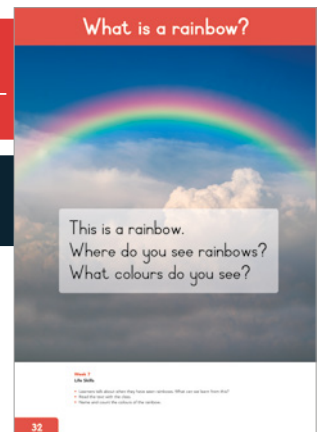
projected onto the sheet of paper.

#### Discuss

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

BB  
p. 32

30 min

LAB  
p. 105

### PHONICS **The letter-sound X**

#### Introduce the new letter

- Listen to and say the new sound. Notice the shape your mouth makes.
- Whose name starts with this sound? Whose name has the sound in it?
- Look at how the letter is written.

#### Identify words with the letter

- Focus on the key word on the top row. Teach an action to help learners associate the key word and the sound.
- Read the other words, focussing on the new letter

sound.

- Learners can provide more words with the letter.

#### Demonstrate the letter formation

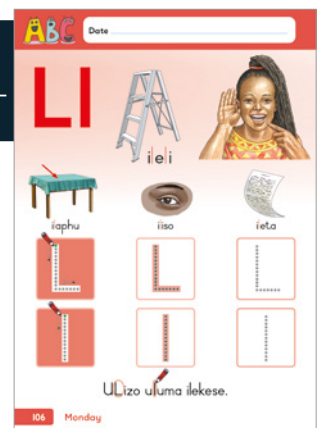
- Use the information about the letter formation on MG pages 34-36.
- Learners trace the letters with their fingers and then with pencils, starting at the green dots.

#### Read the sentence slowly to learners

- Learners circle today's letter in the sentence.

LAB  
p. 106

15 min

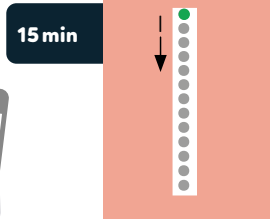




**HANDWRITING** Big movements

- Sing or play the song about the letter.
- Learners use big movements to form the letter taught in phonics – in the air, on the ground, with different media (see advice on MG pages 31-33).
- Help learners describe their movements as they do this.

Say Hi to  
060 017 0000  
for song  
about  
the  
sound.



15 min



**INDEPENDENT WORK**

- Learners complete two IW pages today unless they have Phonics Assessment (see table on page 78).
- Check that learners know what to do on the IW pages.
- When class is settled, call Group A to the mat for Phonics Assessment.

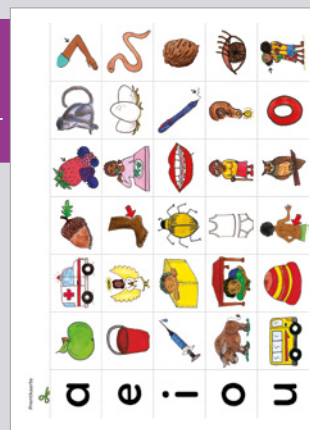
LAB pp. 110-117  
30 min



**PHONICS ASSESSMENT 1** Group A

- Call Group A learners one at a time for this assessment.
- Show picture cards. For each card ask:
  - What is this?
  - What is the first sound?
  - What is the last sound?
  - Clap the syllables.
- Show mixture of capitals and lower case letter cards for all letters taught this term. Learner says the sounds.
- Show flashcards for 2 simple words using taught letters. Learners read the words.

MG  
pp.  
53-59  
15 min



**Marking:** See page 126  
**Marks:** 12



**PHYSICAL EDUCATION** Activity stations

**Prepare**

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

**Introduce activity stations**

- Show the equipment and explain how to do the activity at each station.

- Choose learners to demonstrate each activity, with teacher guidance.
- Learners practice the activity.
- If you have time, play a game such as catchers, red rover or hide and seek.

30 min



For recovery timetable, replace this lesson with Phonics Assessment 1. Assign pages from DBE workbooks for groups not being assessed.



**VISUAL ARTS** Weaving

**Prepare**

- Cut out the strips of rainbow colours on and the cloud shape on LAB pages 157 and 159.
- Cut along the dotted lines inside the cloud. Don't cut to the end of the cloud.

**Weave**

- Model weaving the first coloured strip through the cloud, going first under then over.
- Learners copy.
- Model weaving the next strip, going over where the last strip went under.
- Learners copy.
- Repeat, using the same order as the colours in the rainbow.
- Praise all efforts. Display the rainbow clouds in the classroom.

LAB  
pp. 157  
& 159  
30 min





### MORNING MEETING

15 min

- Register, calendar, weather
- Play the name game with some learners
- Same sound or different?



### LISTENING AND SPEAKING *Roleplay The Surprise*

15 min

#### Prepare

- Form groups of three.
- Allocate roles of Bongani, the parent, and Gogo or let groups decide.
- Re-read the story to the class.

#### Roleplay

- Groups act the story using their own words.
- Clap to signal when groups should start and stop.
- Choose one group to act the story for the class.



### BEGINNING KNOWLEDGE AND PSWB

### Record the rainbow experiment

15 min

#### Model on board

- Guide learners to describe the rainbow experiment (What did we do first? What shape was the glass? What was inside it? Where was the paper? What was on the paper?)

- As they describe, draw the experiment on the board.
- Add labels for glass water, paper, rainbow.

#### Learners record in exercise books

- Learners draw the experiment and copy the labels.

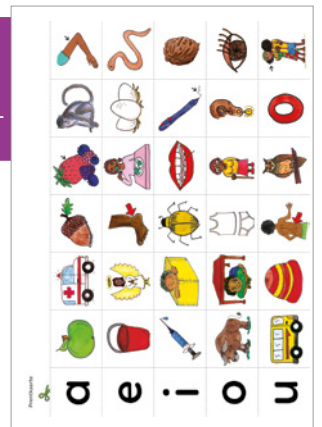


### PHONICS *Listening and matching*

MG pp. 53-59

15 min

- Use flashcards or alphabet chart to show letters taught so far. Whole class and individuals read letters.
- For 6 sounds already taught, choose two picture cards/objects each.
- Ask six learners to stand in front of the class. Give each one a picture to hold up so all the learners can see.
- Ask class to name the pictures/objects and match the ones with the same focus sound.
- Learners with these pictures/objects move next to each other. Then they look at the alphabet chart and find the matching letter.
- Repeat with other sounds.



### HANDWRITING *Practise in exercise books*

15 min

- Learners use big movements to form the letter taught in phonics in the air, on the ground, with different media (see advice on MG pages 31-33).
- Learners practise writing the letter in exercise books.
- Walk around and help learners. Pay attention to pencil grip and posture.





**SHARED READING (1) *New crayons***

**Read from Big Book**

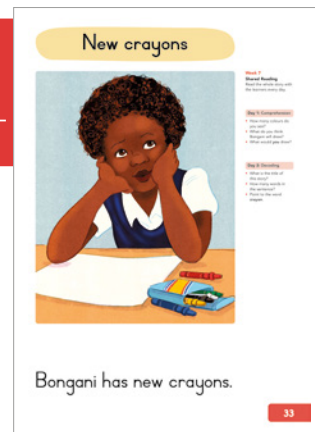
- Read *New Crayons* to and then with the class.
- Ask the **Day 1** questions on each page.
- Continue to reinforce Concepts of Print and sounds learned so far.

**Read the flashcard words *red, blue, yellow, green***

- Hold up the flashcards and say the words aloud with the learners.
- Match the flashcards to a word in the Big Book.

**Read the story again**

BB  
pp.  
33-36  
15 min



**INDEPENDENT WORK**

- Learners complete two IW pages today unless they have Phonics Assessment (see table on page 78).
- Check that learners know what to do on the IW pages.
- When class is settled, call Group A to the mat for Phonics Assessment.

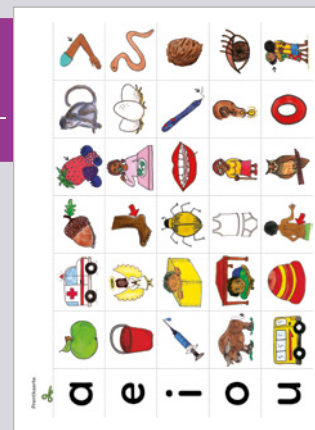
LAB pp. 110-117  
30 min



**PHONICS ASSESSMENT 1 Group B**

- Call Group B learners one at a time for this assessment.
- Show picture cards. For each card ask:
  - What is this?
  - What is the first sound?
  - What is the last sound?
  - Clap the syllables.
- Show mixture of capitals and lower case letter cards for all letters taught this term. Learner says the sounds.
- Show flashcards for 2 simple words using taught letters. Learners read the words.

MG  
pp.  
53-59  
15 min



**Marking:** See page 126  
**Marks:** 12



**PHYSICAL EDUCATION *Activity stations***

**Warm up**

**Activity stations**

- Send each group to an activity station.

- Learners do the activity.
- Observe and advise.

**Cool down**

30 min



**VISUAL ARTS *Mixing colours***

**Prepare**

- Give each group/pair/learner a paintbrush, a cup of water, a recycled container to mix in, a small amount of red, blue and yellow paint and a sheet of blank paper.
- Copy the activity onto the board, using coloured chalk.

**Model**

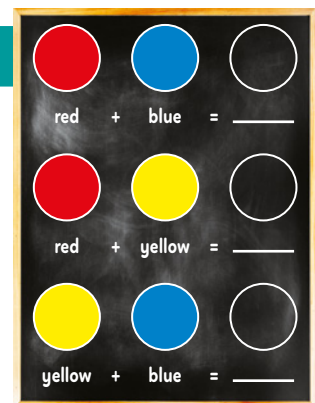
- Read the first activity on the board together.
- Make a dot of red and a dot of blue paint. Demonstrate mixing red and blue paints.
- Show how to clean the brush after dipping it in a colour.

- Make a dot of the mixed (purple) paint.

**Learners mix paints**

- Tell learners to work carefully and slowly as they mix the other colours.
- If working in groups, they take turns to copy and complete one of the rows on the board.
- For the last row, they mix any two colours.

30 min



For recovery timetable, replace this lesson with Phonics Assessment 1. Assign pages from DBE workbooks for groups not being assessed.



### MORNING MEETING

15 min

- Register, calendar, weather
- Play the name game with some learners
- Same sound or different?



### BEGINNING KNOWLEDGE AND PSWB

#### Retell the story

- Look at the picture on LAB page 110 together.
- Use it to prompt learners to retell *The surprise*.

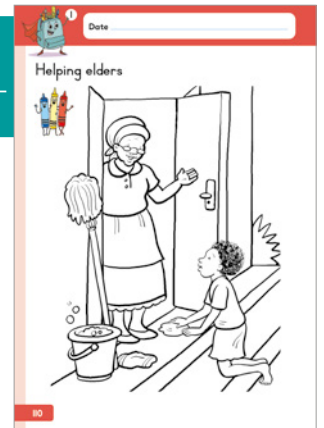
#### Discuss

- Why do you think Bongani did her best to clean Gogo-next-door's step?
- Did she know that Gogo-next-door was going to give her a gift?

### Helping and respecting our elders

- Why is it important to help our elders?
- Have you helped any elders? What did you do?
- Is it always safe for children to help elders?
- How can we make sure we keep safe when helping elders?

LAB  
p. 110  
15 min



### PHONICS The letter-sound X

#### Introduce the new letter

- Listen to and say the new sound. Notice the shape your mouth makes.
- Whose name starts with this sound? Whose name has the sound in it?
- Look at how the letter is written.

#### Identify words with the letter

- Focus on the key word on the top row. Teach an action to help learners associate the key word and the sound.
- Read the other words, focussing on the new letter sound.

- Learners can provide more words with the letter.

#### Demonstrate the letter formation

- Use the information about the letter formation on MG pages 34-36.
- Learners trace the letters with their fingers and then with pencils, starting at the green dots.

#### Read the sentence slowly to learners

- Learners circle today's letter in the sentence.

LAB  
p. 107  
15 min

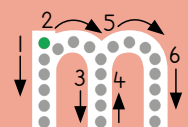


### HANDWRITING Big movements

15 min

- Sing or play the song about the letter.
- Learners use big movements to form the letter taught in phonics – in the air, on the ground, with different media (see advice on MG pages 31-33).
- Help learners describe their movements as they do this.

Say Hi to  
060 017 0000  
for song about  
the sound.





**SHARED READING (2)** *New crayons*

**Read from Big Book**

- Read *New Crayons* with the class.
- Ask the **Day 2** questions on each page.
- Read the story as a class.

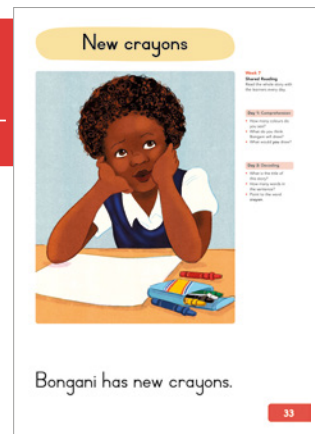
**Identify letters taught so far**

- Learners point out letters which have already been taught.

**Revise the flashcard words: red, yellow, blue, green**

- Hold up the flashcards and say the words aloud with the learners.
- Match the flashcards to a word in the Big Book.

BB  
pp. 33-36  
15 min



**SHARED WRITING** *List*

**Revise what a list looks like**

- New line for each item
- Heading on top
- No full stops

**Together, write a list of colours on the board**

- What is my heading? (*colours*)

- Where shall I write the first colour?
- Which colour shall I write first?
- What letter-sound does it start with?
- Where shall I write the second?
- What other colours can I write? (add as many colours as learners can think of)

15 min



**INDEPENDENT WORK**

- Learners complete two IW pages today unless they have Phonics Assessment (see table on page 78).

- Check that learners know what to do on the IW pages.
- When class is settled, call Group C to the mat for Phonics Assessment.

LAB pp. 110-117

30 min



**PHONICS ASSESSMENT 1** *Group C*

- Call Group C learners one at a time for this assessment.
- Show 4 picture cards. For each card ask:
  - What is this?
  - What is the first sound?
  - What is the last sound?

- Clap the syllables.
- Show mixture of capitals and lower case letter cards for all letters taught this term. Learner says the sounds.
- Show flashcards for 2 simple words using taught letters. Learners read the words.

MG pp. 53-59

15 min

**Marking:**  
See page 126  
**Marks:** 12



**PHYSICAL EDUCATION** *Activity stations*

**Warm up**

**Activity stations**

- Send each group to an activity station.

- Learners do the activity.
- Observe and advise.

**Cool down**

For recovery timetable, replace this lesson with Phonics Assessment 1. Assign pages from DBE workbooks for groups not being assessed.

30 min



**PERFORMING ARTS** *Sing the rainbow song*

**Teach *The rainbow song***

- Learners stand like a choir.
- Teach words and actions.

**The rainbow song**

Rainbow, rainbow, high and bright  
Rainbow, rainbow, made of light  
From the clouds right to the ground  
I see colours all around  
Red, orange, yellow, green, blue

Indigo and violet too  
Red, orange, yellow, green, blue  
Indigo and violet too  
A rainbow  
A rainbow  
A rainbow

30 min



### MORNING MEETING

15 min

- Register, calendar, weather
- Play the name game with some learners
- Same sound or different?



### LISTENING AND SPEAKING **Recite a rhyme**

15 min

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

#### Colours

Red and black and brown and blue,  
Orange and yellow and green.

Pink and purple and turquoise too,  
These are the colours I've seen.



### PHONICS **Word building**

**LAB**  
p. 108

15 min

#### Prepare

- Cut out letter cards on LAB page 161.
- Display letter cards on the board.

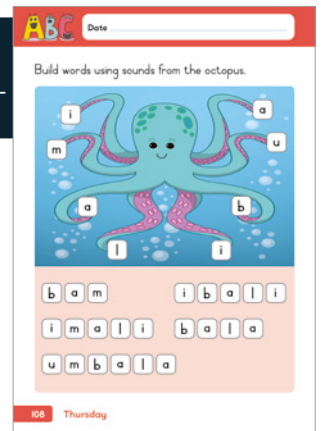
#### Work through LAB page 108

- Learners say the letter-sounds held by the octopus.
- Read the words together.
- Point out that there is one block for each sound.

#### Build words with the cards on the board

- Say one of the words on LAB page 108.
- Learners count the sounds on their fingers.

- Call a learner to the board. Help them to use the cards to build the word.
- Continue with other words and other learners.
- If learners struggle with this, try using Elkonin blocks: Give learner a page with a row of 6 blocks drawn on it. Place six counters below the blocks. Say a word. Learner counts the sounds in the word on fingers. Help them to move a counter into a block for every sound they hear. Practice this during GGR. Watch youtube videos of teachers using Elkonin Blocks.



### HANDWRITING **Practise in exercise books**

15 min

- Learners use big movements to form the letter taught in phonics in the air, on the ground, with different media (see advice on MG pages 31-33).
- Learners practise writing the letter in exercise books.
- Walk around and help learners. Pay attention to pencil grip and posture.



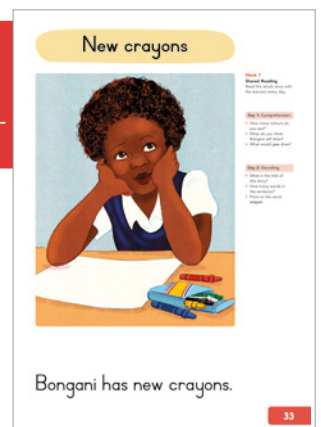
### SHARED READING (3) **New crayons**

#### Read from Big Book

- Read *New crayons* with the class, pointing to the words as you say them.
- Ask the **Day 3** questions on page 36.

#### Revise flashcard words: red, yellow, blue, green

- Hold up the flashcards and say the words aloud with the learners.
- Match the flashcards to a word in the Big Book.
- Learners make oral sentences with each word.
- Put the flashcards on the Word Wall.

**BB**  
pp.  
33-36  
15 min




**WRITING ASSESSMENT 1**

**Pencil case list**

**Prepare**

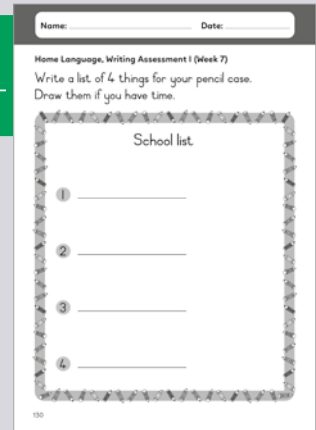
- Revise the features of a list, referring to the list written yesterday.
- Today, learners will write a list of what they would like to have in their pencil case.
- Together, look at what is in a few pencil cases.
- Photocopy TG page 130 for each learner.

**Write a list**

- Learners write at least 4 items on their list. Encourage them to have a go at spelling.
- Learners may illustrate their lists if they wish.
- Take in for marking

**Marking:** See page 130  
**Marks:** 8

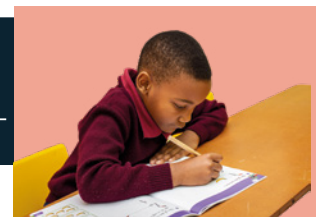
**TG**  
**p. 130**  
**15 min**



**INDEPENDENT WORK**

- Learners complete two Independent Work pages today unless they have Phonics Assessment (see table on page 68).
- Check that learners know what to do on the IW pages.
- When class is settled, call Group D to the mat for Phonics Assessment.

**LAB**  
**PP.**  
**110-117**  
**30 min**



**PHONICS ASSESSMENT 1** **Group D**

- Call Group D learners one at a time for this assessment.
- Show 4 picture cards. Ask:
  - What is this?
  - What is the first sound?
  - What is the last sound?
  - Clap the syllables.
- Show mixture of capitals and lower case letter cards for all letters taught this term. Learner says the sounds.
- Show flashcards for 2 simple words using taught letters. Learners read the words.

**MG pp. 53-59**  
**30 min**

**Marking:**  
See page 126  
**Marks:** 12



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

**Warm up**

**Activity stations**

- Send each group to an activity station.
- Learners do the activity.
- Observe and advise.

**Cool down**

**30 min**



**PERFORMING ARTS** **Dramatise helping our elders**

**Prepare**

- Divide the learners into groups.
- Groups choose one way they can help elders in the community.
- They create a play about it, Allow 10 minutes for preparation.

**Present**

- Groups present their play to the class.
- Tell each group what they did well.

For recovery timetable, replace this lesson with Phonics Assessment 1. Assign pages from DBE workbooks for groups not being assessed.

**30 min**





## MORNING MEETING **News**

15 min

### Prepare

- Give learners a topic to tell news about.

### Think

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

### Pair

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

### Share

- Choose a few learners to share with the class.



## PHONICS **Letter snake game**

LAB  
p. 109

15 min

### Demonstrate the game

- Throw the die/close eyes and put finger onto page near the number block.
- Move counter the correct number of spaces.
- If you land on a letter, say the letter-sound and move forward to a picture that starts with that sound.
- If you land on a picture, move counter backwards to a picture that starts with that sound.

### Learners play in pairs

- The learner who gets to the end of the board first is the winner.



## INDEPENDENT WRITING **Share pencil case lists**

15 min

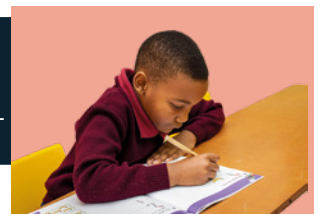
- Discuss the importance of being proud of our work.
- Allow time to draw/decorate lists.
- Call a few learners to show their lists and read to the class.
- Praise and encourage them as writers and illustrators.



## INDEPENDENT WORK

LAB  
pp.  
110-117  
30 min

- Learners complete two IW pages today unless they have Phonics Assessment (see table on page 78).
- Check that learners know what to do on the IW pages.
- When class is settled, call Group E to the mat for Phonics Assessment.





## WEEK OVERVIEW

## Sleep



## PREPARATION

## Flashcards

race

fast

slow

sleep

## GUIDE TO INDEPENDENT WORK

All learners do the same IW while teacher calls individuals for Reading and Comprehension Assessment.

Monday		Tuesday		Wednesday		Thursday		Friday	
IW 1 (15 min)	IW 2 (15 min)	IW 3 (15 min)	IW 4 (15 min)	IW 5 (15 min)	IW 6 (15 min)	IW 7 (15 min)	IW 8 (15 min)	Teacher choice from DBE (15 min)	Teacher choice from DBE (15 min)

## ASSESSMENT

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

<b>Tuesday – Thursday</b>	Beginning Knowledge 1: Daily weather	Oral, practical	Checklist p. 129
<b>Monday – Friday</b>	Beginning Knowledge 2: Classroom routines	Practical	Checklist p. 129
<b>Monday – Friday</b>	Listening & Speaking 1: Personal experiences	Individual oral (assess $\frac{1}{6}$ of class this week)	Rubric p. 125
<b>Monday – Friday</b>	Listening & Speaking 2: Perform song/poem	Group practical (assess $\frac{1}{6}$ of class this week)	Rubric p. 125
<b>Monday – Friday</b>	Reading and Comprehension 1: Retell story and answer questions	Individual oral (assess $\frac{1}{6}$ of class each day)	Rubric p. 127
<b>Thursday</b>	Handwriting 1: Write name	Written: Exercise books	Rubric p. 127

## EQUIPMENT FOR ACTIVITIES

- transparent glass of water, a sunny window, a sheet of white paper
- scissors
- paint brush, recycled container to mix paint on, and cup of water per group
- red, blue and yellow paint

**Read-aloud story**

- *Hare and Tortoise*

**Roleplay**

- *Hare and Tortoise*

**Song**

- Lullaby
- Listening and Speaking Assessment 1 (personal experiences): ¼ of class.

**Physical Education**

- Activity stations



**Performing Arts**

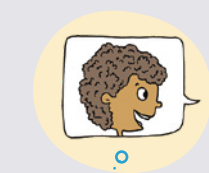
- Make puppet show

**Visual Arts**

- Make puppets

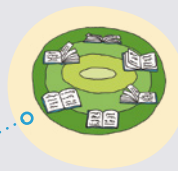
**Beginning Knowledge and Personal & Social Well-being**

- A good night's sleep
- Bedtime routines
- Dreams



**Shared Reading**

- *Hare and Tortoise*



**Group Guided Reading**

- Reading and Comprehension Assessment 1: retell story and answer questions
- Independent Work: 8 IW pages



**Writing**

- Story maps
- Write a sentence and draw a picture about the ending of the story

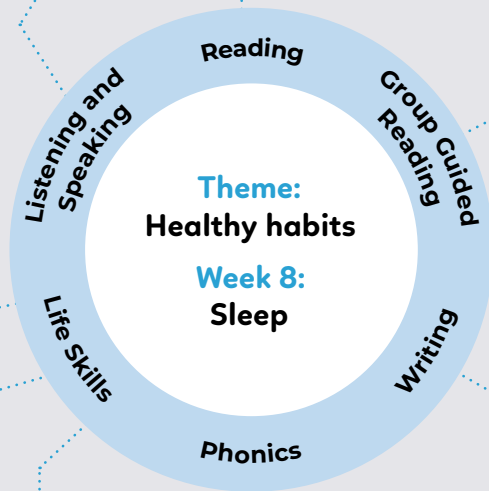


**Phonics**

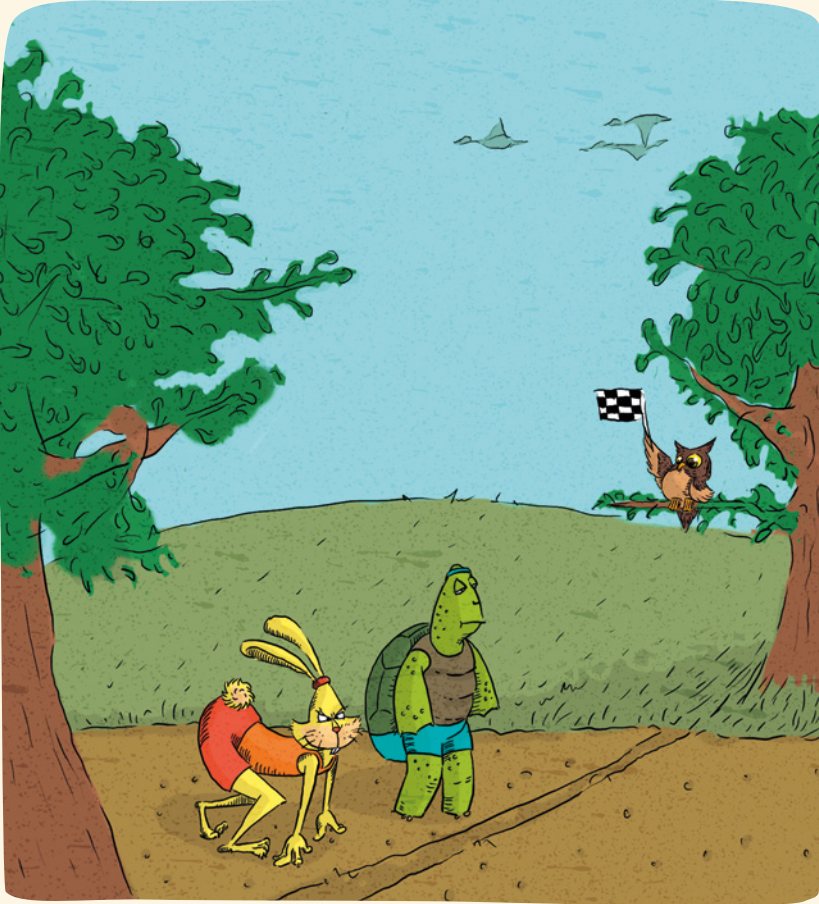
- Letter-sounds **X** and **Y**

**Handwriting**

- Handwriting Assessment 1: Write name
- Letters **X** and **Y**



## Hare and Tortoise



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

Owl grew tired of Hare's boasting. "Who will race Hare to see if he really is the fastest animal?" he said.

Tortoise was a **humble** animal but he was willing to try. "I am slow but I will race Hare," he said.

Hare laughed. "I am much faster than you, Tortoise, I will easily beat you," he said. He went home looking forward to winning the race the next day.

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

Meanwhile Tortoise had gone to bed early so that he would feel fresh the following day.



### VOCABULARY

**boasting:** talking with too much pride about something you can do

**humble:** not thinking you are better than others

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

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

Meanwhile Tortoise was moving slowly and **steadily** along the path. He walked and walked, hour after hour. He saw Hare lying fast asleep under the tree but Tortoise kept on walking without saying a word. By the time the sun was setting, he was almost at the finish line.

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

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

**drowsy:** sleepy

**steadily:** in an even and regular way without stopping





## MORNING MEETING News

15 min

### Provide a topic

- Give learners a topic to tell news about.

### Think

- What do you want to say about this topic.

### Pair

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

### Share

- Choose a few learners to share with the class.



## READ-ALoud STORY Hare and Tortoise

TG pp. 94 &amp; 95

15 min

### Before reading

- Show the pictures in BB pages 38-41.
- What animals do you see? (*Hare, Tortoise, Owl*)
- Who will be the characters in the story?

### Read the story aloud, with expression

- Use different voices for each character.
- Do not interrupt reading to explain or ask questions. The point is for learners to hear what good reading sounds like and to enjoy the story.

### After reading

- Allow learners to respond to the story and say what they enjoyed about it or wondered about.
- Briefly explain highlighted vocabulary
- If you have time, ask
  - Why did Hare need a nap during the race?
  - What did Hare learn?



## BEGINNING KNOWLEDGE AND PSWB

### A good night's sleep

BB

p. 37

30 min

### Discuss

- How did you feel when you woke up this morning? Did you want to keep sleeping? Were you ready for the day?
- Ask learners to show their energy level by either sitting on the floor (low energy), standing (in the middle), or standing with their hands in the air (fully recharged). Ask each group if they had a good night's sleep.

### Read the text to the learners.

- Discuss why we use bullet points in lists of facts, like on this page. Use the opportunity to reinforce phonics taught so far.

### After reading

- Pairs: Tell your partner about a time when you did not sleep well.
- Volunteers: Tell the class about what stopped you from sleeping well.
- Class discussion: What helps us sleep well? (a regular bedtime and waking-up time; a calming bedtime routine; sleeping with a soft toy or a special blanket.)

### A good night's sleep



You need sleep to stay healthy and happy!  
You need 9–12 hours sleep a night.

#### Things that help you sleep better:

- go to bed at the same time every night
- do quiet activities before bedtime (no screens!)
- sleep in a quiet, dark room

Health & Life Skills  
This page is part of the 'Healthy Habits' series. For more information, visit [www.pearson.com/healthylife](http://www.pearson.com/healthylife).

37



## PHONICS The letter-sound X

LAB

p. 123

15 min

### Revise sounds

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

### Introduce the new letter

- Listen to and say the new sound. Notice the shape your mouth makes.
- Whose name starts with this sound? Whose name has the sound in it?
- Look at how the letter is written.

### Identify words with the letter

- Focus on the key word on the top row. Teach an action to help learners associate the key word and the sound.

- Read the other words, focussing on the new letter sound.
- Learners can provide more words with the letter.

### Demonstrate the letter formation

- Use the information about the letter formation on MG pages 34-36.
- Learners trace the letters with your fingers and then with pencils, starting at the green dots.

### Read the sentence slowly to learners

- Learners circle today's letter in the sentence.

Date \_\_\_\_\_

**Kk**  

i ati

i atle i egi i i ama

Ikama kakoko yophukile.

Monday 123



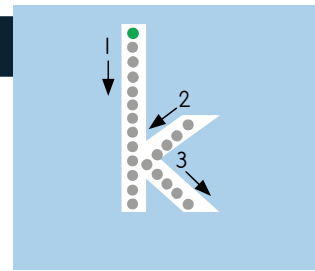
**HANDWRITING** Big movements

- Sing or play the song about the letter.
- Learners use big movements to form the letter taught in phonics – in the air, on the ground, with different media (see advice on MG pages 31-33).
- Help learners describe their movements as they do this.

Say Hi to  
060 017 0000  
for song about  
the sound.



15 min



**INDEPENDENT WORK**

- Learners complete two IW pages today unless they have Phonics Assessment (see table on page 92).
- Check that learners know what to do on the IW pages.
- When class is settled, call Group A to the mat for Phonics Assessment.

LAB  
PP-  
127-134  
30 min



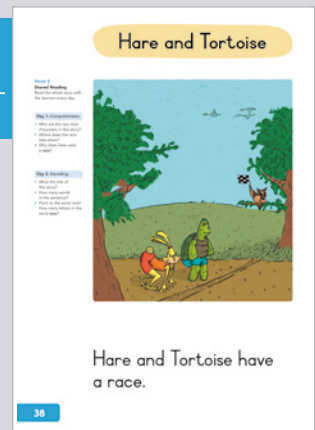
**READING AND COMPREHENSION ASSESSMENT 1**

Group A

- Call learners in Group A one at a time to answer questions about the story.
- Show the BB page 38.
- Ask these questions:
  - What happened in this story?
  - Who were the characters in the story?
  - Why did Hare have a sleep?
  - Who won? Why?
  - Who do you like best in the story? Why?

Marking: See page 127  
Marks: 12

BB  
p. 38  
30 min



**PHYSICAL EDUCATION** Activity stations

**Prepare**

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

**Introduce activity stations**

- Show the equipment and explain how to do the activity at each station.
- Learners practise the activities.

- If you have time, play a game such as catchers, red rover or hide-and-peek.

For recovery timetable, replace this lesson with Reading and Comprehension Assessment. Assign pages from DBE workbooks for groups not being assessed.

30 min



**VISUAL ARTS** Tortoise and Hare puppets

**Prepare**

- Hand out paper plates for each learner, crayons, cardboard, scissors, glue.
- Make tortoise and hare puppets in advance, for learners to copy.

**Learners make puppets**

- Half the class will make tortoise puppets and half will make hares.

- To make tortoise: cut the plate in half. Decorate it with tortoise-markings. Cut out a head and feet and stick on.
- To make hare: Draw eyes and nose on the plate. Cut out whiskers and ears and stick on.
- Attach a stick to the back of the puppets.
- Learners will use these to retell the story on Wednesday.

30 min





### MORNING MEETING

15 min

- Register, calendar, weather
- Play the name game with some learners
- Same sound or different?



### LISTENING AND SPEAKING

#### Guided dramatisation: Hare and Tortoise

15 min

#### Prepare

- Take the class to a hall or outside.
- Allocate roles. For example, boys are Tortoises, girls are Hares and Teacher is Owl.

#### Guided dramatisation

- Hares and Tortoises are going to pretend to have a race.
- Hares begin to run fast (run on the spot or around the playground).
- Tortoises begin to walk slowly (walk in slow motion on the spot or around the playground)
- Hares, you are far ahead. What will you do? (*stop running and pretend to sleep*).

- Tortoises what will you do? (*keep walking steadily*)
- Here is the finish line. Tortoise has won the race. Show how happy you are Tortoises!
- Hares, wake up. Run to the finish line.
- Oh dear. Tortoise has won. Show how you feel, Hares.
- The end. Let's go back inside. Tortoises first.



### BEGINNING KNOWLEDGE AND PSWB

#### Bedtime routines

LAB  
p. 124

15 min

- Re-read the bullets on BB page 37 about how to get a good night's sleep.
- Invite some learners to share what they did before bed last night.
- Learners complete LAB page 124.
- Ask: What is your bedtime? Help learners draw hands on the clock to show their bedtime.

LAB p. 124

15 min

Bedtime routines

Write ✓ for good and X for bad.


My bedtime is \_\_\_\_\_ o'clock.

124 Tuesday



### PHONICS

#### Listening and matching

15 min

#### Prepare

- Play this with sounds already taught this term. Hide a letter card for each sound in the classroom.
- Give each learner a picture card for one of these sounds.

#### Find the focus sound

- When you say go, learners find others who have pictures with the same focus sound.
- Each group must find the hidden letter that matches their sound.
- First group to find their letter-sound and sit on the mat with all their letter cards is the winner.



### HANDWRITING

#### Practise in exercise books

15 min

- Learners use big movements to form the letter taught in phonics in the air, on the ground, with different media (see advice on MG pages 31-33).
- Learners practise writing the letter in exercise books.
- Walk around and help learners. Pay attention to pencil grip and posture.





**SHARED READING (1)** *Hare and Tortoise*

**Read from the Big Book**

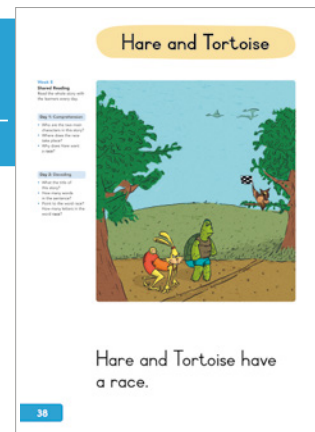
- Read *Hare and Tortoise* to the class, pointing to the words as you say them.
- Ask the **Day 1** questions on each page.
- Continue to reinforce Concepts of Print and sounds learned so far.

**Learn the flashcard words: race, fast, slow, sleep**

- Hold up the flashcards and say the words aloud with the learners.
- Match the flashcards to a word in the Big Book.

**Read the story again**

BB  
pp.  
38-41  
15 min



**INDEPENDENT WORK**

- Learners complete two IW pages today unless they have Phonics Assessment (see table on page 92).
- Check that learners know what to do on the IW pages.
- When class is settled, call Group A to the mat for Phonics Assessment.

LAB  
pp.  
127-134  
30 min

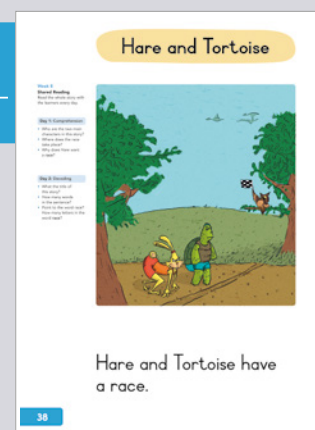


**READING AND COMPREHENSION ASSESSMENT 1** **Group B**

- Call learners in Group B one at a time to answer questions about the story.
- Show the BB page 38.
- Ask these questions:
  - What happened in this story?
  - Who were the characters in the story?
  - Why did Hare have a sleep?
  - Who won? Why?
  - Who do you like best in the story? Why?

**Marking:** See page 127  
**Marks:** 12

BB  
p. 38  
30 min



**PHYSICAL EDUCATION** *Activity stations*

**Warm up**

**Activity stations**

- Send each group to an activity station.
- Learners do the activity.
- Observe and advise.

**Cool down**

30 min



**VISUAL ARTS** *Complete Hare and Tortoise puppets*

- Learners complete their puppets.

30 min



For recovery timetable, replace this lesson with Reading and Comprehension Assessment. Assign pages from DBE workbooks for groups not being assessed.



### MORNING MEETING

15 min

- Register, calendar, weather
- Play the name game with some learners
- Same sound or different?



### BEGINNING KNOWLEDGE AND PSWB

#### Dreams

15 min

#### Introduce

- Ask some learners to share what they dreamt about last night.
- Talk about whether they were happy dreams or nightmares.

#### Discuss what you can do if you have bad dreams

- Tell learners a bad dream is called a nightmare.

- Have you ever had a nightmare? What happened? (if there are too many contributions, have learners talk in pairs to each other for 2 minutes)
- What could you do to feel better after a nightmare? (talk about the dream with a parent or another adult you trust; draw a picture of the dream; think about the dream but make up a happy ending)



### PHONICS The letter-sound X

#### Revise sounds

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

#### Introduce the new letter-sound

- Listen to and say the new sound. Notice the shape your mouth makes.
- Whose name starts with this sound? Whose name has the sound in it?
- Look at how the letter is written.

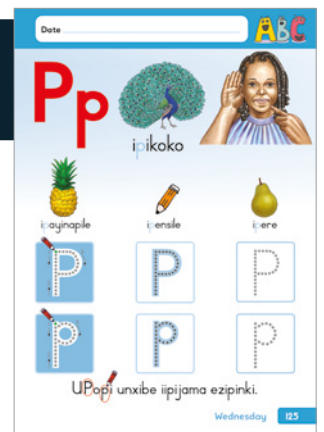
#### Identify words with the letter

- Focus on the key word on the top row. Teach an action to help learners associate the key word and the sound.
- Read the other words, focussing on the new letter sound.
- Learners can provide more words with the letter.

#### Demonstrate the letter formation

- Use the information about the letter formation on MG pages 34-36.
- Learners trace the letters with your fingers and then with pencils, starting at the green dots.

LAB  
p. 123  
15 min



#### Read the sentence slowly to learners

- Learners circle today's letter in the sentence.

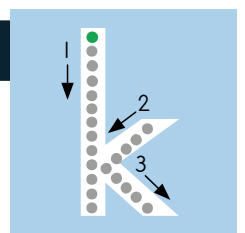


### HANDWRITING Big movements

- Sing or play the song about the letter.
- Learners use big movements to form the letter taught in phonics – in the air, on the ground, with different media (see advice on MG pages 31-33).
- Help learners describe their movements as they do this.

Say Hi to  
060 017 0000  
for song  
about  
the sound.

15 min



### SHARED READING (2) Hare and Tortoise

#### Read from Big Book

- Read *Hare and Tortoise* with the class.
- Ask the **Day 2** questions on each page.
- Read the story as a class.

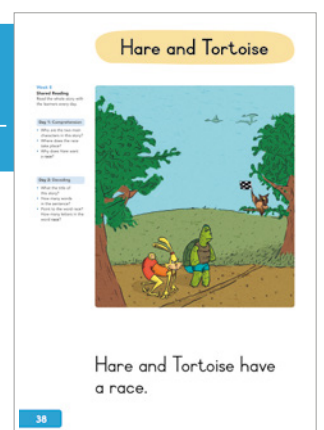
#### Identify letters taught so far

- Learners point out letters which have already been taught.

#### Revise flashcard words: race, fast, slow, sleep

- Hold up the flashcards and say the words aloud with the learners.
- Match the flashcards to a word in the Big Book.

BB  
pp.  
38-41  
15 min





**SHARED WRITING** Story map

15 min

**Prepare**

- Copy the story map outline onto the board.

**Complete story map for Tortoise and Hare**

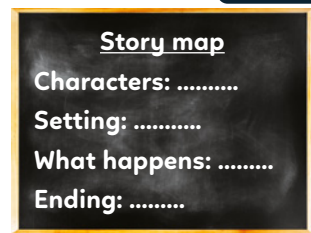
- Elicit information from learners and write the story map together
  - Characters: who is in the story? (*Owl, Hare, Tortoise*)
  - Setting: where does the story happen? (*in the bush*)
  - Plot: what happens? (Hare and Tortoise had a race)

- Ending: how does the story end? (Tortoise wins the race)

**Read story map together**

- Do you think the story map will tell someone what the story is about? (*a story map should sum up a story*)

Keep the completed story map to use tomorrow.



**INDEPENDENT WORK**

- Learners complete two IW pages today (see table on page 92).
- Check that learners know what to do on today's IW pages.
- Remind them to work quietly and on their own.
- When class is settled, call Group C learners individually for Reading and Comprehension Assessment.

LAB  
PP.  
127-134  
30 min



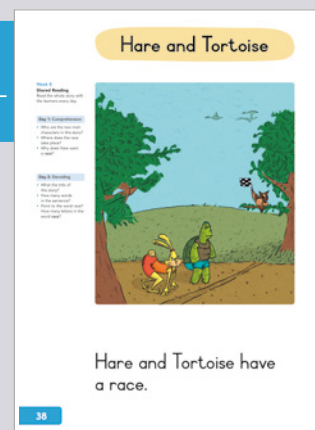
**READING AND COMPREHENSION ASSESSMENT 1**

Group C

- Call learners in Group C one at a time to answer questions about the story.
- Show the BB page 38.
- Ask these questions:
  - What happened in this story?
  - Who were the characters in the story?
  - Why did Hare have a sleep?
  - Who won? Why?
  - Who do you like best in the story? Why?

**Marking:** See page 127  
**Marks:** 12

BB  
p. 38  
30 min



**PHYSICAL EDUCATION** Activity stations

30 min

**Warm up**

**Activity stations**

- Send each group to an activity station.

- Learners do the activity.
- Observe and advise.

**Cool down**

For recovery timetable, replace this lesson with Reading and Comprehension Assessment. Assign pages from DBE workbooks for groups not being assessed.



**PERFORMING ARTS** Hare and Tortoise puppet show

30 min

- Form pairs: one partner has a Hare puppet, the other has a Tortoise.
- Pairs prepare a puppet show with their puppets.
- They work out what each puppet says and does.
- Practise the puppet show to perform tomorrow.

THURSDAY



**MORNING MEETING**

15 min

- Register, calendar, weather
- Play the name game with some learners
- Same sound or different?



**LISTENING AND SPEAKING** Lullaby

15 min

- Talk about lullabies and when we say them (*songs to sing to little children to help them go to sleep*).
- Teach the lullaby. Use rocking arms.

**Rock-a-bye baby**

Rock-a-bye baby  
on the tree top.  
When the wind blows  
the cradle will rock.

When the bough breaks,  
the cradle will fall.  
And down will come baby  
cradle and all.



**PHONICS** Word building

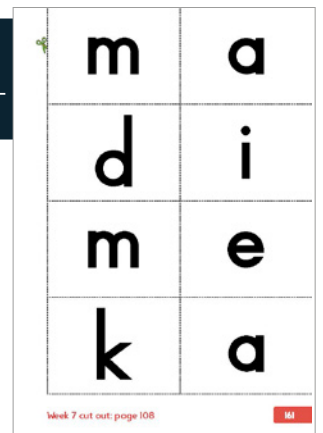
LAB  
p. 161  
15 min

Learners cut out the letter cards on page 161. These are the same letters as on the octopus on LAB page 108 in Week 7.

- Show learners how to cut out the whole page and then cut along the dotted lines to form letter cards.
- Remind them to throw their off-cuts in the bin
- Display the same teacher cards randomly on the board.

**Build the words**

- Call a learner to the board for each word.
- Say a word from LAB page 108. Ask: What is the first sound? So, what is the first letter? And so on.
- Let the learner find the letter cards and put them in the correct position.
- Other learners make the word with their own cards on their desks. Learners make oral sentences with each word.
- Put the letters in a container/ bag to use again



**Identify the letters**

- Say each letter-sound out loud. Learners hold up the matching card.



**HANDWRITING ASSESSMENT 1**

15 min

- Remind learners that this is an assessment so form letters correctly and make them evenly sized and spaced.
- Learners write their names in exercise books, in best handwriting. Circulate, noticing pencil grip for assessment.
- Then learners practise writing yesterday's letter in exercise books. Collect books for marking.

**Marking:** See page 128  
**Marks:** 8



**SHARED READING (3)** Hare and Tortoise

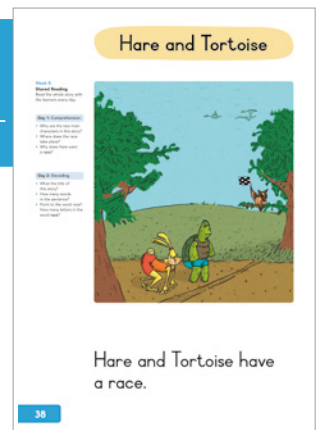
BB  
PP.  
38-41  
15 min

**Read from Big Book**

- Read entire story **with** the class, pointing at the words as you say them
- Ask the **Day 3** questions on each page.
- Read the story again

**Revise flashcard words:** race, slow, fast, sleep

- Hold up the flashcards and say the words aloud with the learners.
- Learners make oral sentences with each word.
- Match the flashcards to a word in the Big Book.
- Put the flashcards on the Word Wall.





**INDEPENDENT WRITING** Story map: Ending

**Prepare**

- Re-read the completed story map from yesterday with learners. Then put it away.
- What do these words mean: characters, setting, ending?

**Draw and write**

- Draw the ending of the Hare and Tortoise story.
- Write a sentence about it. Have a go at the spelling.

LAB  
p. 126  
15 min



**INDEPENDENT WORK**

- Learners complete two IW pages today (see table on page 92).
- Check that learners know what to do on today's IW pages.
- Remind them to work quietly and on their own.
- When class is settled, call Group C learners individually for Reading and Comprehension Assessment.

LAB  
pp.  
127-134  
30 min

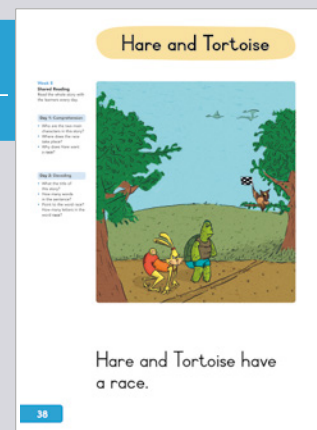


**READING AND COMPREHENSION ASSESSMENT 1** Group D

- Call learners in Group D one at a time to answer questions about the story.
- Show the BB page 38.
- Ask these questions:
  - What happened in this story?
  - Who were the characters in the story?
  - Why did Hare have a sleep?
  - Who won? Why?
  - Who do you like best in the story? Why?

**Marking:** See page 127  
**Marks:** 12

BB  
p. 38  
30 min



**PHYSICAL EDUCATION** Activity stations

30 min

**Warm up**

**Activity stations**

- Send each group to an activity station.

- Learners do the activity.
- Observe and advise.

**Cool down**



**PERFORMING ARTS** Hare and Tortoise puppet shows

30 min

- Pairs perform their puppet shows for the class.
- Affirm and praise.

For recovery timetable, replace this lesson with Reading and Comprehension Assessment. Assign pages from DBE workbooks for groups not being assessed.





### MORNING MEETING **News**

15 min

#### Provide a topic

- Give learners a topic to tell news about.

#### Think

- What do you want to say about this topic.

#### Pair

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

#### Share

- Choose a few learners to share with the class.



### PHONICS **Dictation**

15 min

- Learners work on their own in their exercise books.
- Say a letter-sound taught this term. Repeat once only.
- Learners write the letter in their books.
- Continue for all sounds taught this term.
- Take in to mark so you can see which learners need more assistance/practisce.



### INDEPENDENT WRITING **Share sentences**

LAB  
p. 126

15 min

- Call a few learners to show their pictures and read their sentences to the class.
- Discuss with class if they liked the ending of the story and why or why not.



### INDEPENDENT WORK

LAB  
pp.  
127-134  
30 min

- Learners complete two IW pages today (see table on page 92).
- Check that learners know what to do on today's IW pages.
- Remind them to work quietly and on their own.
- When class is settled, call Group C learners individually for Reading and Comprehension Assessment.





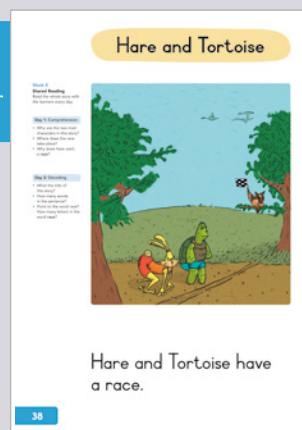
## READING AND COMPREHENSION ASSESSMENT 1

Group E

- Call learners in Group E one at a time to answer questions about the story.
- Show the BB page 38.
- Ask these questions:
  - What happened in this story?
  - Who were the characters in the story?
  - Why did Hare have a sleep?
  - Who won? Why?
  - Who do you like best in the story? Why?

**Marking:** See page 127  
**Marks:** 12

BB  
p. 38  
30 min



## CHECKING AND FEEDBACK

### Reflect on the week

- What did you enjoy about your first weeks at school?
- What did you not enjoy?

### Check learners' Independent Work

- Provide feedback and reteach if necessary.

15 min



## PHYSICAL EDUCATION Activity stations

### Warm up

### Activity stations

- Send each group to an activity station.
- Learners do the activity.
- Observe and advise.

### Cool down

For recovery timetable, replace this lesson with Reading and Comprehension Assessment. Assign pages from DBE workbooks for groups not being assessed.

30 min



## TEACHER'S WEEKLY REVIEW

### This week, I have:

- responded to learner
- checked and corrected LAB pages and identified areas of concern or specific learners needing more assistance
- referred back to the Week Overview and identified any lesson I was not able to complete
- scanned my lap book and noted any learners needing additional one-to-one teaching time or individual reading practice with me next week.

### I have scheduled a time next week for:

- any class catchup or general feedback that is needed
- individual, one-to-one teaching, e.g. when the class is busy, or early in the morning.

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

## WEEK OVERVIEW



# Keeping clean

## PREPARATION

### Flashcards

cleans

scrubs

rinses

dries

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

GGR: 2 × 15 mins per group IW: 8 pages

	Monday		Tuesday		Wednesday		Thursday		Friday	
<b>Group A</b>	<b>GGR 1</b>	IW 1	IW 2	IW 3	IW 4	<b>GGR 2</b>	IW 5	IW 6	IW 7	IW 8
<b>Group B</b>	IW 1	<b>GGR 1</b>	IW 2	IW 3	IW 4	IW 5	<b>GGR 2</b>	IW 6	IW 7	IW 8
<b>Group C</b>	IW 1	IW 2	<b>GGR 1</b>	IW 3	IW 4	IW 5	IW 6	<b>GGR 2</b>	IW 7	IW 8
<b>Group D</b>	IW 1	IW 2	IW 3	<b>GGR 1</b>	IW 4	IW 5	IW 6	IW 7	<b>GGR 2</b>	IW 8
<b>Group E</b>	IW 1	IW 2	IW 3	IW 4	<b>GGR 1</b>	IW 5	IW 6	IW 7	IW 8	<b>GGR 2</b>

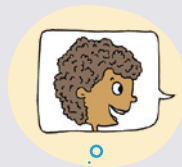
## READING LEVEL 1 AND 2 ACTIVITIES FOR GGR

Auditory: Phonological and phonemic awareness	Visual: Letter identification
1. Identify <b>syllables</b> (claps) in words.	6. <b>Count letters</b> in a word
2. Identify <b>number</b> of syllables.	7. Identify <b>similar letters</b>
3. Isolate <b>beginning sounds</b> of syllables.	8. <b>Name</b> letters taught in class, <b>Write</b> the sounds.
4. Isolate <b>ending sounds</b> of syllables.	9. Identify <b>upper and lower case letters</b> in sentences
5. Identify the <b>number of sounds</b> in short words.	10. Can say the <b>alphabet</b>

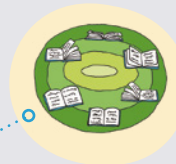
## EQUIPMENT FOR ACTIVITIES

- bowl/basin, glass of water, toothbrush, toothpaste

- Read-aloud story**
  - *How Ellie got his trunk*
- Group work**
  - Re-tell the story
- Say a poem**
  - Elephant rhyme

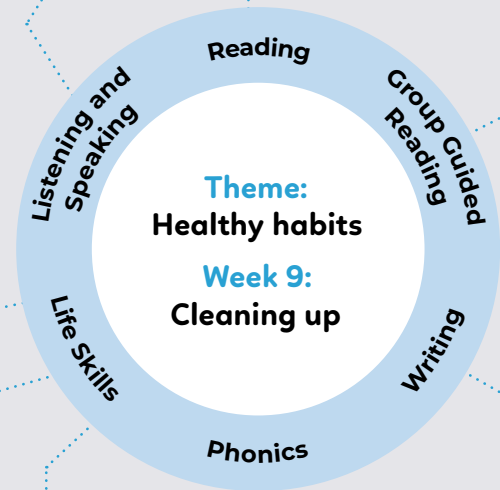


- Shared Reading**
  - *Time to get clean, Ezra*



- Group Guided Reading**
  - Reading Levels 1 and 2 activities: 2 groups a day
  - Independent Work: 8 IW pages

- Writing**
  - Sequencing:
  - Time words
  - Write a sentence and draw a picture



- Physical Education**
  - Activity stations



- Visual Art**
  - Hare and tortoise puppets
- Performing Art**
  - Hare and tortoise puppet show

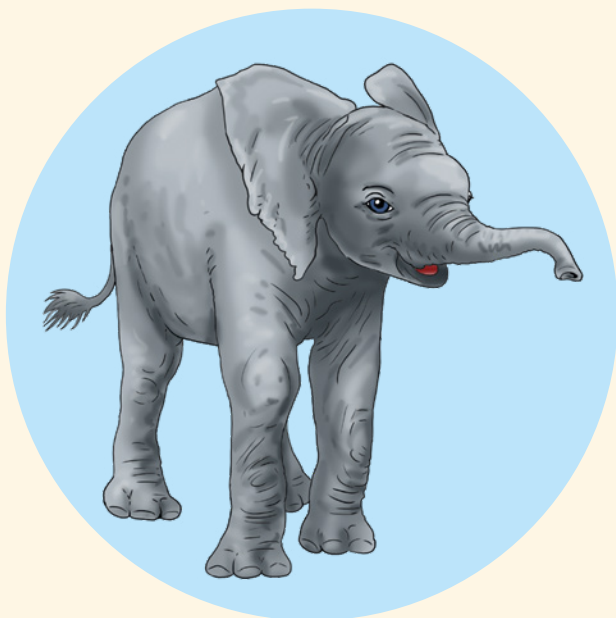


- Phonics**
  - Phonological awareness activities
  - Letter-sounds X and Y

- Handwriting**
  - Letters X and Y

- Beginning Knowledge and Personal & Social Well-being**
  - Keeping clean: washing hands and brushing teeth
  - Sequencing
  - Listening to parents

## How Ellie got his trunk



Long, long ago, when the Earth was new, the animals all looked a little different. At that time, elephants had short noses like lions and dogs. But they were still very big, and they weren't afraid of the other animals. That is, except for one animal, and that was the giant, green crocodile. The giant, green crocodile hid in the brown water of the river and grabbed animals who came to the river to drink. (*Can you show me how they grabbed?*) Because of that, the elephants only went to drink at the river altogether, and only once a day, at sunset.

This story is about a baby elephant called Ellie. Ellie was a little bit naughty. He didn't always listen to his mother. (*Not like all of you, you listen to your mothers, don't you?*) Ellie's mother kept telling him, "Ellie, listen to me to stay safe."

"Yes Mom," said Ellie. But he didn't always do as he was told.

One day it was very hot. The sun beat down and made the elephants sleepy. Ellie saw that the older elephants were dozing in the sun with their eyes closed. So, he did something naughty. He went to the river by himself. (*Should he have done that?*)

The brown water was flowing silently. Ellie looked left and right but he couldn't see the giant, green crocodile. "I'm sure it is safe," he thought. (*What do you think?*) He bent down and began to drink. He had only taken one sip when saw something green in the water! He tried to pull his head out quickly but... too late! The giant, green crocodile had grabbed him by his nose. Oh no! Ellie pulled and pulled but the crocodile's sharp teeth were **clamped** on tight.



### VOCABULARY

**clamped:** to hold something tightly

Ellie shouted for help. "Help me, help me," he cried. Luckily his mother heard him. She came rushing down to the river and saw what was happening. She tried to pull Ellie away but the crocodile hung on to his nose. The other elephants also came running down to the river and they all pulled together. They pulled and pulled and pulled and finally ... the giant, green crocodile had to let go and Ellie was free!

But what had happened to Ellie's nose? Oh dear! His nose had **stretched**. It had got so long that it touched the ground! Ellie sobbed, "Look at me, my nose is so long. Everyone will laugh at me."

But the next day, Ellie found that a long nose was quite useful! He could use it to reach the high leaves and he could use it as a straw to drink with. Best of all he could use it to **spray** water all over his body. It was perfect for keeping cool. He was very happy with his new, long nose. He called it his *trunk*.

From that day onwards, baby elephants have all been born with long trunks that they use to eat and to drink and to keep cool.

**stretched:** made longer

**spray:** to cover something with small drops of liquid that are sent through the air

## Nolo and Polo

Nolo and Polo were twins. Polo always listened to his mommy, but Nolo was a little bit naughty. Mom sometimes called him Naughty Nolo. *(Are you more like Nolo or Polo?)*

One day in the holidays, Mom took the two boys to the river to swim. They were very excited. They all walked to the river together. But as they got to the big rock at the riverbank, Mom remembered she hadn't brought the bottle of water to drink.

"Stay here in the middle of the big rock," she said. "Don't go to the edge of the rock and don't get into the water. Remember, you haven't learnt to swim yet! I am going to fetch our bottle of water."

The two boys waited on the rock. But soon Nolo felt hot and bored. So, he decided to do something ... *(Oh dear! What do think Nolo decided to do?)*

Yes, Nolo went to the edge of the rock to dip his toe in the river. But the big rock was slippery at the edge of the water and ... *(What do you think happened next?)*

Yes, I am afraid Nolo fell into the river. And the water was strong. It began to carry him away. Polo, on the rock, shouted loudly for their Mom. Luckily Mom was close by and she came and grabbed Nolo's shirt. She helped Nolo get out of the water.

"Silly boy," she said, "I told you not to go into the river".





## MORNING MEETING News

15 min

### Provide a topic

- Give learners a topic to tell news about.

### Think

- What do you want to tell your partner about this topic.

### Pair

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

### Share

- Choose a few learners to share with the class.



## READ-ALoud STORY First day of school

TG pp. 108 &amp; 109

15 min

### Before reading

- Today our story is a folktale. Folktales are stories that have been told again and again, to teach a lesson or to explain why things are the way they are. They often have animals as characters. What do elephants look like? (*show a picture*)

### Read the story aloud, with expression

- Use different voices for different characters.

- Do not interrupt reading

to explain or ask questions. The point is for learners to hear what good reading sounds like and to enjoy the story.

### After reading

- Allow learners to respond to the story and say what they enjoyed about it or wondered about.
- Briefly explain highlighted vocabulary



## BEGINNING KNOWLEDGE AND PSWB

### Prepare

- Bring bowl/basin, glass of water, toothbrush and toothpaste to classroom.

### Brushing teeth

- Demonstrate how to brush teeth, focusing on what to do first, second, third, finally.

### Discuss

- Why is it good to clean your teeth? (*prevents tooth decay and losing teeth*)
- How do you keep your teeth clean? (brush teeth; rinse mouth with water; eat and drink fewer sugary things)

## Keeping clean

- When do we clean teeth? (before going to bed at night, in the morning, sometimes after eating)

### Washing hands

- Read BB page 42 with the class.

### Discuss

- Why is washing hands important?
- Why are the pictures numbered?
- Why must you scrub for 20 seconds?
- Why do we switch off the tap after we have wet our hands?

BB  
p. 42  
15 min

## PHONICS The letter-sound X

### Introduce the new letter

- Listen to and say the new sound. Notice the shape your mouth makes.
- Whose name starts with this sound? Whose name has the sound in it?
- Look at how the letter is written.

### Identify words with the letter

- Focus on the key word on the top row. Teach an action to help learners associate the key word and the sound.
- Read the other words, focussing on the new letter sound.
- Learners can provide more words with the letter.

### Demonstrate the letter formation

- Use the information about the letter formation on MG pages 34-36.
- Learners trace the letters with your fingers and then with pencils, starting at the green dots.

LAB  
p. 139  
15 min



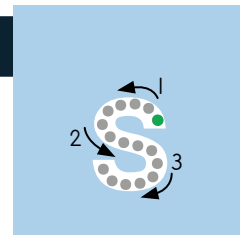
**HANDWRITING** Big movements

- Sing or play the song about the letter.
- Learners use big movements to form the letter taught in phonics – in the air, on the ground, with different media (see advice on MG pages 31-33).
- Help learners describe their movements as they do this.

Say Hi to  
060 017 0000  
for song  
about  
the sound.



15 min



**INDEPENDENT WORK**

- Introduce this week's Independent Work tasks.
- If they have GGR with teacher, learners complete 1 IW page today. All other learners do 2 IW pages (see table on page 106).
- Remind them to work quietly on their own.
- Meanwhile, work through the Reading Level 1 and 2 activities with Groups A and B for 15 mins each.

LAB  
pp.  
146-154  
30 min



**GROUP GUIDED READING** Groups A & B

- Use the BB / LAB / anthology / levelled readers / Word Wall to provide words and context for Level 1 and 2 activities (see TG page 106).
- Work through the activities at the pace of the group.
- Provide activities at each level until all the learners understand the concepts.
- Move on to the next level activities only when a skill is secure.

30 min



**PHYSICAL EDUCATION** Activity stations

30 min

**Prepare**

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

**Introduce activity stations**

- Show the equipment and explain how to do the activity at each station.
- Learners practise the activities.

For recovery timetable, replace this lesson with Group Guided Reading. Assign pages from DBE workbooks for groups not doing GGR.



**VISUAL ARTS** Brushing teeth

30 min

**Prepare**

- Hand out printed grocery adverts, scissors, glue, poster paper, crayons
- Briefly discuss these questions as a class: Why is it good to clean your teeth?
  - How do you keep your teeth clean?
  - When do we clean teeth?

**Group task**

- Make a poster that tells other learners in the school to look after their teeth.
- Cut out pictures of toothpaste and toothbrushes. Stick them on the poster. Draw if you prefer.

- Decide on a short message (for example: Brush after every meal; Look after your teeth)
- Choose one person to write the message. Just have a go with spelling!
- Make an attractive border around the poster.





### MORNING MEETING

15 min

- Register, calendar, weather
- Play the name game with some learners
- Same sound or different?



### LISTENING AND SPEAKING Re-tell story

15 min

#### Prepare

- Write the steps of *How Ellie got his trunk* on the board.

#### Explain how to re-tell a story

- Describe the steps in the story, in the right order.
- Describe the characters and who did what.

#### Groups: re-tell *How Ellie got his trunk*

- Use the steps on the board to re-tell the story.
- Each learner tells one step in the correct sequence.

Step 1: Mom talked to Ellie.  
 Step 2: Ezra went to the river.  
 Step 3: Crocodile grabbed Ellie.  
 Step 4: Ezra shouted for help.  
 Step 5: Mom pulled.  
 Step 6: Others pulled.  
 Step 7: Ellie was free. But he had a trunk.



### BEGINNING KNOWLEDGE AND PSWB Sequencing

#### Steps for washing hands

- Decide what is happening in each picture on LAB page 140.
- Number the pictures in the correct sequence.

#### Pairs

- Share answers.
- Did you both sequence the pictures in the same order?

#### Class

- Look at the Big Book poster again to check page in LAB.

LAB  
p. 140  
15 min

Date \_\_\_\_\_

Number the pictures in the correct sequence.

LAB Tuesday



### PHONICS Listening and matching

#### Prepare

- Choose picture cards for each vowel. Hide them around the classroom before the lesson.
- Use flashcards or alphabet chart to show vowels. Whole class and individuals read letters.

#### Find the cards

- Divide the class into 5 groups and give each group a vowel card. Check that they can identify the vowel.
- Learners look for 5 picture cards that have their assigned vowel.
- Once learners have found all the picture cards that go with their letter, they sit down on the mat.

MG  
pp.  
53-59  
15 min

a e i o u



### HANDWRITING Practise in exercise books

15 min

- Briefly, learners use big movements to form the letter taught in phonics in the air, on the ground, with different media (see advice on MG pages 31-33).
- Learners practise writing the letter in exercise books.
- Walk around and help learners. Pay attention to pencil grip and posture.





**SHARED READING (1)** *Time to get clean, Ezra!*

**Read from Big Book**

- Read entire story to, and then with, the class. Point under the words as you say them.
- Ask the **Day 1** questions on each BB page.

**Read the flashcard words: clean, scrubs, rinses, dries**

- Hold up the flashcards and say the words aloud with the learners.
- Match the flashcards to a word in the Big Book.

**Read the story again**

BB  
pp.  
43-46  
15 min



**INDEPENDENT WORK**

- If they have GGR with teacher, learners complete 1 IW page today. All other learners do 2 IW pages (see table on page 106).
- Remind them to work quietly on their own.
- Meanwhile, work through the Reading Level 1 and 2 activities with Groups C and D for 15 mins each.

LAB  
pp.  
146-153  
30 min



**GROUP GUIDED READING** *Groups C & D*

- Use the BB / LAB / anthology / levelled readers / Word Wall to provide words and context for Level 1 and 2 activities (see TG page 106).
- Work through the activities at the pace of the group.
- Provide activities at each level until all the learners understand the concepts.
- Move on to the next level activities only when a skill is secure.

30 min



**PHYSICAL EDUCATION** *Activity stations*

**Warm up**

**Activity stations**

- Send each group to an activity station.
- Learners do the activity.
- Observe and advise.

**Cool down**

30 min



**VISUAL ARTS** *Brushing teeth*

- Complete the group poster.
- Display in the bathroom or corridors of the school.

For recovery timetable, replace this lesson with Group Guided Reading. Assign pages from DBE workbooks for groups not doing GGR.

30 min





### MORNING MEETING

15 min

- Register, calendar, weather
- Play the name game with some learners
- Same sound or different?



### BEGINNING KNOWLEDGE AND PSWB

#### Listening to parents

Read the story of Nolo and Polo (see page 109) to the class

#### Discuss these questions

- Why did Ellie's Mom tell him not to drink alone at the river?
- Mom told the Nolo and Polo to stay on the big rock. What reasons did she have?
- Can you think of anything your Mom has told you not to do? Why do you think she told you that? Were you like Nolo or Polo?
- What did the story teach you? (*Moms usually have reasons for telling you not to do something.*)

Complete the activity on LAB page 141

LAB  
p. 141  
15 min

Date \_\_\_\_\_

The twins  
Which is Polo? Which is Nolo?  
Write their names. Colour in the picture of the twin who listened to Mom.

This is \_\_\_\_\_ This is \_\_\_\_\_

Wednesday IN



### PHONICS The letter-sound X

#### Introduce the new letter

- Listen to and say the new sound. Notice the shape your mouth makes.
- Whose name starts with this sound? Whose name has the sound in it?
- Look at how the letter is written.

#### Identify words with the letter

- Focus on the key word on the top row. Teach an action to help learners associate the key word and the sound.
- Read the other words, focussing on the new letter sound.

- Learners can provide more words with the letter.

#### Demonstrate the letter formation

- Use the information about the letter formation on MG pages 34-36.
- Learners trace the letters with your fingers and then with pencils, starting at the green dots.

#### Read the sentence slowly to learners

- Learners circle today's letter in the sentence.

LAB  
p. 142  
15 min

ABC Date \_\_\_\_\_

Hh

i agu

i amile i ashe i anike

H H H  
h h h

Thashe lika fombana lihilihili.

IN2 Wednesday



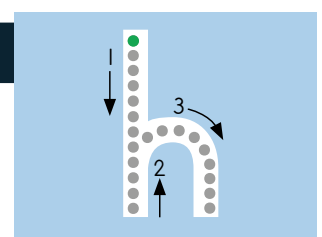
### HANDWRITING Big movements

- Sing or play the song about the letter.
- Learners use big movements to form the letter taught in phonics – in the air, on the ground, with different media (see advice on MG pages 31-33).
- Help learners describe their movements as they do this.

Say Hi to  
060 017 0000  
for song about  
the sound.



15 min



### SHARED READING (2) Time to get clean, Ezra!

#### Read from Big Book

- Read *Time to get clean, Ezra!* with the class. Learners join in where they can.
- Ask the **Day 2** questions on each BB page.
- Read the story as a class.

#### Identify letters taught so far

- Learners point out letters which have already been taught.

#### Revise the flashcard words: boys, girls, dance

- Hold up the flashcards and say the words aloud with the learners.
- Match the flashcards to a word in the Big Book.

BB  
pp.  
43-46  
15 min

Time to get clean,  
Ezra!

Time to get clean, Ezra!

63



**SHARED WRITING** Sequencing

15 min

First, Mom .....  
Then, Mom .....  
Finally, Mom .....

**Prepare**

- Copy this writing frame with time marker words on the board.

**Write together**

- In the story *Time to get clean, Ezra!* story, which words tell when things happened? (*first, then, finally*)
- Together, complete each sentence:
  - What does Mom do first? How do you spell that?

- What comes at the end of the sentence?
- What does Mom do then? (*rinses*)
- What does Mom do finally? (*dries*)

**Read**

- A few learners read the sentences aloud
- Can anyone read all three sentences?



**INDEPENDENT WORK**

- Learners that have GGR with teacher complete 1 IW page today. All other learners do 2 IW pages (see table on page 106).
- Remind them to work quietly on their own.
- Meanwhile, work through the Reading Level 1 and 2 activities with Groups E and A for 15 mins each.

LAB  
pp.  
146-153  
30 min



**GROUP GUIDED READING** Groups E & A

30 min

- Use the BB / LAB / anthology / levelled readers / Word Wall to provide words and context for Level 1 and 2 activities (see TG page 106).
- Work through the activities at the pace of the group.
- Provide activities at each level until all the learners understand the concepts.
- Move on to the next level activities only when a skill is secure.



**PHYSICAL EDUCATION** Activity stations

30 min

**Warm up**

**Activity stations**

- Send each group to an activity station.
- Learners do the activity.
- Observe and advise.

**Cool down**

For recovery timetable, replace this lesson with Group Guided Reading. Assign pages from DBE workbooks for groups not doing GGR



**PERFORMING ARTS** Group play preparation

30 min

**Talk about preparing a play on How Ellie got a trunk.**

- What were the steps in the story?
- How many characters were in the story?
- What did the characters say and do in each step?
- How can we show the action?

**Groups prepare a play.**

- Divide the class into groups of 5–6 learners.
- Each group chooses a leader (a good reader who can read the steps). The leader allocates the parts (Mom, Ellie, Crocodile, other elephants)
- Each character must think of their own words to say.
- Practise acting the story and saying the words you have chosen.

1. Mom talked to Ellie.  
2. Ezra went to the river.  
3. Crocodile grabbed Ellie.  
4. Ezra shouted for help.  
5. Mom pulled.  
6. Others pulled.  
7. Ellie was free. But he had a trunk

## THURSDAY



## MORNING MEETING

15 min

- Register, calendar, weather
- Play the name game with some learners
- Same sound or different?



## LISTENING AND SPEAKING Poem

15 min

- Teach the poem and the actions.
- Learners join in where they can (second time), making a trunk with their arms and taking heavy steps.
- Girls say the poem, then boys.:

## The elephant

The elephant is big and strong  
Her ears are large, her trunk is long  
She walks around with heavy steps  
Two tusks, one tail and four thick legs



## PHONICS Word building

## Learners cut out the letter cards on LAB page 163

- Remind class to put the off-cuts in the waste bin.
- Display the same teacher cards randomly on the board.

## Identify the letters

- Teacher says one of the letters and learners hold up the matching card. Check.

## Independent word building

- Teacher says a word from page LAB p 143.
- Guide learners to say word slowly and count the sounds on their fingers. Each sound corresponds to a letter card.
- Learners use their letter cards to build the word.
- Write the correct word on the board so learners can check.
- Repeat with other words from p 143.

LAB  
p. 143

15 min

Date \_\_\_\_\_ ABC

Build words using sounds from the octopus.

i m e l a l a m  
i b e i e l u m a  
u m l e b e

Thursday 143



## HANDWRITING Practise in exercise books

15 min

- Briefly, learners use big movements to form the letter taught in phonics in the air, on the ground, with different media (see advice on MG pages 31-33).
- Learners practise writing the letter in exercise books.
- Walk around and help learners. Pay attention to pencil grip and posture.



## SHARED READING (3) Time to get clean, Ezra!

## Read from Big Book

- Read entire story *with* the class.
- Ask the **Day 3** questions on page 46.

## Revise flashcard words: cleans, scrubs, rinses, dries

- Hold up the flashcards and say the words aloud with the learners.
- Match the flashcards to a word in the Big Book.
- If you have time, learners make oral sentences with each word.
- Put the flashcards on the Word Wall.

BB  
pp.  
43-46

15 min

Time to get clean, Ezra!

Time to get clean, Ezra!

46



**INDEPENDENT WRITING** Complete sentences

**Prepare**

- Read the completed sentences from yesterday with the class.
- Which 3 words tell us what Mom does? Tell learners these are action words or verbs.
- Learners find the flashcards for these words on the Word Wall.

**Draw and write**

- Draw a picture of one of the things Mom does.
- Write a sentence about the picture. Use a time word in your sentence (*first, then, finally*)

LAB  
p. 144  
15 min



**INDEPENDENT WORK**

- Learners that have GGR with teacher complete 1 IW page today. All other learners do 2 IW pages (see table on page 111).
- Remind them to work quietly on their own.
- Meanwhile, work through the Reading Level 1 and 2 activities with Groups B and C for 15 mins each.

LAB  
pp. 146-153  
30 min



**GROUP GUIDED READING** Groups B & C

- Use the BB / LAB / anthology / levelled readers / Word Wall to provide words and context for Level 1 and 2 activities (see TG page 106).
- Work through the activities (at the pace of the group).
- Provide activities at each level until all the learners understand the concepts.
- Move on to the next level activities only when a skill is secure.

30 min



**PHYSICAL EDUCATION** Activity stations

**Warm up**

**Activity stations**

- Send each group to an activity station.
- Learners do the activity.
- Observe and advise.

**Cool down**

30 min



**PERFORMING ARTS** Perform plays

- Groups present their plays about *How Ellie got a trunk* to the class.
- Choose the strongest group to perform first.
- Praise and applaud each group.

For recovery timetable, replace this lesson with Phonics Assessment 1. Assign pages from DBE workbooks for groups not being assessed.

30 min







## GROUP GUIDED READING **Groups D & E**

30 min

- Use the BB / LAB / anthology / levelled readers / Word Wall to provide words and context for Level 1 and 2 activities (see TG page 106).
- Work through the activities at the pace of the group.
- Provide activities at each level until all the learners understand the concepts.
- Move on to the next level activities only when a skill is secure.



## CHECKING AND FEEDBACK

15 min

### Reflect on the week

- What did you enjoy about your first weeks at school?
- What did you not enjoy?

### Check learners' Independent Work

- Provide feedback and reteach if necessary.



## PHYSICAL EDUCATION **Activity stations**

30 min

### Warm up

### Activity stations

- Send each group to an activity station.
- Learners do the activity.
- Observe and advise.

### Cool down

For recovery timetable, replace this lesson with Group Guided Reading. Assign pages from DBE workbooks for groups not doing GGR.



## TEACHER'S WEEKLY REVIEW

### This week, I have:

- **responded to learner**
- **checked and corrected LAB pages** and identified areas of concern or specific learners needing more assistance
- **referred back to the Week Overview** and identified any lesson I was not able to complete
- **scanned my lap book** and noted any learners needing additional one-to-one teaching time or individual reading practice with me next week.

### I have scheduled a time next week for:

- **any class catchup** or general feedback that is needed
- **individual**, one-to-one teaching, e.g. when the class is busy, or early in the morning.

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

## WEEK OVERVIEW

# Consolidation and revision

This is a revision week so there is no structured daily programme. You will find suggestions for revision activities that can be done at any time in the week.



## LISTENING AND SPEAKING

### Re-tell stories, revise rhymes and songs

- Re-tell favourite stories from Term 1, Week 1–9.
- Help learners perform some action rhymes and songs from Term 1.



## PHONICS

### Revise all letter-sounds taught

- Show flashcards of the letters taught, learners say the sounds.
- Say the sounds, learners write the letters.
- Play any of the phonics games in the LAB or the TG.



## SHARED READING

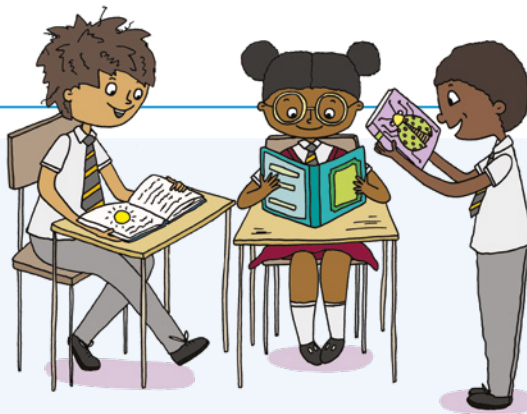
### Re-read stories, use word wall flashcards

- Re-read favourite stories from the Big Book. Encourage learners to join in.
- Revise Concepts of Print. Learners identify the title of the story, say where to begin reading on each page, identify upper or lower-case letters, identify a letter, a word, and a sentence.
- Revise sight words using the word wall flashcards.
  - Learners count the letters, say the sound for each letter, and then say the word.
  - Play team games with the flashcards
  - Groups can do sorting activities with the flashcard words. Hand five cards to each group. They find word with four letters or two words beginning/ending with the same letter. They can copy the word on paper.



## INDEPENDENT AND GROUP ORAL AND WRITTEN WORK

- Learners work in pairs to re-tell a favourite story.
- Learners work in pairs or groups to perform a rhyme or song.
- Learners draw a picture from their favourite story.
- Learners explain their drawing to a partner.
- Learners work individually or in pairs to re-read the stories in the LAB.
- Learners complete selected DBE workbook pages.
- Ensure that all IW pages in the LAB have been completed correctly.
- Check the pages in the LAB have been completed correctly.
- Let the learners work in pairs to mark pages that are incomplete or clearly incorrect. Learners can go back and complete/re-do pages.




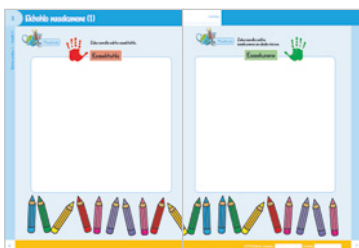

**ACTIVITIES FROM THE DBE LITERACY WORKBOOK**

**Individual letter-sounds**

- Select letters already taught for learners to revise (see DBE workbook from page 30)

**Literacy activities**

- Do these activities orally, together with the learners. Afterwards they can complete the activities independently.







<p>Practice your name</p> 	<p>Left and right</p> 	<p>Same and different</p> 
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**BEGINNING KNOWLEDGE AND PSWB**

**Activities from the DBE Life Skills workbook**

- Re-read any of the Life Skills pages in the Big Book.
- Do some of these activities in the DBE Life Skills workbook orally, with the learners. Afterwards they can complete the activities independently.

<p>About me: Activity 1, page 2–3</p> 	<p>Colours: Activity 2a, page 4</p> 	<p>We are different: Activity 4, page 8–9</p> 
<p>School: Activity 5, page 12</p> 	<p>Good habits (1): Activity 11, page 23</p> 	<p>Good habits (2): Activity 11, page 24</p> 

## ASSESSMENT PLAN TERM 1

What will be assessed?	Form of assessment and tools	Score	Date to be completed
LISTENING AND SPEAKING ASSESSMENT 1 Talk about personal experiences and details	ORAL Rubric	12	Weeks 3-8
LISTENING AND SPEAKING ASSESSMENT 2 Listen to and perform part of action song/rhyme	ORAL Rubric	8	Weeks 3-8
PHONICS ASSESSMENT 1 Phonological awareness, letter-sound knowledge, word reading	ORAL Rubric	12	Week 7 Monday – Friday
WRITING ASSESSMENT 1 Writes a list of 4 items	WRITTEN Rubric	8	Week 7 Thursday
READING AND COMPREHENSION ASSESSMENT 1 Retell a story and answer literal and inferential questions	ORAL Rubric	12	Week 8 Monday – Friday
HANDWRITING ASSESSMENT 1 Write own name	WRITTEN Rubric	8	Week 8 Thursday
BEGINNING KNOWLEDGE AND PSWB ASSESSMENT 1 Observe, describe, record daily weather conditions	ORAL, PRACTICAL Checklist and rubric	5	Weeks 2-9
BEGINNING KNOWLEDGE AND PSWB ASSESSMENT 2 Describe classroom routines	PRACTICAL Checklist and Rubric	5	Weeks 2-9
VISUAL ARTS ASSESSMENT 1 Create in 2D Draw/paint self with facial features	PRACTICAL Rubric	5	Week 5 Monday
PERFORMING ARTS ASSESSMENT 1 Perform Gumboot dance	PRACTICAL Rubric	5	Week 5 Thursday
PHYSICAL EDUCATION ASSESSMENT 1 Locomotor and co-ordination: obstacle course	PRACTICAL Rubric	5	Week 6 Tuesday-Friday

\* Photocopiable page for this Assessment at the end of this book.

Use this QR code to download mark sheets for the assessment activities.



Funda Wande mark sheet

**BASELINE ASSESSMENT (WEEKS 3 & 4)**

Conduct this rapid informal assessment to place learners in differentiated groups for Group Guided Reading activities. The activities used in the assessment are similar to EGRA. If learners are unable to do an activity, do not make them do the activities that follow.

- What is this picture?
- What is the first sound in this word?
- What is the last sound?



- Point to the first letter in your name.
- Which other letters do you know?



- Can you read these words? **apola**      **bolo**

**Marking rubric for Baseline Assessment**

<b>BASELINE ASSESSMENT</b>		<b>Max marks: 5</b>
Record a mark out of 5 for each learner, in your record book. Use the marks to place learners into groups which need help to:		
<ul style="list-style-type: none"> <li>• identify sounds in spoken words</li> <li>• learn letter-sound correspondence</li> <li>• read simple words</li> </ul>		
	<b>1 mark</b>	<b>2 marks</b>
Identifies sounds in spoken words	beginning sounds	beginning and end sounds
Knowledge of letter-sounds	first letter for name	first letter for name plus 4 other letters
Word reading	reads words	

**CONCEPTS OF PRINT CHECKLIST (WEEKS 5 AND 6)**

Group _____ (photocopy for each group)				
Learners in the group are able to:		Yes	Some	No
1	Hold their LAB the right way			
2	Point to the cover			
3	Show the front of the book			
4	Show the back of the book			
5	Point to the title of the book			
6	Turn pages correctly (give them a page to turn to)			
7	Point to the title of the story			
8	Say where we start reading			
9	Point to the first word in a sentence			
10	Point to the last word			
11	Identify how many words in the sentence			
12	Identify how many letters in the word			
13	Name one or two of the letters			
14	Say why one letter is bigger/different (capital)			
15	Point to a full stop			

## HOME LANGUAGE ASSESSMENT RUBRICS

<b>LISTENING AND SPEAKING ASSESSMENT 1: Talk about personal experiences/news</b>				<b>3 x 4 = 12 marks</b>
<b>Weeks 3-8 (whenever class is busy working)</b>				
<b>Procedure:</b> ORAL: 2 min per learner Ask 2-3 questions from the question bank, in a conversational way: How old are you? When is your birthday? Who do you live with? Where do you live? What is your address? How do you get to school? Do you have brothers and sisters? What is the weather like today? What was the weather like yesterday? What do you do at playtime? Which part of school do you like best? Who is your friend? Do you have animals at home? What is your favourite colour/sport/song?				
<b>Criteria</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Talk about a personal experience/news.	Language ability (language structure, vocabulary, extended sentences). Learner has a limited vocabulary and answers in short sentences.	Learner has a limited vocabulary but starts to answer in longer sentences.	Learner starts to speak with a more extended vocabulary and sentences are longer.	Learner uses extended sentences with a rich/colourful vocabulary.
Speaking ability (volume, pronunciation, fluency and speed).	Learner uses limited tone of voice and volume; makes 4 or more pronunciation mistakes.	Learner varies tone volume; makes 2-3 pronunciation mistakes.	Learner varies tone volume; makes 1-2 pronunciation mistakes.	Learner varies tone volume; words are pronounced correctly; makes no mistakes.
Body language (eye contact, posture, confidence).	Learners shows no self-confidence and makes no eye contact.	Learner speaks with little self-confidence and makes limited eye contact.	Learner speaks with self-confidence and makes eye contact.	Learner speaks with a lot of self-confidence and makes good eye contact.

<b>LISTENING AND SPEAKING ASSESSMENT 2: Listen to and perform part of a story, song or rhyme</b>				<b>2 x 4 = 8 marks</b>
<b>Weeks 3-8 (whenever songs are sung)</b>				
<b>Procedure:</b> PRACTICAL: Pairs or threes – 3 minutes per group Pairs/groups come to front to say a song/rhyme with the class, with actions. If a learner is too shy, let them come at break or after school.				
<b>Criteria</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Expression (rhythm, appropriate intervals, varies tone of voice for effect) Pace (appropriate speed) Speaking abilities (loud and clear pronunciation)	Still finds it difficult to recite a poem/song or rhyme; needs ongoing support; no rhythm	Attention wanders; does not always participate spontaneously; not appropriate rhythm and tone of voice	Recites poem, but still needs some support; can recite most of the poem on their own; uses rhythm and tone of voice for effect	Can recite a poem/rhyme with great ease and confidence; shows good rhythm and use tone of voice for the appropriate effect
Actions (confident movements, facial expressions)	Finds the actions difficult to perform	Needs support with the actions	Does the actions with ease	Does the actions spontaneously and with great ease

## ASSESSMENTS

<b>PHONICS ASSESSMENT 1: Phonological awareness, letter sound knowledge, word reading (Week 7 Monday to Friday)</b>				<b>3 x 4 = 12 marks</b>
<b>Procedure:</b> ORAL (1) Show 4 picture cards. For each picture card ask: What is this? What is the first sound/ what is the last sound? Clap the syllables (2) Show mixture of capitals and lower case letter cards for all letters taught this term. Learner says the sounds. (3) Show flash cards for 2 simple words using taught letters. Learners read the words.				
<b>Criteria</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Phonological awareness	For 1 picture, correctly identifies first and last sound. and correctly claps the syllables	For 2 pictures, correctly identifies first and last sounds and correctly claps the syllables	For 3 pictures, correctly identifies first and last sounds and correctly claps the syllables	For 4 pictures, correctly identifies first and last sounds and correctly claps the syllables
Letter-sound knowledge	Identifies less than $\frac{1}{4}$ of the taught letters correctly	Correctly identifies $\frac{1}{4}$ to $\frac{1}{2}$ of the taught letters	Correctly identifies $\frac{3}{4}$ of the taught letters	Correctly identifies all letters taught
Uses Phonics knowledge to read words	Needs support to understand task and to apply letter-sound knowledge	Makes errors in sounding out both words	Correctly sounds out and reads 1 word but makes errors with the other	Correctly sounds out and reads 2 words

<b>READING AND COMPREHENSION ASSESSMENT 1: Retell known story and answer literal and inferential questions</b>				<b>3 x 4 = 12 marks</b>
<b>Week 8 (Monday to Friday)</b>				
<b>Procedure:</b> Show learner the picture on page 38 of BB ( <i>Tortoise and Hare</i> ) and ask the questions				
<b>Criteria</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Learner retells the story of Tortoise and Hare, in sequence	Sentence order and vocabulary are limited	Sequence is incorrect. Sentence order and vocabulary need support	Characters, sentence order and vocabulary are sufficiently developed	Characters, sentence order and vocabulary is well developed
Learner answers literal questions Who were the characters in the story? What happened in the story? Who won?	Learner is not able to answer a literal question about the text correctly	Learner correctly answers 1 literal question about the text	Learner correctly answers 2 literal questions about the text	Learner correctly answers 3 literal questions about the text
Learner answers inferential questions and gives an opinion Why did Hare have a nap? Why did Tortoise win? Who in the story did you like most? Why?	Learner is not able to answer an inference question about the text correctly; cannot give an opinion about the text	Learner is able to answer 1 inferential question about the text correctly; cannot give an opinion about the text	Learner is able to answer 1 inferential questions about the text correctly; can give an own opinion about the text	Learner is able to answer 2 inferential questions about the text correctly and to give an opinion about the text

## ASSESSMENTS

<b>HANDWRITING ASSESSMENT 1</b>				<b>2 x 4 = 8 marks</b>
<b>Week 8 Thursday</b>				
<b>Procedure:</b> Do on paper or use exercise books. Learner writes their name, using best handwriting.				
<b>Criteria</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Holds crayon/pencil correctly	Learner is not able to correctly hold the pencil or crayon	Learner is able to hold the crayon or pencil, but fingers get tired; sometimes displacement of the pencil takes place	Learner is able to hold the crayon or pencil; sometimes holds the pencil incorrectly	Learner is able to hold the crayon or pencil correctly; handles it with great ease
Forms learned letters correctly, equal in size and with even spacing	Writes name, making 5 or more mistakes in letter formation, spacing or size	Writes name making 3-4 or more mistakes in letter formation, spacing or size	Writes name making 1-2 or more mistakes in letter formation, spacing or size	Writes name making no mistakes

<b>WRITING ASSESSMENT 1: Write a list of 4 items for a pencil case</b>				<b>2 x 4 = 8 marks</b>
<b>Week 7 Thursday (photocopy page 130 for each learner)</b>				
<b>Criteria</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Writes a list of 4 items for a pencil case	Writes one item in list	Writes 2-3 items but list format and punctuation is incorrect.	Writes 2-3 items with correct list formatting and punctuation.	Writes 4 or more items with correct list formatting and punctuation.
Has a go at spelling words	Does not try to write without support from teacher	Asks teacher to provide all words to copy	Tries to spell some words on own.	Always tries spelling new words and does not let this limit expression

**LIFE SKILLS ASSESSMENT RUBRICS: TERM 1**

Activity	1	2	3	4	5
<b>BEGINNING KNOWLEDGE AND PERSONAL AND SOCIAL WELLBEING (ongoing assessment, Weeks 2-9)</b>					
BK ASSESSMENT 1 Observes and describes at least 4 types of basic weather conditions	Observes and records only sunny weather correctly	Correctly observes and records 2 basic weather conditions (for example, sunny, rainy)	Correctly observes and records 3 basic weather conditions (for example, sunny, rainy, cold)	Correctly observes, describes and records 4 basic weather conditions (for example, sunny, cloudy, rainy, cold)	Correctly observes, describes and records 5 basic weather conditions (for example, sunny, cloudy, rainy, windy, cold)
BK ASSESSMENT 2 Follows daily routines	Always needs assistance to remember and follow classroom routines and to self-regulate behaviour	Sometimes needs assistance to follow classroom and self-regulates behaviour	Increasingly follows most classroom routines and self-regulation is improving but not well established.	Follows most classroom routines and usually self-regulates behaviour	Consistently follows all classroom routines and self-regulates behaviour
<b>VISUAL ARTS (Week 5, Monday, on art paper)</b>					
VA ASSESSMENT 1 Paint/draw own/friend's portrait adding features – eyes, ears, nose, mouth and chin	Paint/draw portrait with one facial feature	Paint/draw portrait with two facial features	Paint/draw portrait with three facial features	Paint/draw portrait with four facial features	Paint/draw portrait with five facial features in correct place on the face
<b>PERFORMING ARTS (Week 5, Thursday)</b>					
PA ASSESSMENT 1 Performs gumboot dance using rhythmic movements and body percussion	Needs encouragement and support to do participate in dance	Follows teacher to perform gumboot dance and demonstrates clapping and stamping	Performs gumboot dance without support, using body percussion (clapping, stamping, clicking)	Performs gumboot dance using body percussion (clapping, stamping, clicking) and using some rhythmic movements naturally	Performs gumboot dance excellently, using rhythmic movements and body percussions (clapping, stamping, clicking)
<b>PHYSICAL EDUCATION (Week 6, Tuesday-Friday)</b>					
PE ASSESSMENT 1 Jumps over and moves under obstacles, crawling, climbing, jumping	Walks around obstacles.	Attempts to climb over obstacles	Moves under obstacles by crawling	Demonstrates crawling under and climbing over obstacles	Demonstrates crawling under and climbing and jumping over obstacles

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Home Language, Writing Assessment I (Week 7)

Write a list of 4 things for your pencil case.  
Draw them if you have time.



### Pencil case list

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_



# Funda Wande

Reading for Meaning



VERSION 3.0