English

Home Language and Life Skills

1

Term 2



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

Teacher's Guide

Funda Wande
Reading for Meaning

1

Term 2

English

Home Language and Life Skills

Teacher's Guide



Acknowledgements

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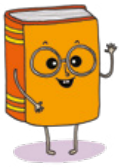
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Icons and abbreviations

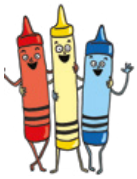
Home Language

	Listening and Speaking
	Reading
	Phonics
	Writing and Handwriting
	Group Guided Reading
	Independent Work
	Checking and feedback (HL and LS)

Life Skills

	Beginning Knowledge and Personal and Social Wellbeing
	Creative Arts
	Physical Education

Icons used in LAB

		
Write	Colour in or draw	Cut out

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

Overview of Funda Wande materials

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

Teachers Guide: What to teach

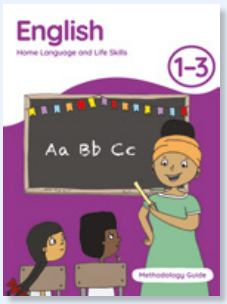
There is a Teachers' Guide for every term in each Foundation Phase grade. It is a day-by-day reference for busy teachers, to help with your planning, sequencing and assessment.

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. **On Mondays in the TG we flag specific pages in the MG that support teaching the lessons of the week.**



For each type of lesson, the MG explains:

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

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

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

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

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



Term 2 plan

Week	Theme	Read-aloud story	Shared Reading story	Life Skills informational text	BK and PSWB	Listening and Speaking
1	My family: What is a family?	*The birthday surprise*	Granny's birthday	Different families (photographs)	1. My own family (draw) 2. Family activities	1. Characters in a story (discuss) 2. Finger rhyme
2	My family: Caring for my family	*Kagiso, Lion and Jackal*	The special card	How to make a greeting card (instructions)	1. Caring for my family (discuss) 2. Making a card (sequencing)	1. Characters in a story (role-play and reasoning skills) 2. Say a rhyme
3	Safety in the home: Dangers in the home	*Town Mouse and Farm Mouse*	Town Mouse and Farm Mouse	Dangers in the home	1. Dangers in the kitchen (identify) 2. Poison sign (draw)	1. Talk about a story 2. Say a rhyme
4	Safety in the home: Keeping safe at home	*Vain Mr Rooster*	Vain Mr Rooster	Fires at home (different kinds' causes, what to do)	1. Emergency contact numbers 2. Emergency situations (what to do, problem solving)	1. Predict story ending 2. Say a rhyme
5	My body: My amazing body	*Refilwe's brother*	Different bodies	My amazing body (main parts)	1. Parts of my body (label) 2. My face (identify parts)	1. Discuss purpose of story (open-ended questions) 2. Movement sentence
6	My body: Inside my body	*Mr Bones*	Paul breaks his arm	Inside my body (diagram)	1. Identify skeletons 2. Inside and outside our bodies (classifying) 3. **Beginning Knowledge Assessment 1:** Identify dangers in the house	1. Discuss a story 2. Sing a song
7	My body: My senses	*The Gingerbread Man*	The Gingerbread Man	Your senses	1. Match sense to body part 2. Identify tastes on the tongue	1. Think-pair-share 2. Listening game
8	Keeping my body safe: Keeping safe from germs	*Florence Nightingale*	Busi and Gogo	Keeping safe from germs (information poster)	**Life Skills Assessment 1:** Label parts of body	**Listening and Speaking Assessment 1:** Florence Nightingale **Listening and Speaking Assessment 2:** Talk about own drawing
9	Keeping my body safe: Keeping safe from others	*Kiki*	Kiki	Anti-bullying rules	1. What should I do (problem solving) 2. PANTS rules	1. Review the week 2. Action song
10	Consolidation and revision					

[Dev Editor] style all future term plans in line with these comments

[EDITOR] Check against LAB. Delete the language abbreviation and the language that do not apply to you.

Language Structure	Writing	GGR and Independent Work	Phonics	Creative Arts	Physical Education
See Methodology Guide page 20-21 for language structures to be taught this term. Teach during Shared Reading and Writing lessons.	My birthday.	2 groups a day with teacher 8 IW pages	Revision	Visual: paper dolls Performing: 1. Song (group) 2. Finger rhyme	Activity stations
	Thank-you message	2 groups a day with teacher 8 IW pages	S: b, n X: z, n A: t, r	Visual: A thank-you card Performing: 1. Clapping rhythms 2. Song (group)	Activity stations
	Draw a picture and write a sentence about the story	2 groups a day with teacher 8 IW pages	S: g, r X: d, y A: w, b Dictation	Visual: Poster Performing: Explain a danger rule (pairs)	Activity stations
	Write own ending to story	2 groups a day with teacher 8 IW pages	S: š, y X: f, w A: y, p	Visual: A box house Performing: 1. Emergency calls 2. Fire escape plans (groups)	Activity stations
	Complete a form	2 groups a day with teacher 8 IW pages	S: t, p X: v, x A: j, v Dictation	Visual: 1. Helping Hands tree 2. Cartoon figure Performing: Group movement sentences	Activity stations
	My news **Handwriting Assessment 1:** Copy Sentence	2 groups a day with teacher 8 IW pages	S: w, h X: g, t A: i, h	Visual: Using waste materials Performing: 1. Present dolls 2. Role-play an interview	**Pysical Education Assessment 1:** Obstacle course
	List parts of the body	**Reading Assessment 1:** Individual reading with teacher 8 IW pages	**Phonics Assessment 1:** Listen and write letters **Phonics Assessment 2:** Write dictated words	Visual: 1. Scribble pattern 2. Gingerbread man **Performing Arts Assessment 1:** groups perform short song with actions	Activity stations
	Writing Assessment 1: Write a sentence about your news	**Reading Assessment 2:** Reading comprehension	S: kg, X: c, A: Revision	**Visual Arts Assessment 1:** Draw your news Performing: mini choirs	Activity stations
	Write about a friendly alien	2 groups a day with teacher. 8 IW pages	Revision Dictation	Visual: 1. Friendship flower 2. A friendly alien Performing: stop bullying (role-play)	Activity stations

Term 2 Weekly timetable [Sepedi and isiXhosa, including recovery]

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

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

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

*Not included in these lesson plans

Activities for Physical Education: Term 2

Choose four activities per week, focusing on different skills

Locomotor
• Walk, run and skip using signals to change from walking to running or skipping • Non-locomotor: spin – different ways of spinning; spin alone and with a partner
Perceptual motor
• Circle formation – games such as “beat the ball” • Throw bean bags up in the air and catch them
Rhythm
• Games using ropes – Ugqaphu/Kgati/Ntimo (two learners swing the rope and a third jumps over it while the rest of the group sing rhymes) • Follow instructions using a drum to signal change in rhythm • Clap hands in pairs, while saying rhyme
Laterality
• Turn on the spot to the left and to the right • Kick a ball at a target using L/R foot; throw a ball through a hoop with L/R hand. • Hop on left and right legs (follow the leader)
Balance
• Walk on ropes – backwards, forwards and sideways with or without crossing feet over • Walk on ropes with hands on heads, hands behind backs, hands on hips • Stand on tip toes, crouch on haunches, walk on the balls of the feet, walk on the heels slowly.
Co-ordination
• Hand soccer with big balls • Foot-eye co-ordination, greeting each other by touching the feet • Throw / catch bean bag with a partner
Sport and games
• Play games of catches, i.e. cats amongst the pigeons, discuss the rules first • Walking races – walking on tip toes, walking on heels, walking on flat feet • Relay games
Spatial orientation
• Playing games like cats amongst the pigeons in a demarcated area • Human shapes – form shapes of numbers 1, 2, 3 or letters A, B, C, etc. in a human chain • Obstacle course: jump over / move under obstacles, crawling, climbing, jumping, and so on

WEEK OVERVIEW



What is a family?

PREPARATION

Flashcards

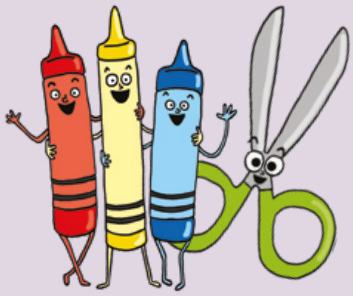
family | mommy | daddy | granny | birthday

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

GGR: 2 x 15 minutes per group IW: 8 pages										
	Monday		Tuesday		Wednesday		Thursday		Friday	
	15 min	15 min	15 min	15 min	15 min	15 min	15 min	15 min	15 min	15 min
Group A	**GGR 1**	IW 1	IW 2	IW 3	IW 4	**GGR 2**	IW 5	IW 6	IW 7	IW 8
Group B	IW 1	**GGR 1**	IW 2	IW 3	IW 4	IW 5	**GGR 2**	IW 6	IW 7	IW 8
Group C	IW 1	IW 2	**GGR 1**	IW 3	IW 4	IW 5	IW 6	**GGR 2**	IW 7	IW 8
Group D	IW 1	IW 2	IW 3	**GGR 1**	IW 4	IW 5	IW 6	IW 7	**GGR 2**	IW 8
Group E	IW 1	IW 2	IW 3	IW 4	**GGR 1**	IW 5	IW 6	IW 7	IW 8	**GGR 2**

EQUIPMENT FOR ACTIVITIES

- A4 paper, a pencil and scissors
- crayons or kokis
- bags or containers for this week's letters
- equipment needed for the selected Physical Education activities



The birthday surprise



One day Amanda and Quinton's mom came home from work and called everyone together. 'It is Granny's birthday on Friday,' she said. 'She is turning 50, which is a special birthday. Aunty Merle and I have been planning a little family party for her to celebrate. Aunty Merle and Uncle Reuben and the twins will come here after work. I am going to make sandwiches and scones, and I have bought some cool drink.'

'Mmm. Yum, yum,' said Amanda and Quinton together.

Mom went on, 'Aunty Merle says she will bake a vanilla birthday cake and also buy some balloons and chips.'

'Will the cake have candles?' asked Amanda. 'Because I don't know how we are going to fit 50 candles on a cake!'

'Maybe we can just put five candles on the cake,' said Quinton, who was good at maths. 'Each candle can stand for 10 years. 10 divided by 5 is fifty.'

'The cake must have pink **icing** flowers' said Amanda. 'Granny loves pink roses.'

'And before we cut the cake, we must sing Happy Birthday,' said Mom.

'I have saved a little money for a small gift, 'said Mom. 'Have you got any ideas about that?'

'What about a soccer ball' asked Quinton?

'Silly,' said Amanda, 'Granny doesn't play soccer. What about a pretty purple alice-band?'

'Silly you too,' said Quinton. 'She won't wear a purple alice-band.'

'I have an idea,' said Dad. 'Last time we went to Granny, she said she had broken the spout off her favourite teapot and had to use her old rusty one. Why don't we buy her a pretty teapot?'

'Good idea,' said Mom. 'I will look at the shops tomorrow.'

'Amanda and Quinton,' Mom went on, 'before you go to bed, I want you to make a special card for Granny's birthday **celebration**. She will **appreciate** a handmade card. Amanda, you draw beautifully, maybe you can draw a pink birthday cake. And Quinton, you can write Happy Birthday Granny in your best handwriting.'

VOCABULARY

icing – a sugary mixture used to decorate cakes

celebration – a happy event

appreciate – to value something

MONDAY



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 birthday surprise*

TG p. 7

15 min



Before reading
- What is a surprise?

Read the story aloud, with expression
- Do not interrupt reading to explain or ask questions.

After reading
- Learners say what they enjoyed about the story or what they wondered about.

- Briefly explain highlighted vocabulary
- If you have time, ask:
  - What little present would you like to give your Granny?
  - Have you been to a surprise birthday party? Tell us what happened.



BEGINNING KNOWLEDGE AND PSWB — Different families

BB p. 1

30 min

LAB p. 6



Prior knowledge
- What is a family?

Read from the BB
- Look at the pictures and read the text with the learners.
- Are these three families the same?

- How is each family different?
- How is your family like one of these families?

Discuss
- How are families different?
- How are families the same?
- Tell your partner about your family.

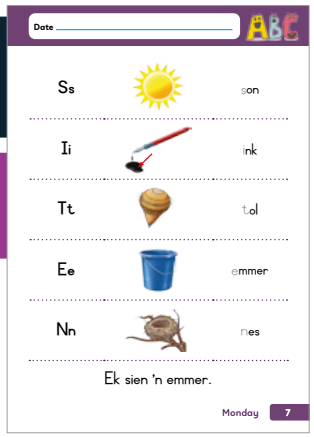


PHONICS — Revise sounds

LAB p. 7

15 min

MG pp. 8-13



Identify and say
- What is this picture?
- What sound do you hear at the beginning of the word?
- Give other words that start with this sound.
- Read the sentence. Find the letters.



HANDWRITING

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

MG pp. 31-37

15 min





INDEPENDENT WORK

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

LAB pp. 12-19



30 min



GROUP GUIDED READING — Groups A and B

First reading

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

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



MG pp. 24-27





PHYSICAL EDUCATION — Activity stations

Prepare

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

Introduce activity stations

- Show the equipment and explain the four activities.
- Ask confident learners to demonstrate the activities.

Whole class activity

- If you have time, play a game, such as catches, red rover, hide-and-seek.

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

MG pp. 51-52

25 min





VISUAL ARTS — Paper dolls

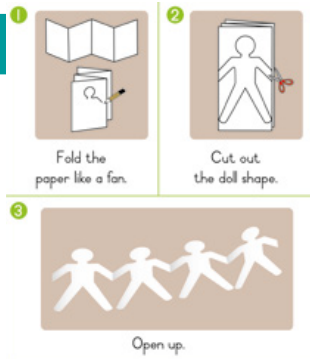
Prepare

- Hand out 1 x A4 page per learner, scissors, pencil
- The doll's hands and feet must extend to the end of the folded page.
- Demonstrate how to fold and cut out a paper doll family.

Learners fold and cut

- Walk around and assist

30 min



TUESDAY



MORNING MEETING

15 min

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



LISTENING AND SPEAKING — Characters

TG p. 7
15 min

Remind learners about the story of the birthday party. Write the characters' names on the board.



Discuss

- What are characters in a story? (*the people or animals that the story is about)*
- What did each person need to do for the party?

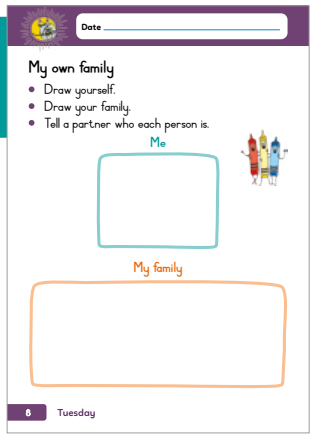
Groups of 5

- Sum up the story together.
- Each group member says what one family member did.



BEGINNING KNOWLEDGE AND PSWB — My own family

LAB p. 8
15 min



Introduce

- What is a family?
- Revise family member vocabulary.
- Complete the activity

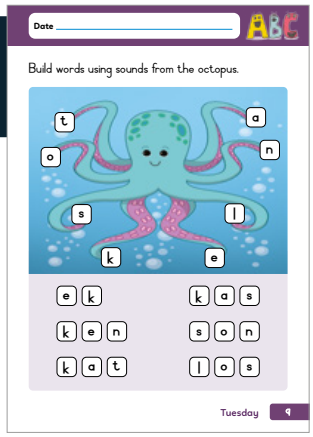
Think about the people in your family

- Learners draw themselves in pencil.
- Learners draw their family underneath.
- In pairs, learners discuss who they chose to draw and why.



PHONICS — Shared word building

LAB p. 9
15 min



Prepare

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

Build the words together

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

Put the letters in a container/bag to use again



HANDWRITING

MG pp. 31-37
15 min



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



SHARED READING (1) *Granny's birthday*

BB pp. 2-5

15 min

LAB pp. 2-5

Read from Big Book

- Read *Granny's birthday* to the class.
- Ask the **Day 1** questions on each page.
- Re-read the story together as a class

Revise the flashcard words family mommy daddy granny birthday

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



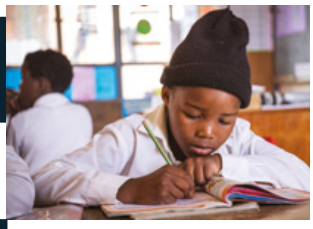


INDEPENDENT WORK

LAB pp. 12-19

30 min

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





GROUP GUIDED READING Groups C and D

MG pp. 24-27

First reading

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

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





PHYSICAL EDUCATION Activity stations

25 min

Warm up

Activity stations

- Send each group to an activity station.
- Each group does the activity.
- Teacher observes and advises.

Cool down





VISUAL ARTS Paper dolls (continued)

30 min

Get out paper dolls

Draw features and clothes on the paper dolls

- Learners make a family out of their paper dolls.
- Draw faces and clothing on each one.
- Tell your partner who is in your doll family.

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



WEDNESDAY



MORNING MEETING

15 min

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



BEGINNING KNOWLEDGE AND PSWB

Family activities

Pair and class discussion

- Learners look at the pictures.
- Learners discuss the questions in pairs.
- Learners share their family activities with the class.

LAB p. 10
15 min


Date
Family activities
Families do some things together.
- What are these families doing?
- What does your family do together?
10 Wednesday



PHONICS

Revise sounds

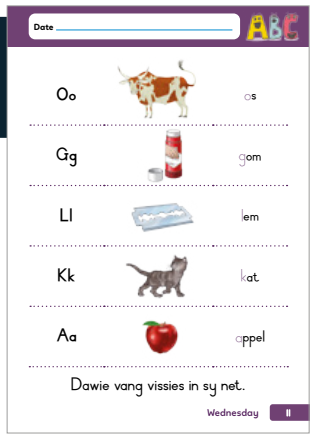
Say sounds

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

Complete LAB page

- What is this picture?
- What sound do you hear at the beginning of the word?
- Give other words that start with this sound.

LAB p. 11
15 min


Date
Oo os
Gg gom
Ll lem
Kk kat
Aa appel
Dawie vang vissies in sy net.
Wednesday 11



HANDWRITING

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

MG pp. 31-37
15 min





SHARED READING (2)

Granny's birthday

Read from Big Book

- Read *Granny's birthday* to the class.
- Ask the **Day 2** questions on each page.
- Re-read the story together as a class

Revise the flashcard words family mommy daddy granny birthday

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

BB pp. 2-5
15 min

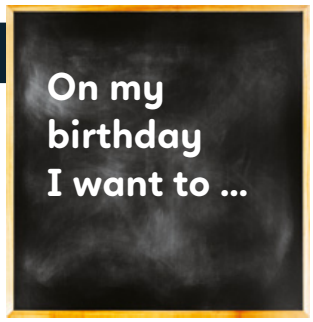
LAB pp. 2-5


Granny's birthday
We are helping Mommy.
Who is at the door?
2



SHARED WRITING

15 min



Prepare
- Copy this sentence starter on to the board.
- Read it out loud
- Ask volunteers for their thoughts.

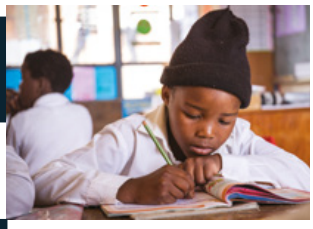
Write some learners' suggestions
- Ask for ideas.
- Ask learners to spell appropriate words.
- Ask learners to punctuate the end of the sentence.

Read the sentences together



INDEPENDENT WORK

LAB pp. 12-19



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

30 min



GROUP GUIDED READING — Groups E and A

MG pp. 24-27



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

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

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





PHYSICAL EDUCATION — Activity stations

25 min



Warm up

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

Cool down

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



PERFORMING ARTS — Perform song

30 min



Prepare
- Divide class into groups.
- Groups prepare a song of their choice.

Present
- Groups sing for the class.

THURSDAY



MORNING MEETING

15 min

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



LISTENING AND SPEAKING — Sing / recite

15 min

Finger rhyme

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

Fingers are we
Tommy thumb, Tommy thumb, where are you?
Here I am, here I am, how do you do? (wiggle thumbs)
(Repeat with Peter Pointer, Daddy Tall, Mommy Ring, Baby Small)



PHONICS — Independent word building

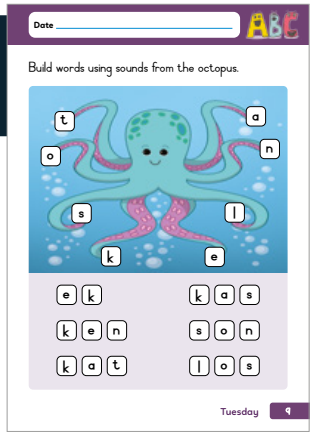
LAB p. 9
15 min

Letter naming using cards

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

Independent word building

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





HANDWRITING

MG pp. 31-37
15 min

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





SHARED READING (3) — *Granny's birthday*

BB pp. 2-5
15 min

LAB pp. 2-5

Read from Big Book

- Read *Granny's birthday* to the class.
- Ask the **Day 3** questions on each page.
- Re-read the story together as a class

Revise the flashcard words family mommy daddy granny birthday

- 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 — My birthday

15 min



Re-read shared writing sentences from yesterday

Write on board: On my birthday I want to....

Learners write what they want to do on their own birthday.
- Try to spell the words by thinking of the sounds in the word.

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



INDEPENDENT WORK

LAB pp. 12-19



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

30 min



GROUP GUIDED READING — Groups B and C

MG pp. 24-27



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

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





PHYSICAL EDUCATION — Activity stations

25 min



Warm up

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

Cool down



PERFORMING ARTS — Perform finger rhyme

15 min



Prepare
- In groups, prepare the finger rhyme learnt taught earlier.

Present
- Present to the class.
- Best group will teach Grade R's the finger rhyme.

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

FRIDAY



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

- Say each word slowly, twice.
- Learners listen and write each word.
- Afterwards, write the words on the board while demonstrating how to sound them out.
- Learners correct if necessary.

[Editor: list of 5 words from the week's phonics.]

family

mommy

daddy

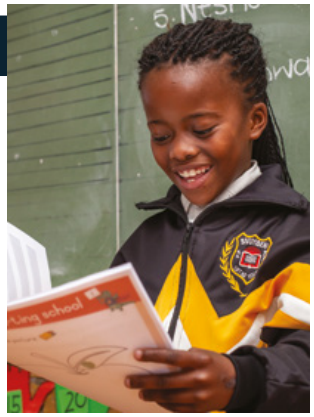
granny

birthday



INDEPENDENT WRITING — My birthday (continued)

15 min



Groups: Read your sentences
- Learners read their sentences to the group.

Choose
- Groups choose one learner to read their sentence to the class.

Edit
- Learners make corrections to their writing based on feedback from their group.



INDEPENDENT WORK

LAB pp. 12-19



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

30 min



GROUP GUIDED READING — Groups D and E

MG pp. 24-27



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

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

CHECKING AND FEEDBACK

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

25 min



Warm up

Activity stations

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

Cool down

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

TEACHER'S WEEKLY REVIEW

This week, I have:

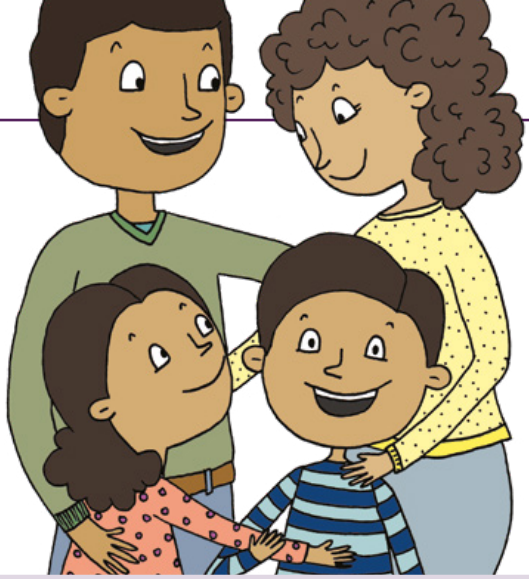
- **taken in the LABs** and commented on the Writing
- **checked and corrected the other LAB pages** and identified areas of concern or specific learners needing more assistance
- **referred back to the Week Overview** and identified any lesson I was not able to complete
- **scanned my lap book** and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

I have scheduled a time next week for:

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

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

WEEK OVERVIEW



Caring for your family

PREPARATION

Flashcards

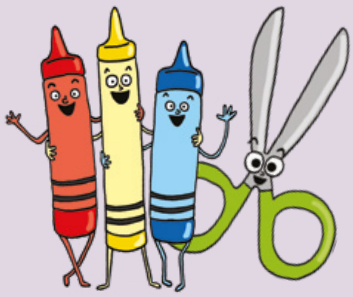
card care message love

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

GGR: 2 x 15 minutes per group IW: 8 pages										
	Monday		Tuesday		Wednesday		Thursday		Friday	
	15 min	15 min	15 min	15 min	15 min	15 min	15 min	15 min	15 min	15 min
Group A	**GGR 1**	IW 1	IW 2	IW 3	IW 4	**GGR 2**	IW 5	IW 6	IW 7	IW 8
Group B	IW 1	**GGR 1**	IW 2	IW 3	IW 4	IW 5	**GGR 2**	IW 6	IW 7	IW 8
Group C	IW 1	IW 2	**GGR 1**	IW 3	IW 4	IW 5	IW 6	**GGR 2**	IW 7	IW 8
Group D	IW 1	IW 2	IW 3	**GGR 1**	IW 4	IW 5	IW 6	IW 7	**GGR 2**	IW 8
Group E	IW 1	IW 2	IW 3	IW 4	**GGR 1**	IW 5	IW 6	IW 7	IW 8	**GGR 2**

EQUIPMENT FOR ACTIVITIES

- a pencil and scissors
- crayons or kokis
- paper for each learner
- bags or containers for this week's letters
- equipment needed for the selected Physical Education activities
- counters for Caterpillar letter game



Kagiso, Lion and Jackal



Long, long ago when animals could talk, there was a kind and **gentle** boy called Kagiso. He was good to all the animals that lived in the veld. He did not hunt them like his brothers. He fed Eagle with meat, he left the bones for Jackal, and he often left fresh grass for Impala.

On his way to the river one morning, Kagiso walked passed a trap his brothers used to catch animals. It was a deep hole covered with long grass. He heard a roar coming from the hole. Lion had fallen in and couldn't get out!

When Lion saw Kagiso, he said in a nice voice, 'Little boy, please will you help me out of this hole.'

Kagiso said, 'Sorry Lion, I would like to help you, but I know you eat young boys like me. If I let you out, you will eat me.'

'Oh no', said Lion. 'I promise I will not eat you. You can trust me.'

So, because Kagiso was a kind boy, he moved a dead tree trunk into the hole and Lion climbed out.

But Lion was not a **trustworthy** animal and he grabbed Kagiso and prepared to bite off his head. Kagiso was **terrified**.

Just then, clever Jackal was passing by. He knew Kagiso, the gentle boy, and wanted to help. Jackal was much smaller than Lion but he had a clever plan!

'What is happening here, Lion?' he said.

'I was caught in the hunter's hole and this boy helped me to get out,' Lion replied. 'But I am hungry so I am going to eat him.'

'What!' said Jackal. 'Mighty Lion caught in that hole! You are too clever to fall in there. Show me how it happened.'

'Easy,' said Lion. He put Kagiso down and went to the hole. 'It was covered with grass so I didn't see it. I fell into the hole like this.' Quick as a flash, Jackal moved the tree trunk out of the hole so that the Lion was trapped again.

'Hey!' shouted Lion, 'Let me out! Why did you take the tree trunk away, Jackal?'

Ever since then, Lion has hated Jackal and you will always see Jackal running away and hiding when he sees Lion.

VOCABULARY

gentle – kind, not violent or cruel

trustworthy – a person you can trust

terrified – very scared

MONDAY



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 — *Kagiso, Lion and Jackal*

TG p. 19

15 min



Before reading
- Does your granny ever tell you stories? Tell us what they are about.
- Tell learners that this is a story your granny told you.

Read the story aloud, with expression
- Do not interrupt reading to explain or ask questions.

After reading
- Learners say what they enjoyed about the story or wondered about.
- Briefly explain highlighted vocabulary
- If you have time, ask:
  - What did Kagiso learn?
  - Why is Jackal still running away from Lion?



BEGINNING KNOWLEDGE AND PSWB — How to make a greeting card

BB p. 6

30 min

LAB p. 24



Prior knowledge
- What is a greeting card?
- When do you give out greeting cards? (*special occasions and also just to show love or appreciation.*)
- Discuss why making your own cards is a nice thing to do (taking the time and making the effort shows people you care).

Read the page
- Look at the pictures and read the instructions.

Discuss the page
- Explain that these are instructions for doing something (step-by-step, numbered, in a particular order).
- Ask: Could you make a card if you follow these instructions?
- Discuss other types of instructions (*such as recipes, setting up a device or appliance, playing a new game*).



PHONICS — The sound X

LAB p. 25

15 min



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

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

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

Read the sentence
- Read the sentence slowly together.
- Circle the new sound.



HANDWRITING Big movements

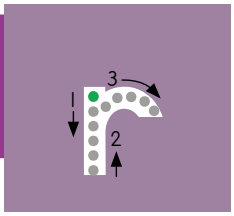
- Sing or play the song about the letter.
- Learners use big movements to form the letter taught in phonics – in the air, on the ground, with different media (see advice in the MG).
- Help learners describe their movements as they do this.

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



MG pp. 31-37

15 min





INDEPENDENT WORK

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

LAB pp. 31-38



30 min



GROUP GUIDED READING Groups A and B

MG pp. 24-27



First reading

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

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





PHYSICAL EDUCATION Activity stations

MG pp. 51-52

25 min



Prepare

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

Introduce activity stations

- Show the equipment and explain the four activities.
- Ask confident learners to demonstrate the activities.

Whole class activity

- If you have time, play a game, such as catches, red rover, hide-and-seek.

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



VISUAL ARTS Make a thank-you card

30 min



Hand out paper, crayons/kokis, pencil, scissors

Give instructions

- Learners think of someone in their family that they would like to send a thank you card to.
- Demonstrate folding and how a card works.
- Tell them to think about what they will draw and make sure they fill the page.

Walk around and assist

- Get them to start in pencil.
- They will finish their drawings on Tuesday.

TUESDAY



MORNING MEETING

15 min

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



LISTENING AND SPEAKING — Characters

TG p. 19 — 15 min

Remind learners about the story: Kagiso, Lion and the Jackal

Discuss

- Write the characters' names on the board.
- What are the characters in this story like?
- What did each character do and why?

Role-play the characters in groups of three

Use reasoning skills

- Groups discuss how the three characters could become friends.





BEGINNING KNOWLEDGE AND PSWB — Caring for my family

LAB p. 26 — 30 min

Revise

- What is a family?
- How do we show people we care about them?

Read the text with the learners and discuss the pictures.

Discuss

- Learners discuss the pictures in groups.
- As a class, discuss how to care for your family.
- Talk about who cares for the learners.





PHONICS — Shared word building

LAB p. 27 — 15 min

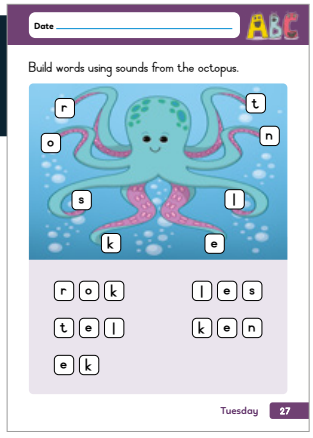
Prepare

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

Build the words together

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

Put the letters in a container/ bag to use again

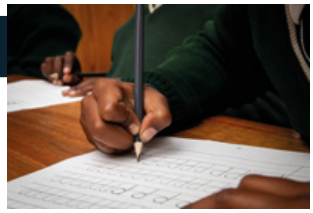




HANDWRITING — Practise in exercise books

15 min

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



SHARED READING (1) *The special card*

BB pp. 7–10

15 min

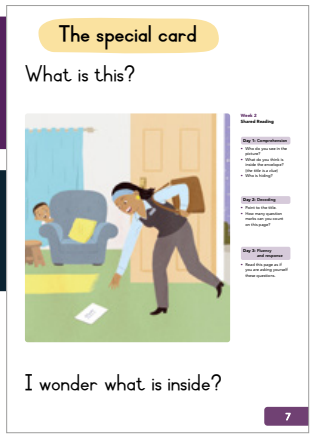
Read

- Read *The special card* to the class.
- Ask the **Day 1** questions on each page.
- Re-read the story together as a class.

Revise the flashcard words card, care, message, love, hug

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

LAB pp. 20–23



INDEPENDENT WORK

LAB pp. 31–38

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



30 min

GROUP GUIDED READING Groups C and D

MG pp. 24–27

First reading

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

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



PHYSICAL EDUCATION Activity stations

25 min

Warm up

Activity stations

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

Cool down



VISUAL ARTS Drawing a thank-you card

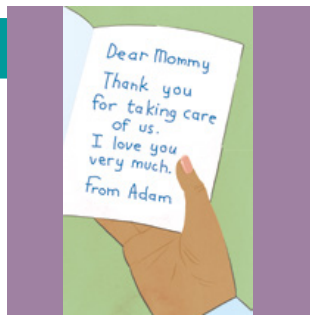
30 min

Hand out yesterday's drawings, crayons/kokis

Finish drawings

- Learners colour in what they drew yesterday.

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



WEDNESDAY



MORNING MEETING

15 min

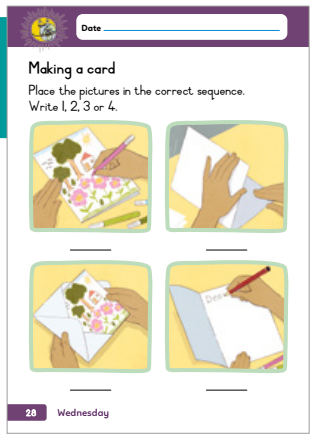
- Register, calendar, weather
- Play the name game with some learners
- Same sound or different?



BEGINNING KNOWLEDGE AND PSWB

Making a card

LAB p. 28
15 min



Pair and class discussion

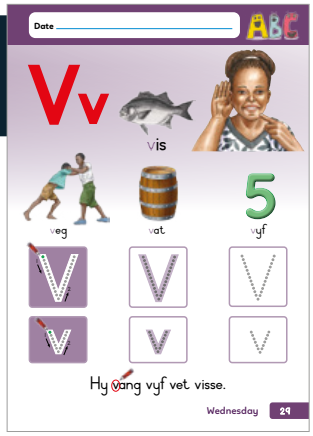
- Learners look at the pictures.
- Learners discuss the sequence in pairs.
- Learners write the numbers to put the pictures in the correct sequence.



PHONICS

The sound X

LAB p. 29
15 min



Revise sounds

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

Introduce the new sound

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

Identify words with the sound

- Learners provide more words with the sound.

Read the sentence

- Read the sentence slowly together.
- Circle the new sound.



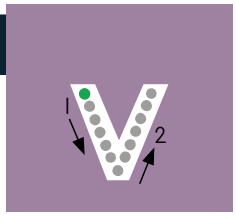
HANDWRITING

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 in the MG).
- Help learners describe their movements as they do this.

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

15 min



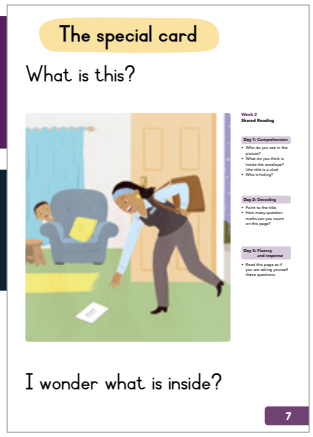


SHARED READING (2)

The special card

BB pp. 7–10
15 min

LAB pp. 20–23



Read from Big Book

- Read *The special card* with the class.
- Ask the **Day 2** questions on each page.
- Re-read the story as a class.

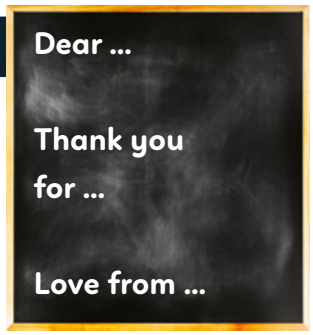
Revise the flashcard words card, mother, message, hug

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



SHARED WRITING

15 min



Prepare

- Copy these sentences starters on to the board
- Say: Let's write a thank you card together for a family member. Who shall we write it to?
- Ask volunteers for their thoughts.

Write some learners' suggestions

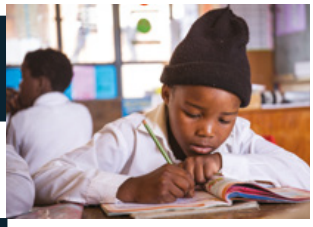
- Ask for ideas.
- Ask learners to spell appropriate words.

Read the sentences together



INDEPENDENT WORK

LAB pp. 31-38



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

30 min



GROUP GUIDED READING — Groups E and A

MG pp. 24-27



First reading

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

Second reading

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

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





PHYSICAL EDUCATION — Activity stations

25 min



Warm up

Activity stations

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

Cool down

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



PERFORMING ARTS — Clapping rhythms

30 min



Prepare

- Say the action rhyme and do the actions.
- Show them the rhythm (*clap, clap, click, clap, clap, clap, clap*)
- Divide the class into groups.

Present

- Learners take turns to do a rhythm for others in their group to follow.

THURSDAY



MORNING MEETING

15 min

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



LISTENING AND SPEAKING — Sing a rhyme

15 min

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

Grandma's glasses

Here are grandma's glasses,
(fingers around glasses)
This is grandma's hat
(hands on head)
This is the way she folds
her hands
(fold hands)
And puts them in her lap.
(folded hands in lap)

Here are grandpa's glasses
(bigger glasses)
Here is grandpa's hat
(bigger hat)
This is the way he folds his arms
(fold arms)
Just like that
(same)



PHONICS — Independent word building

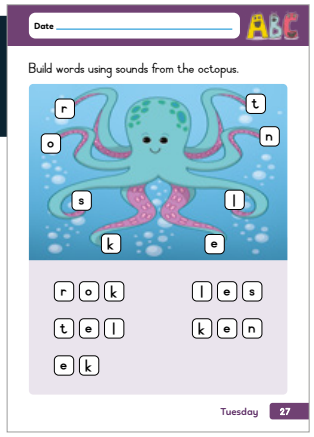
LAB p. 27
15 min

Letter naming using cards

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

Independent word building

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





HANDWRITING — 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 in the MG).
- Learners practise writing the letter in exercise books.
- Walk around and help learners. Pay attention to pencil grip and posture.





SHARED READING (3) — *The special card*

BB pp. 7-10
15 min

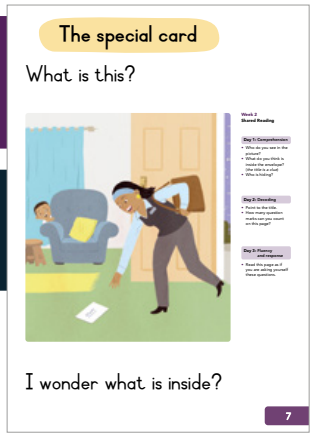
LAB pp. 20–23

Read from Big Book

- Read *The special card* with the class.
- Ask the **Day 3** questions on each page.
- Re-read the story with the class.

Revise the flashcard words card, mother, message, hug

- 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 — A thank-you message

15 min



Re-read the sentences you wrote together yesterday

Learners write their own thank you message

- Write your own sentences.
- Try to spell the words by thinking of the sounds in the word.



INDEPENDENT WORK

LAB pp. 31-38



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

30 min



GROUP GUIDED READING — Groups B and C

MG pp. 24-27



Second reading

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

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





PHYSICAL EDUCATION — Activity stations

25 min



Warm up

Activity stations

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

Cool down



PERFORMING ARTS — Perform a song

30 min



Prepare

- Divide class into groups.
- Groups prepare a song of their choice.

Present

- Groups sing for the class.

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

FRIDAY



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.

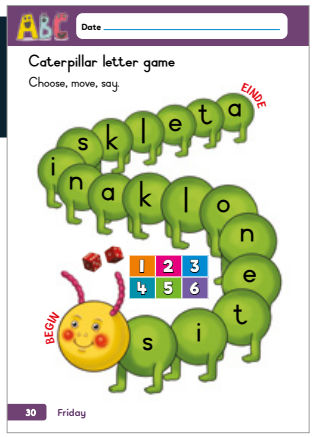
Share
- Choose a few learners to share with the class.



PHONICS Caterpillar letter game

LAB p. 30

30 min



Play in pairs
- Give each learner a counter.
- Players take turns.
- Player closes their eyes and touches the page with one finger and says the closest number.
- Player moves that number of places.
- Player says the letter they land on and gives a word with that letter.
- Other players check that they are right.



INDEPENDENT WRITING Complete thank-you card

15 min



Revise
- Remind learners about greeting cards and how they make people feel special.

Complete card
- Learners copy message written yesterday into the thank-you card they drew this week.
- Give it to the family member you made it for when you get home.



INDEPENDENT WORK

LAB pp. 31-38



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

30 min



GROUP GUIDED READING Groups D and E

MG pp. 24-27



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

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

CHECKING AND FEEDBACK

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

25 min



Warm up

Activity stations

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

Cool down

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

TEACHER'S WEEKLY REVIEW

This week, I have:

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

I have scheduled a time next week for:

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

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

WEEK OVERVIEW

Dangers in the home

PREPARATION

Flashcards

danger | town | farm | home | safe

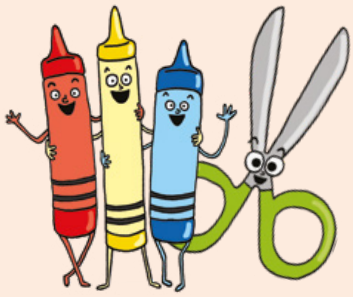
GUIDE TO GROUP GUIDED READING (GGR) AND INDEPENDENT WORK (IW)

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

	Monday		Tuesday		Wednesday		Thursday		Friday	
	15 min	15 min	15 min	15 min	15 min	15 min	15 min	15 min	15 min	15 min
Group A	**GGR 1**	IW 1	IW 2	IW 3	IW 4	**GGR 2**	IW 5	IW 6	IW 7	IW 8
Group B	IW 1	**GGR 1**	IW 2	IW 3	IW 4	IW 5	**GGR 2**	IW 6	IW 7	IW 8
Group C	IW 1	IW 2	**GGR 1**	IW 3	IW 4	IW 5	IW 6	**GGR 2**	IW 7	IW 8
Group D	IW 1	IW 2	IW 3	**GGR 1**	IW 4	IW 5	IW 6	IW 7	**GGR 2**	IW 8
Group E	IW 1	IW 2	IW 3	IW 4	**GGR 1**	IW 5	IW 6	IW 7	IW 8	**GGR 2**

EQUIPMENT FOR ACTIVITIES

- crayons or kokis and a pencil
- large sheets of paper (A4 or larger, white or coloured)
- poster paint or wax crayons or thick, felt-tipped pens
- bags or containers for this week's letters
- equipment needed for the selected Physical Education activities





Town Mouse and Farm Mouse

Once upon a time, Town Mouse went to visit his cousin, Farm Mouse. As he arrived, he heard a loud bark. RUFF RUFF RUFF. There was a **fierce** dog right behind him. 'Help!' he shouted, 'a monster!' and he ran as fast as he could towards the farmhouse.

But he didn't see the big brown cow. MOOOO, said the cow. 'Help!' shouted Town Mouse, 'an even bigger monster!'

Town Mouse was tired and cold. He went too close to the fire in the yard and a spark touched his scarf. His scarf caught alight. 'Help,' he screamed as he leapt into a bucket of water. He **paddled** to the edge and climbed out. Now he was tired and cold and wet.



'I can't stay on a farm,' Town Mouse thought. 'It is far too dangerous for me,' and he ran all the way home to town where he felt safe.

The next weekend, Farm Mouse went to visit his cousin in town. As he was crossing a street, he heard a loud HOOOOOOT and a car went whizzing by. 'Help!' he shouted, as he jumped out of the way.

At Town Mouse's house, he followed the smell of freshly baked bread into the kitchen. He was about to eat a crumb when SWOOSH, a huge sharp knife just missed his tail. 'Get out of my kitchen!' shouted the cook. 'Help!' yelled Farm Mouse, **scurrying** across the counter and over the hot stove. And then he screamed, 'OW, OW, OW!'

He saw what looked like a door in the wall and put his paw into one of the holes to open it. 'EEEEEK,' he shouted as an electric shock went through his body. Luckily Town Mouse heard him and switched the plug off.

'Town is too dangerous for me!' said Farm Mouse. 'I am going home right now.' And he ran all the way back to the farm where he felt safe.

So, the two mice realised they were happy living where they had always lived. There were dangers but at least they were dangers they knew about and could avoid.

VOCABULARY

fierce – scary, wild

paddled – swam with short fast strokes

scurrying – running quickly with small steps

MONDAY

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 — *Town Mouse and Farm Mouse*

TG p. 31
15 min



Before reading
- What is a town? Tell me the name of a big town you know.
- Have you been to a farm? What did you see?

Read the story aloud, with expression
- Do not interrupt reading to explain or ask questions.

After reading
- Learners say what they enjoyed about the story or wondered about.
- Briefly explain highlighted vocabulary
- If you have time, ask
- Would you like to live in the town or the country? why?

BEGINNING KNOWLEDGE AND PSWB — Dangers at home

BB p. 11
30 min

LAB p. 44



Prior knowledge
- Ask learners what the word *accident* means.
- Talk about accidents that happen it home.

Read the page
- Discuss pictures and read the text with the learners.

Discuss the page
- Look for the dangerous things in the pictures.
- Learners will spot plug sockets, electric wires, sharp knives, boiling water, medicine and pills, matches).
- Discuss any accidents that learners have seen in their homes.

PHONICS — The sound X

LAB p. 45
15 min



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

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

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

Read the sentence
- Read the sentence slowly together.
- Circle the new sound.



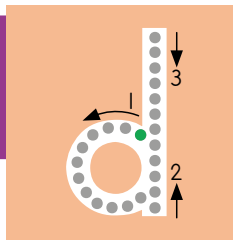
HANDWRITING Big movements

- 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 in the MG).
- Help learners describe their movements as they do this.

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

MG pp. 31-37

15 min





INDEPENDENT WORK

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

LAB pp. 50-57



30 min



GROUP GUIDED READING Groups A and B

First reading

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

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

MG pp. 24-27





PHYSICAL EDUCATION Activity stations

Prepare

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

Introduce activity stations

- Show the equipment and explain the four activities.
- Ask confident learners to demonstrate the activities.

Whole class activity

- If you have time, play a game, such as catches, red rover, hide-and-seek.

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

MG pp. 51-52

25 min





VISUAL ARTS Design a poster

Hand out paper and pencils

Plan

- Learners will make a full-sized poster in the following lesson.
- Re-read the danger rules on BB page X / LAB page X and choose one rule you would like to teach to the Grade Rs.
- Design a poster to teach the rule.
- Using a pencil, write the rule in big letters on your poster.
- Draw a rough picture to show little children about the danger.
- The picture must fill the space. It must be clear and simple.

Walk around and assist

30 min



TUESDAY



MORNING MEETING

15 min

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



LISTENING AND SPEAKING — Talk about the story

TG p. 31

15 min



Remind learners about the story: *Town Mouse and Farm Mouse*

Discuss

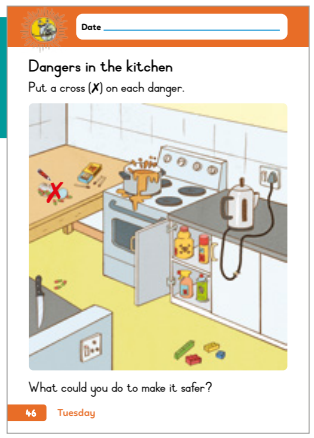
- Learners work in pairs. They take turns to talk and listen.
- What does this story teach us?
- Where would you like to live? Explain why.



BEGINNING KNOWLEDGE AND PSWB — Dangers in the kitchen

LAB p. 46

15 min



Revise

- What dangers exist in the home?

Read the page and identify possible dangers in the picture

- Using a pencil, learners mark all the dangers in the kitchen with an X.
- How many dangers did they find? (*there are eight: matches, pills, pot, knife, plug, electric wire, cleaning materials, toys on floor*)

Discuss

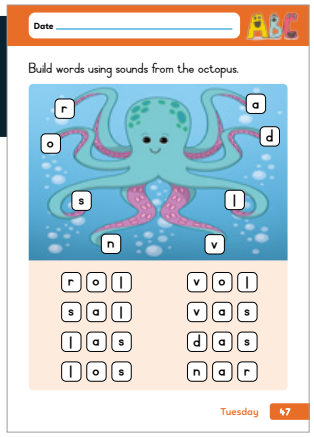
- Why is each dangerous? (*could cause a fire, poisoning, cutting self, an electric shock, slipping/falling*)
- Discuss safe alternatives – put things away or up high, ask a parent to fix wires, keep lid on pot and so on



PHONICS — Shared word building

LAB p. 47

15 min



Prepare

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

Build the words together

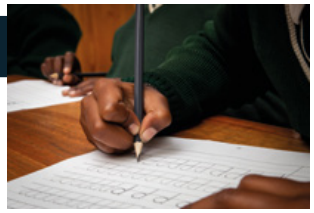
- Call a learner to the board for each word.
- Say the word aloud. Ask: What is the first sound? So, what is the first letter? And so on.
- Let learner find the letter cards and place in the correct position.
- Other learners try to copy the word with their own cards.

Put the letters in a container/bag to use again



HANDWRITING — 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 in the MG).
- Learners practise writing the letter in exercise books.
- Walk around and help learners. Pay attention to pencil grip and posture.

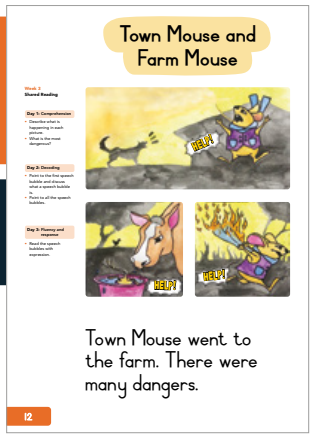


SHARED READING (1) *Town Mouse and Farm Mouse*

BB pp. 12–15

30 min

LAB pp. 40–43



Read

- Read *Town Mouse and Farm Mouse* to the class
- Ask the **Day 1** questions on each page.
- Re-read the story together as a class.

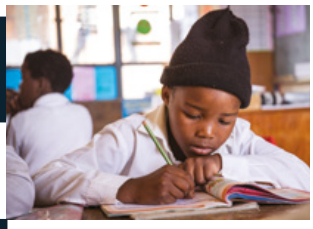
Revise the flashcard words danger, town, farm, home, safe

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



INDEPENDENT WORK

LAB pp. 50-57



30 min

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



GROUP GUIDED READING Groups C and D

MG pp. 24-27



First reading

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

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





PHYSICAL EDUCATION Activity stations

25 min



Warm up

Activity stations

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

Cool down



VISUAL ARTS Make a poster (continued)

30 min



Hand out yesterday's drawings and crayons/kokis.

Give learners instructions

- Learners copy the poster design they drew yesterday on to a big piece of paper.
- Encourage the learners to use a pencil, make the letters/words big, and to use bright colours.
- Remind them that the poster is meant to teach young children, so it's important that they will like it and understand it.

Draw in pencil first, then use colours

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

WEDNESDAY



MORNING MEETING

15 min

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



BEGINNING KNOWLEDGE AND PSWB

The poison sign

Discuss

- What are poisons? (*things that harm or kill living things, for example, insecticide, rat poison, paraffin and things like petrol or bleach*)
- What happens if you drink a poison? (*hospital*)
- How do you know if something is poisonous? (*it may smell strong; it may have a sign that tells you it is poison BUT IT MAY NOT*)

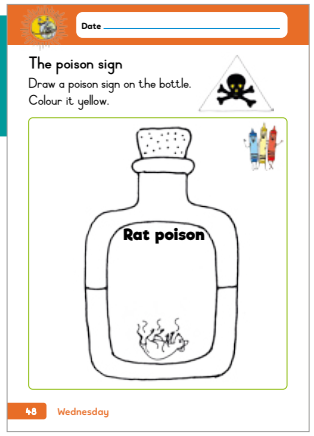
- Remind the class they shouldn't drink anything their parents haven't given them in case it is poisonous.

LAB page

- Ask learners what the sign means.
- Discuss why it is a picture and not words.
- Colour in the sign yellow.

LAB p. 48

15 min





PHONICS

The sound X

Revise sounds

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

Introduce the new sound

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

Identify words with the sound

- Learners provide more words with the sound.

Read the sentence

- Read the sentence slowly together.
- Circle the new sound.

LAB p. 49

15 min





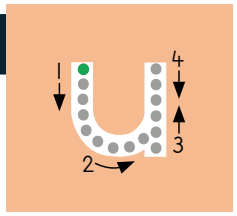
HANDWRITING

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 in the MG).
- Help learners describe their movements as they do this.

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

15 min





SHARED READING (2)

Town Mouse and Farm Mouse

Read from Big Book

- Read *Town Mouse and Country Mouse* with the class
- Ask the **Day 2** questions on each page.
- Re-read the story as a class.

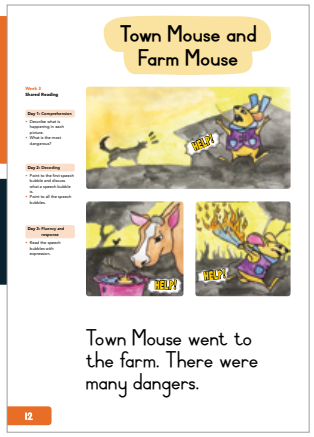
Revise the flashcard words danger, town, farm, home, safe

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

BB pp. 12–15

30 min

LAB pp. 40–43





SHARED WRITING

15 min

Prepare the board

- Copy this story map on to the board. A story map sums up a story. It helps us to remember a story.
- Read the headings together.
- Tell learners that they can use words rather than sentences in a story map.

Write some learners' suggestions

- Ask for ideas to fill in the blanks. Learners make up the characters, the place (location), what happens (the plot) and an ending.

Read the words together

Characters: _____
Places: _____
What happened:
1. _____
2. _____
3. _____
4. _____
Ending: _____



INDEPENDENT WORK

LAB pp. 50-57



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

30 min



GROUP GUIDED READING — Groups E and A

MG pp. 24-27



First reading

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

Second reading

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

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



PHYSICAL EDUCATION — Activity stations

25 min



Warm up

Activity stations

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

Cool down

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



PERFORMING ARTS — Explain a danger rule

30 min

Pairs

- Using their posters, learners explain the dangers to their partner. They use actions and body movements to show what they mean.
- They explain the consequences to one another and say how it can be avoided.

Give feedback

- Partners give each other feedback to help when they present to the class.

Present

- Learners practise before they present to the whole class tomorrow.

Feedback
Did it make sense?
Did I speak clearly?

THURSDAY



MORNING MEETING

15 min

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



LISTENING AND SPEAKING — Sing / recite

15 min

Say a rhyme

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

My mother said
My mother said
That we never should
play with matches or with wood
If we did then she would say
Naughty child disobey



PHONICS — Independent word building

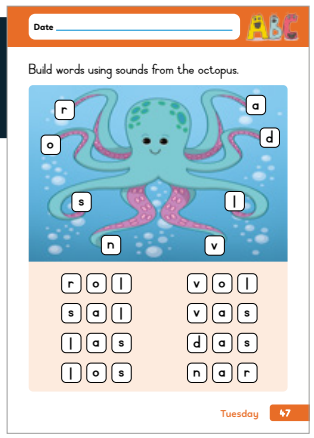
LAB p. 47
15 min

Letter naming using cards

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

Independent word building

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

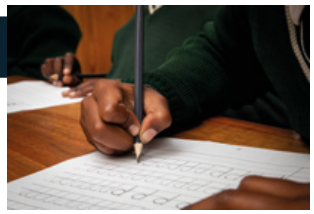




HANDWRITING — Practise in exercise books

15 min

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





SHARED READING (3) — *Town Mouse and Farm Mouse*

BB pp. 12–15
30 min

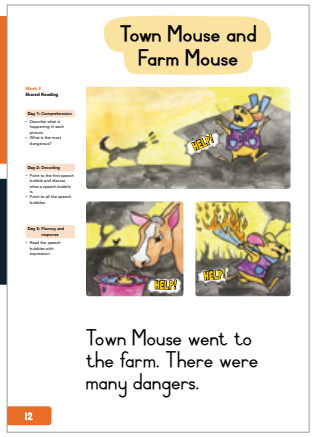
LAB pp. 40–43

Read from Big Book

- Read *Town Mouse and Farm Mouse* with the class.
- Ask the **Day 3** questions on each page.
- Re-read the story with the class.

Revise flashcard words danger, town, farm, home, safe

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





INDEPENDENT WRITING — Draw and write a caption

15 min



Re-read Shared Writing sentences from yesterday

Learners draw one of the mouse characters

- Think about which mouse you would like to draw.
- Think about what part of the story you would like to draw (one of the dangers, the ending, a mouse travelling, a mouse safe at home and so on).

Write a sentence about your drawing

- Try to spell the words by thinking of the sounds in the word.



INDEPENDENT WORK

LAB pp. 50-57



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

30 min



GROUP GUIDED READING — Groups B and C

MG pp. 24-27



Second reading

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

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





PHYSICAL EDUCATION — Activity stations

25 min



Warm up

Activity stations

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

Cool down



PERFORMING ARTS — Teach a danger rule

15 min



Prepare

A Grade R class represents a real audience and real purpose for making the poster and presenting it. Talk to your colleagues to see if it can be arranged.

Present

- Learners show their posters to the Grade R class.
- They explain the danger and say what might happen.
- They suggest a solution.
- Encourage learners to look at the class and to speak clearly and simply to explain the danger.

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

FRIDAY



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

- Say each word slowly, twice.
- Learners listen and write each word.
- Afterwards, write the words on the board while demonstrating how to sound them out.
- Learners correct if necessary.

[Editor: list of 5 words from the week's phonics.]

danger

town

farm

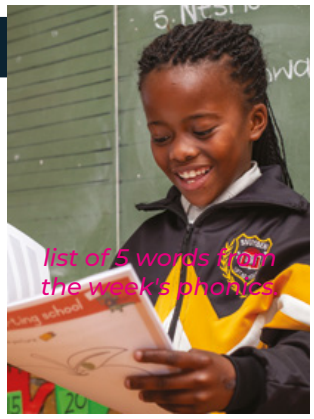
home

safe



INDEPENDENT WRITING Captions (continued)

15 min



Read your sentence to your group

Learners explain drawings
- Choose a few learners to explain what they drew and why.



INDEPENDENT WORK

LAB pp. 50-57



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

30 min



GROUP GUIDED READING Groups D and E

MG pp. 24-27



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

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

CHECKING AND FEEDBACK

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

25 min



Warm up

Activity stations

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

Cool down

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

TEACHER'S WEEKLY REVIEW

This week, I have:

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

I have scheduled a time next week for:

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

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

WEEK OVERVIEW



Keeping safe at home

PREPARATION

Flashcards

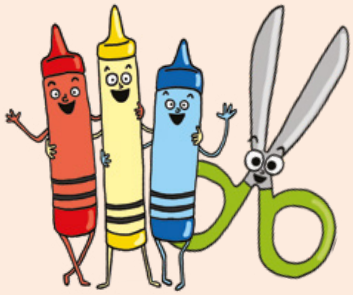
door | alone | stranger | knock | fire

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

GGR: 2 x 15 minutes per group IW: 8 pages										
	Monday		Tuesday		Wednesday		Thursday		Friday	
	15 min	15 min	15 min	15 min	15 min	15 min	15 min	15 min	15 min	15 min
Group A	**GGR 1**	IW 1	IW 2	IW 3	IW 4	**GGR 2**	IW 5	IW 6	IW 7	IW 8
Group B	IW 1	**GGR 1**	IW 2	IW 3	IW 4	IW 5	**GGR 2**	IW 6	IW 7	IW 8
Group C	IW 1	IW 2	**GGR 1**	IW 3	IW 4	IW 5	IW 6	**GGR 2**	IW 7	IW 8
Group D	IW 1	IW 2	IW 3	**GGR 1**	IW 4	IW 5	IW 6	IW 7	**GGR 2**	IW 8
Group E	IW 1	IW 2	IW 3	IW 4	**GGR 1**	IW 5	IW 6	IW 7	IW 8	**GGR 2**

EQUIPMENT FOR ACTIVITIES

- scissors and glue
- sticky tape/masking tape
- crayons/kokis
- empty box for each group
- bags or containers for this week's letters
- equipment needed for the selected Physical Education activities
- counters for the Caterpillar word game



Vain Mr Rooster

Mr Rooster lived with Mrs Cat in a little cottage in a forest. Mrs Cat was a very sensible animal but Mr Rooster, well, Mr Rooster was very **vain** and very silly. He loved to look at himself in the mirror all day long. He would turn this way and that and say 'What a fine fellow am I! Look at my beautiful feathers! Look at my shapely legs!'



One day Mrs Cat said, 'I have to go to town so you will be home alone. Remember, there is a bad jackal in the forest and he likes to eat roosters. Make sure you lock the door when I leave and do not open it for anyone, no matter what they say.

'Yes, yes, alright,' said Mr Rooster, but he wasn't really listening. He was **admiring** his shiny beak.

'What a fine fellow I am,' he said as he looked at himself in the mirror.

Suddenly he heard KNOCK, KNOCK, KNOCK at the door. 'Who is there?' Mr Rooster called out.

'It's me,' said a sweet voice. 'I have just moved in next door. I heard there is a very fine fellow living here. In fact, the finest fellow in the land. Is that true?"

Mr Rooster **preened**. 'Yes,' he said. 'It is true. The finest in the land does indeed live here.'

The sweet voice said, 'Oh, can I please come in and see this fine fellow?'

Mr Rooster was so pleased, he forgot everything Mrs Cat had told him. 'Of–course,' he said and began to open the door.

But, it wasn't a new neighbour. It was tricky Mr Jackal pretending to be a neighbour. And Mr Jackal was hungry.

Luckily, Mrs Cat was already on her way home from the shops. As she got to the edge of the forest, she saw Mr Jackal about to go inside.

'Quickly, Mr Rooster, close the door!' she shouted. She waved her umbrella and ran as fast as she could towards the cottage.

And that is where the story ends. Did Mr Rooster hear Mrs Cat and slam the door shut in time or did Mr Jackal get inside? We will decide on our own ending in the next lesson.

VOCABULARY

vain – too proud of how you look, boastful

admiring – to think something or someone is wonderful

preened – spend time and effort making yourself look attractive

MONDAY

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 — *Vain Mr Rooster*

TG p. 43

15 min



Before reading
- Introduce the story.
- Ask a few questions to link the story to the learners' experience.

Read the story aloud, with expression
- Do not interrupt reading to explain or ask questions.

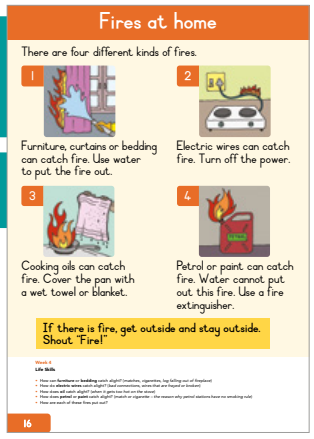
After reading
- Learners say what they enjoyed about the story or wondered about.
- Briefly explain highlighted vocabulary
- If you have time, ask
  - What have you learnt about Mr Rooster?
  - How did Mr Jackal get Mr Rooster to open the door?

BEGINNING KNOWLEDGE AND PSWB — Fires at home

BB p. 16

30 min

LAB p. 62



Prior knowledge
- What does the word *safety* mean?

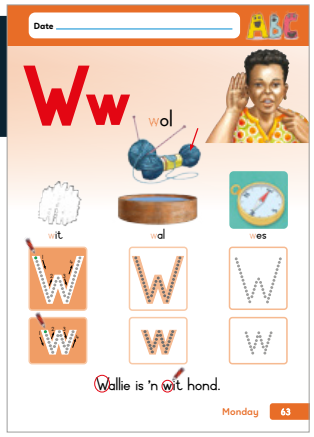
Read the page
- Look at the pictures and read the caption below each one.

Discuss the page
- Look for the dangerous things in the pictures.
- Discuss details of fires and how to deal with fires.
- Ask learners if any of them have ever experienced a fire at home or in a building.

PHONICS — The sound X

LAB p. 63

15 min



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

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

Identify words with the sounds
- Learners can provide more words with the sounds.

Read the sentence
- Read the sentence slowly together.
- Circle the new sound.



HANDWRITING Big movements

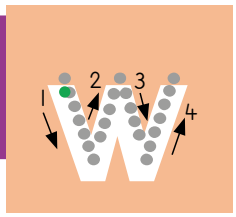
- Sing or play the song about the letter.
- Learners use big movements to form the letter taught in phonics – in the air, on the ground, with different media (see advice in the MG).
- Help learners describe their movements as they do this.

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



MG pp. 31-37

15 min

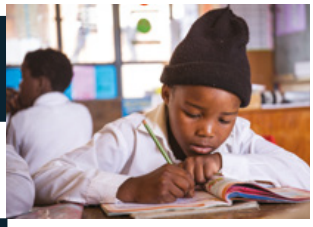




INDEPENDENT WORK

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

LAB pp. 69*76



30 min



GROUP GUIDED READING Groups A and B

First reading

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

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



MG pp. 24-27





PHYSICAL EDUCATION Activity stations

Prepare

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

Introduce activity stations

- Show the equipment and explain the four activities.
- Ask confident learners to demonstrate the activities.

Whole class activity

- If you have time, play a game, such as catches, red rover, hide-and-seek.

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

MG pp. 51-52

25 min





VISUAL ARTS Make a box house

Hand out scissors, glue, sticky tape/masking tape, crayons/ kokis, empty box for each group

Plan

- Each group will make a house.
- Ask learners to think about how they could make their box into a small house with doors and windows.
- In their groups, learners must discuss their process and the role of each person in the group before they start.

Walk around and assist

- Start any cutting by piercing the cardboard with the point of the scissors. Do not let learners do this.

Come up with an evacuation plan

- The groups must demonstrate where people can get out of their box house in case of a fire.

30 min



TUESDAY



MORNING MEETING

15 min

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



LISTENING AND SPEAKING

Predict the story ending

TG p. 43

15 min



Remind learners about the story: *Vain Mr Rooster*

Discuss

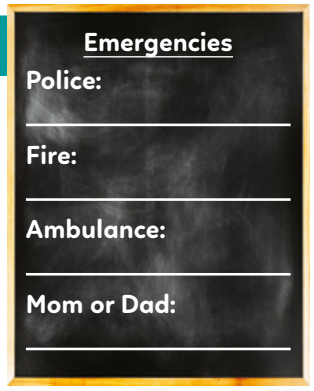
- Learners work in pairs. They take turns to talk and listen.
- How does each learner think the story ended?
- Possible endings could be:
  - Mr Jackal came inside and gobbled up Mr Rooster.
  - Mr Rooster heard Mrs Cat and quickly shut the door.
  - Mrs Cat arrived home and saved Mr Rooster.
- Each pair makes up an ending and share with the class.



BEGINNING KNOWLEDGE AND PSWB

Emergency numbers

15 min



Discuss emergencies

- What is something an *emergency*?
- What are some examples of emergencies? (*fire, robbery, bad accidents, swallowing poison, person unconscious, person bleeding*).
- What should you do if there is an emergency?

Discuss emergency numbers

- Research emergency numbers for your own area before this lesson.
- If there is a phone, you can phone emergency numbers for help.
- Write emergency numbers on the board. Read them as a class.

Role-play calling the numbers in pairs.

- Copy the numbers into your LAB.
- When you call out a number, your partner must press the numbers on the phone.

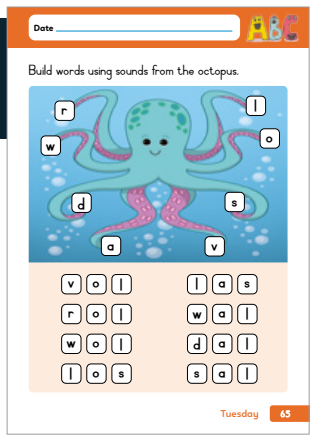


PHONICS

Shared word building

LAB p. 65

15 min



Prepare

- Learners cut out the letter cards for the week (LAB page 177)
- Display the same teacher cards randomly on the board.

Build the words together

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

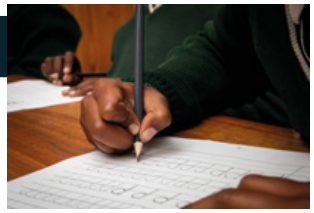
Put the letters in a container/ bag to use again



HANDWRITING

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 in the MG).
- Learners practise writing the letter in exercise books.
- Walk around and help learners. Pay attention to pencil grip and posture.

SHARED READING (1) *Vain Mr Rooster*

BB pp. 17–20

30 min

LAB pp. 58–61



Read

- Read *Vain Mr Rooster* to the class
- Ask the **Day 1** questions on each page.
- Re-read the story together as a class.

Revise the flashcard words
door, alone, stranger, knock, fire

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

INDEPENDENT WORK

LAB pp. 69*76



30 min

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

GROUP GUIDED READING Groups C and D

MG pp. 24-27



First reading

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

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

PHYSICAL EDUCATION Activity stations

25 min



Warm up

Activity stations

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

Cool down

VISUAL ARTS Box house (continued)

30 min

- Learners will use these houses in their Performing Arts activity on Thursday when they have to roleplay an escape plan.

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

WEDNESDAY



MORNING MEETING

15 min

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



BEGINNING KNOWLEDGE AND PSWB

What would you do?

LAB p. 66
15 min



Pair discussion about the scenarios

- In pairs, learners talk about each picture.
- They must tell each other what is happening or could happen in each picture.
- They discuss what they would do if they were there.

Pairs share their answers with the class



PHONICS

The sound X

LAB p. 67
15 min



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

Introduce the new sound

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

Identify words with the sound

- Learners can provide more words with the sound.

Read the sentence

- Read the sentence slowly together.
- Circle the new sound.



HANDWRITING

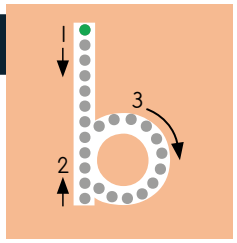
Big movements

- 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 in the MG).
- Help learners describe their movements as they do this.

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



15 min





SHARED READING (2)

Vain Mr Rooster

BB pp. 17–20
30 min

LAB pp. 58–61



Read from Big Book

- Read *Vain Mr Rooster* with the class
- *Ask* the **Day 2** questions on each page.
- Re-read the story as a class.

Revise the flashcard words door, alone, stranger, knock, fire

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



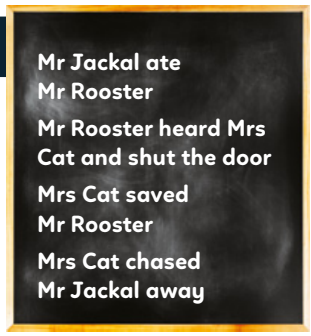
SHARED WRITING — Story endings

15 min

Prepare the board
- Learners think of the different endings they came up with yesterday.
- They must make up a sentence about one ending.

Write some learners' suggestions
- Ask for ideas.
- Ask learners to spell appropriate words.

Read the sentences together





INDEPENDENT WORK

LAB pp. 69*76

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



30 min



GROUP GUIDED READING — Groups E and B

MG pp. 24-27

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

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



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





PHYSICAL EDUCATION — Activity stations

25 min

Warm up

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

Cool down

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





PERFORMING ARTS — Role-play emergency calls

30 min

Prepare for the role-plays
- Learners work in pairs to role-play emergency calls between emergency services and a caller.
- Tell them to think about what the emergency services operator will ask, how the person should answer, what they should tell the operator.

Learners role-play emergency calls
- Learners take turns to be the operator and the caller.
- They sit back-to-back to do the calls.
- Choose two pairs to present their role plays.

Feedback
- The rest of the class gives feedback and discusses effective emergency calls.



THURSDAY



MORNING MEETING

15 min

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



LISTENING AND SPEAKING — Sing / recite

15 min

Say a rhyme

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

Miss Mary Mack
Miss Mary Mack, Mack, Mack,
All dressed in black, black, black,
With silver buttons, buttons, buttons,
All down her back, back, back.



PHONICS — Independent word building

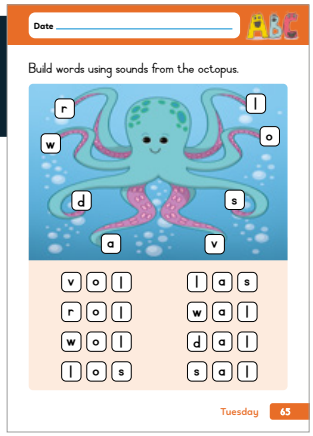
LAB p. 65
15 min

Letter naming using cards

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

Independent word building

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

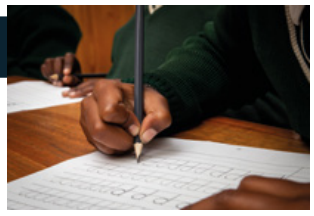




HANDWRITING — Practise in exercise books

15 min

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





SHARED READING (3) — *Vain Mr Rooster*

BB pp. 17–20
30 min

LAB pp. 58–61

Read from Big Book

- Read *Vain Mr Rooster* with the class.
- Ask the **Day 3** questions on each page.
- Re-read the story with the class.

Revise flashcard word door, alone, stranger, knock, fire

- 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 — Different endings

15 min



Re-read Shared Reading sentences from yesterday

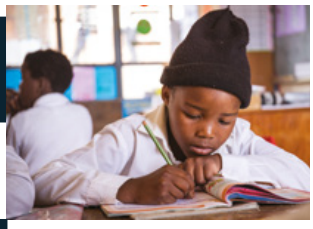
Learners write their own ending for *Vain Mr Rooster.*

- Write a sentence and illustrate it.



INDEPENDENT WORK

LAB pp. 69*76



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

30 min



GROUP GUIDED READING — Groups B and C

MG pp. 24-27



Second reading

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

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





PHYSICAL EDUCATION — Activity stations

25 min



Warm up

Activity stations

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

Cool down



PERFORMING ARTS — Present fire escape plan

30 min



Prepare

- Groups that built the houses together discuss their escape plan.

Present

- Learners present their escape plan to the class. They use their box houses to explain.
- More than one learner must do the talking for the group.

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

FRIDAY



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.

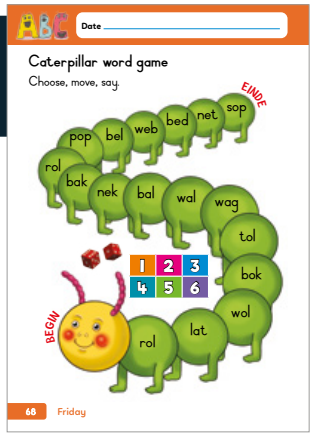
Share
- Choose a few learners to share with the class.



PHONICS — Caterpillar word game

LAB p. 68

15 min

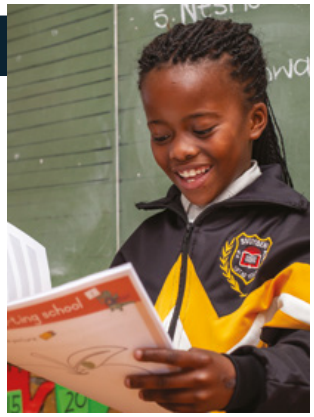


Pairs
- Throw dice or point at the numbers with closed eyes.
- Move counter that number of spaces.
- Read the word.
- Repeat.



INDEPENDENT WRITING — Different endings

15 min



Revise
- Remind learners about the endings that they wrote.

Share writing
- Each learner will read their ending to their group.
- If there is time, count all the learners who suggested that Mr Rooster got eaten and those who suggested that Mrs Cat saved him. Compare the numbers.

Discuss the different endings
- Learners give their opinions about which are best, and why.



INDEPENDENT WORK

LAB pp. 69*76



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

30 min



GROUP GUIDED READING — Groups D and E

MG pp. 24-27



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

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

CHECKING AND FEEDBACK

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

25 min



Warm up

Activity stations

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

Cool down

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

TEACHER'S WEEKLY REVIEW

This week, I have:

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

I have scheduled a time next week for:

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

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

WEEK OVERVIEW



My amazing body

PREPARATION

Flashcards

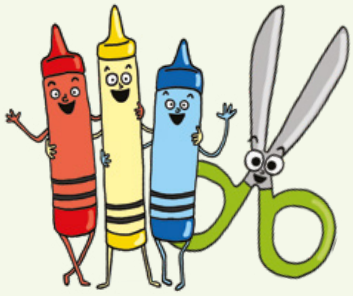
ears eyes legs bodies teeth

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

GGR: 2 x 15 minutes per group IW: 8 pages										
	Monday		Tuesday		Wednesday		Thursday		Friday	
	15 min	15 min	15 min	15 min	15 min	15 min	15 min	15 min	15 min	15 min
Group A	**GGR 1**	IW 1	IW 2	IW 3	IW 4	**GGR 2**	IW 5	IW 6	IW 7	IW 8
Group B	IW 1	**GGR 1**	IW 2	IW 3	IW 4	IW 5	**GGR 2**	IW 6	IW 7	IW 8
Group C	IW 1	IW 2	**GGR 1**	IW 3	IW 4	IW 5	IW 6	**GGR 2**	IW 7	IW 8
Group D	IW 1	IW 2	IW 3	**GGR 1**	IW 4	IW 5	IW 6	IW 7	**GGR 2**	IW 8
Group E	IW 1	IW 2	IW 3	IW 4	**GGR 1**	IW 5	IW 6	IW 7	IW 8	**GGR 2**

EQUIPMENT FOR ACTIVITIES

- scissors and glue
- pencil
- crayons or kokis
- ink or finger paint
- 3 pieces A4 paper per learner
- bags or containers for this week's letters
- equipment needed for the selected Physical Education activities



Refilwe's brother

Refilwe was seven and in Grade 1. She had no brothers and sisters until one day, her mom came back from the hospital with a surprise. It was a little baby boy.

'This is Nhlakanipho,' Mom said. 'He is your little brother.'

Refilwe was very excited. 'I am going to look after him and teach him everything he needs to know,' she said. She helped her mom bath, feed and dress little Nhlakanipho every day. Soon he began to smile and laugh whenever he saw her. As he got bigger, she helped him learn how to crawl and to speak and then to walk. He followed her everywhere.

But Refilwe noticed that Nhlakanipho's legs and arms were shorter than other children's and he was not growing tall. She spoke to her mom about it.

Mom said, 'Refilwe, Nhlakanipho's bones grow differently to other children's because he has something called **dwarfism**. He will always be smaller than other people.'

Refilwe began to cry, 'But Mom, will people be horrible to him? Will he be able to go to school?'

Mom replied, 'Of course he will go to school. There are many people like him all over the world called Little People. We must make sure that he is strong and that children don't hurt his feelings.'

On Nhlakanipho's first day, Refilwe walked into the school with him. The teacher spoke to the class. 'Children, we are very pleased to have Nhlakanipho in our class. He will never grow tall like you but he is the same in every other way. He is clever, he is friendly and he has feelings just like you.' She went on, 'You know it is wrong to tease any children about the way they look.'

Simphiwe put up his hand. 'Miss, it hurts my feeling when other **tease** me because I **weigh** more than them.'

'And it makes me sad when children call me names because I have big ears,' said Lerato.

'Yes, it is unkind,' said their teacher. 'So, who would like to be Nhlakanipho's friend and show him around the school?'

When Refilwe came to the classroom to fetch her brother that afternoon, she was pleased to see he was smiling. 'I have two friends already,' he said, 'and I think I am going to like school.'

VOCABULARY

dwarfism – a condition which causes people to be very short

tease – to laugh at or annoy someone in a playful or cruel way

weigh – how heavy or light you are

MONDAY

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 — *Refilwe's brother*

TG p. 55

15 min



Before reading
- This is a story about a boy who was a little different from other children.

Read the story aloud, with expression
- Do not interrupt reading to explain or ask questions.

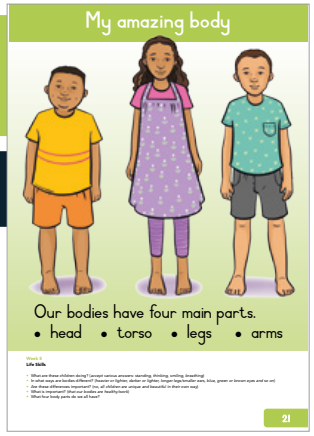
After reading
- Learners say what they enjoyed about the story or wondered about.
- Briefly explain highlighted vocabulary
- If you have time, ask
- Did Refilwe love her brother? How can you tell?
- Has anyone ever been teased at school. How did it make you feel?

BEGINNING KNOWLEDGE AND PSWB — My amazing body

BB p. 21

30 min

LAB p. 82



Prior knowledge
- Call out different body parts and ask the learners to touch them as you do.

Read the page
- Look at the pictures.

Discuss the page
- What is the same about these children? What is different?
- Do we all grow at the same rate?
- Why do you think the story is called *Our amazing bodies*?
- What amazing things can your body do?

PHONICS — The sound X

LAB p. 83

15 min



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

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

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

Read the sentence
- Read the sentence slowly together.
- Circle the new sound.

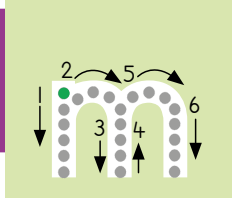
HANDWRITING — Big movements

- 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 in the MG).
- Help learners describe their movements as they do this.

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

MG pp. 31-37

15 min



INDEPENDENT WORK

LAB pp. 88-95



30 min

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

GROUP GUIDED READING Groups A and B

MG pp. 24-27



First reading: Groups A and B

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

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

PHYSICAL EDUCATION Activity stations

MG pp. 51-52

25 min



Prepare

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

Introduce activity stations

- Show the equipment and explain the four activities.
- Ask confident learners to demonstrate the activities.

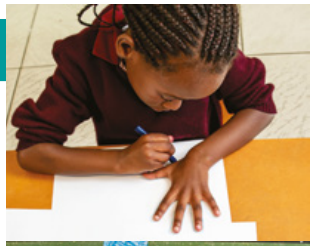
Whole class activity

- If you have time, play a game, such as catches, red rover, hide-and-seek.

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

VISUAL ARTS A Helping Hands tree

30 min





Hand out scissors, pencil, crayons/kokis, piece of A4 paper per learner

Discuss these questions

- What do you use your hands for in class?
- How do we use our hands to help one another?
- Are our hands always helpful? Give examples.

Make a helping hands tree

- Learners trace around their hands with a pencil.
- They must write their names on their hands in clear letters.
- They colour or make patterns around their names.

Walk around and assist

- Help learners to cut out their hands.
- Stick the hands on the branches of a tree that you have drawn.

TUESDAY



MORNING MEETING

15 min

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



LISTENING AND SPEAKING

Discuss the purpose of a story

TG p. 55
15 min



Remind learners about the story: *Refilwe's brother*

Discuss the story as a class

- Who was the story about?
- What happened?
- How did it end?

Learners ask each other open-ended questions about the story

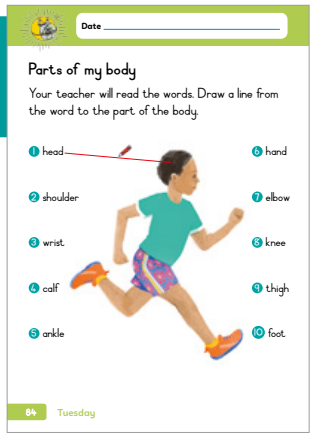
- Learners work in pairs.
- Each learner has a turn to talk and a turn to listen.
- They discuss what they learned from the story, whether they know anyone like Refilwe, and whether they know anyone like Nhlakanipho.



BEGINNING KNOWLEDGE AND PSWB

Parts of my body

LAB p. 84
15 min



Discuss the pictures and the labels

- Read each label.
- Learners touch that part of their body as they say the word.

Learners draw lines from the labels to the picture

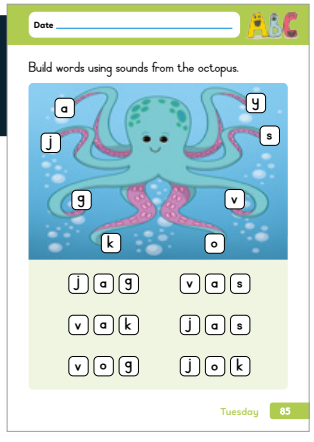
- Using a sharp pencil and a ruler, learners draw lines from the label to the body part.



PHONICS

Shared word building

LAB p. 85
15 min



Prepare

- Learners cut out the letter cards for the week (LAB page 179)
- Display the same teacher cards randomly on the board.

Build the words together

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

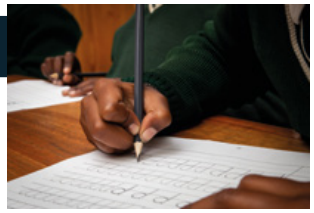
Put the letters in a container/ bag to use again



HANDWRITING

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 in the MG).
- Learners practise writing the letter in exercise books.
- Walk around and help learners. Pay attention to pencil grip and posture.



SHARED READING (1) *Different bodies*

BB pp. 22–25

30 min

Read

- Read *Different bodies* to the class
- Ask the **Day 1** questions on each page.
- Re-read the story together as a class.

Revise the flashcard words ears, eyes, legs, bodies, teeth

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

LAB pp. 78–81

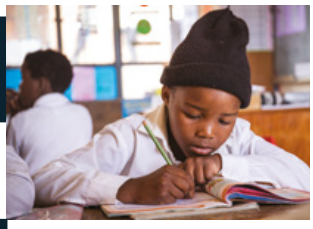




INDEPENDENT WORK

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

LAB pp. 88-95



30 min



GROUP GUIDED READING Groups C and D

MG pp. 24-27



First reading

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

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





PHYSICAL EDUCATION Activity stations

25 min



Warm up

Activity stations

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

Cool down



VISUAL ARTS Make a cartoon figure

30 min



Hand out two pieces of A4 paper per learner, pencil, scissors, glue, crayons/kokis

Draw or trace body parts

- On one piece of paper, learners draw the following body parts (they will cut these out later so they can be separated): one head, two arms, two legs, a torso.
- Colour in the body parts.
- Learners cut out the body parts (*you may need to help*).

Put the parts together

- On a clean page, the learners use glue to construct a body from their body parts.
- They give their cartoon figure a name.

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

WEDNESDAY



MORNING MEETING

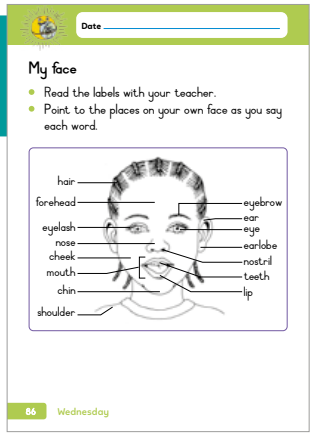
15 min

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



BEGINNING KNOWLEDGE AND PSWB — My face

LAB p. 86 — 15 min



Identify parts of the face

- Read the labels out loud to the learners.
- As you read, learners look at their partner's face and point to the feature (no touching).

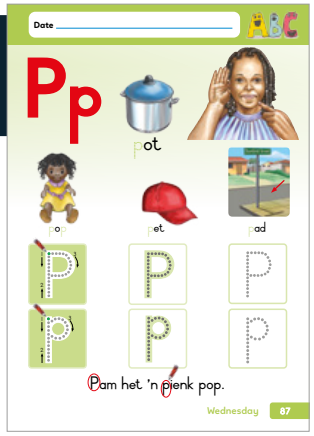
Draw a face

- Learners now draw their partner's face including the details that were discussed.



PHONICS — The sound X

LAB p. 87 — 15 min



Revise sounds

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

Introduce the new sound

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

Identify words with the sound

- Learners provide more words with the sound.

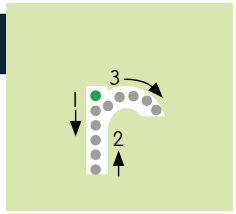
Read the sentence

- Read the sentence slowly together.
- Circle the new sound.



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 in the MG).
- Help learners describe their movements as they do this.





SHARED READING (2) — *Different bodies*

BB pp. 22–25 — 30 min

LAB pp. 78–81



Read from Big Book

- Read *Different bodies* with the class
- Ask the Day 2 questions on each page.
- Re-read the story as a class.

Revise the flashcard words ears, eyes, legs, bodies, teeth

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



SHARED WRITING — Filling in a form

15 min

- Copy the form onto the board.
- Read the form together.
- Using yourself as an example, model how to complete the form on board.

Complete the form

Name _____

Birthday _____

Address _____

Grade 1 ☐ 2 ☐ 3 ☐

Signature _____



INDEPENDENT WORK

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

LAB pp. 88-95



30 min



GROUP GUIDED READING — Groups E and A

MG pp. 24-27



First reading for Group E

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

Second reading for Group A

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

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





PHYSICAL EDUCATION — Activity stations

25 min



Warm up

Activity stations

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

Cool down

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



PERFORMING ARTS — Group movement sentences

15 min

Explain and do a movement sentence with the class

- Tell learners to first watch you.
- Say the word and do the action at the same time.
- For example: I (touch chest) love (double clap) Grade 1 (double click).

Learners design their own movement sentences

- Groups will design their own movement sentences using these words: Our group is the best.
- If there is time, they think of their own sentence.

Prepare for the presentation

- They will present their movement sentences tomorrow.

I (thump chest) like (clap table) friends (spin around) at my (clap hands twice) school (jump up high).

THURSDAY



MORNING MEETING

15 min

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



LISTENING AND SPEAKING — Movement sentence

15 min



Warm up

- Give each group one verse of an action song to sing and do the actions.

Teach a movement sentence

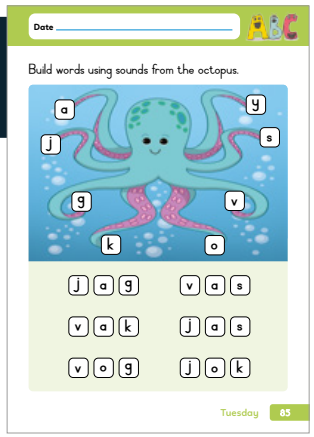
- Teach a movement sentence using bodies, sounds and instruments.
- Use movement or sounds to represent each word.



PHONICS — Independent word building

LAB p. 85

15 min



Letter naming using cards

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

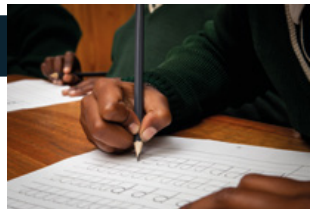
Independent word building

- Say a word from the Tuesday word building lesson.
- Help class to identify and count the sounds in the word.
- Learners build the word with their cards.
- Check (one learner writes word on the board)
- Do this with three or more words.



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 in the MG).
- Learners practise writing the letter in exercise books.
- Walk around and help learners. Pay attention to pencil grip and posture.



SHARED READING (3) — *Different bodies*

BB pp. 22–25

30 min

LAB pp. 78–81



Read from Big Book

- Read *Different bodies* with the class.
- Ask the **Day 3** questions on each page.
- Re-read the story with the class.

Revise flashcard words ears, eyes, legs, bodies, teeth

- 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 — Fill in a form

- Learners copy the form and complete it with their own details.

15 min

Complete the form

Name _____

Birthday _____

Address _____

Grade 1 ☐ 2 ☐ 3 ☐

Signature _____



INDEPENDENT WORK

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

LAB pp. 88-95



30 min



GROUP GUIDED READING — Groups B and C

Second reading

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

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



MG pp. 24-27





PHYSICAL EDUCATION — Activity stations

Warm up

Activity stations

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

Cool down

25 min





PERFORMING ARTS — Present movement sentences

Groups present movement sentences

- Watch carefully as each group presents their movement sentence.

Learners assess the presentations

- Were the words clear?
- Were the movements interesting?

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

30 min



FRIDAY



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

- Say each word slowly, twice.
- Learners listen and write each word.
- Afterwards, write the words on the board while demonstrating how to sound them out.
- Learners correct if necessary.

[Editor: list of 5 words from the week's phonics.]

ears

eyes

legs

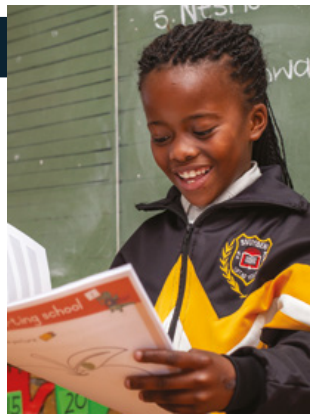
bodies

teeth



INDEPENDENT WRITING Guess who?

15 min



Revise
- Remind learners about the forms that they completed.

Choose 3–5 of the completed *I am special* forms to read aloud
- Read the forms aloud to the class.
- Learners guess who filled in the form.



INDEPENDENT WORK

LAB pp. 88-95



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



GROUP GUIDED READING Groups D and B

30 min

MG pp. 24-27



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

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

CHECKING AND FEEDBACK

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

25 min



Warm up

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

Cool down

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

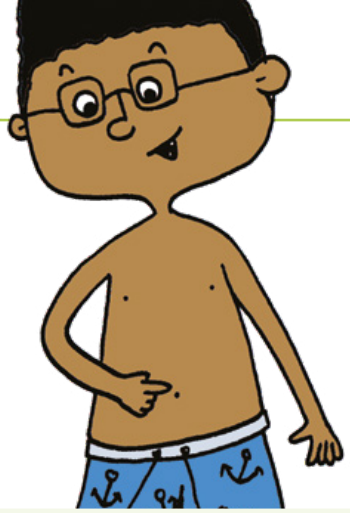
TEACHER'S WEEKLY REVIEW

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

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

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

WEEK OVERVIEW



Inside my body

PREPARATION

Flashcards

bone | broken | heal | hurt | Love

FORMAL ASSESSMENT TASKS WEEK 6

Tuesday – Friday	Physical Education 1: Obstacle course (5 marks)	Practical	TG p. 69, 71, 73, 75 & 77
Friday	BK/PSWB 1: Dangers in the home (10 marks)	TG p. 126	TG p. 76
Friday	Handwriting: Copy sentences (5 marks)	TG p. 127	TG p. 76

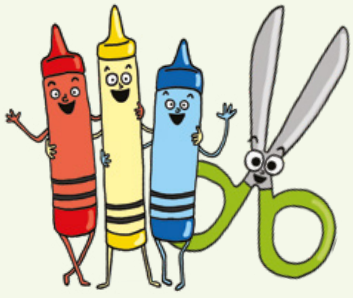
GUIDE TO GROUP GUIDED READING (GGR) AND INDEPENDENT WORK (IW)

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

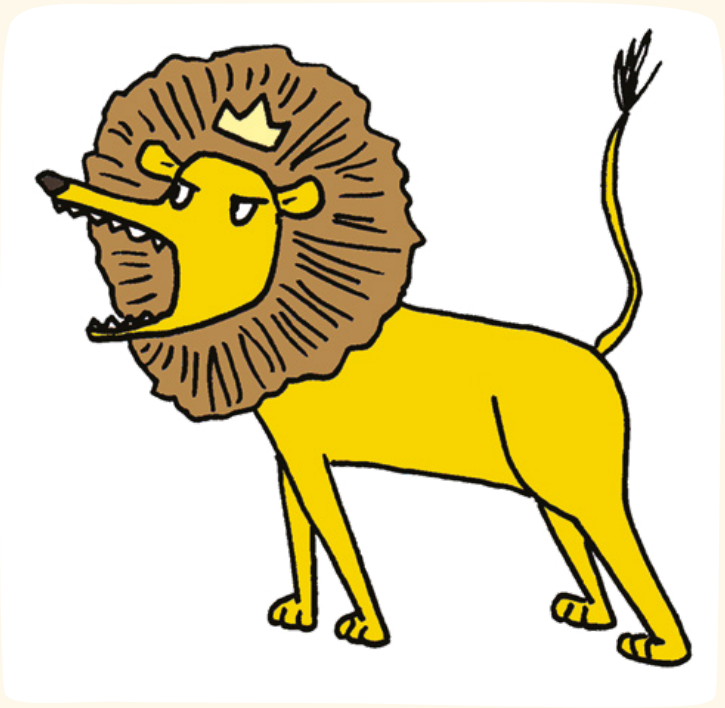
	Monday		Tuesday		Wednesday		Thursday		Friday	
	15 min	15 min	15 min	15 min	15 min	15 min	15 min	15 min	15 min	15 min
Group A	**GGR 1**	IW 1	IW 2	IW 3	IW 4	**GGR 2**	IW 5	IW 6	IW 7	IW 8
Group B	IW 1	**GGR 1**	IW 2	IW 3	IW 4	IW 5	**GGR 2**	IW 6	IW 7	IW 8
Group C	IW 1	IW 2	**GGR 1**	IW 3	IW 4	IW 5	IW 6	**GGR 2**	IW 7	IW 8
Group D	IW 1	IW 2	IW 3	**GGR 1**	IW 4	IW 5	IW 6	IW 7	**GGR 2**	IW 8
Group E	IW 1	IW 2	IW 3	IW 4	**GGR 1**	IW 5	IW 6	IW 7	IW 8	**GGR 2**

EQUIPMENT FOR ACTIVITIES

- scissors and glue
- sticky tape/masking tape, string
- crayons or kokis
- coloured paper
- extra waste materials (for groups that have not been able to collect)
- bags or containers for this week's letters
- equipment needed for the selected Physical Education activities



Mr Bones



The king of the animals, King Lion, lived in a cave on the Big Rocks. As he looked out over his kingdom, he saw a cloud of dust. Some of the animals were fighting about food. They all wanted to eat the same thing.

I must sort this out, he thought. The animals must learn to eat different things so there are no **squabbles**.

King Lion called a meeting of all the animals. Soon there was a long line of them walking to the Big Rocks.

But one animal did not join the others. Hyena was playing in the mud near the river. I will go to the meeting later, he thought, I am having so much fun here.

Meanwhile, King Lion spoke to all the other animals.

'We must make sure there is enough food for everyone. I have thought about it and this is how it will work. Because I am the king, I will eat the fresh meat. And my cousins, Leopard and Cheetah, will eat it as well."

'Jackal and the smaller animals can eat the **scraps** of meat we leave behind and the rest of you will eat the plants. Giraffe, you are the tallest so you can eat the leaves off all our tall trees. Elephants, you are the biggest so you can eat all the ripe fruit on the trees.'

'Rhino, you are very shy, so you can eat the leaves off the bushes that you hide in. Hippo and Buffalo, you can both eat the long, sweet grass but Buffalo will eat during the day and Hippo at night. Zebras and Impalas, you can eat the short grass they leave behind.'

All the animals were pleased. There would be no more fights.

But Hyena was still playing in the mud. By the time he got to the Big Rocks, King Lion had divided out all the food and the other animals had gone home.

'I'm so sorry, great King Lion,' he said. 'Please tell me what I can eat or I will go hungry.'

'You came late so you get the leftovers. You can **chew** the bones that are left when Jackal and his friends have finished.'

From that day on Hyena has been called Mr Bones by the other animals.

VOCABULARY

squabbles – to fight in a noisy way

scraps – small pieces of food that are left after you have finished eating

chew – to bite and grind food between your teeth to make it easy to swallow

MONDAY



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 — *Mr Bones*

TG p. 67

15 min



Before reading
- Show the photo of a hyena on page 23 of the Big Book. What do you think hyenas eat?

Read the story aloud, with expression
- Do not interrupt reading to explain or ask questions.

After reading
- Learners say what they enjoyed about the story or wondered about.
- Briefly explain highlighted vocabulary
  - If you have time, ask
  - Who was allowed to eat fresh meat? Why?
  - Do you think King Lion stopped the animals fighting? How?

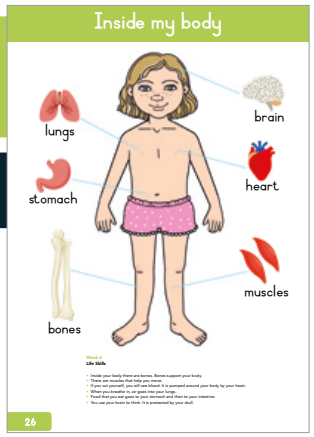


BEGINNING KNOWLEDGE AND PSWB — Inside my body

BB p. 26

30 min

LAB p. 100



Prior knowledge
- Ask learners to tell you what they think they have inside their bodies.

Read the page
- Using Big Book, read each label and explain the purpose of the organ.

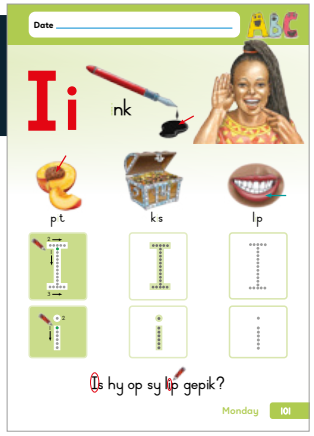
Discuss the page
- Read the labels again. This time, ask learners to touch where they think it is in their bodies.
- See ideas in the Big Book for explaining why this is important.



PHONICS — The sound X

LAB p. 101

15 min



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

Introduce the sounds
- Listen to and say the sounds.
- Notice your mouth.

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

Read the sentence
- Read the sentence slowly together.
- Circle the new sound.



HANDWRITING Big movements

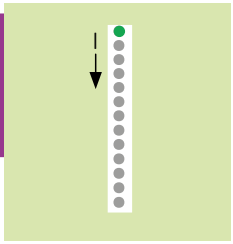
- Sing or play the song about the letter.
- Learners use big movements to form the letter taught in phonics – in the air, on the ground, with different media (see advice in the MG).
- Help learners describe their movements as they do this.

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



MG pp. 31-37

15 min

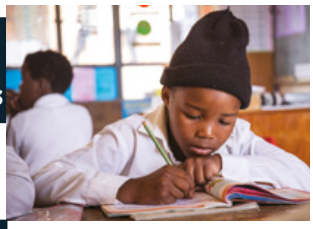




INDEPENDENT WORK

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

LAB pp. 106-113



30 min



GROUP GUIDED READING Groups A and B

First reading

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

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



MG pp. 24-27





PHYSICAL EDUCATION ASSESSMENT 1

- Set up an obstacle course before the lesson – outside is best. Include things to balance on, climb over or under, jump between and so on.
- Divide the class into four groups for the week.
- Explain / show what learners must do at each obstacle. Let them practise.

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

Marking: See page 125
Marks: 5

MG pp. 51-52

25 min





VISUAL ARTS Using waste materials

30 min

Explain task

- Today, small groups plan how to make a doll from waste materials
- Tomorrow, groups make the dolls.

Group preparation

- Design a doll and draw a rough sketch on paper.
- Decide what materials you will need.
- At home, collect the materials you need and bring them tomorrow.



TUESDAY



MORNING MEETING

15 min

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



LISTENING AND SPEAKING — Mr Bones

TG p. 67
15 min



Remind learners about the story: *Mr Bones*

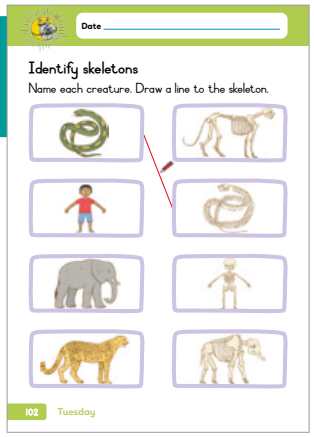
Pairs

- Discuss
  - What was the problem that King Lion tried to solve?
  - What was his solution?
  - What was the second problem with Hyena?
  - What was King Lion's solution?
- Each pair makes up an ending and share with the class.



BEGINNING KNOWLEDGE AND PSWB — Identify skeletons

LAB p. 102
15 min



Discuss different animal skeletons

- Look at each animal in the first column. What are their names?
- Look at the next column. These are skeletons – the bones that support the animals' bodies.
- Talk about animals that have skeletons inside their bodies

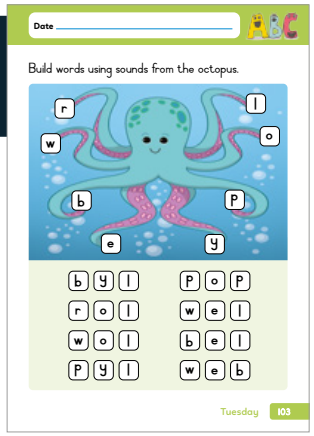
Learners work with a partner

- Learners match each creature to a skeleton.



PHONICS — Build the words

LAB p. 103
15 min



Prepare

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

Build the words together

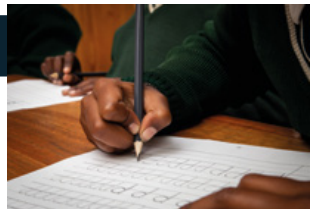
- Call a learner to the board for each word.
- Say the word aloud. Ask: What is the first sound? So, what is the first letter? And so on.
- Let learner find the letter cards and place in the correct position.
- Other learners try to copy the word with their own cards.

Put the letters in a container/bag to use again



HANDWRITING — Practise in exercise books

15 min



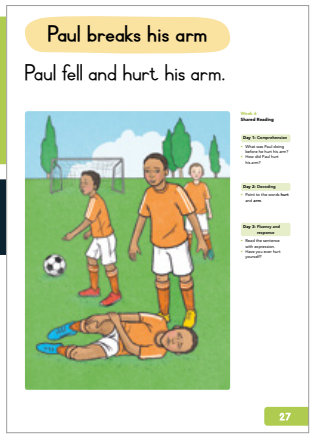
- Learners use big movements to form the letter taught in phonics in the air, on the ground, with different media (see advice in the MG).
- Learners practise writing the letter in exercise books.
- Walk around and help learners. Pay attention to pencil grip and posture.

SHARED READING (1) *Paul breaks his arm*

BB pp. 27–30

30 min

LAB pp. 96–99



Read

- Read *Paul breaks his arm* to the class
- Ask the Day 1 questions on each page.
- Re-read the story together as a class.

Revise the flashcard words bone, broken, heal, hurt, x-ray

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

INDEPENDENT WORK

LAB pp. 106-113



30 min

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

GROUP GUIDED READING Groups C and D

MG pp. 24-27



First reading

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

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

PHYSICAL EDUCATION ASSESSMENT 1 Group A

25 min



Warm up

Activity stations

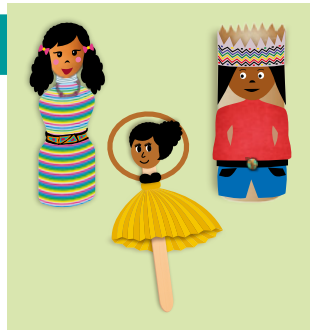
- Send each group to an activity station.
- Teacher observes and assesses Group A on the obstacle course.

Cool down

Marking: See page 125
Marks: 5

VISUAL ARTS Make a doll

30 min



Hand out glue, sticky tape, string, waste materials, coloured paper

Groups make their doll

- Learners work in groups to make their doll out of the waste material they collected.
- If something doesn't work, encourage them to try something else.
- Remind them that it is not how beautiful the dolls look but how hard they tried and how creative they are with the waste materials.

Learners explain what they did

- Tell learners that they will have to tell the class how they made their dolls. They prepare for this once they are done making their dolls.

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

WEDNESDAY



MORNING MEETING

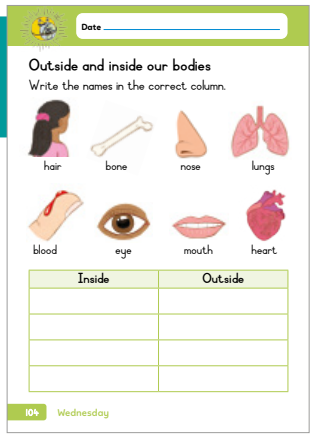
15 min

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



BEGINNING KNOWLEDGE AND PSWB — Outside and inside our bodies

LAB p. 104
15 min



Talk about outside and inside body parts

- Look at each small picture and read the labels.
- Explain that some parts are inside the body and others are outside the body.
- In pairs, learners decide which ones are on the outside and put an X next to them.

Write names of body parts in columns

- Help learners to write the names of the parts that can be seen outside the body in the correct column.
- Now, do the same with the organs that are inside the body.



PHONICS — The sound X

LAB p. 105
15 min



Revise sounds

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

Introduce the new sound

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

Identify words with the sound

Learners provide more words with the sound.

Read the sentence

- Read the sentence slowly together.
- Circle the new sound.

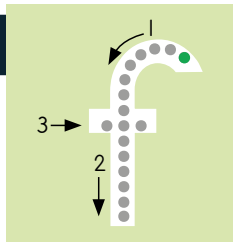


HANDWRITING — Big movements

- 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 in the MG).
- Help learners describe their movements as they do this.

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

15 min

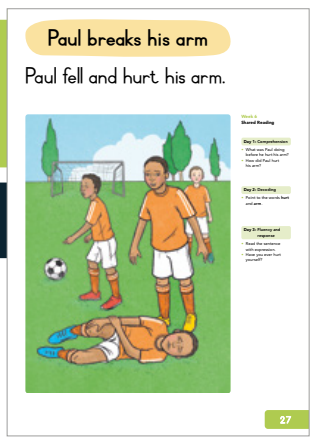




SHARED READING (2) — *Paul breaks his arm*

BB pp. 27–30
30 min

LAB pp. 96–99



Read from Big Book

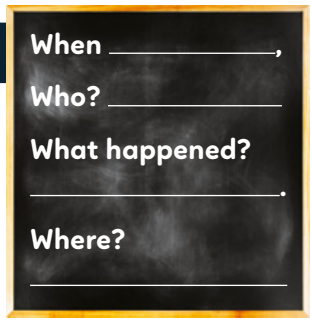
- Read *Paul breaks his arm* with the class
- Ask the Day 2 questions on each page.
- Re-read the story as a class.

Revise the flashcard words bone, broken, heal, hurt, x-ray

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

SHARED WRITING — News

15 min



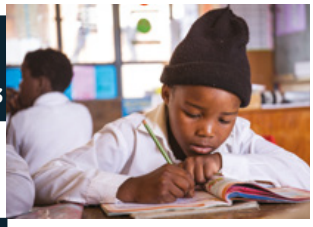
Prepare the board
- Show the learners the writing frame.
- Explain that when we tell our news, we say when it happened, who was involved, what happened, where it happened.

Write some learners' suggestions
- Ask for ideas. Remind learners to answer the question words.
- Ask learners to spell appropriate words.

Read the sentences together

INDEPENDENT WORK

LAB pp. 106-113



30 min

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

GROUP GUIDED READING — Groups E and A

MG pp. 24-27



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

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

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

PHYSICAL EDUCATION ASSESSMENT 1 — Group B

25 min



Warm up

Activity stations
- Send each group to an activity station.
- Teacher observes and assesses Group B on the obstacle course.

Marking: See page 125
Marks: 5

PERFORMING ARTS — Present dolls

30 min



Prepare
- Discuss briefly what a good presentation looks and sounds like.
- In groups, prepare to present the dolls and explain how they were made.
- Tell us about each doll's character.
- All group members says something.

Group presentations

Feedback
What does the class like about each doll?

THURSDAY



MORNING MEETING

15 min

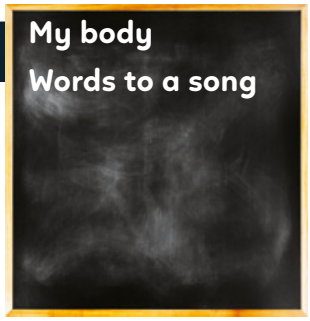
- Register, calendar, weather
- Play the name game with some learners
- Same sound or different?



LISTENING AND SPEAKING Sing / recite

15 min

- Teach the song and the actions.
- Learners join in as they can.





PHONICS Independent word building

LAB p. 103

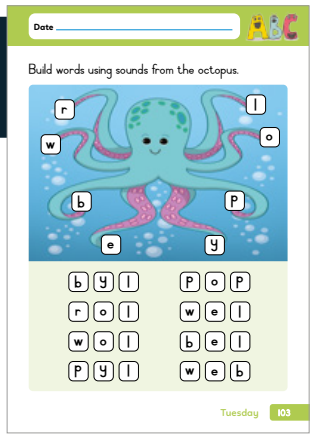
15 min

Letter naming using cards

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

Independent word building

- Say a word from the Tuesday word building lesson.
- Help class to identify and count the sounds in the word.
- Learners build the word with their cards.
- Check (one learner writes word on the board)
- Do this with three or more words.

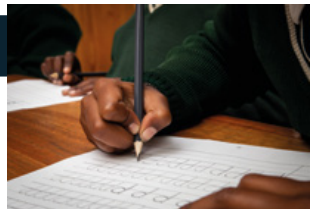




HANDWRITING Practise in exercise books

15 min

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





SHARED READING (3) Paul breaks his arm

BB pp. 27–30

30 min

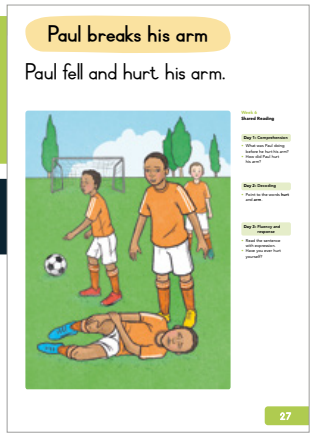
LAB pp. 96–99

Read from Big Book

- Read *Paul Breaks his arm with the class.*
- Ask the **Day 3** questions on each page.
- Re-read the story with the class.

Revise flashcard words bone, broken, heal, hurt, x-ray

- 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.





WRITING My news

15 min



Revise how to write news

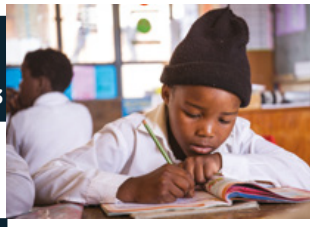
- Revise the key questions: when, who, what happened, where?
- Re-read Shared Writing sentences from yesterday.

Learners write their own News.



INDEPENDENT WORK

LAB pp. 106-113



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

30 min



GROUP GUIDED READING Groups B and C

MG pp. 24-27



Second reading

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

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





PHYSICAL EDUCATION ASSESSMENT 1 Group C

25 min



Warm up: Group C

Activity stations

- Send each group to an activity station.
- Teacher observes and assesses Group C on the obstacle course.

Cool down

Marking: See page 125
Marks: 5



PERFORMING ARTS Role-play

30 min



Prepare

- Groups role-play interviewing their dolls.
- Learners take turns asking and answering questions as if they are interviewing a celebrity on TV.
- One member is the doll (use the doll as a puppet) and answers each question.

Report back to the class
Share some funny questions and answers with the class.

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

FRIDAY



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.



BEGINNING KNOWLEDGE AND PSWB ASSESSMENT 1 — Identify dangers in the home

TG p. 126

15 min



Revise
- Remind learners that you discussed dangers in the home this term.

Distribute copies of TG page 126
- Learners work individually to put a cross on each of the dangers shown in the room.

Marking: See page 122
Marks: 5



HANDWRITING ASSESSMENT 1

TG p. 127

15 min



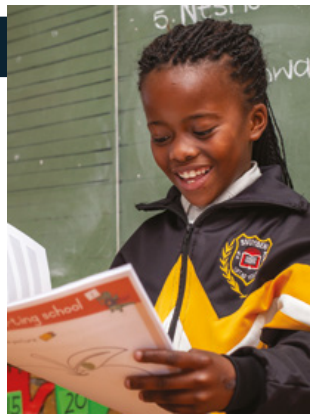
- Ensure that learners have sharp pencils. Do not let them use erasers.
- Distrbute copies of TG p. 127.
- Learners copy the sentence.
- They put a star above the letter they are most proud of.

Marking: See page 120
Marks: 10



INDEPENDENT WRITING — My News (continued)

15 min

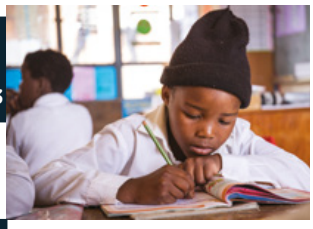


- Take turns reading your news sentences to your group.
- Choose the most interesting news from your group to read to the class.

INDEPENDENT WORK

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

LAB pp. 106-113



30 min

GROUP GUIDED READING Groups D and E

MG pp. 24-27



Second reading

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

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

CHECKING AND FEEDBACK

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 ASSESSMENT 1 Group D

25 min



Warm up

Activity stations

- Send each group to an activity station.
- Teacher observes and assesses Group D on the obstacle course.

Marking: See page 125
Marks: 5

TEACHER'S WEEKLY REVIEW

This week, I have:

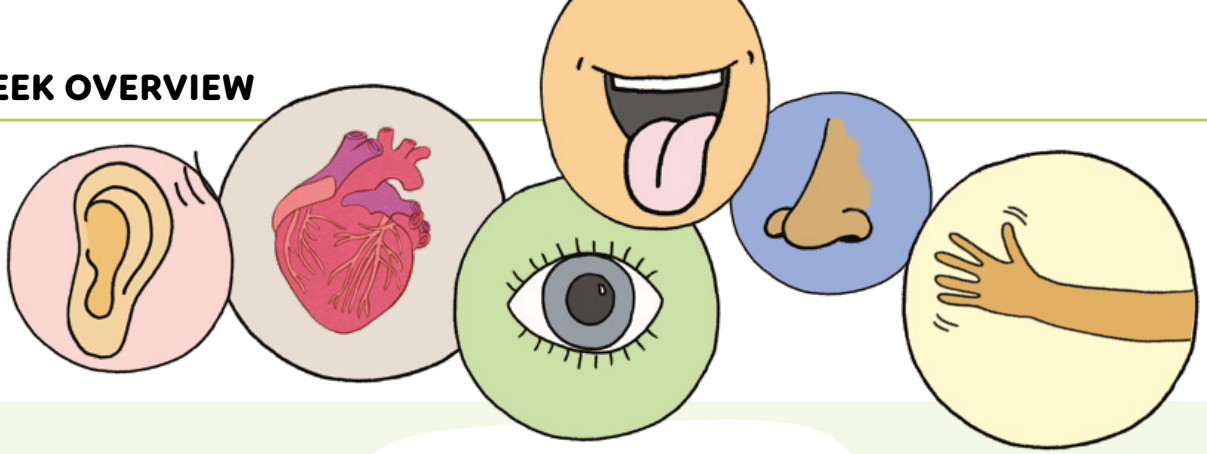
- **taken in the LABs** and commented on the Writing
- **checked and corrected the other LAB pages** and identified areas of concern or specific learners needing more assistance
- **referred back to the Week Overview** and identified any lesson I was not able to complete
- **scanned my lap book** and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

I have scheduled a time next week for:

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

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

WEEK OVERVIEW



My senses

PREPARATION

Flashcards

smelled | heard | tasted | ate | saw

FORMAL ASSESSMENT TASKS WEEK 7

Monday – Friday	Reading 1: Individual Read-aloud (10 marks)	TG p. 128	TG p. 81, 83, 85, 87 & 89
Thursday	Performing Arts 1: Group song (10 marks)	PRACTICAL	TG p. 87
Friday	Phonics 1: Sounds (5 marks) Phonics 2: Dictation (10 marks)	TG p. 129	TG p. 88

GUIDE TO READING AND COMPREHENSION ASSESSMENT 1 AND INDEPENDENT WORK (IW)

R&C: one 30 min session for each group IW: 8 pages

	Monday		Tuesday		Wednesday		Thursday		Friday	
Group A	**Reading assessment**		IW 1	IW 2	IW 3	IW 4	IW 5	IW 6	IW 7	IW 8
Group B	IW 1	IW 2	**Reading assessment**		IW 3	IW 4	IW 5	IW 6	IW 7	IW 8
Group C	IW 1	IW 2	IW 3	IW 4	**Reading assessment**		IW 5	IW 6	IW 7	IW 8
Group D	IW 1	IW 2	IW 3	IW 4	IW 5	IW 6	**Reading assessment**		IW 7	IW 8
Group E	IW 1	IW 2	IW 3	IW 4	IW 5	IW 6	IW 7	IW 8	**Reading assessment**	

EQUIPMENT FOR ACTIVITIES

- pencil and scissors
- A4 blank paper
- crayons, kokis or watercolour paints
- clay/plasticine/playdough or real dough (recipes can be found on the internet)
- buttons/sweets/raisins
- bottle or rolling pin
- paper plates, different types of foods
- bags or containers for this week's letters
- equipment needed for the selected Physical Education activities
- non-see-through plastic packet and five items for mystery bag that will fit inside

The Gingerbread Man

Once upon a time there was an old woman who loved to bake delicious biscuits and cakes. One day she made a Gingerbread Man with a head, two arms and two legs. She put in raisins for eyes. Then she put it into the oven to bake.

When the Gingerbread Man was cooked, she opened the oven. It smelled **wonderful**. But, oh no! Something strange happened! The Gingerbread Man jumped out of the oven and ran away!

'STOP! STOP!' shouted the old woman.

But the Gingerbread Man just laughed **cheekily**. He sang, 'RUN, RUN AS FAST AS YOU CAN, YOU CAN'T CATCH ME, I'M THE GINGERBREAD MAN.'

He ran into a field. Cow sniffed the wonderful smell. She tried to stop the Gingerbread Man. 'STOP! STOP!' she shouted.

But the Gingerbread Man laughed cheekily and sang, 'RUN, RUN AS FAST AS YOU CAN, YOU CAN'T CATCH ME, I'M THE GINGERBREAD MAN.'

Over the hill, Gingerbread Man met Pig. Pig **sniffed** the wonderful smell. 'STOP! STOP!' he shouted.



But the Gingerbread Man laughed cheekily and sang 'RUN, RUN AS FAST AS YOU CAN, YOU CAN'T CATCH ME, I'M THE GINGERBREAD MAN.'

Eventually the Gingerbread Man came to a wide river. Pig and Cow and the old woman were close behind him so he needed to get across but he couldn't swim.

'I will carry you across the river, Mr Gingerbread Man,' said Crocodile. 'Quick, hop onto the tip of my nose.'

'OK,' said the Gingerbread Man and he jumped onto Crocodile's nose.

Crocodile began to swim across the river. But when he got to the middle, the smell was so wonderful, he couldn't help himself. He **tossed** the Gingerbread Man up in the air. Then he caught him in his great big mouth. CRUNCH CRUNCH CRUNCH. He ate Gingerbread Man all up.

'Mmm, that tasted **delicious**,' he said.

The old woman and Cow and Pig saw the Gingerbread Man being eaten up. They went home to find something else to eat. And that was the end of the Gingerbread Man.

VOCABULARY

delicious – tasting good

cheekily – rude but not nasty or unpleasant

tossed – throw into the air

MONDAY

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 Gingerbread Man*

TG p. 79
15 min



Before reading
- Show p.30 of BB.
- What do you see? (a cake in the shape of a man). This is called a gingerbread man. It tastes like ginger biscuits.

Read the story aloud, with expression
- Do not interrupt reading to explain or ask questions.

After reading
- Learners say what they enjoyed about the story or wondered about.
- Briefly explain highlighted vocabulary
- If you have time, ask
  - Who wanted to eat the Gingerbread Man?
  - Who ate the Gingerbread Man in the end?

BEGINNING KNOWLEDGE AND PSWB — Your senses

BB p. 31
30 min

LAB p. 118



Prior knowledge
- Ask learners if they know what *senses* are.

Read the page
- Ask this question after you have read each one: What pattern do you notice about how the text is written?

Talk more about senses
- Talk about how some people like the taste of sweet things and others the taste of salty things.
- Explain that some people can see things that are far away better than things that are close – and the other way around.
- Talk about how some people can hear very soft sounds, and others none at all or only loud sounds.

PHONICS — A new sound

LAB p. 119
15 min



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

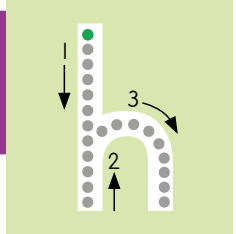
Introduce the sounds
- Listen to and say the new sound.
- Notice your mouth.

Identify words with the sounds
- Learners can provide more words with the sounds.

Read the sentence
- Read the sentence slowly together.
- Circle the new sound.

HANDWRITING — Big movements

MG pp. 31-37
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 in the MG).
- Help learners describe their movements as they do this.

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



INDEPENDENT WORK

- Introduce this week's independent tasks.
- Learners do two tasks a day unless they have Reading Assessment 1.
- Remind them to work quietly on their own.
- When class is settled, call the first learner to read.

LAB pp. 124–131
30 min





READING ASSESSMENT 1 Group A

TG p. 128
30 min

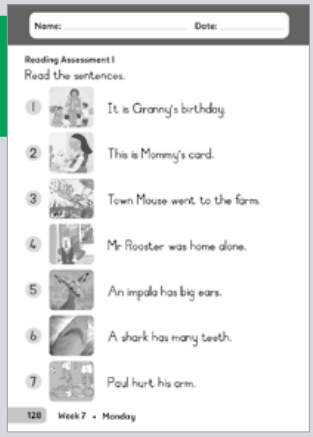
Group

- Whole group comes to the mat, with their LABs.
- They whisper-read the Shared Reading stories in the LAB while you conduct assessment.

Assessment

- Call one learner at a time to read TG page 128 to you.
- Each child learner for 3 minutes, regardless of how many sentences they read.

Marking: See page 119
Marks: 5


Name: Date:
Reading Assessment 1
Read the sentences.
1 It is Granny's birthday.
2 This is Mommy's card.
3 Town Mouse went to the farm.
4 Mr Rooster was home alone.
5 An impala has big ears.
6 A shark has many teeth.
7 Paul hurt his arm.
120 Week 7 • Monday



PHYSICAL EDUCATION Activity stations

MG pp. 51-52
25 min

Prepare

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

Introduce activity stations

- Show the equipment and explain the four activities for the week.
- Ask confident learners to demonstrate the activities.

Whole class activity

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

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





VISUAL ARTS Scribble patterns

30 min

Hand out paper and pencil, crayons/kokis or paint

Make a scribble pattern with your finger

- Demonstrate drawing a scribble pattern on the board.
- Ask learners to use their fingers to make a scribble pattern on their desks.

Draw a scribble pattern with your eyes closed

- Tell learners to close their eyes and to feel the edge of their paper and hold it still with one hand.
- With a pencil, they make a scribble pattern for just 1–2 seconds. Do not press hard.
- Open eyes and go over the lines.
- Colour in each shape or make patterns in the shapes using crayons, kokis or paint.



TUESDAY



MORNING MEETING

15 min

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



LISTENING AND SPEAKING — The Gingerbread man

15 min

Remind learners about the story: *The Gingerbread Man*

Think-pair-share

- Each learner thinks of a question about the story.
- They ask their partner the question, and then swap.
- Some pairs share questions and answers with the class.



TG p. 79



BEGINNING KNOWLEDGE AND PSWB — My senses

LAB p. 120

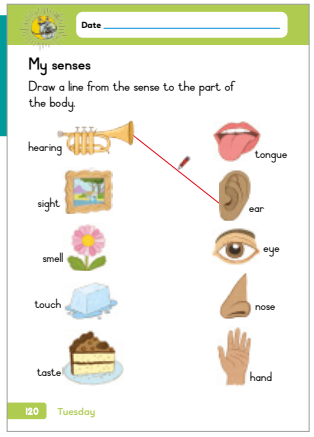
15 min

Revise the five senses with the class

- Ask why each sense is important.
- Sensitively discuss some physical challenges.

Learners link senses to body parts

- Learners draw a line from the sense to the part of the body.





PHONICS — Build the word

LAB p. 121

15 min

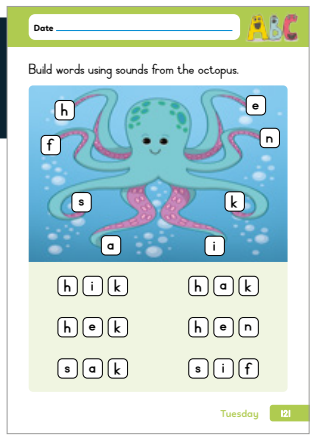
Prepare

- Learners cut out the letter cards for the week (LAB page 183)
- Display the same teacher cards randomly on the board.

Build the words together

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

Put the letters in a container/ bag to use again





HANDWRITING — 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 in the MG).
- Learners practise writing the letter in exercise books.
- Walk around and help learners. Pay attention to pencil grip and posture.





SHARED READING (1) *The Gingerbread Man*

BB pp. 32–35
30 min

LAB pp. 114–117

Read
- Read *The Gingerbread Man* to the class.
- Ask the Day 1 questions on each page.
- Re-read the story together as a class.

Revise the flashcard words smelled, heard, tasted, ate, saw
- Hold up the flashcards and say the words aloud with the learners.
- Match the flashcards to a word in the Big Book.





INDEPENDENT WORK

LAB pp. 124–131
30 min

- Learners do two tasks a day unless they have Reading Assessment 1.
- Remind them to work quietly on their own.
- When class is settled, call the next learner to read.





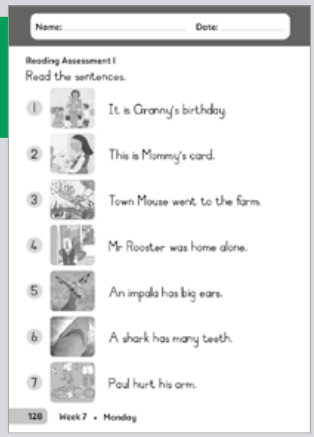
READING ASSESSMENT 1 Group B

TG p. 128
30 min

Group
- Whole group comes to the mat, with their LABs.
- They whisper-read the Shared Reading stories in the LAB while you conduct assessment.

Assessment
- Call one learner at a time to read LAB page 136 to you.
- Each learner reads for 3 minutes, regardless of how many sentences they read.

Marking: See page 119
Marks: 5





PHYSICAL EDUCATION Activity stations

25 min

Warm up

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

Cool down





VISUAL ARTS A Gingerbread Man

30 min

Hand out clay/plasticine/play-dough or cookie dough, buttons/sweets/raisins, bottles or rolling pins, paper, pencil and scissors

Make and decorate a gingerbread man
- Demonstrate how to roll dough, mark the shape, cut out and decorate.
- Learners make gingerbread men.
- Dry in the sun or bake according to the recipe.

If no dough is available, make a paper gingerbread man
- Draw the outline as big as possible on a sheet of A4 paper.
- Colour it in.
- Cut it out and display it.



WEDNESDAY



MORNING MEETING

15 min

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



BEGINNING KNOWLEDGE AND PSWB

Four tastes

LAB p. 122
15 min

- **Equipment for each group**: a paper plate with tiny amounts of 3–4 types of food, for example: a lemon segment cut into small pieces and teaspoons of salt, coffee granules and sugar or jam.

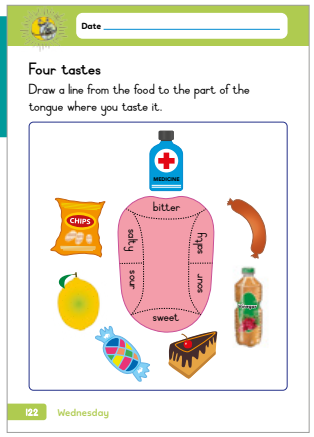
Talk and taste

- Where on our bodies do we taste?
- Learners taste a tiny bit of each food on different parts of their tongue.
- What tastes sweet/sour/ salty/ bitter?

Explain taste buds

- Each part of our tongue tastes a different taste:
  - tip of tongue: sweet
  - sides: salty and sour
  - back: bitter

Complete the LAB page





PHONICS

A new sound

LAB p. 123
15 min

Revise sounds

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

Introduce the new sound

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

Identify words with the sound

- Learners can provide more words with the sound.

Read the sentence

- Read the sentence slowly together.
- Circle the new sound.





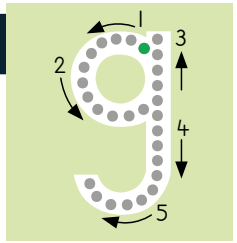
HANDWRITING

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 in the MG).
- Help learners describe their movements as they do this.

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

15 min





SHARED READING (2)

The Gingerbread Man

BB pp. 32–35
30 min

LAB pp. 114–117

Read from Big Book

- Read *The Gingerbread Man* with the class
- Ask the Day 2 questions on each page.
- Re-read the story as a class.

Revise the flashcard words smelled, heard, tasted, ate, saw

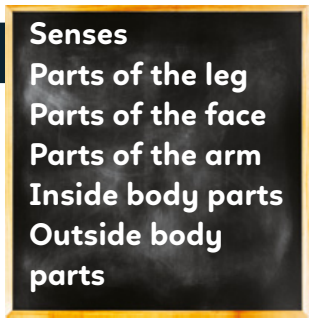
- Hold up the flashcards and say the words aloud with the learners.
- Match the flashcards to a word in the Big Book.





SHARED WRITING Lists

15 min



Prepare the board
- Divide class into groups and give each group a heading.
- Together, they must write a list of five things for that heading.

Remind learners of the features of a list:
- heading (capital letter, underlined), list can be numbered, no caps for list, items on new lines).

Read the lists to the class
- Learners can read their lists aloud to the class.
- Choose one to write on the board.



INDEPENDENT WORK

LAB pp. 124–131

30 min



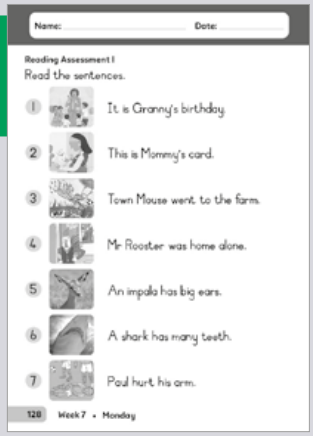
- Learners do two tasks a day unless they have Reading Assessment 1.
- Remind them to work quietly on their own.
- When class is settled, call the first next learner to read.



READING ASSESSMENT 1 Group C

TG p. 128

30 min



Group
- Whole group comes to the mat, with their LABs.
- They whisper-read the Shared Reading stories in the LAB while you conduct assessment.

Assessment
- Call one learner at a time to read TG page 128 to you.
- Each learner reads for 3 minutes, regardless of how many sentences they read.

Marking: See page 119
Marks: 5



PHYSICAL EDUCATION Activity stations

25 min



Warm up

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

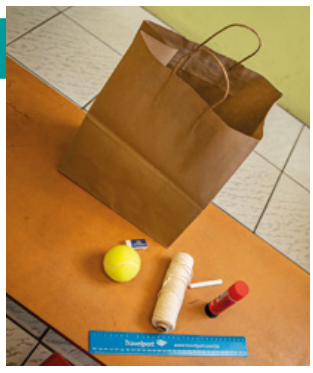
Cool down

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



PERFORMING ARTS Group mystery bag

30 min



Prepare
- Each group must prepare a mystery bag.
- They can talk about what to put in their group's mystery bag. Objects can be from inside or outside.
- They must place five items inside their bags.

Groups guess what is inside other groups' bags
- Swap bags with another group.
- Learners take turns to put their hands inside the bags and feel an object.
- They describe it without taking it out of the bag.
- They guess what it is and then can take it out to see if they are correct.

THURSDAY



MORNING MEETING

15 min

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



LISTENING AND SPEAKING — Listening game

15 min



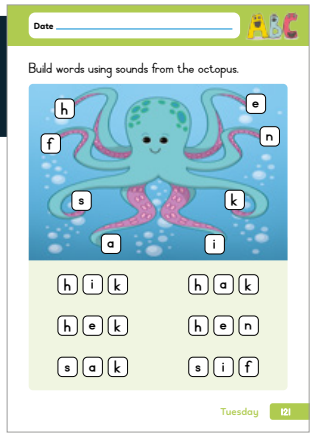
- Listen for two minutes.
- What was the furthest sound you heard?
- Nearest sound?
- Loudest sound?
- Softest sound?
- Most interesting sound?



PHONICS — Build the words

LAB p. 121

15 min



Letter naming using cards

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

Independent word building

- Say a word from the Tuesday word building lesson.
- Help class to identify and count the sounds in the word.
- Learners build the word with their cards.
- Check (one learner writes word on the board)
- Do this with three or more words.



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 in the MG).
- Learners practise writing the letter in exercise books.
- Walk around and help learners. Pay attention to pencil grip and posture.



SHARED READING (3) — *The Gingerbread Man*

BB pp. 32–35

30 min

LAB pp. 114–117



Read from Big Book

- Read *The Gingerbread Man* with the class.
- Ask the **Day 3** questions on each page.
- Re-read the story with the class.

Revise flashcard words smelled, heard, tasted, ate, saw

- 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 Lists

15 min



Re-read Shared Reading lists from yesterday
Remind learners of the features of a list: heading (capital letter, underlined), no caps for list, items on new lines).

Learners make their own lists
- Learners choose two list headings from yesterday's lesson.
- They write 5 items in each list.
- Should we say they must add at least four(?) items to each list?
- Don't worry about spelling?



INDEPENDENT WORK

LAB pp. 124–131
30 min

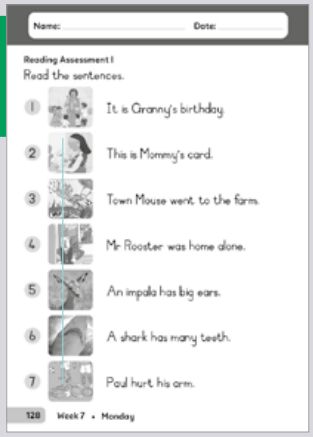


- Learners do two tasks a day unless they have Reading Assessment 1.
- Remind them to work quietly on their own.
- When class is settled, call the first next learner to read.



READING ASSESSMENT 1 Group D

TG p. 128
30 min



Group
- Whole group comes to the mat, with their LABs.
- They whisper-read the Shared Reading stories in the LAB while you conduct assessment.

Assessment
- Call one learner at a time to read TG page 128 to you.
- Each learner reads for 3 minutes, regardless of how many sentences they read.

Marking: See page 119
Marks: 5



PHYSICAL EDUCATION Activity stations

25 min



Warm up

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

Cool down



PERFORMING ARTS ASSESSMENT 1

30 min



Prepare
- Divide class into 6 groups. They choose a short song to perform, with actions.
- Go outside to practise

Perform
- Call groups inside to perform one at a time.
- Tell them that you are assessing them on the following criteria: singing together, in tune and in time, rhythm and movements.

Marking: See page 124
Marks: 5

FRIDAY



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 ASSESSMENTS 1 AND 2

TG p. 129

15 min



Phonics Assessment 1: Sounds (5 marks)
- In row 1, write the letters for the sounds I say.

Phonics Assessment 2: Dictation (10 marks)
- Say each word twice only.
- Learners write the word in best handwriting.

Marking: See page 118
Marks: Assessment 1: 5, Assessment 2: 10



INDEPENDENT WRITING — Editing

LAB p. 144

15 min

Prepare
With learner's help, make sample lists on board (*senses, parts of leg, parts of arm, inside parts)*

Pairs: swop lists from Independent Writing
- Read your partner's list. Check that it makes sense.
- Check the spelling by looking at the board.
- Underline any words you think are spelled incorrectly.

Individuals: Do spelling corrections
- Get your own book back.
- Check the spelling on the board and correct your spelling mistakes.
- Use a ruler to cross out the incorrect word. Write it correctly above.

Senses	Inside parts	Outside parts
sight	heart	hair
hearing	lungs	head
taste	bones	arms
smell	stomach	legs
touch	brain	feet
		torso

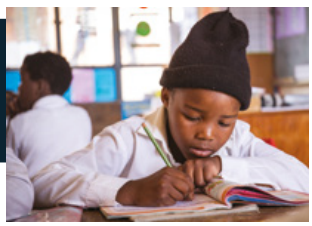
Parts of face	Parts of leg	Parts of arm
mouth	knee	elbow
eyes	ankle	shoulder
nose	calf	hand
ears	thigh	fingers
teeth	foot	wrists



INDEPENDENT WORK

LAB pp. 124–131

30 min



- Learners do two tasks a day unless they have Reading Assessment 1.
- Remind them to work quietly on their own.
- When class is settled, call the first next learner to read.

READING ASSESSMENT 1 Group E

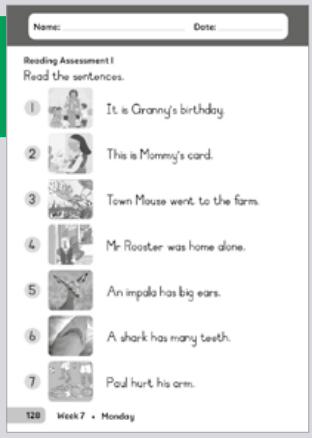
TG p. 128

30 min

Group
- Whole group comes to the mat, with their LABs.
- They whisper-read the Shared Reading stories in the LAB while you conduct assessment.

Assessment
- Call one learner at a time to read TG page 128 to you.
- Each learner reads for 3 minutes, regardless of how many sentences they read.

Marking: See page 119
Marks: 5


Name: Date:
Reading Assessment 1
Read the sentences.
1 It is Granny's birthday.
2 This is Mommy's card.
3 Town Mouse went to the farm.
4 Mr Rooster was home alone.
5 An impala has big ears.
6 A shark has many teeth.
7 Paul hurt his arm.
128 Week 7 • Monday

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

25 min



Warm up

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

Cool down

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

TEACHER'S WEEKLY REVIEW

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

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

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

WEEK OVERVIEW



Keeping safe from germs

PREPARATION

Flashcards

germ | care | soap | fresh | sick

FORMAL ASSESSMENT TASKS WEEK 8

Monday	Listening & Speaking 1: Comprehension (5 marks)	TG p. 130	TG p 92
	Visual Arts 1: Draw your family news (10 marks)	Practical	TG p 93
Tuesday	BK/PSWB 2: Parts of body (10 marks)	TG p. 131	TG p 94
Tuesday – Wednesday	Listening & Speaking 2: Talk about your drawing (5 marks)	Oral	TG p 95 & 97
Thursday	Reading 2: Comprehension (5 marks)	TG p. 132	TG p 119
Thursday	Writing 1: News (5 marks)	Exercise Books	TG p 121

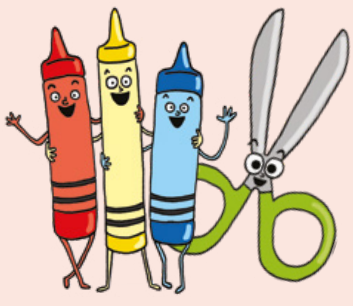
GUIDE TO GROUP GUIDED READING (GGR) AND INDEPENDENT WORK (IW)

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

	Monday		Tuesday		Wednesday		Thursday		Friday	
	15 min	15 min	15 min	15 min	15 min	15 min	15 min	15 min	15 min	15 min
Group A	**GGR 1**	IW 1	IW 2	IW 3	IW 4	**GGR 2**	IW 5	IW 6	IW 7	IW 8
Group B	IW 1	**GGR 1**	IW 2	IW 3	IW 4	IW 5	**GGR 2**	IW 6	IW 7	IW 8
Group C	IW 1	IW 2	**GGR 1**	IW 3	IW 4	IW 5	IW 6	**GGR 2**	IW 7	IW 8
Group D	IW 1	IW 2	IW 3	**GGR 1**	IW 4	IW 5	IW 6	IW 7	**GGR 2**	IW 8
Group E	IW 1	IW 2	IW 3	IW 4	**GGR 1**	IW 5	IW 6	IW 7	IW 8	**GGR 2**

EQUIPMENT FOR ACTIVITIES

- crayons or pencil crayons.
- bags or containers for this week's letters
- equipment needed for the selected Physical Education activities



Florence Nightingale: Germ Buster



About 200 years ago, a girl called Florence Nightingale lived in a country called England. At that time, most girls didn't go to school but Florence's father wanted his daughters to learn and gave them lessons in science and history and maths. Florence liked to help the ill and poor people in the community. She took baskets of fresh fruit, vegetables and bread leave to sick families.

She asked her mother why some people became sick, but her mother didn't know. Not many people knew about **germs** in those days. Florence decided to become a nurse and try to find out. There was no school for nurses in England so, when she was 16, Florence travelled to Germany to do her training there.

There, she learnt about germs for the first time. She learnt that germs make people sick. She also learnt that germs love dirt.

When she got back to England, she started to work in a hospital. She told the other nurses to keep the hospital very clean, to wash the patients each day and wash their own hands with soap and water. She also kept the windows of the hospital open for fresh air. More and more of the patients got better.

The government heard of this wonderful nurse and asked her to go to a hospital where there were many **wounded** soldiers. When she got there, she saw that everything was dirty - the hospital, the patients and the **bandages** were dirty. Even the water they drank was not clean. There were germs everywhere! The soldiers helped her scrub the place from top to bottom. She opened all the windows to let in fresh air. They washed all the blankets and bandages with hot water and soap. She made sure the soldiers drank clean water and had fresh food to eat. Every night she walked around the hospital carrying a lamp to see if the sick soldiers were getting better. They called her The Lady with the Lamp.

When she got back from the soldiers' hospital, she started a nursing school in England to train other nurses to fight germs. Today nurses all over the world, even in South Africa, have a little lamp on their nurse badges to remember Florence Nightingale and her fight against germs.

VOCABULARY

germ – a micro (very small) organism (creature) that causes disease/illness

wounded – injured or hurt

bandage – a strip of material for binding up a cut or wound

MONDAY

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 — Florence Nightingale: Germ Buster

TG p. 91
15 min

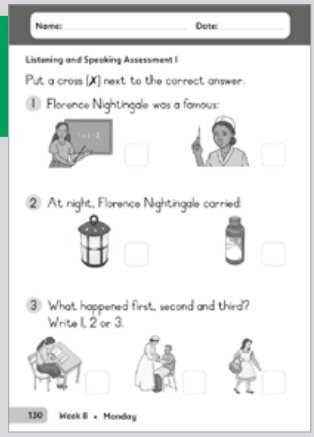
Before reading
- Explain that learners should listen carefully so that they can do assessment afterwards.
- Ask if anyone has heard about Florence Nightingale? Explain that she was a famous nurse.

Read the story aloud and explain vocabulary

LISTENING AND SPEAKING ASSESSMENT 1 — *Florence Nightingale: Germ Buster*

TG p. 130
15 min

- Read each question and the possible answers with the learners.
- Wait for them to choose an answer (silently) before moving on.
- For the last question, they will write 1, 2 or 3.
- Learners must work independently.


Name: Date:
Listening and Speaking Assessment 1
Put a cross (X) next to the correct answer.
1 Florence Nightingale was a famous:
2 At night, Florence Nightingale carried:
3 What happened first, second and third? Write 1, 2 or 3.
130 Week 8 • Monday

Marking: See page 117
Marks: 5

BEGINNING KNOWLEDGE AND PSWB — Keeping safe from germs

BB p. 36
30 min

LAB p. 137

Prior knowledge
- Who remembers wearing a mask? Why did we have to do that?

Read the page
- Read the sentences and discuss the pictures.
- What else can we do to stay healthy?


Be a Germ Buster
Keeping safe from germs
Wear a mask.
Wash your hands with soap to kill germs.
Keep enough distance between people.
Don't share for now.
Stay at home if you are sick.
Sneeze or cough into your elbow or a tissue.
36

PHONICS — The sound X

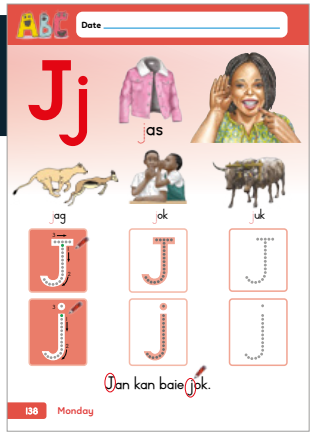
LAB p. 138
15 min

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

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

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

Read the sentence
- Read the sentence slowly together.
- Circle the new sound.


Date
Jj
jas
jag
jok
juk
Jan kan baie jok.
138 Monday



HANDWRITING Big movements

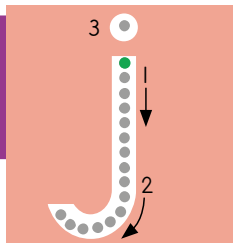
- Sing or play the song about the letter.
- Learners use big movements to form the letter taught in phonics – in the air, on the ground, with different media (see advice in the MG).
- Help learners describe their movements as they do this.

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



MG pp. 31-37

15 min

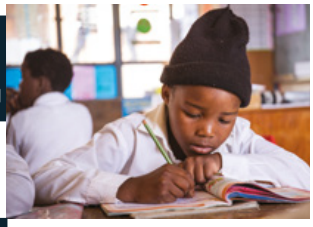




INDEPENDENT WORK

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

LAB pp. 142-151



30 min



GROUP GUIDED READING Groups A and B

First reading

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

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



MG pp. 24-27





PHYSICAL EDUCATION Activity stations

Prepare

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

Introduce activity stations

- Show the equipment and explain the four activities.
- Ask confident learners to demonstrate the activities.

Whole class activity

- If you have time, play a game, such as catches, red rover, hide-and-seek.

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

MG pp. 51-52

25 min





VISUAL ARTS ASSESSMENT 1 Family news

- Learners draw and colour their family news/ a family activity.
- Share the criteria with them beforehand (see page 123).
- Encourage them to add details and use the full page.

Marking: See page 123
Marks: 5

15 min



TUESDAY



MORNING MEETING

15 min

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



BEGINNING KNOWLEDGE AND PSWB ASSESSMENT 2 — Parts of the body

TG p. 131
15 min

- Distribute copes of TG p. 131.
- Read the words with learners and explain the task.
- Learners complete the worksheet individually.



Marking: See page 122
Marks: 10



PHONICS — Build the words

LAB p. 139
15 min

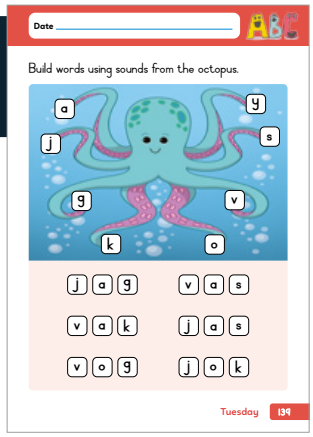
Prepare

- Learners cut out the letter cards for the week (LAB page 139)
- Display the same teacher cards randomly on the board.

Build the words together

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

Put the letters in a container/ bag to use again

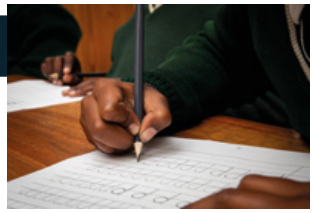




HANDWRITING — Practise in exercise books

15 min

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





SHARED READING (1) — *Busi and Gogo*

BB pp. 37–40
30 min

LAB pp. 133–136

Read

- Read *Busi and Gogo* to the class
- Ask the **Day 1** questions on each page.
- Re-read the story together as a class.

Revise the flashcard words germ, mask, soap, fresh, sick

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





INDEPENDENT WORK

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

LAB pp. 142-151



30 min



GROUP GUIDED READING Groups C and D

MG pp. 24-27



First reading

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

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





PHYSICAL EDUCATION Activity stations

25 min



Warm up

Activity stations

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

Cool down



LISTENING AND SPEAKING ASSESSMENT 2

- Settle the class to do Independent Work pages 150 and 151.
- Call learners one at a time to show you their drawing of their family news.
- Ask them 2–3 of these questions about their drawings:
  - Who is in the picture?
  - How old is ...?
  - What are you doing?
  - What did you do first?
  - Where is this happening?
- Assess half of the class today.

LAB pp. 150-151

30 min



Marking: See page 117
Marks: 5

WEDNESDAY



MORNING MEETING

15 min

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



LISTENING AND SPEAKING — Sing / recite

15 min

Teach a number rhyme

- Link the rhyme to this week's theme.
- Learners join in as they can.

Five little gingerbread men
Five little gingerbread men lying on a tray,
One jumped up and ran away.
Shouting, "Catch me, catch me, catch me if you can …
I'm really quick, I'm a gingerbread man!"

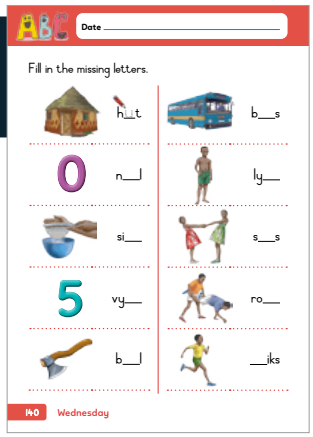
Four little, … three little, … two little, … one little, …
No more gingerbread men lying on a tray,
They all jumped up and ran away.
Oh, how I wish they had stayed with me to play.
Next time I'll eat them before they run away.



PHONICS — Fill in missing sound

LAB p. 140
15 min

- At a fast pace, show some flashcards of letters taught. Learners say the sound.
- Complete LAB page





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 in the MG).
- Help learners describe their movements as they do this.





SHARED READING (2) — *Busi and Gogo*

BB pp. 37–40
30 min

LAB pp. 133–136

Read from Big Book

- Read *Busi and Gogo* with the class
- Ask the **Day 2** questions on each page.
- Re-read the story as a class.

Revise the flashcard words germ, mask, soap, fresh, sick

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





INDEPENDENT WORK

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

LAB pp. 142-151



30 min



GROUP GUIDED READING — Groups E and A

MG pp. 24-27



First reading for Group E

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

Second reading for Group A

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

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





PHYSICAL EDUCATION — Activity stations

25 min



Warm up

Activity stations

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

Cool down

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



LISTENING AND SPEAKING: ASSESSMENT 2 (CONTINUED)

LAB pp. 150-151

30 min



- Settle class to do Independent Work pages or to draw.
- Call learners to answer 2–3 of these questions about their drawings of their family news:
  - Who is in the picture?
  - How old is...?
  - What are you doing?
  - What did you do first?
  - Where is this happening?
- Complete assessment today.

Marking: See page 150
Marks: 5

THURSDAY



MORNING MEETING

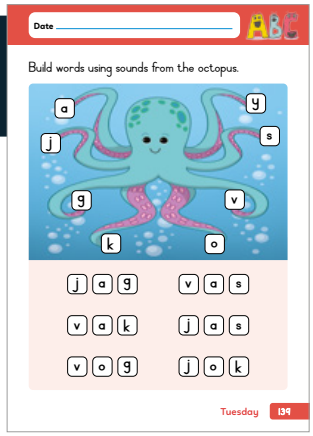
15 min

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



PHONICS Independent word building

LAB p. 139
15 min



Letter naming using cards

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

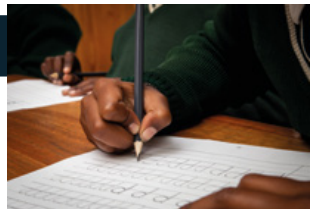
Independent word building

- Say a word from the Tuesday word building lesson.
- Help class to identify and count the sounds in the word.
- Learners build the word with their cards.
- Check (one learner writes word on the board)
- Do this with three or more words.



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 in the MG).
- Learners practise writing the letter in exercise books.
- Walk around and help learners. Pay attention to pencil grip and posture.



SHARED READING (3) *Busi and Gogo*

BB pp. 37–40
30 min

LAB pp. 133–136



Read from Big Book

- Read *Busi and Gogo* with the class.
- Ask the **Day 3** questions on each page.
- Re-read the story with the class.

Revise flashcard words germ, mask, soap, fresh, sick

- 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.



READING ASSESSMENT 2 Busi and Gogo

TG p. 132
15 min



- Learners find the story Busi and Gogo in their LAB (see page 133). Read it together.
- Learners bookmark the story.

Make a copy of TG page 132 for each learner.

- Read the questions to learners.
- Encourage them to look at the story again to find the answers (it is not a memorisation activity).

Marking: See page 119
Marks: 5



WRITING ASSESSMENT 1 News

15 min



Revise
- Recap the key questions for writing news: when, who, where, what happened?
- Revise sentence punctuation.

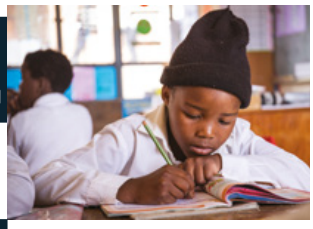
Think and write
- Learners think what they are going to write about.
- They write at least one sentence of news.

Marking: See page 121
Marks: 5



INDEPENDENT WORK

LAB pp. 142-151



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

30 min



GROUP GUIDED READING Groups B and C

MG pp. 24-27



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

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





PHYSICAL EDUCATION

25 min



Warm up

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

Cool down



PERFORMING ARTS Mini choirs

30 min



Groups form mini choirs and practise singing a song
- In groups, learners choose a song or hymn that they all know.
- They decide where in the song they will sing loudly and where they will sing softly.
- They can also decide whether group members have solo parts.
- They practise until you call them back.

Have a mini choir festival
- Listen to each group's song.

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

FRIDAY



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.



LISTENING AND SPEAKING — Review the week

15 min



Congratulate the learners for their hard work this week
- Explain that you will mark all their work.
- If you see someone has struggled, you will give them extra help.

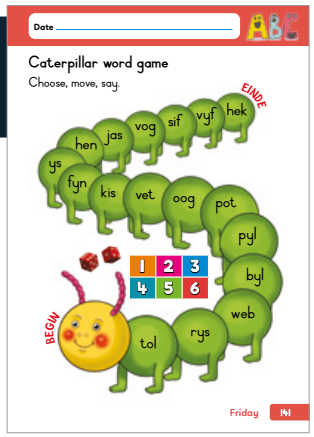
Allow learners to review the week
- Ask learners to name their favourite activities from the week.
- Also, allow them to say which activities they did not like and why.



PHONICS — Caterpillar word game

LAB p. 141

15 min



Pairs
- Throw dice or point at the numbers with closed eyes.
- Move counter that number of spaces.
- Read the word.
- Repeat.



INDEPENDENT WORK

LAB pp. 142-151



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

30 min



GROUP GUIDED READING — Groups D and E

MG pp. 24-27



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

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



CHECKING AND FEEDBACK

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

25 min



Warm up

Activity stations

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

Cool down

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

TEACHER'S WEEKLY REVIEW

This week, I have:

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

I have scheduled a time next week for:

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

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

WEEK OVERVIEW



Keeping safe from others

PREPARATION

Flashcards

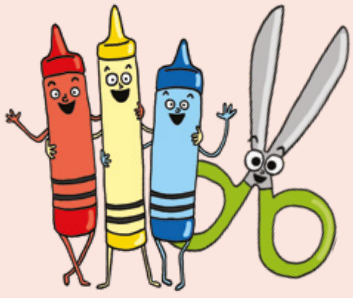
welcome | teased | bully | unkind | pushed

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

GGR: 2 x 15 minutes per group IW: 8 pages										
	Monday		Tuesday		Wednesday		Thursday		Friday	
	15 min	15 min	15 min	15 min	15 min	15 min	15 min	15 min	15 min	15 min
Group A	**GGR 1**	IW 1	IW 2	IW 3	IW 4	**GGR 2**	IW 5	IW 6	IW 7	IW 8
Group B	IW 1	**GGR 1**	IW 2	IW 3	IW 4	IW 5	**GGR 2**	IW 6	IW 7	IW 8
Group C	IW 1	IW 2	**GGR 1**	IW 3	IW 4	IW 5	IW 6	**GGR 2**	IW 7	IW 8
Group D	IW 1	IW 2	IW 3	**GGR 1**	IW 4	IW 5	IW 6	IW 7	**GGR 2**	IW 8
Group E	IW 1	IW 2	IW 3	IW 4	**GGR 1**	IW 5	IW 6	IW 7	IW 8	**GGR 2**

EQUIPMENT FOR ACTIVITIES

- A4 paper or cardboard for 2 activities
- crayons, paints or kkis
- bags or containers for this week's letters
- equipment needed for the selected physical education activities



Kiki

In a place far away, there lived some friendly **aliens**. They had green skins and blue hair. And they had purple dots on their skin!

Close your eyes and imagine what they looked like. Would you like to see a picture of one? Are they **similar** to what you imagined? (*Show the Big Book story page 1*.)



Well, just like you, these aliens had to go to school. They had to learn how to read and write and count. One day their teacher, Mr Maggs, announced, 'There is a new child in our class today. We need to make her feel welcome. Her name is Kiki.'

Kiki came in shyly. She looked a little different from the other children. She had pink spots instead of purple ones. A few of the children giggled when they saw her. (*Was that kind?*)

At breaktime, some big boys grabbed Kiki's chips and her juice and ran away. Kiki began to cry. The girls **teased** her and called her Cry-baby, Silly Pink Spot.

When she got home, her mom noticed she wasn't smiling. She asked, 'Kiki, did something happen at school? You can always tell me.'

Kiki told her mom what had happened. Her mom said, 'When children hurt your feelings or are mean on purpose, it is called bullying. No-one should be bullied. You must tell Mr Maggs. And don't be afraid to say, "No. Don't do that" in a loud voice if someone bullies you.'

The next day, Kiki told Mr Maggs what had happened. He talked to the class. 'I am very disappointed to hear you hurt Kiki's feelings yesterday,' he said. 'That is bullying. I don't like bullies. We are all one class, purple or pink spots!'

At break that day, Kiki went outside with her head held up high. When the big boy came towards her, she said loudly, 'No, this is my lunch.' Then she added, 'But you can have a chip if you would like.' She offered him a chip.

Then she marched to a bench to eat her lunch. She smiled at everyone. After a while, a shy girl called Mimi came to sit with her. Kiki knew they would be friends.

That day Kiki came home with a smile on her face.

VOCABULARY

aliens – imaginary creatures from another world

similar – almost the same

tease – to laugh at someone in order to upset them

MONDAY



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 — *Kiki*

TG p. 103

15 min



Before reading
- Do you know what an alien is? It is an imaginary (not real) creature who doesn't live on earth. Our story today is about aliens.

Read the story aloud, with expression
- Do not interrupt reading to explain or ask questions.

After reading
- Learners say what they enjoyed about the story or wondered about.
- Briefly explain highlighted vocabulary
- If you have time, ask
  - Was there bullying in the story?
  - Who was bullied?
  - Who were the bullies?



BEGINNING KNOWLEDGE AND PSWB — Class rules about bullying

BB pp. 41–45

30 min

LAB p. 156



Class discussion: What is bullying?
- Discuss what 'bullying' means and what it looks like.
- Talk about the different kinds of bullying: physical, verbal, relational.
- How does being bullied make people feel?

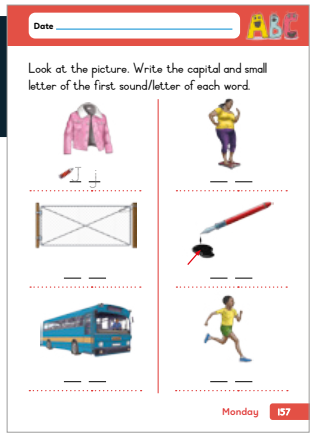
Read and discuss the page
- Read the rules together.
- Reiterate the importance of rules for keeping people in check.
- Talk about what happens when you break a rule.



PHONICS — Revise sounds

LAB p. 157

15 min



- At a fast pace, show some flashcards of letters taught. Learners say the sound.
- Complete the LAB page
  - Look at the picture.
  - Say the word in your head.
  - What is the first letter-sound?
  - Write the capital and lower case letters
  - Let's check.



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 in the MG).
- Help learners describe their movements as they do this.

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



MG pp. 31-37

15 min





INDEPENDENT WORK

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

LAB pp. 162-169



30 min



GROUP GUIDED READING Groups A and B

First reading

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

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



MG pp. 24-27





PHYSICAL EDUCATION Activity stations

Prepare

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

Introduce activity stations

- Show the equipment and explain the four activities.
- Ask confident learners to demonstrate the activities.

Whole class activity

- If you have time, play a game, such as catches, red rover, hide-and-seek.

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

MG pp. 51-52

25 min





VISUAL ARTS Make a friendship flower

Hand out paper, crayons

Discuss

- What do friends do? Write words on the board, for example, help others, be kind, play together, share, love, smile, say sorry.

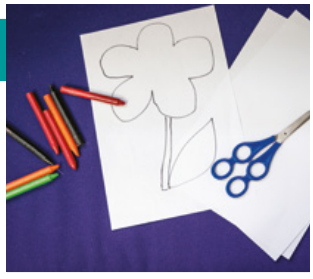
Make a friendship flower

- Draw a flower that has four petals. Make sure the petals are big enough for you to write words and colour them in.
- Choose four words from the board. Write them on the petals.
- Colour in and cut out your flower.

Make a friendship garden display

- Learners 'plant' their friendship flowers in the Friendship Garden display.

30 min



TUESDAY



MORNING MEETING

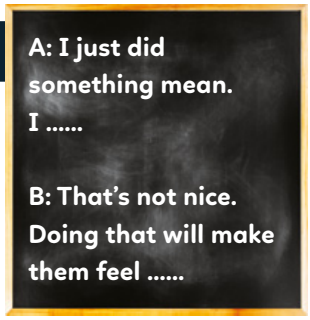
15 min

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



LISTENING AND SPEAKING — Dialogue

15 min



Explain and demonstrate the dialogue

- A dialogue is a conversation between two people, A and B.
- Write the conversation starters on the board. Read together.
- Where they see the dots is where they need to fill in the details.

Pairs

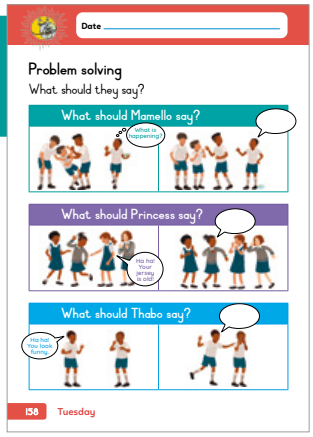
- Learners decide who is A and who is B.
- They must use the conversation starters to make a dialogue about scenarios you give them, for example:
  - called a boy a name
  - told a girl she was stupid
  - wouldn't let someone join the game
  - teased a boy about his clothes
  - pushed a boy in the line
  - took away somebody's chips



BEGINNING KNOWLEDGE AND PSWB — Problem solving

LAB p. 158

15 min



Look at the pictures

- Read what the children are saying.

Discuss the pictures

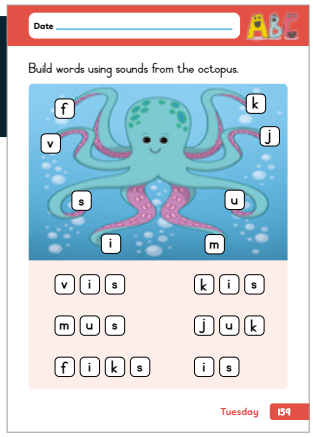
- How could the story have a positive outcome?
- What could the person say to solve the problem?



PHONICS — Build the words

LAB p. 159

15 min



Prepare

- Learners cut out the letter cards for the week (LAB p. 187)
- Display the same teacher cards randomly on the board.

Build the words together

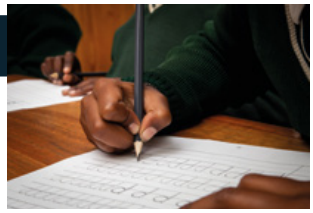
- Call a learner to the board for each word.
- Say the word aloud. Ask: What is the first sound? So, what is the first letter? And so on.
- Let learner find the letter cards and place in the correct position.
- Other learners try to copy the word with their own cards.

Put the letters in a container/ bag to use again



HANDWRITING — 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 in the MG).
- Learners practise writing the letter in exercise books.
- Walk around and help learners. Pay attention to pencil grip and posture.



SHARED READING (1) *Kiki*

BB pp. 42–45

15 min

LAB pp. 152–155

Read

- Read *Kiki* to the class
- Ask the **Day 1** questions on each page.
- Re-read the story together as a class.

Revise the flashcard words
welcome, teased, pushed, bully, unkind

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



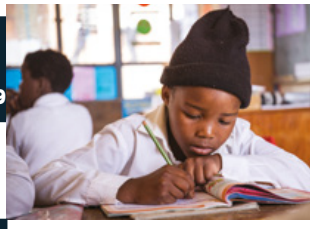


INDEPENDENT WORK

LAB pp. 162-169

30 min

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





GROUP GUIDED READING Groups C and D

MG pp. 24-27

First reading

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

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





PHYSICAL EDUCATION Activity stations

25 min

Warm up

Activity stations

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

Cool down





VISUAL ARTS Draw a friendly alien

30 min

Hand out paper, pencils, crayons/ kokis

Close eyes and imagine a friendly alien

- Encourage learners to be creative and adventurous.
- How many eyes, arms, legs does the alien have? What colours does is it have?

Learners draw their alien

- Learners must keep their drawings for a writing activity later in the week.

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



WEDNESDAY



MORNING MEETING

15 min

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



BEGINNING KNOWLEDGE AND PSWB — The PANTS rules

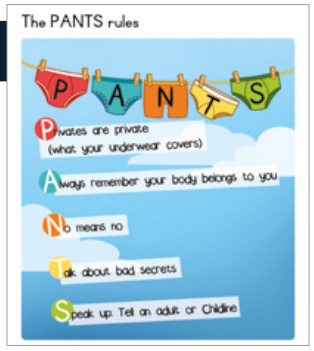
15 min

What does it mean if something is private?

- Some parts of our body are private parts – they are only for us.

Discuss

- **Privates are privates**. Your underwear covers your private parts.
- **Always remember your body belongs to you**. No-one should make you do things that make you uncomfortable.
- **No means no.** You can say no to anyone – a family member, someone you love or a stranger.
- **Talk about bad secrets.** If a secret makes you feel sad or worried, tell someone.
- **Speak up.** Tell a grown up (mom, a family member, a teacher or another adult). Or phone Childline (08000 55555 – free).





PHONICS — Revision

LAB p. 160

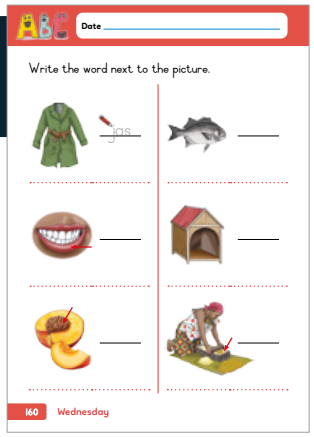
15 min

Revise sounds

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

Complete LAB page

- What is this picture?
- What sound do you hear at the beginning of the word?
- Write the words



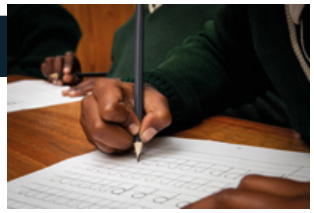


HANDWRITING — Big movements

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 in the MG).
- Help learners describe their movements as they do this.

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





SHARED READING (2) — *Kiki*

BB pp. 42–45

15 min

LAB pp. 152–155

Read from Big Book

- Read *Kiki* with the class
- Ask the **Day 2** questions on each page.
- Re-read the story as a class.

Revise the flashcard words welcome, teased, bully, unkind, pushed

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





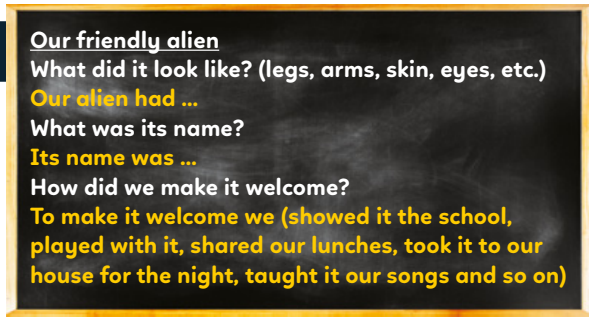
SHARED WRITING — My friendly alien

15 min

Prepare the writing frame
- Write the questions on the board.
- Say: Let's pretend a friendly alien came to visit our class. We will write a story about the visit.

Shared Writing
- Ask for ideas.
- Ask learners to spell appropriate words.

Read the story together





INDEPENDENT WORK

LAB pp. 162-169



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

30 min



GROUP GUIDED READING — Groups E and A

MG pp. 24-27



First reading (Group E)
- Introduce the story.
- Read the story.
- Learners must whisper-read the story to themselves.
- They stop at the end of each page and teacher asks questions.

Second reading (Group A)
- Re-read the story together aloud.
- Learners read in pairs.
- Listen to them read.

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





PHYSICAL EDUCATION — Activity stations

25 min



Warm up

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

Cool down

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



PERFORMING ARTS — Role-play: Stop bullying

30 min



Introduce the activity
- There are usually three people in a bullying situation: the bully, the person being bullied, bystander.
- Any one of these three can stop the bullying.

Learners work in groups of three
- The groups must discuss a situation where someone is being bullied.
- They must suggest ways that each of the three people could stop the bullying situation.

Role-play each person stopping the bullying
- The groups must decide who will act the bully, the person being bullied, and the bystander.
- They will role-play how each person could stop the bullying.
- Choose a group to perform for the class tomorrow.

THURSDAY



MORNING MEETING

15 min

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



LISTENING AND SPEAKING — Sing / recite

15 min

- Teach the song and the actions.
- Learners join in as they can.

The more we get together

The more we get together,
together, together,
The more we get together,
The happier we'll be.

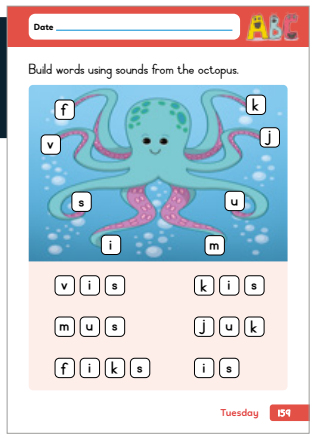
For your friend is my friend,
and my friend is your friend,
The more we get together,
The happier we'll be.

[version editors: insert poem from version 2]



PHONICS — Indepdendent word building

LAB p. 159
15 min



Letter naming using cards

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

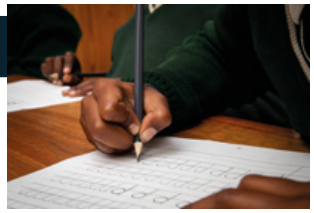
Independent word building

- Say a word from the Tuesday word building lesson.
- Help class to identify and count the sounds in the word.
- Learners build the word with their cards.
- Check (one learner writes word on the board)
- Do this with three or more words.



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 in the MG).
- Learners practise writing the letter in exercise books.
- Walk around and help learners. Pay attention to pencil grip and posture.



SHARED READING (3) — *Kiki*

BB pp. 42–45
15 min

LAB pp. 152–155



Read from Big Book

- Read *Kiki* with the class.
- Ask the **Day 3** questions on each page.
- Re-read the story with the class.

Revise flashcard words welcome, teased, pushed, bully, unkind

- 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 — My friendly alien

15 min



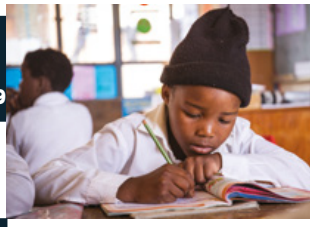
Re- read the shared writing story about a friendly alien.

- Learners write about their own friendly alien:
- What is its name?
- How will I make it feel welcome? (encourage learners to be imaginative about this)



INDEPENDENT WORK

LAB pp. 162-169



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

30 min



GROUP GUIDED READING — Groups B and C

MG pp. 24-27



Second reading

- Re-read the story together aloud.
- Learners read in pairs.
- Listen to them read.

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





PHYSICAL EDUCATION — Activity stations

25 min



Warm up

Activity stations

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

Cool down



PERFORMING ARTS — Perform role-play

30 min



Learners present their problem-solving role plays

- Groups present their role plays (or you choose one or more groups to do so).
- Discuss the different solutions that groups presented. Ask if learners agree or disagree with the solutions.

Thank each group and compliment them on problem solving

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

FRIDAY



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

- Say each word slowly, twice.
- Learners listen and write each word.
- Afterwards, write the words on the board while demonstrating how to sound them out.
- Learners correct if necessary.

[Editor: list of 5 words from the week's phonics.]

welcome

teased

bully

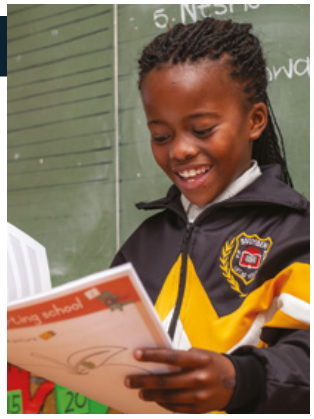
unkind

pushed



INDEPENDENT WRITING — Share your writing

15 min



Small groups
- Learners take turns to read to the class about their aliens.
- The groups each choose the most interesting one to read to the class.

One learner per group reads to the class



INDEPENDENT WORK

LAB pp. 162-169



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

30 min



GROUP GUIDED READING — Groups D and E

MG pp. 24-27



Second reading
- Re-read the story together aloud.
- Learners read in pairs.
- Listen to them read.

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

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

25 min



Warm up

Activity stations

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

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

TEACHER'S WEEKLY REVIEW

This week, I have:

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

I have scheduled a time next week for:

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

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

Consolidation and revision

This is a revision week with no structured daily programme.
The suggested revision activities can be done at any time in the week.



LISTENING AND SPEAKING

- Let learners choose a story they would like you to read again.
- Afterwards, ask one or two learners to retell the story.
- Pairs: tell a favourite story to their partner.
- Recite rhymes or poems individually or in small groups.
- Invite someone from the community to visit and talk about ways they help the community, for example, nurse, librarian.





READING

- Reread stories in the BB that the learners have particularly enjoyed this term.
- Swop roles with learners who can be the 'teachers' for different stories.
- Individuals: read books from the reading corner/library.





PHONICS

- Repeat word building activities.
- Play the Friday phonics games again.
- Groups: do sorting activities with the flashcard words, for example: find ten four letter words; find five words beginning with X, and so on.
- Pairs: reread the words on phonics pages.
- Sing phonics songs.
- Learners complete any Independent Work pages in the LAB that they have not finished. Check they have been done correctly.
- DBE workbook phonics activities.





WRITING

- Provide paper for learners to draw a picture and write a caption.
- Tell learners to try to sound out unknown words or use the Word Wall words.





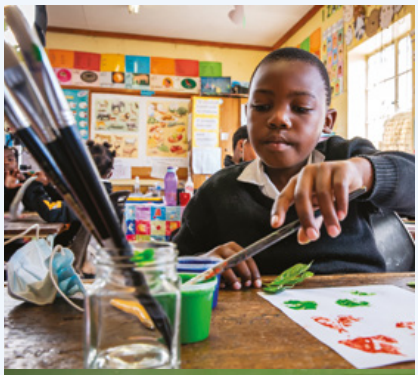
BEGINNING KNOWLEDGE AND PSWB

- Learners do any pages in the DBE Life Skills workbook. Some of the activities go beyond pencil and paper activities and include drawing, acting, constructing and discussion.

Please supply DBE Life Skills Workbook covers

VISUAL ARTS

- Provide art supplies such as crayons, kokis and paper of different sizes or colours and allow learners to choose what they would like to draw.
- Let learners show their work to the group or class and explain what they chose to draw.



PERFORMING ARTS

- Groups: revise the poems and rhymes provided in Week 1-9. Choose one to practice and present.



PHYSICAL EDUCATION

- Have a Sports Day where teams compete against each other doing activities from the term.



ASSESSMENT PLAN TERM 2

Formal Assessment tasks: Term 2					
			Learner task	**Lesson plan**	**Rubric**
Week 6	Tuesday–Friday	Physical Education 1: Obstacle course (5 marks)	Practical	TG pp. 69, 71, 73, 75 & 77	TG p. 125
	Friday	BK/PSWB 1: Dangers in the home (10 marks)	TG p. 126 *	TG p. 76	TG p. 122
	Friday	Handwriting A1: Copy sentence (5 marks)	TG p. 127 *	TG p. 76	TG p.120
Week 7	Monday–Friday	Reading 1: Individual Read Aloud (10 marks)	TG p. 128 *	TG pp. 81, 83, 85, 87 & 89	TG p.119
	Thursday	Performing Arts 1: Group song (10 marks)	Practical	TG p. 87	TG p. 124
	Friday	Phonics 1: Sounds (5 marks) Phonics 2 : Dictation (10 marks)	TG p. 129 *	TG p. 88	TG p. 118
Week 8	Monday	Listening & Speaking 1: Comprehension (5 marks)	TG p. 130 *	TG p. 92	TG p. 117
	Monday–Tuesday	Visual Arts 1: Draw your family (10 marks)	PRACTICAL	TG p. 93	TG p. 123
	Tuesday	BK/PSWB 2: Parts of body (10 marks)	TG p. 131 *	TG p. 94	TG p. 122
	Tuesday–Wednesday	Listening & Speaking 2: Talk about your drawing (5 marks)	Oral	TG p. 95 & 97	TG p. 117
	Thursday	Reading 2: Comprehension (5 marks)	TG p. 132	TG p. 98	TG p. 119
	Thursday	Writing 1: My news (5 marks)	Exercise books	TG p. 99	TG p.121

* Photocopiable page for this assessment at the end of this book.

Take in learner's books to mark every week. Make a note of learners who are not keeping up and provide individual attention focused on their needs.

Use this QR code to download mark sheets for the assessment activities.

Funda Wande mark sheet

[Versioners, note that these record sheets are separate excel spreadsheets and should be translated into the excel documents]

LITERACY ASSESSMENT FOR TERM 2 (aligns to mark sheet)

LISTENING AND SPEAKING 1
Formal assessment (5 marks)

Written: Listening comprehension
Week 8, Monday: Read-aloud story — TG page 130

Mark guide:

Answer 1	Answer 2	Answer 3
nurse (1 mark)	lamp (1 mark)	number pictures 2, 3, 1 (1 mark each)

LISTENING AND SPEAKING 2
Formal assessment (5 marks)

Oral: Talk about own drawing
Week 8, Monday and Tuesday: Visual Arts — TG page 95, 97

Mark guide: Meets ...

One criterion	Two criteria	Three criteria	Four criteria	Five criteria
1	2	3	4	5

Criteria
- Understands the questions
- Provides relevant answers
- Uses full sentences
- Language ability (correct structure, wide vocabulary)
- Speaking ability (volume, pronunciation, speed, fluency)

LISTENING AND SPEAKING 3
Continuous assessment (5 marks)

Classroom observation during Listening and Speaking lessons, Week 1–8
(note, you can also consider oral lessons in other subjects, for example, Life Skills)

Mark guide: Meets ...

One criterion	Two criteria	Three criteria	Four criteria	Five criteria
1	2	3	4	5

Criteria
- Listens to others without interrupting
- Joins in choruses, rhymes and songs
- Participates in/contributes to discussions
- Asks and answers questions
- Uses appropriate language

Has the English Assessments been edited?
It is different to the Afrikaans.

ASSESSMENTS

PHONICS 1
Formal assessment (5 marks)

Written: Fill in the dictated letters
Week 7, Friday — TG page 88, 129

Mark guide: one mark for each correct letter-sound

PHONICS 2
Formal assessment (10 marks)

Written: Dictation
Week 7, Friday — TG page 88, 129

Mark guide:

	Word 1	Word 2	Word 3	Word 4	Word 5
Completely correct	2	2	2	2	2
Partly correct	1	1	1	1	1

PHONICS 3
Continuous assessment (5 marks)

Class observation during Phonemic awareness and word building activities

Mark guide: Meets ...

One criterion	Two criteria	Three criteria	Four criteria	Five criteria
1	2	3	4	5

Criteria

- Demonstrates phonemic awareness
- Quickly identifies letter-sound relationship of letters taught this year
- Can segment words into sounds
- Can blend sounds together to make words orally
- Independently builds words with increasing confidence

READING AND COMPREHENSION 1
Formal assessment (5 marks)

Oral: Individual reading aloud
Week 7, Monday–Friday

TG page 81, 83, 85, 87, 89, 128

Mark guide: Meets ...

One criterion	Two criteria	Three criteria	Four criteria	Five criteria
1	2	3	4	5

Criteria

- Reads at a good pace
- Recognises most taught sight words
- Sounds out any unknown words
- Notices punctuation
- Shows they are reading for meaning

READING AND COMPREHENSION 2
Formal assessment (10 marks)

Written: Reading comprehension
Week 8, Thursday

TG page 98, 132

Mark guide

Answer 1	Answer 2	Answer 3	Answer 4	Answer 5
house (1 mark)	Covid (1 mark)	Mask (1 mark)	Groceries (1 mark)	Busi (1 mark)

READING AND COMPREHENSION 3
Continuous assessment (5 marks)

Observation during Shared Reading and Guided Group Reading, Weeks 1–6, 8 & 9

Mark guide: Meets ...

One criterion	Two criteria	Three criteria	Four criteria	Five criteria
1	2	3	4	5

Criteria

- Participates in Shared Reading lessons
- Participates in Group Guided Reading lessons
- Reads with a partner in Group Guided Reading
- Can recognise most learnt sight words in context (the big book)
- Reads with understanding

ASSESSMENTS

HANDWRITING 1
Formal assessment (5 marks)

Written: Handwriting
Week 6, Friday

TG page 76, 127

Mark guide: Meets ...

One criterion	Two criteria	Three criteria	Four criteria	Five criteria
1	2	3	4	5

Criteria

- Forms the letters correctly, starting and ending at the correct point
- Places lower case letters correctly on lines
- Places capital letters correctly on lines
- Writes words with correct spacing within words
- Writes words with correct spacing between words

HANDWRITING 2
Continuous assessment (5 marks)

Written: Handwriting
Observation in all written activities during Weeks 1–8

Mark guide: In all written work during weeks 1–8 ...

Nooit nie	Amper nooit nie	Gewoonlik	Amper altyd	Altyd
1	2	3	4	5

Criteria

- Holds pencil correctly
- Shows good letter formation
- Letters have consistent size
- Letters are consistently spaced
- Words are well spaced

WRITING 1
Formal assessment (5 marks)

Writing: Sentence of news
Week 8, Thursday: Individual Writing TG page 99

Mark guide: Meets ...

One criterion	Two criteria	Three criteria	Four criteria	Five criteria
1	2	3	4	5

Criteria
- Sentence tells who, when, where, did what
- Idea makes sense/is logical
- Grammar (word order and tense correct)
- Punctuation (capital letter at beginning, full stop at the end)
- Spelling (shows phonic knowledge or sight-word knowledge)

WRITING 2
Continuous assessment (5 marks)

Class observation during Shared Writing: Week 1–7
Observation of Individual Writing activities: Week 1–7 (in LAB)

Mark guide: Meets ...

One criterion	Two criteria	Three criteria	Four criteria	Five criteria
1	2	3	4	5

Criteria
- Participates in Shared Writing lessons (contributes to ideas, spelling, grammar, punctuation)
- Reads the Shared Writing with the class
- Independent Writing activities for weeks 1–6 show creative ideas
- Independent Writing activities show use of phonics knowledge for spelling
- Independent Writing activities show grammatically correct sentences, and correct punctuation

ASSESSMENTS

LIFE SKILLS ASSESSMENT FOR TERM 2 (aligns to mark sheet)

BEGINNING KNOWLEDGE AND PSWB 1
Formal assessment (10 marks)

Written: Identify dangers in the home
Week 6, Friday TG page 76, 126

Mark guide and criteria: One mark for each danger identified (max 10)

- candle near curtain
- broken plug
- broken glass
- hot drink
- pills
- detergent
- matches
- toys
- cord on lamp
- bucket of water

BEGINNING KNOWLEDGE AND PSWB 2
Formal assessment (10 marks)

Written: Locate some internal and external parts of the body
Week 8, Tuesday TG page 94, 131

Mark guide and criteria

- 6 marks for correct location of body parts
- 2 marks each for circling heart and brain (inside parts)

BEGINNING KNOWLEDGE AND PSWB 3
Continuous assessment (5 marks)

Check completed LAB BK/PSWB pages during Week 1–8

Mark guide

- LAB pages completed: 1 mark for 25% completion, 2 marks for 50% completion, 3 marks for 75% completion, 4 marks for 100% completion
- Shows engagement with topic and new skills (1 mark)

BEGINNING KNOWLEDGE AND PSWB 4
Continuous assessment (5 marks)

Check participation in Morning meetings during Week 1–8

Mark guide: Meets ...

One criterion	Two criteria	Three criteria	Four criteria	Five criteria
1	2	3	4	5

Criteria

- Listens to others without interrupting
- Contributes/participates in meetings
- Responds appropriately, for example, showing empathy
- Describes weather correctly
- Participates in calendar activities

VISUAL ARTS 1
Formal assessment (5 marks)

Written: Draw and colour a picture of a family activity
Week 8, Tuesday TG page 93

Mark guide: Meets ...

One criterion	Two criteria	Three criteria	Four criteria	Five criteria
1	2	3	4	5

Criteria
- Draws recognisable figures (shape)
- Uses whole space
- Realistic use of colour
- Good control of pencil and crayons (lines, consistent pressure)
- Creative design (perspective/interesting detail)

VISUAL ARTS 2
Continuous assessment (5 marks)

Check completed LAB Visual Arts pages
Observation of 3–D constructions (figurines, house, paper dolls)

Mark guide: Meets ...

One criterion	Two criteria	Three criteria	Four criteria	Five criteria
1	2	3	4	5

Criteria
2D:
- There are an appropriate number of completed drawings
- Objects portrayed are identifiable, colours realistic

3D:
- Constructions are imaginative and show creativity
- Are sturdy and carefully made
- Good control of scissors and glue

ASSESSMENTS

PERFORMING ARTS 1
Formal assessment (5 marks)

Practical: Groups present an action song or rhyme
Week 7, Thursday TG page 87

Mark guide: Meets ...

One criterion	Two criteria	Three criteria	Four criteria	Five criteria
1	2	3	4	5

Criteria
- Integrates song with movement
- Vocal ability and contrast (loud/soft; high/low)
- Sense of rhyme and rhythm
- Body language (eye contact, posture, confidence)
- Co-operates in groups

PERFORMING ARTS 2
Continuous assessment (5 marks)

Observe children during PA activities during Week 1–7

Mark guide: Meets ...

One criterion	Two criteria	Three criteria	Four criteria	Five criteria
1	2	3	4	5

Criteria
- Participates in PA activities
- Shows performing arts skills (movement, voice)
- Shows ability to improvise (role-play, explanations)
- Appropriate body language (eye contact, posture, confidence)
- Co-operates in groups

PHYSICAL EDUCATION 1
Formal assessment (5 marks)

PRACTICAL: Complete an obstacle course
Week 6, Tuesday to Friday

TG page 69, 71, 73, 75, 77

Mark guide: Meets ...

One criterion	Two criteria	Three criteria	Four criteria	Five criteria
1	2	3	4	5

Criteria

- Good co–ordination (eye–hand–foot, locomotor)
- Spatial orientation
- Balance
- Perceptual motor skills
- Completes course at a good pace

PHYSICAL EDUCATION 2
Continuous assessment (5 marks)

Observe children during indoor and outdoor PE time during Week 1–8

Mark guide: Meets ...

One criterion	Two criteria	Three criteria	Four criteria	Five criteria
1	2	3	4	5

Criteria

Acceptable:

- General fitness and movement (locomotor)
- Pace/speed
- Co-ordination, balance (perceptual motor)
- Rhythm
- Participation (in games and team sports)

NAME _____ DATE _____

What is dangerous in this home?
Put a cross (✗) on each danger.



NAME _____ DATE _____

Copy the sentence.

Sy is lief vir

haar ouma.



NAME _____ DATE _____

Read the sentences.

1 

It is Granny's birthday.

2 

This is Mommy's card.

3 

Town Mouse went to the farm.

4 

Mr Rooster was home alone.

5 

An impala has big ears.

6 

A shark has many teeth.

7 

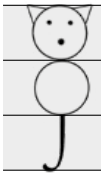
Paul hurt his arm.

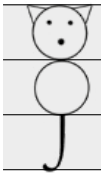
NAME _____ DATE _____

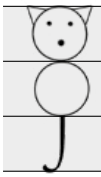
Listen and write the letters.

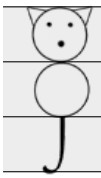
1 2 3 4 5

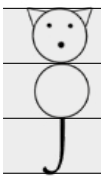
Write the dictated words.











NAME _____ DATE _____

Put a cross (✗) next to the correct answer.

1 Florence Nightingale was a famous:





2 At night, Florence Nightingale carried:





3 What happened first, second and third?
Write 1, 2 or 3.



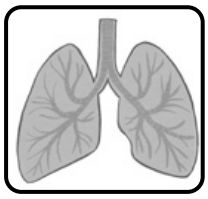




NAME _____ DATE _____

Draw a line from the part to where it is on the body.





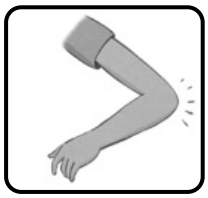
lungs



ear



heart



elbow



heel



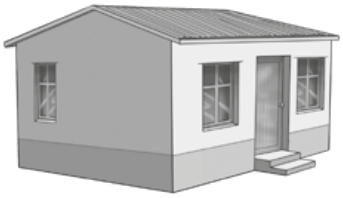
brain

Circle the parts that are inside the body.

NAME _____ DATE _____

Put a cross (✗) next to the correct answer.

1 Where was Gogo?



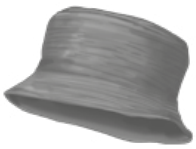


2 What did Busi tell Gogo about?





3 What did Busi wear?





4 What was in the basket?





5 Who wanted to hug Gogo?







Funda Wande

Reading for Meaning

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VERSION 4.0