

ENG

Lesson Plans

Term 1
isiXhosa HL

1
grade

Weeks
1-10



Version 1.1



Name: _____



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Big Ideas in Teaching Reading

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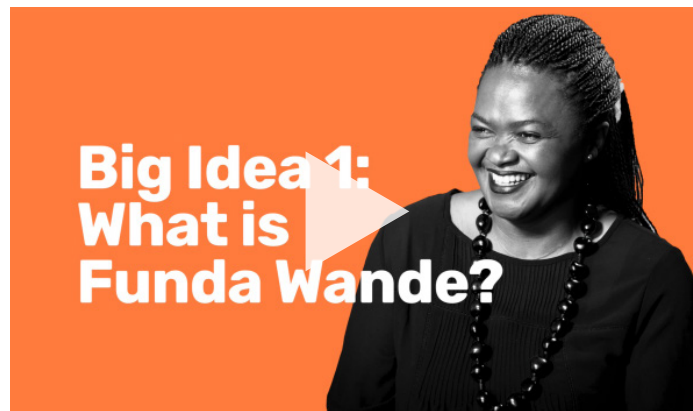
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Big Idea 1: What is Funda Wande?

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

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



Video #1: What is Funda Wande? (3:39 min)

What is the Funda Wande intervention in the Eastern Cape?

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

1. In-classroom coaching and support

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

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



2. Lesson plans

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

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

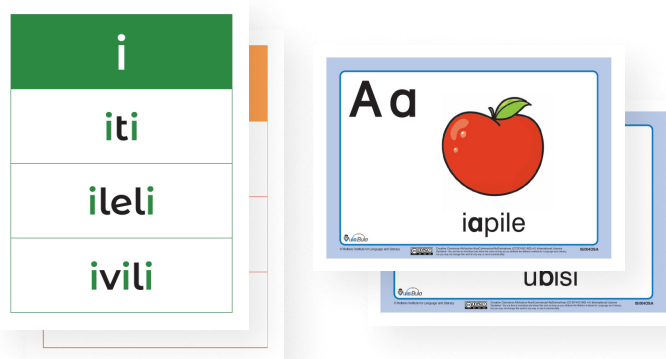
- resources needed
 - preparation needed
 - objectives for the lesson
 - a step-by-step guide on how to teach it, and
 - the formal assessment tasks for the term.
- At the end of the term, there is a Big Idea section, with an explanation of one “Big Idea” in teaching reading.



3. Additional LTSM materials

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

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



4. The Funda Wande videos of master teachers

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

There is also a Funda Wande App!



Who are the Funda Wande coaches?

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



Zaza
Lubelwana



Permie Isaac



Ntsika Kitsili



Thobeka
Ndamase



Luleka Sonjica



Glory
Maxakana



Tutula Diniso

Is Funda Wande CAPS-compliant?

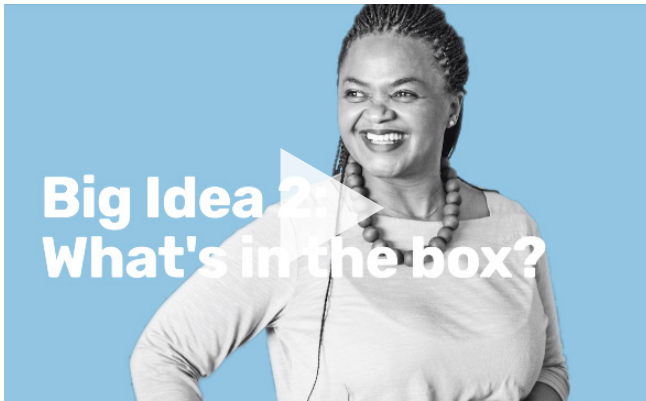
Yes. The Funda Wande programme aims to teach learners to read for meaning in their home language by the end of Grade 3. It was developed specifically for the South African curriculum and is 100% CAPS-compliant. The Eastern Cape Department of Education has approved the course and materials.

Do we get to keep the additional LTSM?

Yes. The additional Learner and Teacher Support Materials (LTSM) are for you and your classroom. Please take care of them.

Big Idea 2 : What's in the box?

Inside the box, you'll find all the resources you need to follow the Funda Wandé programme.

1. Videos and the Funda Wandé app for your laptop	
2. Funda Wandé Lesson plan booklet: Term 1	
3. Funda Wandé Group Guided Reading booklet	
4. Funda Wandé Handwriting booklet	
5. Funda Wandé Baseline Assessment booklet	
6. Funda Wandé Story elements poster	
7. Funda Wandé Classroom posters x 5	
8. 9 DBE vocabulary posters - My body; My family; My home; At school 1; Transport; Weather; Safet at home; Wild animals; At the farm	Video #2: What's in the box? (3:01 min)
9. 16 Vula Bula 'Big Book' stories (Books 1, 2, 3, 4)	
10. Storybooks for Read Aloud	
11. Vula Bula alphabet frieze	
12. Vula Bula alphabet flash cards	
13. Vula Bula phonics frieze	
14. Vula Bula phonics flash cards	

Lesson plan booklet

The Funda Wandé lesson plan booklet for Term 1 contains two-page lesson plans for the ten weeks in Term 1. Each lesson plan shows which resource to use (the picture on the left), the preparation needed and a guide on how to teach using that resource.

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

Group Guided Reading booklet

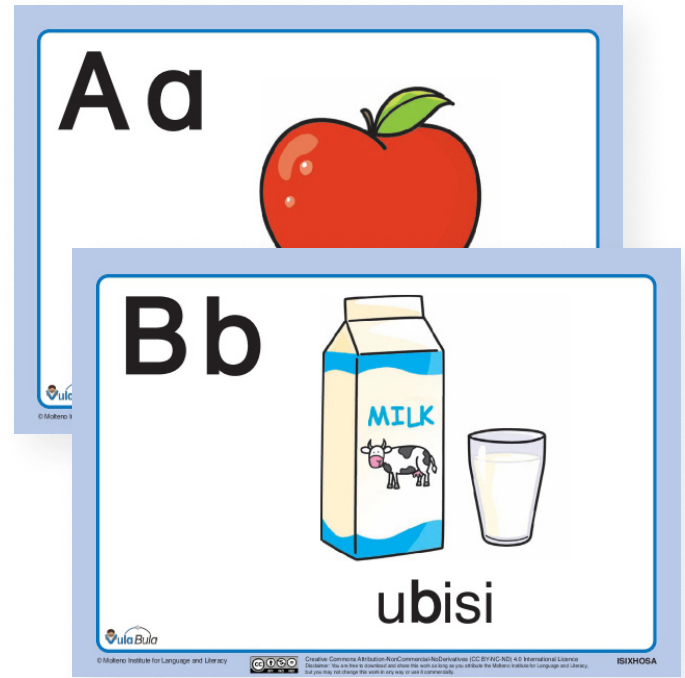
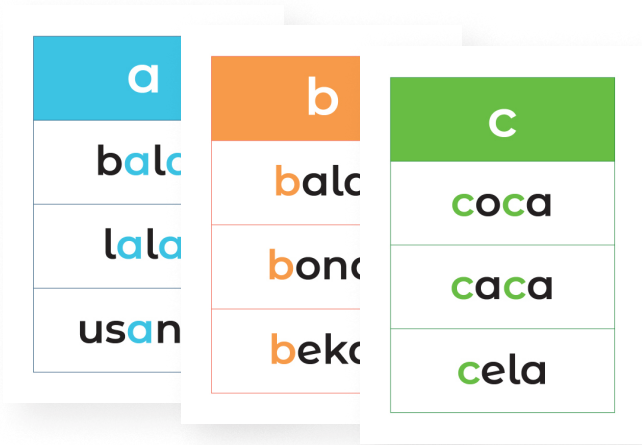
The Funda Wandé Group Guided Reading booklet for Terms 1 and 2 is a guide for your GGR lessons, using the ECDOE Vula Bula anthologies. It provides suggestions on what to focus on in each story and any preparation needed.

By the end of Term 2, you should have completed all 24 stories in the Vula Bula anthology with most of your learners.



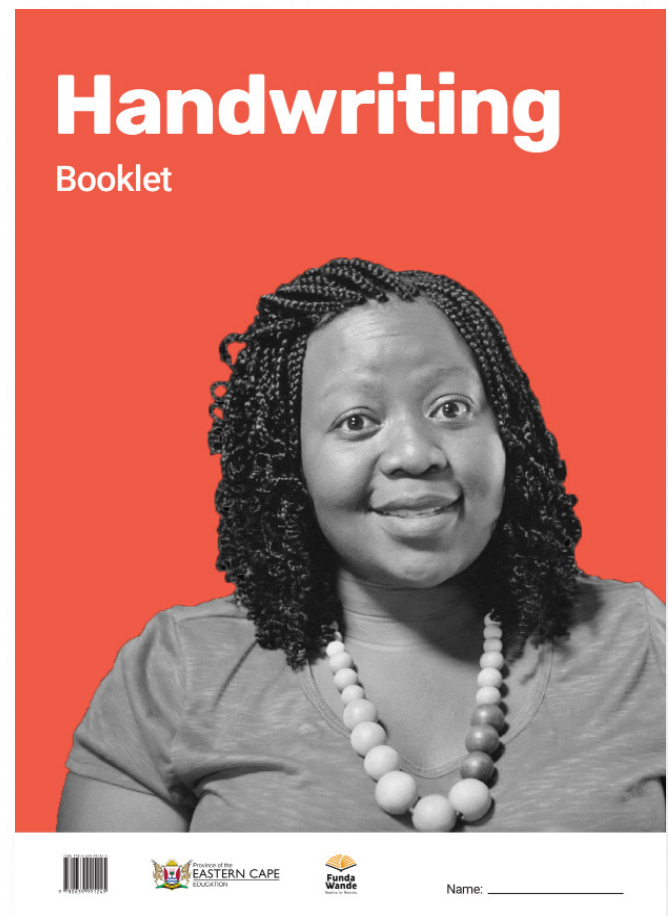
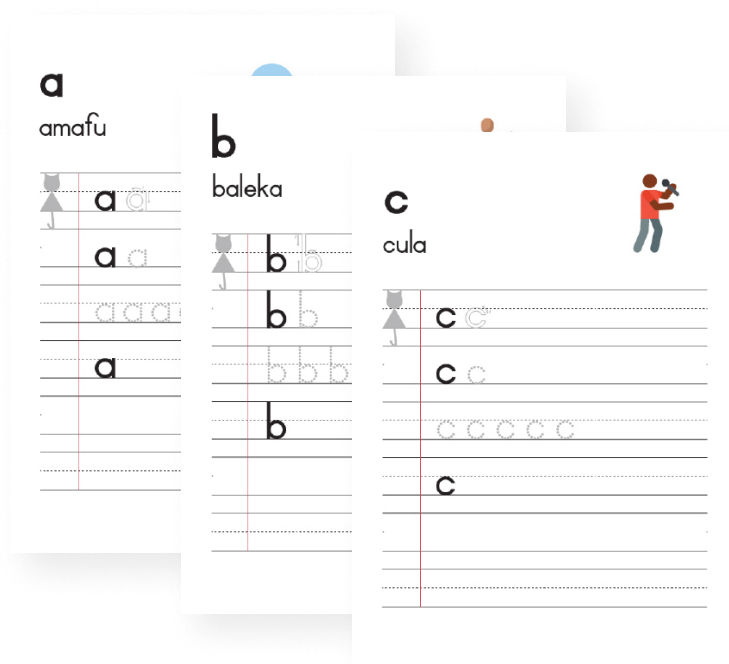
Vula Bula alphabet frieze and flash cards

The Vula Bula alphabet frieze and alphabet words are colourful cards with pictures, letters and words that teach learners the letters of the alphabet and common words in isiXhosa.



Handwriting booklet

The Funda Wande handwriting booklet provides a master copy of handwriting worksheets for your learners to practise letter formation. You will need to photocopy these for your learners.



DBE vocabulary posters

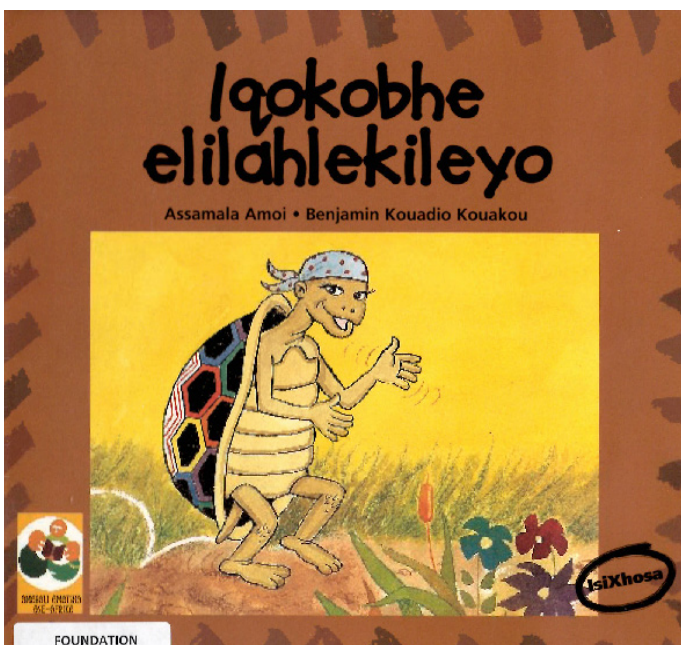
The ten DBE vocabulary posters included in the box are for you to teach your learners new words each week. Grade 1 learners should be learning 25 new words per week! Use one poster per week in your teaching.



Storybooks for Read Aloud

There are ten storybooks that are included for your Read Aloud (Listening and Speaking) lessons, one per week.

Remember to ask questions before and after you read the story and to read with expression and gestures!



Vula Bula Big Books

There are four Vula Bula Big Books and each one contains four stories, so there are sixteen Big Book stories. These are for your Shared Reading lessons.

Most of the new vocabulary you will be teaching your learners will come from these Big Books.



Classroom posters

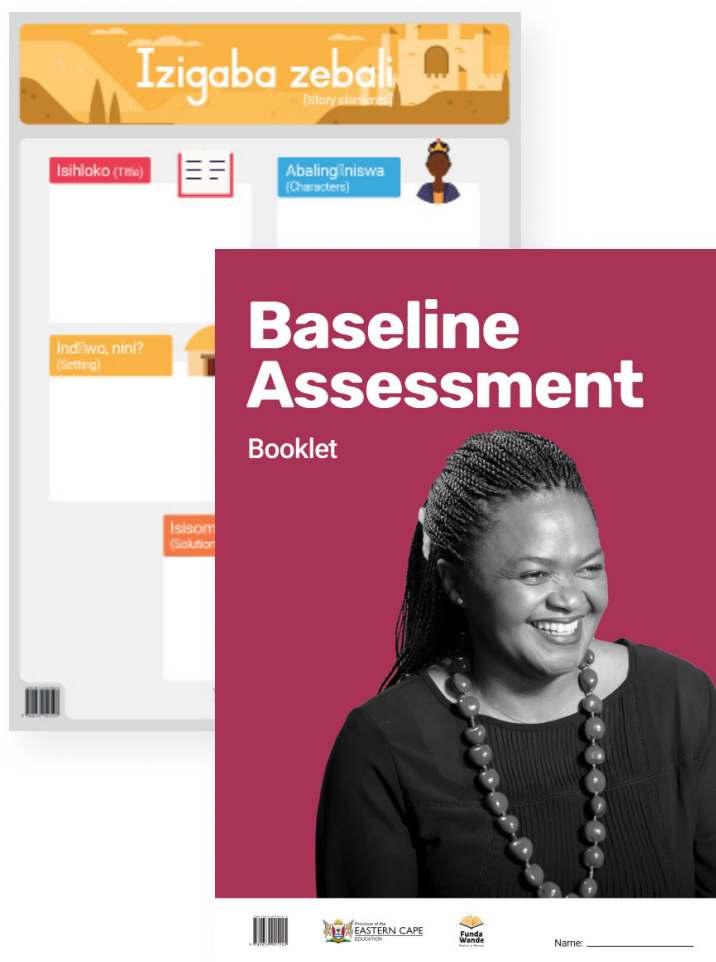
There are five classroom posters included in your Funda Wande box. There are four weekly posters (Vocabulary, Writing frames, High frequency words, Phonics) where you can stick up flash cards as you use them during the week.

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

Baseline Assessment booklet

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

This allows you to target your teaching to these learners' needs. There are specific instructions on using the booklet in the inside of the front cover.



Big Idea 3 : Using the Funda Wande lesson plans

Using the Funda Wande lesson plans

What is the purpose of the Funda Wande lesson plans?

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

What is in a lesson plan?

Each lesson has the following:

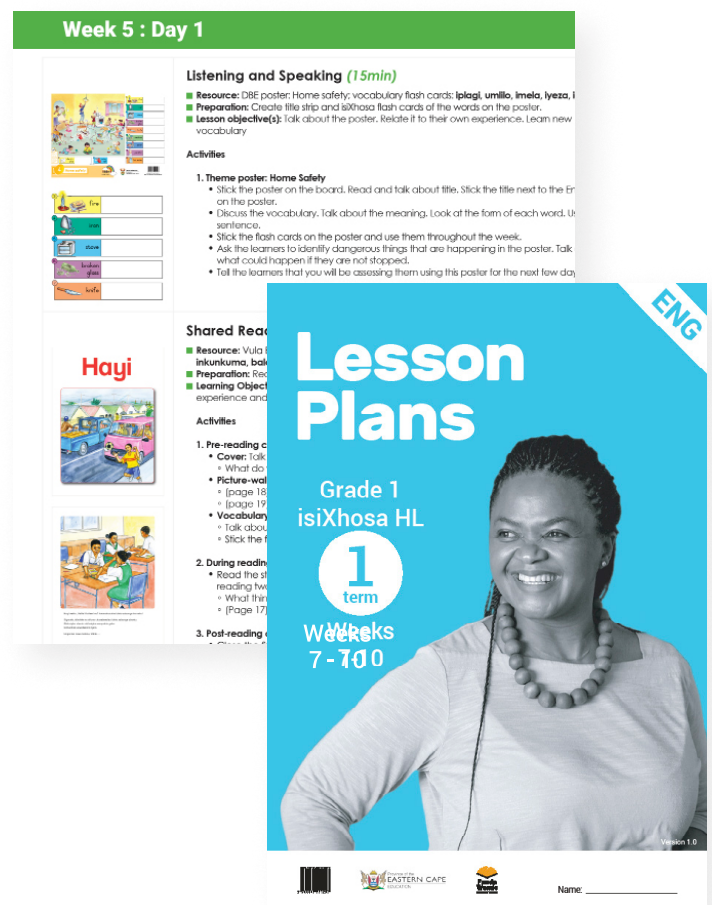
1. Resources for the lesson
2. Preparation for the lesson
3. Objectives of the lesson
4. Step-by-step guide
5. Formal Assessment Tasks (FATs) per learning area per term

What are the resources provided with the lesson plans?

1. **Resources for the lesson**
 - DBE posters
 - Flash cards
 - Read Aloud - Storybook
2. **Shared Reading**
 - Vula Bula Big Books
 - Flash cards
 - Story elements poster
 - Comprehension strategies cards
 - Vocabulary charts
3. **Phonics**
 - Vula Bula alphabet frieze
 - Vula Bula alphabet words
 - Vula Bula phonics frieze
 - Vula Bula phonics words
 - Phonics chart
4. **Handwriting**
 - Handwriting booklet (Grade 1)
5. **Writing**
 - Writing frame poster
6. **Group Guided Reading**
 - Baseline Assessment booklet
 - Group Guided Reading booklet



Video #3: Introduction to the Lesson Plans. (3:43 min)



What is special about the Funda Wande lesson plans?

1. In **Listening and Speaking**, we teach the following oral skills:

- Debating
- Interviews
- Retelling
- Reciting.

We also provide opportunities for each learner to speak through a guided activity that involves pair talk and using sticks to give every learner a turn to talk.

2. In **Shared Reading**, we teach the following:

- Grammar
- Punctuation
- Comprehension strategies.

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

4. In **Writing**, learners are given sufficient support to master the skill of writing through:

- Shared Writing (**Modelled**)
- Paired Writing (**Peer support**)
- Independent Writing.

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

6. In **Group Guided Reading**, we have compiled a Group Guided Reading booklet that explicitly shows:

- How to conduct Baseline Assessment in preparation for GGR groups.
- How to set up groups and a timetable for GGR.
- How to establish GGR routines.
- How to conduct GGR lessons using Vula Bula anthologies.
- Lastly, how to use the rubric to assess reading in GGR.



Video #4: Components of Lesson Plans. (5:43 min)

What is the teacher's role?

The role of the teacher is to:

- Familiarise herself with the structure of the lesson plans.
- Read the stories in advance and prepare open-ended questions.
- Cut out flash cards provided for each lesson.
- Try to stick to the lesson plan as much as possible.
- Enjoy your lessons and have fun with your learners!

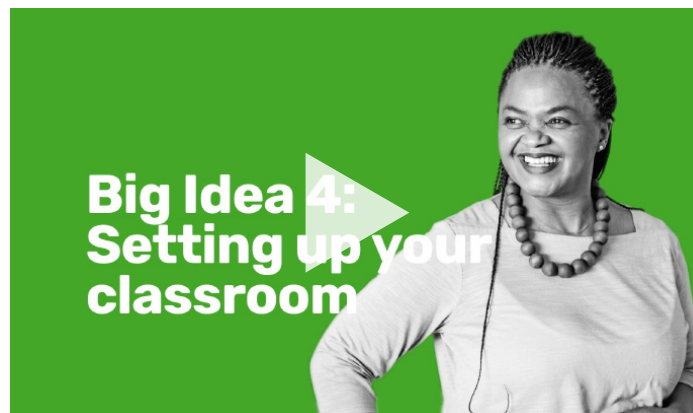


Big Idea 4 : Setting up your classroom

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

So, what's an enabling environment for learning?

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



Video #5: Setting up your classroom

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

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

1. Building relationships with your learners

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



Video #6: Get to know your learners (1:13 min)

2. Organising your classroom

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



3. Setting up routines

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

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

To teach any routine takes 3 easy steps:

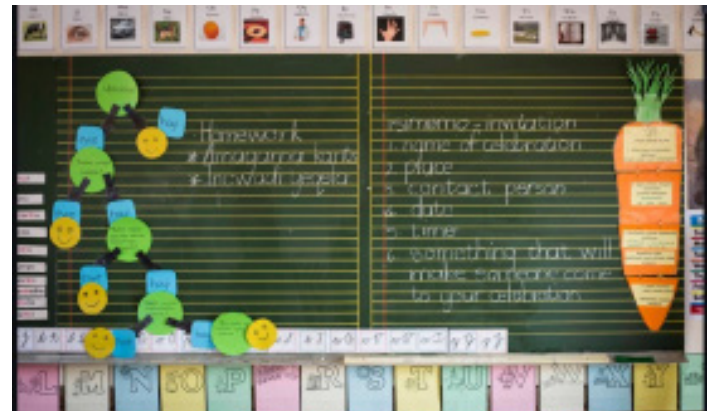
1. **Explain the routine** (e.g. "We are going to clap a rhythm together!").
2. **Rehearse it** (Practise clapping routine together).
3. **Reinforce it** (Use clapping routine every time you would like your learners to focus).



Video #7: Permie's Clapping Routine. (00:18 min)

4. Print-rich classroom

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



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

Activity:

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

Relationships

Reading corner

Routines

Print-rich classroom



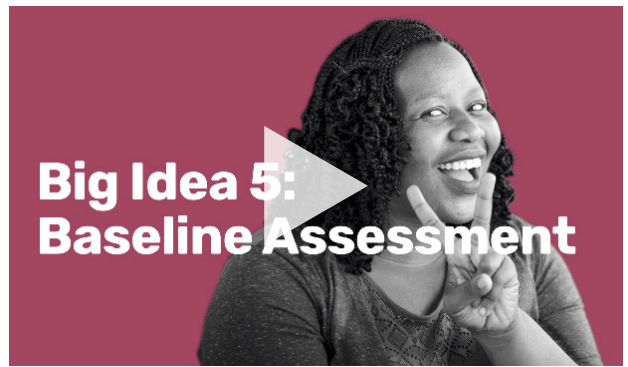
Big Idea 5 : Baseline Assessment

What is a Baseline Assessment?

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

When do you do the Baseline Assessment?

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



Video #8: Baseline Assessment. (2:02 min)

How long does the Baseline Assessment take?

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

Why should you put learners in ability groups?

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

How do you do a Baseline Assessment?

There are four main reasons why we do Baseline Assessments:

- (1) To find out each learner's reading level
- (2) To put learners into ability groups for Group Guided Reading
- (3) To make sure learners are reading books at the right level
- (4) To monitor and record each learner's progress in reading.

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

Grade 1

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

Learner Name: _____ Date: _____

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a	e	i	n	u	k	l	o	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h	m	b	s	w	y	z	t	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g	d	p	c	f	q	j	v	

Sounds in words: Some learners will also be able to recognise the starting and ending sounds of words (phonemic awareness). To assess this, look at the sounds test in the Grade1 Baseline Assessment booklet. Read out the word ('biza') and ask the learner if he or she can tell you the starting sound (/b/) and the ending sound (/a/). See how many of the ten sounds the learner can identify correctly.

Simple words

biza	nini	imoto	imoto	wam
lala	idolo	iti	zoba	ileli
xoxa	ulele	vuka	isisu	izolo
veza	imini	qala	nye	ikasi
hleka	ncuma	thatha	chuba	sonka
zenza	shiya	impuku	thuma	bethu
lwam	tyeba	khaba	pheka	Ngomso
dlula	tyibilika	krokra	ngqengqa	Umzuzwana
ungcwele	umbundlwana	untswinyiwe	uyantywila	Indlwana

Grade 2

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

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

Learner Name: _____

Date: _____

	l	k	n	b	y	s	z	ng	
	nd	th	kh	ph	kw	f	ny	d	
	mb	hl	nk	nt	nz	v	g	t	
	tsh	bh	lw	q	c	h	nc	ndl	

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

Learner Name: _____

Date: _____

	idada	abafana	udaka	ivele	ulele
	ukuba	watsho	kakhulu	ke	kodwa
	kwaye	le	umama	yakhe	emva
	kunye	lo	ngoku	nje	ukuze
	ubisi	wakhe	xa	abantu	apha

Grade 3

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

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

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

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

Learner Name: _____

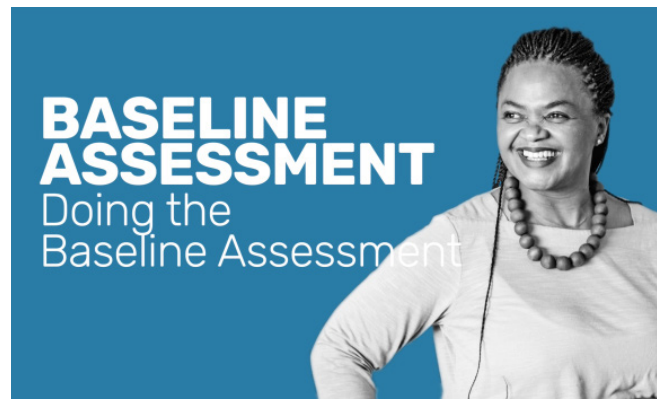
Date: _____

<input type="checkbox"/>	Sizisa	<input type="checkbox"/>	umnikelo.	<input type="checkbox"/>	Sizise	<input type="checkbox"/>	la	<input type="checkbox"/>	ma-apile.
<input type="checkbox"/>	Siyavuya	<input type="checkbox"/>	ukuzisa	<input type="checkbox"/>	lo	<input type="checkbox"/>	mnikelo.	<input type="checkbox"/>	
<input type="checkbox"/>	Sizisa	<input type="checkbox"/>	umnikelo.	<input type="checkbox"/>	Sizise	<input type="checkbox"/>	la	<input type="checkbox"/>	mapere.
<input type="checkbox"/>	Siyavuya	<input type="checkbox"/>	sibe	<input type="checkbox"/>	nako	<input type="checkbox"/>	ukunikela.	<input type="checkbox"/>	
<input type="checkbox"/>	Sizisa	<input type="checkbox"/>	umnikelo.	<input type="checkbox"/>	Sizise	<input type="checkbox"/>	ezi	<input type="checkbox"/>	popo.

How do I do a Baseline Assessment?

Step 1: Planning your Baseline Assessment

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



Video #9: Baseline Assessment. (2:02 min)

Step 2: Doing the Baseline Assessment

- Introduce the class activity to the whole class.
- Call each learner to be assessed to your desk one by one.
- Follow the instructions in your Guide to Baseline Assessment booklet.
- Record each learner's score.
- This should take about six minutes per learner.



Step 3: Using the results to put your learners into ability groups

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

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

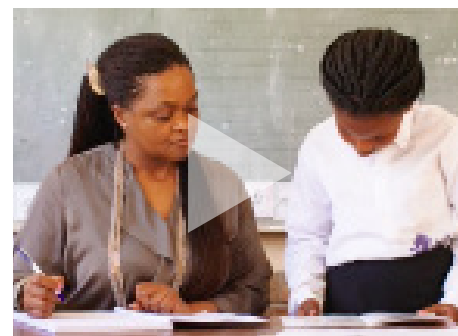
Do you think these learners should be in the same group for Group Guided Reading? Why or Why not?



Video #10: Baseline Video 1.
(00:13 min)



Video #11: Baseline Video 2.
(00:13 min)



Video #12: Baseline Video 3.
(00:06 min)

Big Idea 6 : Introduction to Group Guided Reading

What is Group Guided Reading?

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

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

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

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



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

Resources

What do I need for Group Guided Reading?

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

The role of the teacher

Prepare activities for the rest of the class

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

Establish routines learners should follow during GGR

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



Reading strategies

The teacher focuses attention on particular reading strategies:

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

Listen: Listen to each learner read

- Model self-correction.
- Allow peer correction.
- Help where needed.
- Record learners' reading progress and give feedback.



5. Steps to follow during GGR lesson

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



Checklist : Grade 1 Funda Wande box

Funda Wande resources:

1. Funda Wande Lesson plan booklet: Term 1
2. Funda Wande Group Guided Reading booklet
3. Funda Wande Handwriting booklet
4. Funda Wande Baseline Assessment booklet
5. Funda Wande Story elements poster
6. Funda Wande Classroom posters
 - Weekly Vocabulary
 - Weekly Phonics
 - Weekly Writing frames
 - Weekly High frequency words

DBE vocabulary posters

- My body
- My family
- My home
- At school
- Transport
- Weather
- Safety at home
- Wild animals
- At the farm

DBE vocabulary resources

- Vula Bula alphabet frieze
- Vula Bula alphabet words
- Vula Bula phonics frieze
- Vula Bula phonics words

Vula Bula Big Books:

Big Book 1

- Bala
- Hayi
- Vula Vala
- Coca

Big Book 2

- Baleka
- Lala
- Zoba usike
- Mamela

Big Book 3

- Jika
- Umnikelo
- Utata usele nosana
- Sebeza

Big Book 4

- Lelikabani eli Vili?
- Ekhaya
- Uhambo
- Yophukile ifestile

Storybooks for Read Aloud

- uNzwana Hagu
- Ikhalipha Lekatana Encinane
- Molo Zoleka
- Iqokobhe elilahlekileyo
- UQwarha Rhalayo
- Isikhukukazi esiBomvu esiNcinane
- I-Orkhestra yaseAfrika
- Chapaza, thontsiza, gquma
- UJaffa
- Amaxesha oNyaka noFlip, no Flippie nee

Introduction

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

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

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

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

At the end of the term, there is a Big Idea section, with an explanation of some of the “Big Ideas” in teaching reading.

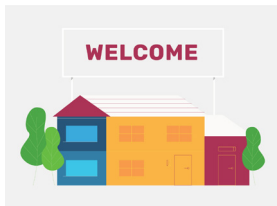


Term Plan : Grade 1 Term 1

IsiXhosa HL - Grade 1 Term 1										
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Listening & Speaking	7-11 Jan Poster: My body Unzwana Hagu Story: Unosipho uzakuhlala oko	14-18 Jan Poster: My family Unosipho uzakuhlala oko	21-25 Jan Poster: At school Ikhalipha lekatana encinane	28 Jan - 1 Feb DBE Life Skills pp 28 and 29 Clean & tidy Story: Molo Zoleka	4-8 Feb Poster: Safety at home Story: Kutheni ibuzi lhlala emngxunyeni	11-15 Feb Poster: My home Story: Iqokobhe elilahlekileyo	18-22 Feb Poster: Wild animals Story: Uqwarha Rhalayo	25 Feb - 1 Mar Poster: At the farm Story: Umbona no Mbotyi	4-8 Mar Poster: At the farm Story: Isikhukukazi esiBomvu esiNcinane	11-15 Mar Story: Okhestra yase Africa
Shared Reading		Read - Usapho	V.B Big Book Bala	V.B Big Book Coca	V.B Big Book Hayi	V.B Big Book Vula Vala	V.B Big Book Baleka	Poem Lala	V.B Big Book Zoba	V.B Big Book Mamela
Phonics		a e i o u	b a	c o	h i	v u	k e	l n	s z	m y
Handwriting	School Readiness and Orientation	a e i o u	b a	c o	h i	v u	k e	l n	s z	m y
Writing		Baseline Assessment	Birthday card	Drawing & Caption	Poster	Drawing & Caption	Drawing & Caption	Drawing & Caption	Drawing & Caption	Drawing & Caption
Group Guided Reading		Baseline Assessment	Vula Bula Anthologies Bala	Vula Bula Anthologies Coca	Vula Bula Anthologies Hayi	Vula Bula Anthologies Vula Vala	Vula Bula Anthologies Baleka	Vula Bula Anthologies Lala	Vula Bula Anthologies Zoba	Vula Bula Anthologies Mamela

Timetable

Time	Duration	MON	TUES	WED	THURS	FRI	
08:00-08:25	25	Listening & Speaking; Read Aloud (Life Skills: Beginning 60 min)					
08:25-09:55	90	MATHS BLOCK					
09:55-10:25		First Break					
10:25-11:15	20	Shared Reading	Shared Reading	Shared Reading	Writing	Writing	
	15	Phonics	Phonics	Phonics	Phonics	Phonics	
	15	Writing	Handwriting	Writing	Handwriting	Handwriting	
11:15-12:00	45	EFAL - Listening & speaking (60), Reading & phonics (60), Writing (60), Language (30)					
12:00-12:30	30	Second Break					
12:30-13:00	30	GGR x2 groups a day; Paired Reading; Independent Reading					
13:00-13:35	35	Creative Arts (x2) / PE (x3)					
		HL & LS	EFAL	MATHS			



ORIENTATION

Welcome and get to know the children (20 min)

- **Resources:** learners' name cards
- **Preparation:** Create a welcoming classroom with a seat for each learner to sit and their name cards pasted on the desks. Create space for their bags and write your name on the board.
- **Lesson objective(s):** Get to know each other.

ACTIVITIES

1. Welcome the learners to the class.

- Direct them to their seats. Explain that this is their place for this term.

2. Game

- Call learners to the front of the class. Do a countdown from 10 while they try to find their places again.

3. Introductions

- Call the learners to the mat and introduce yourself. Point out your name on the board.
- Ask each learner to introduce himself or herself.
- Respond by asking at least one question. For example:
 - How many siblings do you have?
 - Who is your best friend?
 - What do you like to do the most (or eat the most)?



Explore the classroom (30 min)

- **Resources:** reading corner; stationery station; mat area; book storage; Mathematics corner and resources; a set of name cards for the birthday chart and the duty roster; weather chart; birthday chart
- **Preparation:** Prepare learners' name cards. Draw the weather chart frame in the bottom corner of the board (this will stay on the board). Label your stations and resources.
- **Lesson objective(s):** Get to know what is in the classroom and what it is used for.

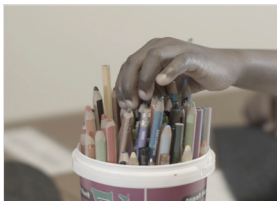
ACTIVITIES

1. Classroom tour

- Tell the learners to stand in front of the class.
- Go around the classroom, pointing to each station. Talk about how each station is used.

2. Talk about responsibilities

- Talk about the tidiness of the classroom by asking:
 - What does this classroom look like?
 - What do you think I had to do for it to be like this?
 - Do you think it will be like this all the time?
- Tell the learners that everyone needs to be part of the team that cleans and keeps the class tidy.
- Draw up the duty roster, making sure that everyone has turn.



Books Handout (30 min)

- **Resource:** DBE workbooks: Mathematics, isiXhosa, English and Life Skills
- **Preparation:** Make sure that there are enough books for all the learners.
- **Lesson Objective:** Learners to have required resources.

ACTIVITIES

- Ask the learners on the duty chart to hand out books to the class.
- Tell the learners that the books must be covered and brought back to school tomorrow. They must ask their parents to cover the books for them.



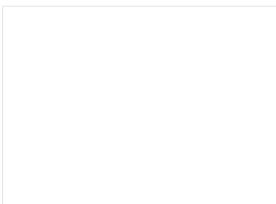


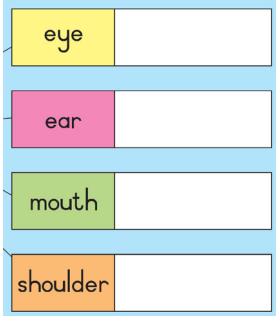
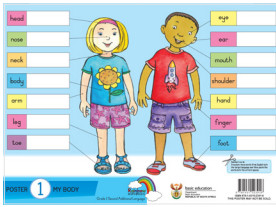
Books Handout (30 min)

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ACTIVITIES

- Ask the learners on the duty chart to hand out books to the class.
- Tell the learners that the books must be covered and brought back to school tomorrow. They must ask their parents to cover the books for them.





Listening and Speaking (20 min)

- **Resources:** weather chart; DBE poster: **My body**; vocabulary flash cards: **intloko, indlebe amehlo, impumlo, umlomo**
- **Preparation:** Make isiXhosa flash cards of the words on the poster.
- **Lesson objective(s):** Talk about the poster. Relate it to own experience. Learn new vocabulary.

ACTIVITIES

1. Theme poster: My body

- Stick the poster on the board and talk about it.
- Discuss the vocabulary. Talk about the meaning. Look at the form of each word. Use it in a sentence.
- Stick the flash cards on the poster and use them throughout the week.
- Ask the learners to point to their body parts as you teach the vocabulary. Tell the class what each part does.

Classroom Rules (15 min)

- **Preparation:** Think of questions to guide the learners to suggest classroom rules that will regulate everyone's behaviour.
- **Lesson objective(s):** Take part in establishing classroom rules.

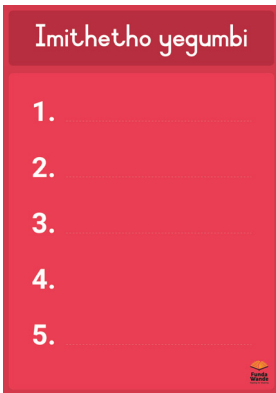
ACTIVITIES

1. Recap

- Welcome any new arrivals.
- Talk about the rules they were introduced to on Day 1.

2. Classroom rules

- Talk about the importance of good behaviour in the classroom.
- Talk about the classroom rules and why we must have them.
- Write the rules on the board. Ask the learners for their input.
- Here are examples of the rules you can include:
 - We keep our classroom clean.
 - We listen when someone is talking.
 - We put up our hands when we want to say something.
 - We have fun in our class.
- Agree on what should happen to those who break the classroom rules.
- After school, copy all the rules onto the poster.



Phonics (15 min)

- **Resource:** Vula Bula alphabet frieze: letter cards for /a/, /e/, /i/, /o/ and /u/
- **Preparation:** Prepare a vowel song.
- **Lesson objective(s):** Learn a vowel song.

ACTIVITIES

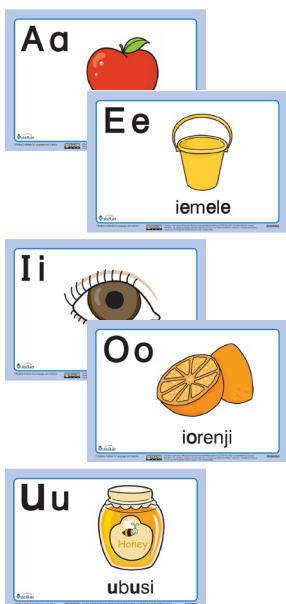
1. Alphabet frieze letter cards

- Put the frieze on the board.
- Talk about the letters. Tell the learners that you will be focusing on the vowels.
- Put the cards for all the vowels on the board.
- For each vowel:
 - Show the learners the card.
 - Sound it out.
 - Let the learners repeat after you.

2. Vowel song

- Teach the learners the vowel song.
- Point to each vowel as you sing.
- Ask the learners to join you.

a – andinamali
e – epokothweni
i – ilahlekile
o – oyicholileyo
u – unethamsanqa





Handwriting (15 min)

- **Resources:** learners' handwriting exercise books; crayons
- **Preparation:** Make sure each learner has a handwriting book. Prepare the learners' books by writing their name in a dotted format.
- **Lesson objective(s):** Practise writing their names.

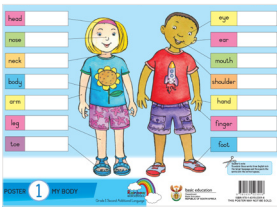
ACTIVITIES

1. Write their names

- Ask the learners to open their exercise books.
- Tell them to look at their names, written on the cards on their desks.
- Ask them to read their names.
- Tell them to trace their names with their index fingers. They must start on the top left and work to the right.
- Tell them to start writing their names in their writing exercise books.

Make sure:

- All learners are sitting up straight, with their feet on the floor.
- Pencil grip: all learners are holding their crayons correctly.
- Starting point: all learners write from left to right.



eye	
ear	
mouth	
shoulder	



Listening and Speaking (20 min)

- **Resources:** DBE poster: **My body**; vocabulary flash cards: **amagxa, isandla, umnwe, unyawo, isifuba**
- **Preparation:** Make isiXhosa flash cards of the words on the poster. Write the song Umzimba wam on the poster.
- **Lesson objective(s):** Talk about the poster. Relate it to their own experiences. Learn new vocabulary.

ACTIVITIES

1. Theme poster - My body

- Stick the poster on the board.
- Recap what you talked about and the words you introduced yesterday.
- Discuss the vocabulary. Talk about the meaning. Look at the form of each word. Use it in a sentence.
- Stick the flash cards on the poster and use them throughout the week.

2. Learn a new song.

Umzimba wam
Izandla madolo
Inyawo nenzwane
Umlomo nesisu
Nenwel' ezimnyama

Ingalo ingqiniba
Sifuba' mabele
Intamo nomqolo
Isinq' izithende

Amehlo' izidlele
lindlebe zombini
Amaziny'amhlophe
Nempumlo,
Phefumla!

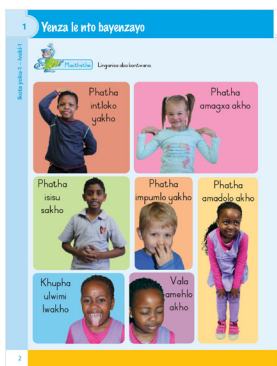
Oral (15 min) INFORMAL ASSESSMENT

- **Resource:** DBE isiXhosa workbook, (pages 2 & 3)
- **Preparation:** Read page 2 & 3 of the workbook.
- **Lesson objective(s):** Informally assess the vocabulary learnt this week.

ACTIVITIES

1. Game

- Assess the vocabulary learnt this week, using a game.
- Bring the learners to the front and explain the game.
 - Read the instructions in the workbook. The learners must follow the instructions.
 - If a learner points to the incorrect body part, he or she must sit the rest of the game out.
 - Do a practice run.
 - Start the game slowly and build up the pace as they get used to it.
- Finish the game by talking about what they enjoyed about it.





Phonics (15 min)

- **Resources:** Vula Bula alphabet frieze: letter cards for /a/ /e/ /i/ /o/ and /u/; flash cards from the phonics word list: **idada, utata, isele, ipere, ivili, usisi, ifoto, imoto, ubuso, ufudo**
- **Preparation:** Prepare the flash cards.
- **Lesson objective(s):** Practise the vowel song. Identify words starting with the vowels.

ACTIVITIES

1. Alphabet frieze letter cards

- Sing the vowel song together.
- Put up the letter cards for all the vowels.
- Read each flash card, showing the learners.
- Let the learners read the word after you.
- They must decide under which vowel card should be placed on the board.



Handwriting (15 min)

- **Resource:** learners' writing books; crayons
- **Preparation:** Look at the writing instruction for the handwriting patterns.
- **Lesson objective(s):** Practise writing patterns.

ACTIVITIES

1. Teach a pattern in preparation for writing vowels

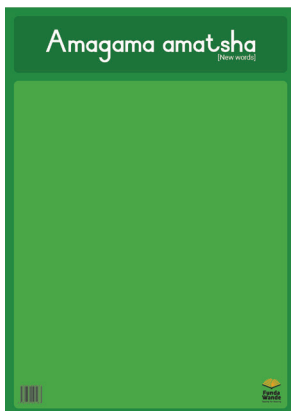
- Have your back to the learners and ask them to look at you.
- Write the pattern on the board. Say the writing instructions aloud while you write.
- Write the second line of the same pattern. Ask the learners to say the instructions with you.
- Tell the learners to write the pattern in the air, while saying the writing instructions.
- Let them practise the pattern on their desks, using their fingers, while saying the writing instructions.
- Tell them to write one line in their handwriting exercise books.
- Walk around helping those who need it.

Make sure:

- All learners are sitting up straight, with their feet on the floor.
- Pencil grip: all learners are holding their crayons correctly.
- Starting point: all learners write from left to right.

Vocabulary for the week

Teach five vocabulary per week: (four HL and one Numeracy)



HL

<i>amazinyo</i>	<i>impumlo</i>	<i>intamo</i>	<i>isinqa</i>
<i>amehlo</i>	<i>incakrancakra</i>	<i>intloko</i>	<i>izidlele</i>
<i>iinzwane</i>	<i>indlebe</i>	<i>inwele</i>	<i>izithende</i>
<i>imilebe</i>	<i>ingqiniba</i>	<i>inzwane</i>	<i>umlomo</i>
<i>imilenze</i>	<i>inkalakahla</i>	<i>isifuba</i>	<i>umqolo</i>

Numeracy

compare: *thelekisa*
less: *ngaphantsi*
more: *ngaphezulu*

number name: *igama lenani*
number symbol: *isimboli yenani*



mother	
father	
brother	

Listening and Speaking (20 min)

- **Resources:** DBE poster: **My family**; vocabulary flash cards: **umama, utata, ubhuti, usisi, umncedi**
- **Preparation:** Create title strip and isiXhosa flash cards of the words on the poster.
- **Lesson objective(s):** Listen without interrupting. Talk about personal experiences. Describe weather. Talk about the poster. Learn new vocabulary.

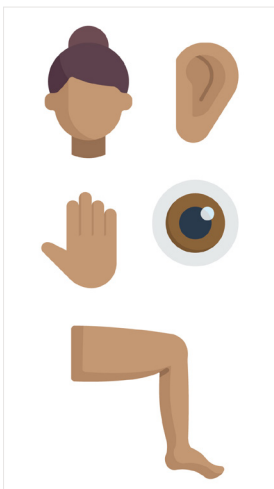
ACTIVITIES

1. Theme poster: My family

- Stick the poster on the board. Read and talk about title. Stick the title next to the English title on the poster and ask questions.
 - I wonder what is happening here and where is this place? (think aloud)
 - How many members of the family live with you? Name them.
 - Look at the bigger picture in the poster. Which members of the family are here?
 - What are the different members of this family doing? How do you think they are feeling?
- Discuss the vocabulary. Talk about the meaning. Look at the form of each word. Use it in a sentence.
- Stick the flash cards on the poster and use them throughout the week.

Homework

- Ask the learners to ask their families about activities they do with each other.



Shared Reading (15 min)

- **Resources:** Song: **Umzimba wam**
- **Preparation:** Write the song on the chart.
- **Lesson objective(s):** Use the title to predict what the song is about. Relate to own experience. Sing song and do actions.

ACTIVITIES

1. Recap

- Remind the learners about the song they sang the previous week. Ask questions such as:
 - What body parts did we sing about?
 - Beside body parts, what other things were mentioned in the song?

2. Reading

- Read the first two lines, pointing to the words. Show the body parts you are reading about.
- Get the learners to do the actions as they are reading with you.
- Do the same thing with the last two lines in verse 1.

3. Practise

- Practise the first verse with actions until the learners can do it fluently.

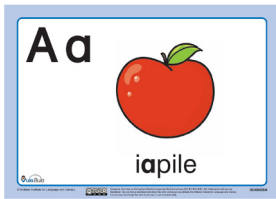
4. Add the tune

- Sing the first verse.

*Umzimba wam
Izandla madolo
Inyawo nenzwane
Umlomo nesisu
Nenwel' ezimnyama*

*Ingalo ingqiniba
Sifuba' mabele
Intamo nomqolo
Isinq' izithende*

*Amehlo' izidlele
Iindlebe zombini
Amaziny'amhlophe
Nempumlo,
Phefumla!*



Phonics (15 min)

- **Resources:** Vula Bula alphabet frieze: letter card for /a/; flash cards from the phonics word list: **lala, bala usana, ipapa, udada**
- **Preparation:** Create a sentence strip: **Umama ulala apha**. Cut out flash cards from the word list.
- **Lesson objective(s):** Recognise and name some letters of the alphabet. Identify and read words with the sound /a/. Participate in whole class phonemic awareness oral activities.

ACTIVITIES

1. Sentence strip

- Stick the sentence strip on the board. Read it aloud. Read it again and ask the learners to say it with you.
- Ask which sound is the most repeated in the sentence.
- Ask one learner to come up and point to the sound /a/.
- Tell the learners that this is the sound you will focus on today – how to say it, read it and write it.

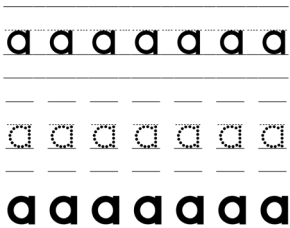
2. Letter card for /a/

- Stick the letter card on the board and talk about the picture.
- Tell the learners to say /a/. They must look at your mouth, say it again and look at each other's mouths to see what their lips are doing.
- Ask them what letters make up the /a/ sound.

3. Phonics words

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

(These words are written in the phonics exercise books during GGR time.)



Handwriting (15 min)

- **Resources:** learners' handwriting exercise books; crayons and pencils
- **Preparation:** Write a row of dotted letter /a/ in the learners' exercise books.
- **Lesson objective(s):** Practise holding and manipulating crayon and pencil. Develop directionality: left to right and top to bottom. Draw straight lines. Trace over. Strengthen fine muscles, develop fine and gross motor skills and eye co-ordination. Learn and practise writing the letter /a/.

ACTIVITIES

1. Explicit teaching

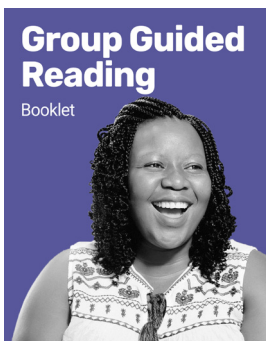
- Have your back to the learners and ask them to look at you.
- Write the pattern on the board while saying the writing instructions aloud.
- Invite the learners to write the pattern in the air while saying the writing instructions.

2. Practise

- Introduce them to the chant to help them remember how to form the letter /a/. **Qala kungqukuva, ujikele ngqukuva, uhle kwangalamgca.**
- Tell them to repeat the chant as they use their fingers to write the letter /a/ in the air, on the desk, or on their friends' backs.
- Get the learners to write the letter /a/ in their exercise books, starting with the dotted /a/.
- Walk around helping those who need it.

Make sure:

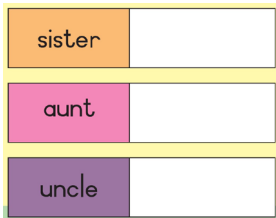
- All learners are sitting up straight with their feet flat on the ground.
- Pencil grip: All learners are holding their crayons correctly.
- Starting point: All learners start from the left to right.



Group Guided Reading (30 min) BASELINE ASSESSMENT

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

Monday	Tuesday	Wednesday	Thursday	Friday
Group 1	Group 3	Group 5	Group 2	Group 4
Group 2	Group 4	Group 1	Group 3	Group 5



Listening and Speaking (20 min)

- **Resources:** DBE poster: **My family**; vocabulary flash cards: **isihlobo, umakhulu, utatomkhulu**
- **Preparation:** Make isiXhosa flash cards of the words on the poster.
- **Lesson objective(s):** Listen without interrupting. Talk about personal experiences with their own families. Tell news or describe the weather. Talk about the family picture on the poster.

ACTIVITIES

1. Theme poster: My family

- Stick the poster on the board.
- Recap what you talked about and words you introduced yesterday.
- Discuss the vocabulary. Talk about the meaning. Look at the form of each word. Use it in a sentence.
- Stick the flash cards on the poster and use them throughout the week.
- Talk about the poster. Ask the learners to list the activities they do with their families and describe how they feel during these activities.

Umzimba Wam

Umzimba wam
Izandla madolo
Inyawo nenzwane
Umlomo nesisu
Nenwel' ezimnyama

Ingalo ingqiniba
Sifuba' mabele
Intamo nomqolo
Isinq' izithende

Amehlo' izidlele
Iindlebe zombini
Amaziny'amhlophe
Nempumlo,
Phefumla!

Shared Reading (15 min)

- **Resources:** song: **Umzimba wam**
- **Preparation:** Write the song on the chart.
- **Lesson objective(s):** Read the title. Listen without interrupting. Sing songs and do the actions.

ACTIVITIES

1. Recap

- Recap the first verse.

2. Reading

- Read the first two lines of the second verse, pointing to the words. Show the body parts you are reading about.
- Get the learners to do the actions as they read with you.
- Repeat for the next two lines of verse 2.

3. Practise

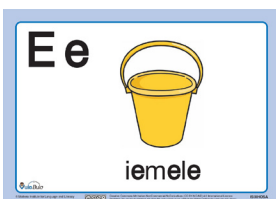
- Practise the second verse, with actions, until the learners can do it fluently.

4. Add the tune

- Sing the first and second verses.

Homework

- Choose five parts of your body and write down the function of each part, e.g. nose- breathe and smell.



Phonics (15 min)

- **Resources:** Vula Bula alphabet frieze: **letter card for /e/**; flash cards from the phonics word list: **ivele, ulele, ufele, ijele, iesile**
- **Preparation:** Create a sentence strip: **Iwele lakhe lilele**. Cut out flash cards from the word list.
- **Lesson objective(s):** Recognise and name some letters of the alphabet. Identify and read words with the sound /e/. Participate in whole class phonemic awareness oral activities.

ACTIVITIES

1. Sentence strip

- Stick the sentence strip on the board. Read it aloud. Read it again and ask the learners to say it with you.
- Ask which sound is the most repeated in the sentence.
- Ask one learner to come up and point to the sound /e/.
- Tell the learners that this is the sound you will focus on today – how to say it, read it and write it.

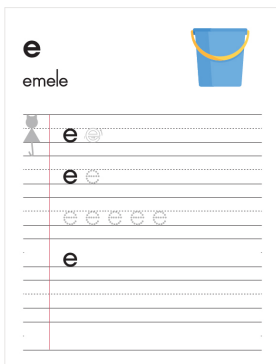
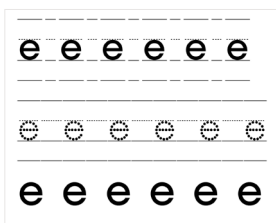
2. Letter card for /e/

- Stick the letter card on the board and talk about the picture.
- Tell the learners to say /e/. They must look at your mouth, say it again and look at each other's mouths to see what their lips are doing.
- Ask them what letters make up the /e/ sound.

3. Phonics words

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

(These words are written in the phonics exercise books during GGR time.)



Handwriting (15 min)

- **Resources:** learners' handwriting exercise books
- **Preparation:** Write a row of dotted letter /e/ in the learners' exercise books.
- **Lesson objective(s):** Practise holding and manipulating crayon and pencil. Develop directionality: left to right and top to bottom. Draw straight lines. Trace over. Strengthen fine muscles, develop fine and gross motor skills and eye co-ordination. Learn and practise writing the letter /e/.

ACTIVITIES

1. Explicit Teaching:

- Have your back to the learners and ask them to look at you.
- Write the pattern on the board while saying the writing instructions aloud.
- Invite the learners to write the pattern in the air while saying the writing instructions.

2. Practise

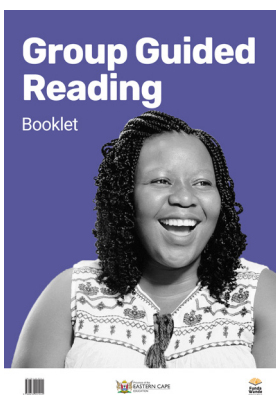
- Introduce them to the chant to help them remember how to form the letter /e/.
Yenz'umgca esphakathini, ujikele ngqukuva, uphelel' esthubeni.
- Tell them to repeat the chant as they use their fingers to write the letter /e/ in the air, on the desk, or on their friends' backs.
- Get the learners to write the letter /e/ in their exercise books, starting with the dotted /e/.
- Walk around helping those who need it.

Make sure:

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

Homework

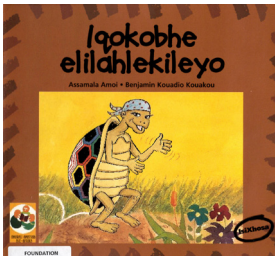
- Practise writing the letters /e/ and /a/ in their handwriting books.



Group Guided Reading (30 min) BASELINE ASSESSMENT

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

Monday	Tuesday	Wednesday	Thursday	Friday
Group 1	Group 3	Group 5	Group 2	Group 4
Group 2	Group 4	Group 1	Group 3	Group 5



Listening and Speaking (20 min)

- **Resources:** storybook: **Iqokobhe elilahlekileyo**
- **Preparation:** Practise reading the story and prepare your questions.
- **Lesson objective(s):** Listen without interrupting. Talk about personal reactions to the story. Learn new vocabulary. Listen to an interesting story for enjoyment.

ACTIVITIES

- Get the learners ready for reading aloud.

1. Pre-reading

- Talk about the title and cover and ask questions:
 - What do you think this story will be about?

2. During reading

- Read the first half of the story with expression.
- Show some of the pictures and ask questions without too much interruption.
 - Do you think Tutu was a happy turtle? Why?
 - Have you ever lost something? How did you feel?

3. Post-reading

- Ask one or two learners to sum up the story so far.
- Tell the learners that you will end there for today.

Umzimba Wam

Umzimba wam
Izandla madolo
Inyawo nenzwane
Umlomo nesisu
Nenwel' ezimnyama

Ingalo ingqiniba
Sifuba' mabele
Intamo nomqolo
Isinq' izithende

Amehlo' izidlele
lindlebe zombini
Amaziny'amhlophe
Nempumlo,
Phefumla!

Shared Reading (15 min)

- **Resources:** song: **Umzimba wam**
- **Preparation:** Write the song on the chart.
- **Lesson objective(s):** Read the title. Listen without interrupting. Sing songs and do the actions.

ACTIVITIES

1. Recap

- Recap the first and second verses.

2. Reading

- Read the first two lines of the third verse, pointing to the words. Show the body parts you are reading about.
- Get the learners to do the actions as they read with you.
- Repeat for the next two lines of verse 3.

3. Practise

- Practise the third verse, with actions, until the learners can do it fluently.

4. Add the tune

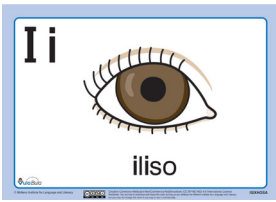
- Sing the third verse

5. Finish the song

- Sing the whole song from verse 1 to verse 3.

Homework

- Practise a song about the parts of your head: eyes, nose, ears, mouth. Prepare to present your song in class.



Phonics (15 min)

- **Resources:** Vula Bula alphabet frieze: letter card for /i/; flash cards from the phonics word list: **iwile, iya, ivili,inja, icici**
- **Preparation:** Create a sentence strip: **lcici lika sisi liwile**. Cut out flash cards from the word list.
- **Lesson objective(s):** Recognise and name some letters of the alphabet. Identify and read words with the sound /i/. Participate in whole class phonemic awareness oral activities.

ACTIVITIES

1. Sentence strip

- Stick the sentence strip on the board. Read it aloud. Read it again and ask the learners to say it with you.
- Ask which sound is the most repeated in the sentence.
- Ask one learner to come up and point to the sound /i/.

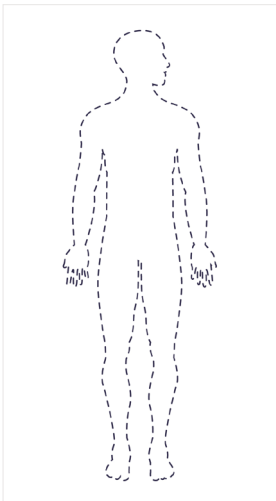
2. Letter card for /i/

- Stick the letter card on the board and talk about the picture.
- Tell the learners to say /i/. They must look at your mouth, say it again and look at each other's mouths to see what their lips are doing.
- Ask them what letters make up the /i/ sound.

3. Phonics words

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

(These words are written in the phonics exercise books during GGR time.)



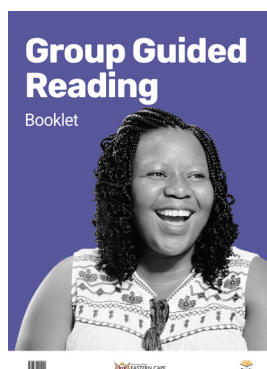
Writing (15 min)

- **Resources:** chart with the traced body; body-part labels: **intloko, impumlo, intamo, imzimba, ingalo, imilenze, iinzwane, imehlo, indlebe, umlomo, amagxa, isandla umnwe, unyawo**
- **Preparation:** Trace the body on the chart beforehand.
- **Lesson objective(s):** Identify and label body parts, reinforcing vocabulary.

ACTIVITIES

1. Label the poster

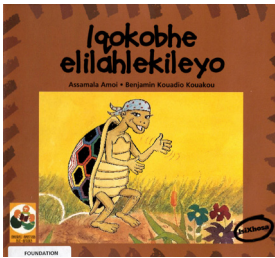
- Place the chart on the board and explain the activity.
- Tell the class that you will be creating a poster, so you need a title for the poster.
- Discuss an appropriate title for your poster.
- Write the title at the top of the poster.
- Hand out the labels to random learners in the class, making sure to mix the abilities so that there is an opportunity for discussions and self-correcting.
- Other learners help to place the label on the correct body part.
- When all the labels have been put up, check them again.
- Reading each label with the learners.



Group Guided Reading (30 min) **BASELINE ASSESSMENT**

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

Monday	Tuesday	Wednesday	Thursday	Friday
Group 1	Group 3	Group 5	Group 2	Group 4
Group 2	Group 4	Group 1	Group 3	Group 5



Listening and Speaking (20 min)

- **Resources:** storybook: **Iqokobhe elilahlekileyo**
- **Preparation:** Practise reading the story and prepare your questions.
- **Lesson objective(s):** Listen without interrupting. Talk about personal experiences: tell news, describe weather. Answer questions about the story.

ACTIVITIES

- Get the learners ready for reading aloud.

1. Pre-reading

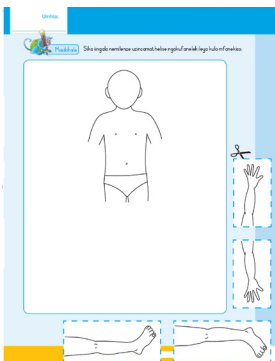
- Recap what you read yesterday.
- Ask questions:
 - What do you think will happen next? (prediction)

2. During reading

- Read the rest of the story with expression, showing some of the pictures.

3. Post-reading

- Summarise the story, referring to the elements of a story (characters, setting, problem and solution).
- Ask comprehension questions such as:
 - Why was the shell important to Tutu?
 - If you were Tutu, what would have done to prevent your shell from getting lost?



Writing (15 min)

- **Resources:** DBE isiXhosa workbook, page 5; scissors; pencils; glue
- **Preparation:** Make sure that all the learners have DBE workbooks, enough scissors and glue.
- **Lesson objective(s):** Practise holding and manipulating crayon and pencil. Strengthen fine muscles and develop fine and gross motor skills and eye co-ordination. Identify and label body parts, reinforcing vocabulary.

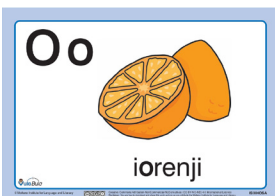
ACTIVITIES

1. Identify and label body parts in pairs

- Tell the learners to turn to page 5 of their DBE workbooks.
- Tell them to work with a partner.
- They must cut out the legs, arms and face and then paste them in the correct place on the incomplete body.
- After that, they must label the arms, legs and face.
- Guide them in the correct spelling. Tell them that they can use the labels on page 4 to assist them with spelling.
- Those who finish early can colour in the body.

Phonics (15 min)

- **Resources:** Vula Bula alphabet frieze: letter card for /o/; flash cards from the phonics word list: **ihoko, idolo, iholo, izolo, ugogo**
- **Preparation:** Create a sentence strip: **Olona sana lonwabileyo loluka gogo.** Cut out flash cards from the word list.
- **Lesson objective(s):** Recognise and name some letters of the alphabet. Identify and read words with the sound /o/. Participate in whole class phonemic awareness oral activities.



ACTIVITIES

1. Sentence strip

- Stick the sentence strip on the board. Read it aloud. Read it again and ask the learners to say it with you.
- Ask which sound is the most repeated in the sentence.
- Ask one learner to come up and point to the sound /o/.

2. Letter card for /o/

- Stick the letter card on the board and talk about the picture.
- Tell the learners to say /o/. They must look at your mouth, say it again and look at each other's mouths to see what their lips are doing.
- Ask them what letters make up the /o/ sound.

3. Phonics words

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

(These words are written in the phonics exercise books during GGR time.)



Writing (15 min)

■ **Resources:** learners' handwriting exercise books

■ **Preparation:** Write a row of dotted letter /i/ in the learners' exercise books.

■ **Lesson objective(s):** Practise holding and manipulating crayon and pencil. Develop directionality: left to right and top to bottom. Strengthen fine muscles and develop fine and gross motor skills and eye coordination. Learn and practise writing the letter /i/.

ACTIVITIES

1. Explicit teaching

- Have your back to the learners and ask them to look at you.
- Write the pattern on the board while saying the writing instructions aloud.
- Invite the learners to write the pattern in the air while saying the writing instructions.

2. Practise

- Introduce them to the chant to help them remember how to form the letter /i/.
Uqal' emzimbeni uhle ubeke ichaphaza.
- Tell them to repeat the chant as they use their fingers to write the letter /i/ in the air, on the desk, or on their friends' backs.
- Get the learners to write the letter /i/ in their exercise books, starting with the dotted /i/.
- Walk around helping those who need it.

Make sure:

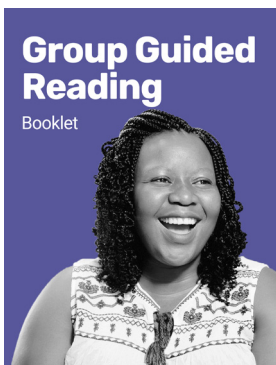
- All learners are sitting up straight with their feet flat on the ground.
- Pencil grip: All learners are holding their crayons correctly.
- Starting point: All learners start from the left to right.

Homework

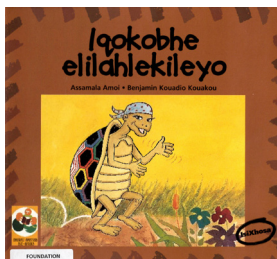
- Practise writing the following letters: /a/, /e/ and /i/.

Group Guided Reading (30 min) **BASELINE ASSESSMENT**

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



Monday	Tuesday	Wednesday	Thursday	Friday
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Listening and Speaking (20 min)

- **Resources:** storybook: **Iqokobhe elilahlekileyo**; weather chart
- **Preparation:** Prepare questions that will prompt the learners when retelling the story.
- **Lesson objective(s):** Listens without interrupting. Talk about personal experiences: tell news, describes weather. Answer questions from the story. Retell the story.

ACTIVITIES

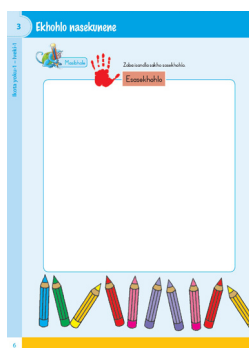
- Get the learners ready for reading aloud.

1. Pre-reading

- Recap the story.

2. Post-reading

- Spend this time with learners talking about the following questions:
 - What did you enjoy about the story?
 - What did the learn from the story?
 - Who was your favourite character? Why?



Writing (15 min)

- **Resources:** DBE isiXhosa workbook, page 6 & 7; crayons
- **Preparation:** Make sure that every learner has a DBE workbook.
- **Lesson objective(s):** Draw with wax crayons. Practise holding and manipulating crayon and pencil. Develop directionality: left to right and top to bottom. Strengthen fine muscles and develop fine and gross motor skills and eye co-ordination. Trace their both hands on the spaces provided, identifying right and left.

ACTIVITIES

1. Explain the activity to the learners

- Each learner traces his or her own hand, starting with the left hand. They must make sure that they trace all their fingers.
- They must do the same with the right hand.
- Go around and ask them to count the fingers they have traced.
- Assist where needed.



Phonics (15 min)

- **Resources:** Vula Bula alphabet frieze: letter card for /u/; flash cards from the phonics word list: **ubuso, ulusu, ufudo, cula, gula**
- **Preparation:** Create a sentence strip: **Usana lulilena umama.** Cut out flash cards from the word list.
- **Lesson objective(s):** Recognise and name some letters of the alphabet. Identify and read words with the sound /u/. Participate in whole class phonemic awareness oral activities.

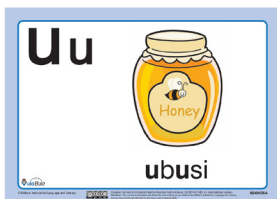
Activities

1. Sentence strip

- Stick the sentence strip on the board. Read it aloud. Read it again and ask the learners to say it with you.
- Ask which sound is the most repeated in the sentence.
- Ask one learner to come up and point to the sound /u/.

2. Letter card for /u/

- Stick the letter card on the board and talk about the picture.
- Tell the learners to say /u/. They must look at your mouth, say it again and look at each other's mouths to see what their lips are doing.
- Ask them what letters make up the /u/ sound.



3. Phonics words

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

(These words are written in the phonics exercise books during GGR time.)



Handwriting (15 min)

- **Resources:** learners' handwriting exercise books
- **Preparation:** Write a row of dotted letter /o/ in the learners' exercise books.
- **Lesson objective(s):** Practise holding and manipulating crayon and pencil. Develop directionality: left to right and top to bottom. Strengthen fine muscles and develop fine and gross motor skills and eye coordination. Learn and practise writing the letter /o/.

ACTIVITIES

1. Explicit teaching

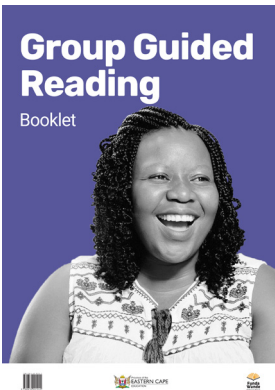
- Have your back to the learners and ask them to look at you.
- Write the pattern on the board while saying the writing instructions aloud.
- Invite the learners to write the pattern in the air while saying the writing instructions.

2. Practise

- Introduce them to the chant to help them remember how to form the letter /o/.
Qala kungqukuva, ujikelengqukuva, uvale
- Tell them to repeat the chant as they use their fingers to write the letter /o/ in the air, on the desk, or on their friends' backs.
- Get the learners to write the letter /o/ in their exercise books, starting with the dotted /o/.
- Walk around helping those who need it.

Make sure:

All learners are sitting up straight, with their feet on the floor.
Pencil grip: all learners are holding their crayons correctly.
Starting point: all learners write from left to right.



Group Guided Reading (30 min) **BASELINE ASSESSMENT**

- See Group Guided Reading booklet for the guide of each story.

Monday	Tuesday	Wednesday	Thursday	Friday
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Group 2	Group 4	Group 1	Group 3	Group 5

Vocabulary for the week

HL

amagxa	impumlo	intamo	nqanda	umncedi
baleka	imzimba	intloko	ubhuti	unyawo
iinzwane	indlebe	isandla umnwe	umakhulu	usisi
imehlo	ingalo	isihlobo	umama	utata
imilenze	inja	khaba	umlomo	utatomkhulu

Numeracy

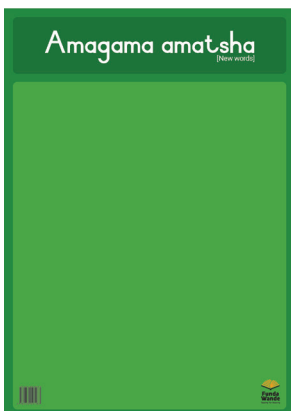
after: emnveni

before: phambi

between: phakathi

how many: zingaphi

same: ifana ne





Listening and Speaking (20 min)

- **Resources:** DBE poster: **At school**; vocabulary flash cards: **ipensile, ipeni, irula, irabha, isincamathelisi**
- **Preparation:** Create title strip and isiXhosa flash cards of the words on the poster.
- **Lesson objective(s):** Talk about the poster and relate it to their own experience. Learn new vocabulary.

ACTIVITIES

1. Theme poster: At school

- Stick the poster on the board. Read and talk about title (on a flash card) 'Esikolweni'. Stick the flash card next to the English title on the poster.
- Ask the learners to look around their own classroom and then look at the poster. List things that are in their classroom and also in the poster.
- Ask questions such as:
 - How do the learners in this classroom feel? Why do you say that?
 - What do you think the teacher is doing?
- Discuss the vocabulary. Talk about the meaning. Look at the form of each word. Use it in a sentence.
- Stick the flash cards on the poster and use them throughout the week.

Shared Reading (15 min)

- **Resources:** Vula Bula Big Book: **Bala**; vocabulary flash cards: **ibhaloni, amabhaso, ikeyiki, isiselo esibandayo**
- **Preparation:** Read through the story beforehand and prepare your questions.
- **Lesson objective(s):** Participate in shared reading by predicting, relating to their own experience and answering comprehension questions.

ACTIVITIES

1. Pre-reading:

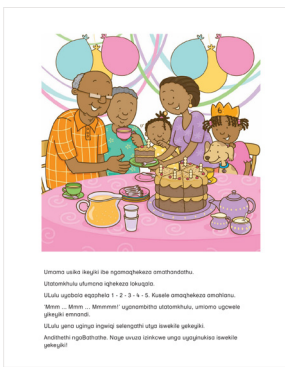
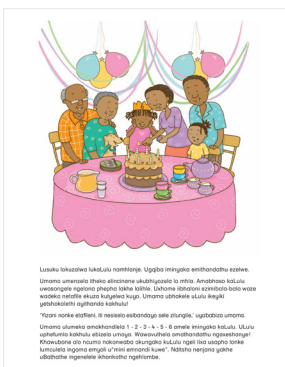
- **Cover:** Read and talk about the title and the picture. Ask questions such as:
 - Look at the picture. What do you think this story is about? (prediction)
 - Who had a birthday this month? (background knowledge)
- **Picture walk:** Page through the story (do not read), look at the pictures and ask questions.
 - (page 4) Who do you think these people are?
 - (page 5) Who is getting the first slice of the cake?
- **Vocabulary:** Teach new words using flash cards and objects or pictures.

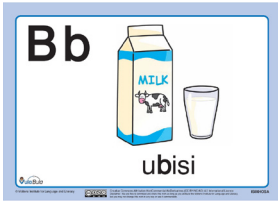
2. During reading:

- Read the story with expression, demonstrating fluency. Ask comprehension questions after reading two pages:
 - (page 4) Whose birthday is being celebrated here? How old is she turning?
 - (page 6) Who was the second person to be served a slice of cake?

3. Post-reading:

- Finish by asking:
 - How do you think Lulu feels on her birthday?





Phonics (15 min)

- **Resources:** Vula Bula alphabet frieze: letter card for /b/; flash cards from the phonics word list: **bala, bona, buza, beka, baleka**
- **Preparation:** Create a sentence strip: **uLulu ubala abantu**. Cut out flash cards from the word list.
- **Lesson objective(s):** Identify and read words with the sound /b/.

ACTIVITIES

1. Sentence strip

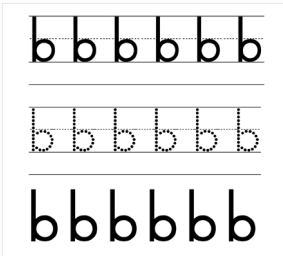
- Stick the sentence strip on the board. Read it aloud. Read it again and ask the learners to say it with you.
- Ask which sound is the most repeated in the sentence.
- Ask one learner to come up and point to the sound /b/.
- Tell the learners that this is the sound you will focus on today – how to say it, read it and write it.

2. Letter card for /b/

- Stick the letter card on the board and talk about the picture.
- Ask: What is this? Repeat the response – **ubisi** – and emphasise /b/.
- Tell the learners to say /b/. They must look at your mouth, say it again and look at each other's mouths to see what their lips are doing.
- Ask them what letters make up the /b/ sound.

3. Phonics words

- Ask the learners to suggest words with the sound /b/.
- Read the words on the flash cards with the learners.
 - Talk about the meaning of each word. Look at the form. Use the words in sentences or act them out.
 - Stick the flash cards on the phonics chart and use them throughout the week.
- Refer the learners to the word list that is pasted in their books. Read the words again with them.



Handwriting (15 min)

- **Resources:** learners' handwriting exercise books
- **Preparation:** Write a row of dotted letter /b/ in the learners' exercise books.
- **Lesson objective(s):** Learn and practise writing the letter /b/.

ACTIVITIES

1. Explicit teaching

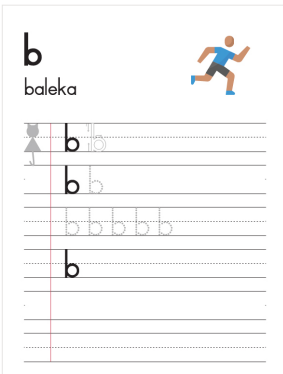
- Have your back to the learners and ask them to look at you.
- Write the pattern on the board while saying the writing instructions aloud.
- Invite the learners to write the pattern in the air while saying the writing instructions.

2. Practise

- Introduce them to the chant to help them remember how to form the letter /b/.
Uqal'entloko uhle ubhek'emzimbeni unyoke kwangalomgca ujikel'e mzimbeni ngqukuva uvale.
- Tell them to repeat the chant as they use their fingers to write the letter /b/ in the air, on the desk, or on their friends' backs.
- Get the learners to write the letter /b/ in their exercise books, starting with the dotted /b/.
- Walk around helping those who need it.

Make sure:

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



Group Guided Reading

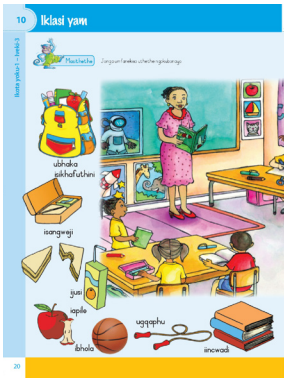
Booklet



Group Guided Reading (30 min)

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

Monday	Tuesday	Wednesday	Thursday	Friday
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Group 2	Group 4	Group 1	Group 3	Group 5



Listening and Speaking (20 min)

- **Resources:** DBE isiXhosa workbook, pages 20 & 21; vocabulary flash cards: **ipowusta, iphazili, isincamathelesi, ipeyinti, ubhaka**
- **Preparation:** Make isiXhosa flash cards of the words on the poster.
- **Lesson objective(s):** Talk about the picture. Relate it to their own experience.

ACTIVITIES

1. Vocabulary

- Discuss the vocabulary. Talk about the meaning. Look at the form of each word. Use it in a sentence.

2. Workbook

- Ask the learners to turn to page 20 of their DBE workbooks. Go around, making sure they are all on this page.
- Talk about the picture. Ask questions such as:
 - What do you think the computer is for?
 - Who do you think uses this computer?
 - I wonder what is that cat by the door doing at school?



Shared Reading (15 min)

- **Resources:** Vula Bula Big Book: **Bala**
- **Preparation:** Read through the story and prepare questions.
- **Lesson objective(s):** Participate in the shared reading by predicting, relating to their own experience and answering comprehension questions.

ACTIVITIES

1. Pre-reading

- Ask the learners about what they read yesterday.
- Ask the learners to tell you the new words they used yesterday: **ibhaloni, amabhaso, ikeyiki, isiselo esibandayo**.
- They must use each new word in a sentence.
- Teach about a full stop. Read the sentence: Lusuku lokuzalwa kuka Lulu namhlanje. Ask:
 - Who knows what the symbol (.) at the end of the sentence means?
 - What does it tell the reader to do?
 - Demonstrate how you would read if there were no full stops page 4.

2. During reading

- Read the rest of the story with expression, demonstrating fluency.

3. Post-reading

- Finish the reading by asking the following questions.
 - Why is Lulu counting each time someone gets a slice of cake?
 - What is she worried about?



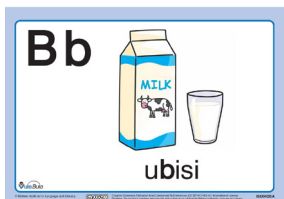
Phonics (15 min)

- **Resources:** Vula Bula alphabet frieze: letter card for /b/; DBE isiXhosa workbook, pages 58 & 59; flash cards from the phonics word list: **bulisa, baleka, beka, ubisi, ubuso, ibali**
- **Preparation:** Cut out flash cards from the word list.
- **Lesson objective(s):** Identify and sound the letter /b/ from new words.

ACTIVITIES

1. Recap

- Refer to the phonics chart and check the learners' understanding of the words taught yesterday.
- Stick the letter card for /b/ on the board.





2. Phonics words

- Introduce the new /b/ words, using flash card words, with picture or object.
- Talk about the meaning of the words. Look at the form of each word. Use it in a sentence or act it out.
- Stick the flash cards on the phonics chart and use them throughout the week.

3. DBE workbook

- Ask the learners to turn to page 58 of their workbooks.
- Guide the learners in doing the activities on pages 58 and 59.
- Go around making sure learners are doing the work correctly.

Handwriting (15 min)

- **Resources:** DBE isiXhosa workbook, page 60
- **Preparation:** Make sure that every learner has a DBE workbook.
- **Lesson objective(s):** Practise writing the letter /b/.

ACTIVITIES

1. Recap:

- Ask the learners if they remember what you say when you write the letter /b/.
- Write in the air and ask the learners to join you:
Uqal' entloko, uhle ubhek' emzimbeni unyuke kwangalomgca ujikel'emzimbeni ngqukuva uvale.

2. DBE workbooks

- Ask the learners to turn to page 60 of the workbook.
- Guide the learners in doing the activities.
- Go around, making sure learners are doing the work correctly.

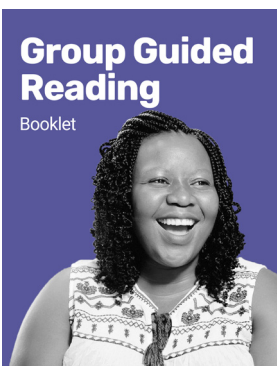
Make sure:

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

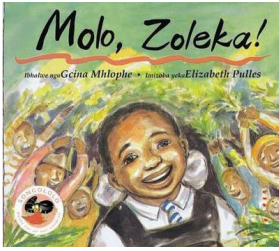


Group Guided Reading (30 min)

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



Monday	Tuesday	Wednesday	Thursday	Friday
Group 1	Group 3	Group 5	Group 2	Group 4
Group 2	Group 4	Group 1	Group 3	Group 5



Listening and Speaking (20 min)

- **Resources:** storybook: **Molo Zoleka**; weather chart
- **Preparation:** Practise reading the story and prepare your questions.
- **Lesson objective(s):** Listen to an interesting story for enjoyment.

ACTIVITIES

1. Weather chart and date

- Talk about today's weather.
- Get the learners ready for reading aloud.

2. Pre-reading

- Talk about the title and cover and ask questions:
 - What do you think this story will be about? (prediction)
 - Do you think this is a true story? Why do you say that?

3. During reading

- Read the first half of the story with expression.
- Show some of the picture and ask questions without too much interruption.

4. Post-reading

- Think of two or three open-ended questions to assess the learners' comprehension of the story.
- Tell the learners that that you will end there for today.

Bala



Shared Reading (15 min)

- **Resources:** Vula Bula Big Book: **Bala**; vocabulary flash cards (from Monday and Tuesday)
- **Preparation:** Take the words you introduced in the first and second readings off the vocabulary chart. Put them up the walls around the class.
- **Lesson objective(s):** Participate in the shared reading and develop vocabulary.

ACTIVITIES

1. Vocabulary

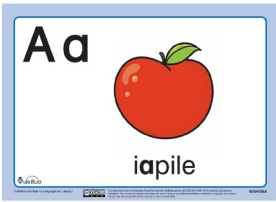
- Ask the learners to find the words you taught them on Monday and Tuesday on the wall.
- When one finds a word, she or he must try to read it, then stick it on the vocabulary chart.
- Help the learners decode the words when needed, then re-read the word fluently.

2. Reading

- Read the rest of the story with expression.
- Invite the learners to read with you on page 9.



Umama uqalekile iqhaweke keshonu ephayini.
Kusela iqhaweke eninze qho!
Ezugqibeleni umama ubona uk' iqhaweke keshonu ephayini onke ulala.
Mama... Mama... Mmamam! ugqibizela umama umama iqhaweke gqokuli emomedi.
Ulala ulalala! Bala bala gqoka. Amaza kumomedi into angqibizeli ngoku ulala.
Ezugqibeleni uza kuyazi ngqibizeli le kugqila imomedi kengqeni!



Phonics (15 min)

- **Resources:** Vula Bula alphabet frieze: letter card for /a/; flash cards from the phonics word list: **umama, utata, usana, abafana, amabala**
- **Preparation:** Create a sentence strip: **Usana lukhalela umama**. Cut out flash cards from the word list.
- **Lesson objective(s):** Identify and sound the letter /a/.

ACTIVITIES

1. Sentence strip

- Stick the sentence strip on the board. Emphasise the /a/.
- Tell the learners that this is the sound you will focus on today – what it looks like, how to say it, and words that have this letter.

2. Letter card for /a/

- Stick the letter card on the board and talk about the picture. Ask: What is this?
- Repeat the response – **iapile** – and emphasise the /a/.
- Tell the learners to say /a/. They must look at your mouth, say it again and look at each other's mouths to see what their lips are doing.

3. Phonics words

- Introduce the new /a/ words, using flash card words, with picture or object.
- Talk about the meaning of the words. Look at the form of each word. Use it in a sentence or act it out.
- Stick the flash cards on the phonics chart and use them throughout the week.

4. Word list

- Refer the learners to the word list that is pasted in their books. Read the words again with them.



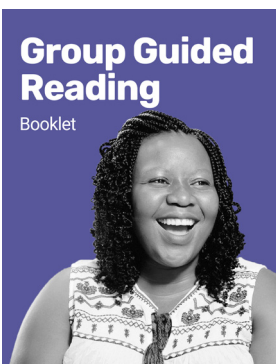
Shared Writing (15 min)

- **Resources:** chart; khoki pens; learners' exercise books
- **Preparation:** Get a white chart and crayons ready. Sit with the learners on the mat.
- **Lesson objective(s):** Participate in drawing a picture and writing a caption.

ACTIVITIES

1. Draw a picture together

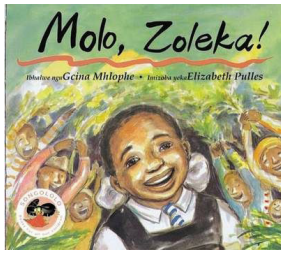
- Tell the learners that they are going to be making a drawing about what they have read about.
- Ask the learners to tell you how their families celebrate their birthdays. (Do they sit together, share a cake or sing for each other? Or do they go on an outing?).
- Give as many learners as possible a chance to share their stories.
- Check if there are any common ways that their families celebrate their birthdays (for example, do the majority share a cake on their birthday?).
- Tell the learners you are going to draw a picture of how their families celebrate their birthdays.
- With the help of the learners, write the caption for the drawing.



Group Guided Reading (30 min)

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

Monday	Tuesday	Wednesday	Thursday	Friday
Group 1	Group 3	Group 5	Group 2	Group 4
Group 2	Group 4	Group 1	Group 3	Group 5



Listening and Speaking (20 min)

- **Resources:** storybook: **Molo Zoleka**; weather chart
- **Preparation:** Practise reading the story and prepare your questions.
- **Lesson objective(s):** Listen to an interesting story for enjoyment. Answer questions about the story.

ACTIVITIES

- Get the learners ready for reading aloud.

1. Pre-reading

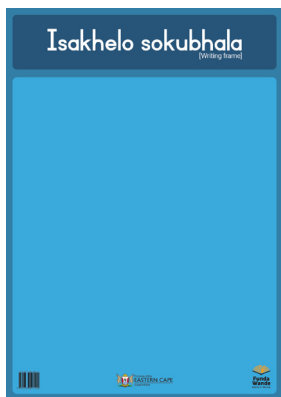
- Talk about the part you have read.
- What do you think will happen next? (prediction)

2. During reading

- Read the rest of the story with expression, showing some of the pictures.

3. Post-reading

- Summarise the story, referring to the elements of a story (characters, setting, problem and solution).
- Ask two or three questions to test the learners' comprehension.

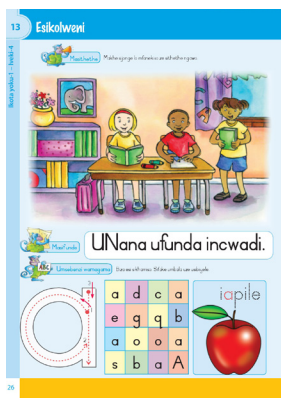


Paired Writing (15 min)

- **Resources:** learners' writing books; crayons; writing chart.
- **Preparation:** Prepare a frame and caption.
- **Lesson objective(s):** Draw the picture and write the caption that the class wrote yesterday.

ACTIVITIES

- Instruct the learners to copy the drawing and the caption in their writing books.
- Guide them to write the caption on the board below their own drawings.
- Guide them to leave spaces between words.
- Go around and get each learner to read what he or she has written.



Phonics (15 min)

- **Resources:** DBE isiXhosa workbook, pages 26 & 27
- **Preparation:** Make sure every learner has a DBE workbook.
- **Lesson objective(s):** Identify and sound the letter /a/ from new words.

ACTIVITIES

1. Recap

- Refer to the phonics chart and check the learners' understanding of the words taught yesterday.

2. DBE workbook

- Ask the learners to turn to page 26 of the DBE workbook.
- Guide the learners to do the activities.
- Go around, making sure learners are doing the work correctly.
- Assist where needed.





Handwriting (15 min)

- **Resources:** learners' handwriting exercise books
- **Preparation:** Write a pattern on the board in two rows. Write a row of dotted letter /a/ on the board. Write dotted /a/ on the clean folded page of each learner's handwriting book.
- **Lesson objective(s):** Learn and practise writing the letter /a/.

ACTIVITIES

1. Practise together

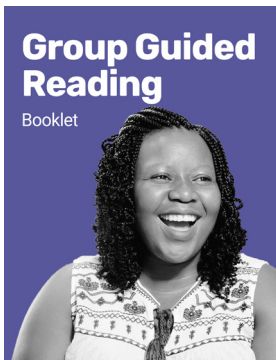
- Tell the learners they are going to learn how to write the letter /a/.
- Have your back on the learners and ask them to look at you.
- Draw in the air and say out loud: **Qala kungqukuva, ujikele ngqukuva, uhle kwangalamgca.**
- Get the learners to say and do it with you. They can use their fingers to write in the air, on each other's backs, on their hands or on their desks.
- Go to the dotted letter on the board and start writing. Get the learners to say the chant aloud as you write.

2. Learners' books

- Tell the learners to open their handwriting books and turn to the page you have prepared for them.
- Say the instructions aloud as they write.
- Go around to see how they are doing and help where needed.

Make sure:

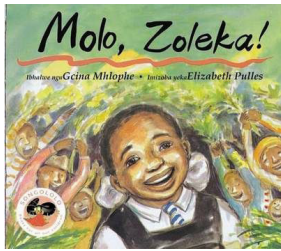
- All learners are sitting up straight with their feet flat on the ground.
- Pencil grip – all learners are holding their crayons correctly.
- Starting point – All learners start writing from the left to right.



Group Guided Reading (30 min)

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

Monday	Tuesday	Wednesday	Thursday	Friday
Group 1	Group 3	Group 5	Group 2	Group 4
Group 2	Group 4	Group 1	Group 3	Group 5



Listening and Speaking (20 min)

- **Resources:** storybook: **Molo Zoleka**; weather chart
- **Preparation:** Prepare questions to prompt the learners while they retell the story. Bring props and costumes or clothes for the learners who are retelling their stories.
- **Lesson objective(s):** Learners retell the story

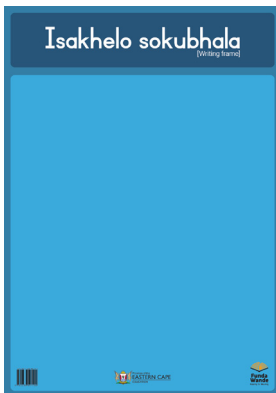
ACTIVITIES

1. Recap

- Recap the story.

2. Post-reading

- Tell the learners that they are going to act out the story.
- Use this time to choose the characters and give them their costumes.
- Spend this time with learners, practising their lines and what they will do. Ask the rest of the learners to listen and correct or add any information left out.
- Use your Life Skills period for learners to act out the story.
- After the play, ask the learners what they have enjoyed most when they were acting or watching the play.



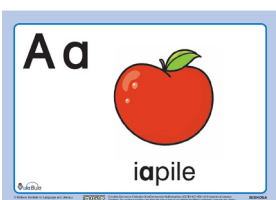
Writing (15 min)

- **Resources:** learners' writing books; crayons; writing chart
- **Preparation:** Stick your writing frame on the writing chart.
- **Lesson objective(s):** Draw a picture and write a caption.

ACTIVITIES

1. Explain the activity to the learners

- Tell the learners that they will work on their own to make a drawing that describes how they feel on their birthdays.
- They will also write a caption that explains how they feel on their birthdays: **Ngemini yam yokuzalwa ndiziva ...**
- Remind the learners how Lulu felt on her birthday. Ask them to think about how they feel on their birthdays.
- Give the learners a minute or so to think, and then ask them to draw.
- Tell the learners to write the caption by completing the sentence you have written on the board.
- Walk around and assist where needed.

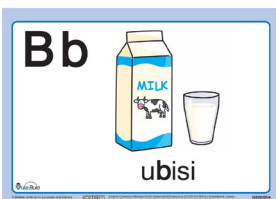


Phonics (15 min)

- **Resources:** Vula Bula alphabet frieze; letter cards for /a/ and /b/; flash cards of the words taught this week
- **Preparation:** Stick the letter cards on the board. Put up all the phonics flash cards taught this week
- **Lesson objective(s):** Identify the letters /b/ and /a/.

ACTIVITIES

- Ask learners to come to the board one at a time and choose a flash card.
- They must read the flash card and decide where it belongs – /a/ or /b/.
- They must explain why they have stuck it under that letter.
- Ask the class for feedback. Continue until all the flash cards have been read and classified.





Handwriting (15 min)

- **Resources:** DBE isiXhosa workbook, page 26
- **Preparation:** Make sure every learner has a DBE workbook.
- **Lesson objective(s):** Learn and practise writing the letter /a/.

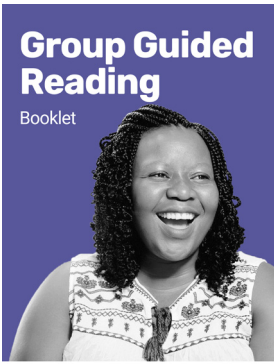
ACTIVITIES

1. DBE workbooks

- Ask the learners to turn to page 26 of their workbooks.
- Guide the learners to do the activities on page 26.
- Go around making sure learners are doing the work correctly.
- Assist where needed.

Make sure:

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



Group Guided Reading (30 min)

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

Monday	Tuesday	Wednesday	Thursday	Friday
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Vocabulary for the week

Teach five words per day (four HL and one Numeracy)

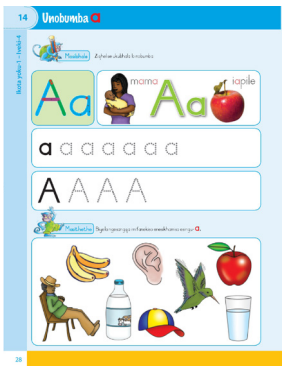
HL

amabhaso	ikayiki	irabha
amakhandlela	ikomityi	irula
amaphepha	ikrayoni	isikere
bhiyoza	ipeni	isikhafutini
ibhaloni	ipensile	isincamathelisi
isiselo	iswekile	ubisi
esibandayo	itafle	ukulumeka
isiselo	izinkcwe	uyanambitha
esifudumeleyo		
isosa		

Numeracy

add: dibanisa	makes: yenza
altogether: sezizonke	more than: ingaphezu kuna
less than: ngaphantsi kuna / ncinane kuna	





Listening and Speaking (20 min)

- **Resources:** DBE Life Skills workbook, page 28; vocabulary flash cards: **isipili, amanzi, ibrushi yamazinyo, ibrashi yenwele**
- **Preparation:** Create title strip and isiXhosa flash cards of the words on the poster.
- **Lesson objective(s):** Talk about the poster. Relate it to their own experience. Learn new vocabulary

ACTIVITIES

1. Theme poster: Clean and tidy

- Discuss the vocabulary. Talk about the meaning. Look at the form of each word. Use it in a sentence.
- Stick the flash cards on the poster and use them throughout the week.

2. DBE Life Skills workbook, page 28

- Ask learners to turn to page 28 of their Life Skills workbooks.
- Ask:
 - Which of these objects did you use this morning?
 - What did you use it for?
- Ask the learners to circle the items with their crayons.

Coca



Abange abafundi bakococa iifestile. Kuba kwawujong'e uThato geno, utshaj' imise emdalo ebatsheni. Kikoku geno uluno ukudlala ngelwesho abange beebano, andisi? "Thato, khawujike ukudlala uncedise ukucoca nawa, 'gini!"

Shared Reading (15 min)

- **Resources:** Vula Bula Big Book: **Coca**; vocabulary flash cards: **idesika, iindonga, ifestile, ibhodi, inkukuma**
- **Preparation:** Read through the story beforehand and prepare your questions.
- **Lesson objective(s):** Participate in shared reading by predicting, relating to their own experience and answering comprehension questions.

ACTIVITIES

1. Pre-reading

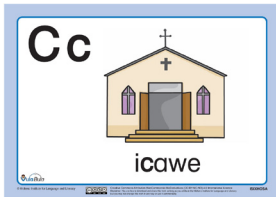
- **Cover:** Talk about the title and the picture. Ask questions such as:
 - Look at the teacher's expression and posture. How do you think she feels?
- **Picture walk:** Page through the story (do not read it), look at the pictures and ask questions.
 - (Page 34) What are the learners doing in this picture? Is everyone cleaning?
 - Do you ever do what these learners are doing in this classroom? When?
- **Vocabulary:** Teach new words using flash cards and objects or pictures.
 - Talk about the meaning. Look at the form of each word. Use it in a sentence.
 - Stick the flash cards on the poster and use them throughout the week.

2. During reading

- Read the story with expression, demonstrating fluency. Ask comprehension questions after reading two pages:
 - (Page 34) Which place did they clean first? Who was messing around?
 - In each picture, we only see a few learners cleaning that area. Where do you think the other learners are during that time?

3. Post-reading

- Finish by asking:
 - How do you think the naughty learners feel about cleaning? Why?
 - How do you feel about cleaning?
 - Are there naughty learners while our class is cleaning?



Phonics (15 min)

- **Resources:** Vula Bula alphabet frieze: letter card for /c/; flash cards from the phonics word list: **icawa, icici, cula, coca, icephe**
- **Preparation:** Create a sentence strip: **Masicoce sicoce iidesika**. Cut out flash cards from the word list.
- **Lesson objective(s):** Identify and sound the letter /c/.

ACTIVITIES

1. Sentence strip

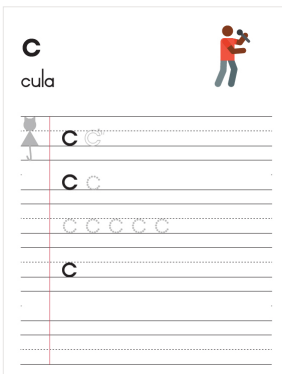
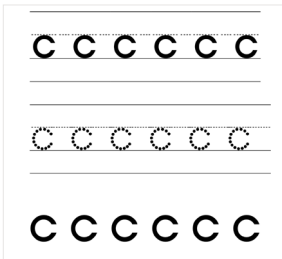
- Stick the sentence strip on the board. Read it aloud, emphasising the letter /c/.
- Tell the learners that they are going to learn about the letter /c/ – what it looks like, how you say it, and words that have this sound.
- Read the sentence again. Ask the learners to listen and look for the words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

2. Letter card for /c/

- Stick the letter card on the board and talk about the picture. Ask: What is this?
- Repeat the response – **icawe** – and emphasise /c/.
- Tell the learners to say /c/. They must look at your mouth, say it again and look at each other's mouths to see what their lips are doing.

3. Phonics words

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



Handwriting (15 min)

- **Resources:** learners' handwriting exercise books
- **Preparation:** Write a pattern on the board in two rows. Write a row of dotted letter /c/ on the board. Write dotted /c/ on the clean folded page of each learner's handwriting book.
- **Lesson objective(s):** Learn and practise writing the letter /c/.

ACTIVITIES

1. Practise together

- Tell the learners they are going to learn how to write the letter /c/.
- Have your back on the learners and ask them to look at you.
- Draw in the air, say out loud: **Qala kungqukuva, ujikele ngqukuva uphel'esithubeni**.
- Tell them to repeat the chant as they use their fingers to write the letter /c/ in the air, on the desk, or on their friends' backs.
- Go to the dotted letter on the board and start writing, saying the chant aloud. Get the learners to say it as you write.

2. Learners' books

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

Make sure

- All learners are sitting up straight, with their feet on the floor.
- Pencil grip: all learners are holding their crayons correctly.
- Starting point: all learners write from left to right.

Group Guided Reading

Booklet



Group Guided Reading (30 min)

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

Monday	Tuesday	Wednesday	Thursday	Friday
Group 1	Group 3	Group 5	Group 2	Group 4
Group 2	Group 4	Group 1	Group 3	Group 5



Listening and Speaking (20 min)

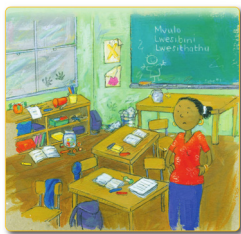
- **Resources:** DBE Life Skills workbook, page 29; vocabulary flash cards: **ibhedi, iingubo, incwadi, isitya, ucango**
- **Preparation:** Make isiXhosa flash cards of the words on the poster.
- **Lesson objective(s):** Talk about pictures in the poster and take part in an unprepared role play.

ACTIVITIES

Theme poster: Clean and tidy

- Stick up the poster on the board.
- Recap what you talked about and words you introduced yesterday.
- **Vocabulary:** Talk about the meaning. Look at the form of each word. Use it in a sentence.
- Stick the flash cards on the poster and use them throughout the week.
- Discuss the poster by asking questions such as:
 - What is wrong with this picture?
 - What are the learners supposed to be doing?
 - If you were their mother and walked into the room, what would you say?

Coca



Shared Reading (15 min)

- **Resources:** Vula Bula Big Book: **Coca**; vocabulary flash cards: **umgangatho, idesika, iindonga, ifestile, ibhodi, bonelisekile, inkukuma, coca**. Poem enlarged: **Masicoce, sicoce. Wonk' umfundi, yonk' indawo. Sicoce, sicoce. Wonk' umfund' esebenzile.**
- **Preparation:** Read through the story beforehand and prepare your questions.
- **Lesson objective(s):** Learn about the rhythm of poems

ACTIVITIES

1. Pre-reading

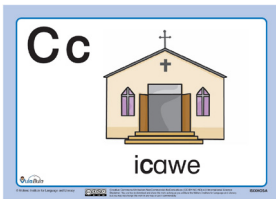
- Recap what you read yesterday.
- **Concept check:** ukonelisa.
- **Vocabulary:** Ask the learners to give you the new words they learned yesterday and use them in sentence.
- Stick the flash cards on the vocabulary poster and use them throughout the week.
- **Explicit teaching:** Teach about the rhythm of a poem and the punctuation that helps with that rhythm.

2. During reading

- Read the poem for the learners, demonstrating the rhythm of the poem.
- Highlight the role of the apostrophe in the poem.
- Show them what would happen and how the poem would read if the vowels were not omitted.
- Think aloud: I wonder what tone of voice the teacher uses when she asks the learners to stop messing around?
- Who can demonstrate the tone I would use if I was the learners' teacher?

3. Post-reading

- Finish the reading by asking some evaluative questions.
 - When do we clean our classroom?
 - Who is on cleaning duty today?



Phonics (15 min)

- **Resources:** Vula Bula alphabet frieze: letter card for /c/; DBE isiXhosa workbook, pages 54 & 55; flash cards from the phonics word list: **cola, cela, caca, cima**
- **Preparation:** Cut out flash cards from the word list.
- **Lesson objective(s):** Identify and sound the letter /c/ from new words.

ACTIVITIES

1. Recap

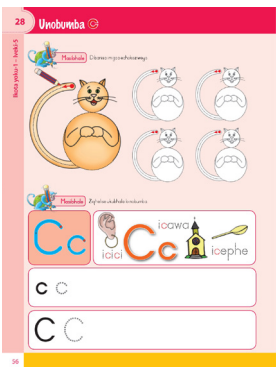
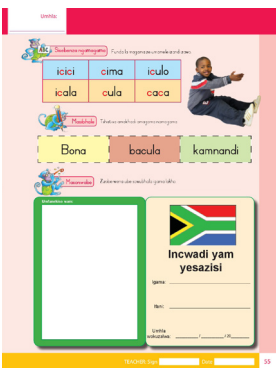
- Refer to the phonics chart and check the learners' understanding on the words taught yesterday.
- Stick the letter card on the board.

2. Phonics words

- Introduce the new /c/ words using flash cards and a picture or object. Ask the learners to use each word in a sentence or act it out.
- Talk about the meaning. Look at the form. Use each word in a sentence.
- Stick the flash cards on the phonics chart and use them throughout the week.

3. DBE workbook

- Ask the learners to turn to page 54 of their workbooks.
- Guide the learners to do the activities on pages 54 and 55.
- Go around making sure learners are doing the work correctly.



Handwriting (15 min)

- **Resources:** DBE isiXhosa workbook, page 56
- **Preparation:** Make sure that every learner has a handwriting book.
- **Lesson objective(s):** Practise writing the letter /c/.

ACTIVITIES

1. Recap

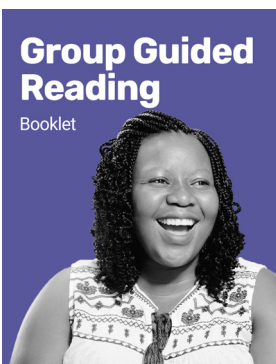
- Ask the learners if they remember what you say when you write the letter /c/.
- Write in the air and ask the learners to join you.
- Say the handwriting chart: **Qala kungqukuva, ujikele ngqukuva uphel'esithubeni.**

2. DBE workbooks

- Ask the learners to turn to page 56 of the workbook.
- Guide the learners to do the activities on page 56.
- Go around making sure learners are doing the work correctly.

Make sure

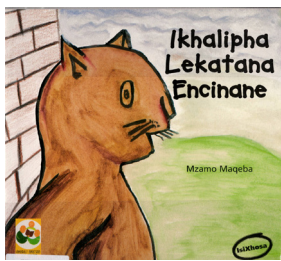
- All learners are sitting up straight, with their feet on the floor.
- Pencil grip: all learners are holding their crayons correctly.
- Starting point: all learners write from left to right.



Group Guided Reading (30 min)

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

Monday	Tuesday	Wednesday	Thursday	Friday
Group 1	Group 3	Group 5	Group 2	Group 4
Group 2	Group 4	Group 1	Group 3	Group 5



Listening and Speaking (20 min)

- **Resources:** storybook: **Ikhalipha lekatana encinane**; vocabulary flash cards: **ikhalipha, isaqhwithi, ukukhomba, uyozo-yozo, ichebetyu, isith**
- **Preparation:** Practise reading the story and prepare your questions.
- **Lesson objective(s):** Listen to an interesting story for enjoyment.

ACTIVITIES

1. Pre-reading

- Get the learners ready for reading aloud.
- Talk about the title and cover. Ask questions such as:
 - What do you think this story will be about? (prediction)
- **Vocabulary:** Introduce new words using flash cards.
 - Talk about the meaning. Look at the form of each word. Use it in a sentence.
 - Stick the flash cards on the poster and use them throughout the week.

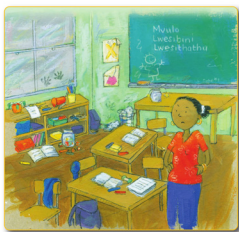
2. During reading

- Read the first half of the story with expression, showing some of the pictures.
- Ask questions without too much interruption.

3. Post-reading

- Ask comprehension questions such as:
 - Who was making the little cat angry?
 - Why did the teacher shout at the little cat?
- Tell the learners that that you will end there for today.

Coca



Shared Reading (15 min)

- **Resources:** Vula Bula Big Book: **Coca**
- **Preparation:** Take the words you introduced in the first and the second readings off the vocabulary chart. Put them up on the wall around the class: **imifanekiso edongeni, ifesitile, idesika, ibhodi, onotshezula, ilaphu lokucoca, ibhakethi lamanzi, ujongeka onwabile, ujongeka enxubile, ibrushhi, imophu, umtshayelo.**
- **Lesson objective(s):** Participate in the shared reading and practise vocabulary.

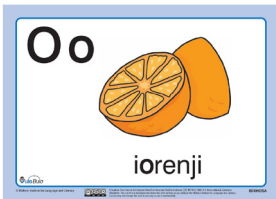
ACTIVITIES

1. Vocabulary flash cards

- Ask the learners to find the words you taught them on Monday and Tuesday on the wall.
- When one learner finds a word, she or he must try to read it and stick it on the vocabulary chart.
- Help the learners decode and read the words fluently when needed.
- The learners stick the pictures of the five places and label them using flash cards.
- They must stick name of the cleaning equipment used for that specific place under each picture.
- Some learners are Miss Magalela and they decide if they are happy with what has been stuck under each picture by showing a happy face if it is correct.

2. Reading

- Read the story with expression.
- Invite the learners to join in by reading the poem themselves.
- Remind them to use a reprimanding tone and invite them to read the reprimand with you.



Phonics (15 min)

- **Resources:** Vula Bula alphabet frieze: letter card for /o/; flash cards from the phonics word list: **idolo, ifoto, isikolo, ugogo, imoto**
- **Preparation:** Create a sentence strip: **Ugogo ugobe idolo**. Cut out flash cards from the word list.
- **Lesson objective(s):** Identify and sound the letter /o/.

ACTIVITIES

1. Sentence strip

- Stick the sentence strip on the board. Emphasise the /o/ sound.
- Read the sentence again. Ask the learners to listen and look for the words with /o/.

2. Letter card for /o/

- Stick the letter card on the board and talk about the picture. What is this?
- Repeat the response **iorenji**. Emphasise the /o/.
- Tell the learners to say /o/. They must look at your mouth, say it again and look at each other's mouths to see what their lips are doing.

3. Phonics words

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



Shared Writing (15 min)

- **Resources:** writing chart; khoki pens
- **Preparation:** Draw a frame on the writing chart and a caption below the frame.
- **Lesson objective(s):** Draw a picture and write a caption.

ACTIVITIES

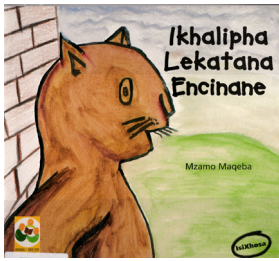
- Tell the learners that they will be making a drawing about what they have read about.
- Ask the learners what item was cleaned first. Give them time to think.
- Draw the item on the board.
- With the help of the learners, write the caption for the drawing.



Group Guided Reading (30 min)

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

Monday	Tuesday	Wednesday	Thursday	Friday
Group 1	Group 3	Group 5	Group 2	Group 4
Group 2	Group 4	Group 1	Group 3	Group 5



Listening and Speaking (20 min)

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

ACTIVITIES

1. Pre-reading

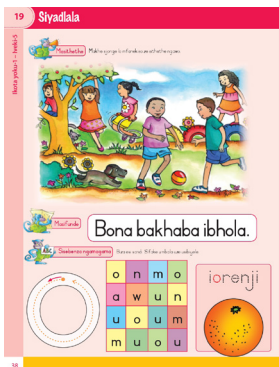
- Get the learners ready for reading aloud.
- Recap what you read yesterday.
- Ask questions:
 - What do you think will happen next? (prediction)
- **Vocabulary:** Talk about the new words you taught yesterday.

2. During reading

- Read the rest of the story with expression, showing some of the pictures.

3. Post-reading

- Summarise the story, referring to the elements of a story (characters, setting, problem and solution).
- Ask comprehension questions such as:
 - Do you think the chick's mother was friendly?



Phonics (15 min)

- **Resources:** DBE isiXhosa workbook, pages 38 & 39
- **Preparation:** Make sure every learner has a DBE workbook.
- **Lesson objective(s):** Identify and sound the letter /o/ from new words.

ACTIVITIES

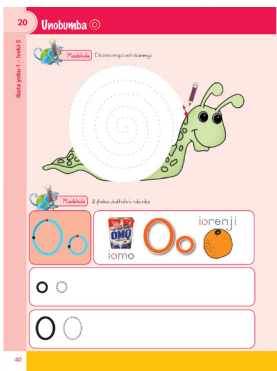
1. Recap

- Refer to the phonics chart and check the learners' understanding of the words taught yesterday.

2. DBE workbook

- Ask the learners to turn to page 38 of their workbooks.
- Guide the learners to do the activities on pages 38 and 39.
- Go around making sure the learners are doing the work correctly.





Handwriting (15 min)

- **Resources:** learners' handwriting exercise books
- **Preparation:** Make sure that every learner has a handwriting book.
- **Lesson objective(s):** Practise writing the letter /o/.

ACTIVITIES

1. Recap

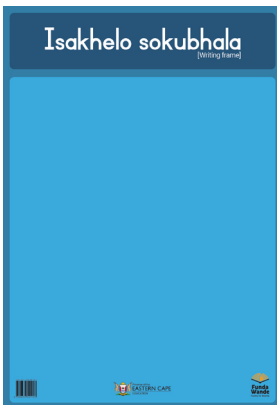
- Ask the learners if they remember what you say when you write the letter /o/.
- Write in the air and ask the learners to join you.
- Say the handwriting chant: **Qala kungqukuva, ujikele ngqukuva, uvale.**

2. Practise

- Tell the learners they are going to practise writing the letter /o/ in their handwriting books.
- Make sure everyone is on the correct page
- Guide and direct the learners as they write in their books.

Make sure:

- All learners are sitting up straight, with their feet on the floor.
- Pencil grip: all learners are holding their crayons correctly.
- Starting point: all learners write from left to right.

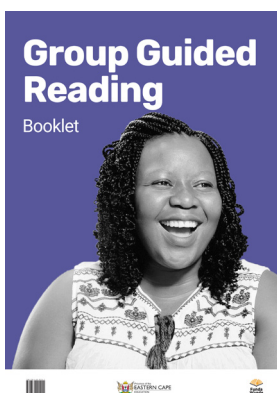


Writing (15 min)

- **Resources:** learners' writing books; crayons; writing chart.
- **Preparation:** Prepare a writing frame and caption: **Ndithanda ukucoca i...**
- **Lesson objective(s):** Draw a picture. Write a caption about the drawing.

ACTIVITIES

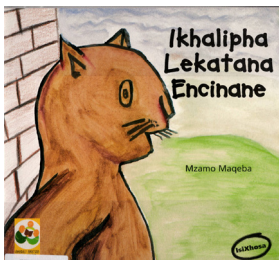
- Tell the learners that they need to work in pairs. They will draw the place that Tokolo was cleaning in the classroom.
- Make sure that they finish the drawing before writing a caption.
- Refer to the writing frame and read the caption.
- Instruct them to complete the caption by filling out the name of the thing Tokolo liked cleaning in the classroom.



Group Guided Reading (30 min)

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

Monday	Tuesday	Wednesday	Thursday	Friday
Group 1	Group 3	Group 5	Group 2	Group 4
Group 2	Group 4	Group 1	Group 3	Group 5



Listening and Speaking (20 min)

- **Resources:** storybook: *Ikhalipha lekatana encinane*; weather chart
- **Preparation:** Read the story and select parts that can be acted out in groups.
- **Lesson objective(s):** Learners re-enact the story

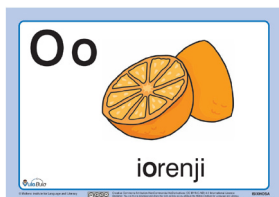
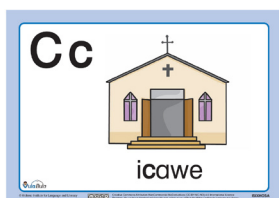
ACTIVITIES

1. Weather chart and date

- Talk about today's weather.

2. Read aloud

- Recap the story that you have read.
- Divide the learners into groups so that each learner has a part in re-enacting the story.
- Instruct the learners to practise their dramatisations.
- Ask a few groups to re-enact the story in front of the whole class.



Phonics (15 min)

- **Resources:** Vula Bula alphabet frieze; letter cards for /h/, /a/, /e/, /i/, /o/, /u/, /b/, /l/ and /c/; flash cards of the words taught this week
- **Preparation:** Make sure each learner has a set of letter cards
- **Lesson objective(s):** Identify and sound the letter. Read the words taught this week.

ACTIVITIES

1. Letter cards for /c/ and /o/

- Stick the Vula Bula cards for /c/ and /o/ on the board.
- On the other side of the board, stick all the words that you have taught this week.
- Ask the learners to look at the words. They must come up individually, pick up a word, read it and place it below the correct letter card.
- If a learner picks up the word that can belong to both letter sounds (e.g. coca), ask why he or she stuck it below that letter.

2. Letter cards

- Ask each learner to take out his or her pack of letter cards and place the cards on the table facing towards themselves.
- Tell them you are going to ask them to pick up a letter. They must find it among their letter cards and lift it.
- They must not look at each other.
- Sound the letter and ask the learners to pick it up. Look around, making sure that each learner independently lifts the correct letter.
- Do this with all the letters you have covered, including the letters covered in the previous weeks.

Handwriting (15 min)

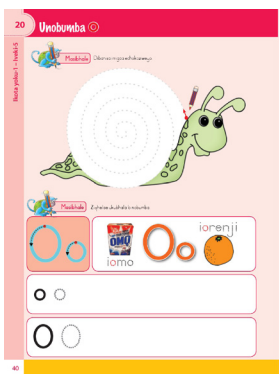
- **Resources:** DBE isiXhosa workbook, page 40
- **Preparation:** Make sure every learner has a DBE workbook.
- **Lesson objective(s):** Learn and practise writing the letter /o/.

ACTIVITIES

- Ask the learners to turn to page 40 of their workbooks.
- Guide the learners to do the activities on page 40.
- Go around making sure learners are doing the work correctly.

Make sure

- All learners are sitting up straight, with their feet on the floor.
- Pencil grip: all learners are holding their crayons correctly.
- Starting point: all learners write from left to right.





Writing (15 min)

- **Resources:** learners' writing books; crayons; writing chart
- **Preparation:** Prepare a frame and caption: **Ndithanda ukucoca i...**
- **Lesson objective(s):** Draw a picture and write a caption about what they have drawn.

ACTIVITIES

- Tell the learners that they must draw the thing they like cleaning in the classroom.
- Make sure that they finish the drawing before writing a caption.
- Refer to the writing frame and read the caption.
- Instruct them to complete the caption by filling out the name of the thing they like cleaning in the classroom.



Group Guided Reading (30 min)

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

Monday	Tuesday	Wednesday	Thursday	Friday
Group 1	Group 3	Group 5	Group 2	Group 4
Group 2	Group 4	Group 1	Group 3	Group 5



Vocabulary for the week

Teach five vocabulary per week: (four HL and one Numeracy)

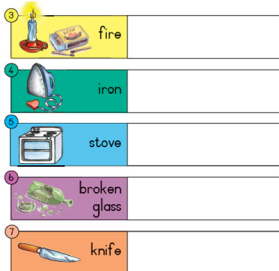
HL

<i>amanzi</i>	<i>ibrashi yenwele</i>	<i>ingxowa</i>	<i>ncoma</i>
<i>bhidanisa</i>	<i>ibrushi yamazinyo</i>	<i>inkukuma</i>	<i>okwethutyana</i>
<i>bonelisekile</i>	<i>idesika</i>	<i>inkunkuma</i>	<i>ukholisekile</i>
<i>coca</i>	<i>ifestile</i>	<i>isipili</i>	<i>umgangatho</i>
<i>ibhodi</i>		<i>ncedisa</i>	

Numeracy

backwards: ukubuya umva
forwards: ukuya ngaphambili

minus: thabatha
subtract: ukuthabatha
take away: susa



Listening and Speaking (20 min)

- **Resources:** DBE poster: **Home safety**; vocabulary flash cards: **iplagi, umlilo, imela, iyeza, iayini**
- **Preparation:** Create title strip and isiXhosa flash cards of the words on the poster.
- **Lesson objective(s):** Talk about the poster. Relate it to their own experience. Learn new vocabulary

ACTIVITIES

1. Theme poster: Home Safety

- Stick the poster on the board. Read and talk about title. Stick the title next to the English title on the poster.
- Discuss the vocabulary. Talk about the meaning. Look at the form of each word. Use it in a sentence.
- Stick the flash cards on the poster and use them throughout the week.
- Ask the learners to identify dangerous things that are happening in the poster. Talk about what could happen if they are not stopped.
- Tell the learners that you will be assessing them using this poster for the next few days.

Shared Reading (15 min)

- **Resources:** Vula Bula Big Book: **Hayi**; vocabulary flash cards; **ixelegu, ongakhathaliyo, qoqoshe, inkunkuma, baleka**
- **Preparation:** Read through the story beforehand and prepare your questions.
- **Lesson Objective(s):** Participate in shared reading by predicting, relating to their own experience and answering comprehension questions.

ACTIVITIES

1. Pre-reading

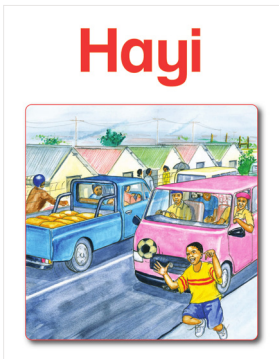
- **Cover:** Talk about the title and the picture. Ask questions:
 - What do you think the story will be about? (prediction)
- **Picture walk:** Page through the story (do not read), look at the pictures and ask questions.
 - (page 18) What is the girl doing? How do you know this? Why do you think she is crying?
 - (page 19) Look at the bubbles: I wonder what they stand for. (think aloud)
- **Vocabulary:** Teach new words using flash cards and objects or pictures.
 - Talk about the meaning. Look at the form of each word. Use it in a sentence.
 - Stick the flash cards on the poster and use them throughout the week.

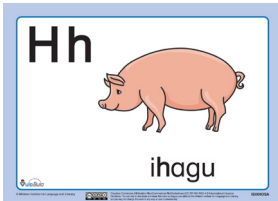
2. During reading

- Read the story with expression, demonstrating fluency. Ask comprehension questions after reading two pages:
 - What things is Velile told not to do?
 - (Page 17) If Velile does not pick the rubbish, what could go wrong?

3. Post-reading

- Close the first reading. Finish by asking:
 - Do you think the story is interesting? Why?





h

ihobe

iholo

uhadi

Phonics (15 min)

- **Resources:** Vula Bula alphabet frieze: letter card for /h/; flash cards from the phonics word list: **hayi, ihobe, iholo, ihagu, ihoko, uhadi iholide**
- **Preparation:** Create a sentence strip: **Velle, hayi! musa ukuhamba apho.** Cut out phonics flash cards.
- **Lesson objective(s):** Identify and sound the letter /h/.

ACTIVITIES

1. Sentence strip

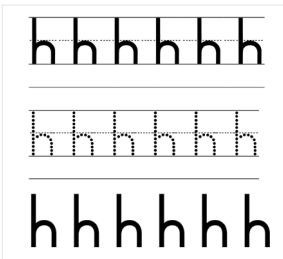
- Stick the sentence strip on the board. Read it aloud, emphasising the /h/ sound.
- Tell the learners that they are going to learn about the letter /h/ – what it looks like, how you say it, and words that have this sound.
- Read the sentence again. Ask the learners to listen and look for the words with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

2. Letter card for /h/

- Stick the letter card on the board and ask: What is this?
- Repeat the response – **ihagu** – and emphasise the /h/ sound.
- Tell the learners to say /h/. They must look at your mouth, say it again and look at each other's mouths to see what their lips are doing.

3. Phonics words

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



h
hamba

h h h h h h h h

h h h h h h h h

h h h h h h h h

h h h h h h h h

h h h h h h h h

h h h h h h h h

Handwriting (15 min)

- **Resources:** learners' handwriting exercise books
- **Preparation:** Write a pattern on the board in two rows. Write a row of dotted letter /h/ on the board. Write dotted /h/ on the clean folded page of each learner's handwriting book.
- **Lesson objective(s):** Learn and practise writing the letter /h/.

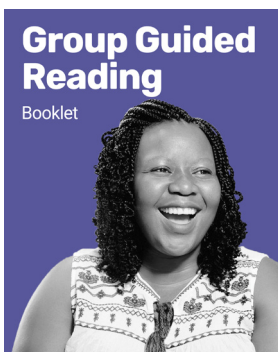
ACTIVITIES

1. Practise

- Tell the learners they are going to learn how to write the letter /h/.
- Have your back on the learners and ask them to look at you.
- Draw in the air, say out loud: **Qal'entloko uhl'ubhek'emzimbeni ubuye kwangalamgca ujikele uhle.**
- Get the learners to say the chant and write with you. They can use their fingers and write in the air, on each other's backs, on their hands or on their desks.
- Go to the dotted letter on the board and start writing over it, saying the chant out loud. Get the learners to say it as you write.

2. Learners' books

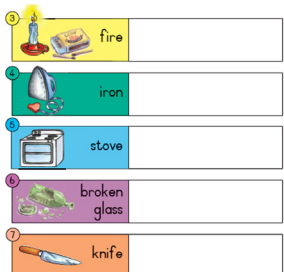
- Tell the learners to open their handwriting books and turn to the page you have prepared for them.
- Say the instructions aloud as they write.
- Go around to see how they are doing and help where needed.
- Remember to check the learners' posture, pencil grip and directionality.



Group Guided Reading (30 min)

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

Monday	Tuesday	Wednesday	Thursday	Friday
Group 1	Group 3	Group 5	Group 2	Group 4
Group 2	Group 4	Group 1	Group 3	Group 5



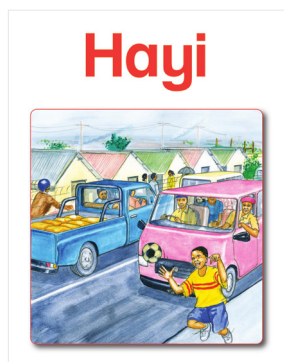
Listening and Speaking (20 min) FORMAL ASSESSMENT TASK

- **Resources:** DBE poster: **Home safety**
- **Preparation:** Prepare listening and speaking assessment rubrics (FAT).
- **Lesson objective(s):** Talk about pictures in the poster. Take part in an unprepared oral.

ACTIVITIES

Theme poster: Home Safety

- The children in the poster are numbered 1–11. Assign a number to each of your learners (also 1–11).
- Tell each learner to look at the picture with the same number as they have.
- Ask these questions:
 - What is this child doing?
 - What could happen to this child?
 - What can the parents do to avoid this situation in the future?
- Continue with the assessment until listening and speaking time ends.
- You will repeat this activity for the rest of the week.



Shared Reading (15 min)

- **Resources:** Vula Bula Big Book: **Hayi**; vocabulary flash cards of antonyms: ihomba – **ixelegu**; sasaza – **qoqosha**; xutha – **boleka**
- **Preparation:** Make a sentence strip: **Hayi wethu, Velile!** Read through the story beforehand and prepare your questions.
- **Lesson objective(s):** Learn about punctuations marks: Exclamation mark.

ACTIVITIES

1. Pre-reading

- **Recap what you read yesterday.**
- **Vocabulary:** Ask the learners to give you new words they learned yesterday and use them in sentences.
 - Teach new words: Antonyms of the words you taught yesterday. Explain what antonyms are.
 - Talk about the meaning. Look at the form of each word. Use it in a sentence.
 - Stick the flash cards on the poster and use them throughout the week.
- **Explicit teaching:** Teach the use of the exclamation marks.
 - Give examples in the book (e.g Hayi! on page 19).
 - Ask the learners to make their own examples.
 - Use the sentence strip and ask learners to identify the exclamation mark.

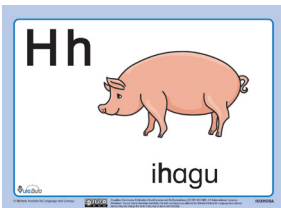
2. During reading

- Read the story with expression, emphasising where there is an exclamation mark. Invite the learners to read with you.
- Ask questions about the exclamations:
 - (page 15) Hayi wethu, Velile! Kutheni na? Who is expressing exclamation in this picture? Why? What is she thinking?

3. Post-reading

- Finish the reading by asking some evaluative questions.
 - Do you agree with what they say about how Velile must behave? Why?

Week 5 : Day 2



Phonics (15 min)

- **Resources:** Vula Bula alphabet frieze: letter card for /h/; DBE isiXhosa workbook, pages 74 & 75; flash cards from the phonics word list: **ihamile, ihotele, iharika, ihilihili**
- **Preparation:** Cut out phonics flash cards.
- **Lesson objective(s):** Identify and sound the letter /h/ from new words.

ACTIVITIES

1. Recap

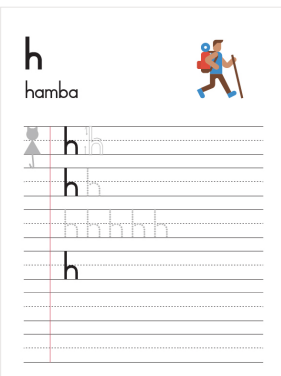
- Refer to the phonics chart and check the learners' understanding of the words taught yesterday.
- Stick the letter card on the board.

2. Phonic words

- Introduce the new /h/ words, using flash card words, with picture or object.
- Talk about the meaning of the words. Look at the form of each word. Use it in a sentence or act it out.
- Stick the flash cards on the phonics chart and use them throughout the week.

3. DBE workbook

- Ask the learners to turn to page 74 of their workbooks.
- Talk about the picture on page 74 and ask questions:
 - What different sports activities do you see in the picture?
- Guide the learners to do the activities on pages 74 and 75.
- Go around, making sure learners are doing the work correctly.



Handwriting (15 min)

- **Resources:** DBE isiXhosa workbook, page 76
- **Preparation:** Make sure that every learner has a workbook.
- **Lesson objective/s:** Practise writing the letter /h/.

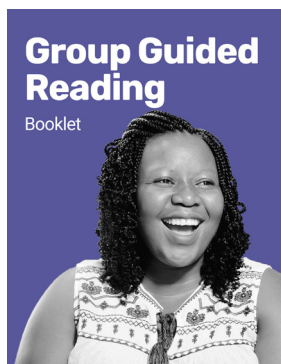
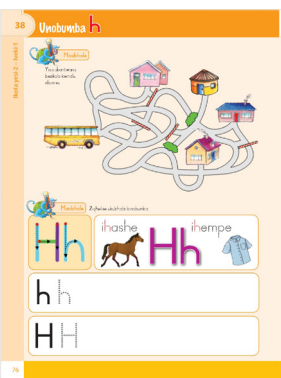
ACTIVITIES

1. Recap

- Ask the learners if they remember what you say when you write the letter /h/.
- Write in the air and ask the learners to join you:
- Say: **Qal'entloko uhl'ubhek'emzimbeni ubuye kwangalamgca ujikele uhle.**

2. Practise

- Tell the learners they are going to practise writing the letter /h/ (small letter), using their DBE workbooks.
- Make sure that everyone is on the correct page.
- Guide and direct the learners as they write.
- Remember to check the learners' posture, pencil grip and directionality.



Group Guided Reading (30 min)

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

Monday	Tuesday	Wednesday	Thursday	Friday
Group 1	Group 3	Group 5	Group 2	Group 4
Group 2	Group 4	Group 1	Group 3	Group 5



- 1 fire
- 2 iron
- 3 stove
- 4 broken glass
- 5 knife

Listening and Speaking (20 min) FORMAL ASSESSMENT TASK

- **Resources:** DBE poster: **Home safety**
- **Preparation:** Prepare listening and speaking assessment rubrics (FAT).
- **Lesson objective(s):** Talk about pictures in the poster. Take part in an unprepared oral.

ACTIVITIES

Theme poster: Home Safety

- The children in the poster are numbered 1–11. Assign a number to each of your learners also 1–11).
- Tell each learner to look at the picture with the same number as they have.
- Ask these questions:
 - What is this child doing?
 - What could happen to this child?
 - What can the parents do to avoid this situation in the future?
- Continue with the assessment until listening and speaking time ends.
- You will repeat this activity for the rest of the week.

Shared Reading (15 min)

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

ACTIVITIES

1. Vocabulary

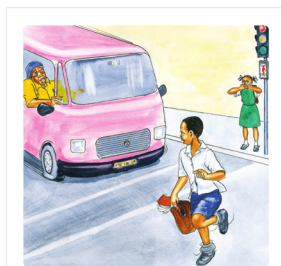
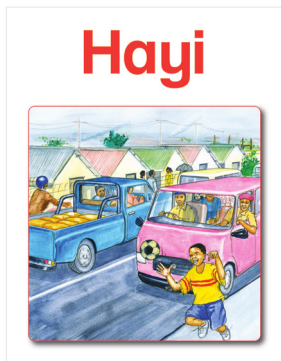
- Ask the learners to find the words you have taught them on Monday and Tuesday on the wall.
- When one learner finds a word, she or he must try to read it and stick it on the vocabulary chart.
- Help the learners decode and read the words fluently when needed.

2. Summarising

- Tell the learners that you will summarise the story together.
- You will talk about the wrong things Velile was doing, and what the other children were doing.
- Draw a table on the board, as shown below:

Velile's actions	Other children
Page 14	
Page 15	
Page 17	

- Do this activity together with the learners. Write down each thing that Velile did, and what the other children did.
- End the lesson by reading through the summary.





Phonics (15 min)

- **Resources:** Vula Bula alphabet frieze: letter card for /i/; flash cards from the phonics word list: **titi, ileli, ivili, imali, isisu**
- **Preparation:** Create a sentence strip: **Inja iba inyama**. Cut out flash cards from the word list.
- **Lesson objective(s):** Identify and sound the letter /i/.

ACTIVITIES

1. Sentence strip

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

2. Letter card for /i/

- Stick the letter card on the board and ask: What is this?
- Repeat the response – **iliso** – and emphasise the /i/ sound.
- Tell the learners to say /i/. They must look at your mouth, say it again and look at each other's mouths to see what their lips are doing.

3. Phonic words

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

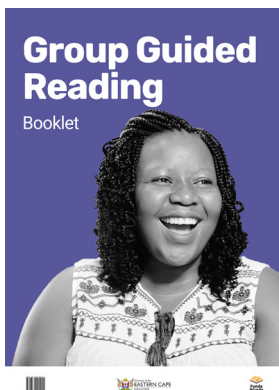


Writing (15 min)

- **Resources:** learners' writing exercise books; crayons; writing chart
- **Preparation:** Prepare a writing frame and caption: **Hayi! Velile, kutheni na?**
- **Lesson objective(s):** Draw a picture and write a caption.

ACTIVITIES

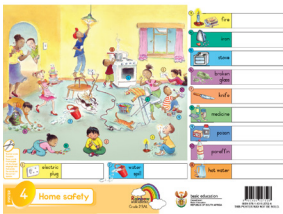
- Tell the learners that they will be making a drawing about what they have read about.
- Ask each learner to think of one wrong thing Velile did in the in the story.
- Give them time to think.
- Get each learner to tell you what they will draw.
- Tell them to start drawing. Go around and ask them about their drawings.
- When everyone has finished their drawings, refer to the caption. Read it aloud, with expression.
- Remind them what an exclamation mark is, and what it stands for.
- Guide them in writing the caption you have on the board below their own drawing.
- Guide them to leave space between words.
- Go around and get each learner to read what they have written.



Group Guided Reading (30 min)

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

Monday	Tuesday	Wednesday	Thursday	Friday
Group 1	Group 3	Group 5	Group 2	Group 4
Group 2	Group 4	Group 1	Group 3	Group 5



1	fire	
2	iron	
3	stove	
4	broken glass	
5	knife	

Listening and Speaking (20 min) FORMAL ASSESSMENT TASK

- **Resources:** DBE poster: **Home safety**
- **Preparation:** Prepare listening and speaking assessment rubrics (FAT).
- **Lesson objective(s):** Talk about pictures in the poster. Take part in an unprepared oral.

ACTIVITIES

Theme poster: Home Safety

- The children in the poster are numbered 1–11. Assign a number to each of your learners (also 1–11).
- Tell each learner to look at the picture with the same number as they have.
- Ask these questions:
 - What is this child doing?
 - What could happen to this child?
 - What can the parents do to avoid this situation in the future?
- Continue with the assessment until listening and speaking time ends.
- You will repeat this activity for the rest of the week.



Writing (15 min)

- **Resources:** learners' writing exercise books; crayons; writing chart
- **Preparation:** Prepare a writing frame and caption: **Hayi! Velile, kutheni na?**
- **Lesson objective(s):** Draw a picture and write a caption and talk about what they have drawn.

ACTIVITIES

- Tell the learners to take out their drawings.
- Make sure that the drawings are complete and that they have written the caption.
- Refer the learners to the writing frame and read the caption.
- Give each learner a chance to talk about what they have drawn and read the caption with expression to show that there is an exclamation mark.

15 Ukudlala kunye

Phila ngqo kwi-inkonzo yomntu ngqo.

Yakha inani.

Ukudlala kunye: Sebenza ngqo kwi-inkonzo yomntu ngqo.

z	s	i	e	i-inki.
i	z	o	s	
a	s	i	z	
s	i	w	a	

Phonics (15 min)

- **Resources:** DBE isiXhosa workbook, pages 30 & 31
- **Preparation:** Make sure every learner has a DBE workbook.
- **Lesson objective(s):** Identify and sound the letter /i/ from new words.

ACTIVITIES

1. Recap

- Refer to the phonics chart and check the learners' understanding of the words taught yesterday.

2. DBE workbook

- Ask the learners to turn to page 30 of their workbooks.
- Talk about the picture on page 30 and ask questions:
 - Where do you think this place is? What makes you say that?
 - I wonder what they are doing? (think aloud)
- Guide the learners to do the activities on pages 30 and 31.
- Go around making sure the learners are doing the work correctly.

16

Ukudlala kunye: Sebenza ngqo kwi-inkonzo yomntu ngqo.

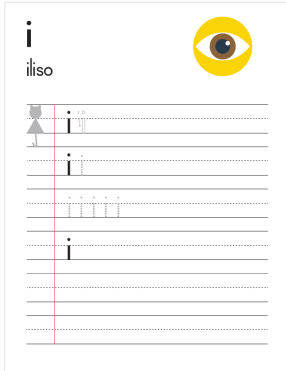
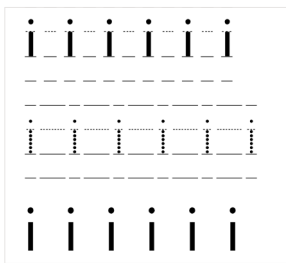
nina	inani	ina
yimani	ndim	isimo

Yakha inani.

Ukudlala kunye: Sebenza ngqo kwi-inkonzo yomntu ngqo.

Ukudlala kunye: Sebenza ngqo kwi-inkonzo yomntu ngqo.

Ukudlala kunye: Sebenza ngqo kwi-inkonzo yomntu ngqo.



Handwriting (15 min)

- **Resources:** learners' handwriting exercise books
- **Preparation:** Make sure that every learner has a handwriting book.
- **Lesson objective(s):** Practise writing the letter /i/.

ACTIVITIES

1. Recap

- Ask the learners if they remember what you say when you write the letter /i/.
- Write in the air and ask the learners to join you.
- Say: **Uqal' emzimbeni uhle ubheke ichapaza.**

2. Practise

- Tell the learners that they are going to practise writing the letter /i/ (small letter), using their handwriting books.
- Make sure that everyone is on the correct page.
- Guide and direct the learners as they write in their books.
- Remember to check the learners' posture, pencil grip and directionality.

Group Guided Reading (30 min)

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



Monday	Tuesday	Wednesday	Thursday	Friday
Group 1	Group 3	Group 5	Group 2	Group 4
Group 2	Group 4	Group 1	Group 3	Group 5



1		fire
2		iron
3		stove
4		broken glass
5		knife

Listening and Speaking (20 min) FORMAL ASSESSMENT TASK

- **Resources:** DBE poster: Home safety
- **Preparation:** Prepare listening and speaking assessment rubrics (FAT).
- **Lesson objective(s):** Talk about pictures in the poster. Take part in an unprepared oral.

ACTIVITIES

Theme poster: Home Safety

- The children in the poster are numbered 1–11. Assign a number to each of your learners (also 1–11).
- Tell each learner to look at the picture with the same number as they have.
- Ask these questions:
 - What is this child doing?
 - What could happen to this child?
 - What can the parents do to avoid this situation in the future?
- Continue with the assessment until listening and speaking time ends.
- Make sure that all the learners have been assessed.



Writing (15 min)

- **Resources:** DBE isiXhosa workbook, page 33
- **Preparation:** Make sure that all the learners have a DBE workbook.
- **Lesson objective(s):** Writing words with the sound /i/ and matching those words with the picture.

ACTIVITIES

- Tell the learners that they will be writing each phonic word and match it to a picture.
- Guide the learners through the activity on page 33.

Phonics (15 min)

- **Resources:** Vula Bula alphabet frieze: letter cards for /h/ and /i/; flash cards of the words taught this week; letter cards for /h/, /a/, /e/, /i/, /o/, /u/, /b/, /l/ and /c/
- **Preparation:** Make sure each learner has a set of letter cards
- **Lesson objective(s):** Identify and sound the letter and read the words taught this week.

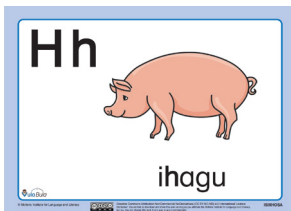
ACTIVITIES

1. Recap

- Stick the letter cards for /h/ and /i/ on the board.
- On the other side of the board, stick all the phonics words you have taught this week.
- Ask the learners to look on the words and individually come and pick up the word. They must read it and place it below the correct letter.
- If the learner picks up the word that can belong to both letter sounds – e.g. **ihilihili** – ask the learner what makes her or him to stick it below that letter.

2. Letter cards

- Ask each learner to take out his or her pack of letter cards and place them facing towards themselves.
- Tell them you are going to ask them to lift a letter. They must look for it among their letter cards and pick it up.
- They must not look at each other.
- Sound a letter and ask the learners to pick it up. Look around making sure that each learner independently picks up the correct letter.
- Do this with all the letters, including those taught in the previous weeks.





Handwriting (15 min)

- **Resources:** learners' handwriting exercise books; pencils
- **Preparation:** Make sure all the learners have handwriting books.
- **Lesson objective(s):** Practise writing the letters /h/ and /i/.

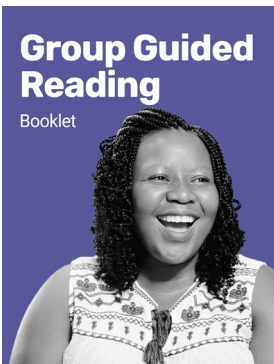
ACTIVITIES

1. Recap

- Ask the learners if they remember what you say when you write the letters /h/ and /i/.
- Write in the air and ask the learners to join you.

2. Practise

- Let the learners copy these sentences from the board.
 - Ihagu isehokweni.
 - Isihelegu siharika igadi.
- Remember to check the learners' posture, pencil grip and directionality.



Group Guided Reading (30 min)

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

Monday	Tuesday	Wednesday	Thursday	Friday
Group 1	Group 3	Group 5	Group 2	Group 4
Group 2	Group 4	Group 1	Group 3	Group 5

Vocabulary for the week

Introduce five vocabulary words per day (four HL and one numeracy).

HL

<i>amanzi</i>	<i>icemfu</i>	<i>irhashalala</i>	<i>linganisa</i>
<i>ashushu</i>	<i>igorha</i>	<i>isitovu</i>	<i>ongakhathaliyo</i>
<i>baleka</i>	<i>inkunkuma</i>	<i>ithuba</i>	<i>qoqosha</i>
<i>emfuleni</i>	<i>iparafini</i>	<i>ixelegu</i>	<i>sukungakhathali</i>
<i>everandeni</i>	<i>ipoyzini</i>	<i>linene</i>	<i>ukusetyenziswa</i>

Numeracy

counting back: *ukubala usiya ngasemva*

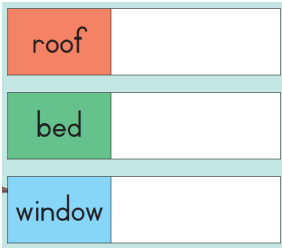
counting on: *ukubala usiya phambili*

small: *encinci*

smaller: *encinane*

smallest: *eyona incinci*





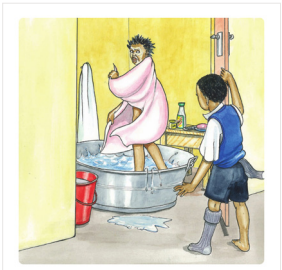
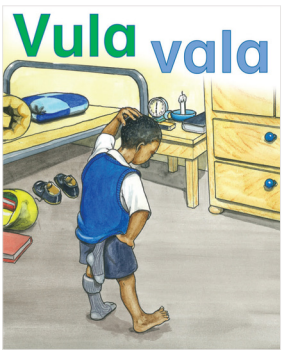
Listening and Speaking (20 min)

- **Resources:** DBE poster: **My home**; vocabulary flash cards: **igadi, indlu, ibhedi, ifesitile, udonga**
- **Preparation:** Create title strip and isiXhosa flash cards of the words on the poster.
- **Lesson objective(s):** Talk about the poster. Relate it to their own experience. Learn new vocabulary

ACTIVITIES

1. Theme poster: My home

- Stick the poster on the board. Read and talk about title. Stick the title strip next to the English title.
- Talk about the picture. Ask questions such as:
 - What rooms can you see?
 - What tells you what room it is?
 - What do you do in each room?
 - What is your favorite room in the house? Why?
- Discuss the vocabulary. Talk about the meaning. Look at the form of each word. Use it in a sentence.
- Stick the flash cards on the poster and use them throughout the week.



Shared Reading (15 min)

- **Resources:** Vula Bula Big Book: **Vula Vula**; vocabulary flash cards: **ucango, ikawusi, isigcawu, inyoka**
- **Preparation:** Read through the story beforehand and prepare your questions.
- **Lesson objective(s):** Participate in shared reading by predicting, relating to their own experience and answering comprehension questions.

ACTIVITIES

1. Pre-reading

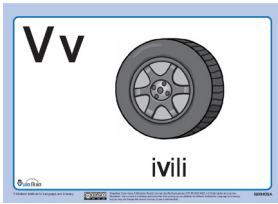
- **Cover:** Talk about the title and the picture. Ask questions:
 - What do you think this boy is doing? What makes you say that?
 - What will this story be about? (prediction)
- **Picture walk:** Page through the story (do not read it), look at the pictures and ask questions.
 - (page 25) What is going on here? Why does his face look like that?
- **Vocabulary:** Teach new words, using flash cards and objects or pictures.
 - Talk about the meaning. Look at the form of each word. Use it in a sentence.
 - Stick the flash cards on the poster and use them throughout the week.

2. During reading

- Read the story with expression, demonstrating fluency.
- Ask comprehension questions after reading two pages:
 - (page 28) How do you think the socks got into the pocket?
 - (page 28) Why was Vuyo's sister angry?

3. Post-reading

- Finish by asking:
 - Do you think the story is interesting? Why?
 - Have you ever lost something?



Phonics (15 min)

- **Resources:** Vula Bula alphabet frieze: letter card for /v/; flash cards from the phonics word list: **ivazi, ivili, vala, veza, Vuyo, vakala**
- **Preparation:** Create a sentence strip: **Vuyo vula ivazi**. Cut out flash cards.
- **Lesson objective(s):** Identify and sound the letter /v/.

ACTIVITIES

1. Sentence strip

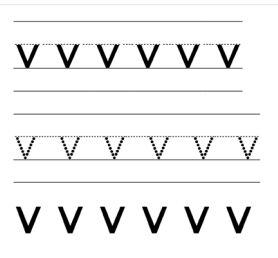
- Stick the sentence strip on the board. Read it aloud, emphasising the letter /v/.
- Tell the learners that they are going to learn about the letter /v/ – what it looks like, how you say it, and words that have this sound.
- Read the sentence again. Ask the learners to listen and look for the words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

2. Letter card for /v/

- Stick the letter card on the board and talk about the picture. Ask: What is this?
- Repeat the response – **ivili** – and emphasise the /v/ sound.
- Tell the learners to say /v/. They must look at your mouth, say it again and look at each other's mouths to see what their lips are doing.

3. Phonics words

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



Handwriting (15 min)

- **Resources:** learners' handwriting exercise books
- **Preparation:** Write a pattern on the board in two rows. Write a row of dotted letter /v/ on the board. Write dotted /v/ on the clean folded page of each learner's handwriting book.
- **Lesson objective(s):** Learn and practise writing the letter /v/.

ACTIVITIES

1. Practise

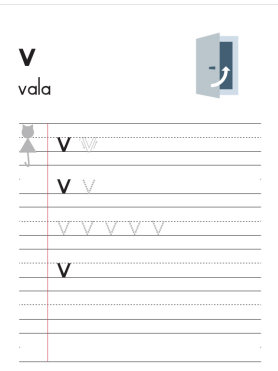
- Tell the learners they are going to learn how to write the letter /v/.
- Have your back on the learners and ask them to look at you.
- Draw in the air and say out loud: Start at the TOP, slant DOWN and slant UP.
- Get the learners to say the chant and write with you. They can use their fingers and write in the air, on each other's backs, on their hands or on their desks.
- Go to the dotted letter on the board Start writing over it, saying the chant aloud. Get the learners to say it as you write.

2. Learners' books

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

Homework

- Learners complete page 110 in the DBE isiXhosa workbook. Practise writing the letter /v/ by tracing it.



Group Guided Reading Booklet



Group Guided Reading (30 min)

FORMAL ASSESSMENT TASK

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

Monday	Tuesday	Wednesday	Thursday	Friday
Group 1	Group 3	Group 5	Group 2	Group 4
Group 2	Group 4	Group 1	Group 3	Group 5



roof	
bed	
window	

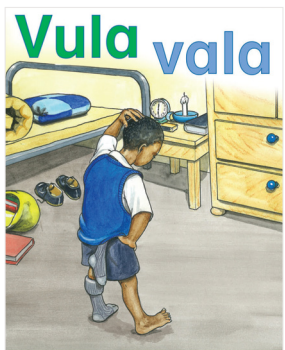
Listening and Speaking (20 min)

- **Resources:** DBE poster: **My home**; vocabulary flash cards: **isofa, umabonakude, istovu, ifesitile**
- **Preparation:** Make isiXhosa flash cards of the words on the poster.
- **Lesson objective(s):** Talk about pictures in the poster and take part in an unprepared role play.

ACTIVITIES

Theme poster: My home

- Stick the poster on the board.
- Recap what you talked about and words you introduced yesterday
- Introduce the new words. Talk about the meaning. Look at the form of each word. Use it in a sentence.
- Talk about the poster.
- List the activities that can happen in each room and outside. List activities that are shown in the poster, and activities that are not shown.
- Make a table on the board and write this list.



Shared Reading (15min)

- **Resources:** Vula Bula Big Book: **Vula Vala**; vocabulary flash cards of antonyms: **ikawusi, isigcawu, inyoka, ucango**
- **Preparation:** Read through the story beforehand and prepare your questions
- **Lesson objective(s):** Revise the punctuations marks: exclamation and question mark.

ACTIVITIES

1. Pre-reading

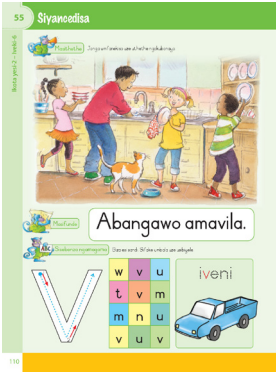
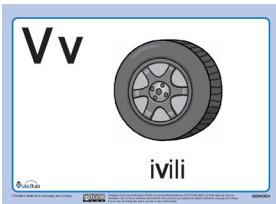
- Recap what you read yesterday.
- **Vocabulary:** Revise the words that you taught yesterday.
- Introduce the new words. Talk about the meaning. Look at the form of each word. Use it in a sentence.
- Stick the flash cards on the poster and use them throughout the week.
- **Explicit teaching: the question mark**
 - Teach this punctuation mark, explaining its use.
 - Give examples in the book, e.g. *lphi ikawusi yam?* on page 24. Ask learners to identify the question mark.
 - Ask learners to make their own examples

2. During reading

- Read the story with expression, emphasizing where there is a question mark. Ask the learners to read that sentence with you.
- Ask questions, such as:
 - I wonder if Vuyo has been looking properly for his sock. (think aloud) What do you think?

3. Post-reading

- Ask the learner to think of questions they are wondering about.



Phonics (15 min)

- **Resources:** Vula Bula alphabet frieze: letter card for /v/; DBE isiXhosa workbook, pages 110 & 111; flash cards from the phonics word list: **Velile, iveki, ivazi, vuka, vala**
- **Preparation:** Cut out flash cards.
- **Lesson objective(s):** Identify and sound the letter /v/ from new words.

ACTIVITIES

1. Recap

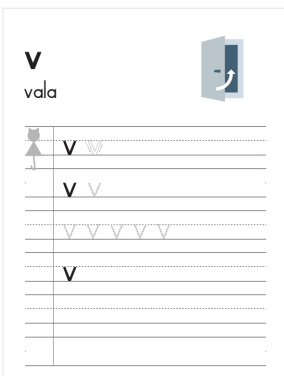
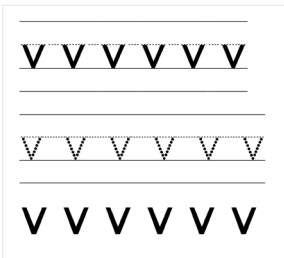
- Refer to the phonics chart and check the learners' understanding on the words taught yesterday.
- Stick the letter card for /v/ on the board.

2. Phonics words

- Introduce the new /v/ words, using flash card words, with picture or object.
- Talk about the meaning of the words. Look at the form of each word. Use it in a sentence or act it out.
- Stick the flash cards on the phonics chart and use them throughout the week.

3. DBE workbook

- Ask the learners to turn to page 110 of their workbooks.
- Talk about the picture on page 110 and ask questions:
 - Which room of the house is this? What makes you say that?
 - What can you say about the people in the picture?
- Guide the learners to do the activities on pages 110 and 111.
- Go around making sure learners are doing the work correctly.



Handwriting (15 min)

- **Resources:** learners' handwriting exercise books
- **Preparation:** Make sure that every learner has a DBE workbook.
- **Lesson objective(s):** Practise writing the letter /v/.

ACTIVITIES

1. Recap

- Ask the learners if they remember what you say when you write the letter /v/.
- Write in the air and ask the learners to join you.

2. Practise

- Tell the learners they are going to practise writing the letter /v/ (small letter), using their DBE workbooks.
- Make sure that everyone is on the correct page.
- Guide and direct the learners as they write.
- Remember to check the learners' posture, pencil grip and directionality.

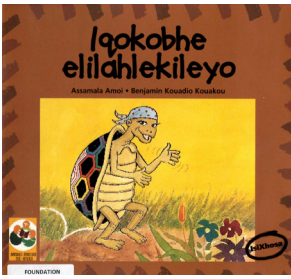


Group Guided Reading (30 min)

FORMAL ASSESSMENT TASK

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

Monday	Tuesday	Wednesday	Thursday	Friday
Group 1	Group 3	Group 5	Group 2	Group 4
Group 2	Group 4	Group 1	Group 3	Group 5



Listening and Speaking (20 min)

- **Resources:** storybook: **Iqokobhe elilahlekileyo**
- **Preparation:** Practise reading the story and prepare your questions.
- **Lesson objective(s):** Listen to an interesting story for enjoyment.

ACTIVITIES

- Get the learners ready for reading aloud.

1. Pre-reading

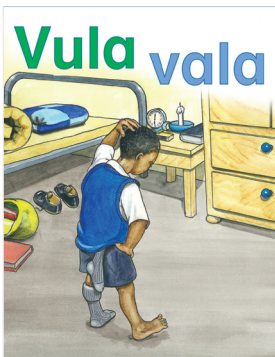
- Talk about the title and cover and ask questions:
- What do you think this story will be about? (prediction)

2. During reading

- Read the first half of the story with expression, showing some of the pictures.
- Ask questions without too much interruption, for example:
 - Do you think Tutu was a happy turtle? Why?

3. Post-reading

- Tell the learners you are going end there for today.
- Ask two or three comprehension questions such as:
 - Who first came to help Tutu, followed by whom?
 - Have you ever lost something? How did you feel?



Shared Reading (15 min)

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

ACTIVITIES

1. Vocabulary

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

2. Reading

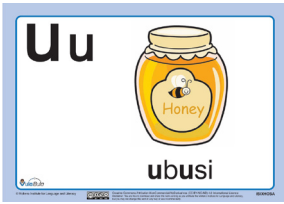
- Read the story with expression.
- Ask the learners to read the sentences with the question marks on their own.

2. Summarising

- Tell the learners that they will help you summarise the story.
- You will name the rooms where Vuyo looked for his sock. The learners must say if he found it there or not.
- Draw a table on the board, as shown below.

The rooms	Yes / No

- Do this activity together with the learners.



Phonics (15 min)

- **Resources:** Vula Bula alphabet frieze: letter card for /u/; flash cards from the phonics word list: **ubusi, ulusu, ubuso, ufudo, sula, cula**
- **Preparation:** Create a sentence strip: **UVuyo uvula ucango**. Cut out flash cards from the word list.
- **Lesson objective(s):** Identify and sound the letter /u/.

ACTIVITIES

1. Sentence strip

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

2. Letter card for /u/

- Stick the letter card on the board and talk about the picture. Ask: What is this?
- Repeat the response – **ubusi** – and emphasise the /u/ sound.
- Tell the learners to say /u/. They must look at your mouth, say it again and look at each other's mouths to see what their lips are doing.

3. Phonics words

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



Shared Writing (15 min)

- **Resources:** Writing chart; khokis
- **Preparation:** Prepare a frame on the writing chart.
- **Lesson objective(s):** Draw a picture together and write a caption.

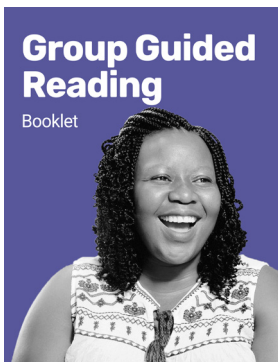
ACTIVITIES

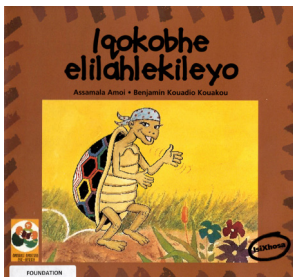
- Tell the learners that you will all be making a drawing and writing a caption that includes an exclamation mark.
- Use the theme poster for this week, **My Home**.
- Look at picture 1 and ask the learners to suggest caption with an exclamation mark.
- Try to get to: **Yiza! Egumbini lokuhlala**. Any other short sentence as a caption will also be suitable.
- Read the caption, expressing the punctuation marks used.

Group Guided Reading (30 min) FORMAL ASSESSMENT TASK

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

Monday	Tuesday	Wednesday	Thursday	Friday
Group 1	Group 3	Group 5	Group 2	Group 4
Group 2	Group 4	Group 1	Group 3	Group 5





Listening and Speaking (20 min)

- **Resources:** storybook: **Iqokobhe elilahlekileyo**
- **Preparation:** Practise reading the story and prepare your questions.
- **Lesson objective(s):** Listens to an interesting story for enjoyment and answering questions about the story.

ACTIVITIES

- Get the learners ready for reading aloud.

1. Pre-reading

- Recap what you read yesterday.
- Ask questions:
 - What do you think will happen next? (prediction)

2. During reading

- Read the rest of the story with expression, showing some of the pictures.

3. Post-reading

- Summarise the story, referring to the elements of a story (characters, setting, problem and solution).
- Ask comprehension questions such as:
 - Why was the shell important to Tutu?
 - If you were Tutu what would have done to prevent your shell from getting lost?



Phonics (15 min)

- **Resources:** DBE isiXhosa workbook, pages 45
- **Preparation:** Make sure every learner has a DBE workbook.
- **Lesson objective(s):** Identify and sound the letter /u/ from new words.

ACTIVITIES

1. Recap

- Refer to the phonics chart and check the learners' understanding of the words taught yesterday.

2. DBE workbook

- Ask the learners to turn to page 45 of their workbooks.
- Talk about the pictures. Ask the learners to say the names of these things and listen for the /u/ sound.
- As you all go over each picture, they must follow the instructions.
- Guide the learners to do the rest of activities on page 45.
- Go around making sure learners are doing the work correctly.

Handwriting (15 min)

- **Resources:** learners' handwriting exercise books
- **Preparation:** Make sure that every learner has a handwriting book.
- **Lesson objective(s):** Learn and practise writing the letter /u/.

ACTIVITIES

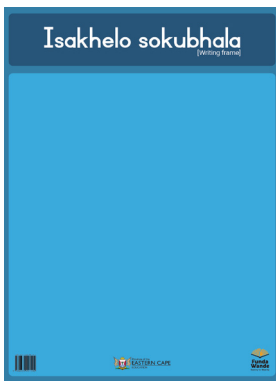
1. Recap

- Ask the learners if they remember what you say when you write the letter /u/.
- Write in the air and ask the learners to join you.

2. Practise

- Tell the learners that they are going to practise writing the letter /u/ (small letter), using their handwriting books.
- Make sure that everyone is on the correct page.
- Guide and direct the learners as they write in their books.
- Remember to check the learners' posture, pencil grip and directionality.



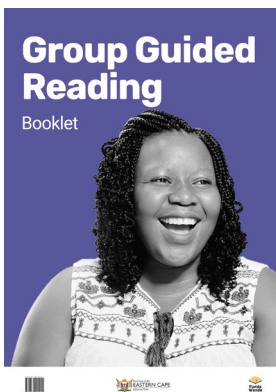


Paired Writing (15 min)

- **Resources:** writing chart; khokis
- **Preparation:** Prepare a writing frame.
- **Lesson objective(s):** In pairs, draw a picture and write a caption.

ACTIVITIES

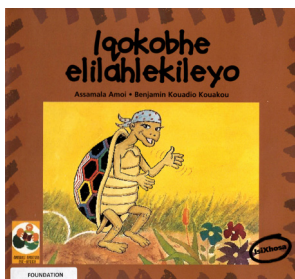
- Tell the learners that they will all be making a drawing and writing a caption that includes an exclamation mark.
- Use the theme poster for this week, **My home**.
- Instruct the learners to look at picture 2. Ask them to brainstorm a caption for the picture that has an exclamation mark.
- Any short sentence with an exclamation mark will be suitable.
- They must read the caption, expressing the punctuation mark used.



Group Guided Reading (30 min) FORMAL ASSESSMENT TASK

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

Monday	Tuesday	Wednesday	Thursday	Friday
Group 1	Group 3	Group 5	Group 2	Group 4
Group 2	Group 4	Group 1	Group 3	Group 5



Listening and Speaking (20 min)

- **Resources:** storybook: *Iqokobhe elilahlekileyo*
- **Preparation:** Remind the learners to make up their own stories.
- **Lesson objective(s):** Learners tell their own stories.

ACTIVITIES

1. Pre-reading

- Recap what you read yesterday.

2. Post-reading

- Tell the learners that they are going to act out the story.
- Use this time to choose the characters and give them their costumes.
- Spend this time with learners, practising their lines and what they will do. Ask the rest of the learners to listen and correct or add any information left out.
- Use your Life Skills period for learners to act out the story.
- After the play, ask the learners what they enjoyed most when they were acting or watching the play.



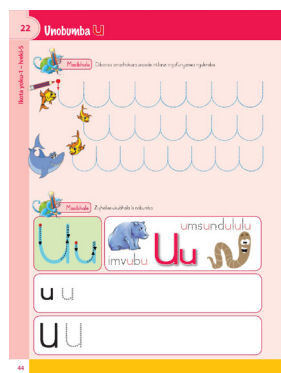
Phonics (15 min) FORMAL ASSESSMENT TASK

- **Resources:** learners' exercise book; pencils
- **Preparation:** Prepare to dictate these words to the learners and mark them for phonics Formal Assessment Task (FAT).
- **Lesson objective(s):** Assess the phonics learnt up until this week.

ACTIVITIES

Dictate these words to the learners. Mark them for a phonics Formal Assessment Task.

1. ihobe
2. ivili
3. isisu
4. ileli
5. imali

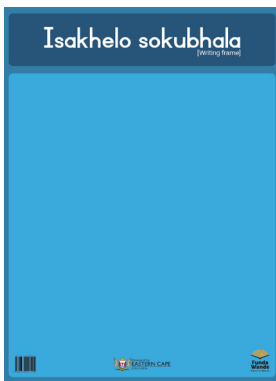


Handwriting (15 min)

- **Resources:** DBE isiXhosa workbook, page 44
- **Preparation:** Make sure all the learners have handwriting books.
- **Lesson objective(s):** Learn and practise writing the letter /u/.

ACTIVITIES

- Ask the learners to turn to page 44 of their workbooks.
- Guide the learners to do the activities on page 44
- Go around making sure learners are doing the work correctly.
- Remember to check the learners' posture, pencil grip and directionality.



Writing (15 min)

- **Resources:** learners' exercise books; pencils
- **Preparation:** Prepare a writing frame.
- **Lesson objective(s):** Draw a picture and write a caption.

ACTIVITIES

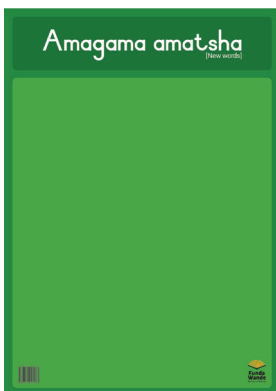
- Tell the learners that they will all be making a drawing and writing a caption that includes an exclamation mark.
- Use the theme poster for this week, **My home**.
- Instruct them to look at the picture of the kitchen and ask the learners to think of a caption to be written about the picture that has an exclamation mark.
- Any short sentence with an exclamation as a caption will be suitable.
- They must read the caption expressing the punctuation mark used.



Group Guided Reading (30 min) FORMAL ASSESSMENT TASK

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

Monday	Tuesday	Wednesday	Thursday	Friday
Group 1	Group 3	Group 5	Group 2	Group 4
Group 2	Group 4	Group 1	Group 3	Group 5



Vocabulary for the week

Introduce five vocabulary words per day (four HL and one numeracy).

HL

<i>cingisisa</i>	<i>ifesitile</i>	<i>inkathazo,</i>	<i>Mfim!</i>
<i>ekhathazekile</i>	<i>ifesitile</i>	<i>isigcawu</i>	<i>ngamandla</i>
<i>emfutshane</i>	<i>igadi</i>	<i>isofa</i>	<i>tsala</i>
<i>ibhedi</i>	<i>igumbi</i>	<i>istovu</i>	<i>udonga</i>
<i>ibhokisi</i>	<i>indlu</i>	<i>khawuleza</i>	<i>umabonakude</i>

Numeracy

big: enkulu
bigger than: enkulu kune
number line: umgca manani

pattern: ipatheni
smaller than: encinci kune



Listening and Speaking (15 min)

- **Resources:** DBE poster: **Wild animals**; vocabulary flash cards: **inkawu, ihlosi, indlulamthi, ingwenya, imfene**
- **Preparation:** Create title strip and isiXhosa flash cards of the words on the poster.
- **Lesson objective(s):** Talk about the poster. Relate it to their own experience. Learn new vocabulary.

ACTIVITIES

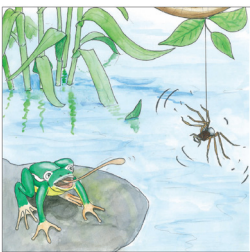
1. Theme poster: Wild animals

- Tell the learners that you will be talking about wild animals today.
 - Where do we find wild animals?
 - Is this picture in the wild? If not, where is it?
 - Why are the animals separated?
 - What's different about the monkey's cage compared with the other cages?
- Discuss the vocabulary. Talk about the meaning. Look at the form of each word. Use it in a sentence.
- Stick the flash cards on the poster and use them throughout the week.

Shared Reading (15 min)

- **Resources:** Vula Bula Big Book: **Baleka**; vocabulary flash cards: **ibhabhathane, isigcawu, isele, inyoka, intaka**
- **Preparation:** Read through the story beforehand and prepare your questions.
- **Lesson objective(s):** Participate in the shared reading by predicting, relating to their own experience and answering comprehension questions.

Baleka



ACTIVITIES

1. Pre-reading

- **Cover:** Talk about the title and the picture. Ask questions:
 - In what kind of situations do you run?
 - Which of these animals have you seen? Where?
- **Picture walk:** Page through the story (do not read it). Look at the pictures and ask questions.
 - (page 4) Which animal must run here?
 - (page 10) What makes this picture different from other pictures?
- **Vocabulary flash cards:** Teach new words, using flash cards and objects or pictures.
 - Discuss the vocabulary. Talk about the meaning. Look at the form of each word. Use it in a sentence.
 - Stick the flash cards on your Vocabulary Poster and use them throughout the week

2. During reading

- Read the story with expression, demonstrating fluency.
- Ask comprehension questions after reading two pages:
 - (page 6) Why do animals hunt each other?
 - (page 10) Do you think this man has ever hunted a leopard and killed it? Why do you say so?

3. Post-reading

- Close the first reading: Finish by asking:
 - What did you find interesting about the story?



Phonics (15 min)

- **Resources:** Vula Bula alphabet frieze: letter card for /k/; flash cards from the phonics word list: ikasi, ikofu, sika, vuka
- **Preparation:** Create a sentence strip: **UZukisa usike ikawusi yesikolo.** Cut out flash cards.
- **Lesson objective(s):** Identify and sound the letter /k/.

ACTIVITIES

1. Sentence strip

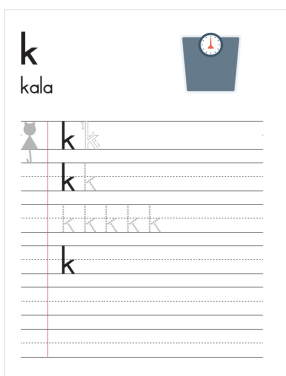
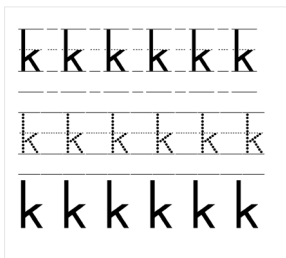
- Stick the sentence strip on the board. Read it aloud, emphasising the /k/ sound.
- Tell the learners that they are going to learn about the letter /k/ – what it looks like, how it sounds, and words that have this sound.
- Read the sentence on the strip again. Ask the learners to listen and look for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

2. Letter card for /k/

- Stick the letter card on the board and ask: What is this?
- Repeat the response – **ikati** – and emphasise the /k/ sound.
- Tell the learners to say /k/. They must look at your mouth, say it again and look at each other's mouths to see what their lips are doing.

3. Phonics words

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



Handwriting (15 min)

- **Resources:** learners' handwriting exercise books
- **Preparation:** Write a pattern on the board in two rows. Write a row of dotted letter /k/ on the board. Write dotted /k/ on the clean folded page of each learner's handwriting book.
- **Lesson objective(s):** Learn and practise writing the letter /k/.

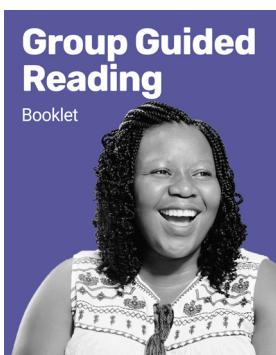
ACTIVITIES

1. Practise

- Tell the learners they are going to learn how to write the letter /k/.
- Have your back towards the learners and ask them to look at you.
- Draw in the air, say out loud: **Uqal'entloko uhl' ubhek'emzimbeni uxwesel'ekhohlo, uxwesel'ekunene.**
- Tell them to repeat the chant as they use their fingers to write the letter /k/ in the air, on the desk, or on their friends' backs.
- Go to the dotted letter on the board and start writing over it, saying the chant aloud. Get the learners to say it as you write.

2. Learners' books

- Tell the learners to open their handwriting books and turn to the page you have prepared for them.
 - Say the instructions aloud as they write.
 - Walk around, helping those who need it.
 - Remember to check the learners' posture, pencil grip and directionality.



Group Guided Reading

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

Monday	Tuesday	Wednesday	Thursday	Friday
Group 1	Group 3	Group 5	Group 2	Group 4
Group 2	Group 4	Group 1	Group 3	Group 5



Listening and Speaking (20 min)

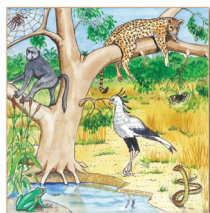
- **Resources:** DBE poster: **Wild animals**; vocabulary flash cards: **inkawu, ihlosi, indlulamthi, ingwenya, imfene**
- **Preparation:** Make isiXhosa flash cards of the words on the poster.
- **Lesson objective(s):** Talk about pictures in the poster.

ACTIVITIES

1. Theme poster: Wild animals

- Stick up the poster on the board.
- Recap what you talked about and words you introduced yesterday.
- Introduce the new words. Talk about the meaning. Look at the form of each word. Use it in a sentence.
- Stick the flash cards on the poster and use them throughout the week.

Baleka



Shared Reading (15 min)

- **Resources:** Vula Bula Big Book: **Baleka**; vocabulary flash cards: **ibhabhathane, isigcawu, isele, inyoka, intaka, imfene, ihlosi, baleka, dubula, khusela**
- **Preparation:** Read through the story beforehand and prepare your questions. Find pictures of the animals.
- **Lesson objective(s):** Learn about the food chain.

ACTIVITIES

1. Pre-reading

- Recap what you read yesterday.
- Put the pictures of the animals on the wall. Ask learners to stick the labels under the correct pictures.
- **Vocabulary:** Ask the learners to give you the new words they learned yesterday.
 - Learners must act out the verbs (dubula, baleka, khusela).
 - Introduce the new vocabulary. Talk about the meaning. Look at the form of each word. Use it in a sentence.
 - Stick the flash cards on the poster and use them throughout the week.
- **Explicit teaching:** Talk to the learners about the nature of a food chain.
 - Identifying how each predator catches its prey.
 - spider – cobweb
 - frog – tongue
 - snake – poison in its teeth
 - bird – beak
 - baboon – sharp teeth
 - leopard – sharp teeth and claws

2. During reading

- Read the story with expression. Invite the learners to join you in the reading.
 - Think aloud: In the food chain, do people eat leopards?
 - What does this mean about what people do to leopards?

3. Post-reading

- Close the reading. Finish the reading by asking some evaluative questions.
 - If the man shoots the leopard, what do you think he will do with the meat?



Phonics (15 min)

- **Resources:** Vula Bula alphabet frieze: letter card for /k/; DBE isiXhosa workbook, pages 94 & 95; flash cards from the phonics word list: **ikawusi, kuyana, ikefile, isikere.**
- **Preparation:** Cut out flash cards.
- **Lesson objective(s):** Identify and sound the letter /k/ in new words.

ACTIVITIES

1. Recap

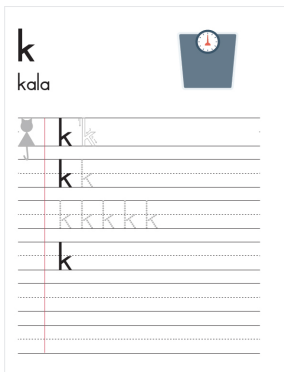
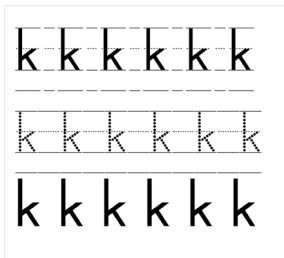
- Refer to the phonics chart and check the learners' understanding of the words taught yesterday.
- Stick up the letter card on the board.

2. Phonics words

- Introduce the new /k/ words using flash card words with picture or object.
- Talk about the meanings. Ask the learners to act out the words or use them in sentences.
- Stick the flash cards on the phonics chart and use them throughout the week.

3. DBE workbook

- Ask the learners to turn to page 94 of their workbooks.
- Read the instructions to the learners. Give them time to complete the task on page 94 and 95.



Writing (15 min)

- **Resources:** learners' handwriting exercise books
- **Preparation:** Make sure that every learner has a handwriting book.
- **Lesson objective(s):** Practise writing the letter /k/.

ACTIVITIES

1. Recap

- Ask the learners if they remember what you say when you write the letter /k/.
Uqal'entloko uhl'ubhekemzimbeni uxwesele ekhohlo, uxwesel'ekunene.
- Write in the air and ask the learners to join you.

2. Practise:

- Tell the learners they are going to practise writing the letter /k/ (small letter) in their handwriting books.
- Make sure everyone is on the correct page.
- Guide and direct the learners as they write in their books.
- Remember to check the learners' posture, pencil grip and directionality.

■ Homework

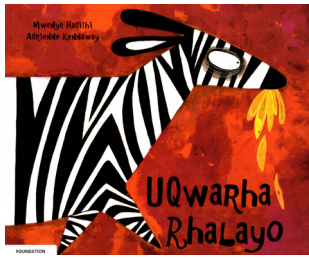
Give the learners pieces of paper with dotted letter /k/. They must trace over the dots at home.



Group Guided Reading

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

Monday	Tuesday	Wednesday	Thursday	Friday
Group 1	Group 3	Group 5	Group 2	Group 4
Group 2	Group 4	Group 1	Group 3	Group 5



Listening and Speaking (20 min)

- **Resources:** storybook: **Uqwarha rhalayo**; vocabulary flash cards: **ngononophelo, khalipha, emenyezelayo, isithokothoko, ukudikizela**
- **Preparation:** Practise reading the story and prepare your questions.
- **Lesson objective(s):** Listen to an interesting story for enjoyment.

ACTIVITIES

- Get the learners ready for reading aloud.

1. Pre-reading

- Talk about the title and cover and ask questions:
 - What do you think this story will be about? (prediction)
 - How do you feel when someone says, "Uyarhala"?
 - Why do you feel like that?
- **Vocabulary:** Introduce the new words using flash cards.
 - Talk about the meaning. Look at the form of each word. Use it in a sentence.
 - Stick the flash cards on the poster and use them throughout the week.

2. During reading

- Read the first half of the story with expression.
- Show some of the pictures and ask questions without too much interruption.

3. Post-reading

- Ask comprehension questions:
 - In the story it says there was something that animals didn't have a long time ago? What is that?
 - What did the animals see in the cave?

Baleka



Shared Reading (15 min)

- **Resources:** Vula Bula Big Book: **Baleka**; vocabulary flash cards: **imfene, ihlosi, baleka, dubula, khusela**
- **Preparation:** Take the words you introduced in the first and the second readings off the vocabulary chart. Put them up on the walls around the class.
- **Lesson objective(s):** Organise pictures into a food chain and practise vocabulary.

ACTIVITIES

1. Vocabulary

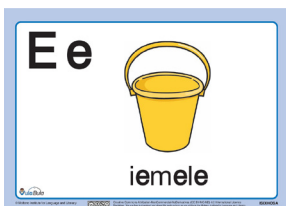
- Ask the learners to find the words you have taught them on Monday and Tuesday for the wall.
- When one learner finds the word, she or he must try to read it, then stick it on the vocabulary chart.
- Help the learners decode and read the words fluently when needed.

2. Food chain

- Stick the pictures of the animals on the board randomly.
- Ask the learners to organise the pictures into a food chain.

3. Reading

- Read the story with expression. Invite the learners to read with you.



Phonics (15 min)

- **Resources:** Vula Bula alphabet frieze: letter card for /e/; flash cards from the phonics word list: **ipere, ise, iwele, ijele**
- **Preparation:** Create a sentence strip: **Iwele lisika ipere ngesikere**. Cut out flash cards.
- **Lesson objective(s):** Identify and sound the letter /e/.

ACTIVITIES

1. Sentence strip

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

2. Letter card for /e/

- Stick the letter card on the board and ask: What is this?
- Repeat the response – **iemele** – and emphasise the /e/ sound.
- Tell the learners to say /e/. They must look at your mouth, say it again and look at each other's mouths to see what their lips are doing.

3. Phonics words

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



Shared Writing (15 min)

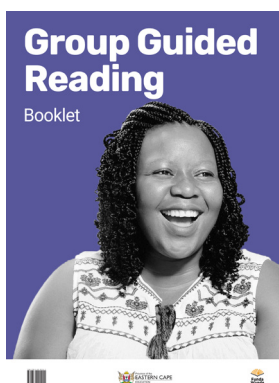
- **Resources:** learners' writing books; crayons; writing chart
- **Preparation:** Prepare a frame and caption on the writing chart.
- **Lesson objective(s):** Participate in drawing a picture and writing a caption as a class.

ACTIVITIES

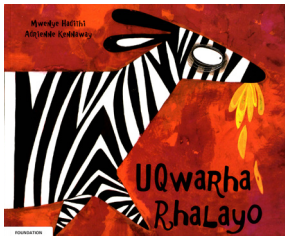
- Tell the learners that they will be making a drawing about what they have read about.
- Ask the learners: What the first animal that was warned to run away?
- Draw a picture of a spider and a butterfly.
- Ask them what the caption should be.
- Write the caption: **Baleka, bhabhathane!**

Group Guided Reading

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



Monday	Tuesday	Wednesday	Thursday	Friday
Group 1	Group 3	Group 5	Group 2	Group 4
Group 2	Group 4	Group 1	Group 3	Group 5



Listening and Speaking (20 min)

- **Resources:** storybook: **Uqwarha rhalayo**
- **Preparation:** Practise reading the story and prepare your questions.
- **Lesson objective(s):** Listen to an interesting story for enjoyment and answer questions about the story.

ACTIVITIES

- Get the learners ready for reading aloud.

1. Pre-reading

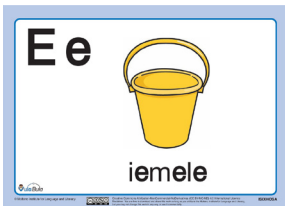
- **Recap:** Talk about what they have heard you reading yesterday.
 - What did the animals see in the cave?
- **Vocabulary:** Talk about the new words you taught yesterday.--

2. During reading

- Read the rest of the story with expression, showing some of the pictures.

3. Post-reading

- Ask comprehension questions such as:
 - Do you think that this is a true story? Why do you say so?
- Summarise the story, referring to the elements of a story (characters, setting, problem and solution).



Phonics (15 min)

- **Resources:** Vula Bula alphabet frieze: letter card for /e/; DBE isiXhosa workbook, pages 34 & 35; flash cards from the phonics word list: **ulele, ufele, iesile, ilekese**
- **Preparation:** Cut out flash cards.
- **Lesson objective(s):** Identify and sound the letter /e/ in new words.

ACTIVITIES

1. Recap

- Refer to the phonics chart and check the learners' understanding on the words taught yesterday.
- Stick the letter card on the board.

2. Phonics words

- Introduce the new /e/ words using flash card words with picture or object.
- Talk about the meaning of each word. Look at the form. Use each word in a sentence, or act it out.
- Stick the flash cards on the phonics chart and use them throughout the week.

3. DBE workbook

- Ask the learners to turn to page 34 of their workbooks.
- Read the instructions to the learners. Give them time to complete the task.
- Ask them to read the phonics words on page 34 and 35.





Handwriting (15 min)

- **Resources:** learners' handwriting exercise books
- **Preparation:** Make sure that every learner has a handwriting book.
- **Lesson objective(s):** Practise writing the letter /e/.

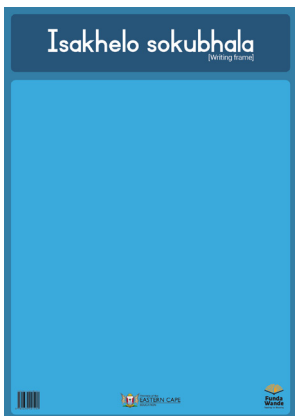
ACTIVITIES

1. Recap

- Ask the learners if they remember what you say when you write the letter /e/.
Yenz'umgc' esphakathini ujikele ngqukuva, uphelel' esthubeni.
- Write in the air and ask the learners to join you.

2. Practise

- Tell the learners they are going to practise writing the letter /e/ (small letter) using their handwriting books.
- Make sure everyone is on the correct page.
- Guide and direct the learners as they write in their books.

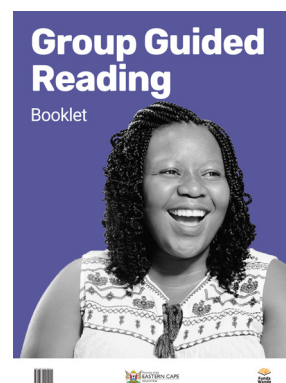


Writing (15 min)

- **Resources:** learners' writing books; crayons; writing chart
- **Preparation:** Prepare a frame and caption on the writing chart: **Baleka, ...**
- **Lesson objective(s):** Draw a picture and write a caption. Talk about what they have drawn.

ACTIVITIES

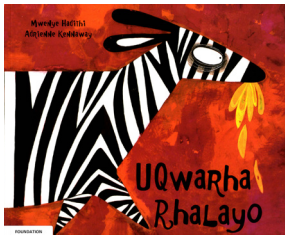
- Tell the learners that they must draw the animal that they would like to warn.
- They must make sure that they have both the prey and the predator in their drawings.
- Refer to the writing frame and read the caption.
- Instruct them to complete the caption by filling out the name of the animal.
- Make sure that they use the correct punctuation.
- Give each learner a chance to talk about what they have drawn.



Group Guided Reading

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

Monday	Tuesday	Wednesday	Thursday	Friday
Group 1	Group 3	Group 5	Group 2	Group 4
Group 2	Group 4	Group 1	Group 3	Group 5

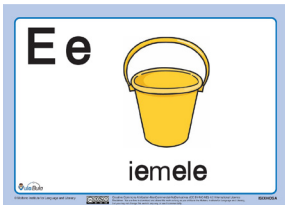


Listening and Speaking (20 min)

- **Resources:** storybook: **UQwarha rhalayo**
- **Preparation:** Pictures of the characters in the story.
- **Lesson objective(s):** Retell the story using pictures.

ACTIVITIES

- Instruct the learners to retell the story, using pictures.
- Remind the learners to also mention what helps the predator to hunt better.



Phonics (15 min)

- **Resources:** Vula Bula alphabet frieze: letter cards for /k/ and /e/; letter cards /h/, /a/, /e/, /i/, /o/, /u/, /b/, /l/, /k/; flash cards of the words taught this week
- **Preparation:** Make sure each learner has a set of letter cards.
- **Lesson objective(s):** Identify and sound the letters /k/ and /e/. Read the words taught this week.

ACTIVITIES

1. Letter cards for /k/ and /e/

- Stick the Vula Bula letter cards for /k/ and /e/ on the board.
- On the other side of the board, stick flash cards of all the words taught this week.
- Ask the learners to look on the words and individually come up and pick up a word. They must read it and then place it below the correct letter card.
- If the learner picks up the word that can belong to both letter sounds – e.g. isikere – ask the learner what makes her or him stick it below that letter.

2. Learners' letter cards

- Ask each learner to take out his or her pack of letter cards and place them on the table, facing towards themselves.
- Tell them you are going to ask them to pick up a letter. They must look for it among their 16 letter cards and pick it up.
- They must not look at each other.
- Sound the letter and ask the learners to pick it up. Look around, making sure that each learner independently lifts the correct letter.
- Do this with all the letters you have covered, including the ones covered in the previous weeks.



Handwriting (15 min)

- **Resources:** DBE isiXhosa workbook, page 36
- **Preparation:** Make sure every learner has a workbook.
- **Lesson objective(s):** Learn and practise writing the letter patterns.

ACTIVITIES

DBE workbooks:

- Ask the learners to turn to page 36 of their workbooks.
- Guide the learners to do the activities on page 36.
- Go around, making sure learners are doing the work correctly.
- Remember to check the learners' posture, pencil grip and directionality.



Writing (15 min)

- **Resources:** learners' exercise books
- **Preparation:** Prepare a food chain poster with a heading and pictures.
- **Lesson objective(s):** Summarise the food chain in pictures.

ACTIVITIES

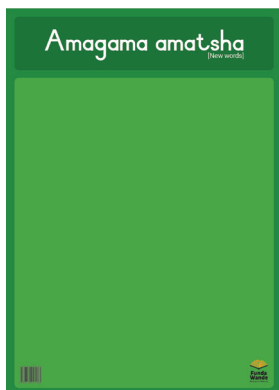
- Tell the learners that they will be summarising the natural order of a food chain in pictures.
- Guide the learners by asking them to remember which animal did you start reading about.
- After they draw the first animal, they must draw the second one in the chain. They must continue in this way to complete the food chain.
- Ask them to label the animals and give their drawings a title.



Group Guided Reading

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

Monday	Tuesday	Wednesday	Thursday	Friday
Group 1	Group 3	Group 5	Group 2	Group 4
Group 2	Group 4	Group 1	Group 3	Group 5



Overview of vocabulary for the week

Introduce five vocabulary words per day (four HL and one numeracy).

HL

<i>baleka</i>	<i>imfene</i>	<i>intaka</i>	<i>emenyezelayo</i>
<i>inkawu</i>	<i>ibhabhathane</i>	<i>dubula</i>	<i>isithokothoko</i>
<i>ihlosi</i>	<i>isigcawu</i>	<i>khusela</i>	<i>ukudikizela</i>
<i>indlulamthi</i>	<i>isele</i>	<i>ngononophelo</i>	
<i>ingwenya</i>	<i>inyoka</i>	<i>khalipha</i>	

Numeracy

counting back: *ukubala usiya ngasemva*

counting on: *ukubala usiya phambili*

small: *encinci*

smaller: *encinane*

smallest: *eyona incinci*



Listening and Speaking (20 min)

- **Resources:** DBE poster: **At the farm**; vocabulary flash cards: **inkomo, igusha, ibhokhwe, ihagu, inkukhu**
- **Preparation:** Create title strip and isiXhosa flash cards of the words on the poster.
- **Lesson objective(s):** Talk about the poster. Relate it to their own experience. Learn new vocabulary.

ACTIVITIES

1. Theme poster: At the farm

- Stick the poster on the board. Read and talk about title. Stick the isiXhosa title next to the English title.
- Discuss the vocabulary. Talk about the meaning. Look at the form of each word. Use it in a sentence.
- Stick the flash cards on the poster and use them throughout the week.

Shared Reading (15 min)

- **Resources:** Vula Bula Big Book: **Lala**; vocabulary flash cards: **ubusuku, lala, vuka, ihashe, inkomo**
- **Preparation:** Read through the story beforehand and prepare your questions.
- **Lesson Objective(s):** Participate in shared reading by predicting, relating to their own experience and answering comprehension questions.

ACTIVITIES

1. Pre-reading

- **Explicit teaching: How to activate prior knowledge:**
 - Tell the learners that you will be teaching them a new skill that will help make reading texts more understandable.
 - Tell them that it helps to think about what you already know about a topic before you read about it. This means you can predict more accurately what will happen.
 - You might also have questions about the topic that the text will answer, This will broaden your knowledge.
- **Cover:** Talk about the title and the picture, ask questions:
 - What do you know about farm animals?
 - Do you know where they sleep?
 - What will this story be about? (prediction)
- **Picture walk:** Page through the story (do not read it). Look at the pictures and ask questions:
 - (page 17) Which baby animal is naughty? Why is she naughty?
 - (page 20) How is this picture different from the other pictures?
- **Vocabulary:** Teach new words using flash cards and objects or pictures.
 - Talk about the meaning. Look at the form of each word. Use it in a sentence.
 - Stick the flash cards on the poster and use them throughout the week.

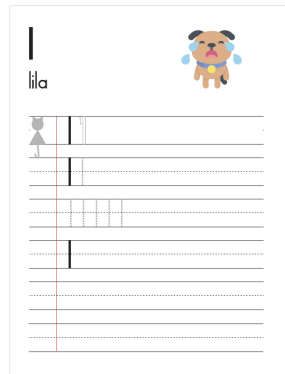
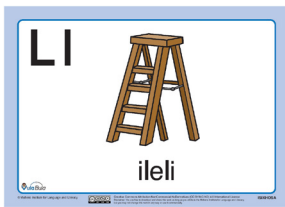
2. During reading

- Read the story with expression, demonstrating fluency.
- Ask comprehension questions after reading two pages:
 - (page 19) How is the mother hen keeping her chicks warm?
 - Baby animals have different names. Can you remember what they are?

3. Post-reading

- Finish by asking:
 - What made the different baby animals tired?
 - Who helps you get ready for bed at home?
 - What do you do before you fall asleep?





Phonics (15 min)

- **Resources:** Vula Bula alphabet frieze: letter card for /l/; flash cards from the phonics word list: **lala, lila, lola, lula, ilali**
- **Preparation:** Create a sentence strip: **Lixesha lokulala kumatakane**. Cut out flash cards from the word list.
- **Lesson objective(s):** Identify and sound the letter /l/.

ACTIVITIES

1. Sentence strip

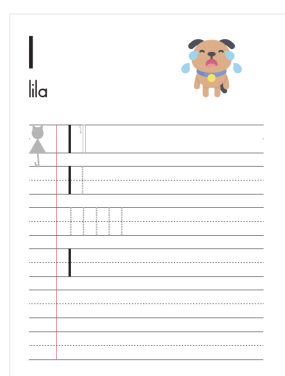
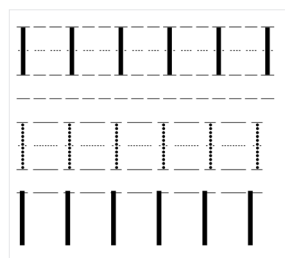
- Stick the sentence strip on the board. Read it aloud, emphasising the letter /l/.
- Tell the learners that they are going to learn about the letter /l/ – what it looks like, how you say it, and words that have this sound.
- Read the sentence again. Ask the learners to listen and look for the words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

2. Letter card for /l/

- Stick the letter card on the board and talk about the picture. Ask: What is this?
- Repeat the response - **ileli** - and emphasise the /l/ sound.
- Tell the learners to say /l/. They must look at your mouth, say it again and look at each other's mouths to see what their lips are doing.

3. Phonics words

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



Handwriting (15 min)

- **Resources:** learners' handwriting exercise books
- **Preparation:** Write a pattern on the board in two rows. Write a row of dotted letter /l/ on the board. Write dotted /l/ on the clean folded page of each learner's handwriting book.
- **Lesson objective(s):** Learn and practise writing the letter /l/.

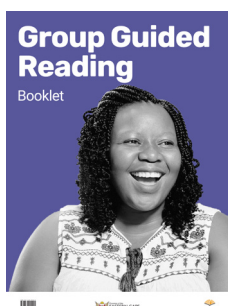
ACTIVITIES

1. Practise together

- Tell the learners they are going to learn how to write the letter /l/.
- Have your back towards the learners and ask them to look at you.
- Draw in the air and say out loud: **Uqal' entloko uhl'ubhek'emzimbeni**.
- Get the learners to say the chant and write with you. They can use their fingers and write in the air, on each other's backs, on their hands or on their desks.
- Go to the dotted letter on the board Start writing over it, saying the chant aloud. Get the learners to say it as you write.

2. Learners' books

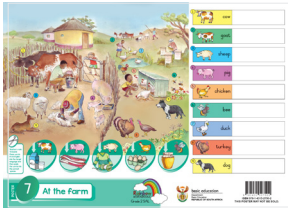
- Tell the learners to open their handwriting books and turn to the page that you have prepared for them.
- Say the instructions aloud as they write. Go around to see how they are doing, help where needed.
- Remember to check the learners' posture, pencil grip and directionality.



Group Guided Reading (30 min)

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

Monday	Tuesday	Wednesday	Thursday	Friday
Group 1	Group 3	Group 5	Group 2	Group 4
Group 2	Group 4	Group 1	Group 3	Group 5



Listening and Speaking (20 min)

- **Resources:** weather chart; DBE poster: **At the farm**; vocabulary flash cards: **inyosi, idada,inja, ikalkuni**
- **Preparation:** Make isiXhosa flash cards of the words on the poster.
- **Lesson objective(s):** Talk about pictures in the poster.
Note: A 'food chain' shows how each living thing gets its food. For example a spider eats a butterfly, a frog eats a spider, a snake eats a frog and so on.

ACTIVITIES

Theme poster: At the farm

- Stick the poster on the board.
- Recap what you talked about and the words you introduced yesterday by matching the names of the animals to their pictures.
- Introduce the new vocabulary. Talk about the meanings. Look at the form of each word. Use it in a sentence.
- Stick the flash cards on the poster and use them throughout the week.
- Presentation: Give as many learners an opportunity to talk about their animals.

Lala



Shared Reading (15 min)

- **Resources:** Vula Bula Big Book: **Lala**; vocabulary flash cards of antonyms: **ubusuku, lala, vuka, ihashe, inkomo, ibhokhwe, ihagu, igusha, inkukhu, isikhova, inkonyane, intshontsho**
- **Preparation:** Read through the story beforehand and prepare your questions.
- **Lesson objective(s):** Participate in the shared reading by predicting, relating to their own experiences and answering comprehension questions. Teach learners about the question mark '?' and how to use it and how to read it.

ACTIVITIES

1. Pre-reading

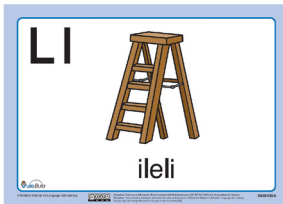
- **Recap:** Talk about what you have read yesterday.
- **Vocabulary:** Ask the learners to give you the new words they learned yesterday and use them in sentences.
 - Introduce the new words. Talk about the meaning. Look at the form of each word. Use it in a sentence.
 - Stick the flash cards on the poster and use them throughout the week.

2. During reading

- Read the story with expression, emphasising where there is a question mark. Ask the learners to read that sentence with you.
- Ask questions, such as:
 - Which animals stay in the kraal?
 - Why do owls stay awake at night?

3. Post-reading

- Match animals with their offspring:
 - ibhikhwe – itakane
 - igusha – itakane
 - ihagu – intshontsho
 - ihashe – inkonyane
 - inkomo – inkonyane
 - inkukhu – amantshontsho



Phonics (15 min)

- **Resources:** Vula Bula alphabet frieze: letter card for /l/; DBE isiXhosa workbook, pages 66 & 67; flash cards from the phonics word list: **iliso, ulele, ilori, uloliwe**
- **Preparation:** Cut out flash cards.
- **Lesson objective(s):** Identify and sound the letter /l/ from new words.

ACTIVITIES

1. Recap

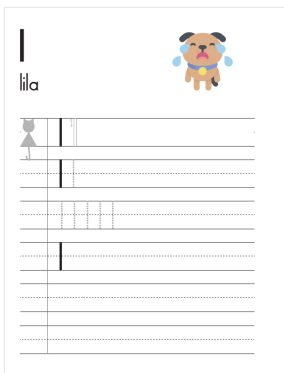
- Refer to the phonics chart and check the learners' understanding on the words taught yesterday.
- Put the letter card on the board.

2. Phonics words

- Introduce the new /l/ words, using flash card words, with picture or object.
- Talk about the meaning of the words. Look at the form of each word. Use it in a sentence or act it out.
- Stick the flash cards on the phonics chart and use them throughout the week.

3. DBE workbook

- Ask the learners to turn to page 66 of their workbooks.
- Guide the learners to do the activities on pages 66 and 67.
- Go around making sure learners are doing the work correctly.



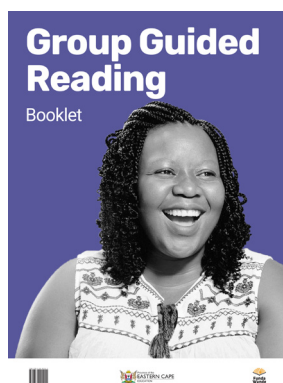
Handwriting (15 min)

- **Resources:** DBE isiXhosa workbook, page 68
- **Preparation:** Make sure that every learner has a DBE workbook.
- **Lesson objective(s):** Practise writing the letter /l/.

ACTIVITIES

1. Recap

- Ask the learners to turn to page 68 of their workbooks.
- Guide the learners to do the activities on page 68.
- Go around making sure learners are doing the work correctly.
- Remember to check the learners' posture, pencil grip and directionality.



Group Guided Reading (30 min)

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

Monday	Tuesday	Wednesday	Thursday	Friday
Group 1	Group 3	Group 5	Group 2	Group 4
Group 2	Group 4	Group 1	Group 3	Group 5



Listening and Speaking (20 min)

- **Resources:** storybook: **UMbona noMbotyi**; vocabulary flash cards: **isivuno, imbewu, nkcenkceshela, isityalo, ushishino**
- **Preparation:** Practise reading the story and prepare your questions.
- **Lesson objective(s):** Listen to an interesting story for enjoyment.

ACTIVITIES

- Get the learners ready for reading aloud.

1. Pre-reading

- Talk about the title and cover and ask questions:
 - What do you think this story will be about? (prediction)
- **Vocabulary:** Introduce the new words. Talk about the meaning. Look at the form of each word. Use it in a sentence.
 - Stick the flash cards on the poster and use them throughout the week.

2. During reading

- Read the first half of the story with expression, show some of the picture and ask questions without too much interruption.

3. Post-reading

- Ask questions that test comprehension, such as:
 - Who are the characters in the story?
 - What were they fighting about?

Lala



Shared Reading (15 min)

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

ACTIVITIES

1. Vocabulary

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

2. Reading

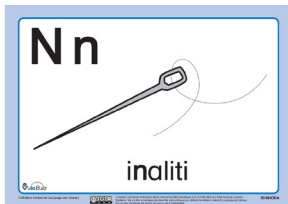
- Allow the learners to read. Assist them where necessary.

3. Summarising

- Tell the learners that they will help you summarise the story.
- Draw a table on the board, as shown below.

Animal	Offspring	Where it sleeps
cow	calf	kraal
pig	piglet	sty

- Do this activity together with the learners. Write down the name of each animal, where it sleeps and what its offspring is called.



Phonics (15 min)

- **Resources:** Vula Bula alphabet frieze: letter card for /n/; flash cards from the phonics word list: **nini, nina, nika, nukisa**
- **Preparation:** Create a sentence strip: **UNana unika uNono inaliti**. Cut out flash cards from the word list.
- **Lesson objective(s):** Identify and sound the letter /n/.

ACTIVITIES

1. Sentence strip

- Stick the sentence strip on the board. Emphasise the /n/.
- Tell the learners that they are going to learn about the letter /n/ – what it looks like, how it sounds, and words that have this sound.
- Read the sentence again. Ask the learners to listen and look for the words with /n/.

2. Letter card for /n/

- Stick the letter card on the board and talk about the picture. Ask: What is this?
- Repeat the response – **inaliti** – and emphasise the /n/ sound.
- Tell the learners to say /n/. They must look at your mouth, say it again and look at each other's mouths to see what their lips are doing.

3. Phonics words

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

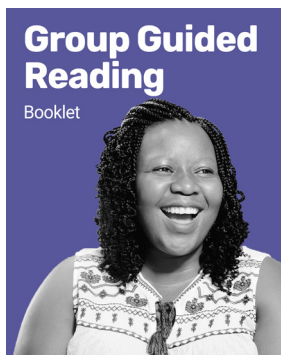


Shared Writing (15 min)

- **Resources:** learners' writing books; crayons; writing chart
- **Preparation:** Prepare a writing frame.
- **Lesson objective(s):** Participate in drawing a picture and writing a caption as a class.

ACTIVITIES

- Tell the learners that they will be making a drawing about what they have read about.
- Put a picture of a cow with its calves on the board.
- Brainstorm about what we know about cows.
- Encourage the learners to use their new vocabulary.
- Jot down all these ideas.
- Choose two sentences to write below the picture. Write them on the chart.
- Read the sentences together.



Group Guided Reading (30 min)

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

Monday	Tuesday	Wednesday	Thursday	Friday
Group 1	Group 3	Group 5	Group 2	Group 4
Group 2	Group 4	Group 1	Group 3	Group 5



Listening and Speaking (20 min)

- **Resources:** storybook: **Umbona noMbotyi**; weather chart
- **Preparation:** Practise reading the story and prepare your questions.
- **Lesson objective(s):** Listen to an interesting story for enjoyment. Answer questions about the story.

ACTIVITIES

- Get the learners ready for reading aloud.

1. Pre-reading

- **Recap:** Talk about what you read yesterday. Ask:
 - What do you think will happen next? (prediction)
- **Vocabulary:** Talk about the new words you taught yesterday.

2. During reading

- Read the rest of the story with expression, showing some of the pictures.

3. Post-reading

- Ask comprehension questions:
 - Who gave Mbotyi and Zithuba the idea of making soup?
 - What did they put in their soup?
 - Do you think the people enjoyed the soup?
 - Why do you think so?



Paired Writing (15min)

- **Resources:** learners' writing books; crayons
- **Preparation:** Stick your writing from yesterday on the writing chart.
- **Lesson objective(s):** Draw a picture and write a caption. Talk about what they have drawn.

ACTIVITIES

- Tell the learners that they will work in pairs to write two sentences about a picture.
- Choose a picture and stick it on the board.
- Divide the learners into pairs.
- Ask them to brainstorm what they know about the animal in the picture. They should try to use the vocabulary they have learnt this week.
- Ask them to draw the picture and choose the best sentences to write about it.
- Walk around ensuring that they use the correct punctuation and spaces between the words.
- Assist where needed.



Phonics (15 min)

- **Resources:** DBE isiXhosa workbook, pages 50 & 51
- **Preparation:** Make sure every learner has a DBE workbook.
- **Lesson objective(s):** Identify and sound the letter /n/ from new words.

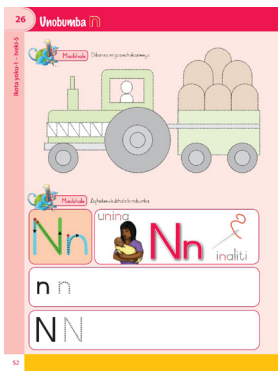
ACTIVITIES

1. Recap

- Refer to the phonics chart and check the learners' understanding of the words taught yesterday.

2. DBE workbook

- Ask the learners to turn to page 50 of their workbooks.
- Guide the learners to do the activities on pages 50 and 51.
- Go around making sure learners are doing the work correctly.



Handwriting (15 min)

- **Resources:** learners' handwriting exercise books
- **Preparation:** Write a pattern on the board in two rows. Write a row of dotted letter /n/ on the board. Write dotted /n/ on a clean folded page of each learner's handwriting book.
- **Lesson objective(s):** Learn and practise writing the letter /n/.

ACTIVITIES

1. Practise

- Tell the learners they are going to learn how to write the letter /n/.
- Have your back towards the learners and ask them to look at you.
- Write in the air and say: **Yehla, nyuka kwangalamgca, jikela, yehla.**
- Get the learners to say the chant and write with you. They can use their fingers and write in the air, on each other's backs, on their hands or on their desks.
- Go to the dotted letter on the board and start writing over it. Say the chant aloud and get the learners to say it with you.

2. Learners' books

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



Group Guided Reading (30 min)

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

Monday	Tuesday	Wednesday	Thursday	Friday
Group 1	Group 3	Group 5	Group 2	Group 4
Group 2	Group 4	Group 1	Group 3	Group 5



Listening and Speaking (20 min)

- **Resources:** storybook: **Umbona noMbotyi**; weather chart
- **Preparation:** Practise reading the story and prepare your questions.
- **Lesson objective(s):** Listen to an interesting story for enjoyment. Answer questions about the story.

ACTIVITIES

- Get the learners ready for reading aloud.

1. Pre-reading

- Talk about what they have heard you reading yesterday.
- Ask: What do you think will happen next? (prediction)
- Talk about the new words you taught yesterday.

2. During reading

- Read the rest of the story with expression, showing some of the pictures.

3. Post-reading

- Summarise the story by referring to the elements of a story (characters, setting, problem and solution).

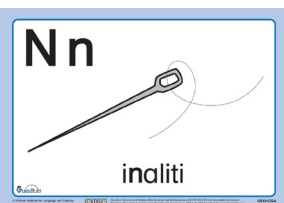
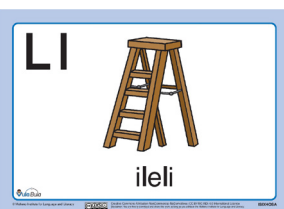


Writing (15 min) FORMAL ASSESSMENT TASK

- **Resources:** learners' writing books; crayons
- **Preparation:** Stick your writing from yesterday on the writing frame chart. Prepare a formal assessment task (FAT) rubric for marking this work.
- **Lesson objective(s):** Draw a picture and write a caption. Talk about what they have drawn.

ACTIVITIES

- Tell the learners that must choose their favorite animal from the story and draw a picture of it and its offspring.
- Then they must write two sentences about the picture.
- Remind them to think about what they know about the animal and to make sure they use the vocabulary taught this week.
- Walk around ensuring that they use the correct punctuation and spaces between the words.
- Collect the work and use the rubric to mark it as a formal assessment task (FAT).



Phonics (15 min)

- **Resources:** Vula Bula alphabet frieze: letter cards for /l/ and /n/; flash cards of the words taught this week
- **Preparation:** Stick the letter cards for /l/ and /n/ on the board. Put up all the phonics flash cards taught for the week.
- **Lesson objective(s):** Identify the letters /l/ and /n/.

ACTIVITIES

- Put the letter cards on the board.
- Ask learners to come to the board one at a time and choose a flash card.
- The learner must read the flash card and decide under which letter card it belongs.
- The learner must also must explain why he or she chose to stick it under that letter card.
- Ask the class for feedback.
- Continue until all the flash cards have been read and sorted.



Handwriting (15 min) FORMAL ASSESSMENT TASK

- **Resources:** learners' exercise books; pencils
- **Preparation:** Prepare a formal assessment task (FAT) rubric to mark the learners' work.
- **Lesson objective(s):** Write a sentence for assessment.

ACTIVITIES

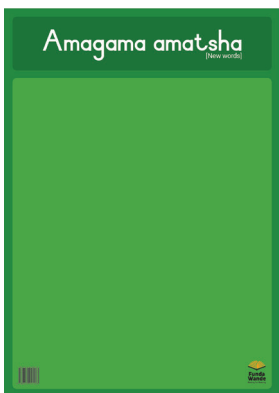
- Write this sentence on the board: **Iyana imvula kakhulu ngoku.**
- Instruct the learners to copy it in their books.
- Do not assist them.
- Take their work and mark it according to the criteria in the rubric.



Group Guided Reading (30 min)

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

Monday	Tuesday	Wednesday	Thursday	Friday
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Overview of vocabulary for the week

Introduce five vocabulary words per day (four HL and one numeracy).

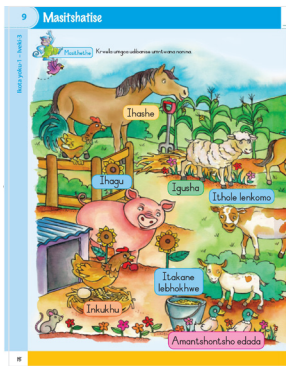
HL

<i>inkomo</i>	<i>ubusuku</i>	<i>idada</i>	<i>intshontsho</i>
<i>igusha</i>	<i>lala</i>	<i>inja</i>	<i>isivuno</i>
<i>ibhokhwe</i>	<i>vuka</i>	<i>ikalkuni</i>	<i>imbewu</i>
<i>ihagu</i>	<i>ihashi</i>	<i>isikhova</i>	<i>nkcenkceshela</i>
<i>inkukhu</i>	<i>inyosi</i>	<i>inkonyane</i>	<i>isityalo</i>
			<i>ushishino</i>

Numeracy

circle: *isangqa*
 long: *ende*
 short: *emfutshane*

circle: *isangqa*
 square: *isikwere*
 triangle: *unxantathu*

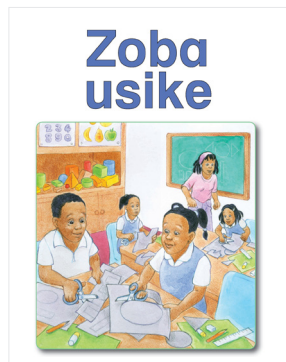


Listening and Speaking (20 min)

- **Resources:** DBE isiXhosa workbook, pages 18 & 19
- **Preparation:** Prepare questions about the picture.
- **Lesson objective(s):** Relate their own experiences to what is being discussed in class.

ACTIVITIES

- Ask the learners to open their DBE workbooks on page 18.
- Guide them through the activity. Give them time to do it.
- When the time is up, they must compare their work to their desk-mate's work and correct any mistakes.



Shared Reading (15 min)

- **Resources:** Vula Bula Big Book: **Zoba usike**; vocabulary flash cards: **isakheko, mboxo, nxantathu, isangqa, isikere**
- **Preparation:** Read through the story beforehand and prepare your questions.
- **Lesson Objective(s):** Participate in shared reading by predicting, relating to their own experience and answering comprehension questions.

ACTIVITIES

1. Pre-reading

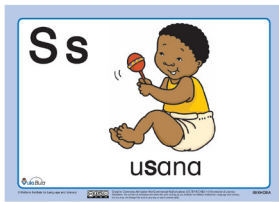
- **Cover:** Talk about the title and the picture, ask questions:
 - What do you think is happening in this picture?
 - What will this story be about? (prediction)
- **Picture walk:** Page through the story (do not read it). Look at the pictures and ask questions:
 - (page 25) What shape is the teacher drawing on the board?
 - (page 27) What other shapes can you see in the class?
- **Vocabulary:** Teach new words using flash cards and objects or pictures.
 - Discuss the vocabulary. Talk about the meaning. Look at the form of each word. Use it in a sentence.
 - Stick the flash cards on the poster and use them throughout the week.

2. During reading

- Read the story with expression, demonstrating fluency.
- Ask comprehension questions after reading two pages:
 - What other object can you use to draw a circle?
 - What animals are the learners making?

3. Post-reading

- Finish by asking:
 - What animal would you like to make?
 - What shapes would you use to make your animal?



Phonics (15 min)

- **Resources:** Vula Bula alphabet frieze: letter card for /s/; flash cards from the phonics word list: **sela, suka, sula, ise**
- **Preparation:** Create a sentence strip: **USalusiwe ususa ise**. Cut out flash cards.
- **Lesson objective(s):** Identify and sound the letter /s/. Be able to use words with /s/ in a sentence.

ACTIVITIES

1. Sentence strip

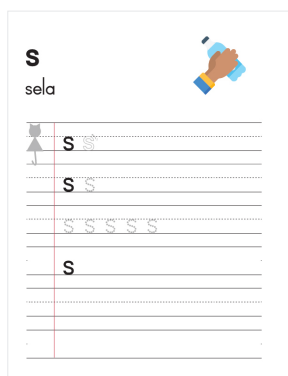
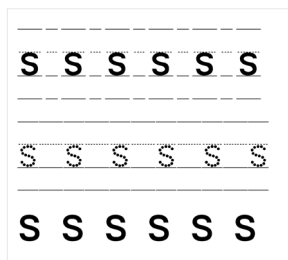
- Stick the sentence strip on the board. Read it aloud, emphasising the /s/ sound.
- Tell the learners that they are going to learn about the letter /s/ – what it looks like, how you say it, and words that have this sound.
- Read the sentence again. Ask the learners to listen and look for the words with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

2. Letter card for /s/

- Stick the letter card on the board and ask: What is this?
- Repeat the response - **usana** - and emphasise the /s/ sound.
- Tell the learners to say /s/. They must look at your mouth, say it again and look at each other's mouths to see what their lips are doing.

3. Phonics words

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



Handwriting (15 min)

- **Resources:** learners' handwriting books
- **Preparation:** Write a pattern on the board in two rows. Write a row of dotted letter /s/ on the board. Write dotted /s/ on the clean folded page of each learner's handwriting book.
- **Lesson objective(s):** Learn and practise writing the letter /s/.

ACTIVITIES

1. Practise

- Tell the learners they are going to learn how to write the letter /s/.
- Have your back towards the learners and ask them to look at you.
- Draw in the air and say out loud: **Siqala kungqukuva sijikele gqukuva sixwes'esphakathini sijikele ngukuva sipelele'esthubeni.**
- Get the learners to say the chant and write with you. They can use their fingers and write in the air, on each other's backs, on their hands or on their desks.
- Go to the dotted letter on the board Start writing over it, saying the chant aloud. Get the learners to say it as you write.

2. Learners' books

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

Group Guided Reading

Booklet



Group Guided Reading (30 min)

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

Monday	Tuesday	Wednesday	Thursday	Friday
Group 1	Group 3	Group 5	Group 2	Group 4
Group 2	Group 4	Group 1	Group 3	Group 5



Listening and Speaking (20 min)

- **Resources:** picture of a farm animal
- **Preparation:** Prepare an oral about your favourite farm animal.
- **Lesson objective(s):** Understand the structure of a prepared oral.

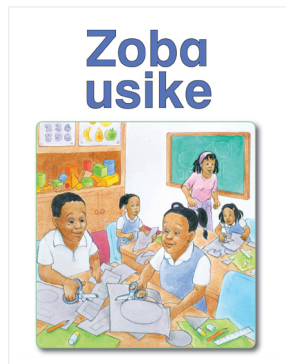
ACTIVITIES

Theme poster: At the farm

- Tell the learners that you will be doing a prepared oral today. They must listen carefully because they will be doing their own prepared orals for assessment this week.
- Tell the learners that you will follow this structure to talk about your favourite farm animal:
 1. The name of the animal.
 2. What its offspring are called.
 3. What do people get from it or how it is useful to have on a farm.
 4. One interesting fact you have learnt about it.
- Demonstrate by doing your prepared oral for them.
- Tell the learners to prepare their own oral presentations in the same way. The topic is: My favourite farm animal.
- Tell them you will be assessing their orals for the rest of the week.

■ Homework

- Prepare an oral according to the structure above.
- Bring a picture of the animal. It can be drawn, cut out of a magazine or newspaper, or a toy.



Shared Reading (15 min)

- **Resources:** Vula Bula Big Book: **Zoba usike**; vocabulary flash cards: **isakheko, mbhoxo, nxantathu, isangqa, isikere, isikwere, uxande, iintlobo, bungakanani**
- **Preparation:** Write this poem on chart paper as an example of the function of a comma in a list.

Izakheko ezibungakanani.
Izakheko ezi zintlobo ezahlukeneyo.
Izangqa, izikwere, oxande, onxantathu, noomboxo.
Ziintlobo ngeentlobo ezahlukeneyo.
- **Lesson objective(s):** Participate in shared reading by predicting, relating to their own experience and answering comprehension questions.

ACTIVITIES

1. Pre-reading

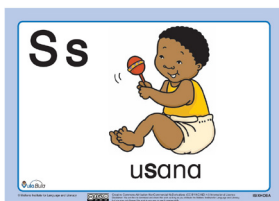
- Talk about what you have read yesterday.
- **Vocabulary:** Discuss the vocabulary. Talk about the meaning. Look at the form of each word. Use it in a sentence.
 - Stick the flash cards on the poster and use them throughout the week.
- **Explicit teaching:** The use of a comma.
 - Ask the learners if they know what the punctuation mark in line 3 of the poem is called and what it does in a sentence.
 - Explain to them that a comma is a slight pause between different parts of a sentence.
 - Also explain that it is used to separate a list of things. The comma comes after each item.

2. During reading

- Read the story with expression.
- Invite the learners to join you in the reading where the poem appears.

3. Post-reading

- Think aloud: I wonder if these shapes can make a dog.
- Then talk about which shape would make which part of the dog's body.



Phonics (15 min)

- **Resources:** Vula Bula alphabet frieze: letter card for /s/; DBE isiXhosa workbook, pages 98 & 99; flash cards from the phonics word list: **isisu, usisi, isiselo, isoseji, isikolo**
- **Preparation:** Cut out flash cards.
- **Lesson objective(s):** Identify and sound the letter /s/ with new words.

ACTIVITIES

1. Recap

- Refer to the phonics chart and check the learners' understanding on the words taught yesterday.
- Put the letter card on the board.

2. Phonics words

- Introduce the new /s/ words, using flash card words with picture or objects.
- Talk about the meaning of each word. Look at the form. Use each word in a sentence.
- Stick the flash cards on the phonics chart and use them throughout the week.

3. DBE workbook

- Ask the learners to turn to page 98 of their workbooks.
- Guide the learners to do the activities on pages 98 and 99.
- Go around making sure learners are doing the work correctly.



Handwriting (15 min)

- **Resources:** DBE isiXhosa workbook, page 100
- **Preparation:** Make sure that every learner has a DBE workbook.
- **Lesson objective(s):** Learn and practise writing the letter /s/.

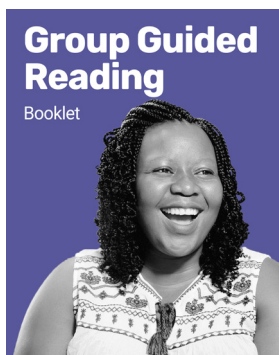
ACTIVITIES

1. Recap:

- Ask the learners to turn to page 100 of their workbooks.
- Guide the learners to do the activities on page 100.
- Go around making sure learners are doing the work correctly.
- Remember to check the learners' posture, pencil grip and directionality.

Group Guided Reading (30 min)

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



Monday	Tuesday	Wednesday	Thursday	Friday
Group 1	Group 3	Group 5	Group 2	Group 4
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Listening and Speaking (20 min) FORMAL ASSESSMENT TASK

- **Resources:** picture of a farm animal
- **Preparation:** Prepare an oral about your favourite farm animal.
- **Lesson objective(s):** Understand the structure of a prepared oral.

ACTIVITIES

- Remind the learners that they need to follow this structure to talk about their favourite farm animal:
 1. The name of the animal.
 2. What its offspring are called.
 3. What do people get from it or how it is useful to have on a farm.
 4. One interesting fact you have learnt about it.
- Give the learners about five minutes to practise their oral with a partner.
- Ask them to present in front of the class. Applaud each attempt.
- Remember to give them a score, using the rubric.
- Go through as many learners as the time allocated for this lesson allows.
- You will continue assessing for the rest of the week.

Shared Reading (15 min)

- **Resources:** Vula Bula Big Book: **Zoba usike**
- **Preparation:** Take the words you introduced in the first and the second readings off the vocabulary chart and put them up on the walls around the class.
- **Lesson objective(s):** Practise vocabulary.

ACTIVITIES

1. Pre-reading

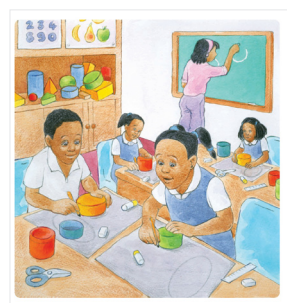
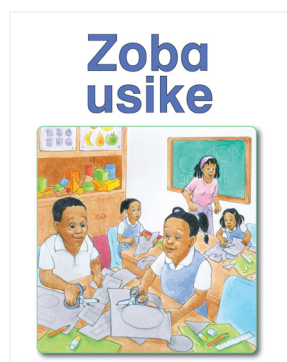
- **Vocabulary:** Ask the learners to find the words you have taught them on Monday and Tuesday from the wall.
- When one learner finds a word, she or he must try to read it and then stick it on the vocabulary chart.
- Help the learners decode and read the words fluently when needed.

2. During reading

- Read fluently with expression.
- Allow the learners to read the poem on their own and help where necessary.

3. Post-reading

- Ask the learners to work in pairs to retell the story. They must make sure they use the vocabulary taught this week.





Phonics (15 min)

- **Resources:** Vula Bula alphabet frieze: letter card for /z/; flash cards from the phonics word list: izolo, izulu, iziko, zamla
- **Preparation:** Create a sentence strip: **UZolani uzobe izilo ezine.** Cut out flash cards.
- **Lesson objective(s):** Identify and sound the letter /z/.

ACTIVITIES

1. Sentence strip

- Stick the sentence strip on the board. Emphasise the /z/ sound.
- Tell the learners that they are going to learn about the letter /z/ – what it looks like, how it sounds, and words that have this sound.
- Read the sentence again. Ask the learners to listen and look for the letter /z/ in this sentence.

2. Letter card for /z/

- Stick the letter card on the board and ask: What is this?
- Repeat the response – **izihlangu** – and emphasise the /z/ sound.
- Tell the learners to say /z/. They must look at your mouth, say it again and look at each other's mouths to see what their lips are doing.

3. Phonics words

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



Shared Writing (15 min)

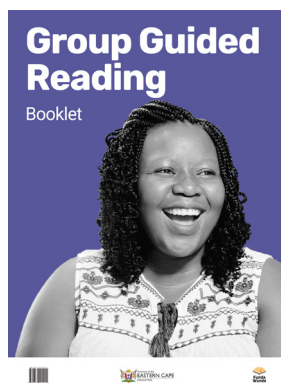
- **Resources:** writing chart; khoki pens
- **Preparation:** Draw shapes on the board and write down the name of the shapes.
- **Lesson objective(s):** Draw a picture. Write a caption that is a list of the shapes used.

ACTIVITIES

Tell the learners that they will be making a drawing about what they have read about.

- Brainstorm which shape you will use for each of the body parts.
- Once you have reached a decision, draw the animal using the agreed upon shapes.
- As a caption write:

Ndizobe i... (the name of the animal) ndisebenzisa i...,,, (listing the shapes you have used.)



Group Guided Reading (30 min)

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

Monday	Tuesday	Wednesday	Thursday	Friday
Group 1	Group 3	Group 5	Group 2	Group 4
Group 2	Group 4	Group 1	Group 3	Group 5



Handwriting (15 min)

- **Resources:** learners' handwriting exercise books
- **Preparation:** Write a pattern on the board in two rows. Write a row of dotted letter /z/ on the board. Write dotted /z/ on a clean folded page of each learner's handwriting book.
- **Lesson objective(s):** Learn and practise writing the letter /z/.

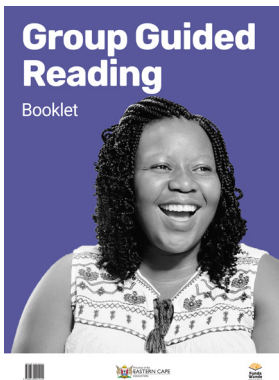
ACTIVITIES

1. Practise

- Tell the learners they are going to learn how to write the letter /z/.
- Have your back towards the learners and ask them to look at you.
- Write in the air and say: **Qal'esphakathi, yenz'umgca, xwesel'ekhohlo, wenz'umgca.**
- Get the learners to say the chant and write with you. They can use their fingers and write in the air, on each other's backs, on their hands or on their desks.
- Go to the dotted letter on the board and start writing over it. Say the chant aloud and get the learners to say it with you.

2. Learners' books

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



Group Guided Reading (30 min)

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

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Listening and Speaking (20 min) FORMAL ASSESSMENT TASK

- **Resources:** rubric for formal assessment
- **Preparation:** Bring your listening and speaking rubric to assess the orals.
- **Lesson objective(s):** Present a prepared oral.

ACTIVITIES

- Remind the learners that they need to follow this structure to talk about their favorite farm animal:
 1. The name of the animal.
 2. What its offspring are called.
 3. What do people get from it or how it is useful to have on a farm.
 4. One interesting fact you have learnt about it.
- Give the learners about five minutes to practise their oral with a partner.
- Ask them to present in front of the class. Applaud each attempt.
- Remember to give them a score, using the rubric.
- Finish assessing the class today.

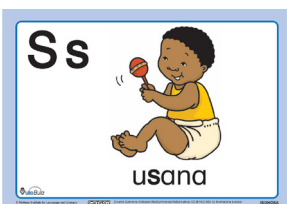


Writing (15 min)

- **Resources:** learners' writing books
- **Preparation:** Write down the list of animals and shapes that the learners can use.
- **Lesson objective(s):** Draw a picture. Write a caption that is a list of shapes used.

ACTIVITIES

- Tell the learners that they will be writing about the animal they chose for their oral.
- They must think about the shapes they will use for each of the body parts.
- Then they must draw the animal using the shapes.
- As a caption, they must write:
Ndizobe i... (the name of the animal) ndisebenzisa i...,,, (listing the shapes you have used).
- Walk around assisting where necessary.

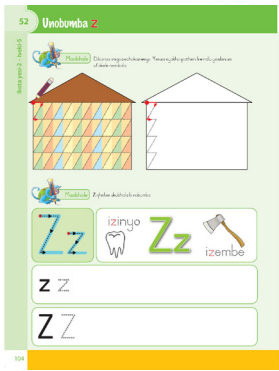


Phonics (15 min)

- **Resources:** flash cards of the phonics words taught this week
- **Preparation:** Stick the letter cards for /s/ and /z/ on the board. Put up all the phonics flash cards taught for the week.
- **Lesson objective(s):** Identify the letters /s/ and /z/.

ACTIVITIES

- Ask learners to come to the board one at a time and choose a flash card.
- The learner must read the flash card and decide under which letter card it belongs.
- The learner must then explain why she or he stuck it under that letter card.
- Ask the class for feedback.
- Continue until all the flash cards have been read and sorted.



Handwriting (15 min)

- **Resources:** DBE isiXhosa workbook, page 104.
- **Preparation:** Make sure every learner has a DBE workbook.
- **Lesson objective(s):** Learn and practise writing the letter /z/.

ACTIVITIES

- Ask the learners to turn to page 104 of their workbooks.
- Guide the learners to do the activities on page 104.
- Go around, making sure learners are doing the work correctly.
- Remember to check the learners' posture, pencil grip and directionality.

■ Homework

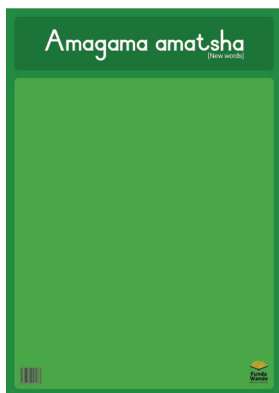
- Give the learners pieces of paper with dotted letter /z/. Tell them to trace the letter, using crayons.



Group Guided Reading (30 min)

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

Monday	Tuesday	Wednesday	Thursday	Friday
Group 1	Group 3	Group 5	Group 2	Group 4
Group 2	Group 4	Group 1	Group 3	Group 5



Overview of vocabulary for the week

Introduce five vocabulary words per day (four HL and one numeracy).

HL

<i>isakheko</i>	<i>isikere</i>	<i>sika</i>
<i>mbhoxo</i>	<i>isikwere</i>	<i>zoba</i>
<i>unxantathu</i>	<i>uxande</i>	<i>indlovu</i>
<i>isangqa</i>	<i>iintlobo</i>	<i>bungakanani</i>

Numeracy

<i>balance: linganisa</i>	<i>light: ikhaphukhaphu</i>
<i>heavier: inzinyana</i>	<i>lighter: ikhaphukhaphana</i>
<i>heavy: inzima</i>	



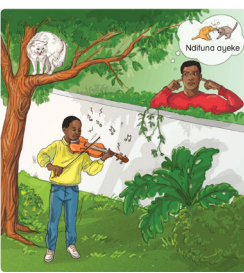
Listening and Speaking (20 min)

- **Resources:** DBE isiXhosa workbook, page 54
- **Preparation:** Prepare questions about the picture.
- **Lesson objective(s):** Talk about the picture. Relate it to own experience.

ACTIVITIES

- Ask the learners to open their DBE isiXhosa workbooks to page 54.
 - Ask the learners where they think this place is.
 - What do they think is happening?
 - What kind of instruments do they know?
 - Why are the two girls wearing the same outfit?

Mamela



Shared Reading (15 min)

- **Resources:** Vula Bula Big Book: **Mamela**; vocabulary flash cards: **iqela, umculo, konsathi, ifleyiti, ifidyoli, imfene, ihlosi, baleka, dubula, khusela**
- **Preparation:** Read through the story beforehand and prepare your questions.
- **Lesson objective(s):** Participate in the shared reading by predicting, relating to their own experience and answering comprehension questions.

ACTIVITIES

1. Pre-reading

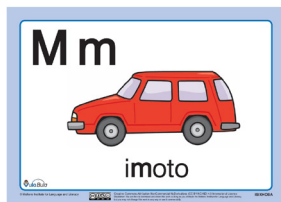
- **Cover:** Talk about the title and the picture, ask questions:
 - Ask the learners if any of them can play a musical instrument.
 - Do they know the sound made by each instrument on the cover? Allow some to mimic the sound made by the instrument if they know it.
 - What will this story be about? (prediction)
- **Picture walk:** Page through the story (do not read it). Look at the pictures and ask questions:
 - (page 34) What musical instrument is playing?
 - (page 35) What makes you think the father does not like this sound?
- **Vocabulary:** Discuss the vocabulary. Talk about the meaning. Look at the form of each word. Use it in a sentence.
 - Stick the flash cards on the poster and use them throughout the week.

2. During reading

- Read the story with expression, demonstrating fluency. Ask comprehension questions after reading two pages:
 - What was the noise made by Fikile's drum compared to?
 - Which of these sounds do you think was the most annoying?

3. Post-reading

- Finish by asking:
 - Did the audience at the concert feel the same way as the other characters in the book about the learners' music? Give reasons for your answer.



Phonics (15 min)

- **Resources:** Vula Bula phonics frieze for /m/; phonics flash cards from the word list: **imali, imini, mamela, umama**
- **Preparation:** Make a sentence strip: **Umama kaMilisa ufumene isimemo**. Cut out flash cards.
- **Lesson objective(s):** Identify and sound the letter /m/.

1. Sentence strip

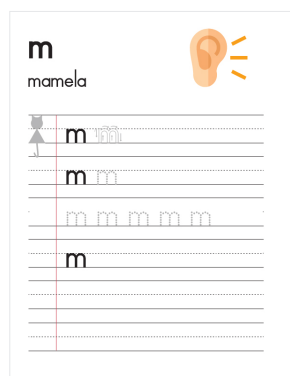
- Stick the sentence strip on the board. Read it aloud, emphasising the /m/ sound.
- Tell the learners that they are going to learn about the letter /m/ – what it looks like, how it sounds, and words that have this sound.
- Read the sentence on the strip again. Ask the learners to listen and look for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

2. Letter card for /m/

- Stick the letter card on the board and ask: What is this?
- Repeat the response – **imoto** – and emphasise the /m/ sound.
- Tell the learners to say /m/. They must look at your mouth, say it again and look at each other's mouths to see what their lips are doing.

3. Phonics words

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



Handwriting (15 min)

- **Resources:** learners' handwriting books
- **Preparation:** Write a pattern on the board in two rows. Write a row of dotted letter /m/ on the board. Write dotted /m/ on a clean folded page of each learner's handwriting book.
- **Lesson Objective(s):** Learn and practise writing the letter /m/.

ACTIVITIES

1. Practise

- Tell the learners they are going to learn how to write the letter /m/.
- Have your back towards the learners and ask them to look at you.
- Draw in the air, say out loud: **Yehla, nyuka, jikela, yehla, nyuka, jikela, yehla.**
- Get the learners to say the chant and write with you. They can use their fingers and write in the air, on each other's backs, on their hands or on their desks.
- Go to the dotted letter on the board and start writing over it. Say the chant aloud and get the learners to say it with you.

2. Learners' books

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



Group Guided Reading (30 min)

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

Monday	Tuesday	Wednesday	Thursday	Friday
Group 1	Group 3	Group 5	Group 2	Group 4
Group 2	Group 4	Group 1	Group 3	Group 5



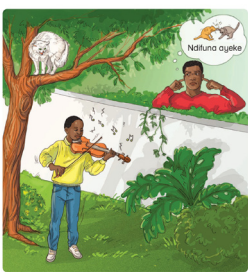
Listening and Speaking (20 min)

- **Resources:** DBE isiXhosa workbook, page 54; musical instrument
- **Preparation:** Prepare questions to activate the learners' prior knowledge. Bring to class as many musical instruments as you can find.
- **Lesson objective(s):** Talk about the picture. Relate it to own experience.

ACTIVITIES

- Ask the learners what musical instruments they play in church and at traditional events.
- Ask the learners to close their eyes.
- Play an instrument and have the learners guess what it is.

Mamela



Shared Reading (15 min)

- **Resources:** Vula Bula Big Book: **Mamela**; vocabulary flash cards: **iqela, ixilongo, umculo, isiginkci, konsathi, ifleyiti, ifidyoli, igubu, imarimba, umqala, iinyathi, thontsiza, ingcongconi**
- **Preparation:** Write these phrases on chart paper so that all the learners can see them:
Owu, le ngxolo ayenzayo!
Ndifuna ayeke!
- **Lesson objective(s):** Participate in the shared reading by predicting, relating to their own experience and answering comprehension questions.

ACTIVITIES

1. Pre-reading

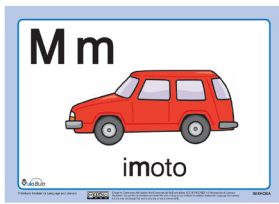
- **Recap:** Talk about what you read yesterday.
- **Vocabulary:** Ask the learners to tell you what words they learned yesterday. They must match the name of the instrument to its picture.
 - Stick the flash cards on the poster and use them throughout the week.
- **Explicit teaching: Teach inferencing**
 - Think aloud: I wonder what the audience thought about the music? There's no part where it says they are enjoying the concert, but they are surprised, whistling, clapping hands and asking the learners not to stop playing the music.
 - Sometimes the author doesn't write everything in words and pictures.
 - Sometimes meaning is hidden behind the actions of the characters; sometimes it is hidden behind a phrase.
 - In this example, we know that people whistle and clapped because they are enjoying something.
 - We also know that, if they want more, it is because it was a pleasant experience; in other words, they enjoyed it.

2. During reading

- Read the story with expression.
- Invite the learners to join you in the reading where the phrase, "Owu, le ngxolo ayenzayo!" and "Ndifuna ayeko!" appears.

3. Post-reading

- Match the name of the learner and the instrument they played.



Phonics (15 min)

- **Resources:** Vula Bula alphabet frieze: letter card for /m/; DBE isiXhosa workbook, pages 46 & 47; phonics flash cards from the word list: **umama, umoya, iemele, umalume**
- **Preparation:** Cut out flash cards.
- **Lesson objective(s):** Identify and sound the letter /m/ from new words.

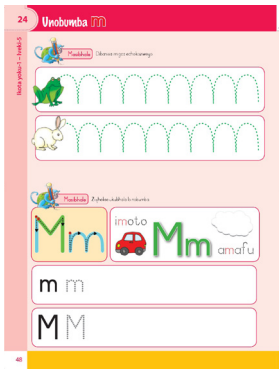
ACTIVITIES

1. Recap

- Refer to the phonics chart and check the learners' understanding on the words taught yesterday.

2. DBE workbook:

- Ask the learners to turn to page 46 of their workbooks.
- Guide the learners to do the activities on pages 46 and 47.
- Go around, making sure learners are doing the work correctly. Assist where needed.

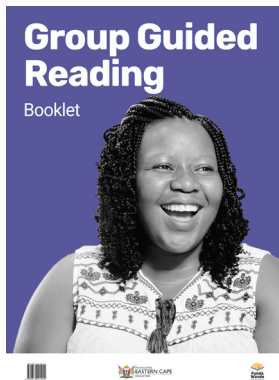


Handwriting (15 min)

- **Resources:** DBE workbook, page 48
- **Preparation:** Make sure every learner has a DBE workbook.
- **Lesson objective(s):** Learn and practise writing the letter /m/.

ACTIVITIES

- Ask the learners to turn to page 48 of their workbooks.
- Guide the learners to do the activities on page 48.
- Go around making sure learners are doing the work correctly.
- Remember to check the learners' posture, pencil grip and directionality.



Group Guided Reading (30 min)

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

Monday	Tuesday	Wednesday	Thursday	Friday
Group 1	Group 3	Group 5	Group 2	Group 4
Group 2	Group 4	Group 1	Group 3	Group 5



Listening and Speaking (20 min)

- **Resources:** song on board
- **Preparation:** Make up a tune for the song below.
- **Lesson objective(s):** Learn a song and sing it with actions.

ACTIVITIES

1. Song:

- Teach the learners this song:

Isiginkci sam ndisibetha kanje, kanje (Abafundi balinganisa bebetha isiginkci)

Isiginkci sam ndisibetha kanje

Isiginkci sam ndisibetha kanje, kanje

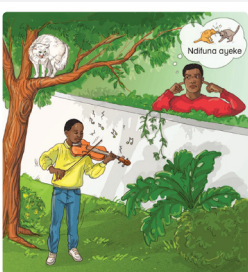
Isiginkci sam ndisibetha kanje.

- Once they have memorised it, you can change the name of the instrument and the actions.

■ Homework

Instruct the learners to bring a small plastic bottle and old magazines to make a shaker.

Mamela



Shared Reading (15 min)

- **Resources:** Vula Bula Big Book: **Mamela**
- **Preparation:** Take the words you introduced in the first and second readings off the vocabulary chart and put them up on the walls around the class.
- **Lesson objective(s):** To be able to identify the words they read.

ACTIVITIES

1. Pre-reading

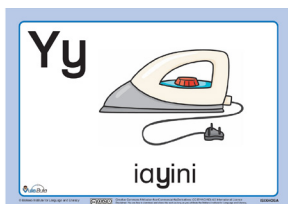
- **Vocabulary:** Ask the learners to find the words you taught them on Monday and Tuesday on the wall.
 - When one finds the word, she or he must try to read it and stick it on the vocabulary chart.
 - Help the learners decode and read the words fluently when needed.

2. During reading

- Read fluently, with expression.
- Allow the learners to read the phrases on their own and help where necessary.

3. Post-reading

- Learners re-enact the story, using the scenes from the story.
 - Ravi playing flute and Ravis mom.
 - Fikile playing violin and Mr Dumisani.
 - Aaron and Aaron's dad.
 - Pamela and Pamela's sister.
 - Muzi and Muzi's dog.
 - Mara and Karabo and Mara's brother.



Phonics (15 min)

- **Resources:** Vula Bula alphabet frieze: letter card for /y/, phonics flash cards from the word list: **yima, yiwa, yaba, yomile**
- **Preparation:** Make a sentence strip: **Yonela yeka le ngxolo uyenzayo!** Cut out flash cards.
- **Lesson objective(s):** Identify and sound the letter /y/.

ACTIVITIES

1. Sentence strip

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

2. Letter card for /y/

- Stick the letter card on the board and talk about the picture. Ask: What is this?
- Repeat the response – **iayini** – and emphasise the /y/ sound.
- Tell the learners to say /y/. They must look at your mouth, say it again and look at each other's mouths to see what their lips are doing.

3. Phonics words

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

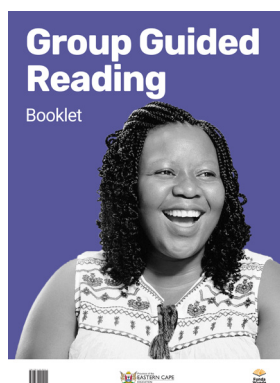


Shared Writing (15 min)

- **Resources:** chart; khoki pens
- **Preparation:** None
- **Lesson objective(s):** Write a description of what they hear.

ACTIVITIES

- Tell the learners that they will help you write a description of the sound of an instrument being played badly.
- Recap the instruments you know and the ones you have learnt about. Choose one together.
- Brainstorm what it would sound like if it was played badly.
- Choose the comparison that most of the class likes.
- Draw a picture of a learner playing that instrument and caption it with:
Le ngxolo ayenzayo ingathi yi... (something being compared to). Ndifuna ayeke!



Group Guided Reading (30 min)

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

Monday	Tuesday	Wednesday	Thursday	Friday
Group 1	Group 3	Group 5	Group 2	Group 4
Group 2	Group 4	Group 1	Group 3	Group 5



Listening and Speaking (20 min)

- **Resources:** plastic bottles; old magazines; glue made from flour and water
- **Preparation:** Bring extra plastic bottles for those who might not have. Bring old magazines. Make a paste out of flour and water.
- **Lesson objective(s):** Listen to instructions and carry them out.

ACTIVITIES

1. Make a shaker

- Instruct the learners to choose a colour and tear out pictures of that colour from the magazines.
- They must dunk one piece of paper at a time in the paste and stick it on their plastic bottles, making sure that there are no spaces showing.
- After this is done, they must put their bottles in a designated spot to dry.
- Tell them that they will finish making the shakers tomorrow.



Phonics (15 min)

- **Resources:** DBE isiXhosa workbook, pages 118 & 119
- **Preparation:** Make sure every learner has a DBE workbook.
- **Lesson objective(s):** Identify and sound the letter /y/ from new words.

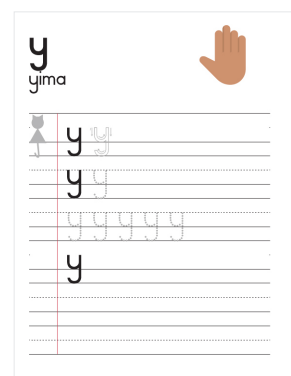
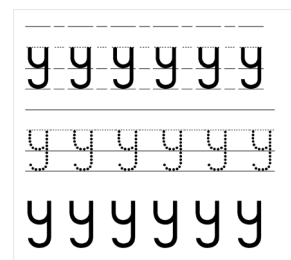
ACTIVITIES

1. Recap

- Refer to the phonics chart and check the learners' understanding on the words taught yesterday.

2. DBE workbook

- Ask the learners to turn to page 118 of their workbooks.
- Guide the learners to do the activities on pages 118 and 119.
- Go around, making sure learners are doing the work correctly. Assist where needed.



Handwriting (15 min)

- **Resources:** learners' handwriting books
- **Preparation:** Write a pattern on the board in two rows. Write a row of dotted letter /y/ on the board. Write dotted /y/ on a clean folded page of each learner's handwriting book.
- **Lesson objective(s):** Learn and practise writing the letter /y/.

ACTIVITIES

1. Practise

- Tell the learners they are going to learn how to write the letter /y/.
- Have your back towards the learners and ask them to look at you.
- Write in the air and say:
Yehla, jikela, nyuka, yehla kwangalamgca, uhl'ubhek'emsileni.
- Get the learners to say the chant and write with you. They can use their fingers and write in the air, on each other's backs, on their hands or on their desks.
- Go to the dotted letter on the board and start writing over it. Say the chant aloud and get the learners to say it with you.

2. Learners' books

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

■ Homework

Tell the learners to practise writing the letter /y/ by tracing the one on page 118 of their DBE workbooks.



Paired Writing (15 min)

- **Resources:** learners' writing books
- **Preparation:** Make sure that all learners have writing books.
- **Lesson objective(s):** Write a description.

ACTIVITIES

- Tell the learners that they will work in pairs to write their own description for the sound of an instrument being played badly.
- They must recap the instruments they remember and choose one together.
- Instruct them to brainstorm what it would sound like if it was played badly.
- They must choose the comparison they like the most.
- Then they draw a picture of a learner playing that instrument and caption it with:
Le ngxolo ayenzayo ingathi ye. (something being compared to). Ndifuna ayekel!



Group Guided Reading (30 min)

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

Monday	Tuesday	Wednesday	Thursday	Friday
Group 1	Group 3	Group 5	Group 2	Group 4
Group 2	Group 4	Group 1	Group 3	Group 5



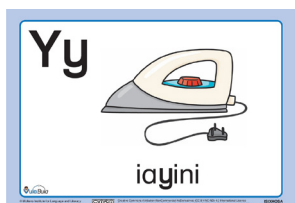
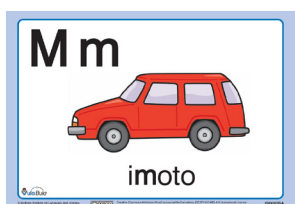
Listening and Speaking (20 min)

- **Resources:** small plastic bottles (decorated yesterday)
- **Preparation:** Have a few extra bottles for those who were not at school yesterday.
- **Lesson objective(s):** Listen to instructions and carry them out.

ACTIVITIES

1. Make a shaker

- Instruct each learner to take their bottle.
- Go outside with them and find small stones that can fit into their bottles. The stones will make a solid noise like a shaker when the bottle is shaken.
- Once everyone has finished, go back inside. Sing the instrument song using your shakers!

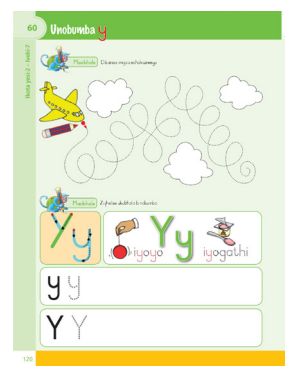


Phonics (15 min)

- **Resources:** flash cards of the words taught this week
- **Preparation:** Stick the alphabet frieze for /m/ and /y/ on the board. Stick all the phonics flash cards taught for the week.
- **Lesson objective(s):** Identify the letters /m/ and /y/.

ACTIVITIES

- Ask learners to come to the board one at a time and choose a flash card.
- They must read the flash card and decide if it belongs under /m/ or /y/.
- They must explain why they have stuck it under that letter.
- Ask the class for feedback.
- Continue until all the flash cards have been read and sorted.



Handwriting (15 min)

- **Resources:** DBE isiXhosa workbook, page 120
- **Preparation:** Make sure every learner has a DBE workbook.
- **Lesson objective(s):** Learn and practise writing the letter /y/.

ACTIVITIES

- Ask the learners to turn to page 120 of their workbooks.
- Guide the learners to do the activities on page 120.
- Go around making sure learners are doing the work correctly.
- Remember to check the learners' posture, pencil grip and directionality.

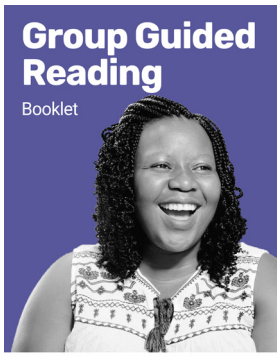


Writing (15 min)

- **Resources:** learners' writing books
- **Preparation:** Prepare a writing frame.
- **Lesson objective(s):** Write a description.

ACTIVITIES

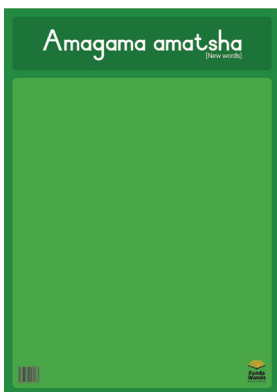
- Tell the learners that they will write their own description for the sound of an instrument being played badly.
- They must think about the instruments and choose one.
- Instruct them to think what it would sound like if it was played badly.
- They must choose the comparison they like the most.
- Then they draw a picture of a learner playing that instrument and caption it with:
Le ngxolo ayenzayo ingathi ye... (something being compared to). Ndifuna ayeke!



Group Guided Reading (30 min)

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

Monday	Tuesday	Wednesday	Thursday	Friday
Group 1	Group 3	Group 5	Group 2	Group 4
Group 2	Group 4	Group 1	Group 3	Group 5



Overview of vocabulary for the week

Introduce five vocabulary words per day (four HL and one numeracy).

HL

<i>iqela</i>	<i>ifleyiti</i>	<i>iinyathi</i>
<i>ixilongo</i>	<i>ifidyoli</i>	<i>thontsiza</i>
<i>umculo</i>	<i>igubu</i>	<i>ingcongconi</i>
<i>isiginkci</i>	<i>imarimba</i>	
<i>konsathi</i>	<i>umqala</i>	

Numeracy

group: iqela

remainder: intsalela

share: yabela

today: namhlanje

yesterday: izolo



Funda Wande

Reading for Meaning