

ENG

Lesson Plans

Term 1
isiXhosa HL

2
grade

Weeks
1-10



Version 1.1



Name: _____

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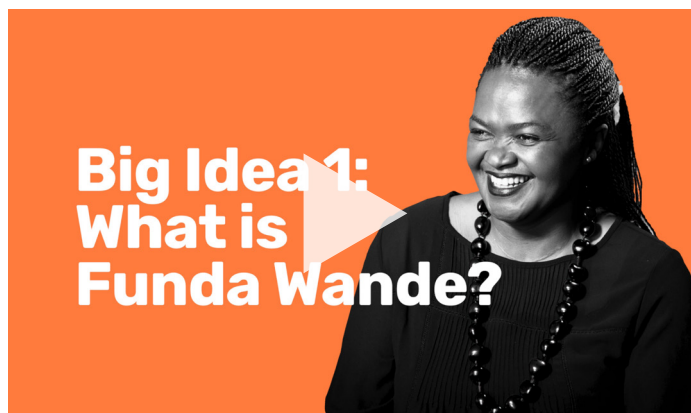
Big Ideas in Teaching Reading

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Big Idea 1: What is Funda Wande?

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

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



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:

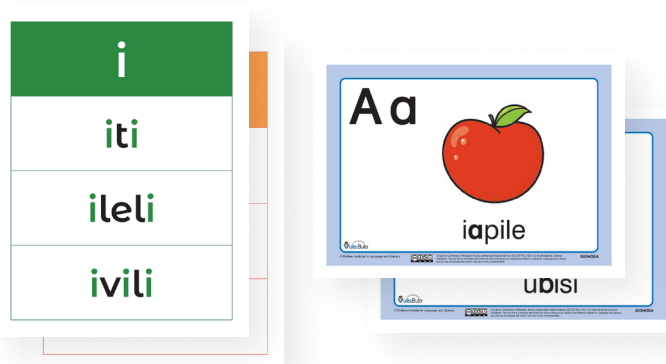
- resources needed
 - preparation needed
 - objectives for the lesson
 - a step-by-step guide on how to teach it, and
 - the formal assessment tasks for the term.
- At the end of the term, there is a Big Idea section, with an explanation of one “Big Idea” in teaching reading.



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 of the resources you need to follow the Funda Wande program.

1. Funda Wande Flash-drive (USB) with all of the videos and the Funda Wande app for your laptop.
2. Funda Wande Lesson Plan Booklet: Term 1
3. Funda Wande Group-guided reading booklet
4. Funda Wande Handwriting booklet
5. Funda Wande Baseline Assessment Booklet
6. Funda Wande Story Elements poster
7. Funda Wande Classroom Posters x 4
8. 10 DBE Vocabulary Posters - At School, My Family, Transport, Weather, Safety at Home, Going to the Doctor, Wild Animals, At the Farm, Shopping, Birthday Party, Sport, People that help, Celebrations
9. 16 Vula Bula 'Big Book' stories (book 3, 4, 5 & 6)
10. Storybooks for Reading Aloud
11. Vula Bula Phonics Frieze
12. Vula Bula Phonics Flash Cards

Lesson Plan Booklet

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

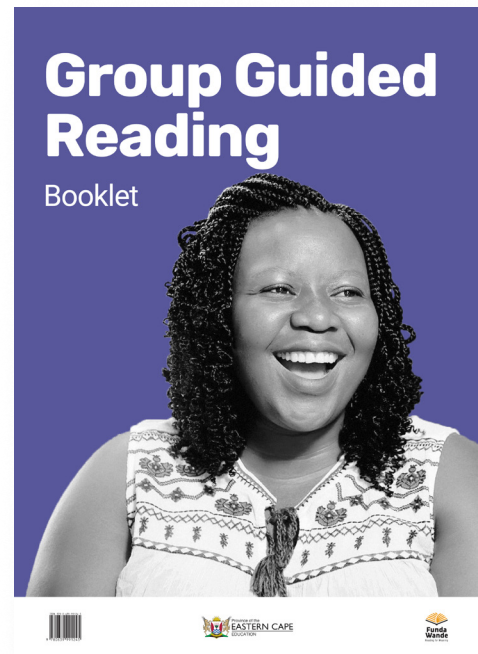
They include details on Listening and Speaking, Shared Reading, Phonics, Handwriting, Writing and Vocabulary for each day of the week.



Group Guided Reading Booklet

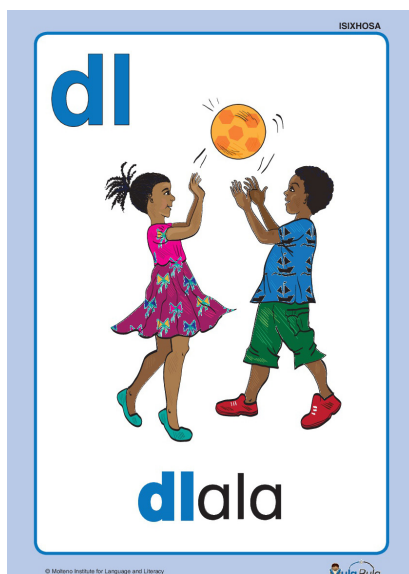
The Funda Wande Group Guided Reading Booklet is a guide for your GGR lessons using the ECDOE Vula Bula Anthologies. It provides suggestions on what to focus on in each story and any preparation needed.

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 & 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.



DBE Vocabulary Posters

The 10 DBE Vocabulary Posters included in the box are for you to teach your learners new words each week. Grade 2 learners should be learning 25 new words per week! Use one poster per week in your teaching.



1	bread
2	milk
3	medicinal
4	eggs
5	meat
6	cheese
7	cake
8	spinach
9	banana
10	money
11	toilet paper
12	dishwashing liquid

POSTER 8 Shopping

basic education
Department of Basic Education
REPUBLIC OF SOUTH AFRICA

ISBN 978-1-4315-2748-4
THIS POSTER MAY NOT BE SOLD.



1	birthday cake
2	present
3	balloons
4	juice
5	chips
6	sweets
7	costume
8	friends
9	music

POSTER 9 Birthday party

basic education
Department of Basic Education
REPUBLIC OF SOUTH AFRICA

ISBN 978-1-4315-2745-5
THIS POSTER MAY NOT BE SOLD.



1	soccer
2	rugby
3	netball
4	hockey
5	cricket
6	tennis
7	swimming
8	athletics
9	gymnastics

POSTER 10 Sport

basic education
Department of Basic Education
REPUBLIC OF SOUTH AFRICA

ISBN 978-1-4315-2750-1
THIS POSTER MAY NOT BE SOLD.



1	New Year
2	Easter
3	Christmas
4	Eid
5	Hanukkah
6	Diwali

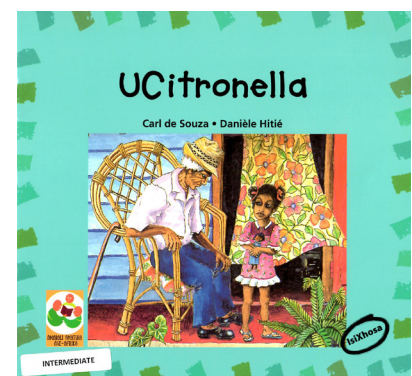
POSTER 12 Celebrations

basic education
Department of Basic Education
REPUBLIC OF SOUTH AFRICA

ISBN 978-1-4315-2746-9
THIS POSTER MAY NOT BE SOLD.

Storybooks for Reading Aloud

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



Vula Bula Big Books

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



Classroom Posters

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

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

Baseline Assessment

The Funda Wande Baseline Assessment Booklet is there to help you at the beginning of the year to do a quick test with each 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:

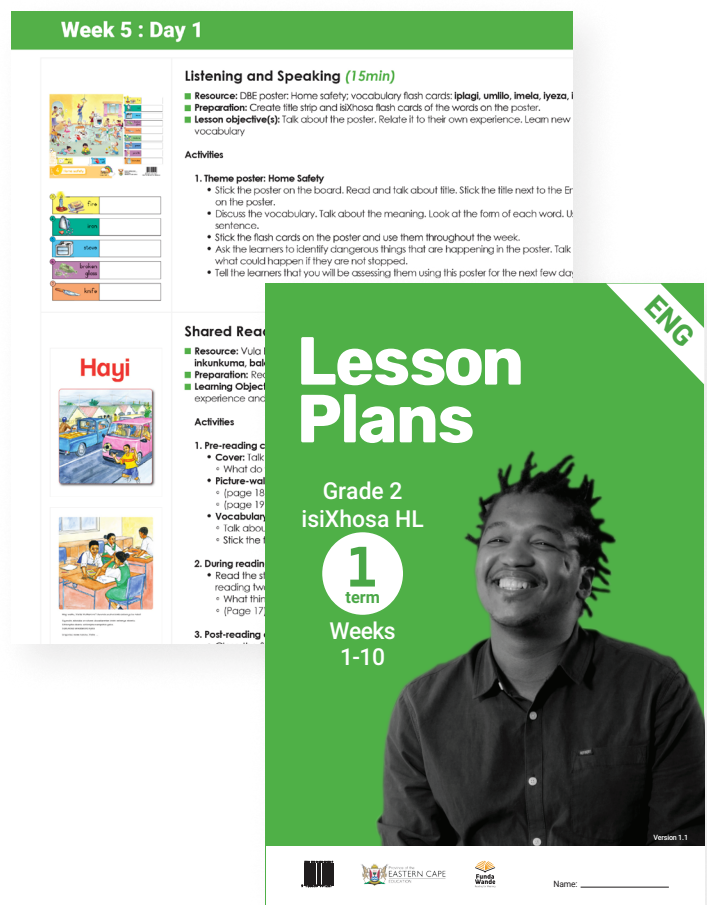
1. Resources for the lesson
2. Preparation for the lesson
3. Objectives of the lesson
4. Step-by-step guide
5. Formal Assessment Tasks (FATs) per learning area per term

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!

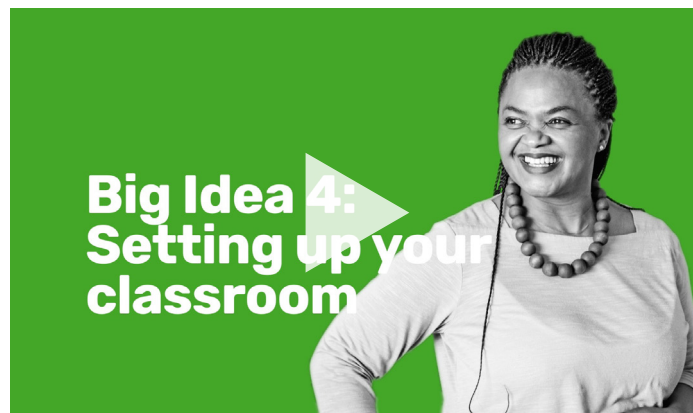


Big Idea 4 : Setting up your classroom

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).

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:

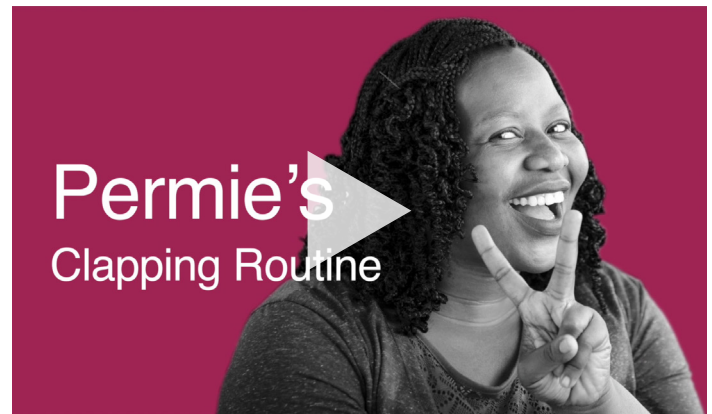
We have gone over four elements to establish at the beginning of the year to set up your classroom for learning. Match the image with the statement in the activity below:

Relationships

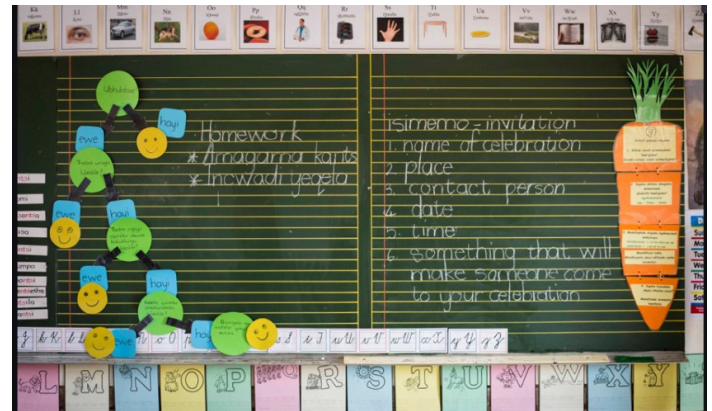
Reading corner

Routines

Print-rich classroom



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



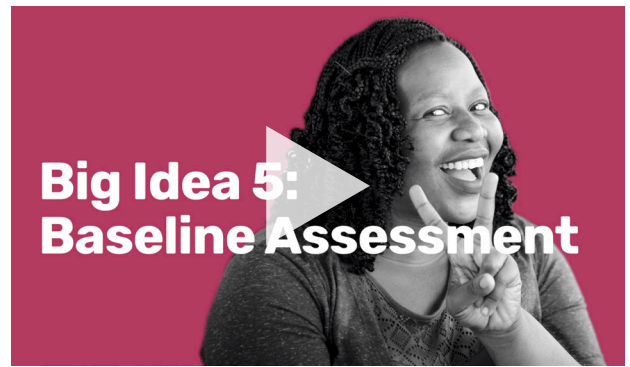
Big Idea 5 : Baseline Assessment

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 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 Grade 1 Baseline Assessment booklet. Read out the word ('biza') and ask the learner if he or she can tell you the starting sound (/b/) and the ending sound (/a/). See how many of the ten sounds the learner can identify correctly.

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: _____

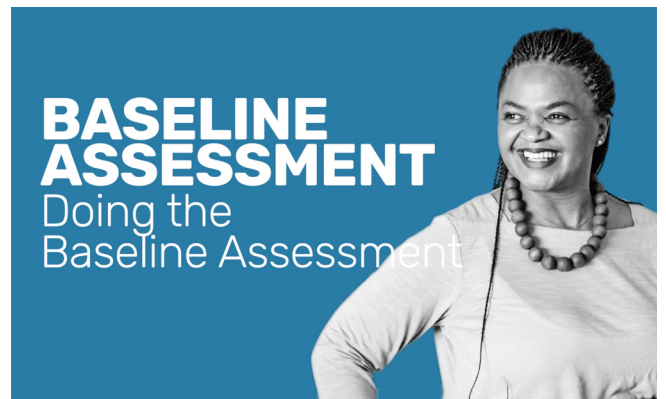
Date: _____

<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

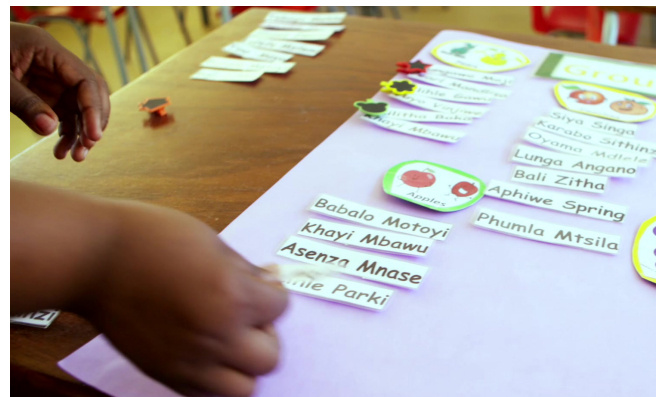
- Read the Guide to Baseline Assessment booklet, and make sure you know how to do the assessment for your grade.
- Make a list of the five learners you will assess each day in the week.
- Make sure the rest of the class has an activity to do while you are assessing the five learners individually.



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

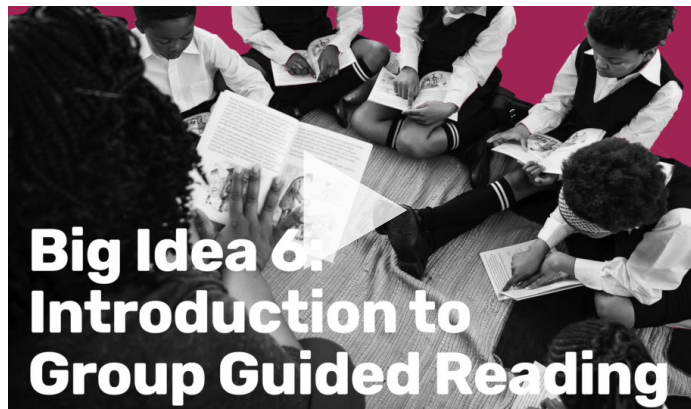
What is Group Guided Reading?

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

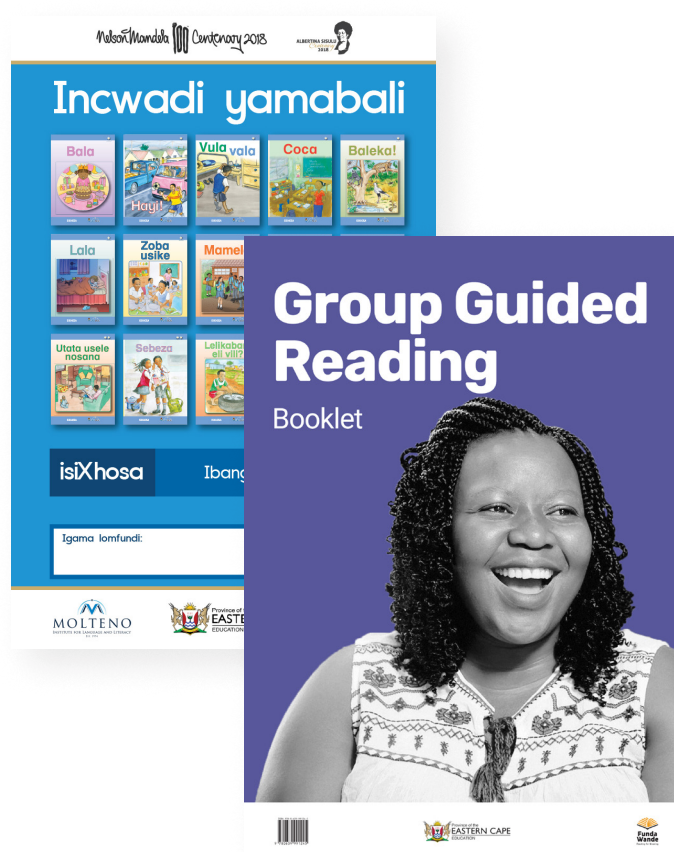
The role of the teacher

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 2 Funda Wande Box

Funda Wande Resources:

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

DBE Vocabulary Posters:

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

Vula Bula Resources

- Vula Bula Phonics Frieze
- Vula Bula Phonics Words

Vula Bula Big Books:

Big Book 3.

- Jika
- Umnikelo
- Utata usele nosana
- Sebeza

Big Book 4.

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

Big Book 5.

- Ncedani!
- Uphi uZinzi?
- Sidlala undize
- Sityiwe isonka

Big Book 6.

- Izinyo
- Evenkileni yempahla
- Umnqathe omkhulukazi
- Iballi lobugqi

Storybooks for Reading Aloud

- Ibhulukhwe Ende
- iBhola elahlekileyo
- Intombazana encinane eyayingafuni
- Imbila Nofudo
- Umoya Nelanga
- UNguni Omhle
- UDadana Ombi
- ULindiwe iqhawe-kazi Lethu!
- Ibhokwana encini elahlekileyo
- Sonwabile

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.

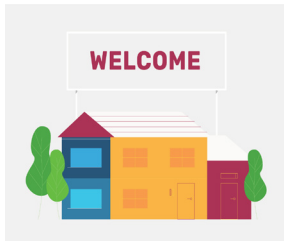


Term Plan : Grade 2 Term 1

IsiXhosa HL - Grade 2 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	14-18 Jan	21-25 Jan	28 Jan - 1 Feb	4-8 Feb	11-15 Feb	18-22 Feb	25 Feb - 1 Mar	4-8 Mar	11-15 Mar
	School Readiness and Orientation	Poster: At School Book: Umoya nelanga Story: Impuku, umqhagi nekati	Poster: Wild Animals Book: Imbila nofudo Story: Umrhwebi nesihange	Poster: My Family Book: Umoya nelanga Story: Umoya nelanga	Poster: Shopping Story: Ibhola elahlekileyo	Poster: Transport Story: Unguni omhle	Poster: Going to the doctor Book: Umoya nelanga Story: Izidenge zamasele	Poster: Safety at home Book: Imbila nofudo Story: Imbila nofudo	Poster: Sport Story: Intombazana eyayingafuni ukukhula	Poster: People that help Story: Ibhulukhwe ende
Shared Reading		V.B Big Book: Story 10 - Umnikelo	V.B Big Book: Story 14 - Ekhaya	V.B Big Book: Story 11 - Utata usele nosana	V.B Big Book: Story 12 - Sebeza	V.B Big Book: Story 13 - Lelikabani elivili	V.B Big Book: Story 15 - Uhambo	Poem: Isilumkiso	V.B Big Book: Story 16 - Yophokile I fesitile	V.B Big Book: Story 17 - Ncedani
Phonics		nd ng	hl kh	nq nw	qh gq	dl gc	mb ng	th hl	bh ph	nc th
Handwriting		nd ng	hl kh	nq nw	qh gq	dl gc	mb ng	th hl	bh ph	nc th
Writing	School Readiness and Orientation									
Group Guided Reading		Baseline Assessment	Vula Bula Anthologies See all groups	Vula Bula Anthologies See all groups	Vula Bula Anthologies See all groups	Vula Bula Anthologies See all groups	Vula Bula Anthologies See all groups	Vula Bula Anthologies See all groups	Vula Bula Anthologies See all groups	Vula Bula Anthologies See all groups

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 (1)	Shared (2)	Shared (3)	Handwriting	Handwriting	
	15	Phonics	Phonics	Phonics	Phonics	Phonics	
	15	Handwriting	Writing	Writing	Writing	Writing	
11:15-12:00	45	EFAL - Listening & speaking (60), Reading & phonics (60), Writing (60), Language use (30)					
12:00-12:30	30	Second Break					
12:30-13:00	30	GGR X 2 groups a day; Paired Reading; Independent Reading					
13:00-13:35	35	Creative Arts (x2) / PE (x3)					
13:00-13:35		HL & LS	EFAL	MATHS	ASSESSMENT		



ORIENTATION

Welcome and get to know the learners (20 min)

- **Resources:** learners' name cards
- **Preparation:** Create a welcoming classroom with a place to seat for each learner with name cards pasted on the desk. 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 the 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 and tell them what you are looking forward to this year.
- Ask each learner to introduce himself or herself.
- Respond by asking at least one question. For example:
 - What are you looking forward to most at school this year?
 - How many siblings do you have?
 - Who is your best friend?
 - What do you like to do the most (or eat the most)? Make this a fun activity.



Explore the classroom (30 min)

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



Books handout (15 min)

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

ACTIVITIES

- Ask the learners on the duty chart to hand out the 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.

HOMEWORK

Ask the learners to bring a photo of themselves.



Listening and Speaking (20 min)

- **Resources:** DBE isiXhosa workbook page 2
- **Preparation:** Make sure that all the learners have their own DBE workbooks, prepare questions to ask based on the picture on page 2.
- **Lesson objective(s):** The learners talk about the picture in the DBE IsiXhosa workbook and answer questions based on their experience.

ACTIVITIES

1. DBE isiXhosa workbook page 2

- Talk about the picture and ask questions.
 - Which day do you think this is and why?
 - How do you think the learners in the picture are feeling? Why are they feeling that way?
 - Why is the boy by the door not wearing a uniform? (think aloud)



Classroom rules (15 min)

- **Resources:** chart paper
- **Preparation:** Prepare a blank chart for the classroom rules. Make a list of questions to guide the learners to suggest classroom rules that will regulate everyone's behaviour.
- **Lesson objective(s):** All learners must take part in creating classroom rules.

ACTIVITIES

1. Recap

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

2. Classroom rules

- Talk about the importance of good behaviour in the classroom.
- Talk about the classroom 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 up 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 on the poster and put it up in the classroom.



Writing (15 min)

- **Resources:** DBE isiXhosa workbook page 4; pencils
- **Preparation:** Make sure that all the learners have DBE workbooks and pencils.
- **Lesson objective(s):** Draw and write about what they did during the school holidays.

ACTIVITIES

1. DBE isiXhosa workbook, page 4

- Read the instructions with the learners and ask them to follow these instructions.
- Instruct the learners to write at least one sentence about what is happening in the picture.
- Tell them that this work will be used for presentations.
- Go around the classroom. Talk to the learners about what they are drawing and writing.



Listening and Speaking (20 min)

- **Resources:** weather chart; DBE IsiXhosa workbook page 4
- **Preparation:** Ensure that all learners have their DBE workbooks.
- **Lesson objective(s):** Tell news about their holiday using the pictures they have drawn.

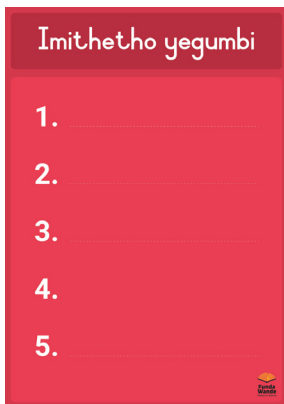
ACTIVITIES

1. Weather chart and date

- Talk about today's weather. What do they like or do not like about the weather? Why? (Respond positively to the answers and ask follow-up questions.)

2. DBE isiXhosa workbook page 4

- Learners talk to their partners about their holiday using the pictures they have drawn.
- Give learners two minutes each to talk about their picture, then ask them to swap.
- After everyone has had a turn talking to their partner, call some of the learners to the front of the classroom to share with the class.



Shared Reading (Classroom rules) (15 min)

- **Resources:** poster with classroom rules
- **Preparation:** Make a poster with the classroom rules.
- **Lesson objective(s):** Read and discuss the consequences of breaking classroom rules.

ACTIVITIES

1. Recap

- Talk about the rules that were decided upon yesterday.

2. Classroom rules poster

- Read the classroom rules with the learners.
- Brainstorm ideas on the appropriate consequences to be taken for breaking the classroom rules.
- Sign the classroom rules poster to show commitment.
- Ask all the learners who are committed to abiding by the rules to sign or write their names.
- Stick the poster on the wall and refer to it all the time.



Handwriting (15 min)

- **Resources:** learners' handwriting exercise books; pencils; teacher's pattern sheet
- **Preparation:** On the board write the date, the grade and the teacher's name. Leave space for the learner's name.
- **Lesson objective(s):** Learners write and the teacher observes their writing skills.

ACTIVITIES

1. Handwriting exercise

- Ask the learners to take out their handwriting exercise books.
- Explain what they need to do.
- They must copy what you have written on the board and complete the missing information, writing in full sentences.

Kulonyaka ndikwibanga lesiBini. Ndifundiswa ngutitshalakazi u.....
Egumbini lethu lokufunda, kukho amantombu ama..... kunye namakhwenkwe ali.....

- Go around the classroom and ensure the learners use correct punctuation (capital letters, commas and full stops) and spacing between the words.

Make sure:

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



Shared Writing (15 min)

- **Resources:** writing chart; khoki pens
- **Preparation:** Draw a checklist table on the writing chart.
- **Lesson objective(s):** Participate in writing a checklist using their experience about getting ready for school.

ACTIVITIES

1. Write a checklist

- Ask the learners if they have ever seen anyone writing a list and how they used this list.
- Ask the learners what activities would require them to make a checklist.
- Tell the learners that it is the beginning of a new year and they will be writing a checklist of things they will need for school.
- Brainstorm what things should be on the list and write these on the writing chart.
- You could include the following:
 - school bag
 - school shoes
 - lunchbox, etc.
- Ask the learners to take out their exercise books. They must write the date and the checklist you have all compiled.



Listening and Speaking (20 min)

- **Resources:** poster: **At School**; vocabulary flash cards: **utiishala, incwadi, ikhompuyutha, isuthikheyisi, ipenisile, ipeni, irula, irabha**
- **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 up the poster on the board and talk about the title and pictures.
- Discuss the vocabulary. Talk about the meaning. Look at the form of each word. Use each word 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: **Umnikelo**; vocabulary flash cards: **qokelela, kramza, iyarhwexa, umnikelo, ukuhlaziya, umkhuluwa**
- **Preparation:** Read through the story beforehand and prepare your questions.
- **Lesson objective(s):** Use the title to predict what the story is about. Relate to own experience. Answer the comprehension questions.

ACTIVITIES

1. Pre-reading

- **Cover:** Talk about the title and the picture. Ask questions such as:
 - What do you think is happening in this picture? Why do 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 20) Ask the learners to read what is written on the wall and on the car. Talk about it.
 - I wonder what this car is doing here? (think aloud)
- **Vocabulary:** Teach the new words using flash cards and objects or pictures.
 - Talk about the meaning. Look at the form of each word. Use it in a sentence.
 - Stick the flash cards on the poster and use them throughout the week.

2. During reading

- Read the story with expression, demonstrating fluency.

3. Post-reading

- Ask comprehension questions:
 - Do you think the story is interesting? Why?
 - Have you ever been offered a valuable thing by someone? What and how did this make you feel?

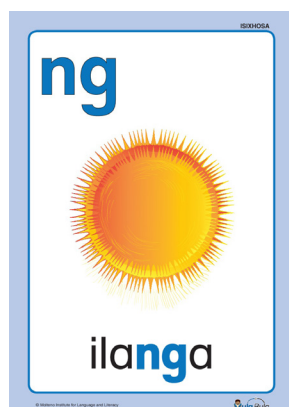
Phonics (15 min)

- **Resources:** Vula Bula phonics frieze for /ng/; phonics flash cards from the word list: **ingalo, ingacu, ingoma, ingono**
- **Preparation:** Create a sentence strip: **Ingathi nam ndingayithanda imengo**. Cut out flash cards.
- **Lesson objective(s):** Identify and read words with the /ng/ sound.

ACTIVITIES

1. Sentence strip

- Stick the sentence strip on the board and ask the learners to read it out loud.
- Ask the learners to identify the most repeated sound in the sentence.
- Ask one learner to come up and underline the /ng/ sound. (Make sure that the learner does not include the vowel.)
- Tell the learners that this is the sound they will focus on today - how to say it, read it and write it.



2. Phonics frieze /ng/

- Stick up the frieze on the board and talk about the picture.
- Tell the learners to say /ng/. 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 /ng/.
- Let them say the letters separately as they write it in the air /n/ + /g/. (segmentation)
- Now have them say the letters together – /ng/. (blending)
- The learners must repeat blending while writing it in the air, on their hands and on the desks.

3. Phonics words

- Ask the learners to suggest words with the /ng/ sound.
- Ask the learners to read the words on the flash cards.
- Talk about the meaning. Look at the form of each word. Use it in a sentence.
- Stick the flash cards on the poster and use them throughout the week.



Shared Writing (15 min)

- **Resources:** chart paper; khokis
- **Preparation:** Prepare a frame and caption on the writing chart: **Sithe ukuncedisa masiqokelele eziziqhamo.**
- **Lesson objective(s):** Participate in drawing a picture and writing a caption for the class.

ACTIVITIES

- Tell the learners that you will all be making a drawing together about what they have read.
- Talk about the fruit you read about in the story.
- Vote on which fruit most of the class wants to draw.
- Draw the fruit on the chart paper with the caption.
- Read the caption together.

Handwriting (15 min)

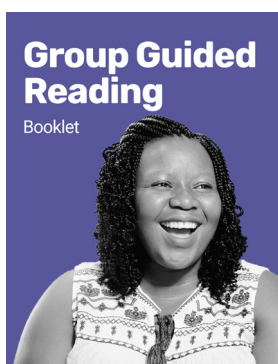
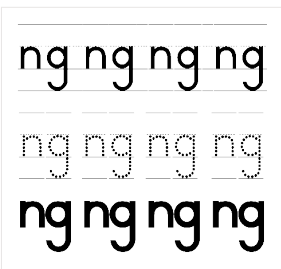
- **Resources:** learners' handwriting exercise books
- **Preparation:** Write a pattern on the board using two rows to practise writing /ng/.
- **Lesson objective(s):** Practise handwriting using words with the /ng/ sound.

ACTIVITIES

- Have your back to the learners and ask them to look at you.
- Write the pattern on the board while saying the writing instructions out loud.
- Invite the learners to write the pattern in the air while saying the writing instructions
- Give them a chance to practise writing the pattern on their desks, using their fingers, while saying the writing instructions.
- Ask them to write the pattern in their handwriting books. Go around checking their work.
- Do the same with /ng/.
- Write the sentence: **Ingathi nam ndingayithanda imengo.** Learners should do the same in their books.

Make sure:

- All learners are sitting up straight with their feet flat on the ground.
- Pencil grip: All learners are holding their pencils correctly.
- Starting point: All learners start writing from 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: **At School**; vocabulary flash cards
- **Lesson objective(s):** Talk about pictures in the poster.

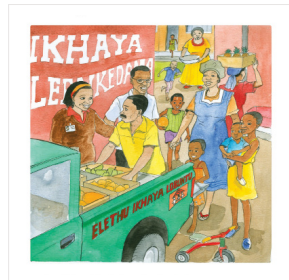
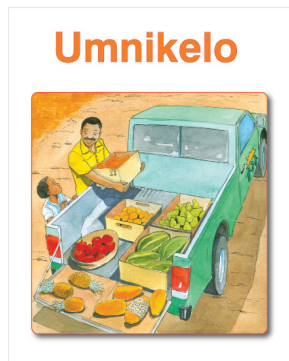
ACTIVITIES

1. Theme poster: Cleanliness

- Stick the poster on the board.
- Recap on what you talked about and the words you introduced yesterday.
- Vocabulary: put up the rest of the words in the spaces on the poster.
- Talk about the meaning. Look at the form of each word. Use it in a sentence.
- Tell the learners that they are going to dramatise, or act out, the things they see on the poster.
- Talk about the different activities the learners are doing in this classroom and why the teacher is sitting with only a few learners.

Shared Reading (15 min)

- **Resources:** Vula Bula Big Book: **Umnikelo**; vocabulary flash cards: **qokelela, kramza, iyarhwexa, umnikelo, ukuhlaziya, umkhuluwa**
- **Preparation:** Read through the story beforehand and prepare your questions.
- **Lesson objective(s):** Identify and apply punctuation marks, such as commas and full stops, in a sentence.



ACTIVITIES

1. Pre-reading

- **Recap:** Talk about what you have read yesterday.
- **Vocabulary:** Use the words introduced yesterday.
 - Learners must make sentences and introduce the plural of the words taught yesterday.
 - Talk about the meaning. Look at the form of each word. Use it in a sentence.
 - Stick the flash cards on the poster and use them throughout the week.
- **Explicit teaching:** Teach the punctuation marks for a comma (,) and a full stop (.) Explain and demonstrate their use. For example:
 - demonstrate their use. For example:
 - Sinikele ngama apile, amapera kunye nama bhanana.
 - Sizise upesika, ngumnikelo wethu.
- Ask learners to make their own examples.

2. During reading

- Read the story with expression, emphasising where there is a comma and a full stop.

3. Post-reading

- Finish the reading by asking evaluative questions, such as:
 - Will you do what this child and his family have done for their community? Why?

Phonics (15 min)

- **Resources:** Vula Bula phonics frieze for /ng/ sounds; flash cards from the word list
- **Preparation:** Cut out vocabulary flash cards.
- **Lesson objective(s):** Identify the sound /ng/.

ACTIVITIES

1. Recap

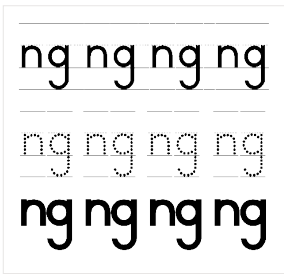
- Refer to the phonics chart and check the learners' understanding of the words taught yesterday.

2. Pair activity

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



Beginning	Middle	End



Handwriting (15 min)

- **Resources:** learners' handwriting exercise books
- **Preparation:** Draw lines on the board.
- **Lesson objective(s):** Practise writing the letters /ng/.

ACTIVITIES

1. Recap

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

2. Practise

- Tell the learners to practise writing /ng/ in their handwriting exercise books.
- Guide and direct the learners as they write in their books.

Make sure:

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



Paired Writing (15 min)

- **Resources:** learners' handwriting exercise books; pencils
- **Preparation:** Prepare a frame and caption on the writing chart.
- **Lesson objective(s):** Participate in drawing a picture and writing a caption: **Sithe ukuncedisa masiqokelele eziziqhamo .**

ACTIVITIES

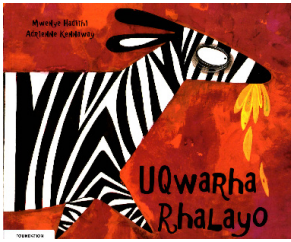
- Tell the learners that they will be making a drawing about what they have read.
- Ask the pair to think about which fruit the nurse brought.
- Give them time to think.
- Tell them to start drawing. Go around and ask them about the drawing.
- When everyone is done with the drawing, refer to the caption. Read it aloud with expression.
- Guide them in writing the caption you have on the board below their drawing.
- Guide them in leaving spaces in between words.
- Go around and get each learner to read what they have written.

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: **UQwarha Rhalayo**; vocabulary flash cards: **edakumbisayo, zigqolile, uqhwithelo, ngesiqophe, emenyezelayo**
- **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 and ask questions:
 - What do you think this story will be about? (prediction)
 - What do you know about **ukurhala**?
- **Vocabulary:** Teach the new words using flash cards.
 - Talk about the meaning. Look at the form of each word. Use it in a sentence.
 - Stick the flash cards on the poster and use them throughout the week.

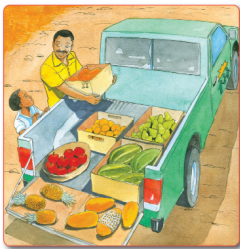
2. During reading

- Read the first half of the story. Read with expression, demonstrating fluency. Show the learners the pictures.

3. Post-reading

- Ask comprehension questions such as:
 - Where did the story take place?

Umnikelo



Shared Reading (15 min)

- **Resources:** Vula Bula Big Book: **Umnikelo**
- **Preparation:** Take the words you introduced in the first and the second reading off the vocabulary chart and put them up on the wall around the class.
- **Lesson objective(s):** Read and spell the words correctly.

ACTIVITIES

1. Pre-reading

- **Vocabulary:** Ask the learners to find the words they learnt on Monday and Tuesday on the wall.

2. During reading

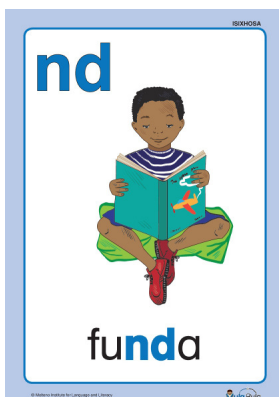
- When a learner finds the word, she or he must read it and stick it on the vocabulary chart.
- Help the learners to pronounce and read the words fluently when needed.

3. Post-reading

- **Summarising:** Tell the learners that they will be summarising what they have been reading about.
- Learners must create a list of the fruits that were donated or offered.
- In the left column, they must list the fruits that were donated or offered.
- In the right column they must list the fruits in the correct order of when they were offered. The learners must write numbers matching each fruit according to the sequence they were offered.
- Match the fruit according to the story sequence.

Fruit names	Order of the fruit
Amapere	1
Ipesika	2
Ipayinapile	3

- End the lesson by reading through the summary.



Phonics (15 min)

- **Resources:** Vula Bula phonic frieze for /nd/; flash cards from the word list: **indalo, indawo, indoda, isando, iindudumo, undize**
- **Preparation:** Create a sentence strip: **Indoda ende enendevu ezinkulu iphethe induku emnyama.** Cut out flash cards.
- **Lesson objective(s):** Read and identify words with the /nd/ sound.

ACTIVITIES

1. Sentence strip

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

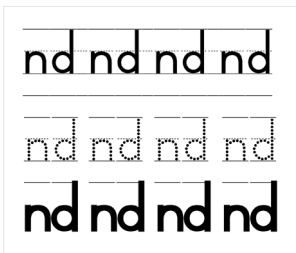
2. Phonics frieze: /nd/

- Stick the frieze on the board and talk about the picture:
- Tell the learners to say /nd/. 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 /nd/.
- Have them say the letters separately as they write them in the air – /n/ + /d/ (segmentation).
- Now have them say the letters together – /nd/ (blending).
- The learners must repeat blending while writing with their fingers in the air, on their hands or on the desks.

3. Phonics words

- Ask the learners to suggest words with the /nd/ sound.
- Ask the learners to read the words on the flash cards.
- Talk about the meaning. Look at the form of each word. Use it in a sentence.
- Stick the flash cards on the phonics chart and use them throughout the week.

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



Handwriting (15 min)

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

■ **Preparation:** Write a row of dotted letters /nd/ 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 letters /nd/.

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.
- Get the learners to say the chant and write with you. They can use their fingers and write in the air, on each other's backs, on their hands or on their desks.

2. Practise

- Introduce them to the chant that helps them remember how to form the letters /nd/.
- Tell them to repeat the chant as they use their fingers to write the letters /nd/ in the air, on the desk, or on each other's backs.
- Get the learners to write the letters /nd/ in their exercise books, starting with the dotted /nd/
- 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 pencils correctly.
- Starting point: All learners start writing from left to right.



Paired Writing (15 min)

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

■ **Preparation:** Prepare a frame and caption on the writing chart: **Sithe ukuncedisa masiqokelele eziziqhamo.**

■ **Lesson objective(s):** Participate in drawing a picture and writing a caption.

ACTIVITIES

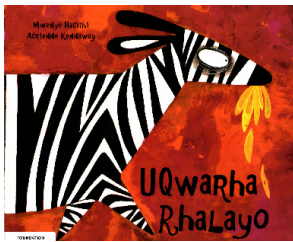
- Tell the learners they must draw their favourite fruit from the story
- When the learners have done their drawings, refer to the caption. Read it aloud, with expression.
- Guide the learners in writing the caption below their drawing.
- Guide them in leaving spaces between words.
- Go around the class and ask each learner to read what they have written.



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: **UQwarha Rhalayo**
- **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

1. Pre-reading

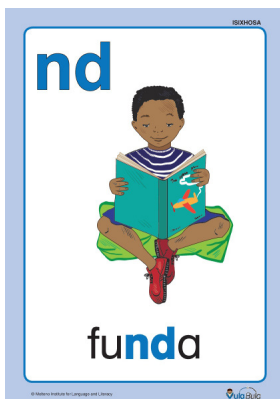
- Get the learners ready for reading aloud.
- **Recap:** Talk about the first half of the story they have read during the previous reading.
- What do you think will happen next? (prediction)
- **Vocabulary:** Talk about the new words they learnt yesterday, using the flash cards.

2. During reading

- Read the rest of the story. Read with expression, demonstrating fluency. Show the learners the pictures.
- Summarise the story using story elements:
 - Setting (place where story is taking place)
 - Characters
 - Problem
 - Solution
 - Theme

3. Post-reading

- Ask comprehension questions such as:
 - Where did the story take place?
 - Who (or what) are the main characters?
 - What was the problem?
 - What was the solution?
 - What is the theme or idea behind the story?



Phonics (20 min)

- **Resources:** Vula Bula phonics frieze for /nd/; phonics flash cards from the word list
- **Preparation:** Cut out vocabulary flash cards.
- **Lesson objective(s):** Identify the /nd/ sound.

ACTIVITIES

1. Recap

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

2. Pair activity

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

Beginning	Middle	End

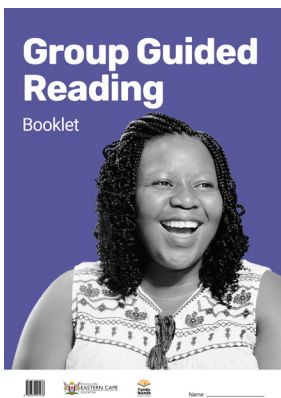


Writing (15 min)

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

ACTIVITIES

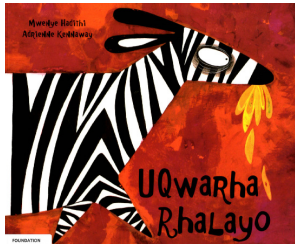
- Tell the learners to take out their drawings of their favourite fruit that they drew yesterday.
- Make sure the learners have done their drawings and have written the caption.
- Ask the learners to write the caption on their own, independently.
- Guide the learners in writing the caption below their drawing, leaving spaces between words.
- Give each learner a chance to talk about what they have drawn and read the caption with expression.



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: **UQwarha Rhalayo**
- **Preparation:** List the characters in the story.
- **Lesson objective(s):** Act out the story.

ACTIVITIES

1. Pre-reading

- Read through the summary of the story with the learners.
- Explain to the learners that they are going to act out the story.

2. During reading

- Put the list of character on the board, and choose learners to play each character.
- Assist the learners to practise their lines. Help them to decide what they will do in their enactment.
- Ask the learners who are not acting to listen to the lines and correct or add any information left out.

3. Post-reading

- Use the Life Skills period for the learners to act out the story.
- After the play ask the learners what they have enjoyed the most: acting out the story or watching the play.

Phonics (20 min)

- **Resources:** Vula Bula phonics frieze for /ng/ and /nd/; flash cards of the words taught this week
- **Preparation:** Make sure each learner has a set of flash cards.
- **Lesson objective(s):** Identify and be able to read the words with the /nd/ and /ng/ sounds.

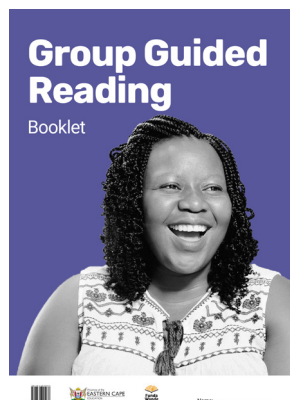
ACTIVITIES

1. Recap

- Stick the cards for /nd/ and /ng/ on the board.
- On the other side of the board, stick all the words you taught this week.
- Ask the learners to look at the words and individually come up and choose a word. The learner must read it and then place it below the correct letter card.

2. Spelling

- Pick three /nd/ words and call them out for the learners to write in their books.
- Pick three /ng/ words and call them out for the learners to write in their books.



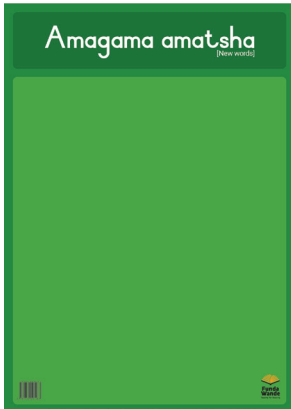
Group Guided Reading (30 min)

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

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Vocabulary to introduce during this week:

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



HL

emenyezelayo

ikhompiyutha

incwadi

ipeni

ipenisile

irabha

irula

isuthikheyisi

iyarhwexa

kramza

ngesiquphe

qokelela

ukuhlaziya

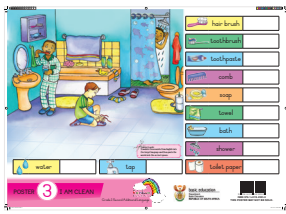
umkhuluwa edakumbisayo

umnikelo

uqhwithelo

utitshala

zigqolile



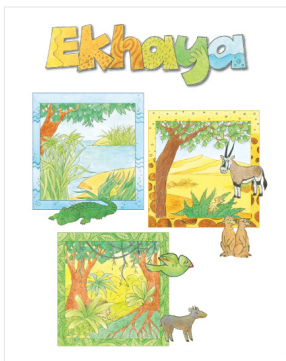
Listening and Speaking (20 min)

- **Resources:** DBE poster: **I am clean**; vocabulary flash cards: **ibrashi, ibrashi yamazinyo, intlama yamazinyo, ikama, Isepha, itawuli, ibhafu, ishawari, iphepha langasese**
- **Preparation:** Create a title strip and isiXhosa flash cards of the words on the poster.
- **Lesson objective(s):** Talk about the poster. Relate it to their experience. Learn new vocabulary.

ACTIVITIES

1. Theme poster: I am clean

- Stick the poster on the board and talk about the 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 each word 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: **Ekhaya**; vocabulary flash cards: **nqakula, entlango, uhlambamanzi, ummandle, ukugqama, inkukhama, iphuthi, igolomi**
- **Preparation:** Read through the story beforehand and prepare your questions.
- **Lesson objective(s):** PUse the title to predict what the story is about. Relate to own experience. Answer the comprehension questions.

ACTIVITIES

1. Pre-reading

- **Cover:** Talk about the title and the picture, ask questions such as:
 - Why are these animals staying in different habitats (homes)?
 - What will this story be about? (prediction)
- **Picture walk:** Page through the story (do not read it) look at the pictures and ask questions.
 - (page 14) What is the hippopotamus doing? How do you know that?
 - (page 19) What is different in this picture from the other pictures? (pages 16 and 14)
- Think about our homes, what do you think is different about them?
- **Vocabulary:** Teach the new words using flash cards and objects or pictures.
- Talk about the meaning. Look at the form of each word. Use it in a sentence.
- Stick the flash cards on the poster and use them throughout the week.

2. During reading

- Read the story with expression, demonstrating fluency. Ask comprehension questions after reading two pages:
 - Which animals feed from the dam and which are protected by the dam?
 - (page 16) What is this place you see in the picture called?

3. Post-reading

- Ask comprehension questions such as:
 - Do you think the animals enjoy staying in these different homes?
 - What makes you think that?



Phonics (15 min)

- **Resources:** Vula Bula phonics frieze for /kh/; phonics flash cards from the word list: **khaba, khala, khasa, ikhova, ukhuba, ukhozi, ukhuko**
- **Preparation:** Create a sentence strip: **Isikhukukazi sikhusele amantsontso aso kukhetshe.** Cut out flash cards.
- **Lesson objective:** Identify and read words with the /kh/ sound.

ACTIVITIES

1. Sentence strip

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



2. Phonics frieze /kh/

- Stick the frieze on the board and talk about the picture.
- Tell the learners to say /kh/. 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 /kh/.
- Have them say the letters separately as they write them in the air – /k/ + /h/. (segmentation)
- Now have them say the letters together – /kh/. (blending)
- The learners must repeat blending while writing with their fingers in the air, on their hands or on the desks.

3. Phonics words

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

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



Shared Writing (15 min)

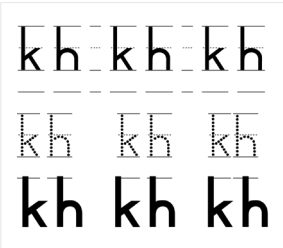
- **Resources:** chart paper; khoki pens
- **Preparation:** Prepare a frame and caption on the writing chart.
- **Lesson objective(s):** Participate in drawing a picture and write the caption.

ACTIVITIES

- Tell the learners that you want to draw about the first habitat in the book.
- Recap which was the first, second and third place in the book.
- Once you have all agreed that it was the dam then ask them to recall which animals were at the dam.
- Draw and label these.
- Under the picture write how the dam helps the animals living in it. (2–4 sentences)
- Re-read the sentences you write so that you can demonstrate the skill of editing to your learners.

Handwriting (15 min)

- **Resources:** learners' handwriting exercise book
- **Preparation:** Write a pattern on the board using two rows to practise writing /kh/.
- **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 letters /kh/.



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.
- Get the learners to say the chant and write with you. They can use their fingers and write in the air, on each other's backs, on their hands or on their desks.

2. Practise

- Introduce them to the chant that helps them remember how to form the letters /kh/.
- Write the date, subject and a pattern on the board.
- First line: Write a row of /kh/.
- Second line: Write **kha, khe, khi, kho, khu**.
- Third line: Write another row of /kh/.
- Close it with a pattern.

Make sure

- All learners are sitting up straight with their feet flat on the ground.
- Pencil grip: All learners are holding their pencils correctly.
- Starting point: All learners start writing 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:** DBE poster: **I am clean**; vocabulary flash cards
- **Preparation:** Create a title strip and 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.

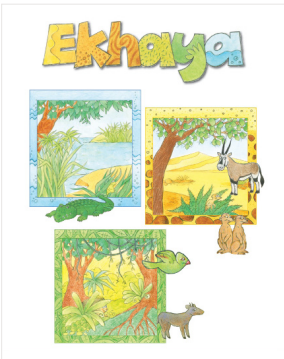
ACTIVITIES

1. Weather chart and date

- Talk about today's weather. Ask the learners what they like or don't like about the weather. Why? (Respond positively to the answers and ask follow-up questions.)

2. Theme poster: I am clean

- Stick the poster on the board.
- Recap on what you talked about and the words you introduced yesterday.
- Vocabulary: put up the rest of the words in the spaces on the poster.
- 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.
- Choose a few learners and give each a flash card.
- They must do a role play so other learners can guess what word they have on their flash card.



Shared Reading (15 min)

- **Resources:** Vula Bula Big Book: **Ekhaya**; vocabulary flash cards; **nqakula, entlango, uhlambamanzi, ummandle, ukugqama, inkukhama, iphuthi, igolomi**
- **Preparation:** Read through the story beforehand and prepare your questions.
- **Lesson objective(s):** Revise the following punctuation marks: exclamation mark (!) and question mark (?).

ACTIVITIES

1. Pre-reading

- **Recap:** Talk about what you read yesterday.
- **Vocabulary:** Use the words introduced yesterday.
 - Learners must make sentences and introduce the plural of the words taught yesterday.
 - Talk about the meaning. Look at the form of each word. Use it in a sentence.
 - Stick the flash cards on the poster and use them throughout the week.
- **Explicit teaching:** Teach the punctuation marks for an exclamation mark (!) and a question mark (?).
- Tell the learners that sometimes thinking about what we know can make a text more understandable.
- Explain that it helps to think about what you know about a topic before you read because you can predict what will happen more accurately.
- Look at the dam. It says in the text that the dam protects other animals.
- What do you think it protects the hippopotamus from? (Wait for the learners to attempt answering this.)
- Now if you knew that the hippopotamus likes to keep its skin cool and moist you would know that the water in the dam protects the hippopotamus from the sun.
- If you didn't know that you would say it is protecting itself from predators.

2. During reading

- Read the story with expression, emphasising where there is an exclamation mark and a question mark.
- Ask questions for comprehension:
 - How can the buck protect itself when it is being chased by a lion?

3. Post reading

- Finish the reading by asking evaluative questions like:
 - Have you been to any of the places in the story?
 - Which of these animals have you seen before?



Phonics (15 min)

- **Resources:** Vula Bula phonics frieze for /kh/; phonics flash cards from the word list
- **Preparation:** Cut out vocabulary flash cards.
- **Lesson objective(s):** Identify the sound /kh/.

ACTIVITIES

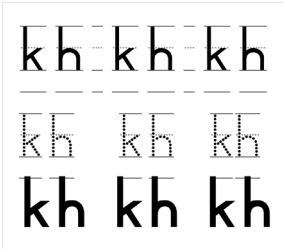
1. Recap

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

2. Pair activity

- Ask the learners to work in pairs. They must suggest five more words to add to the /kh/ words covered yesterday.
- Ask them to sort these words according to the table below. Group the words according to whether the /kh/ is at the beginning, middle or end of the word.

Beginning	Middle	End



Handwriting (15 min)

- **Resources:** learners' handwriting exercise books
- **Preparation:** Write a pattern on the board using two rows to practise writing /kh/.
- **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 letters /kh/.

ACTIVITIES

1. Recap

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

2. Practise

- Tell the learners to practise writing the /kh/ sounds in their handwriting exercise books.
- Guide and direct the learners as they write in their books.
- Write the date, subject and a pattern on the board.
- Write the following words on the board and instruct the learners to copy them into their exercise books.

ukhokhobile

ikhuko

amakhasi

ukhedamile

ukhukhumele

- Close it with a pattern.

Make sure:

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



Paired Writing (15 min)

- **Resources:** paper; pencils
- **Preparation:** Prepare a frame and caption on the writing chart.
- **Lesson objective(s):** Participate in drawing a picture and writing a caption in pairs.

ACTIVITIES

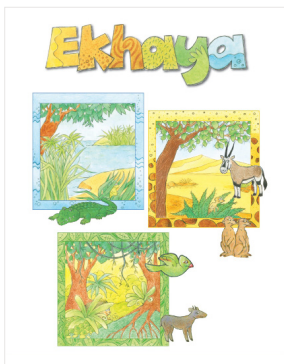
- Tell the learners that they must draw a picture about the second habitat in the book.
- They must recap with their partner which was the first, second and third habitat in the book.
- Once they have all agreed on this, they must recall which animals were at the dam.
- Draw and label these.
- Under the picture they must write how this habitat helps the animals living in it. (2–4 sentences)
- Remind learners to re-read and correct the sentences they write so that they practise the skill of editing.



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:** Vula Bula Big Book: **Ekhaya**; poem: Umhobe (*Ekhaya*)
- **Preparation:** Read through the poem and find a rhythm for it.
- **Lesson objective(s):** Listen and recite a poem off by heart.

ACTIVITIES

1. Weather chart and date

- Talk about today's weather.

2. Pre-reading

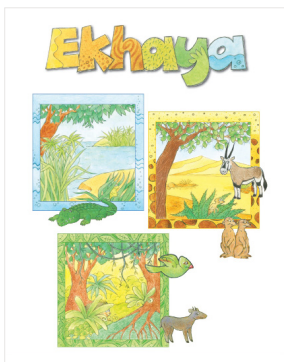
- Get the learners ready for reading aloud.
- **Vocabulary:** Teach the new words using flash cards.
 - Talk about the meaning. Look at the form of each word. Use it in a sentence.
 - Stick the flash cards on the poster and use them throughout the week.

3. During reading

- Read this poem aloud to the learners (Vula Bula Big Book: *Ekhaya*).
 limvubu neengwenya zihlala edamini
 linkukhama namagala ahlala entlango
 Amahlosi neenkawu zihlala ehlathini
 Kodwa mna, ndikhetha ukuhlala kwasendlini

4. Post-reading

- Memorise this poem with the learners and make up appropriate actions for it.



Shared Reading (15 min)

- **Resources:** Vula Bula Big Book: **Ekhaya**
- **Preparation:** Take the words you introduced in the first and second reading off the vocabulary chart and put them up on the wall around the class.
- **Lesson objective(s):** Read and spell the words correctly.

ACTIVITIES

1. Pre-reading

- **Vocabulary:** Ask the learners to find the words they learnt on Monday and Tuesday on the wall.

2. During reading

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

3. Post-reading

- **Summarising:** Tell the learners that they will be summarising what they have been reading about.
- The learners must do this activity individually.
- Draw a table on the board with the heading: The homes where different animals live



Phonics (15 min)

- **Resources:** Vula Bula phonics frieze for /hl/; phonics flash cards from the word list: **hlabá, hlalá, hleka, ihlobo, hlinza, hlengahlengisa**
- **Preparation:** Create a sentence strip: **Uhlengiwe ehleli nje uhla enyuka.** Cut out flash cards.
- **Lesson objective(s):** Identify and read words with the /hl/ sound.

ACTIVITIES

1. Sentence strip

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

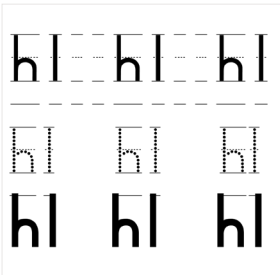
2. Phonics frieze /hl/

- Stick the frieze on the board and talk about the picture.
- Tell the learners to say /hl/. They must look at your mouth, say it again and look at each other's mouths to see what their lips are doing.
- Ask them what letters make up /hl/.
- Have them say the letters separately as they write them in the air – /h/ + /l/. (segmentation)
- Now have them say the letters together – /hl/. (blending)

- The learners must repeat blending while writing with their fingers in the air, on their hands or on the desks.

3. Phonics words

- Ask the learners to suggest words with the /hl/ sound.
- Ask the learners to read the words on the flash cards.
- Talk about the meaning. Look at the form of each word. Use it in a sentence.
- Stick the flash cards on the phonics chart and use them throughout the week.



Handwriting (15 min)

- **Resources:** learners' handwriting exercise books
- **Preparation:** Write a pattern on the board for the letters /hl/.
- **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 letters /hl/.

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.
- Get the learners to say the chant and write with you. They can use their fingers and write in the air, on each other's backs, on their hands or on their desks.

2. Practise

- Introduce them to the chant that helps them remember how to form the letters /hl/.
- Tell them to repeat the chant as they use their fingers to write the letters /hl/ in the air, on the desk, or on each other's backs.
- Get the learners to write the letters /hl/ in their exercise books, starting with the dotted /hl/.
- Walk around, helping those who need it.
- Write the date, subject and a pattern on the board.
- First line: Write a row of /hl/.
- Second line: Write **hla, hle, hli, hlo, hlu.**
- Third line: Write another row of /hl/.
- Close it with a pattern.

Make sure:

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



Writing (15 min)

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

ACTIVITIES

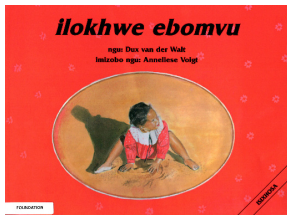
- Tell the learners that they must draw about the third habitat in their books.
- They must think which was the first, second and third habitat in the book.
- Then they must recall which animals were at that habitat.
- Draw and label these.
- Under the picture they must write how this habitat helps the animals living in it. (2-4 sentences)
- Remind them to re-read and correct the sentences they write so that they practise the skill of editing.



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: **Ilokhe ebomvu**; vocabulary flash cards: **rhaladiya, iheke, isiqhoboshi, imtyibilizi, imithuthwasi, ilakhane**
- **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

1. Weather chart and date

- Talk about today's weather.

2. Pre-reading

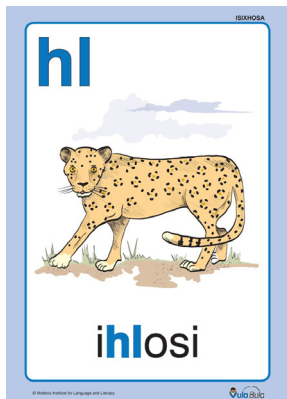
- Get the learners ready for reading aloud.
- **Vocabulary:** introduce new words using flash cards.
- Ask the learners to read the words on the flash cards.
- Talk about the meaning. Look at the form of each word. Use it in a sentence.
- Stick the flash cards on the phonics chart and use them throughout the week.

3. During reading

- Read the first half of the story. Read with expression, demonstrating fluency.
- Show the learners the pictures and ask questions without too much interruption.

4. Post-reading

- Ask comprehension questions.



Phonics (15 min)

- **Resources:** Vula Bula phonics frieze for **/hl/**; phonics flash cards from the word list
- **Preparation:** Cut out vocabulary flash cards.
- **Lesson objective(s):** Identify the sound **/hl/**.

ACTIVITIES

1. Recap

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

2. Pair activity

- Ask the learners to work in pairs. They must suggest five more words to add to the **/hl/** words covered yesterday.
- Ask them to sort these words according to the table below. Group the words according to whether the **/hl/** is at the beginning, middle or end of the word.

Beginning	Middle	End



Writing (15 min)

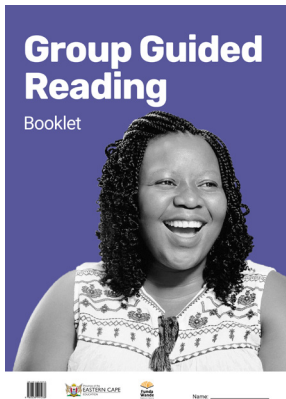
- **Resources:** learners' handwriting exercise books; pencils
- **Preparation:** Make sure that every learner's exercise book is ready.
- **Lesson objective(s):** Write words that were taught this week.

ACTIVITIES

- Tell the learners that they will be writing some of the words they have learnt this week.
- Call out the following words one by one: **khala, khulula, khuza, hlala, hleka**
- Say each word twice. Use it in a sentence and say it again.
- Look at the form of the word and then say it fluently if there is a need.
- Go around and check what the learners are writing.
- Assist the learners who are struggling.

Make sure:

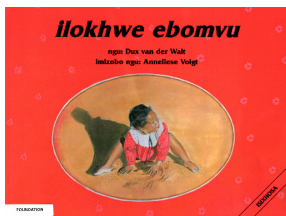
- All learners are sitting up straight with their feet flat on the ground.
- Pencil grip: All learners are holding their pencils correctly.
- Starting point: All learners start writing from left to right.



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: **Ilokwe ebomvu**; vocabulary flash cards
- **Preparation:** Practise reading the story and prepare your questions.
- **Lesson objective(s):** Listen to an interesting story for enjoyment and answer question about the story.

ACTIVITIES

1. Weather chart and date

- Talk about today's weather

2. Pre-reading

- Get the learners ready for reading aloud.
- **Recap:** Talk about the first half of the story read yesterday.
- What do you think will happen next? (prediction)
- **Vocabulary:** Talk about the new words they learnt yesterday, using the flash cards.

3. During reading

- Read the rest of the story. Read with expression, demonstrating fluency. Show the learners the pictures.
- Summarise the story using story elements:
 - Setting (place where story is taking place)
 - Characters
 - Problem
 - Solution
 - Theme.

4. Post-reading

- Ask comprehension questions such as:
 - Where did the story take place?
 - Who (or what) are the main characters?
 - What was the problem?
 - What was the solution?
 - What is the theme or idea behind the story?



Phonics (15 min)

- **Resources:** Vula Bula phonics frieze for **/hl/** and **/kh/**; flash cards of the words taught this week
- **Preparation:** Make sure each learner has a set of flash cards.
- **Lesson objective(s):** Identify and be able to read the words with the **/hl/** and **/kh/** sounds.

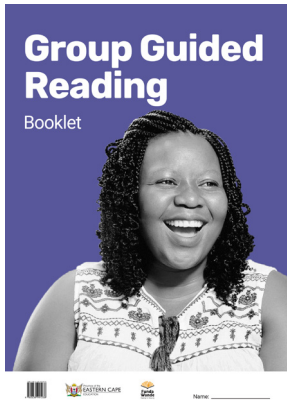
ACTIVITIES

1. Recap

- Stick the cards for **/hl/** and **/kh/** on the board.
- On the other side of the board, stick all the words you taught this week.
- Ask the learners to look at the words and individually come up and choose a word. The learner must read it and then place it below the correct letter card

2. Spelling

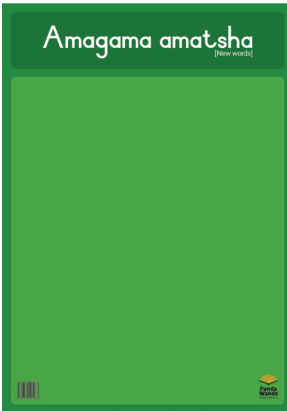
- Pick three **/hl/** words and call them out for the learners to write in their books.
- Pick three **/kh/** words and call them out for the learners to write in their books.



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 to introduce during this week:

HL

entlango

ibhafu

ibrashi

ibrashi yamazinyo

igolomi

iheke

ikama

ilakhane

imithuthwasi

imtyibilizi

inkukhama

intlama yamazinyo

iphepha langasese

iphuthi

Isepha

ishawari

isiqhoboshi

itawuli

nqakula

rhaladiya

uhlambamanzi

ukugqama

ummandle



Listening and Speaking (20 min)

- **Resources:** DBE poster: **My family**; vocabulary flash cards: **umama, utata, ubhuti, usisi, umncedisi, umhlobo, umzala, umakhulu, utatomkhulu, udabawo, utatomncinci, umalume, umakazi**
- **Preparation:** Create a title strip and isiXhosa flash cards of the words on the poster.
- **Lesson objective(s):** Talk about the poster. Relate it to their experience. Learn new vocabulary.

ACTIVITIES

1. Weather chart and date

- Talk about today's weather. Ask the learners what they like or don't like about the weather, and why. (Respond positively to the answers and follow up questions.)

2. Birthdays

- Let each learner who has a birthday this week come to the front of the class. The rest of the class sings for them and asks them questions about their favourite game.

3. Theme poster: **My family**

- Stick the poster on the board and talk about the 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 each word in a sentence.
- Stick the flash cards on the poster and use them throughout the week.

Utata usele nosana



Shared Reading (15 min)

- **Resources:** Vula Bula Big Book: **Utata usele nosana**; vocabulary flash cards; **entlanganisweni, ukusala, eqinisekile, ukukonwabisa, egumbini, luyakhwina**
- **Preparation:** Read through the story beforehand and prepare your questions.
- **Learning 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, such as:
 - What is happening in the 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 24) What do you think is going on here?
 - (page 27) Look at the expression of the child. How do you think she feels? (think aloud)
- **Vocabulary:** Teach the new words using flash cards and objects or pictures.
- Talk about the meaning. Look at the form of each word. Use it in a sentence.
- Stick the flash cards on the poster and use them throughout the week.

2. During reading

- Read the story with expression, demonstrating fluency. Ask comprehension questions such as:
 - (page 26) What did Dad say to the crying baby?
 - (page 28) If you were the father, what would you do now?
 - Why do you think the baby is crying so much? Why is she crying for her mother?

3. Post-reading

- Ask comprehension questions such as:
 - How do you think the father felt after babysitting?
 - Do you think father will be willing to babysit again? Why?

Phonics (15 min)

- **Resources:** Vula Bula phonics frieze for /nq/; phonics flash cards from the word list: **inqaba, inqala, inqawa, inqina, nqakula, nqanda, inqatha**
- **Preparation:** Create a sentence strip: **UNqanqa unqumla amanqina enkuku.** Cut out flash cards.
- **Lesson objective(s):** Identify and read words with the /nq/ sound.

Activities

1. Sentence strip

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



2. Phonics frieze /nq/

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

3. Phonics words

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

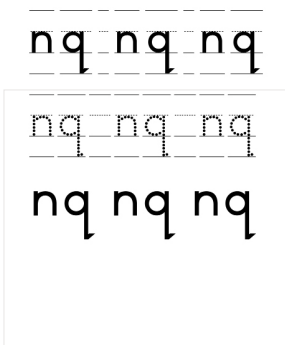


Writing (15 min)

- **Resources:** learners' handwriting exercise books; pencils
- **Preparation:** Prepare a frame on the writing chart.
- **Lesson objective(s):** Participate in writing weekend news.

ACTIVITIES

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



Handwriting (15 min)

- **Resources:** learners' handwriting exercise book
- **Preparation:** Write a pattern on the board using two rows to practise writing /nq/.
- **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 letters /nq/.

ACTIVITIES

1. Explicit teaching

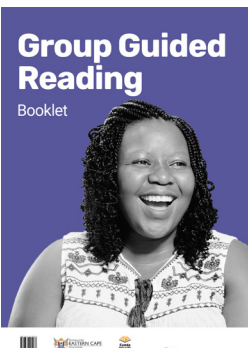
- Have your back to the learners and ask them to look at you.
- Write the pattern on the board while saying the writing instructions aloud.
- Get the learners to say the chant and write with you. They can use their fingers and write in the air, on each other's backs, on their hands or on their desks.

2. Practise

- Introduce them to the chant that helps them remember how to form the letters /nq/.
- Write the date, subject and a pattern on the board.
- First line: Write a row of /nq/.
- Second line: Write **nqa, nqe, nqi, nqo, nqu.**
- Third line: Write another row of /nq/.
- Close it with a pattern.

Make sure:

- All learners are sitting up straight with their feet flat on the ground.
- Pencil grip: All learners are holding their pencils correctly.
- Starting point: All learners start writing 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
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Group 2	Group 4	Group 1	Group 3	Group 5



Listening and Speaking (20 min)

- **Resources:** DBE poster: **My family**; vocabulary flash cards
- **Preparation:** Create a title strip and isiXhosa flash cards of the words on the poster.
- **Lesson objective(s):** Talk about the poster. Relate it to their experience. Learn new vocabulary.

ACTIVITIES

1. Weather chart and date

- Talk about today's weather.

2. Theme poster: My family

- Stick the poster on the board.
- Recap on what you talked about and the words you introduced yesterday.
- Vocabulary: put up the rest of the words in the spaces on the poster.
- Talk about the meaning. Look at the form of each word. Use it in a sentence.
 - Are all the people in this picture part of the same family? Why?
 - What are the different ways that people could be related?
 - What other relatives are not in the vocabulary given?
- Stick the flash cards on the poster and use them throughout the week.

Utata usele nosana



Shared Reading (15 min)

- **Resources:** Vula Bula Big Book: **Utata usele nosana**; vocabulary flash cards: **entlanganisweni, ukusala, eqinisekile, ukukonwabisa, egumbini, luyakhwina**
- **Preparation:** Read through the story beforehand and prepare your questions.
- **Learning objective(s):** Learn about visualising as a comprehension strategy.

ACTIVITIES

1. Pre-reading

- **Recap:** Talk about what you read yesterday.
- **Vocabulary:** Use the words introduced yesterday.
 - Learners must make sentences and introduce the plural of the words taught yesterday.
 - Talk about the meaning. Look at the form of each word. Use it in a sentence.
 - Stick the flash cards on the poster and use them throughout the week.
- **Explicit teaching:** Explain to the learners that you are going to teach them a visualisation technique as a comprehension strategy.
 - Tell the learners that in order to understand characters better, it is useful to put yourself in their shoes so that you can understand the reason why they made the decisions they did.
 - This helps a reader develop a deeper understanding of the story and the message the writer is trying to communicate.
 - Now in this story, imagine if you were the father in the story. You are excited to be left to look after your baby. Then she starts crying for no reason. You dance wanting to make her happy but she continues crying. You sing for her and she cries louder. How would you feel? What would you do next? Would you want to babysit her again?

2. During reading

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

3. Post-reading

- Finish the reading by asking evaluative questions, such as:
 - Would Lulama's father be wrong if he didn't want to babysit her again?

Phonics (15 min)

- **Resources:** Vula Bula phonics frieze for /nq/; phonics flash cards from the word list
- **Preparation:** Cut out flash cards.
- **Lesson objective(s):** Identify the sound /nq/.

ACTIVITIES

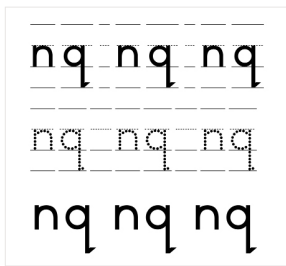
1. Recap

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

2. Pair activity

- Ask the learners to work in pairs. They must suggest five more words to add to the /nq/ words covered yesterday.
- Ask them to sort these words according to the table below. Group the words according to whether the /nq/ is at the beginning, middle or end of the word.





Handwriting (15 min)

- **Resources:** learners' handwriting exercise books; pencils
- **Preparation:** Write a pattern on the board using two rows to practise writing /nq/.
- **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 letters /nq/.

ACTIVITIES

1. Recap

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

2. Practise

- Tell the learners to practise writing the /nq/ sounds in their handwriting exercise books.
- Guide and direct the learners as they write in their books.
- Write the date, subject and a pattern on the board.
- Write the following words on the board and instruct the learners to copy them into their exercise books.
 - unqabile
 - inqanawa
 - iyanqanqatheka
 - isinqa
 - ukunqumla
- Close it with a pattern

Make sure:

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

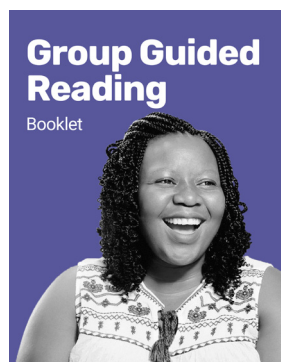


Shared Writing (15 min)

- **Resources:** chart paper; khoki pens
- **Preparation:** Prepare a frame and caption on the writing chart.
- **Lesson objective(s):** Participate in brainstorming ideas for a class.

ACTIVITIES

- Tell the learners that you will be writing your own story as a class.
- Discuss the pattern of the story with learners.
- Dad offers to do something he thinks will be easy.
- He does four different things to solve the problem, but nothing works until eventually the problem sorts itself out.
- Brainstorm with the learners the different problems that you could write about using this structure.



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: **Umoya neLanga**; vocabulary flash cards: **ingxoxo, iingcinga, ukuziqamangela yayixibiliza, isifuthufuthu**
- **Preparation:** Practise reading the story and prepare your questions.
- **Lesson objective(s):** Listen to an interesting story for enjoyment and answer questions.

ACTIVITIES

1. Pre-reading

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

2. During reading

- Read the first half of the story. Read with expression, demonstrating fluency. Show the learners the pictures and ask questions without too much interruption.

3. Reading

- Ask comprehension questions such as:
 - Who are the characters we have read about?
 - What do you think will happen next?

Utata usele nosana



Shared Reading (15 min)

- **Resources:** Vula Bula Big Book: **Utata usele nosana**
- **Preparation:** Take the words you introduced in the first and second reading off the vocabulary chart and put them up on the wall around the class.
- **Lesson objective(s):** Read and spell the words correctly.

ACTIVITIES

1. Pre-reading

- **Vocabulary:** Ask the learners to find the words they learnt on Monday and Tuesday on the wall.

2. During reading

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

3. Post-reading

- **Summarising:** Tell the learners that they will be re-enacting the story in groups of three.
- Recap the things the father did trying to comfort Lulama.
- Let the learners practise dramatising the story.
- Choose a few groups to perform.

Phonics (15 min)

- **Resources:** Vula Bula phonics frieze for /nw/; phonics flash cards from the word list: **yonwaba, iminwe, nwabuluka, ukonwaya, ukunwenwa, dinwa, ukonwaya**
- **Preparation:** Create a sentence strip: **UNwabisa uchebe iinwele zakhe.** Cut out flash cards.
- **Lesson objective(s):** Identify and read words with the /nw/ sound.

ACTIVITIES

1. Sentence strip

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

2. Phonics frieze /nw/

- Stick the frieze on the board and talk about the picture.
- Tell the learners to say /nw/. 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 /nw/.
- Have them say the letters separately as they write them in the air – /n/ + /w/.
- (segmentation).
- Now have them say the letters together – /nw/. (blending)



- The learners must repeat blending while writing with their fingers in the air, on their hands or on the desks.

3. Phonics words

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



Handwriting (15 min)

- **Resources:** learners' handwriting exercise books; pencils
- **Preparation:** Write a pattern on the board for the letters /nw/.
- **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 letters /nw/.

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.
- Get the learners to say the chant and write with you. They can use their fingers and write in the air, on each other's backs, on their hands or on their desks.

2. Practise

- Introduce them to the chant that helps them remember how to form the letters /nw/.
- Tell them to repeat the chant as they use their fingers to write the letters /nw/ in the air, on the desk, or on each other's backs.
- Get the learners to write the letters /nw/ in their exercise books, starting with the dotted /nw/.
- Walk around, helping those who need it.
- Write the date, subject and a pattern on the board.
- First line: Write a row of /nw/.
- Second line: Write nwa, nwe, nwi, nwo, nwu.
- Third line: Write another row of /nw/.
- Close it with a pattern.

Make sure:

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

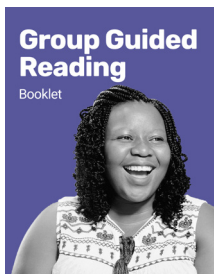


Shared Writing (15 min)

- **Resources:** chart paper; khoki pens
- **Preparation:** Stick the brainstorm chart paper on the board.
- **Lesson objective(s):** Participate in writing a class story.

ACTIVITIES

- Tell the learners that they must contribute to writing the story using the brainstorming ideas.
- Construct sentences using the idea you agreed upon from the brainstorming session.
- Remember to write what the learners say and thereafter to read it together correcting errors and sentence sequencing. Fully demonstrate the process of editing.
- Make sure that you follow a similar structure to that of the story Utata usele nosana.
- After school re-write the story neatly and stick it on the wall.



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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Listening and Speaking (20 min)

- **Resources:** storybook: **Umoya neLanga**; vocabulary: **ingxoxo, iingcinga, ukuziqamangela yayixibiliza, isifuthufuthu**
- **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

1. Pre-reading

- Get the learners ready for reading aloud.
- **Vocabulary:** introduce new words using flash cards.
- Ask the learners to read the words on the flash cards.
- Talk about the meaning. Look at the form of each word. Use it in a sentence.
- Stick the flash cards on the phonics chart and use them throughout the week.

2. During reading

- Read the second half of the story with expression, demonstrating fluency.
- Show the learners the pictures.
- Summarise the story using story elements:
 - Setting (place where story is taking place)
 - Characters
 - Problem
 - Solution
 - Theme.

3. Post-reading

- Ask comprehension questions such as:
 - Where did the story take place?
 - Who (or what) are the main characters?
 - What was the problem?
 - What was the solution?
 - What is the theme or idea behind the story?



Phonics (15 min)

- **Resources:** created spider webs
- **Preparation:** Make sure you give every learner a spider web.
- **Lesson objective(s):** Identify the sounds /nq/ and /nw/.

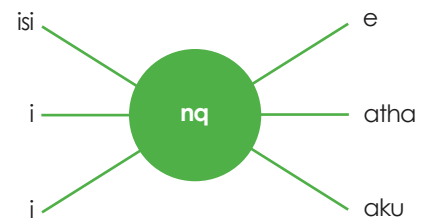
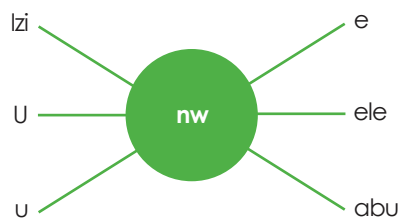
ACTIVITIES

1. Recap

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

2. Combine the syllables with the sounds /nq/ and /nw/ to make a word.

- Guide the learners in doing this activity.
- Go around making sure learners are doing the work correctly.



- Go around making sure learners are doing the work correctly.



Writing (15 min)

- **Resources:** learners' handwriting exercise books; pencils
- **Preparation:** Make sure that every learner's exercise book is ready. Stick the class story on the board.
- **Lesson objective(s):** Write and draw pictures for the class story.

ACTIVITIES

- Tell the learners that they will be writing the class story in their exercise books.
- Instruct the learners to start with the title and copy the class story into their exercise books.
- As they copy the story, they must re-read sentence by sentence to see if they have copied correctly.
- Thereafter they must draw a picture for the story.

Make sure:

- All learners are sitting up straight with their feet flat on the ground.
- Pencil grip: All learners are holding their pencils correctly.
- Starting point: All learners start writing 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 (20min)

- **Resources:** 2 x lullabies
- **Preparation:** Have two lullabies ready to teach and sing with the learners.
- **Lesson objective(s):** Learn a lullaby.

ACTIVITIES

- Ask the learners what lullabies they know.
- Sing some together
- Teach them a new one.

Phonics (15min)

- **Resources:** Vula Bula phonics frieze for /nq/ and /nw/; flash cards of the words taught this week
- **Preparation:** Make sure each learner has a set of flash cards.
- **Lesson objective(s):** Identify and be able to read the words with the /nq/ and /nw/ sounds.

ACTIVITIES

1. Recap

- Stick the cards for /nq/ and /nw/ on the board.
- On the other side of the board, stick all the words you taught this week.
- Ask the learners to look at the words and individually come up and choose a word. The learner must read it and then place it below the correct letter card.

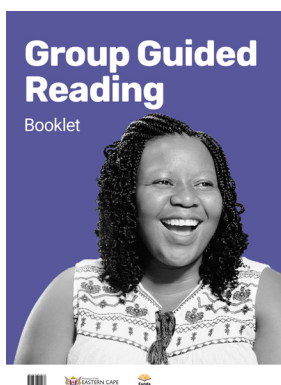
2. Spelling

- Pick three /nq/ words and call them out for the learners to write in their books.
- Pick three /nw/ words and call them out for the learners to write in their books.



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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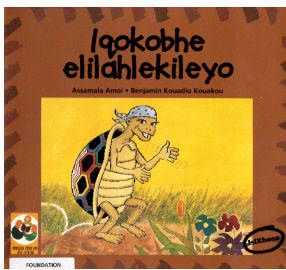


Vocabulary to introduce during this week:

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

HL

<i>egumbini</i>	<i>luyakhwina</i>	<i>yayixibiliza</i>	<i>umncedisi</i>
<i>entlanganisweni</i>	<i>ubhuti</i>	<i>umakazi</i>	<i>umzala</i>
<i>eqinisekile</i>	<i>udabawo</i>	<i>umakhulu</i>	<i>usisi</i>
<i>iingcinga</i>	<i>ukukonwabisa</i>	<i>umalume</i>	<i>utata</i>
<i>ingxoxo</i>	<i>ukusala</i>	<i>umama</i>	<i>utatomkhulu</i>
<i>isifuthufuthu</i>	<i>ukuziqamangela</i>	<i>umhlobo</i>	<i>utatomncinci</i>



Listening and Speaking (20 min)

- **Resources:** storybook: **Iqokobhe eilahlekileyo**
- **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 and ask questions:
 - What do you think this story will be about? (prediction)
 - Do you think this is a true story? Why are you saying that?

2. During reading

- Read the first half of the story with expression. Show some of the pictures.

3. Post-reading

- Ask comprehension questions such as:
 - What do you think happened to the cow's ball?
 - Which items did it look like?
 - Can you see where the real ball is hiding in the pictures?



Shared Reading (15 min)

- **Resources:** Vula Bula Big Book: **Sebeza**; vocabulary flash cards: **baqhele, qhubeka, yokugqibela, gqithisela, dideka, zola, ihlebo, bangqumbene**
- **Preparation:** Read through the story beforehand and prepare your questions.
- **Lesson objective(s):** Participate in the shared reading. Predict what the story is about. Relate to their own experience. Answer comprehension questions.

ACTIVITIES

1. Pre-reading

- **Cover:** Talk about the title and the picture, ask questions:
 - What is the girl doing? What makes you say that?
 - Think! 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 35) What is happening in this picture?
 - (page 38) Where are the children? What are they doing?
 - (page 38) How do you think the children feel?
- **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 35) Do you think the children are listening to the teacher? Why?
 - (page 38) What is the boy drawing?

3. Post-reading

- Finish by asking:
 - Has your teacher ever been cross with you for not listening in class?
 - What happened?



Phonics (15 min)

- **Resources:** Vula Bula phonics frieze for /qh/; phonics flash cards from the word list: **qhuba, qhuma, iqhina, qhayisa, qhekeka, qhubeka, ukuqhela, qhaqha, qhaqazela**
- **Preparation:** Create a sentence strip: **UQhinebe uqhayisa ngamaqhinga.** Cut out flash cards.
- **Lesson objective(s):** Identify and read words with the /qh/ sound.

ACTIVITIES

1. Sentence strip

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

2. Phonics frieze /qh/

- Stick the frieze on the board and ask about the picture What is this?
- Repeat the response – **iziqhamo** – and emphasise the **/qh/** sound.
- Tell the learners to say **/qh/**. They must look at your mouth, say it again and look at each other's mouths to see what their lips are doing.
- Ask them what letters make up **/qh/**.
- Have them say the letters separately as they write them in the air – **/qh/ + /h/**. (segmentation)
- Now have them say the letters together – **/qh/**. (blending)
- The learners must repeat blending while writing with their fingers in the air, on their hands or on the desks.

3. Phonics words

- Ask the learners to suggest words with the **/qh/** sound.
- Ask the learners to read the words on the flash cards.
- 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)

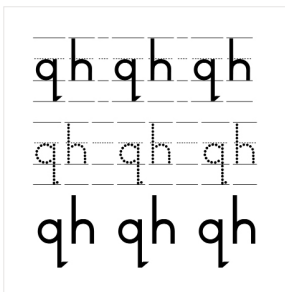


- **Resources:** learners' handwriting exercise books; pencils
- **Preparation:** Prepare for writing weekend news.
- **Learning objective(s):** Participate in writing weekend news.

ACTIVITIES

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

Handwriting (15 min)



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

ACTIVITIES

- Tell the learners to open their handwriting books.
- Write the date, subject and a pattern on the board.
- First line: Write a row of **/qh/**.
- Second line: Write **qhaqha, uqhelile, iqhitala, uqhoqhoqho, iqhude**.
- Third line: Write another row of **/qh/**.
- Close it with a pattern.
- Remember to check the learners' posture, pencil grip and directionality.

Group Guided Reading

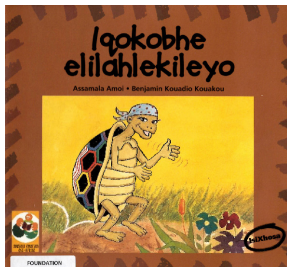
Booklet



Group Guided Reading (30 min)

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

Monday	Tuesday	Wednesday	Thursday	Friday
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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 and answer questions about the story.

ACTIVITIES

1. Pre-reading

- Get the learners ready for the read aloud.
- **Recap:** Talk about the first half of the story read yesterday. Ask questions such as:
 - What do you think will happen next? (prediction)
 - Instruct the learners to put their hands up when they see where the ball is.

2. During reading

- Read the second half of the story with expression, demonstrating fluency.
- Show the learners the pictures.
- Summarise the story using story elements:
 - Setting (place where story is taking place)
 - Characters
 - Problem
 - Solution.

3. Post-reading

- Ask comprehension questions such as:
 - Where did the story take place?
 - Who (or what) are the main characters?
 - What was the problem?
 - What was the solution?



Shared Reading (15 min)

- **Resources:** Vula Bula Big Book: **Sebeza**; vocabulary flash cards: **baqhele, qhubeka, yokugqibela, gqithisela, dideka, zola, ihlebo, bangqumbene**
- **Preparation:** Read through the story beforehand and prepare your questions.
- **Lesson objective(s):** Revise the punctuations marks: comma (,); full stop (.); exclamation mark (!) and question mark (?). Learn and apply inferencing skills.

ACTIVITIES

1. Pre-reading

- **Recap:** Talk about what you read yesterday.
- **Vocabulary:** Revise the new words introduced yesterday.
- Learners must make sentences and introduce the plural of the words taught yesterday.
 - Talk about the meaning. Look at the form of each word. Use it in a sentence.
 - Stick the flash cards on the poster and use them throughout the week.
- **Explicit teaching:** Explain to the learners that you are going to teach them about inferencing.
- The writer does not write everything in words. Sometimes the message that will help us make meaning of the story quicker is in the pictures.
- In this story, before anything is said about the reason for the children's whispering, the pictures gave us a clue.
 - Look at the first picture. What gives us a clue here?
 - Look at the second picture. Can you find a clue?
 - What other clues did you notice?

2. During reading

- Invite the learners to read with you with fluency and expression.

3. Post-reading

- Finish the reading by asking questions such as:
 - What do you think the learners were saying during their whispering? Why?





Phonics (15 min)

- **Resources:** Vula Bula phonics frieze for /qh/, phonics flash cards from the word list: **qhuba, qhuma, iqhina, qhayisa, qhekeka, qhubeka, ukuqhela, qhaqha, qhaqazela**
- **Preparation:** Stick the words on the board.
- **Lesson objective(s):** Identify and read words with the sound /qh/. Group the words according to whether the /qh/ is at the beginning, middle or end of the word.

ACTIVITIES

- Have the learners work in pairs to group the phonics words according to where in the word the sound /qh/ appears – beginning, middle, end.
- The learners must think of at least one word for each group.

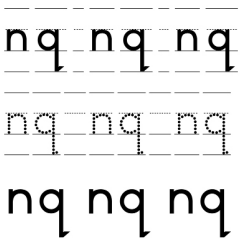


Handwriting (15 min)

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

ACTIVITIES

- Tell the learners to open their handwriting books.
- Write the date, subject and a pattern on the board.
- Write the following words on the board and instruct the learners to copy them into their exercise books:
Imiqhagi iqhele ukukhonya ekuseni.
Iqhiya kaQhamani ineqhosa.
- Close it with a pattern.
- Guide and direct the learners as they write in their exercise books.
- Remember to check the learners' posture, pencil grip and directionality.



Shared Writing (15 min)

- **Resources:** writing chart; khoki pens
- **Preparation:** Make up a scenario for a specific family.
- **Lesson objective(s):** Participate in drawing up a shopping list for a specific family. Use prior knowledge.

ACTIVITIES

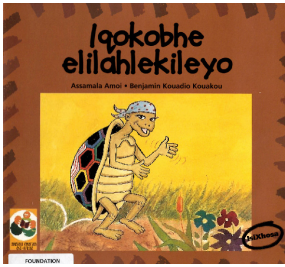
- Tell the learners that they will be helping you draw up a shopping list for a family that you will make up.
 - Tell the learners that in this family there are two children aged 2 years and 10 years.
 - There is a mother, a grandmother and a grandfather.
 - Mother has asked them to help draw up a shopping list for all the weekly necessities.
 - Brainstorm the top 10 items that will make everybody happy in the household.
- Let the class debate about this but reach a decision by allowing the learners to vote on their choices.
- After the learners have voted, re-write the list, giving it an appropriate title.



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 (FAT)

- **Resources:** storybook: **Iqokobhe elilahlekileyo**
- **Preparation:** Prepare the Listening and Speaking assessment rubric (FAT).
- **Lesson objective(s):** Assess Listening and Speaking.

ACTIVITIES

1. Song:

- Tell the learners that the following day they will act out the story.
- Divide them into groups.
- Give them time to practise.
- Each learner must have a speaking role.

Continue throughout the week until all the learners have had a chance to perform.



Shared Reading (15 min)

- **Resources:** Vula Bula Big Book: **Sebeza**
- **Preparation:** Take the words you introduced in the first and the second reading off the vocabulary chart and put them up the wall around the class.
- **Lesson objective(s):** Identify the words, read and use them in a sentence.

ACTIVITIES

1. Pre-reading

- **Vocabulary:** Ask the learners to find the words they learnt on Monday and Tuesday on the wall.

2. During reading

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

3. Post-reading

- **Summarising:** Tell the learners that they will be summarising what they have been reading about.
 - What present did the children give to their teacher?
 - Identify the items in the basket.

Items in the basket	Yes / No
Baby boots	
Pencil	
Dummy	

- Do this activity together with the learners. Let them tell you whether the items were in the basket or not by stating 'yes' and 'no'.
- Ask comprehension question:
 - How do you think the teacher felt when she got her present? Why do you say so?



Phonics (15 min)

- **Resources:** Vula Bula sound frieze for /gq/, phonics flash cards from the word list: **igqabi, igqirha, ugqirha, ukugqagqabisela, igqolile, igqayiwe, isigqibo**
- **Preparation:** Create a sentence strip: **Igqudu ligqunywe ngamagqabi.** Cut out flash cards.
- **Lesson objective(s):** Identify and read words with the /gq/ sound.

ACTIVITIES

1. Sentence strip

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

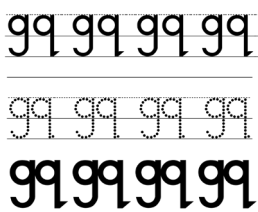


2. Phonics frieze for /gq/

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

3. Phonic words

- Ask the learners to suggest words with the sound **/gq/**.
- Introduce the **/gq/** 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.
- **Lesson objective(s):** Learn and practise writing the sound **/gq/**.

ACTIVITIES

- Tell the learners to open their handwriting books.
- Write the date, subject and a pattern on the board.
- First line: Write a row of **/gq/**.
- Second line: Write **gqa, gqe, gqi, gqo, gqu**.
- Third line: Write another row of **/gq/**.
- Close it with a pattern.
- Remember to check the learners' posture, pencil grip and directionality.

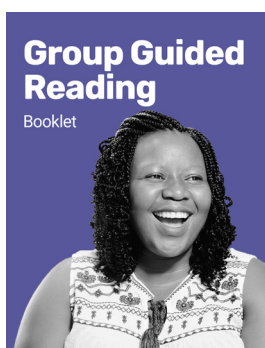


Paired Writing (15 min)

- **Resources:** learners' handwriting exercise books; pencils
- **Preparation:** Make up a scenario for a specific family.
- **Lesson objective(s):** Participate in drawing up a shopping list for a specific family. Use their prior knowledge.

ACTIVITIES

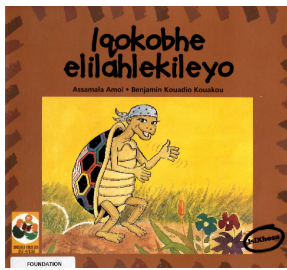
- Tell the learners that they will be helping you to draw up a shopping list for a family that you will make up.
- Tell the learners that in this family there are three children aged 14, 12 and 8, a mother and a father.
- Mother has asked them to help draw up a shopping list for all the weekly necessities.
- They must brainstorm the top 10 items that will make everybody happy in the household.
- Let the pair debate about this but they must reach a consensus.
- Walk around asking as many pairs as you can why they agreed to choose those items.



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 (FAT)

- **Resources:** storybook: **Iqokobhe elilahlekileyo**
- **Preparation:** Prepare the Listening and speaking assessment rubric (FAT).
- **Lesson objective(s):** Assess Listening and Speaking.

ACTIVITIES

- Tell the learners that the following day they will act out the story.
- Divide them into groups.
- Give them time to practise.
- Each learner must have a speaking role.

Continue throughout the week until all the learners have had a chance to perform.



Phonics (15 min)

- **Resources:** Vula Bula phonics frieze for /gq/, phonics flash cards from the word list: **igqabi, igqirha, ugqirha, ukugqagqabisela, igqolile, igqayiwe, isigqibo**
- **Preparation:** Stick the flash cards on the board.
- **Lesson objective(s):** Identify and read words with the sound /gq/. Group the words according to whether the /gq/ is at the beginning, middle or end of the word.

ACTIVITIES

- Have the learners work in pairs to group the phonics words according to where in the word the sound /gq/ appears—beginning, middle, end.
- The learners must think of at least one word for each group.



Writing (15 min)

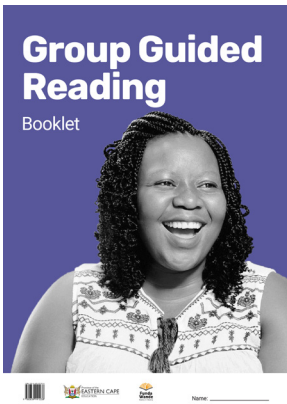
- **Resources:** learners' handwriting exercise books; pencils
- **Preparation:** Make up a scenario for the learners' families.
- **Lesson objective(s):** Draw up a shopping list for their own family.

ACTIVITIES

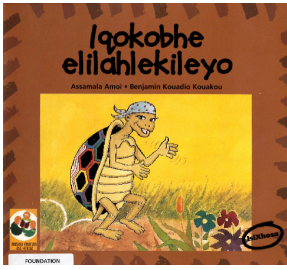
- Tell the learners that they will be drawing their own shopping lists for their families.
- Tell the learners that they have to write down who lives in their household as this influences some of the things that they have to buy.
- Their mother has asked them to help draw up a shopping list for all the weekly necessities.
- They must think of the top 10 items that will make everybody in the household happy.
- Walk around asking as many learners as you can why they chose those items.

Group Guided Reading (30 min)

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



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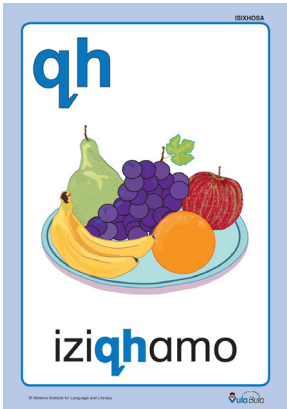


Listening and Speaking (20 min) **FORMAL ASSESSMENT TASK (FAT)**

- **Resources:** storybook: *Iqokobhe elilahlekileyo*
- **Preparation:** Prepare the Listening and speaking assessment rubric (FAT).
- **Lesson objective(s):** Assess Listening and Speaking.

ACTIVITIES

- Tell the learners that the following day they will act out the story.
- Divide them into groups.
- Give them time to practise.
- Each learner must have a speaking role.



Phonics (15 min)

- **Resources:** phonics flash cards of the words taught this week
- **Preparation:** Stick the alphabet frieze for /qh/ and /gq/ on the board. Stick up all the phonics flash cards taught for the week.
- **Lesson objective(s):** Identify and read the sounds /qh/ and /gq/.

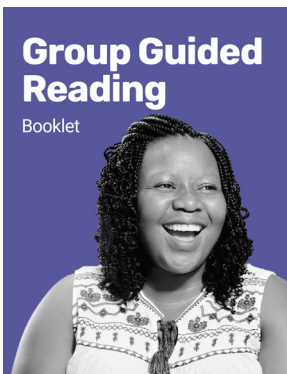
ACTIVITIES

- Stick up the friezes for /qh/ and /gq/ and all the phonics flash cards taught for the week.
- Ask learners to come to the board one at a time and choose a flash card.
- They read the flash card and stick it under the correct frieze – /qh/ or /gq/.
- They must also explain why they put it there.
- Ask the class for feedback.
- Continue until all the flash cards have been read and sorted.

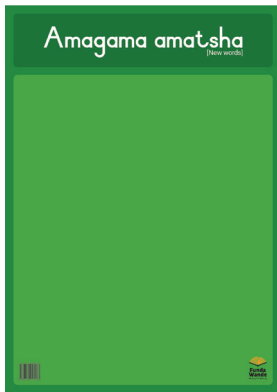


Group Guided Reading (30 min)

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



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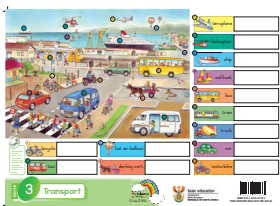


Vocabulary to introduce during this week:

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

HL

<i>bangqumbene</i>	<i>gqithisela</i>	<i>yokugqibela</i>
<i>Baqhele</i>	<i>ihlebo</i>	<i>zola</i>
<i>dideka</i>	<i>qhubeka</i>	



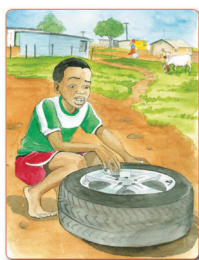
Listening and Speaking (20 min)

- **Resources:** DBE poster: **Transport**; vocabulary flash cards: **inqwelo-moya, inqwelo-ntaka, inqanawa, isikhitshane, ibhasi, uloliwe, itraki, inqwelo-mafutha, isithuthuthu, iikari yeedonki, itekisi, ibhayisekile, ibhaloni yomoya oshushu**
- **Preparation:** Create title strip and isiXhosa flash cards of the words on the poster.
- **Lesson objective(s):** Talk about the poster and relating it to their own experience. Learn new vocabulary.

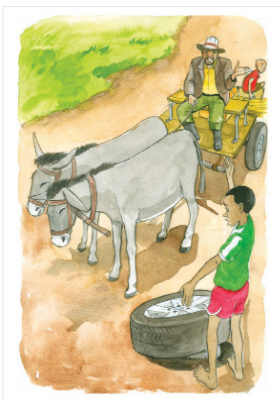
ACTIVITIES

- Stick the poster on the board. Read and talk about the title. Stick the isiXhosa title next to the English title on the poster.
- Divide the learners into groups of three. Learner 1 is land, learner 2 is air and learner 3 is water. They must show which transport on the poster belongs to them.
- 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.

Lelikabani eli vili?



9



Shared Reading (15 min)

- **Resources:** Vula Bula Big Book: **Lelikabani eli vili?** vocabulary flash cards: **dlula, ikhohlozela, inqwelo, ithutyana, igquma, ithothoza, umnyonyovu, isitsala zithuthi, iteletele**
- **Preparation:** Read through the story beforehand and prepare your questions.
- **Lesson objective(s):** Participate in the shared reading by predicting, relating to their own experience and answering comprehension questions.

ACTIVITIES

1. Pre-reading

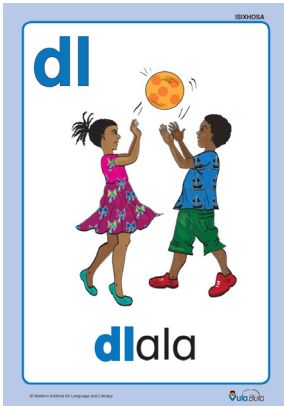
- **Cover:** Talk about the title and the picture, ask questions:
 - Where is this story happening? Why do you say so
 - Think! What will this story be about? (prediction)
- **Picture walk:** Page through the story (do not read it) look at the pictures and ask questions.
 - (page 4) Do you think the tyre belongs to the donkey cart? Why?
 - (page 6) If you were this boy, would you consider asking the motorbike driver about this tyre? Why?
- **Vocabulary:** Teach new words using flash cards and objects or pictures:
 - Talk about the meaning - Look at the form - Use in a sentence
 - Stick the flash cards on the vocabulary chart and use them throughout the week.

2. During reading

- Read the story with expression demonstrating fluency.
- Ask comprehension questions after reading two pages:
 - (page 5) How do you think the tyre got to where the boy found it?
 - (page 9) How do we know that Kabelo waited there for a long time?

3. Post-reading

- Finish by asking:
 - Have you ever found something that did not belong to you?
 - Did you return it to the owner?



Phonics (15 min)

- **Resources:** Vula Bula frieze: /dl/; flash cards from the word list: **idliso, isidlo, udladla, ukudloba, idlakadlaka, dlula, idlaka, idlavu, idlelo**
- **Preparation:** Create a sentence strip: **Amatakane adloba edlelweni.** Cut out flash cards.
- **Lesson objective(s):** Identify and sound /dl/ and be able to read words with the /dl/ sound.

ACTIVITIES

1. Sentence strip

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

2. Phonics frieze /dl/

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

3. Phonics words

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



Writing (15 min)

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

ACTIVITIES

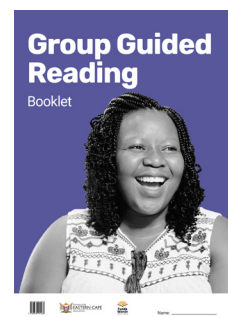
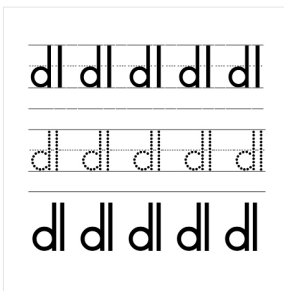
- Tell the learners that they will be writing their weekend news.
- Ask the learners to write about their weekend highlights.
- Instruct them to write at least two sentences about what they did on Saturday and two sentences about what they did on Sunday.
- Walk around assisting with sentence structure,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

Handwriting (15 min)

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

ACTIVITIES

- Tell the learners to open their handwriting books.
- Write the date, subject and a pattern on the board.
- First line: Write a row of /dl/.
- Second line: Write **dlala, isidlele, idliso, isidlo, dlula**.
- Third line: Write another row of /dl/.
- Close it with a pattern.
- Walk around to see how they are doing. Help where needed.
- Remember to check the learners' posture, pencil grip and directionality.



Group Guided Reading (30 min)

- See Group Guided Reading booklet 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



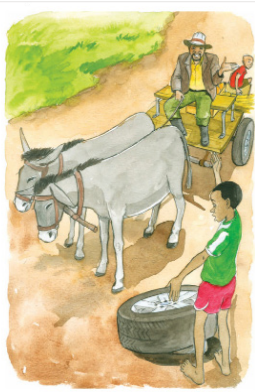
Listening and Speaking (20 min)

- **Resources:** DBE poster: **Transport**; vocabulary flash cards: **inqwelo-moya, inqwelo-ntaka, inqanawa, isikhithshane, ibhasi, uloliwe, itraki, inqwelo-mafutha, isithuthuthu, iikari yeedonki, itekisi, ibhayisekile, ibhaloni yomoya oshushu**
- **Preparation:** Create isiXhosa flash cards of the words on the poster.
- **Lesson objective(s):** Discuss the different types of transport and talk about the pictures on the poster.

ACTIVITIES

- Stick the poster on the board.
- Recap on what you talked about and the words you introduced yesterday.
- Recap the vocabulary taught yesterday.
- Ask questions to lead a discussion, for example:
 - Who uses which transport to come to school?
 - If you were going to Cape Town which mode of transport would get you there faster?
 - Which one would be the slowest?

Lelikabani eli vili?



Shared Reading (15 min)

- **Resources:** Vula Bula Big Book: **Lelikabani eli vili?** vocabulary flash cards: **dlula, ikhohlozela, inqwelo, ithutyana, igquma, ithothoza, umnyonyovu, isitsala zithuthi, itelelele**
- **Preparation:** Read through the story beforehand and prepare your questions. Give examples to illustrate background knowledge.
- **Lesson objective(s):** Learn the use of adjectives and their effect in writing.

ACTIVITIES

1. Pre-reading

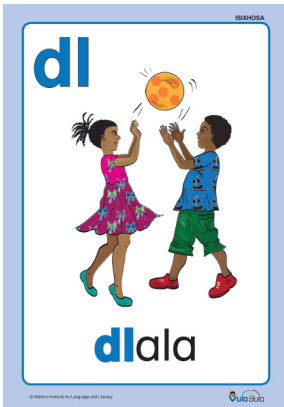
- Talk about what you read yesterday.
- Revise the new words taught yesterday.
- Learners must make sentences and introduce the plural of the words taught yesterday.
 - Talk about the meaning. Look at the form of each word. Use it in a sentence.
 - Stick the flash cards on the poster and use them throughout the week.
- **Explicit teaching:** Teach the use of adjectives.
 - Tell the learners that an adjective is used to describe a noun. In writing, this helps create a picture about what you are reading – be it the sound, smell or look of an object.
 - If I say to you "The smelly rag landed on her face." What reaction do you get?

2. During reading

- Invite the learners to read the story with you with expression. Tell them to put their hands up when they hear an adjective. (Remind them of the task. Prepare a list of the adjectives in the story so that if they forget you can have examples of these adjectives.)
- Ask comprehension questions such as:
 - What do you think will happen if the tractor driver changed the front tyre with Kabelo's tyre?

3. Post-reading

- Finish the reading by asking questions.
 - Can you remember all the vehicles that Kabelo asked about the tyre?



Phonics (15 min)

- **Resources:** Vula Bula frieze for /dl/; flash cards from the word list: **idliso, isidlo, udladla, ukudloba, idlakadlaka, dlula, idlaka, idlavu, idlelo**
- **Preparation:** Stick the flash cards on the board.
- **Lesson objective(s):** Identify and read words with the sound /dl/. Group the words according to whether the sound is at the beginning, middle or end of the word.

ACTIVITIES

- Have the learners work in pairs to group the phonics words according to where in the word the sound /dl/ appears – beginning, middle, end.
- The learners must think of at least one word for each group.



Handwriting (15 min)

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

ACTIVITIES

1. Recap

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

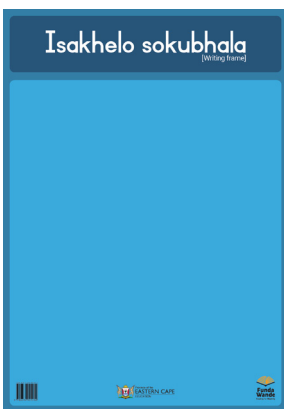
2. Practise

- Tell the learners they are going to practise writing the sound /dl/ in their handwriting exercise books.
- Tell the learners to open their handwriting books
- Write the date, subject and a pattern on the board.
- Write the following words on the board and instruct the learners to copy them into their exercise books.

Adlakadlaka amadlaka angasedlelweni.

Abafundi bazakudlala umdlalo kwibala laseDlephu

- Close it with a pattern
- Guide and direct the learners as they write in their exercise books.
- Remember to check the learners' posture, pencil grip and directionality.



Shared Writing (15 min)

- **Resources:** chart paper; khoki pens
- **Preparation:** Prepare a writing chart.
- **Lesson objective(s):** Participate in suggesting different adjectives to describe vehicles.

ACTIVITIES

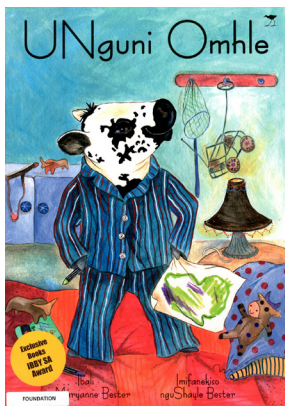
- Tell the learners you will pick five modes of transport from the flash cards.
- They must suggest at least two adjectives to describe each one.
- They can look at the transport poster or use prior knowledge to suggest good adjectives.
- Allow the learners to suggest as many relevant adjectives as they can. Then choose the best.
- They must use these adjectives in sentences.
- They must re-read the sentences they have written and make sure they edit and correct any errors.



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)

- **Resources:** storybook: **UNguni Omhle**; vocabulary flash cards: **inkonyane, zogqatso, ubuvukuvuku, iingxondorha, sigudileyo, ezindilisekileyo, ngokuqaqambileyo**
- **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

1. Weather chart and date

- Talk about today's weather

2. Pre-reading

- Get the learners ready for reading aloud.
 - Talk about the title and cover and ask questions:
 - What is happening on the cover?
 - What do you think this story will be about? (prediction)
 - Do you think this is a true story? Why are you saying that?

3. During reading

- Read the first half of the story. Read the story with expression. Show some of the pictures and ask questions without too much interruption.
 - How was baby Nguni feeling? Why did he say he felt like that?
 - Have you ever felt that you were ugly and unwanted?
 - Who did you tell about the way you were feeling?
 - What did that person say?

4. Post-reading:

- Tell the learners this is where you will end for today.

Lelikabani eli vili?



Shared Reading (15 min)

- **Resources:** Vula Bula Big Book: **Lelikabani eli vili?**
- **Preparation:** Take the words you introduced in the 1st and the 2nd reading off the vocabulary chart and put them up the wall around the class.
- **Lesson objective(s):** Identify the words, read and use them in a sentence.

ACTIVITIES

1. Pre-reading

- **Vocabulary:** Ask the learners to find the words they learnt on Monday and Tuesday on the wall.

2. During reading

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

3. Post-reading:

- Summarising: Tell the learners that they will be summarising what they have been reading about.
- Ask the learners to put the printed pictures of the vehicles that Kabelo met in the order that they appear in the story. (correct sequence)
- Ask comprehension question:
 - Where is the story taking place? Why do you say so?
 - Who do you think is the main character in the story and why?



Phonics (15 min)

- **Resources:** Vula Bula frieze for **/gc/**; phonics flash cards from the word list: **gcina, gcoba, gcaba, gcuma, igcisa, ugcado, umgcini, imigca, isigculelo**
- **Preparation:** Create a sentence strip. **UGcobisa ungumgcini wezigcawu.** Cut out vocabulary flash cards from the word list.
- **Lesson objective(s):** Identify and read the words that have the sound **/gc/**.

ACTIVITIES

1. Sentence strip

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

2. Phonics frieze for /gc/

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

3. Phonics words

- Ask the learners to suggest words with the /gc/ sound.
- Introduce the /gc/ words using flash cards 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) FORMAL ASSESSMENT TASK (FAT)

- **Resources:** learners' handwriting exercise books; pencils
- **Preparation:** Prepare a rubric to mark the learners' work. (FAT)
- **Lesson objective(s):** Assess handwriting.

ACTIVITIES

- Write the following sentences on the board and tell the learners to copy them into their handwriting books.
 1. Waphuma waya kuyikhangela.
 2. Ibhola yakhe ilahlekile.
 3. Wamlinda emthini.
- Do not assist them. Take in their work and mark it according to the criteria in the rubric.

Paired Writing (15 min)

- **Resources:** learners' handwriting exercise books; pencils
- **Preparation:** Choose five modes of transport.
- **Lesson objective(s):** Participate in pairs in suggesting different adjectives to describe vehicles.

ACTIVITIES

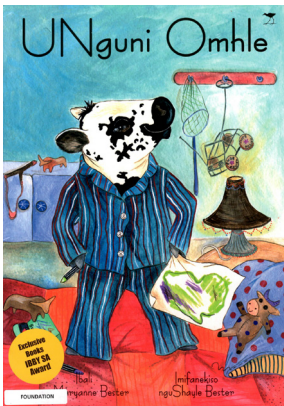
- Tell the learners you will pick five modes of transport from the flash cards. (These must be different from the ones randomly picked yesterday.)
- They must suggest at least two adjectives to describe each.
- They can look at the transport poster or use prior knowledge to suggest good adjectives.
- Allow the learners to suggest as many relevant adjectives as they can, and choose the best ones.
- They must use these adjectives in sentences.
- They must re-read the sentences they have written and make sure they edit and correct any errors.

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: **UNguni omhle**
- **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

1. Weather chart and date

- Talk about today's weather

2. Pre-reading

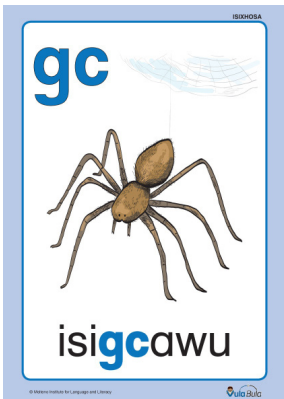
- Get the learners ready for reading aloud.
- **Recap:** Talk about the part you have read.
 - What do you think will happen next? (prediction)

3. During reading

- Read the rest of the story with expression. Show some of the pictures and ask questions without too much interruption.
- Read up to the end.

4. Post-reading:

- Ask comprehension questions:
 - How did mama Nguni help her baby Nguni to feel better about himself?
 - If you were Nguni's friend, what would you do to make him feel better?



Phonics (15 min)

- **Resources:** Vula Bula phonics frieze for /gc/, flash cards from the word list: **gcina, gcoba, gcaba, gcuma, igcisa, ugcado, umgcini, imigca, isigculelo**
- **Preparation:** Stick the flash cards on the board.
- **Lesson objective(s):** Identify and read words with the sound /gc/. Group the words according to whether the /gc/ is at the beginning, middle or end of the word.

ACTIVITIES

- Have the learners work in pairs to group the phonics words according to where in the word the sound /gc/ appears – beginning, middle, end.
- The learners must think of at least one word for each group.

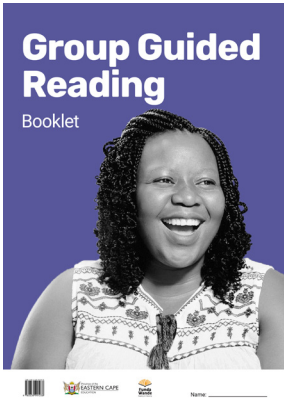


Individual Writing (15 min)

- **Resources:** learners' handwriting exercise books; pencils
- **Preparation:** Choose five modes of transport.
- **Lesson objective(s):** Use different adjectives to describe vehicles.

ACTIVITIES

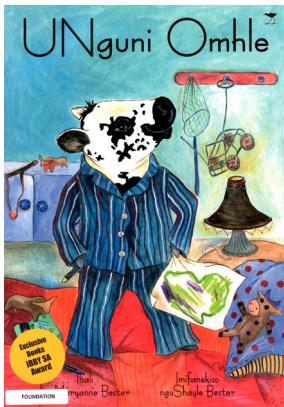
- Tell the learners you will pick five modes of transport from the flashcards. (These must be different from the ones randomly picked yesterday.)
- They must suggest at least two adjectives to describe each mode of transport.
- They can look at the transport poster or use prior knowledge to suggest good adjectives.
- They must use these adjectives in sentences.
- They must re-read the sentences they have written and make sure to edit and correct any errors.



Group Guided Reading (30 min)

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

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Group 2	Group 4	Group 1	Group 3	Group 5



Listening and Speaking (20 min)

- **Resources:** Storybook: **UNguni omhle**
- **Preparation:** Remind the learners to make up their own stories.
- **Lesson objective(s):** Learners tell their own stories.

ACTIVITIES

1. Weather chart and date

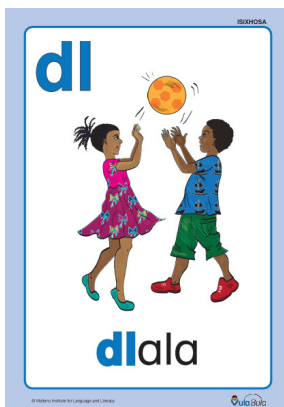
- Talk about today's weather

2. Recap

- Recap on the story that you have read.
- Recap the vocabulary already taught.

3. Summarise

- Summarise the story by referring to the elements of a story: characters, setting (place where story is taking place), problem and solution.

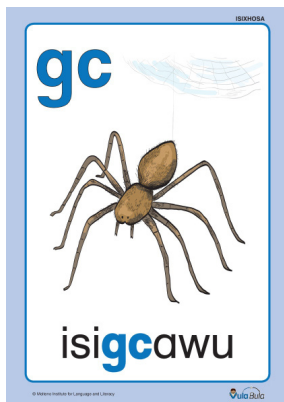


Phonics (15 min) FORMAL ASSESSMENT TASK (FAT)

- **Resources:** phonics learnt up to this week
- **Preparation:** Prepare to dictate these words to the learners and mark them for phonics FAT
- **Lesson objective(s):** Assess the phonics learnt up to this week.

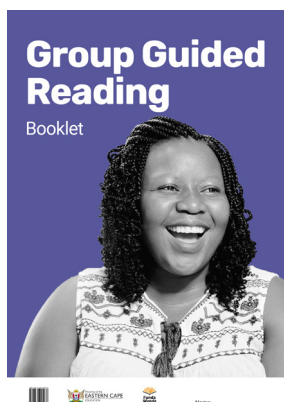
ACTIVITIES

- Dictate these words to the learners and mark them for phonics FAT
 1. igqirha
 2. igqudu
 3. qhuba
 4. qhaqha
 5. inqaba
 6. inqatha



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



Vocabulary to introduce during this week:

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

HL

inqwelo-moya

uloliwe

itekisi

inqwelo-ntaka

itraki

ibhayisekile

inqanawa

inqwelo-mafutha

ibhaloni yomoya oshushu

isikhitshane ibhasi

isithuthuthu

dlula

iikari yeedonki

ikhohlozela

isitsala zithuthi

inqwelo

sigudileyo

itelele inkonyane

ithutyana

Ezindilisekileyo

zogqatso

igquma

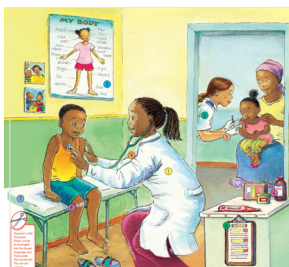
ngokuqaqambileyo

ubuvukuvuku

ithothoza

iingxondorha

umnyonyovu



Listening and Speaking (20 min)

- **Resources:** DBE poster: **Going to the doctor**; vocabulary flash cards: **ukuya kwagqirha, ugqirha, unesi, ipowusta, iyeza, iiglavu, itshati, ibhedi, iplasta, isixhobo sokuxilonga.**
- **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 – Going to the doctor

- Stick the poster on the board; Read and talk about the 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 questions about the poster, for example:
 - Where is this place?
 - Have you ever visited it? Why did you go there?

Uhambo



Shared Reading (15 min)

- **Resources:** Vula Bula Big Book: **Uhambo**; vocabulary flash cards: **ndixakekile, ikhefu, ingxowa, ukhenketho, iqakamba, ukundwendwela, umdyarho**
- **Preparation:** Read through the story beforehand and prepare your questions.
- **Lesson objective(s):** Participate in the shared reading by predicting, relating to their own experience and answering comprehension questions.

ACTIVITIES

1. Pre-reading

- **Cover:** Talk about the title and the picture, ask questions:
 - Where is the baby sitting?
 - Look at the calendar. What is the date?
 - Think! What will this story be about? (prediction)
- **Picture walk:** Page through the story (do not read it). Look at the pictures and ask questions.
 - (page 24) Look at the picture. What is going on here?
 - (page 26) Can you see mom's ticket? Where is it?
- **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 first half of the story. Read the story with expression, demonstrating fluency.
- Ask comprehension questions after reading two pages:
 - (page 26) Kanene lenkwenkwe ipakishela ukuyaphi?

3. Post-reading

- Finish by asking:
 - Have you ever travelled? What mode of transport did you use?

Phonics (15 min)

- **Resources:** Vula Bula phonics frieze for /mb/; phonics flash cards from the word list: **imbali, umbona, imbokodo, imbambo, hamba, igumbi, imbabala, imbawula, imbokodo, imbovane iimbambo**
- **Preparation:** Create a sentence strip: **Imbovane ihamba phezu kwembokodo.** Cut out flash cards.
- **Lesson objective(s):** Identify and sound /mb/ and be able to read words with the /mb/ sound.





ACTIVITIES

1. Sentence strip

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

2. Phonics frieze for /mb/

- Stick the card on the board and ask: What is this?
- Repeat the response – **imbiza** – and emphasise the /mb/ sound.
- Tell the learners to say /mb/. 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 /mb/.
- Introduce the /mb/ 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.

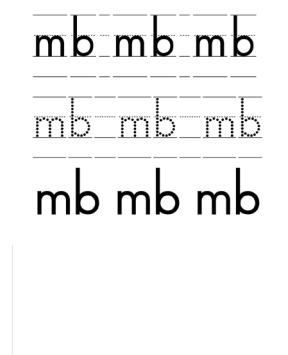


Writing (15 min)

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

ACTIVITIES

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

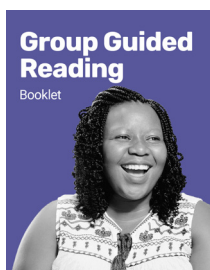


Handwriting (15 min)

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

ACTIVITIES

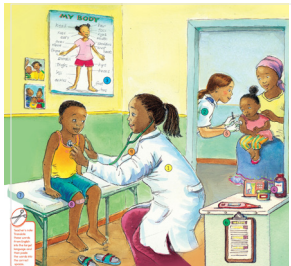
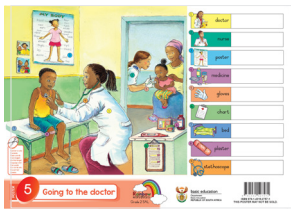
- Tell the learners to open their handwriting books.
- Write the date, subject and a pattern on the board.
- First line: Write a row of /mb/.
- Second line: Write **imbabala, imbewu, imbila, imbambo, ucwambu**.
- Third line: Write another row of /mb/.
- Close it with a pattern.
- Walk around to see how they are doing. Help where needed.
- Remember to check the learners' posture, pencil grip and directionality.



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

- 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

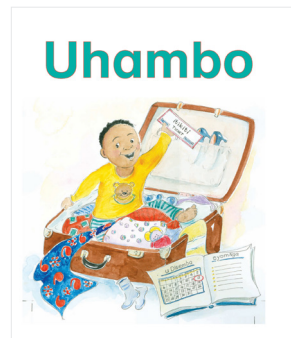


Listening and Speaking (20 min)

- **Resources:** DBE Poster: **Going to the doctor**; vocabulary flash cards
- **Preparation:** Create title strip and isiXhosa flash cards of the words on the poster.
- **Lesson objective(s):** Talk about pictures on the poster.

ACTIVITIES

- Stick the poster on the board. Read and talk about title. Stick the isiXhosa title next to the English title on the poster.
- Recap the vocabulary taught yesterday.
- Ask questions to lead a discussion, for example:
 - Why do people go to the doctor?
 - What happens when they get there?
 - What kind of people work there?
 - Why are some people scared of doctors?



Shared Reading (15 min)

- **Resources:** Vula Bula Big Book: **Uhambo**; vocabulary flash cards: **ndixakekile, ikhefu, ingxowa, ukhenketho, iqakamba, ukundwendwela, umdyarho**
- **Preparation:** Read through the story beforehand and prepare your questions. Prepare examples of planning for a trip to illustrate prediction skills.
- **Lesson objective(s):** Learn and be able to apply predicting skills.

ACTIVITIES

1. Pre-reading

- **Recap** the vocabulary taught yesterday.
- **Explicit teaching: Planning for a trip**
 - Thinking aloud: What do people have to do when they go on a trip, especially when they will have to sleep over?
 - Can they just get up and put any clothes in the bag and go?
 - Is there anything they must consider before packing?
 - In the story, what does the businessman pack? Does he pack the same things as the girl going camping?

2. During reading

- Read the story with expression, Demonstrate the prediction skills while reading :
 - (page 28) I wonder where her family lives?

3. Post-reading

- Finish the reading by asking questions.
 - Ask the learners to think of questions they are wondering about.
 - What do you think would happen if one of them lost their ticket or left it at home?



Phonics (15 min)

- **Resources:** Vula Bula: Phonic frieze for /mb/, flash cards from the word list. Phonic frieze with the following words: **imbali, umbona, imbokodo, imbambo, hamba, igumbi, imbabala, imbawula, imbokodo, imbovane, iimbambo**
- **Preparation:** Stick the flash cards on the board.
- **Lesson objective(s):** Identify and read words with the /mb/ sound. Group the words according to whether the sound is at the beginning, middle or end of the word.

ACTIVITIES

- Have the learners work in pairs to group the phonics words according to where in the word the sound /mb/ appears – beginning, middle, end.
- The learners must think of at least one word for each group.

Beginning	Middle	End
<u>imbovane</u>	hamba	igumbi



Handwriting (15 min)

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

ACTIVITIES

1. Recap

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

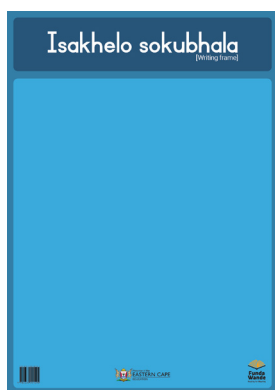
2. Practise

- Tell the learners they are going to practise writing the sound /mb/ in their handwriting exercise books.
- Tell the learners to open their handwriting books.
- Write the date, subject and a pattern on the board.
- Write the following words on the board and instruct the learners to copy them into their exercise books.

IMbeko uhlwayela imbewu yombona.

UNangamso ubetheke edongeni wanengongoma.

- Close it with a pattern.
- Guide and direct the learners as they write in their exercise books.
- Remember to check the learners' posture, pencil grip and directionality.



Shared Writing (15 min)

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

ACTIVITIES

- Tell the learners that you will pretend that you are going on a trip.
 - Tell them that they must help you write the following structure in their books.
 - When are you leaving?
 - What are you going to do there?
 - What are you busy doing?
 - What are you packing?
 - Do you have a ticket?
 - How do you feel about travel?
 - After writing, learners must re-read the sentences and correct any errors.



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

- 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: **Sonke sizalelwe ukuze siphile ngokufanelekileyo**
- **Preparation:** Practise reading the story and prepare your questions.
- **Lesson objective(s):** Listen to an interesting story for enjoyment.

ACTIVITIES

1. Pre reading

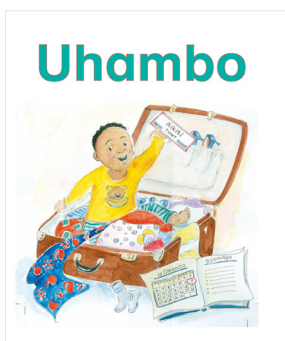
- Get the learners ready for reading aloud.
- Talk about the title and cover and ask questions:
 - What do you think this story will be about? (prediction)
 - Do you think this is a true story? Why do you say that?

2. During reading

- Read the first half of the story. Read the story with expression. Show some of the pictures and ask questions without too much interruption.
 - Did you know that we all have the rights to live free and safely?
 - Do you know your human rights?

3. Post-reading

- Close the first reading by asking:
 - Who first taught you about human rights?



Shared Reading (15 min)

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

ACTIVITIES

1. Pre-reading

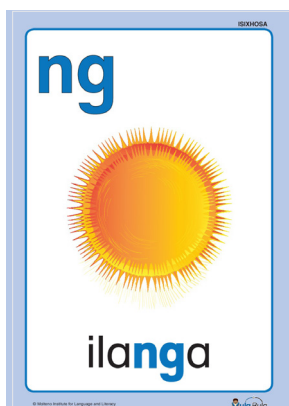
- **Vocabulary:** Ask the learners to find the words they learnt on Monday and Tuesday on the wall.

2. During reading

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

3. Post-reading

- **Summarising:** Tell the learners that they will be summarising what they have been reading about.
 - Who are the travellers in the story?
 - Where is each one going?
 - How long do you think they will be there? Why?



Phonics (15 min)

- **Resources:** Vula Bula phonics frieze for /ng/; phonics flash cards from the word list: **ingalo, ingoma, udonga, ingongoma, ucango, ingacu, ingacu, ingono, ingubo, ingilosi, ingongoma**
- **Preparation:** Create a sentence strip: **Ingonyama nengulube zingene emqolombeni.** Cut out flash cards.
- **Lesson objective(s):** Identify and read words with the /ng/ sound.

ACTIVITIES

1. Sentence strip

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



2. Phonics frieze for /ng/

- Stick the card on the board and ask: What is this?
- Repeat the response – **ilanga** – and emphasise the **/ng/** sound.
- Tell the learners to say **/ng/**. 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 learners to suggest words with the sound **/ng/**.
- Introduce the **/ng/** 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.
- **Lesson objective(s):** Learn and practise writing the **/ng/** sound.

ACTIVITIES

- Tell the learners to open their handwriting books.
- Write the date, subject and a pattern on the board.
- First line: Write a row of **/ng/**.
- Second line: Write **ingalo, ingundile, zingela, isizungu, ingoma**.
- Third line: Write another row of **/ng/**.
- Close it with a pattern.
- Remember to check the learners' posture, pencil grip and directionality.

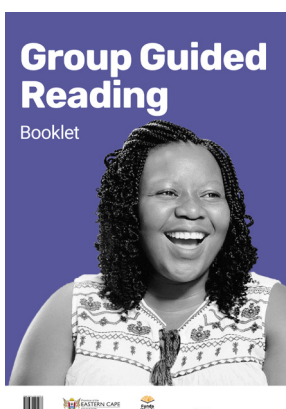


Writing (15 min) FORMAL ASSESSMENT TASK (FAT)

- **Resources:** paper; pencils; crayons
- **Preparation:** Prepare writing rubrics for the assessment (FAT).
- **Lesson objective(s):** Draw a picture and write sentences on where you are going.

ACTIVITIES

- Tell the learners that they will pretend that they are going on a trip.
- Tell them that they must follow this writing frame.
 - When are you leaving?
 - What are you going to do there?
 - What are you busy doing?
 - What are you packing?
 - Do you have a ticket?
 - How do you feel about travel?
- After writing, the learners must re-read the sentences and correct any errors. Take in the work to mark it based on the assessment rubric.



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

- 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: **Sonke sizalelwe ukuze siphile ngokukhululekileyo**
- **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

1. Pre-reading

- Get the learners ready for reading aloud.
- **Recap:** Talk about the part you have read.
 - Where is each one going?

2. During reading

- Read the rest of the story with expression. Show some of the pictures and ask questions without too much interruption.
- Read up to the end.

3. Post-reading

- Summarise the story by referring to the elements of a story: characters, setting (place where story is taking place), problem and solution.



Phonics (15 min)

- **Resources:** Vula Bula phonics frieze for /ng/; phonics flash cards from the word list: **ingalo, ingoma, udonga, ingongoma, ucango, ingacu, ingacu, ingono, ingubo, ingilosi, ingongoma**
- **Preparation:** Stick the flash cards on the board.
- **Lesson objective(s):** Identify and read words with the sound /ng/. Group the words according to whether the /ng/ is at the beginning, middle or end of the word.

ACTIVITIES

- Have the learners work in pairs to group the phonics words according to where in the word the sound /ng/ appears – beginning, middle, end.
- The learners must think of at least one word for each group.

Beginning	Middle	End
ingalo	zingela	idonga

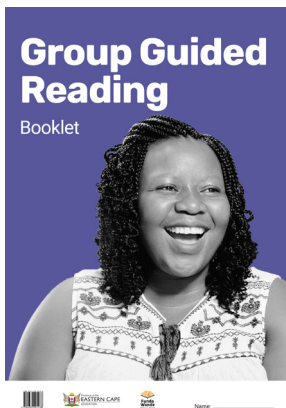


Writing (15 min)

- **Resources:** paper; pencils; crayons
- **Preparation:** Return the Writing FAT to the learners.
- **Lesson objective(s):** Draw a picture and write sentences on where you are going.

ACTIVITIES

- Ask the learners to draw a picture for the trip.
- Below the picture they must neatly re-write their sentences from yesterday.
- Make space on the wall with the heading: Our trips. Stick their writing and drawings on the wall under the heading.



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

- 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



Ndiyinqwelo-moya encinci
 Khawundibukele ndibhabha
 Khangela ukusuka kwam
 Ndemka, ndemka, ndemka
 ndimkile!

Listening and Speaking (20 min)

- **Resources:** poem: **Transport**
- **Preparation:** Learn the poem and adapt it to different types of transport.
- **Lesson objective(s):** Learn and recite a poem on transport.

ACTIVITIES

- Teach the learners the transport poem:
Ndiyinqwelo-moya encinci
Khawundibukele ndibhabha
Khangela ukusuka kwam
Ndemka, ndemka, ndemka ndimkile!
- You can change the mode of transport to a train, bicycle or boat.)

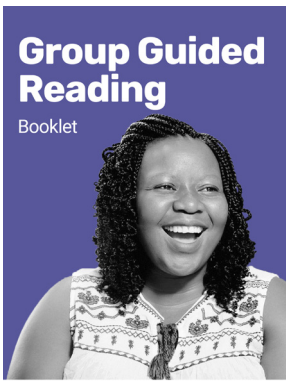


Phonics (15 min)

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

ACTIVITIES

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



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

- 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



Vocabulary to introduce this week:

ibhedi

iiglavu,

ikhefu

ingxowa

inqwelo

iplasta,

ipowusta

iqakamba

isixhobo sokuxilonga

itshati

iyeza

Ndixakekile

ugqirha

ukhenketho

ukundwendwela

Ukuya kwagqirha

umdyarho

unesi



Listening and Speaking (20 min)

- **Resources:** poster: **Home safety**; vocabulary flash sounds; **iplagi, amanzi, umlilo, istovu, iayini, igilasi eyaphukileyo, imela, iyeza, ityhefu, iparafini, amanzi ashushu**
- **Preparation:** Create a title strip and isiXhosa flash cards of the words on the poster.
- **Lesson objective(s):** Talk about the poem and relate it to their own experience. Learn new vocabulary.

ACTIVITIES

1. Poster – Home safety

- Stick the poster on the board. Read and talk about the title. Stick the isiXhosa 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 point out all the dangerous scenarios that are happening in the poster.

Shared Reading (15 min)

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

ACTIVITIES

1. Pre-reading

- Talk about the title of the poem, and ask questions.
 - What is a warning?
 - Where do we normally see warnings?
 - In what circumstances do people get warned?
- **Picture walk:** Look at the picture and ask questions.
 - What is happening in the picture?
 - Look at this picture. Who do you think the warning is for?
- **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 poem with expression, demonstrating fluency and rhythm.
- Ask comprehension questions after reading four lines:
 - (after line 4) Which animal are we talking about? How do you know?
 - (after line 8) Where did the chicks run to? What was wrong?

3. Post-reading

- Finish by asking:
 - Who is the warning for in this poem?

Isilumkiso



Ngony'imini
Kok! kok! kok!
Abaleka
Pha pha pha
Azifihla
Nca nca nca
Kwabakho elinye elibunxaxha.
Mntwanana, kutheni ungafezanga nje?
Inene mama ndilibele
Asikuko nokonqena.

Kwakamsinya
Kok! kok! kok!
Abaleka
Pha pha pha
Azifihla
Nca nca nca
Kwakhona isanxaxha.
Gq! Ukhetshe.
Rhiwa! Wemka nalo
Ukubala kuyingozu ekasa ekufeni.

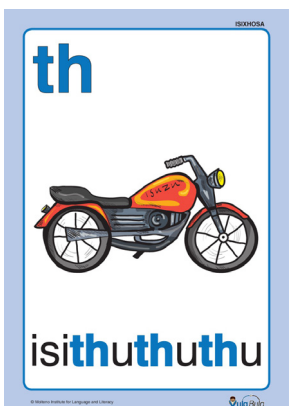
Phonics (15 min)

- **Resources:** Vula Bula phonics frieze for /th/; phonics flash cards from the word list: **thina, thuma, thimla, uthuli, kuthi, umthi, thatha, thetha, uthuthu**
- **Preparation:** Create a sentence strip: **UThobani uyathanda ukuthimla**. Cut out flash cards.
- **Lesson objective(s):** Identify and sound /th/ and be able to read words with the /th/ sound.

ACTIVITIES

1. Sentence strip

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



2. Phonics frieze for /th/

- Stick the card on the board and ask: What is this?
- Repeat the response – **isithuthuthu** – and emphasise the /th/ sound.
- Tell the learners to say /th/. 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 /th/ sound.
- Introduce the /th/ 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.



Writing (15 min)

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

ACTIVITIES

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

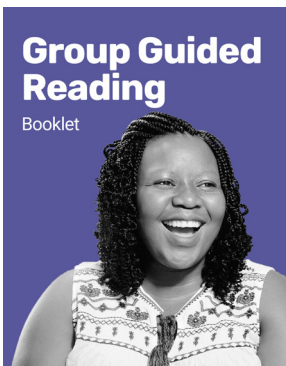


Handwriting (15 min)

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

ACTIVITIES

- Tell the learners to open their handwriting books
- Write the date, subject and a pattern on the board.
- First line: Write a row of /th/.
- Second line: Write **ithambo, isithuthuthu, ithemba, uyathimla, isithokothoko.**
- Third line: Write another row of /th/.
- Close it with a pattern.
- Walk around to see how they are doing. Help where needed.
- Remember to check the learners' posture, pencil grip and directionality.



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

- 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:** poster: **Home safety**; vocabulary flash cards
- **Preparation:** Create a title strip and isiXhosa flash cards of the words in the poem.
- **Lesson objective(s):** Talk about the poem and relate it to their own experience. Learn new vocabulary.

ACTIVITIES

- Stick the poster on the board. Read and talk about the title. Stick the isiXhosa title next to the English title on the poster
- Recap the vocabulary taught yesterday.
- Ask the learners to find all the dangerous scenarios that are happening in the poster.
- Recap the possible things that could go wrong.
- Ask the learners if any of these things have happened to them and what the consequences where.
- Talk about the solutions to these problems.

Isilumkiso



Ngony'imini
Kok! kok! kok!
Abaleka
Pha pha pha
Azifihla
Nea nea nea
Kwakhho elinye elibunxaxha.
Matwama, kutheni ungasazanga nje?
Inene mama ndilbele
Asikuko nokonqena.

Kwakamsinya
Kok! kok! kok!
Abaleka
Pha pha pha
Azifihla
Nea nea nea
Kwakhona lisaxaxha.
Gqi! Ukhetsho.
Rhiwu! Wemka nalo
Ukalibala kayingozi ekasa ekufeni.

Shared Reading (15 min)

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

ACTIVITIES

1. Pre-reading

- Recap the vocabulary taught yesterday.
- **Explicit teaching: onomatopoeia**
 - Read the second line and ask the learners: What does the word 'kok' mean?
 - Talk about more words like this which give effect and sound.
 - Ask the learners to think of more words like those in the poem (pha, nea, gqi, rhiwu).

2. During reading

- Read the poem with the learners with expression.

3. Post-reading

- Finish the reading by asking questions.
 - Why do you think the chicks kept forgetting when mother hen was calling them?
 - Is the last line of the poem true? Does forgetting really lead to death?

Phonics (15 min)

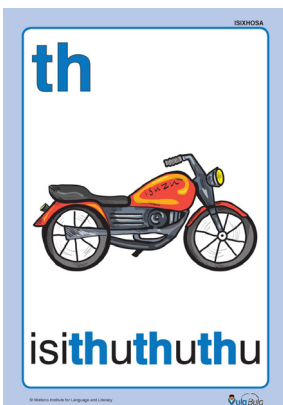
- **Resources:** Vula Bula phonics frieze for /th/; flash cards from the word list: **thina, thuma, thimla, uthuli, kuthi, umthi, thatha, thetha, uthuthu**
- **Preparation:** Stick the flash cards on the board.
- **Lesson objective(s):** Identify and read words with the sound /th/. Group the words according to whether the sound is at the beginning, middle or end of the word.

ACTIVITIES

- Have the learners work in pairs to group the phonics words according to where in the word the sound /th/ appears – beginning, middle, end.
- The learners must think of at least one word for each group.

Beginning	Middle	End
th ina	uyath th imla	im th a

(Please note that uyathimla and imitha are not on the list but the learners have to think of the words they know to complete this exercise.)





Handwriting (15 min)

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

ACTIVITIES

1. Recap

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

2. Practise

- Tell the learners they are going to practise writing the sound /th/ in their handwriting exercise books.
- Tell the learners to open their handwriting books.
- Write the date, subject and a pattern on the board.
- Write the following words on the board and instruct the learners to copy them into their exercise books.

Uthembisa uthambisa amathanga.

Ndiyasithanda isithuthuthu sam, sindichithisa isithukuthezi.

- Close it with a pattern.
- Guide and direct the learners as they write in their exercise books.
- Remember to check the learners' posture, pencil grip and directionality.

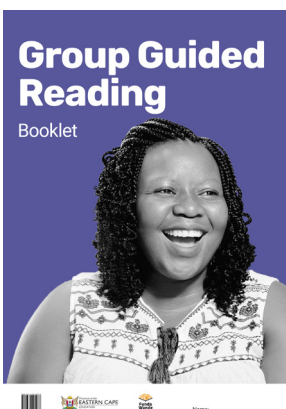


Shared Writing (15 min)

- **Resources:** chart paper; khoki pens
- **Preparation:** Prepare a writing frame.
- **Lesson objective(s):** Participate in writing a class story.

ACTIVITIES

- Talk to the learners about the different excuses people make for not doing what they should be doing.
- Ask them what kind of excuses they make, besides forgetting. For example: saying, "I didn't hear you" and blaming others, etc.
- Tell them that they must suggest a different excuse for the chick.
- Draw the picture of the chick talking to mother hen.
- Write: **Mntwanana, kutheni ungafezanga nje?**
Inene mama(the excuse). Asikuko nokunqena.



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

- 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: **Imbila nofudo**; vocabulary flash cards: **ilunda, ukundiyuca, mngeni, yanyulwa, yagqotsa, imbasa**
- **Preparation:** Practise reading the poem beforehand and prepare your questions.
- **Lesson objective(s):** Listen to an interesting poem for enjoyment.

ACTIVITIES

1. Pre-reading

- Get the learners ready for reading aloud.
- Talk about the title and picture and ask questions:
 - What do you think this poem will be about? (prediction)
 - What do you think about an eagle?
- **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. Show some of the pictures without too much interruption.

3. Post-reading

- Finish by asking comprehension questions.
 - Is it fair for the rabbit to ask for this kind of a race?
 - Which race do you think would be fairer?
 - Can you think of one word that describes the rabbit's character?

Isilumkiso



Ngony'imini
Kok! kok! kok!
Abaleka
Pha pha pha
Azifihla
Nca nca nca
Kwabakho elinye elibuxacha.
Mtwanana, kutheni ungafezanga nj?
Inene mama ndilibe!
Asikuko nokonqena.

Kwakamsinya
Kok! kok! kok!
Abaleka
Pha pha pha
Azifihla
Nca nca nca
Kwakhona lisanzacha.
Gqi! Ukhetshe.
Rhiwu! Wenka nalo
Ukalibala kuyingori ekusa ekufeni.

Shared Reading (15 min)

- **Resources:** poem: **Isilumkiso**; flash cards
- **Preparation:** Prepare for learners to analyse the characters in the poem.
- **Lesson objective(s):** Analyse the characters in the poem, using prior knowledge.

ACTIVITIES

1. Pre-reading

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

• Character analyses

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

2. Reading:

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

3. Post-reading

- Finish the reading by asking questions.
 - Who is portrayed as the most caring character in the poem?
 - Do our mothers act the same way? How?



Phonics (15 min)

- **Resources:** Vula Bula phonics frieze for **/hl/**; phonics flash cards from the word list: **amehlo, hlaziya, hlohla, hlutha, isihlanu**
- **Preparation:** Create a sentence strip: **Imehlo lika Hlumisa libuhlungu**. Cut out flash cards.
- **Lesson objective(s):** Identify and read words with the **/hl/** sound.

ACTIVITIES

1. Sentence strip

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

2. Phonics frieze for /hl/

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

3. Phonics words

- Ask the learners to suggest words with the sound **/hl/**.
- Introduce the **/hl/** 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:** learner's handwriting exercise book
- **Preparation:** Write a pattern on the board.
- **Lesson objective(s):** Learn and practise writing the **/hl/** sound.

ACTIVITIES

- Tell the learners to open their handwriting books.
- Write the date, subject and a pattern on the board.
- First line: Write a row of **/hl/**.
- Second line: Write **uhlanga, ihleza, hlola, hlinza, uhluthi**.
- Third line: Write another row of **/hl/**.
- Close it with a pattern.
- Remember to check the learners' posture, pencil grip and directionality.



Paired Writing (15 min)

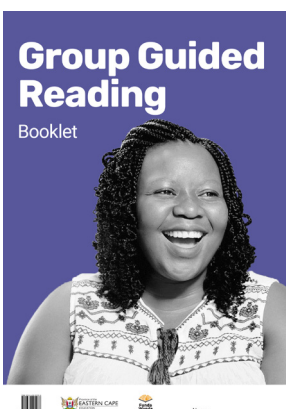
- **Resources:** paper; pencils
- **Preparation:** Prepare for the learners to draw a picture and write a caption.
- **Lesson objective(s):** Participate in drawing a picture and writing a caption in pairs.

ACTIVITIES

- Tell the learners they will be working in pairs to think of a different excuse.
- Ask them to brainstorm different excuses besides the ones the chick used and the class wrote about yesterday.
- They must draw the picture of the chick talking to mother hen and write:
Mntwanana, kutheni ungafezanga nje?
Inene mama(the excuse). Asikuko nokunqena.
- Remember to check the learners' posture, pencil grip and directionality.

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

- 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

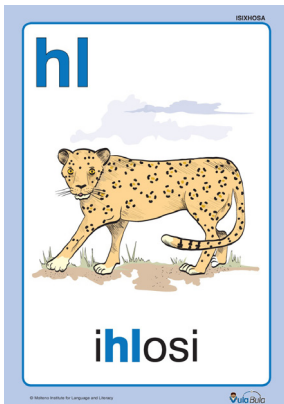


Listening and Speaking (20 min)

- **Resources:** storybook: *Imbila nofudo*; vocabulary flash cards
- **Preparation:** Practise reading the poem beforehand and prepare your questions.
- **Lesson objective(s):** Listen to an interesting poem for enjoyment.

ACTIVITIES

- Get the learners ready for reading aloud.
- Recap the vocabulary already taught.
- Talk about the message that the writer is telling us.
- Tell the learners that they will have to make up their own stories with the same message



Phonics (15 min)

- **Resources:** Vula Bula phonics frieze for /hl/; phonics flash cards from the word list: **uhlanga, ihleza, hlola, hlinza, uhluthi, amehlo, hlaziya, hlohla, hlutha, isihlanu**
- **Preparation:** Stick the flash cards on the board.
- **Lesson objective(s):** Identify and read words with the sound /hl/. Group the words according to whether the /hl/ is at the beginning, middle or end of the word.

ACTIVITIES

- Have the learners work in pairs to group the phonics words according to where in the word the sound /hl/ appears – beginning, middle, end.
- The learners must think of at least one word for each group.

Beginning	Middle	End
hlohla	isihlanu	amehlo

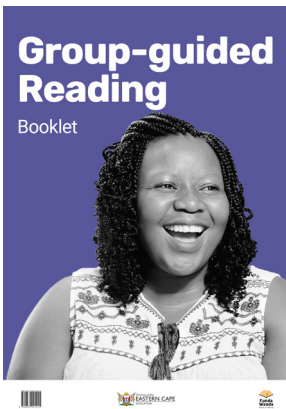


Writing (15min)

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

ACTIVITIES

- Each pair of learners must come with their pieces of paper and stick them on the board.
- One learner will be the mother hen and the other will be the chick.
- They must read what they wrote.
- Applaud them for their effort.



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

- 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:** paper; pencil; khaki pens
- **Preparation:** Prepare for the learners to create their own story.
- **Lesson objective(s):** Create a story with a message like that of the rabbit and the tortoise.

ACTIVITIES

- Remind the learners that they must create a story with a similar message to that of the story read on Day 3.
- Instruct them to choose a partner.
- Give them time to brainstorm their story and practise it.
- Tell them that next week every pair will have a turn to tell their stories.
- Walk around listening and helping where necessary.

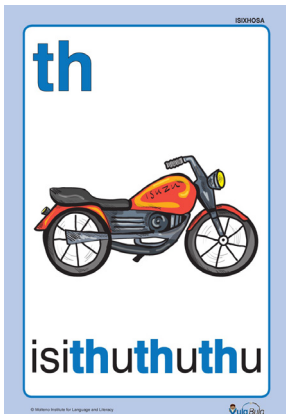


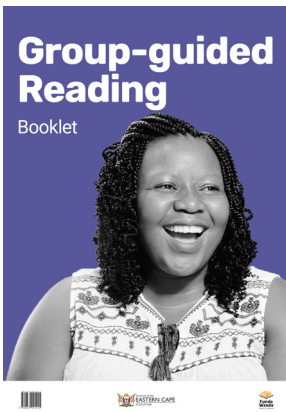
Phonics (15 min)

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

ACTIVITIES

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

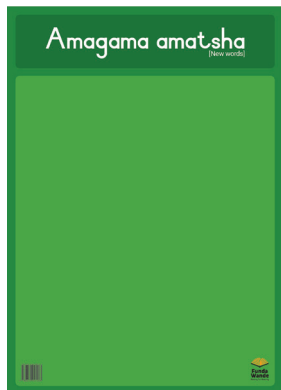




Group Guided Reading (30 min) FORMAL ASSESSMENT TASK (FAT)

- 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 to introduce during the week

<i>amanzi</i>	<i>iparafini</i>	<i>ukufeza</i>
<i>amanzi ashushu</i>	<i>iplagi</i>	<i>ukundiyuca</i>
<i>elibunxaxha</i>	<i>istovu</i>	<i>umlilo</i>
<i>iyini</i>	<i>ityhefu</i>	<i>yagqotsa</i>
<i>igilasi eyaphukileyo</i>	<i>iyeza</i>	<i>yaynyulwa</i>
<i>imbasa</i>	<i>mngeni</i>	
<i>imela</i>	<i>ukhetshe ilunda</i>	



Listening and Speaking (20 min)

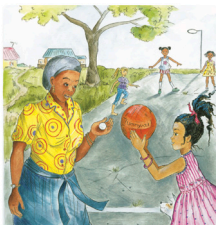
- **Resources:** DBE poster: **Sport**; vocabulary flash cards: **imidlalo, bhola ekhatywayo, umbhoxo, ibhola yomnyazi, ihoki, iqakamba, ifenetya, ukudada, iatlethiks, ijiminastiki**
- **Preparation:** Make isiXhosa title and flash cards.
- **Lesson objective(s):** Talk about the poster. Relate it to their own experience. Learn new vocabulary.

ACTIVITIES

Theme poster: Sport

- Stick the poster on the board. read and talk about it. Stick the isiXhosa 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 questions about the sports they play.
 - Which of these sports do they have at school?
 - Which are their favourite sports?
 - Where do they take part in their sports?

Yophukile ifestile



Umntu uPhiso ubona amantombazane abahle abizisa igumbi. Bheka ngokufanele! Bheka ukuba ngabe ubizisa abantwana. Bheka ukuba uPhiso uyagumbi.

Umntu uPhiso ubona amantombazane abahle abizisa igumbi. Bheka ngokufanele! Bheka ukuba ngabe ubizisa abantwana. Bheka ukuba uPhiso uyagumbi.

Umntu uPhiso ubona amantombazane abahle abizisa igumbi. Bheka ngokufanele! Bheka ukuba ngabe ubizisa abantwana. Bheka ukuba uPhiso uyagumbi.

38



Umntu uPhiso ubona amantombazane abahle abizisa igumbi. Bheka ngokufanele! Bheka ukuba ngabe ubizisa abantwana. Bheka ukuba uPhiso uyagumbi.

Umntu uPhiso ubona amantombazane abahle abizisa igumbi. Bheka ngokufanele! Bheka ukuba ngabe ubizisa abantwana. Bheka ukuba uPhiso uyagumbi.

Umntu uPhiso ubona amantombazane abahle abizisa igumbi. Bheka ngokufanele! Bheka ukuba ngabe ubizisa abantwana. Bheka ukuba uPhiso uyagumbi.

39



Umntu uPhiso ubona amantombazane abahle abizisa igumbi. Bheka ngokufanele! Bheka ukuba ngabe ubizisa abantwana. Bheka ukuba uPhiso uyagumbi.

Umntu uPhiso ubona amantombazane abahle abizisa igumbi. Bheka ngokufanele! Bheka ukuba ngabe ubizisa abantwana. Bheka ukuba uPhiso uyagumbi.

Umntu uPhiso ubona amantombazane abahle abizisa igumbi. Bheka ngokufanele! Bheka ukuba ngabe ubizisa abantwana. Bheka ukuba uPhiso uyagumbi.

40

Shared Reading (15 min)

- **Resources:** Vula Bula Big Book: **Yophukile ifestile**; vocabulary flash cards: **ekrokra, engatyhilekanga, ifenetya, yimboxo, iqakamba, yomnyazi**
- **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:**
 - What room is this? Why do you say so?
 - 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 38) Look at the girl. Say, "I wonder what they are doing?" (think aloud)
 - (page 40) What is different in this picture compared to the other pages?
 - Let us think about our own behavior. What do our parents teach us about NOT playing near houses?

2. During reading

- **Vocabulary:** Teach the new words using flash cards and objects or pictures:
 - Talk about the meaning. Look at the form of each word. Use it in a sentence.
 - Stick the flash cards on the poster and use them throughout the week.
- Read the story with expression, demonstrating fluency.
- Ask comprehension questions after reading two pages:
 - (page 4) If the old man had not played with the golf ball, what would have happened?

3. Post-reading

- Finish by asking:
 - How do you think the woman feels about this behaviour?
 - What makes you think that?



Phonics (15 min)

- **Resources:** Vula Bula phonics frieze for /bh/; phonics flash cards from the word list: **bhaka, bhala, ibhafu, ibhasi, ibhedi, ibhodi, umbhaco, umbhoxo, isibhakabhaka**
- **Preparation:** Create a sentence strip: **ibhola yophule ifestile**. Cut out flash cards.
- **Lesson objective(s):** Identify and sound words with the sound /bh/.

ACTIVITIES

1. Sentence strip

- Stick the sentence strip on the board. Read it aloud, emphasising the /bh/ sound.
- Tell the learners that they are going to learn about the letter /bh/ – 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 /bh/ sound in this sentence.

2. Phonics frieze for /bh/

- Stick the card on the board and ask: What is this?
- Repeat the response – **ibhola** – and emphasise the /bh/ sound.
- Tell the learners to say /bh/. 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 /bh/.
- Introduce the /bh/ 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.

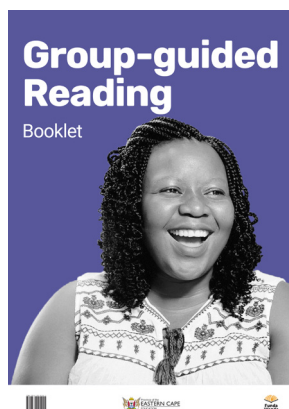


Handwriting (15 min)

- **Resources:** learners' exercise books; pencils
- **Preparation:** Make sure that every learner has a writing book.
- **Lesson objective(s):** Write weekend news.

ACTIVITIES

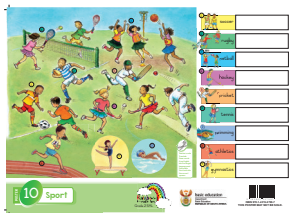
- Tell the learners that they will be writing their weekend news.
- Ask the learners to write about their weekend highlights.
- Instruct them to write at least two sentences for Saturday and two for Sunday.
- Walk around assisting with sentence structure, punctuation and spacing.



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 (20min)

- **Resources:** DBE poster: **Sport**; vocabulary flash cards: **imidlalo, bhola ekhatywayo, umbhoxo, ibhola yomnyazi, ihoki, iqakamba, intenetya, ukudada, iatlethiks, ijiminastiki**
- **Preparation:** Make isiXhosa flash cards of the words on the poster.
- **Lesson objective(s):** Talk about pictures in the poster. Take part in an unprepared role play.

ACTIVITIES

1. Theme poster: Sport

- Stick up the poster.
- Recap what you talked about and the words you introduced yesterday.
- Talk about the benefits of playing sport.
- Talk about their sporting heroes.

Yophukile ifestile



Nqanga: Kuba umama oPhosa ubushe kufutshane kwakheleli, lilela abantu, ngokomzimba ubushelelele. Kufutshane kwakheleli, lilela abantu, ubushelelele kwakheleli. Kufutshane kwakheleli, lilela abantu, ubushelelele kwakheleli. Kufutshane kwakheleli, lilela abantu, ubushelelele kwakheleli.

Shared Reading (15 min)

- **Resources:** Vula Bula Big Book: **Yophukile ifestile**
- **Preparation:** Read through the story beforehand and prepare your questions.
- **Lesson objective(s):** Learn about quotation marks (or speech marks) and what they indicate.

ACTIVITIES

1. Pre-reading

- Talk about what you read yesterday.
- **Vocabulary:** Ask the learners to think of the new words they learned yesterday. They must use the words in sentences.
 - Stick the flash cards on the poster and use them throughout the week.
- **Explicit teaching: Quotation (speech) marks**
 - Ask the learners if they noticed anything when you read the story yesterday.
 - Did they hear how you changed your voice?
 - Ask them how a reader knows when to change his or her voice.
 - Teach them about quotation marks.

2. During reading

- Invite the learners to read the story with you, with expression.
- When you get to quotation marks, remind them to change their voices to that of the person who is speaking.

3. Post-reading

- Finish the reading by asking evaluative questions:
 - Why was Mrs. Phosa certain that her window was broken by children?



Phonics (15 min)

- **Resources:** Vula Bula phonics frieze for /bh/; phonics flash cards from the word list: **bhaka, bhala, ibhafu, ibhasi, ibhedi, ibhodi, umbhaco, umbhoxo, isibhakabhaka**
- **Preparation:** Stick the flash cards on the board.
- **Lesson objective(s):** Identify and read words with the sound /bh/. Group the words according to whether the sound is at the beginning, middle or end of the word.

ACTIVITIES

- Have the learners work in pairs to group the phonics words according to where in the word the sound /bh/ appears – beginning, middle, end.
- The learners must think of at least one word for each group.

Beginning	Middle	End
bhaka	umbhaco	bhabha



Handwriting (15 min)

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

ACTIVITIES

1. Recap:

- Tell the learners to open their handwriting books.
- Write the date, subject and a pattern on the board.
- Write the following sentences on the board. Instruct the learners to copy them into their exercise books.
 - **Ibhabhathane libhabhele esibhakabhakeni.**
 - **Ubhuti ubhal ebhodini.**
- Close with a pattern.
- Walk around to see how they are doing. Help where needed.
- Remember to check the learners' posture, pencil grip and directionality.



Shared Writing (15 min)

- **Resources:** chart paper; khoki pens
- **Preparation:** Prepare chart paper.
- **Lesson objective(s):** Participate in writing a short interview on the topic, *My favourite sport*.

ACTIVITIES

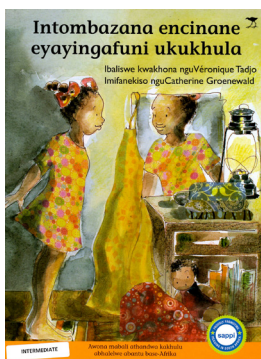
- Tell the learners that they must help you write an interview between you and a friend.
- Remember to use quotation marks to write the interview.
- Re-read the sentences with the learners to correct any grammar or punctuation mistake.



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: **Intombazana eyayingafuni ukukhula**; vocabulary flash cards: **ingqekembe, izaphuli-mthetho, uxhwangusha, amendu, ikrofi**
- **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 and ask questions:
 - What do you think this story will be about? (prediction)
- 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 first half of the story with expression. Show some of the pictures and ask questions without too much interruption.

3. Post-reading

- Ask questions to test comprehension.
 - What made Ayanda not want to grow up?
 - Why did she allow herself to grow just a little?

Yophukile ifestile



Shared Reading (15 min)

- **Resources:** Vula Bula Big Book: **Yophukile ifestile**
- **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 new vocabulary. Summarise the story.

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, then stick it on the vocabulary chart.
- Help the learners decode and read the words fluently when needed.

2. Reading

- Invite the learners to read and only assist when they struggle.

3. Post-reading

- Tell the learners that they will be summarising what they have been reading about.
- Draw a table on the board, like the one below.
- Have a discussion about what each of these balls looks like. Write a description in the corresponding block in Column B of the table.
- Do this activity together with the learners.

Amagama eebhola A	Imilo yebhola B
page 35 iqakamba	
page 36 yomnyazi	
page 37 ibhola ekhatywayo	
page 36 intenetya	

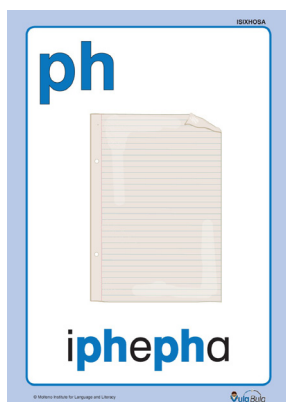
Phonics (15 min)

- **Resources:** Vula Bula phonics frieze for /ph/; phonics flash cards from the word list: **pheka, phola, phezulu, phakama, uphawu, uphopho, uphuphu, yophukile, amaphiko**
- **Preparation:** Create the sentence strip: **UPhakama noPhumeza bayakuthanda ukuphunga.** Cut out the flash cards.
- **Lesson objective(s):** Identify and read words with the sound /ph/.

ACTIVITIES

1. Sentence strip

- Stick the sentence strip on the board. Read it aloud, emphasising the /ph/ sound.
- Tell the learners that they are going to learn about the letter /ph/ – 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 /ph/ sound in this sentence.



2. Phonics frieze for /ph/

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

3. Phonics words

- Ask the learners to suggest words with the sound **/v/**.
- Introduce the **/ph/** 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.
- **Lesson objective(s):** Learn and practise writing the sound **/ph/**.

ACTIVITIES

- Tell the learners to open their handwriting books.
- Write the date, subject and a pattern on the board.
- First line: Write a row of **ph**.
- Second line: **phakama, iphela, iphimpi, phosa, iphuphu**.
- Third line: another row of **ph**.
- Close it with a pattern.
- Walk around to see how they are doing. Help where needed.
- Remember to check the learners' posture, pencil grip and directionality.

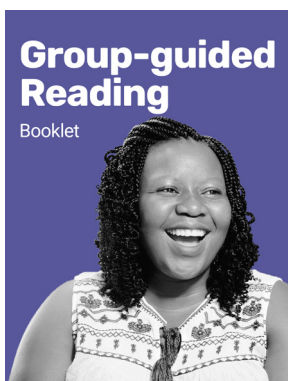


Shared Writing (15 min)

- **Resources:** Learners' exercise books; pencils
- **Preparation:** Make sure each learner has a writing book.
- **Lesson objective(s):** Participate in writing a short interview on the topic, *My favourite sport*.

ACTIVITIES

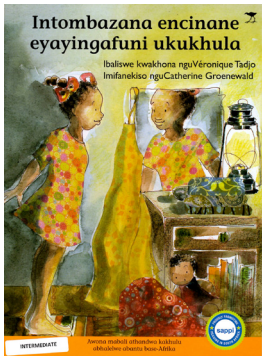
- Tell the learners that they must answer these questions in an interview style, using quotation marks. They must also draw a picture of themselves playing this sport.
 - What is your favourite sport?
 - What kind of equipment do you use to play the sport?
 - Why do you enjoy it?



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: **Intombazana eyayingafuni ukukhula**; vocabulary flash cards: **ingqekembe, izaphuli-mthetho, uxhwangusha, amendu, ikrofi**
- **Preparation:** Practise reading the story and prepare your questions.
- **Lesson objective(s):** Listen to an interesting story for enjoyment. Answer questions about the story.

ACTIVITIES

1. Pre-reading

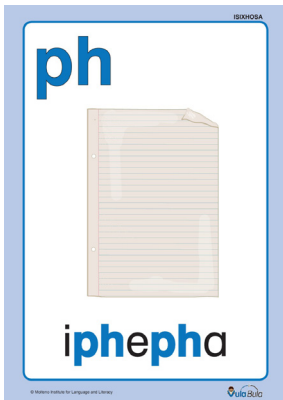
- Get the learners ready for reading aloud.
- **Recap:** Talk about what you read yesterday.
- What do you think will happen next? (prediction)
- **Vocabulary:** Talk about the new vocabulary.

2. During reading

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

3. Post-reading

- Ask questions such as:
 - Do you think this is a true story?
 - What other ways can we grow besides physically?
- Summarise the story by referring to the elements of a story: characters, setting (place where story is taking place), problem and solution.



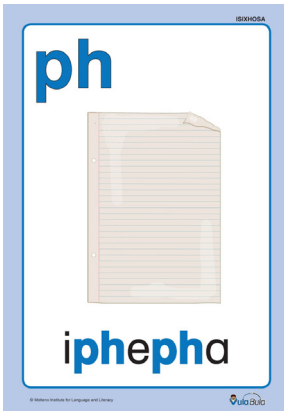
Phonics (20 min)

- **Resources:** Vula Bula phonics frieze for /ph/; phonics flash cards from the word list: **pheka, phola, phezulu, phakama, uphawu, uphopho, uphuphu, yophukile, amaphiko**
- **Preparation:** Stick the flash cards on the board.
- **Lesson objective(s):** Identify and read words with the sound /ph/. Group the words according to whether the /ph/ is at the beginning, middle or end of the word.

ACTIVITIES

- Have the learners work in pairs to group the phonics words according to where in the word the sound /ph/ appears – beginning, middle, end.
- The learners must think of at least one word for each group.

Beginning	Middle	End

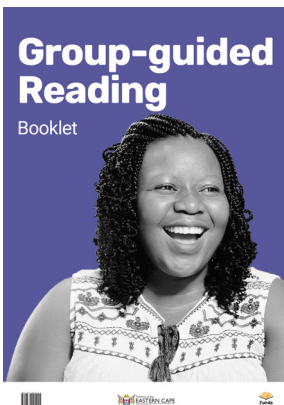


Writing (15 min)

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

ACTIVITIES

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



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

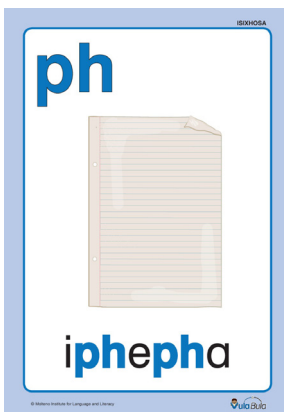


Listening and Speaking (20 min)

- **Resources:** storybook: **Intombazana eyayingafuni ukukhula**; vocabulary flash cards: **ingqekembe, izaphuli-mthetho, uxhwangusha, amendu, ikrofi**
- **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

- Talk to the learners about the vocabulary they have learnt.
- Summarise the story by referring to the elements of a story: characters, setting (place where story is taking place), problem and solution.



Phonics (15 min)

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

Activity:

- Stick up all the phonics flash cards taught for the week.
- Ask learners to come to the board one at a time and choose a flash card.
- They must read the word and decide under which card it belongs.
- They must explain why they have stuck it under that card.
- Ask the class for feedback.
- Continue until all the flash cards have been read and grouped.



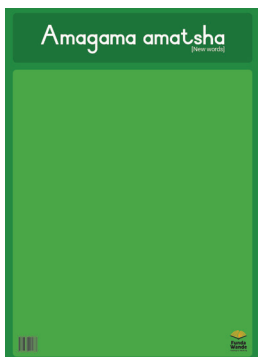
Week 9 : Day 5



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

amendu

bhola ekhatywayo

ekrokra

engatyhilekanga

iatlethiks

ibhola yomnyazi

ihoki

ijiminastiki

ikroti

Imidlalo

ingqekembe

intenetya

iqakamba

iqakamba

itenetya

izaphuli-mthetho

ukudada

umbhoxo

uxhwangusha

yimboxo

yomnyazi



Phonics (15 min)

- **Resources:** Vula Bula phonics frieze for /nc/; phonics flash cards from the word list: **ncama, ncokola, ncanca, nceda, ncasa, ncuma**
- **Preparation:** Create a sentence strip: **Ncedani bo! Sincedeni, sifuna ukwehla emthini.** Cut out flash cards.
- **Lesson objective:** Identify and sound /nc/ and be able to read words with the /nc/ sound.

ACTIVITIES

1. Sentence strip

- Stick the sentence strip on the board. Read it aloud, emphasising the /nc/ sound.
- Tell the learners that they are going to learn about the /nc/ sound– 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 words with /nc/ in this sentence.

2. Phonics frieze for /nc/

- Stick the card on the board and ask: What is this?
- Repeat the response – **inciniba** – and emphasise the /nc/ sound.
- Tell the learners to say /nc/. 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 /nc/.
- Introduce the /nc/ 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.

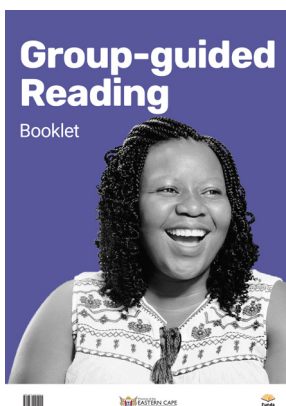


Handwriting (15 min)

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

ACTIVITIES

- Tell the learners to open their handwriting books.
- Write the date, subject and a pattern on the board.
- First line: Write a row of /nc/.
- Second line: **ncanca, nceda, inciniba, ncoma, phuncula**
- Third line: another row of /nc/.
- Close it with a pattern.
- Walk around to see how they are doing. Help where needed.
- Remember to check the learners' posture, pencil grip and directionality.



Group Guided Reading (30 min)

- See Group Guided Reading booklet 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



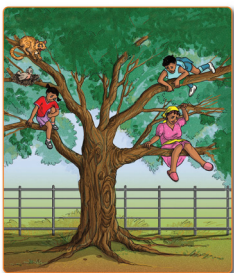
Listening and Speaking (20 min)

- **Resources:** poster: **People who help**; vocabulary flash cards
- **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

- Stick the poster on the board. Read and talk about the title. Stick the isiXhosa title next to the English title on the poster.
- Recap the vocabulary taught yesterday.
- Ask questions to lead a discussion, for example:
 - Do you know of anyone who is disabled?
 - Who is the person in Picture 3? How do they help us?
 - Who is the person in Picture 4? How do they help us?

Ncedani!



Shared Reading (15 min)

- **Resources:** Vula Bula Big Book: **Ncedani**; vocabulary flash cards: **enambitha, ukurhala, incede, uxingile, tyibilili**
- **Preparation:** Read through the story beforehand and prepare your questions.
- **Lesson objective(s):** Learn and apply sequencing skills.

ACTIVITIES

1. Pre-reading

- **Recap** the vocabulary taught yesterday.
- **Explicit teaching: Teaching the skill of monitoring comprehension**
 - Tell the learners that, sometimes when we read, there are things that we might forget, especially if the sequence of events builds slowly.
 - It is easy to muddle the sequence; therefore, it's important to check if you are still following the story.
 - For example, in the story, Ncedani, the story starts with the cat and builds on with each character helping the previous one.
 - Revise the sequence with the learners. Look at the pictures in the book to see if you were correct.

2. During reading

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

3. Post-reading

- Finish the reading by asking questions.
 - If the characters were scared of heights, why did they climb the tree in the first place?



Phonics (15 min)

- **Resources:** Vula Bula phonics frieze for /nc/; phonics flash cards from the word list: **ncama, ncokola, ncanca, nceda, ncasa, ncuma, incasa, ncinci, ukuncokola**
- **Preparation:** Stick the flash cards on the board.
- **Lesson objective(s):** Identify and read words with the sound /nc/. Group the words according to whether the sound is at the beginning, middle or end of the word.

ACTIVITIES

- Have the learners work in pairs to group the phonics words according to where in the word the sound /nc/ appears – beginning, middle, end.
- The learners must think of at least one word for each group.

Beginning	Middle	End



Handwriting (15 min)

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

ACTIVITIES

1. Recap:

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

2. Practise

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

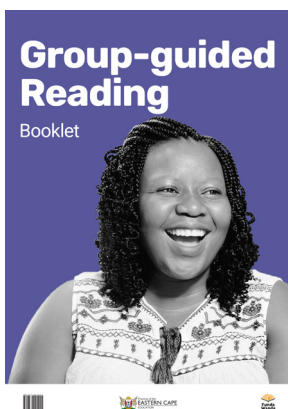


Shared Writing (15 min)

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

ACTIVITIES

- Tell the learners that they will help you write a summary of the story, Ncedani.
- Explain that, to write a summary, we:
 - Make a list of the characters.
 - Write the events in sequence.
 - Describe the way the story ended.
- Then, we use this information to write the summary, using our own words.



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: **Ibhulukhwe ende**; vocabulary cards: **ukuchwayita, unotshe, kraca, ezisisazinge, ukhaziyeka**
- **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 and ask questions:
 - When you look at the picture, what do you think this book is about?

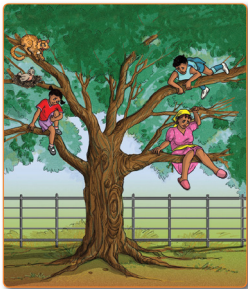
2. During reading

- Read the story with expression. Show some of the pictures and ask questions without too much interruption.
 - What was the problem with Zithuba's pants?
 - How many people did he ask to help him fix them?
 - Why couldn't his granny help him?

3. Post-reading

- Close the first reading by asking:
 - How did things work out in the end?

Ncedani!



Shared Reading (15 min)

- **Resources:** Vula Bula Big Book: **Ncedani**
- **Preparation:** Draw a tree on the board. Prepare name cards of the characters.
- **Lesson objective(s):** Retell the story.

ACTIVITIES

- Invite the learners to read the story and assist them if they struggle.
- Draw a picture of a tree on the board.
- Call learners to the front to use the name cards to retell the story, sticking the names of the characters on the tree in the same sequence as in the story.

Phonics (15 min)

- **Resources:** Vula Bula phonics frieze for /th/; phonics flash cards from the word list: **thina, thimla, uthuli, thatha, uthuthu**
- **Preparation:** Create a sentence strip: **Thulanai uthulisa uThozama**. Cut out flash cards.
- **Lesson objective(s):** Identify and read words with the /th/ sound.

ACTIVITIES

1. Sentence strip

- Stick the sentence strip on the board. Read it aloud, emphasising the /th/ sound.
- Tell the learners that they are going to learn about the letter /th/ – 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 words with /th/ in this sentence.

2. Phonics frieze for /th/

- Stick the letter card on the board and ask: What is this?
- Repeat the response – **isithuthuthu** – and emphasise the /th/ sound.
- Tell the learners to say /th/. 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 /th/.
- Introduce the /th/ 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.
- **Lesson objective(s):** Learn and practise writing the sound /th/.

ACTIVITIES

1. Practise

- Tell the learners to open their handwriting books.
- Write the date, subject and a pattern on the board.
- First line: Write a row of /th/.
- Second line: **imitha, isithethe, isithinteli, isithokothoko, isithunzi.**
- Third line: another row of /th/.
- Close it with a pattern.
- Remember to check the learners' posture, pencil grip and directionality.

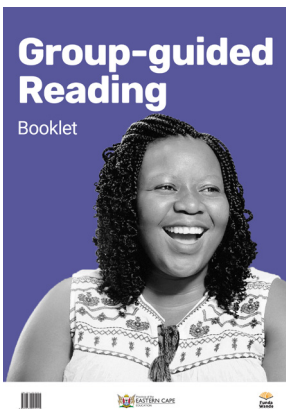


Shared Writing (15 min)

- **Resources:** summary of the story; learners' exercise books; pencils
- **Preparation:** Stick up the summary of the story that you wrote with the class yesterday.
- **Lesson objective(s):** Write a summary and draw a picture of the story read during Shared Reading.

ACTIVITIES

- Re-read the summary you wrote with the learners.
- Tell them to re-write the summary in their exercise books and to draw a picture below it.
- Walk around and assist them where necessary.



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: **Ibhulukhwe ende**; vocabulary cards: **ukuchwayita, unotshe, kraca, ezisisazinge, ukuhlaziyeka**
- **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.
- Recap the vocabulary already taught.
- Summarise the story by referring to the elements of a story: characters, setting (place where story is taking place), problem and solution.



Phonics (15 min)

- **Resources:** Vula Bula phonics frieze for /th/; phonics flash cards from the word list: **imitha, isithethe, isithinteli, isithokothoko, isithunzi, umthunzi, thetha, uthuli**
- **Preparation:** Stick the flash cards on the board.
- **Lesson objective(s):** Identify and read words with the sound /th/. Group the words according to whether the /th/ is at the beginning, middle or end of the word.

ACTIVITIES

- Have the learners work in pairs to group the phonics words according to where in the word the sound /th/ appears – beginning, middle, end.
- The learners must think of at least one word for each group.

Beginning	Middle	End



Writing (15 min)

- **Resources:** learners' exercise books; pencils
- **Preparation:** none
- **Lesson objective(s):** Describe and draw a character from a story read in Shared Reading.

ACTIVITIES

- Tell the learners to write about their favourite character in the story.
- They should say why this is their favourite character.
- They must also draw the character.
- Walk around, assisting where necessary.
- 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: **Ibhulukhwe ende**; weather chart
- **Preparation:** Remind the learners that they will be re-enacting the story.
- **Lesson objective(s):** Re-enact the story.

ACTIVITIES

- Divide the learners into groups, enough for each learner to have a speaking role.
- Tell them that they must re-enact the story.
- Give the time to practise.
- Call a few groups to perform for the class.



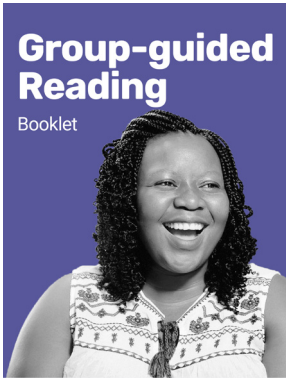
Phonics (15 min)

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

1. Activity:

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





Group Guided Reading (30 min)

- See Group Guided Reading booklet 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

enambitha

eziisazinge

incede

ipolisa

kraca

tyibilili

ugqirha wezilwanyana

ukuchwayita

ukuhlaziyeka

ukurhala

umbhaki

umcimi-mlilo

umkhandi weemoto

unoposi

unosilarha

unotshe

usozincwadi

utitshala

uxingile





Funda Wande

Reading for Meaning