

ENG

Lesson Plans

Term 2
isiXhosa HL

1
grade

Weeks
1-10



Version 1.0



Name: _____



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An Introduction to Teaching Reading

Gradual Release

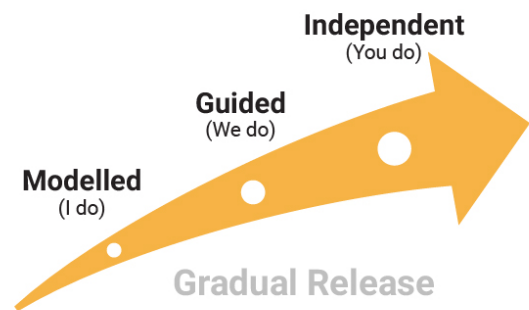
Gradual release: The gradual release method is the way we teach children to read: by gradually giving them a bigger and bigger role on the reading process. First, we show them what successful reading looks like, then we read together with them and help them, and then eventually they can read by themselves.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



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

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

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













In **Read Aloud** the teacher reads by herself, modelling what reading looks like. In **Shared Reading** children begin to be involved in the reading process together with the teacher. In **Group Guided Reading** children read by themselves one by one in a small group while the teacher helps occasionally. In **Paired reading** children read in twos and in **Independent Reading** children can read all by themselves.



Summary Table of the 5 CAPS Reading Activities:

The table below shows the five CAPS reading activities and summarises what the teacher does, what the learners do, which books are used and when it is done for each reading activity.

	Teacher is Responsible			Child is Responsible	
	Read Aloud	Shared Reading	Group Guided Reading	Paired Reading	Independent Reading
Who does the reading?	Teacher models reading	Teacher and children together	Children, with teacher helping	Child, with a partner	Child to self
How is the CLASS organised	Whole class 	Whole class/ small group on mat 	Small groups at similar level on the mat 	Pairs seated where they like 	In library/ reading corner/ where they like 
What BOOKS do we use?	Good book: Teachers choice 	Big book 	Same levelled readers 	At right level 	Child's choice 
What the children do	Watch, listen, interact	Join in, use reading strategies	Take turns to read, teacher helps	Read to buddy	Read by myself
What the teacher does	Models reading aloud, inspires & motivates	Explicitly teach strategies. Lead children in reading together	Listens to children reading. Helps them when they get stuck	GGR while the rest of the class does paired reading	Read alone. Also reads independently. Shares reading life with children
WHEN do we do it?	10 minutes every day, 20 minutes in Grade R	15 mins, 3 times a week	15 mins each, 2 times / week for each group (30 mins/day)	3 times a week in grade R and 1, 20 mins a day in grade 2 & 3	

Extra videos:

Example video: I do



Example video: We do



Example video: You do



Teacher Read Aloud

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

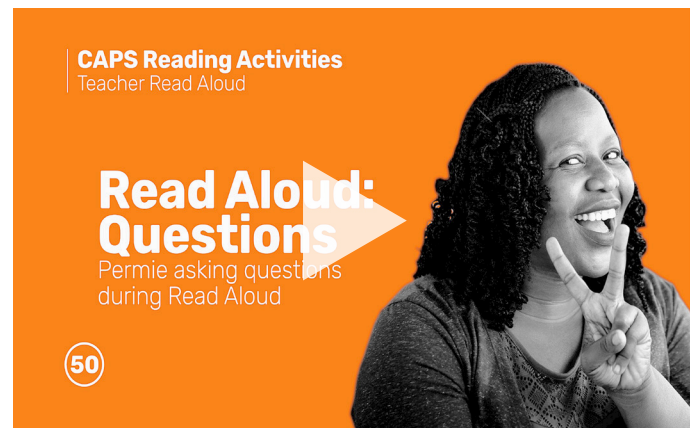


MAIN AIM
of Teacher Read Aloud:

1. **Models** that reading is interesting and enjoyable.
2. **Builds knowledge & vocabulary**

What type of books do you use for Read Aloud?

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



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

When do you do Read Aloud?

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

A collage of colorful children's book covers including "Uqwarha RhaLayo", "Nabulele", "Umoja Nelanga", "Nofudo", and "Gony". A pie chart shows 10 minutes.

How do you do a Read Aloud lesson?

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

- 1. Background knowledge:** Before she reads the story Zaza asks the learners what they already know about this topic. Thinking about this will help them to understand the story.
- 2. Use flashcards to build vocabulary:** Before her lesson Zaza makes flash-cards with new vocabulary words that are going to appear in the story. She introduces these before she reads the story so that the learners will know what these words mean.
- 3. Ask questions:** Without interrupting the story too much, Zaza asks the learners questions to make sure they understand what she is reading and to get their opinions on the story.
- 4. Use facial expressions:** Zaza uses lots of facial expressions while reading. This makes the story more enjoyable for the learners.
- 5. Integrating Literacy and Life Skills:** Notice that Zaza has selected a topic from Life Skills but is using it also to build her learners' knowledge about reading and to learn new words.
- 6. Using songs and whole-body activities:** Notice that Zaza ends the lesson by singing a song about her body and getting the kids to stand up and go through the actions of the song.

	Read Aloud	CAPS Reading Activities Teacher Read Aloud	After Reading Ask Questions	
Who does the reading?	Teacher models reading	CAPS Reading Activities Teacher Read Aloud	Preparing for Read Aloud Preparation	
How is the CLASS organised	Whole class	CAPS Reading Activities Teacher Read Aloud	Assessing During Read Aloud	
What BOOKS do we use?	Good book: Teachers choice	CAPS Reading Activities Teacher Read Aloud	Read Aloud Introducing a story	
What the children do	Watch, listen, interact	CAPS Reading Activities Teacher Read Aloud	Read Aloud: Questions Permie asking questions during Read Aloud	
What the teacher does	Models reading aloud, inspires & motivates			
WHEN do we do it?	10 minutes every day, 20 minutes in Grade R			

Shared Reading

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



MAIN AIMS of Shared Reading:

1. Teaching children about reading strategies
2. Involving children in the reading process.
3. Supporting learners to use these strategies as you read together

What texts do I use for Shared Reading?

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



Why is Shared Reading important?

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



2. It helps children pay attention to the text: The teacher helps children to see where to focus their attention when reading. Especially, she can focus their attention on getting to the meaning of the text.

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



When do I do Shared Reading?

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

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

How do I do Shared Reading?

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

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

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



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

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

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



Group Guided Reading

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



MAIN AIMS of Group Guided Reading:

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

What books do we use in GGR?

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

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

The Vula Bula Graded reader Anthologies

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



4 Big Ideas of GGR:

- **Giving individual attention**

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

- **Teaching same ability groups**

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

- **Using books at the right level**

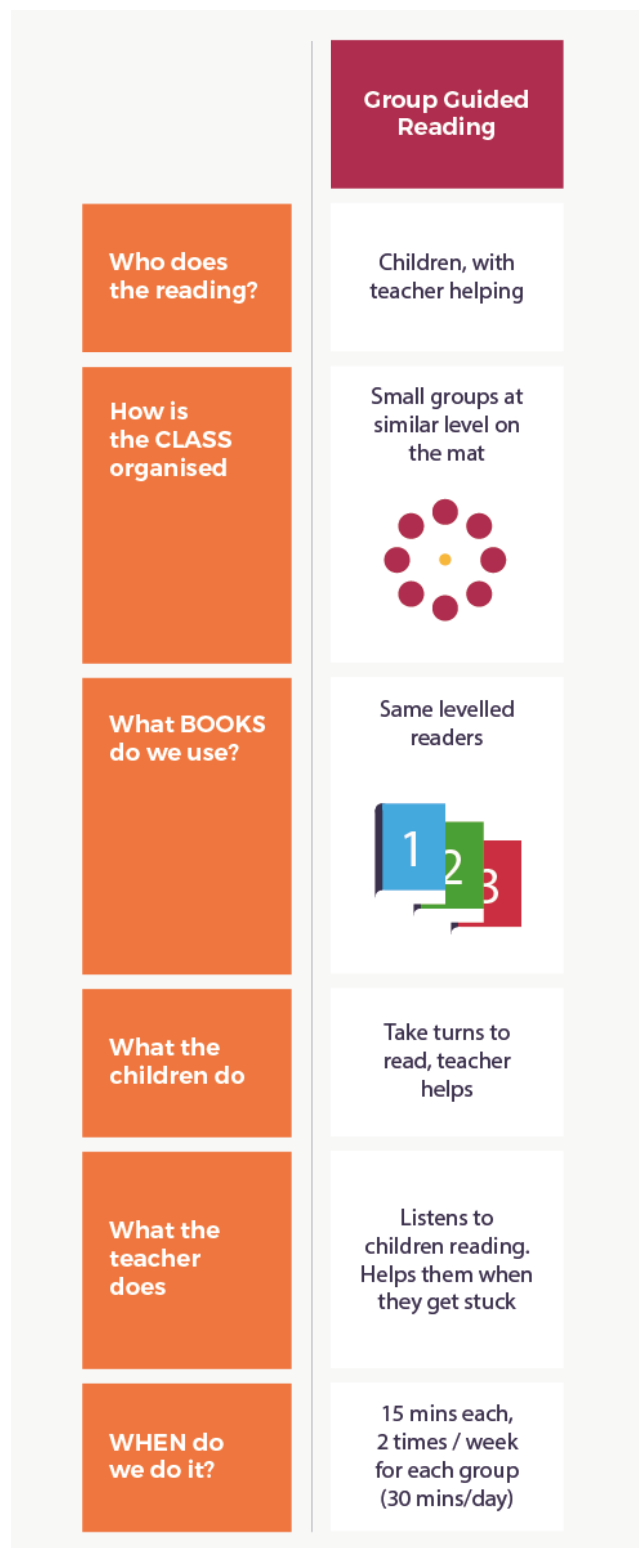
All the learners in a group should use the same story during GGR and you should have your own book. The book should be at the right level for the ability of the learners. That means that the learners should not struggle to read the story.

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

- **Teaching a specific skill**

Before you start teaching a group you should think "What strategy or skill am I teaching this group?" Depending on the group you will focus on a different skill or strategy.

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



When do we do GGR?

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

What is the rest of the class doing during GGR?

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

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

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

Establish rules for GGR in the classroom

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



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

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

Activities from the DBE Workbooks	
Grade 1	<ul style="list-style-type: none"> ■ Practising handwriting ■ Using words to complete sentences ■ Labelling pictures ■ Matching activities ■ Simple phonics activities e.g. filling in missing letters in words
Grade 2	<ul style="list-style-type: none"> ■ Labelling pictures ■ Matching activities ■ Simple phonics activities e.g. sorting words into sound families ■ Completing sentences ■ Writing simple sentences ■ Punctuating sentences ■ Writing answers to questions
Grade 3	<ul style="list-style-type: none"> ■ Putting words into alphabetical order ■ Matching activities ■ Phonics activities e.g. sorting words into sound families ■ Completing sentences ■ Writing sentences ■ Punctuating sentences ■ Writing answers to questions ■ Simple grammar activities



Steps to follow for GGR

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

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

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

Extra videos:



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



Question you can ask to develop comprehension skills

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



Paired and Independent Reading

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

What texts do I use for Paired and Independent Reading?



MAIN AIMS

of Paired and Independent Reading:

- 1. Builds independent readers:** children gain confidence and motivation to read.
- 2. Improves oral reading fluency:** Children can practise reading with accuracy and speed when reading text at their level.
- 3. Children solve reading problems on their own**
When children read without teacher support, they get a chance to solve reading problems on their own.

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

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



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

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

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

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



Why is Paired and Independent Reading important?

Paired Reading	Independent Reading
<ol style="list-style-type: none"> 1. It builds independent readers 2. It is a great way to improve oral reading fluency. 3. Everyone in the class reads actively. No-body is left behind. 4. It lets children use the skills they have got. 5. It encourages co-operation and peer support 	<ol style="list-style-type: none"> 1. Children see reading as a valuable and important activity: When you schedule class time for Independent Reading, children realise that it is a valuable and important activity. 2. It motivates children to read: When children read books they have chosen and are interested in, they feel motivated to read. This helps their reading to improve. 3. Children solve reading problems on their own: Paired Reading and Independent Reading are the activities where children read on their own, without teacher support. Children need this chance to solve reading problems on their own. They become independent readers.

When do learners do Paired and Independent Reading?

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

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

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

How do we do Paired Reading?

1. Organize children into reading pairs: Organize pairs at the beginning of the year, using your baseline assessment. You can change the pairs during the year.

2. There are different ways of organising pairs: You can pair readers of the same ability together – for instance, strong readers with strong readers, and weaker readers with weak readers. But, you can also mix abilities and pair strong readers with weaker readers.

3. Teach the routine and rules: At the beginning of the year, explain to the children what Paired Reading involves and exactly what they need to do during the period. Let them practice the routine with your guidance at first.

4. Teach children to give feedback to their partner



How do we do Independent Reading?

1. Teach learners how to behave during Independent Reading:

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

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







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

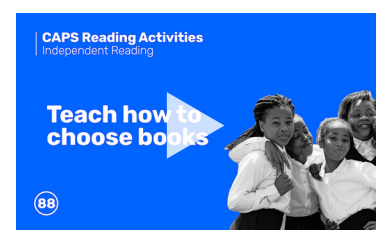
4. Give learners a chance to talk about what they have read:

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

Extra videos:



	Paired Reading	Independent Reading
Who does the reading?	Child, with a partner	Child to self
How is the CLASS organised?	Pairs seated where they like 	In library/ reading corner/ where they like 
What BOOKS do we use?	At right level 	Child's choice 
What the children do	Read to buddy	Read by myself
What the teacher does	GGR while the rest of the class does paired reading	Read alone. Also reads independently. Shares reading life with children
WHEN do we do it?	3 times a week in grade R and 1, 20 mins a day in grade 2 & 3	



Phonics: Letter-sound relationships

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



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

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



Representing sounds with objects and letters.

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

Representing sounds with objects and words.

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

Steps when introducing a letter:

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

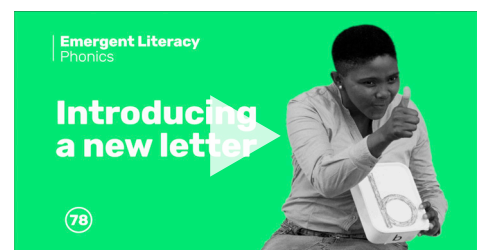
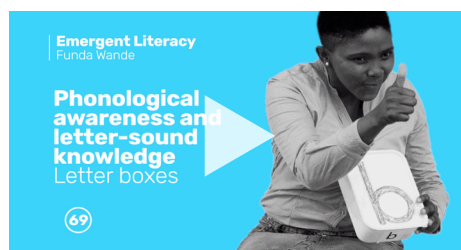
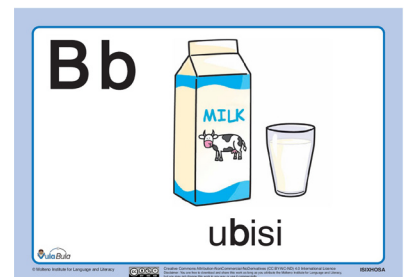
Activities for practicing letter-sound relationships

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



When should letter-sounds be taught?

- **In Grade R:** Children learn to recognise the different sounds in words in Grade R. They learn to break spoken words down into their individual sounds and build them up again. This is called phonological awareness. Letter-sound relationships are taught informally in Grade R. Learners are usually taught the letters that occur in their names. They may also become familiar with the vowels and some common single sounds such as m, l, v, n. Phonics is done in a playful, fun way in Grade R, for example, children learn songs and rhymes associated with letters and sounds.
- **In Grade 1:** This is the grade in which most of the letter-sound relationships should be taught, including the vowels, single consonant sounds and common digraphs bh, ph, th, kh, lw, hl.
- **In Grade 2:** The trigraphs can be taught **early** in Grade 2, but by then learners should already have a good grasp of the alphabet and should be able to manage the more complex consonant sounds quite easily. It is important to remember that it is not enough to just teach the letter-sounds. We need to go further and teach children how to use this knowledge to read and to spell.



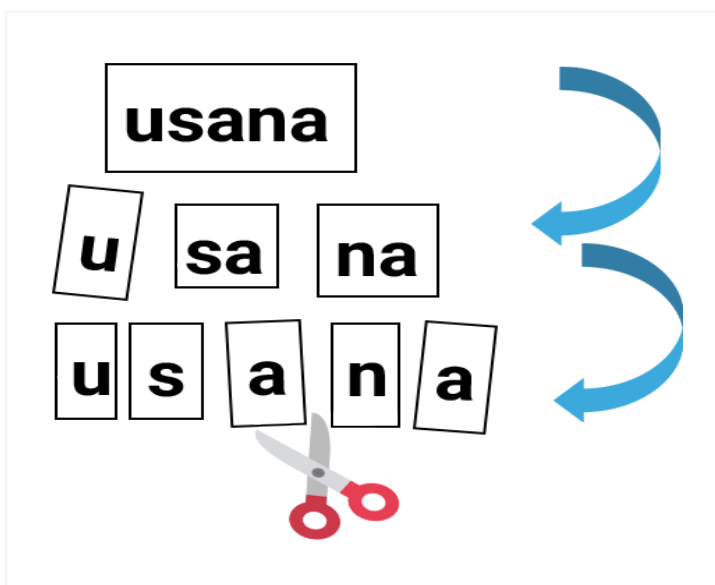
Phonics: Blending and Segmenting

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

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



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



Segmenting: from words to syllables.

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

Segmenting: from syllables to letters:

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

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

v ala

c ula

ci ka

vu ka

b ala

s ula

si Ka

su ka

Blending and segmenting activities you can do in class:

1. Building words from syllable cards

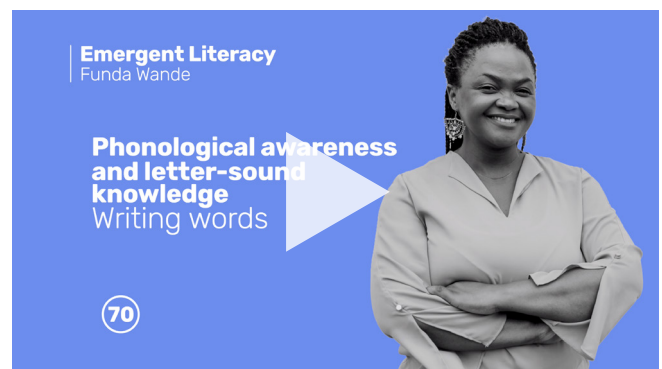
It is important that children can recognise the sounds the letters make and can blend them together so that they can read words. Activities involving word-building using the letter-sound relationships they already know are good.

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

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

3. Making words and sentences from a picture

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



Extra videos:



Checklist : Grade 1 Funda Wande box

Funda Wande resources:

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

DBE vocabulary posters

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

DBE vocabulary resources

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

Vula Bula Big Books:

Big Book 1

- Bala
- Hayi
- Vula Vala
- Coca

Big Book 2

- Baleka
- Lala
- Zoba usike
- Mamela

Big Book 3

- Jika
- Umnikelo
- Utata usele nosana
- Sebeza

Big Book 4

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

Story books for Read Aloud

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

Introduction

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

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

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

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

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

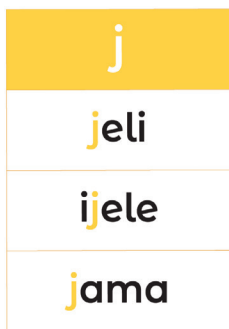


Term Plan : Grade 1 Term 2

IsiXhosa HL - Grade 1 Term 2										
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Listening & Speaking	2-5 Apr Picture: DBE Pg 78	8-12 Apr Poster: Izithuthi	15-19 Apr Poster: Usapho Lwam Book: Iqokobhe elilahlekileyo	22-26 Apr Picture: DBE Pg 98	29 Apr - 3 May Picture: DBE Pg 94 Picture: DBE Pg 78	6-10 May Picture: DBE Pg 19	13-17 May Poster: Imo yezulu	20-24 May Picture: DBE Pg 62 Picture: DBE Pg 122	27-31 May Book: Ikhalipha lekatana encinane	3-7 Jun Picture: DBE Pg 110
Shared Reading	V.B - Jika	V.B - Umnikelo	V.B - Utata usele nosana	V.B - Sebeza	V.B - Lelikabani elivili	V.B - Zoba Usike	V.B - Uhambo	V.B - Yophukile ifestile	V.B - Ncedani	V.B - Uphu uZinzi?
Phonics	j g	p r	s t	z q	k g	r y	d m	f p	w x	v y
Handwriting	j g	p r	s t	z q	k g	r y	d m	f p	w x	v y
Writing	Umhobe (Ujingi)	Isishwankathelo: uluhlu lwezinto	Umzobo kunye nezivakalisi	Ikhadi lokunqwenelela	Umzobo kunye nezivakalisi	Ukwenza Ipowusta	Uluhlu lwzinto emawuzenze	Udlelwano ndlebe	Isishwankathelo sebali	Umzobo kunye nezivakalisi
Group Guided Reading	V.B - Jika	V.B - Umnikelo	V.B - Utata usele nosana	V.B - Sebeza	V.B - Lelikabani elivili	V.B - Ekhaya	V.B - Uhambo	V.B - Yophukile ifestile	V.B - Ncedani	V.B - Uphu uZinzi?

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



2. Sentence strip

- Stick the sentence strip on the board. Read it aloud, emphasising the /j/ sound.
- Ask the learners to listen and look for letter /j/ in the sentence.

3. Letter card for /j/

- Stick the letter card on the board. Talk about the picture and the word, emphasising the letter /j/.
- Tell the learners to look at your mouth while you say the sound /j/.
- They **must** say it themselves and look at each other's mouths to see what their lips are doing.

4. Phonics words

- Ask the learners to suggest words with the sound /j/.
- Use phonics flash cards for letter /j/. Talk about the meaning of each word, look at the form and use each word in a sentence.
- Stick the flash cards on the phonics chart and use them throughout the week.



Handwriting (15 min)

- **Resources:** learners' handwriting books
- **Preparation:** Write a pattern on the board in two rows. Write the letter /j/ on the next line, and below that, write these words: **ijeli, jula, joja, jama, jika, jolisa, ijoni.**
- **Lesson objective(s):** Learn and practise writing the letter /j/ and words with the /j/ sound.

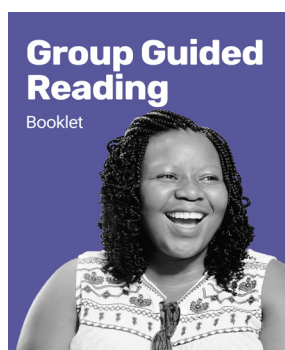
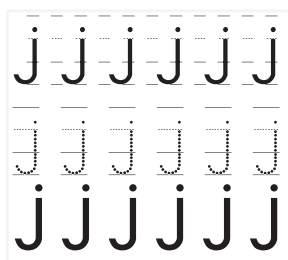
ACTIVITIES

1. Practise

- Have your back to the learners and ask them to look at you while writing letter /j/ in the air.
- Get the learners to say the chant and write the letter /j/ with you. They can use their fingers and write in the air, on each other's backs, on their hands or on their desks. Say the chant aloud and get the learners to say it with you.

2. Learners' books

- Learners must copy the pattern from the board and practise writing the letter /j/.
- **Make sure:**
 - All learners are sitting up straight with their feet flat on the ground.
 - Pencil grip: All learners are holding their crayons correctly.
 - Starting point: All learners start writing from left to right.



Group Guided Reading (30 min)

- See Group guided reading booklet as a guide for 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)

ACTIVITIES

- Term 1 Revision

Jika



“Majina! Majina! Ndifuna ukwehla!” ayakhwaza uJonah.
 “Misa! Misa! Ndifuna ukwehla!” ayakhwaza uJin.
 “Misa! Misa! Ndifuna ukwehla!” ayakhwaza uGugu.

UJonah akona ukwehla kakhulu, ayakhwaza uGugu.
 UGugu akona ukwehla kakhulu, ayakhwaza uJin.
 UJin akona ukwehla kakhulu, ayakhwaza uJonah.
 Ayakhwaza ngokulandelelana ngokulandelelana.
 Ngokulandelelana ngokulandelelana, ayakhwaza ngokulandelelana.
 UJonah akona.

Shared Reading (15 min)

■ **Resources:** Vula Bula Big Book: **Jika**; sentence strips:

- ‘Mayime! Misa! Ndifuna ukwehla!’uyakhwaza uJonah.
- ‘Misa! Misa! Ndifuna ukwehla!’uyakhwaza kakhulu uJin.
- ‘Misa! Misa! Ndifuna ukwehla!’uyakhwaza ecenga uGugu.

■ **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 high-level comprehension questions.

ACTIVITIES

1. Pre-reading

- **Recap:** Talk about what you read yesterday.
- **Vocabulary:** Ask the learners to tell you what words they learned yesterday. They must use the words correctly in sentences to show their understanding.

2. During reading

- Read the story with expression, demonstrating fluency.
- Put the sentence strips on the correct pages in the story and ask the learners to read them when it is time to do so.

3. Post-reading

- Ask comprehension questions:
 - (page 9) Why does Rina have one foot on the ground?
 - (page 10) How do you think the children in the picture are feeling?

Phonics (15 min)

■ **Resources:** Vula Bula letter card for /j/; flash cards of phonics words with /j/; DBE isiXhosa workbook, pages 70 & 71

■ **Preparation:** Make sure every learner has a workbook.

■ **Lesson objective(s):** Practise writing and using the letter /j/ in words and sentences.

ACTIVITIES

1. Recap

- Refer to the letter card and check the learners' understanding of the words taught yesterday.
- Say each word for learners to break it up into its syllables, and then say the whole word again fluently.
- Say each word for learners to break it up into the sounds in the word, and then say it again fluently.
- Ask the learners to make sentences using these words. The sentences must express meaning and understanding.

2. DBE workbook

- Ask the learners to turn to page 70 of their workbooks.
- Guide the learners to do the activities on pages 70 and 71.
- Go around, making sure that the learners are doing the work correctly.





Handwriting (15 min)

- **Resources:** DBE isiXhosa workbook, pages 72 & 73
- **Preparation:** Make sure every learner has a DBE workbook.
- **Lesson objective(s):** Learn and practise writing the letter /j/.

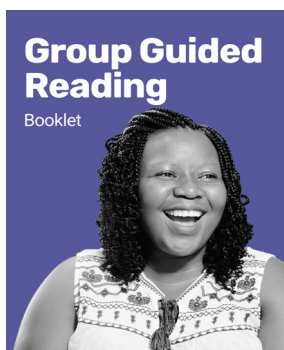
ACTIVITIES

1. Practise

- Ask the learners to turn to page 72 of their workbooks.
- Guide the learners to do the activities on pages 72 and 73.
- Go around. Help where needed.
- **Make sure:**
 - All learners are sitting up straight with their feet flat on the ground.
 - Pencil grip: All learners are holding their crayons correctly.
 - Starting point: All learners start writing from left to right.

2. Work with a small group

- Take your group of learners who need extra help and work with them during this activity. (You can use letter cards to help with understanding.)



Group Guided Reading (30 min)

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

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



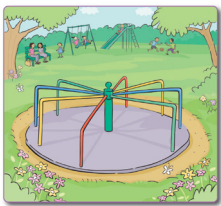
Listening and Speaking (20 min)

- **Resources:** DBE isiXhosa workbook, page 78
- **Preparation:** Make sure every learner has a DBE workbook.
- **Lesson objective(s):** Talk about the picture. Relate it to own experience. Learn new vocabulary.

ACTIVITIES

- Ask the learners to turn to page 78 of their workbooks.
- Read the title and talk about the picture.

Jika



Shared Reading (15 min)

- **Resources:** Vula Bula Big Book: **Jika**
- **Preparation:** Prepare a summary frame. Stick the vocabulary flash cards on the front wall of the classroom.
- **Lesson objective(s):** Practise the words learned. Summarise the story with understanding.

ACTIVITIES

1. Vocabulary

- Ask the learners to look for the words they have learned this week. When a learner finds a word, she or he must try to read it.
- Help where needed. The learners must break up the word into sounds and then read it again fluently.

2. Retell the events in chronological order

- Tell the learners that you will give them a chance to tell the story in the order in which the events occurred.
- Give the learners a chance to talk in pairs, telling each other:
 - Where does the story take place?
 - Who are the characters?
 - Who rode on a merry-go-round first? Who rode next?
 - What was the problem?
 - How did they get help?
- Make sure that all learners get a chance to speak to one another.
- Use the story elements poster and discuss the learners' summaries.

Gg



igubu

g

igama

igaba

ukugula

Phonics (15 min)

- **Resources:** Vula Bula letter card for /g/; flash cards of words with the /g/ sound: **igadi, ugogo, igama, igaba, galela, igogogo, ukugula, ihago, igolode**
- **Preparation:** Create a sentence strip: **Ugogo usebenzisa igaba egadini.**
- **Lesson objective(s):** Identify and sound the letter /g/ in words.

ACTIVITIES

1. Listen to sounds in words

- Tell the learners to listen carefully as you read the sentence: **Ugogo usebenzisa igaba egadini.**
- **Ask:** How many words are in this sentence?
- Say each word for learners to break it up into its syllables, and then say the whole word again fluently.
- Say each word for learners to break it up into the sounds in the word, and then say it again fluently.

2. Sentence strip

- Stick the sentence strip on the board and read it aloud, emphasising the /g/ sound.
- Ask the learners to listen and look for the letter /g/ in the sentence.

3. Letter card for /g/

- Stick the letter card on the board. Talk about the picture and the word, emphasizing the letter /g/.
- Tell the learners they must look at your mouth when you say /g/.
- They must say it themselves and look at each other's mouths to see what their lips are doing

4. Phonics words

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

Ujingi wam

Ndinyuka ndisehla
Umnandi ujingi wam
Phezulu ezantsi
Umnandi ujingi wam
Umoya umhlaba
Umnandi ujingi wam

Shared Writing (15 min)

- **Resources:** Poem: **Ujingi Wam**; learners' writing books; crayons
- **Preparation:** Write the poem, **Ujingi Wam**, on a chart, in large, visible letters.
- **Lesson objective(s):** Participate in writing a poem.

ACTIVITIES

- **Tell the learners that you will teach them a poem: Ujingi Wam.**
- Read the poem with expression.
- Tell the learners to read it with you and take note of the repeated lines.
- Guide the learners to copy the poem and insert the repeated sentence. Write it first, so they can continue.
- Walk around to see what they are writing. Help where needed.

Ujingi wam

Ndinyuka ndisehla

Phezulu ezantsi

Umoya umhlaba

Group Guided Reading (30 min)

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



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



Listening and Speaking (20 min)

- **Resources:** DBE isiXhosa workbook, page 78
- **Preparation:** Make sure every learner has a DBE workbook.
- **Lesson objective(s):** Talk about the picture. Relate it to own experience.

ACTIVITIES

- Ask the learners to turn to page 78 of their workbooks.
- Tell them that you will talk about what they did before they came to school.
- Give the learners the opportunity to think and then tell the person next to them.
- Choose a few learners to tell the rest of the class.

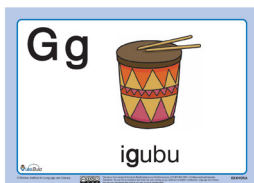


Writing (15 min)

- **Resources:** learners' writing books; crayons; writing chart
- **Preparation:** Put the chart with the poem on the board.
- **Lesson objective(s):** Draw a picture and write a title. Talk about their drawings.

ACTIVITIES

- Tell the learners to open their writing books to the page where they wrote their poems.
- Make sure that they have finished writing the poem.
- Read the poem together.



Phonics (15 min)

- **Resources:** Vula Bula letter card for /g/; flash cards for /g/ words; DBE isiXhosa workbook, pages 78 & 79
- **Preparation:** Make sure every learner has a workbook.
- **Lesson objective(s):** Practise using the letter /g/ in words and sentences.

ACTIVITIES

1. Recap

- Refer to the flash cards and check the learners' understanding of the words taught yesterday.
- Say each word for learners to break it up into its syllables, and then say the whole word again fluently.
- Say each word for learners to break it up into the sounds in the word, and then say it again fluently.
- They must use the words correctly in sentences to show their understanding.

2. DBE workbook

- Ask the learners to turn to page 78 of their workbooks.
- Guide the learners to do the activities on pages 78 to 79.
- Go around, making sure learners are doing the work correctly.





Handwriting (15 min)

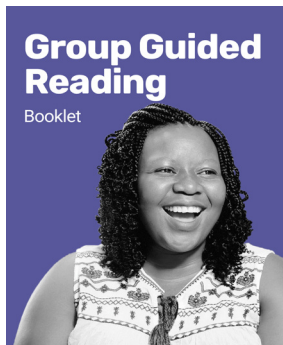
- **Resources:** DBE isiXhosa workbook, pages 80 & 81
- **Preparation:** Make sure every learner has a DBE workbook.
- **Lesson objective(s):** Learn and practise writing the letter /g/ and words with the /g/ sound.

ACTIVITIES

- Ask the learners to turn to page 80 of their workbooks.
- Guide the learners to do the activities on pages 80 and 81.
- Go around, making sure the learners are doing the work correctly.
- **Make sure:**
 - All learners are sitting up straight with their feet flat on the ground.
 - Pencil grip: All learners are holding their crayons correctly.
 - Starting point: All learners start writing from left to right.

Group Guided Reading (30 min)

- See Group guided reading booklet as a guide for 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:** assessment rubric for listening and speaking
- **Preparation:** Write the learners' names in your assessment book.
- **Lesson objective(s):** Listen to learners talking about and telling other learners what they do at home.

ACTIVITIES

1. Preparation

- Explain to the learners that yesterday you read about children who do small tasks at home. Now it is their turn to talk about what they do at home.
 - They must think about one thing that they like to do at home.
 - Why do they like doing it?
 - How do they feel when they do it?

2. In pairs

- Give learners time to think.
- Tell them to speak in pairs, answering the above questions.

3. Individually

- Give each learner a chance to tell others his answer.
- All the other learners must listen.
- Record scores according to your rubric.



Writing (15 min)

- **Resources:** learners' writing books; crayons
- **Preparation:** Turn the cover of the story, *Jika*, to face the learners. Make sure every learner has a writing book.
- **Lesson objective(s):** Draw a picture and write a title. Talk about their drawings.

ACTIVITIES

- Tell the learners that they must choose their favourite playground equipment from the story and draw a picture of it.
- Next, they must write two sentences about the picture.
- Remind them to use the vocabulary they have learned this week.
- Walk around and make sure they use the correct punctuation. Make sure they leave spaces between words.

Phonics (15 min)

- **Resources:** letter cards; phonics words for /j/ and /g/
- **Preparation:** Make sure that each learner has a pack of letter cards with all the letters they have learned so far.
- **Lesson objective(s):** Identify and say letters quickly. Read words with letters they have learned. Create short sentences.

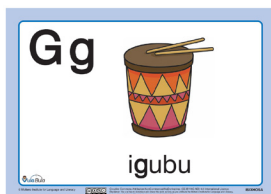
ACTIVITIES

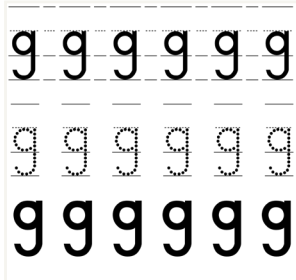
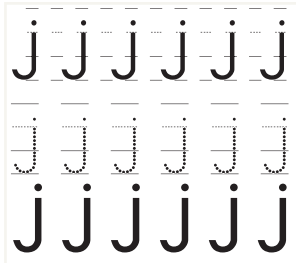
1. Letters and phonics

- Ask the learners to put out their cards face up, so that they can read them.
- Say a sound and ask the learners to raise the letter card of the sound you called out. Repeat for other sounds.
- Observe and identify the learners who struggle to match the sounds and letters.

2. Words and sentences

- Stick the letter cards for /j/ and /g/ on the board.
- Ask learners to take the flash cards and place them under the correct letter card.
- They must read the word and use it in a sentence.
- The learner must explain why she or he chose to put the word under that card.





Handwriting (15 min)

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

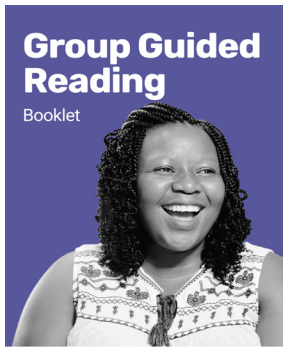
ACTIVITIES

1. Practise

- Tell the learners they are going to practise writing the letters /j/ and /g/.

2. Learners' books

- Tell the learners to open their handwriting books and turn to the page that you have prepared for them.
- Say the instructions aloud when they are writing.
- Go around. Help where needed.
- **Make sure:**
 - All learners are sitting up straight with their feet flat on the ground.
 - Pencil grip: All learners are holding their crayons correctly.
 - Starting point: All learners start writing from left to right.

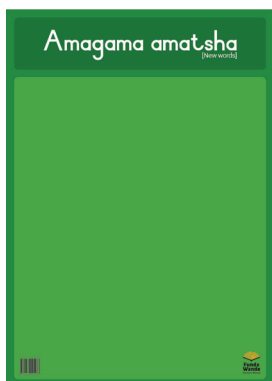


Group Guided Reading (30 min)

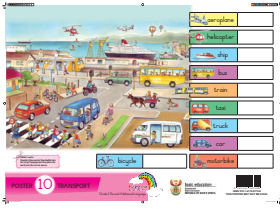
- See Group guided reading booklet as a guide for each story.

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

Vocaburary words of the week



ivili
 inja
 ulingisa
 iqokobhe
 elungqukuva
 aqhele
 qhubeka
 yokugqibela
 gqithisela
 dideka
 zola
 ihlebo
 isipho
 igumbi
 esofelweyo



Listening and Speaking (20 min)

- **Resources:** DBE poster: **Transport**; vocabulary flash cards: **imoto, ibhayisekili, ibhasi, isithuthuthu, itekisi, inqwelo moya**
- **Preparation:** Create a sentence strip with the title of 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 the title and talk about it.
- Talk about each vehicle.
 - How do vehicles help us?
 - What kind of vehicles do you use? Where do you go in them?
 - What job does this police officer do?
 - What would happen if he were not there?
- **Vocabulary:** Talk about the meaning of each word.
 - 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.

Umnikelo



Sigqinisa ezimbini! Siza no mvelo. Ukuze bahlale ngokuzinza. (Mali! Abantwana bafunda ngokuzinza ngokuzinza. Siza ukucacisa, emagqeni ka-20. Sigqinisa abantwana abantwana ngokuzinza ngokuzinza.)



Ngumbono oninzi ka-20. Abantwana ngokuzinza. (Mali! Abantwana bafunda ngokuzinza ngokuzinza. Siza ukucacisa, emagqeni ka-20. Sigqinisa abantwana abantwana ngokuzinza ngokuzinza.)



Umnikelo ubona ukuzinza ngokuzinza ngokuzinza. (Mali! Abantwana bafunda ngokuzinza ngokuzinza. Siza ukucacisa, emagqeni ka-20. Sigqinisa abantwana abantwana ngokuzinza ngokuzinza.)

Shared Reading (15 min)

- **Resources:** Vula Bula Big Book: **Umnikelo**; vocabulary flash cards: **iziqhamo, ivatala, qokelela, umnikelo, iikedama, ipopo, ipere**
- **Preparation:** Read through the story beforehand and prepare your questions.
- **Lesson objective(s):** Talk about the picture and participate in the shared reading by predicting, relating to their own experience, and answering comprehension questions.

ACTIVITIES

1. Pre-reading

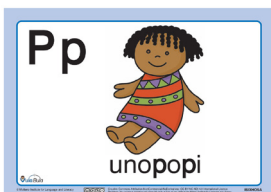
- **Cover:** Talk about the cover and the picture. Ask questions:
 - Look at this picture. What do you think this story will be about? Why do you say so? (prediction)
- **Picture walk:** Page through the story (do not read it). Look at the pictures and ask questions:
 - (page 20) What is written on the wall and on the vehicle? Talk about it.
 - What is this vehicle doing here?
- **Listen to sounds in words:** Ask the learners to close their eyes and listen to the word you say. They must repeat each word and break it up into syllables, then say it again fluently.
 - **umnikelo = u/m/ni/ke/lo**
 - **qokelela = qo/ke/le/la**
 - **ukuhlaziya = u/ku/hla/zi/ya**
- **Vocabulary:** Teach new words, using flash cards, objects or pictures.
 - Talk about the meaning. Look at the form of each word. Use it in a sentence.
 - Stick the flash cards on the poster and use them throughout the week.

2. During reading

- Read the story with expression, demonstrating fluency.
- Ask comprehension questions after reading two to three pages, for example:
 - What is humanity?
 - (page 17) Do you think residents of this area are kind? Why do you say so?
- Learners must predict what is going to happen in the next pages.

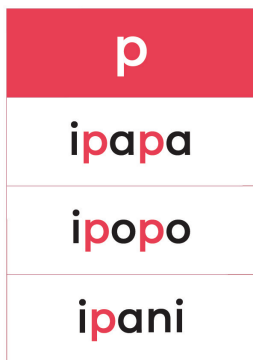
3. Post-reading

- Finish by asking:
 - Do you think this story is interesting? Why do you say so?
 - Who of you has ever received a gift? What was it? How did you feel when you received this gift?



Phonics (15 min)

- **Resources:** Vula Bula letter card for /p/; flash cards of words with the /p/ sound: **ipapa, ipopo, ipali, isipili, ipani, ipesika, i-apile**
- **Preparation:** Create a sentence strip: **Umama uphethe ipere, ipopo kunye nepere.**
- **Lesson objective(s):** Identify and sound the letter /p/ in words.



ACTIVITIES

1. Listen to sounds in words

- Tell the learners that a sentence is made up of words and words have parts.
- They must listen to the sentence: **Umama uphethe ipere, ipopo kunye nepesika.**
- Ask: How many words are in this sentence?
- Say each word for learners to break up into its syllables:

- **umama = u/ma/ma**
- **uphethe = u/phe/the**
- **ipere = i/pe/re**
- **ipopo = i/po/po**
- **kunye = ku/nye**
- **nepesika = ne/pe/si/ka**

- Say each of the following words for learners to break up into its sounds. They must then say it again fluently.

- **umama = u/m/a/m/a**
- **ipere = i/p/e/r/e**
- **ipopo = i/p/o/p/o**

2. Sentence strip

- Stick the sentence strip on the board and read it aloud, emphasising the **/p/** sound.
- Ask the learners to listen and look for the letter **/p/** in the sentence.

3. Letter card for /p/

- Tell the learners they must look at your mouth when you say **/p/**.
- Then they must say it themselves and look at each other's mouths to see what their lips are doing.

4. Phonics words

- Ask the learners to suggest words with the sound **/p/**.
- Use the phonics flash cards for the letter **/p/**.
- Talk about the meaning of each word, look at the form and 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 books
- **Preparation:** Write a pattern on the board in two rows. Write the letter **/p/** on the next line, and below that, write these words: **ipapa, ipopo, ipali.**
- **Lesson objective(s):** Learn and practise writing the letter **/p/** and words with the **/p/** sound.

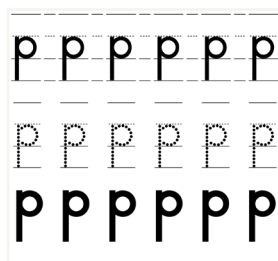
ACTIVITIES

1. Practise

- Have your back to the learners and ask them to look at you while writing letter **/p/** in the air. Say the chant 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.

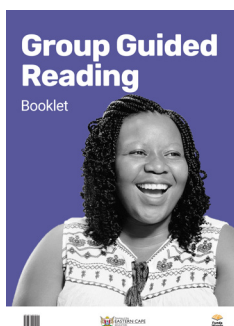
2. Learners' books

- Learners must copy the pattern from the board and practise writing the letter **/p/**.
- **Make sure:**
 - All learners are sitting up straight with their feet flat on the ground.
 - Pencil grip: All learners are holding their crayons correctly.
 - Starting point: All learners start writing from left to right.



Group Guided Reading (30 min)

- See Group guided reading booklet as a guide for 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: **imoto, ibhayisekili, ibhasi, isithuthuthu, itekisi, inqwelo moya**
- **Preparation:** Put vocabulary flash cards on the poster.
- **Lesson objective(s):** Talk about the poster and relate it to their experiences. Learn new vocabulary.

ACTIVITIES

- Stick the poster on the board and recap what you talked about yesterday.
- Recap the vocabulary: Ask the learners to look at the words and try to read them. They must try to stick them on the correct picture on the poster.
- Discuss the different places where the vehicles are travelling.

Umnikelo



Shared Reading (15 min)

- **Resources:** Vula Bula Big Book: **Umnikelo**; sentence strips:
 - **Khawutsho uyawathanda wena ama-apile?**
 - **Khawutsho uyawathanda wena amapere?**
 - **Khawutsho uyazithanda wena iipopo?**
 - **Khawutsho uyazithanda wena ipesika?**
 - **Khawutsho uyayithanda wena ivatala?**
 - **Khawutsho uyayithanda wena ipayinapile?**
- **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 high-level comprehension questions.

ACTIVITIES

1. Pre-reading

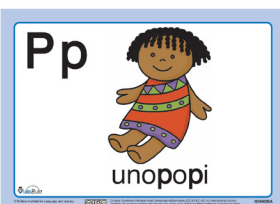
- Recap: Talk about what you covered yesterday.
- Vocabulary: Ask the learners to tell you the words they learned yesterday. They must use each word in a sentence to show that they understand the word's meaning.

2. During reading

- Read the story with expression, demonstrating fluency.
- Put the sentence strips in the appropriate places in the story and ask the learners to read them.

3. Post-reading

- Ask comprehension questions:
 - Who does this fruit belong to?
 - How are they transporting the fruit?
 - (page 20) Look at the picture. Do you think they only ever get fruit as a gift? Why do you say so?



Phonics (15 min)

- **Resources:** Vula Bula letter card for **/p/**; flash cards of words with the **/p/** sound; DBE isiXhosa workbook, pages 122 & 123
- **Preparation:** Make sure every learner has a DBE workbook.
- **Lesson objective(s):** Practise writing and using the letter **/p/** in words and sentences.

ACTIVITIES

1. Recap

- Refer to the letter card and words to remind the learners of what they learned yesterday.
- Learners must break up each word into its syllables and then say it again fluently.
- Learners must use each word correctly in a sentence.

2. DBE workbook

- Ask the learners to turn to page 122 of their workbooks.
- Guide the learners to do the activities on pages 122 and 123.
- Go around, making sure learners are doing the work correctly.





Handwriting (15 min)

- **Resources:** DBE isiXhosa workbook, pages 124 & 125
- **Preparation:** Make sure every learner has a DBE workbook.
- **Lesson objective(s):** Practise writing the letter /p/.

ACTIVITIES

1. Practise

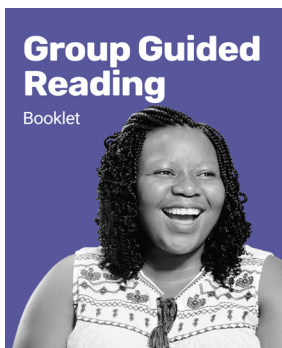
- Ask the learners to turn to page 124 of their workbooks.
- Guide the learners to do the activities on pages 124 and 125.
- Go around. Help where needed.

• Make sure:

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

2. Work with a small group

- Take your group of learners who need extra help and work with them during this lesson. (You can use letter cards to help with understanding.)



Group Guided Reading (30 min)

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

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

- **Resources:** DBE isiXhosa workbook, page 122; vocabulary flash cards: **iimbiza, isinki, isepha, amanzi**
- **Preparation:** Make sure every learner has a DBE workbook.
- **Lesson objective(s):** Talk about the picture. Relate it to own experience. Learn new vocabulary.

ACTIVITIES

- Ask the learners to turn to page 122 of their workbooks.
- Read the title and talk about the picture.
 - Do you wash the dishes at home?
 - What is the dog eating off the floor? Where does the food come from?
 - Why is this child watching the others?
- **Vocabulary**
 - Talk about the vocabulary words and ask the learners to use them in sentences.
 - Stick the flash cards on the chart and use them throughout the week.

Umnikelo



Shared Reading (15 min)

- **Resources:** Vula Bula Big Book: **Umnikelo**
- **Preparation:** Prepare a summary frame. Stick this week's vocabulary flash cards on the front wall of the room.
- **Lesson objective(s):** Practise the vocabulary learned. Summarise the story with understanding.

ACTIVITIES

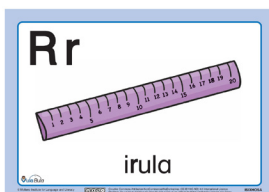
1. Vocabulary

- Ask the learners to look for the words they have learned this week.
- When a learner finds a word, he or she must try to read it.
- They must break up each word into its sounds and read it again fluently.
- Help where needed.

2. Summary

- Tell the learners that you will be summarising a story.
- Show to them your summary frame and explain it.
- Guide the learners to list all the types of fruit in the order they were collected.

Order / Sequence	Fruit collected
1	
2	
3	
4	peach
5	
6	



Phonics (15 min)

- **Resources:** Vula Bula letter card for /r/; flash cards of words with the /r/ sound: ilori, iskere, irayisi, ipere, igaraji, irediyo
- **Preparation:** Create a sentence strip: **Utata ubone ilori egaraji.**
- **Lesson objective(s):** Identify and sound the letter /r/ in words.

r
irusi
iranyisi
irisiti

ACTIVITIES

1. Listen to sounds in words

- Tell the learners to listen to the sentence: **Utata ubone olori egaraji.**
- Ask: How many words are in this sentence?
- Say each word for learners to break it up into its syllables, and then say it again fluently.
- Say each word for learners to break it up into the sounds in the word, and then say it again fluently.

2. Sentence strip

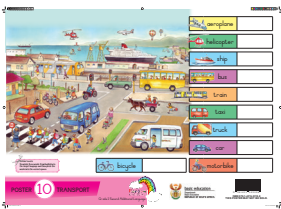
- Stick the sentence strip on the board and read it aloud, emphasising the /r/ sound.
- Ask the learners to listen and look for the letter /r/ in the sentence.

3. Letter card for /r/

- Stick the letter card on the board. Talk about the picture and the word, emphasising the letter /r/.
- Tell the learners they must look at your mouth when you say /r/.
- They must say it themselves and look at each other's mouths to see what their lips are doing.

4. Phonics words

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



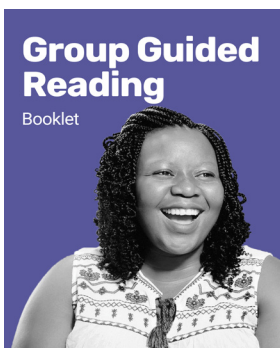
Shared Writing (15 min)

- **Resources:** DBE poster: **Transport**; learners' writing books; crayons
- **Preparation:** Prepare a writing frame.
- **Lesson objective(s):** Participate in making lists.

ACTIVITIES

- Stick the DBE poster on the board and tell the learners what is going to happen.
- Learners must look at the vehicles on the poster and take part in writing about each one.

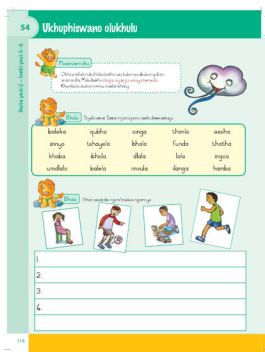
Isithuthi	Inani lamavili	Sihamba phi esi sithuthi?
imoto		
ibhayisekile		
ibhasi		
itekisi		
inqwelo moya		
uloliwe		
inqanawa		



Group Guided Reading (30 min)

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

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Group 2	Group 4	Group 1	Group 3	Group 5



Listening and Speaking (20 min)

- **Resources:** DBE isiXhosa workbook, page 114
- **Preparation:** Make sure every learner has a DBE workbook.
- **Lesson objective(s):** Talk about the picture. Relate it to own experience.

ACTIVITIES

- Ask the learners to turn to page 114 of their workbooks.
- Read the title and talk about the picture.
- Ask questions to guide the learners to relate it to own experience.
 - What do you think is happening in this picture?
 - How old do you think the child is who is celebrating her birthday?
 - If you could name the children, what names would you give them?
 - Who of you here has had a birthday party? How did you feel?

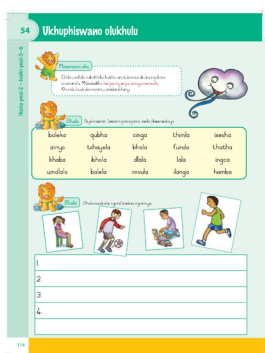


Writing (15 min)

- **Resources:** DBE poster: **Transport**; learners' writing books; crayons; writing chart
- **Preparation:** Stick the words you read yesterday on the writing chart.
- **Lesson objective(s):** Draw a picture and write a title for it. Talk about their drawings.

ACTIVITIES

- Tell the learners that they are going to draw a picture and write a sentence about it.
- Stick the DBE poster on the board and tell learners to look at the different kinds of transport.
- They must choose one to draw and write about. Tell them that they must use the words that they have learned this week.
- Go around and ask about their drawings and what they want to write.
- Make sure they use correct punctuation. Make sure they leave spaces between words.
- Help where needed.



Phonics (15 min)

- **Resources:** Vula Bula letter card for /r/; flash cards of words with the /r/ sound; DBE isiXhosa workbook, pages 114–117
- **Preparation:** Make sure every learner has a workbook.
- **Lesson objective(s):** Practise using the letter /r/ in words and in sentences.

ACTIVITIES

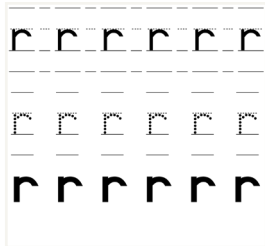
1. Recap

- Refer to the letter card and check the learners' understanding of the words taught yesterday.
- Learners must break up the word into its syllables and then say it again as a whole.
- Say each word for learners to break it up into the sounds in the word, and then say it again fluently.
- Learners must use the words correctly in sentences to show their understanding.

2. DBE workbook

- Ask the learners to turn to page 114 of their workbooks.
- Guide the learners to do the activities on pages 114 to 117.
- Go around, making sure the learners are doing the work correctly.





Handwriting (15 min)

- **Resources:** learners' handwriting books
- **Preparation:** Write a pattern on the board in two rows. Write the letter /r/ on the next line, and below that, write these words: **ilori, ipere, igaraji.**
- **Lesson objective(s):** Learn and practise writing the letter /r/ and words with the /r/ sound.

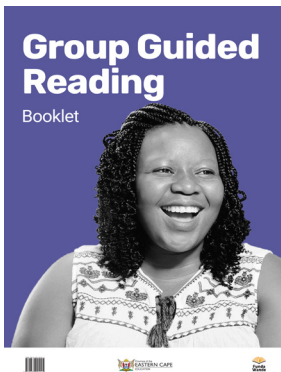
ACTIVITIES

1. Practise

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

2. Learners' books

- Learners must copy the pattern from the board and practise the letter /r/.
- **Make sure:**
 - All learners are sitting up straight with their feet flat on the ground.
 - Pencil grip: All learners are holding their crayons correctly.
 - Starting point: All learners start writing from left to right.



Group Guided Reading (30 min)

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

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

- **Resources:** assessment rubric for listening and speaking
- **Preparation:** Write the learners' names in your assessment book.
- **Lesson objective(s):** Listen to learners talking about and telling other learners what they do to help at home.

ACTIVITIES

1. Preparation

- Explain to the learners that they must talk about what they do to help at home.
 - They must think about one thing that they like to do at home.
 - Why do they like doing it?
 - How do they feel when they do it?

2. In pairs

- Give learners time to think.
- Tell them to speak in pairs, answering the above questions.

3. Individually

- Give each learner a chance to tell others his answer.
- All the other learners must listen.
- Record scores according to your rubric.



Writing (15 min) FORMAL ASSESSMENT TASK (FAT)

- **Resources:** learners' writing books; crayons
- **Preparation:** Put up on the writing chart what you wrote yesterday. Prepare the formal assessment criteria to give the learners a score.
- **Lesson objective(s):** Draw a picture and write a title. Talk about their drawings.

ACTIVITIES

- Tell the learners they should choose an animal that they like from the story and draw a picture of it and its offspring.
- Next, they must write two sentences about the picture.
- Remind them to that they must think of what they know about the animal.
- Walk around and make sure they use correct punctuation. Make sure they leave spaces between words.
- Collect the activities and use the rubric to mark the learners' work.

Phonics (15 min)

- **Resources:** letter cards; phonics words for /p/ and /r/
- **Preparation:** Make sure that each learner has a pack of letter cards with all the letters they have learned so far.
- **Lesson objective(s):** Identify and say letters quickly. Read the words with letters they have learned. Create short sentences.

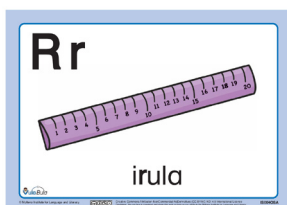
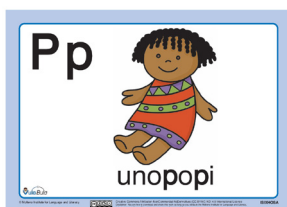
ACTIVITIES

1. Letters and phonics

- Ask the learners to put their cards face up so that they can read them.
- Call out each sound and ask the learners to raise the correct letter card.
- Observe and identify the learners who struggle to match the sounds and letters.

2. Words and sentences

- Stick the letter cards for /p/ and /r/ on the board.
- Ask learners to take the flash cards and place them under the correct letter card.
- They must read the word and use it in a sentence.
- They must also explain why they chose to put the word under that card.





Handwriting (15 min)

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

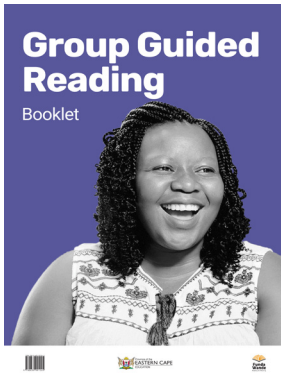
ACTIVITIES

1. Practise

- Tell the learners they are going to practise writing the letters /p/ and /r/.

2. Learners' books

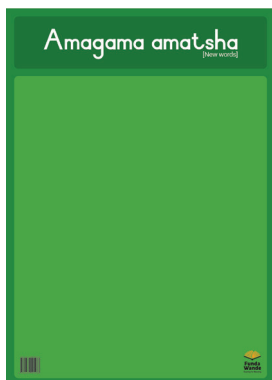
- Tell the learners to open their handwriting books and turn to the page that you have prepared for them.
- Say the instructions aloud as they write.
- Go around. Help where needed.
- **Make sure:**
 - All learners are sitting up straight with their feet flat on the ground.
 - Pencil grip: All learners are holding their crayons correctly.
 - Starting point: All learners start writing from left to right.



Group Guided Reading (30 min)

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

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Group 2	Group 4	Group 1	Group 3	Group 5



Vocabulary words of the week

imoto
 ibhayisekili
 ibhasi
 isithuthuthu
 itekisi
 inqwelo - moya
 iikedama
 ipopo
 ipere
 iziqhamo
 ivatala
 iimbiza
 isinki
 isepha
 amanzi
 qokelela
 umnikelo



Listening and Speaking (20 min)

- **Resources:** DBE poster: **My family**; vocabulary flash cards: **umama, utata, ubhuti, usisi, umncedi**
- **Preparation:** Create a sentence strip with the title. Make vocabulary flash cards.
- **Lesson objective(s):** Talk about the poster and relate it to their own experience. Learn new vocabulary.

ACTIVITIES

- Stick the isiXhosa title next to the English title on the poster. Read the title and talk about it.
 - I wonder what is happening here. Where is this place? (think aloud)
 - How many family members do you live with? What are their names?
 - Look at the big picture in the poster. Which family members are here?
 - What are these family members doing? How do you think they feel?
- **Vocabulary:** Talk about the meaning of the words. Look at the form of each word. Use it in a sentence.
 - Stick the flash cards on the poster and use them throughout the week.
- **Homework:** Tell the learners to ask their families about the activities they do.

Utata usele nosana



23



Umama uya entlanganisweni. Utata usolungile akavale nosana alulama. Umama usithembanga nosana. "Kulungile akavale nosana?" ugqibaza umama. "Ngqibaza! Mna nosana nom, oya komeleli." ugqibezisa utata ngqibaza. Umama uvavisa usana akufutshisa olungile kashinyane. Utata koma, akavale nosana. Bekavale akavale nosana akavale nosana utata!

24



Mama, Mama... usana kufutshisa utata ngqibaza. "Kufutshisa, kufutshisa... kufutshisa... kufutshisa..." utata akavale nosana. Umama uvavisa usana akufutshisa olungile kashinyane. "Who-a-o! Who-a-o! Who-a-o! Who-a-o! Who-a-o!..." Umama ngqibaza utata kufutshisa kufutshisa. Umama ngqibaza utata.

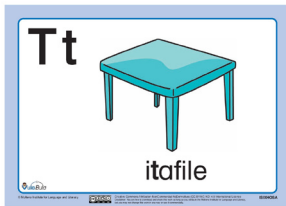
25

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

ACTIVITIES

- 1. Pre-reading**
 - **Cover:** Talk about the cover and the picture. Ask questions such as:
 - Look at this picture. What do you think this story will be about? Why do you say so? (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 happening here?
 - (page 27) Look at the baby's face. How do you think the baby feels?
 - **Listen to sounds in words:** Tell the learners to close their eyes and listen to the word you say. They must repeat the word and answer questions:
 - **utata** – What sound does this word start with?
 - **ndi/za/ma** – What is the sound of the middle part of this word? (Try to break it up while you say 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 story with expression, demonstrating fluency.
 - Ask comprehension questions after reading two to three pages:
 - (page 26) What is the father doing to calm the baby? Did it work?
 - (page 29) Do you think the father likes what is happening? Why do you say so?
 - Ask the learners to predict what will happen in the next few pages.
- 3. Post-reading**
 - Finish by asking:
 - How do you feel about what is happening in this story? Why do you say so?
 - Have you ever stayed with your father? How did it feel?



t

iti

itoti

utata

Phonics (15 min)

- **Resources:** Vula Bula letter card for /t/; flash cards with the /t/ sound: **iti, itoti, utata, utolo, itapile, itumato, isitulo, isitiya, iketile**
- **Preparation:** Make a sentence strip: **Utata ugalela iti eshushu ekomityini.**
- **Lesson objective(s):** Identify and sound the letter /t/.

ACTIVITIES

1. Listen to sounds in words

- Tell the learners that a sentence is made up of words. Words are made up of parts.
- Tell them to listen to the sentence: **Utata ugalela iti eshushu ekomityini.**
- Ask: How many words are in this sentence?
- Say each word of the sentence. The learners must break it up into its syllables and then say it again fluently.
- Say each word for learners to break it up into the sounds in the word, and then say it again fluently.
 - **utata = u/t/a/t/a**
 - **iti = i/t/i**
 - **ugalela = u/g/a/l/e/l/a**

2. Sentence strip

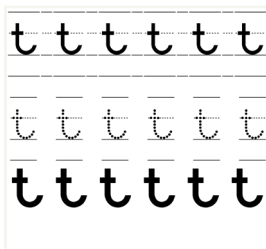
- Stick the sentence strip on the board. Read it aloud, emphasising the /t/ sound.
- Ask the learners to listen and look for letter /t/ in the sentence.

3. Letter card for /t/

- Stick the letter card on the board. Talk about the picture and the word, emphasising on letter /t/.
- They must look at your mouth while you say the sound /t/, then say it themselves and look at each other's mouths while they say the sound.

4. Phonics words

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



Handwriting (15 min)

- **Resources:** learners' handwriting books
- **Preparation:** Write a pattern on the board in two rows. Write the letter /t/ on the next line, and below that, write these words: **iti, utata, itoti, itapile.**
- **Lesson objective(s):** Learn and practise writing the letter /t/ and words with the /t/ sound.

ACTIVITIES

1. Practise

- Have your back to the learners and ask them to look at you while writing letter /t/ in the air.
- 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. Learners' books

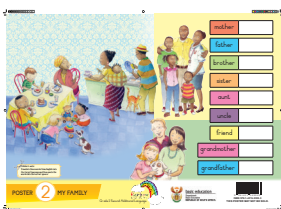
- Learners must copy the pattern from the board and practise writing the letter /t/.
- **Make sure:**
 - All learners are sitting up straight with their feet flat on the ground.
 - Pencil grip: All learners are holding their crayons correctly.
 - Starting point: All learners start writing from left to right.



Group Guided Reading (30 min)

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

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



Listening and Speaking (20 min)

- **Resources:** DBE poster: **My family**; vocabulary flash cards: **isihlobo, umakhulu, utatomkhulu**
- **Preparation:** Put vocabulary flash cards on the poster.
- **Lesson objective(s):** Talk about the poster and relate it to their experiences. Learn new vocabulary.

ACTIVITIES

- Stick the poster on the board.
- Recap the words that you covered yesterday. Talk about the meaning of the words. Look at the form of each word. Use it in a sentence.
- Stick the flash cards on the poster and use them throughout the week.
- Talk about the picture. Ask learners to list the activities they do with their families, and to describe how they feel when they do these tasks.

Utata usele nosana



Shared Reading (15 min)

- **Resources:** Vula Bula Big Book: **Utata usele nosana**; sentence strip: **“Mama, Mama,” usana lubiza unina luyakhala.**
- **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 high-level comprehension questions.

ACTIVITIES

1. Pre-reading

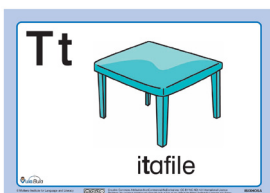
- Recap what you read yesterday
- **Vocabulary:** Ask the learners to tell you what words they learned yesterday.
 - They must use the words correctly in sentences to show their understanding.

2. During reading

- Tell the learners that, in order for them to understand the story, they need to know more about the characters and the reasons for their actions. They need to imagine the characters and the events happening in the story.
- Give an example. Demonstrate by telling the learners how you imagine (or picture) the character or event.
- Give the learners an opportunity to practise using their imaginations. Give them a person or thing to imagine. Use questions to help them:
 - Describe the imaginary person or thing.
 - How do you feel when you think about this person or thing?
 - What do you know about this person or thing?
- Read the story, demonstrating fluency.
- Put the sentence strip on the appropriate page in the story. Ask the learners to read the strip when it is time to do so.

3. Post-reading

- Tell the learners to imagine the father.
 - How would they feel if they were in this situation?
 - What else would they have done if they were the father?
 - Would you stay with the baby again if you were the father? Why do you say so?



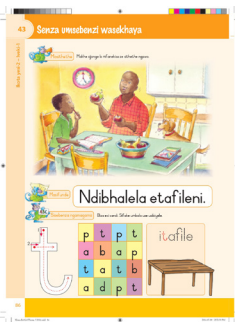
Phonics (15 min)

- **Resources:** Vula Bula letter card for **/t/**; flash cards with the **/t/** sound; DBE isiXhosa workbook, pages 86 & 87
- **Preparation:** Make sure every learner has a workbook.
- **Lesson objective(s):** Practise writing and using the letter **/t/** in words and sentences.

ACTIVITIES

1. Recap

- Refer to the letter card and flash cards. Check the learners' understanding of the words taught yesterday.
- Learners must break up each word into its syllables and then say it again fluently.
- Say each word for learners to break it up into the sounds in the word, and then say it again fluently.
- They must use the words correctly in sentences to show their understanding.



2. DBE workbook

- Ask the learners to turn to page 86 of their workbooks.
- Guide the learners to do the activities on pages 86 and 87.
- Go around, making sure the learners are doing the work correctly.



Handwriting (15 min)

- **Resources:** DBE isiXhosa workbook, pages 88 & 89
- **Preparation:** Make sure every learner has a DBE workbook.
- **Lesson objective(s):** Learn and practise writing the letter /t/.

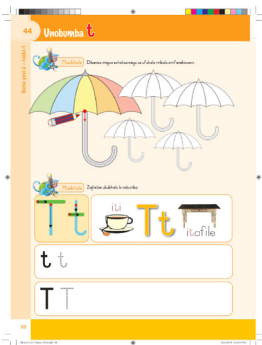
ACTIVITIES

1. Practise

- Ask the learners to turn to page 88 of their workbooks.
- Guide the learners to do the activities on pages 88 and 89.
- Go around. Help where needed.
- **Make sure:**
 - All learners are sitting up straight with their feet flat on the ground.
 - Pencil grip: All learners are holding their crayons correctly.
 - Starting point: All learners start writing from left to right.

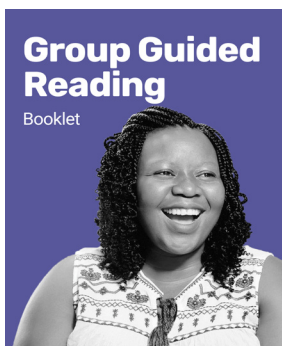
2. Work with a small group

- Make sure all learners have work to do.
- Take your group of learners who need extra help and work with them during this lesson. (You can use letter cards to help with understanding.)

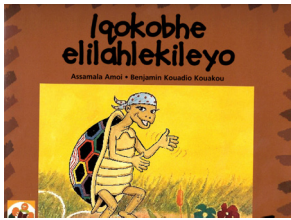


Group Guided Reading (30 min)

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



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



Listening and Speaking (20 min)

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

ACTIVITIES

1. Pre-reading

- Talk about the title and the cover.
- Tell the learners to say the title and clap the syllables of the words.
 - **l/qo/ko/bhe**
 - **e/li/la/hle/ki/le/yo**
- Ask the learners to predict what the story will be about. (prediction)

2. During reading

- First demonstrate fluency by reading the first page.
- Show pictures and ask questions to test their understanding without too much interruption.
- Ask questions to predict what will follow.

3. Post-reading

- Ask comprehension questions:
 - Do you think Tutu was a happy turtle? Why?
 - Have you ever lost something? How did you feel?
- Tell the learners that you will stop there for today.

Utata usele nosana



Shared Reading (15 min)

- **Resources:** Vula Bula Big Book: **Utata usele nosana**, story elements poster
- **Preparation:** Prepare a summary frame. Stick vocabulary flash cards on the front wall of the room.
- **Lesson objective(s):** Practise the words learned. Summarise the story with understanding.

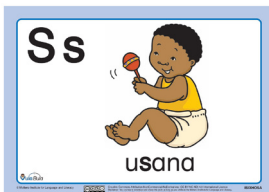
ACTIVITIES

1. Vocabulary

- Ask the learners to look for the words they have learned this week.
- When a learner finds a word, he or she must try to read it. They must break up the word into its sounds and read it again fluently.
- Help where needed.

2. Summary

- Tell the learners that you will be summarising a story.
- Use the story elements poster and discuss with learners.



Phonics (15 min)

- **Resources:** Vula Bula letter card for **/s/**; flash cards of words with the **/s/** sound: **sela, sula, sika, isele, isisu, usisi, isiselo, isikolo**
- **Preparation:** Create a sentence strip: **Usisi usela amanzi.**
- **Lesson objective(s):** Identify and sound the letter **/s/** in words.

ACTIVITIES

1. Listen to sounds in words

- Tell the learners to listen to the sentence: **Usisi usela amanzi.**
- Ask: How many words are in this sentence?
- Say each word for learners to break it up into its syllables, and then say the whole word again fluently.
- Say each word for learners to break it up into the sounds in the word, and then say it again fluently.

2. Sentence strip

- Stick the sentence strip on the board and read it aloud, emphasising the **/s/** sound.
- Ask the learners to listen and look for the letter **/s/** in the sentence.

S
sela
sula
sika

3. Letter card for /s/

- Stick the letter card on the board. Talk about the picture and the word, emphasising the letter /s/.
- Tell the learners to look at your mouth when you say /s/. Then they must say it themselves and look at each other's lips while they say it.

4. Phonics words

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

Shared Writing (15 min)



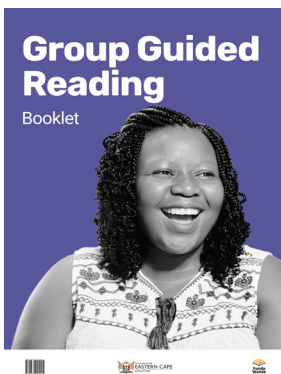
- **Resources:** DBE poster: **My family**; learners' writing books; crayons
- **Preparation:** Prepare a summary frame.
- **Lesson objective(s):** Participate in arranging things.

ACTIVITIES

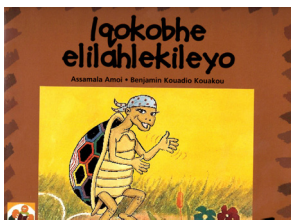
- Stick the DBE poster on the board.
- Tell the learners that they will draw their families.
- They must write the name of each family member under their drawings.
- Go around, asking them about their drawings. Help where needed.

Group Guided Reading (30 min)

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



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



Listening and Speaking (20 min)

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

ACTIVITIES

1. Pre-reading

- Ask questions to remind the learners about the story you started reading yesterday.
 - What are the names of the characters that we have read about already?
 - Where does this story take place?
 - What is the problem that we have read about so far? How is Tutu feeling?
 - What do you think will happen now? (prediction)

2. During reading

- Read the whole story, demonstrating fluency.

3. Post-reading

- Ask questions to test comprehension:
 - What is interesting about this story? Why?
 - Let us take time to think about and summarise the story.
- Make sure that all learners know the events and characters of the story to prepare them for acting it out tomorrow.

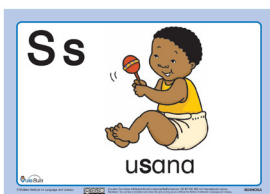


Writing (15 min)

- **Resources:** learners' writing books; crayons; writing chart
- **Preparation:** Prepare your rubric for oral assessment.
- **Lesson objective(s):** Draw a picture and write a title. Talk about what they have drawn.

ACTIVITIES

- Tell the learners to take out their writing books and finish their pictures and labels.
- Call on individual learners to talk about their pictures.
- Use your rubric to allocate marks.



Phonics (15 min)

- **Resources:** Vula Bula letter card for /s/; flash cards of words with the /s/ sound; DBE isiXhosa workbook, pages 98 & 99
- **Preparation:** Make sure that every learner has a DBE workbook.
- **Lesson objective(s):** Practise using the letter /s/ in words and in sentences.

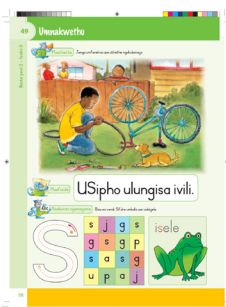
ACTIVITIES

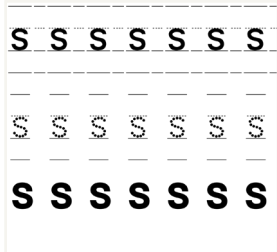
1. Recap

- Refer to the letter card and check the learners' understanding of the words taught yesterday.
- Learners must break up each word into its syllables and say it again fluently.
- Learners must break up each word into the sounds in the word and say it again fluently.
- They must use the words correctly in sentences to show their understanding.

2. DBE workbook

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





Handwriting (15 min)

- **Resources:** learners' handwriting books
- **Preparation:** Write a pattern on the board in two rows. Write the letter /s/ on the next line, and below that, write these words: **usisi, usisi, isikolo.**
- **Lesson objective(s):** Learn and practise writing the letter /s/ and words with the /s/ sound.

ACTIVITIES

1. Practise

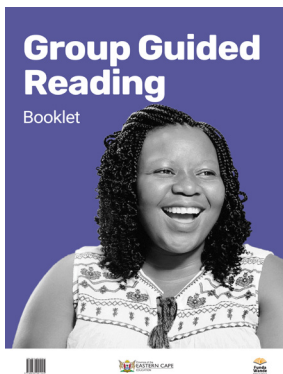
- Have your back to the learners and ask them to look at you while writing letter /s/ in the air.
- Get the learners to say the chant and write with you. They can use their fingers and write the letter /s/ in the air, on each other's backs, on their hands or on their desks.

2. Learners' books

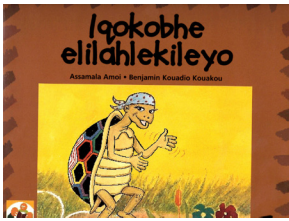
- Learners must copy the pattern from the board and practise writing the letter /s/.
- **Make sure:**
 - All learners are sitting up straight with their feet flat on the ground.
 - Pencil grip: All learners are holding their crayons correctly.
 - Starting point: All learners start writing from left to right.

Group Guided Reading (30 min)

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



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



Listening and Speaking (20 min)

- **Resources:** storybook: **Iqokobhe elilahlekileyo**
- **Preparation:** Prepare resources that learners might need to perform this play.
- **Lesson objective(s):** Role play a story that they have read. Demonstrate understanding of events that occurred in the story. Demonstrate enjoyment of the story.

ACTIVITIES

1. Before the play

- Group the learners according to the characters in the story. Make sure that all learners have a part to play.
- Remind everyone of what took place in the story.
- Give the learners enough time to practise what they are going to say in the play.
- Guide them, but allow them to discuss on their own on how they are going to act out the story.
- Go around to check each group. Listen and help where needed.
- Take note: the objective of this lesson is to give learners an opportunity to talk about the story, act it out and enjoy it.

2. The play

- Get the learners seated and ask the first group to act out the story.
- The other learners must listen. Take another group if there is still time.
- Tell the learners that the other groups will act the story during the Life Skills lesson.

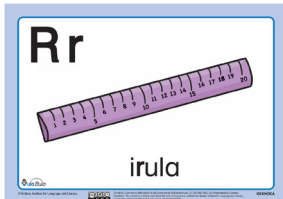
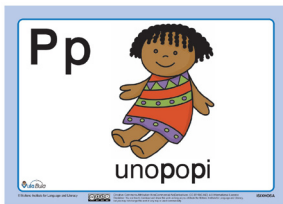


Writing (15 min) FORMAL ASSESSMENT TASK (FAT)

- **Resources:** learners' writing books; crayons
- **Preparation:** Put up yesterday's writing frame on the writing chart. Prepare your rubric to allocate marks for learners.
- **Lesson objective(s):** Draw a picture and write a title. Talk about their drawings.

ACTIVITIES

- Tell the learners they will continue to talk about what they have drawn
- Collect their work and use the FAT instructions to mark it. Allocate for marks according to the rubric.



Phonics (15 min) **ASSESSMENT**

- **Resources:** letter cards of sounds that have been taught; flash cards of /p/ and /r/ words
- **Preparation:** Make sure that each learner has letter cards for all the sounds that have been taught. Make sure there are two flash cards for each /p/ and /r/ word.
- **Lesson objective(s):** Identify and call letters quickly. Read the words with letters they have learned. Create short sentences.

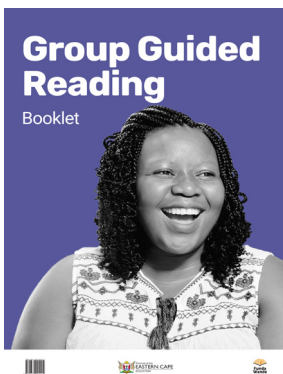
ACTIVITIES

1. Letter cards and phonics

- Ask the learners to put their cards face up so that they can read them.
- Call out each sound and ask the learners to pick up the appropriate letter card.
- Observe and identify the learners who struggle to match the sounds and letters.

2. 2. Phonics words

- Give each learner a card, making sure that each word is also on another card.
- Tell the learners that you will say a word and the two learners who have that word card must stand and exchange seats.
- For each word:
 - Say it = **itoti**.
 - Break it up into its sounds = **i/t/o/t/i**.
 - Say it as it again as a whole = **itoti**.
 - Repeat if necessary until the learners get used to this exercise.
- Give all the learners a chance to read and exchange seats.

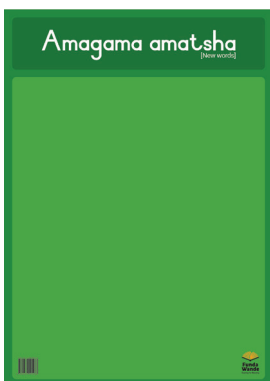


Group Guided Reading (30 min)

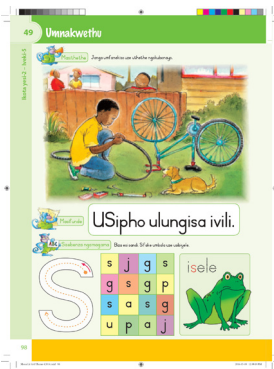
- See Group guided reading booklet as a guide for each story.

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Vocaburaly words of the week



imoto
 ibhayisekili
 ibhasi
 isithuthuthu
 itekisi
 inqwelo - moya
 iikedama
 ipopo
 ipere
 iziqhamo
 ivatala
 iimbiza
 isinki
 isepha
 amanzi
 qokelela
 umnikelo



Listening and Speaking (20 min)

- **Resources:** DBE isiXhosa workbook, page 98; vocabulary flash cards: **ivili,inja, ulungisa**
- **Preparation:** Make sure every learner has a DBE workbook.
- **Lesson objective(s):** Talk about the picture. Relate it to own experience. Learn new vocabulary.

ACTIVITIES

1. DBE workbook

- Ask the learners to turn to page 98 of their workbooks.
- Read the title and talk about the picture.
- Ask questions, such as:
 - Who of you has ever fixed something? What was it?
 - Who is watching Sipho?

2. Vocabulary

- Talk about the vocabulary and ask the learners to use the words in sentences.
- Stick the flash cards on the vocabulary chart and use them throughout the week.



Shared Reading (15 min)

- **Resources:** Vula Bula Big Book: **Sebeza**; vocabulary flash cards: **baqhele, qhubeka, yokugqibela, gqithisela, dideka, zola, ihlebo**
- **Preparation:** Read through the story beforehand and prepare your questions.
- **Lesson objective(s):** Talk about the pictures and participate in the shared reading by predicting, relating to their own experience, and answering comprehension questions.

ACTIVITIES

1. Pre-reading

- **Cover:** Talk about the cover and the picture. Ask questions:
 - Look at the picture. What do you think is happening here? 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 34) What are the children whispering about?
 - (page 38) What lesson could this be? Why do you say so?
- **Listen to sounds in words:** Tell the learners to close their eyes and listen to the word you say. They must repeat it and answer questions:
 - **dideka** = What sound does this word start with?
 - **i/hle/bo** = What is the sound of the middle part of this word? (Break it up while you say 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 story with expression, demonstrating fluency.
- Ask comprehension questions after reading two to three pages.
 - (page 35) Do you think these children are listening to their teacher? Why do you say that?
 - (page 38) What do you think this boy is drawing?
- Ask the learners to predict what is going to happen in the next pages.

3. Post-reading

- Finish by asking:
 - How do you feel about what is happening in this story? Why do you say so?





Z

izolo

izulu

zoba

Phonics (15 min)

- **Resources:** Vula Bula letter card for /z/; flash cards of words with /z/ sound: **izolo, uzulu, zoba, iziko, zamla, zamisa, zalisa, buza**
- **Preparation:** Make a sentence strip: **UZoleka uzamisa ipapa eziko.**
- **Lesson objective(s):** Identify and sound the letter /z/.

ACTIVITIES

1. Listen to sounds in words

- Tell the learners that a sentence is made up of words, and words have parts.
- Tell them to listen to this sentence: **UZoleka uzamisa ipapa eziko.**
- Ask: How many words are in this sentence?
- Say each word. The learners must break it up into its syllables.
- Say the words again. The learners must break them up into sounds and then say each word again fluently.

2. Sentence strip

- Stick the sentence strip on the board. Read it aloud, emphasising the /z/ sound.
- Ask the learners to listen and look for the letter /z/ in the sentence.

3. Letter card for /z/

- Stick the letter card on the board. Talk about the picture and the word, emphasising the letter /z/.
- They must look at your mouth while you say the sound /z/, then say it themselves and look at each other's mouths to see what their lips are doing.

4. Phonics words

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

Handwriting (15 min)

- **Resources:** learners' handwriting books
- **Preparation:** Write a pattern on the board in two rows. Write the letter /z/ on the next line, and below that, write these words: **izolo, eziko, uzamisa.**
- **Lesson objective(s):** Learn and practise writing the letter /z/ and words with the /z/ sound.

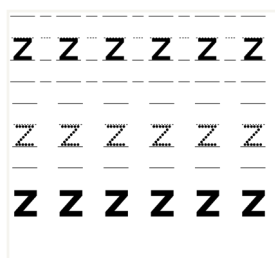
ACTIVITIES

1. Practise

- Have your back to the learners and ask them to look at you while writing the letter /z/ in the air. Say the chant 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. Learners' books

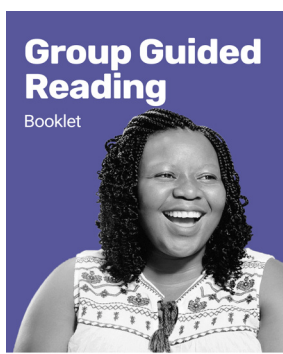
- Learners must copy the pattern from the board and practise writing the letter /z/.
- **Make sure:**
 - All learners are sitting up straight with their feet flat on the ground.
 - Pencil grip: All learners are holding their crayons correctly.
 - Starting point: All learners start writing from left to right.

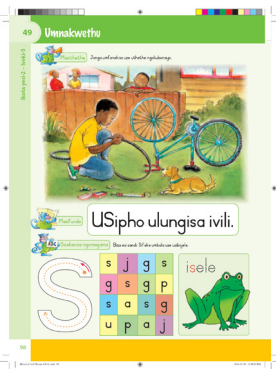


Group Guided Reading (30 min)

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

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





Listening and Speaking (20 min)

- **Resources:** DBE isiXhosa workbook, page 98; vocabulary flash cards: **ivili,inja, ulungisa**
- **Preparation:** Make sure every learner has a DBE workbook.
- **Lesson objective(s):** Talk about the picture. Relate it to own experience. Learn new vocabulary.

ACTIVITIES

- Remind the learners of what they learned on page 98.
- Tell them that you will play a game.
- Sit down with them and make a circle.
- Explain the rules.
 - The teacher starts by thinking of a sentence and whispering it to the person sitting next to him or her.
 - The second person whispers the sentence to the next one.
 - Everyone in the circle gets a turn to whisper the sentence until it gets back to the teacher. Is the sentence still the same?



Shared Reading (15 min)

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

ACTIVITIES

- 1. Pre-reading**
 - Talk about what you read yesterday.
 - **Vocabulary:** Ask the learners to tell you what words they learned yesterday.
 - They must use the words correctly in sentences to show their understanding.
- 2. During reading**
 - Tell the learners that, to understand the story, they should regularly check if they still follow the story while they are reading it. When there is a part that they do not understand, they should go back and read it again, trying to read it fluently.
 - Read the story, demonstrating misunderstanding, then read it again fluently.
 - Tell the learners that this week they will practise checking their understanding.
- 3. Post-reading**
 - Ask questions to test comprehension:
 - (page 35) What are the children whispering about?
 - Is the teacher happy about this gift? Why do you say so?
 - Who of you has ever received an unexpected gift?

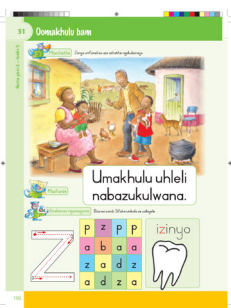


Phonics (15 min)

- **Resources:** Vula Bula letter card for **/z/**; flash cards of words with the **/z/** sound; DBE isiXhosa workbook, pages 102 & 103
- **Preparation:** Make sure that every learner has a workbook.
- **Lesson objective(s):** Practise writing and using the letter **/z/** in words and sentences.

ACTIVITIES

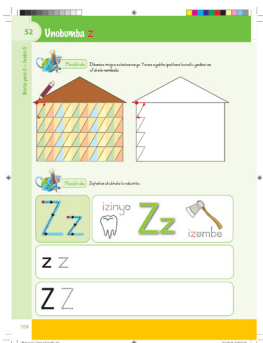
- 1. Recap**
 - Refer to the letter card and check the learners' understanding of the words taught yesterday.
 - Learners must break up each word into its syllables and sounds and then say it again fluently.
 - They must use the words correctly in sentences to show their understanding.





2. DBE workbook

- Ask the learners to turn to page 102 of their workbooks.
- Guide the learners to do the activities on pages 102 and 103.
- Go around, making sure learners are doing the work correctly.



Handwriting (15 min)

- **Resources:** DBE isiXhosa workbook, pages 104 & 105
- **Preparation:** Make sure every learner has a DBE workbook.
- **Lesson objective(s):** Learn and practise writing the letter /z/.

ACTIVITIES

1. Practise

- Ask the learners to turn to page 104 of their workbooks.
- Guide the learners to do the activities on pages 104 and 105.
- Go around. Help where needed.
- **Make sure:**
 - All learners are sitting up straight with their feet flat on the ground.
 - Pencil grip: All learners are holding their crayons correctly.
 - Starting point: All learners start writing from left to right.

2. Work with a small group

- Make sure all learners do their work.
- Take your group of learners who need extra help and work with them during this lesson. (You can use letter cards to help with understanding.)



Group Guided Reading (30 min)

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



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



Listening and Speaking (20 min)

- **Resources:** DBE isiXhosa workbook, page 106
- **Preparation:** Make sure every learner has a DBE workbook.
- **Lesson objective(s):** Talk about the picture. Relate it to own experience. Learn new vocabulary.

ACTIVITIES

- Ask the learners to turn to page 106 of their workbooks.
- Read the title and talk about the picture.
 - What do you think is going to happen here?
 - How do think the people in the picture feel?
- Tell learners to think about their own experience of watching sports.
- Give them a chance to share their experiences with the person sitting next to them. They must answer these questions:
 - Where did you watch the game?
 - Did you enjoy the game? Why or why not?



Shared Reading (15 min)

- **Resources:** Vula Bula Big Book: **Sebeza**; vocabulary flash cards
- **Preparation:** Prepare a summary frame. Stick the words learned anywhere on the front wall of the room.
- **Lesson objective(s):** Practise the words learned. Summarise the story with understanding.

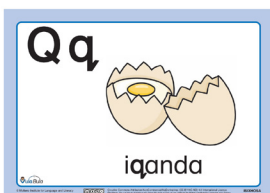
ACTIVITIES

1. Vocabulary

- Ask the learners to look for the words they have learned this week.
- When a learner finds a word, she or he must try to read it. They must break up the word into its sounds and then read it again fluently. Help where needed.

2. Summary

- Tell the learners that you will summarise a story.
- Use the vocabulary words to summarise the story.



Phonics (15 min)

- **Resources:** Vula Bula letter card for /q/; words with /q/ sound: **qala, qinile, iqaaqa, iqaba, iqela, uqobo, iqunube, iqabane, iqabaka**
- **Preparation:** Create a sentence strip: **Iqela lam liyaqala ukudlala.**
- **Lesson objective(s):** Identify and sound the letter /q/ from words.

ACTIVITIES

1. Listen to sounds from words

- Tell the learners to listen to the sentence: **Iqela lam liyaqala ukudlala.**
- Ask: How many words are in this sentence?
- Say each word for learners to break up into its syllables, and then say it again fluently.
- Say each word for learners to break up into its sounds, and then say it again fluently.

2. Sentence strip

- Stick the sentence strip on the board and read it aloud, emphasising the /q/ sound.
- Ask the learners to listen and look for the letter /q/ in the sentence.

3. Letter card for /q/

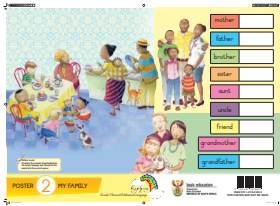
- Stick the letter card on the board. Talk about the picture and the word, emphasising the letter /q/.
- Tell the learners they must look at your mouth when you say /q/.
- Then they must say it themselves and look at each other's mouths to see what their lips are doing.



4. Phonics words

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

Shared Writing (15 min)



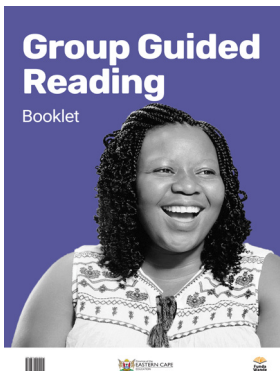
- **Resources:** DBE poster: **My family**; learners' writing books; crayons
- **Preparation:** Prepare a summary frame.
- **Lesson objective(s):** Participate in listing objects.

ACTIVITIES

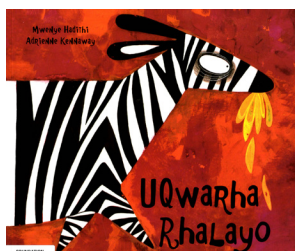
- Stick the DBE poster on the board and tell the learners what is about to happen.
- Tell the learners to draw their families.
- They must label their drawings with the names of the family members.
- Go around, asking them about their drawings. Help where needed.

Group Guided Reading (30 min)

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



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



Listening and Speaking (20 min)

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

ACTIVITIES

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)
 - How do you feel when someone says, "Uyarhala"?
 - Why do you feel that way?
- **Vocabulary:** Introduce new vocabulary using flash cards.
 - Talk about the meaning. Look at the form of each word and use it in a sentence.
 - Stick the flash cards on the poster and use them throughout the week.

2. During reading

- First demonstrate fluency by reading the first half of the story.
- Show some of the pictures and ask questions to test their understanding, without too much interruption.

3. Post-reading

- Ask comprehension questions, such as:
 - In the story, it is said that there was something that animals did not have in the past. What was it?
 - What did the animals see in the cave?

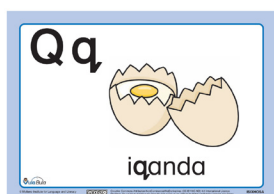


Writing (15 min)

- **Resources:** learners' writing books; crayons; writing chart
- **Preparation:** Paper to make cards.
- **Lesson objective(s):** Use what they have learned to make a card.

ACTIVITIES

- Tell the learners that they are going to make cards to send good wishes to someone.
- Ask questions to help the learners plan their cards:
 - Who are you going to make the card for?
 - Why do you want to send good wishes to this person?
 - What do you want to draw on the cover of your card?
- Make sure that the learners plan their cards before they start.
- When they begin to work, go around and talk about what they are doing.



Phonics (15 min)

- **Resources:** Vula Bula letter card for **/q/**; flash cards of words with the **/q/** sound; DBE isiXhosa workbook, pages 106 & 107
- **Preparation:** Make sure that every learner has a workbook.
- **Lesson objective(s):** Practise using the letter **/q/** in words and sentences.

ACTIVITIES

1. Recap

- Refer to the flash cards and check the learners' understanding of the words they learned yesterday.
- Learners must break up the word into its syllables and sounds and say it again fluently.
- They must use the words correctly in sentences to show their understanding.





2. DBE workbook

- Ask the learners to turn to page 106 of their workbooks.
- Guide the learners to do the activities on pages 106 to 107.
- Go around, making sure learners are doing the work correctly.



Handwriting (15 min)

- **Resources:** learners' handwriting books
- **Preparation:** Write a pattern on the board in two rows. Write the letter /q/ on the next line, and below that, write these words: **qala, iqinile, iqaaqa.**
- **Lesson objective(s):** Learn and practise writing the letter /q/ and words with the /q/ sound.

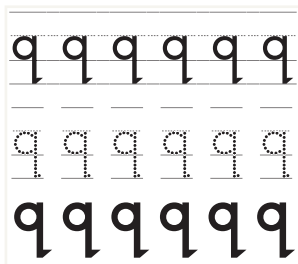
ACTIVITIES

1. Practise

- Have your back to the learners and ask them to look at you while writing the letter /q/ in the air. Say the chant 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. Learners' books

- Learners must copy the pattern from the board and practise writing the letter /q/.
- **Make sure:**
 - All learners are sitting up straight with their feet flat on the ground.
 - Pencil grip: All learners are holding their crayons correctly.
 - Starting point: All learners start writing from left to right.

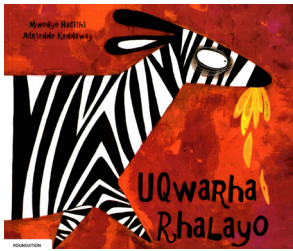


Group Guided Reading (30 min)

- See Group guided reading booklet as a guide for 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):** Answer questions about the story. Listen to an interesting story for enjoyment.

ACTIVITIES

1. Pre-reading

- Get the learners ready for reading aloud.
- Talk about what you read yesterday. Ask:
 - What do you think will follow? (prediction)
- **Vocabulary:** Talk about the vocabulary you taught yesterday.

2. During reading

- Finish reading the story, demonstrating interest and showing the pictures.

3. Post-reading

- Ask comprehension questions:
 - Is this a true story? Why do you say so?
- Summarise the story, referring to the elements of the story (the characters, plot, conflict and solution).



Writing (15 min) FORMAL ASSESSMENT TASK (FAT)

- **Resources:** learners' writing books; crayons
- **Preparation:** Put up what you wrote yesterday on the writing chart. Prepare your Formal Assessment Task (FAT) and your rubric to allocate marks.
- **Lesson objective(s):** Draw a picture and write a title. Talk about their drawings.

ACTIVITIES

- Tell the learners they will continue drawing their families and talking about their drawings.
- Collect the learners' work and use the FAT instructions and the rubric to allocate marks.



Phonics (15 min) ASSESSMENT

- **Resources:** letter cards of the sounds that have been taught; flash cards of the phonics words taught this week
- **Preparation:** Make sure that each learner has letter cards for all the sounds that have been taught. Make sure there are two flash cards for each phonics word.
- **Lesson objective(s):** Identify and call letters quickly. Read the words with letters they have learned. Create short sentences.

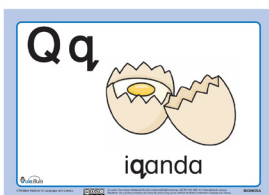
ACTIVITIES

1. Letter cards and phonics

- Ask the learners to put their cards face up so that they can read them.
- Call out each sound and ask the learners to pick up the correct letter card.
- Make sure you call out the sounds learned this week.
- Observe and identify the learners who struggle to match the sounds and letters.

2. Phonics words

- Give each learner a card of one of the phonics words taught this week. Make sure that each word is also on another card.
- Tell the learners that you will say a word and the two learners who have cards with that word must stand and exchange seats.
- For each word:
 - Say it = **iqabaka**.
 - Break it up into its sounds = **i/q/a/b/a/k/a**.
 - Say it as it again as a whole = **iqabaka**.
 - Repeat if necessary until the learners get used to this exercise.
- Give all the learners a chance to read and exchange seats.



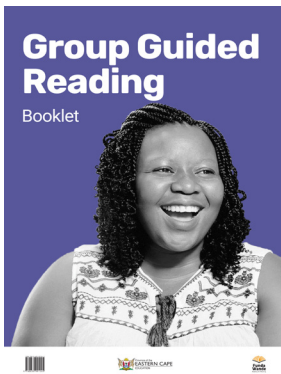


Handwriting (15 min) ASSESSMENT

- **Resources:** learners' handwriting books
- **Preparation:** Pick five letters that you have already taught.
- **Lesson objective(s):** Learn and practise writing the letters that have been taught.

ACTIVITIES

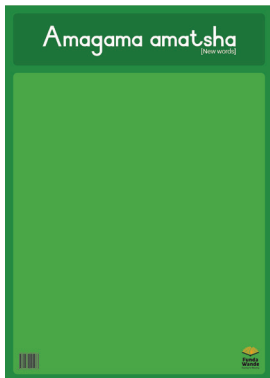
- Tell the learners to open their handwriting books.
- Explain that they are going to do a letters and phonics test. You will say a letter sound and they must write the letter that makes the sound.
- Pick simple words from those you have taught:
 - **qala, qinile, iqaaqa, iqaba**
- For each word:
 - Say it = **qala**.
 - Break it up into its sounds = **q/a/l/a**.
 - Say it as it again as a whole = **qala**.
 - Repeat when necessary until the learners get used to this exercise.



Group Guided Reading (30 min)

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

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



Vocaburaly words of the week

ivili
 inja
 ulungisa
 iqokobhe
 elungqukuva
 aqhele
 qhubeka
 yokugqibela
 gqithisela
 dideka
 zola
 ihlebo
 isipho
 igumbi
 esofelweyo



k
ikofu
sika
vuka

Phonics (15 min)

- **Resources:** Vula Bula letter card for /k/; flash cards of words with the /k/ sound: **ikasi, ikofu, sika, vuka, kuyana, iketile, ikawusi, isikolo, isikere**
- **Preparation:** Make a sentence strip: **Utata ugalela iti eshushu ekomityini.**
- **Lesson objective(s):** Identify and sound the letter /k/.

ACTIVITIES

1. Listen to sounds in words

- Tell the learners that a sentence is made out of words, words have parts.
- They must listen to the sentence: **Utata ugalela iti eshushu ekomityini.**
- Ask: How many words are in this sentence?
- Say each word for learners to break up into its syllables and then say again fluently.
- Say out each word for learners to break up into its sounds and then say it again fluently.

2. Sentence strip

- Stick the sentence strip on the board. Read it aloud, emphasising the /k/ sound.
- Ask the learners to listen and look for the letter /k/ in the sentence.

3. Letter card for /k/

- Stick the letter card on the board. Talk about the picture and the word, emphasising the letter /k/.
- They must look at your mouth while you say the sound /k/, say it again and look at each other's mouths to see what their lips are doing.

4. Phonics words

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



Handwriting (15 min)

- **Resources:** learners' handwriting books
- **Preparation:** Write a pattern on the board in two rows. Write the letter /k/ on the next line, and below that, write the phonics words.
- **Lesson objective(s):** Learn and practise writing the letter /k/ and words with the /k/ sound.

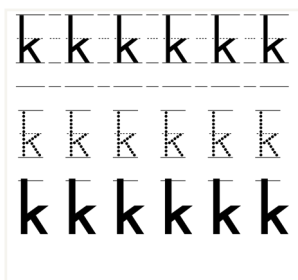
ACTIVITIES

1. Practise

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

2. Learners' books

- Learners must copy the pattern from the board and practise writing the letter /k/.
- Remember to check the learners' posture, pencil grip and directionality.

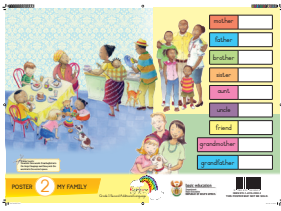


Group Guided Reading (30 min)

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



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



Listening and Speaking (20 min)

- **Resources:** DBE poster: **My family**; vocabulary flash cards: **isihlobo, umakhulu, utatomkhulu**
- **Preparation:** Put vocabulary flash cards on the poster.
- **Lesson objective(s):** Talk about the poster. Relate it to their experiences. Learn new vocabulary.

ACTIVITIES

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

Lelikabani eli vili?



Shared Reading (15 min)

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

ACTIVITIES

1. Pre-reading

- Recap: Talk about what you read yesterday.
- **Vocabulary:** Ask the learners to tell you what words they learned yesterday. They must use the words in sentences to show that they understand the meaning.

2. During reading

- Tell the learners that, to understand the story, they should ask themselves what they already know about the title (or subject) of the story.
- Give an example giving a topic and telling what you already know about it. Explain how this will help you understand a passage on that topic.
- Provide opportunity for learners to give examples of their own.
- Read the story, demonstrating fluency.

3. Post-reading

- Ask questions to test understanding:
 - Do you remember all the cars that Kabelo asked regarding this wheel?

Week 5: Day 2



Phonics (15 min)

- **Resources:** Vula Bula letter card for /k/; flash cards of words with the /k/ sound; DBE isiXhosa workbook, pages 94 & 95
- **Preparation:** Make sure every learner has a DBE workbook.
- **Lesson objective(s):** Practise writing and using the letter /k/ in words and sentences.

ACTIVITIES

1. Recap

- Refer to the letter card and check the learners' understanding of the words taught yesterday.
- Learners must break up each word into its syllables and sounds and then say it again fluently.
- They must use the words correctly in sentences to show their understanding.

2. DBE workbook

- Ask the learners to turn to page 94 of their workbooks.
- Guide the learners to do the activities on pages 94 and 95.
- Go around, making sure learners are doing the work correctly.

Handwriting (15 min)

- **Resources:** DBE isiXhosa workbook, pages 96 & 97
- **Preparation:** Make sure every learner has a DBE workbook.
- **Lesson objective(s):** Learn and practise writing the letter /k/.

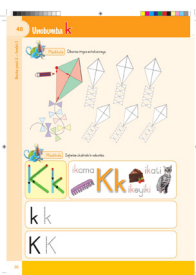
ACTIVITIES

1. Practise

- Ask the learners to turn to page 96 of their workbooks.
- Guide the learners to do the activities on pages 96 and 97.
- Go around. Help where needed.
- Remember to check the learners' posture, pencil grip and directionality.

2. Working with a small group

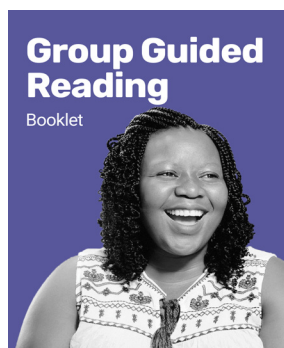
- Make sure all learners do their work.
- Take your group of learners who need extra help and work with them in this activity. (you can use letter cards to help with understanding).



Group Guided Reading (30 min)

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

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





Listening and speaking (20 min)

- **Resources:** storybook: **UMbona noMbotyi**; vocabulary flash cards: **isaziso, isivuno, ukugqwesa, imbewu, ikhula, bagqotsa, nkcenkceshela, isityalo, ushishino**
- **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 the cover and ask questions:
 - What do you think this story will be about? (prediction)
- **Vocabulary:** Teach new vocabulary. Talk about the meaning. Look at the form of each word and use it in a sentence.
 - Stick the flash cards on the poster and use them throughout the week.

2. During reading

- Demonstrate fluency while reading the first half of the story.
- Show some of the pictures and ask questions to test their understanding, without too much interruption.
- Ask questions that will help the learners predict what will follow in the rest of the story.

3. Post-reading

- Ask comprehension questions, such as:
 - Who are the characters in the story?
 - Why are they fighting?

Lelikabani eli vili?



Shared Reading (15 min)

- **Resources:** Vula Bula Big Book: **Lelikabani elivili?**; story elements poster
- **Preparation:** Prepare a summary frame. Stick up the words learned on the front wall in the room.
- **Lesson objective(s):** Practise the words learned. Summarise the story with understanding.

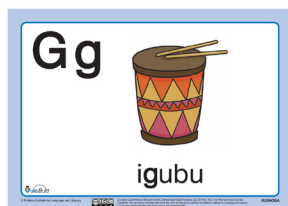
ACTIVITIES

1. Vocabulary

- Ask the learners to look for the words you have taught them this week.
- When a learner finds a word, she or he must try to read it. They must break the word up into its sounds and then say it again fluently. Help where needed.

2. Summary

- Tell the learners that you will summarise the story.
- Use the story elements poster, discuss and summarise the story.



g
igama
igaba
ukugula

Phonics (15 min)

- **Resources:** Vula Bula letter card for /g/; flash cards of words with the /g/ sound: **igadi, igam, igaba, ugoto, galela, igogogo, igolide, ihagu, ukugula**
- **Preparation:** Create a sentence strip using words with the /g/ sound.
- **Lesson objective(s):** Identify and sound the letter /g/ from words.

ACTIVITIES

1. Listen to sounds from words

- Tell the learners to listen to the sentence and answer questions.
- Ask: How many words are in this sentence?
- Say each word for learners to break up into its syllables and sounds, and then say it again fluently.

2. Sentence strip

- Stick the sentence strip on the board and read it aloud, emphasising the /g/ sound.
- Ask the learners to listen and look for the letter /g/ in the sentence.

3. Letter card for /g/

- Stick the letter card on the board. Talk about the picture and the word, emphasising the letter /g/.
- Tell the learners they must look at your mouth when you say the letter /g/, then say it again themselves and look at each other's mouths to see what their lips are doing.

4. Phonics words

- Ask the learners to suggest words with the sound /g/.
- Use the phonics flash cards for the letter /g/ and talk about the meaning of each word, look at the form and use it in a sentence.
- Stick the flash cards on the phonics chart and use them throughout the week.

Shared Writing (15 min)



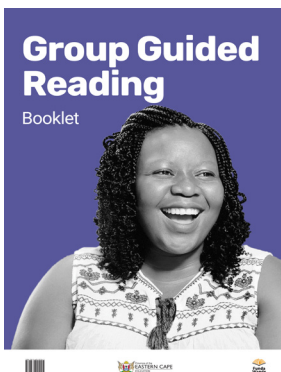
- **Resources:** writing chart; learners' writing books; crayons
- **Preparation:** Prepare a writing frame.
- **Lesson objective(s):** Drawing a vehicle and describe its wheels.

ACTIVITIES

- Stick up the writing chart and explain the activity.
- Tell learners that they will draw their favourite vehicles and make sure to show the wheels.
- They must look at the wheels and write two sentences to describe them.
- The sentences must use the words learned this week.
- Go around, asking about the drawings and helping where needed.

Group Guided Reading (30 min)

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



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



Listening and Speaking (20 min)

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

ACTIVITIES

1. Pre-reading

- Get the learners ready for reading aloud.
- Talk about what you read yesterday. Ask:
 - What do you think will follow? (prediction)
- **Vocabulary:** Talk about the vocabulary you taught yesterday.

2. During reading

- Finish reading the story, demonstrating interest and showing the pictures.

3. Post-reading

- Ask comprehension questions:
 - Who thought of the idea of cooking soup?
 - What did they put into their soup?
 - Do you think they enjoyed their soup?
 - Why do you think so?



Writing (15 min)

- **Resources:** learners' writing books; crayons; writing chart
- **Preparation:** Make sure the learners have finished their drawings.
- **Lesson objective(s):** Draw a picture and write a title. Talk about their drawings.

ACTIVITIES

- Tell the learners to take out their writing books and finish their sentences
- Make sure that they all finish their work.
- Call up each learner to talk about their pictures.



Phonics (15 min)

- **Resources:** Vula Bula letter card for /g/; flash cards of words with the /g/ sound; DBE isiXhosa workbook, pages 78 & 79
- **Preparation:** Make sure every learner has a DBE workbook.
- **Lesson objective(s):** Practise using the letter /g/ in words and sentences.

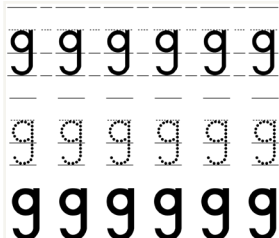
ACTIVITIES

1. Recap

- Refer to the letter card and check the learners' understanding of the words taught yesterday.
- Learners must break up each word into its syllables and sounds and then say it again fluently.
- They must use the words correctly in sentences to show their understanding.

2. DBE workbook

- Ask the learners to turn to page 78 of their workbooks.
- Guide the learners to do the activities on pages 78 to 79.
- Go around, making sure learners are doing the work correctly.



Handwriting (15 min)

- **Resources:** learners' handwriting books
- **Preparation:** Write a pattern on the board in two rows. Write the letter /g/ on the next line, and below that, write these words: igadi, ogogogo, galela.
- **Lesson objective(s):** Learn and practise writing the letter /g/ and words with the /g/ sound.

ACTIVITIES

1. Practise

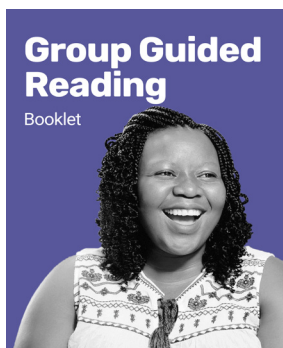
- Have your back to the learners and ask them to look at you while writing the letter /g/ in the air. Say the chant aloud.
- Get the learners to say the chant and write with you. They can use their fingers and write in the air, on each other's backs, on their hands or on their desks.

2. Learners' books

- Learners must copy the pattern from the board and practise the letter /g/.
- Remember to check the learners' posture, pencil grip and directionality.

Group Guided Reading (30 min)

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



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



Listening and Speaking (20 min)

- **Resources:** storybook: **UMbona noMbotyi**; weather chart
- **Preparation:** Read 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

- Learners must get ready for reading aloud.
- Talk about what you read yesterday.
- Ask: What do you think will follow? (prediction)
- **Vocabulary:** Talk about the vocabulary you taught yesterday.

2. During reading

- Finish reading the story, demonstrating interest and showing the pictures.

3. Post-reading

- Summarise the story, referring to the elements of the story (characters, plot, conflict and solution).



Writing (15 min) FORMAL ASSESSMENT TASK (FAT)

- **Resources:** learners' writing books; crayons
- **Preparation:** Put up your writing frame from yesterday on the writing chart. Prepare your rubric to allocate marks for learners.
- **Lesson objective(s):** Draw a picture and write a title. Write two sentences about the picture. Talk about their drawings.

ACTIVITIES

- Tell the learners that they will continue to talk about their drawings.
- Collect the work and use the FAT instructions and the rubric to allocate marks.



Phonics (15 min) ASSESSMENT

- **Resources:** letter cards of the sounds that have been taught; flash cards of the phonics words taught this week
- **Preparation:** Make sure that each learner has letter cards for all the sounds that have been taught. Make sure there are two flash cards for each phonics word.
- **Lesson objective(s):** Identify and call letters quickly. Read the words with letters they have learned. Create short sentences.

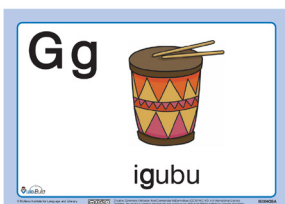
ACTIVITIES

1. Letter cards and phonics

- Ask the learners to put their cards face up so that they can read them.
- Call out each sound and ask the learners to pick up the correct letter card.
- Make sure you call out the sounds learned this week.
- Observe and identify the learners who struggle to match the sounds and letters.

2. Phonics words

- Give each learner a card of one of the phonics words taught this week. Make sure that each word is also on another card.
- Tell the learners that you will say a word and the two learners who have cards with that word must stand and exchange seats.
- For each word:
 - Say it.
 - Break it up according to its sounds.
 - Say it as it again as a whole.
 - Repeat if necessary until the learners get used to this exercise.
- Give all the learners a chance to read and exchange seats.



Week 5: Day 5

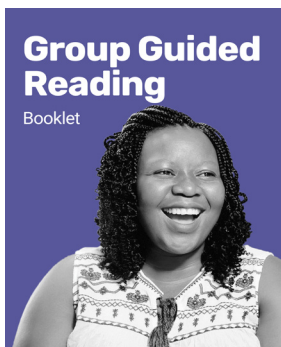


Handwriting (15 min) ASSESSMENT

- **Resources:** learners' handwriting books
- **Preparation:** Pick five letters that you have already taught.
- **Lesson objective(s):** Learn and practise writing the letters that have been taught.

ACTIVITIES

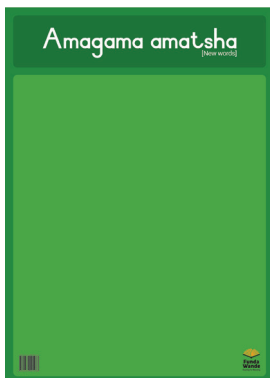
- Tell the learners to open their handwriting books.
- Explain that they are going to do a letters and phonics test. You will say a letter sound and they must write the letter that makes the sound.
- Pick simple words from those you have taught.
- For each word:
 - Say it.
 - Break it up into its sounds.
 - Say it as it again as a whole.
 - Repeat when necessary until the learners get used to this exercise.



Group Guided Reading (30 min)

- See Group guided reading booklet as a guide for 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



Vocaburaly words of the week

dlula
 ikhohlozela
 inqwelo
 ithutyana
 igquma
 ithothoza
 umnyonyovu
 tsala
 izithuthi
 iteletele
 isaziso
 isivuno
 ukugqwesa
 imbewu
 ikhula
 bagqotsa
 nkcenkceshela
 isityalo
 ushishino

ACTIVITIES

1. Sentence strip

- Stick the sentence strip on the board. Read it aloud, emphasising the /s/ sound.
- Tell the learners that they are going to learn about the letter /s/ – what it looks like, how 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 /s/ in the sentence.

2. Letter card for /s/

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

3. Phonics words

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



Handwriting (15 min)

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

ACTIVITIES

1. Practise

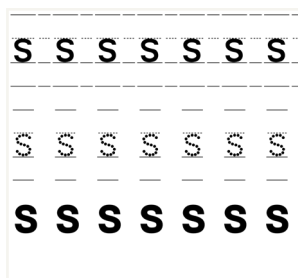
- Tell the learners they are going to learn how to write the letter /s/.
- Have your back to the learners and ask them to look at you.
- Write in the air and say:

Siqala kungqukuva sijikele gqukuva sixwes'esphakathini sijikele ngukuva siphelele'esthubeni.

- Get the learners to say the chant and write with you. They can use their fingers and write in the air, on each other's backs, on their hands or on their desks.
- Go to the dotted letter on the board and start writing over it. Say the chant aloud and get the learners to say it with you.

2. Learners' books

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



Group Guided Reading (30 min)

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



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



Listening and Speaking (20 min)

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

ACTIVITIES

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

Zoba usike



Shared Reading (15 min)

- **Resources:** Vula Bula Big Book: **Zoba usike**; vocabulary flash cards: **isakheko, mboxo, nxantathu, isangqa, isikere, isikwere, uxande, iintlobo, bungakanani**
- **Preparation:** Write the poem on chart paper as an example of the function of a comma in a list.
- **Izakheko ezibungakanani obahlukeneyo.**
- **Izakheko ezi zintlobo ezahlukeneyo.**
- **Izangqa, izikwere, oxande, onxantathu, noomboxo**
- **Ziintlobo ngeentlobo ezahlukeneyo.**
- **Lesson objective(s):** Participate in the shared reading by predicting, relating to their own experience and answering comprehension questions.

ACTIVITIES

1. Pre-reading

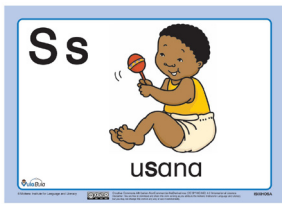
- Talk about what you have read yesterday.
- **Vocabulary:** Discuss the vocabulary. Talk about the meaning. Look at the form of each word. Use it in a sentence.
 - Stick the flash cards on the poster and use them throughout the week.
- **Explicit teaching: The use of a comma**
 - Ask the learners if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

2. During reading

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

3. Post-reading

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

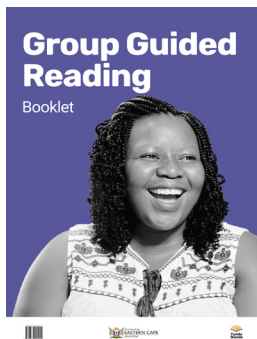


Handwriting (15 min)

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

ACTIVITIES

- Ask the learners to turn to page 100 of their workbooks.
- Guide the learners to do the activities.
- Go around. Help where needed.
- Remember to check the learners' posture, pencil grip and directionality.



Group Guided Reading (30 min)

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

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:** picture of a farm animal
- **Preparation:** Bring your listening and speaking rubric to assess the oral presentations.
- **Lesson objective(s):** Present a prepared oral.

ACTIVITIES

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

Zoba usike



Shared Reading (15 min)

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

ACTIVITIES

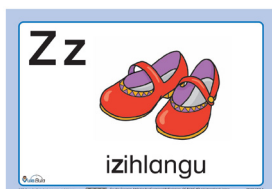
- 1. Pre-reading**
 - **Vocabulary:** Ask the learners to find the words they learned on Monday and Tuesday.
 - When one learner finds a word, she or he must try to read it and then stick it on the vocabulary chart.
 - Help the learners decode and read the words fluently when needed.
- 2. During reading**
 - Read the story fluently, with expression.
 - Allow the learners to read on their own and help where necessary.
- 3. Post-reading**
 - Ask the learners to work in pairs to retell the story. They must make sure they use the vocabulary taught this week.

Phonics (15 min)

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

ACTIVITIES

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



- Tell the learners to say /z/. They must look at your mouth, say it again and look at each other's mouths to see what their lips are doing.

3. Phonics words

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

Shared Writing (15 min)



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

ACTIVITIES

- Tell the learners that they must help you draw the animal you spoke about in your oral, using shapes.
- Brainstorm which shape you will use for each of the body parts.
- Draw the animal, using the agreed shapes.
- As a caption write:
Ndizobe i... (the name of the animal) ndisebenzisa i...,,, (listing the shapes you have used.)

Group Guided Reading (30 min)

- See Group guided reading booklet as a guide for 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:** picture of a farm animal
- **Preparation:** Bring your listening and speaking rubric to assess the oral presentations.
- **Lesson objective(s):** Present a prepared oral.

ACTIVITIES

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

Paired Writing (15 min)



- **Resources:** learners' exercise books
- **Preparation:** Prepare a list of animals that learners can choose from.
- **Lesson objective(s):** Draw a picture. Write a caption that is a list of the shapes used.

ACTIVITIES

- Tell the learners to work in pairs and choose an animal – it could be a farm or wild animal.
- They must brainstorm which shapes they will use for each part of the animal's body.
- Once they have reached a decision, they must draw the animal, using the agreed shapes.
- As a caption, they must write:
Sizobe i... (the name of the animal) ndisebenzisa i...,,, (listing the shapes they have used.)
- Walk around, assisting where necessary.

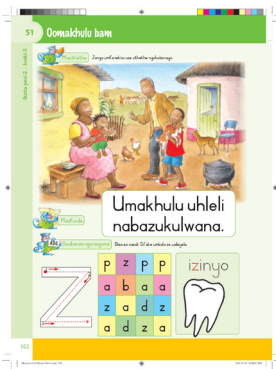
Phonics (15 min)



- **Resources:** DBE isiXhosa workbook, pages 101 & 102
- **Preparation:** Make sure every learner has a DBE workbook.
- **Lesson objective(s):** Identify and sound the letter /z/ in new words.

ACTIVITIES

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



2. DBE workbook

- Ask the learners to turn to page 101 of their workbooks.
- Guide the learners to do the activities on pages 101 and 102.
- Go around, making sure learners are doing the work correctly. Assist where needed.



Handwriting (15 min)

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

ACTIVITIES

1. Practise

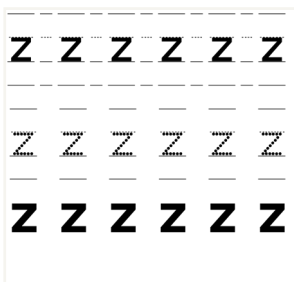
- Tell the learners they are going to learn how to write the letter /z/.
- Have your back to the learners and ask them to look at you.
- Write in the air and say:

Qal'esphakathi, yenz'umgca, xwesel'ekhohlo, wenz'umgca.

- Get the learners to say the chant and write with you. They can use their fingers and write in the air, on each other's backs, on their hands or on their desks.
- Go to the dotted letter on the board and start writing over it. Say the chant aloud and get the learners to say it with you.

2. Learners' books

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



Group Guided Reading (30 min)

- See Group guided reading booklet as a guide for 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:** assessment rubric
- **Preparation:** Bring your listening and speaking rubric to assess the oral presentations.
- **Lesson objective(s):** Present a prepared oral.

ACTIVITIES

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

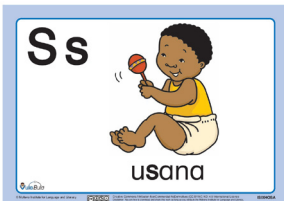


Writing (15 min)

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

ACTIVITIES

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

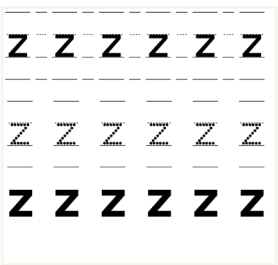
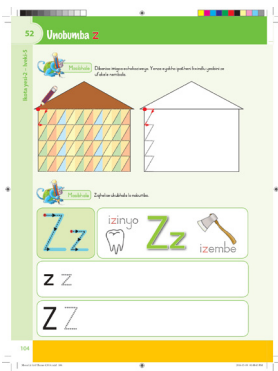


Phonics (15 min)

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

ACTIVITIES

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



Handwriting (15 min)

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

ACTIVITIES

- Ask the learners to turn to page 104 of their workbooks.
- Guide the learners to do the activities on page 104.
- Go around, making sure learners are doing the work correctly.
- Remember to check the learners' posture, pencil grip and directionality.
- **Home work**
 - Give the learners pieces of paper with dotted letter /z/. Tell them to trace the letter, using crayons.

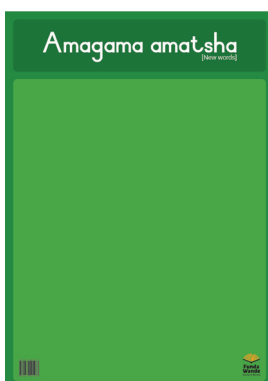
Group Guided Reading (30 min)

- See Group guided reading booklet as a guide for 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

Vocaburaly words of the week



isakheko
 mboxo
 nxantathu
 isangqa
 isikere
 isikolo
 uxande
 iintlobo
 bungakanani
 usisi
 isiselo



Listening and Speaking (20 min)

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

ACTIVITIES

1. Theme poster: Weather

- Stick the poster on the board. Stick the isiXhosa title next to the English title on the poster. Read the title and talk about it.
- What is shown in this poster? (think aloud)
- Look at each type of weather and discuss it.
- Say: Let us check today's weather. Which kind of weather on the poster is like today's weather?

2. Vocabulary

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

- **Homework:** Tell the learners to ask their families about the activities they do.

Uhambo



25



Neliphenzo ngomzi. Neliphenzo ngomzi. Neliphenzo ngomzi. Neliphenzo ngomzi. Neliphenzo ngomzi. Neliphenzo ngomzi. Neliphenzo ngomzi. Neliphenzo ngomzi. Neliphenzo ngomzi. Neliphenzo ngomzi.

Na utlaga, kekhulu uyazi? Inokuba uza kahamba ngomzi?

26



Neliphenzo ngomzi. Neliphenzo ngomzi. Neliphenzo ngomzi. Neliphenzo ngomzi. Neliphenzo ngomzi. Neliphenzo ngomzi. Neliphenzo ngomzi. Neliphenzo ngomzi. Neliphenzo ngomzi. Neliphenzo ngomzi.

Na utlaga, kekhulu uyazi? Inokuba uza kahamba ngomzi?

27

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

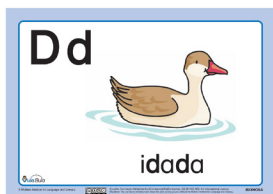
- **Cover:** Talk about the title and the picture. Ask questions:
 - Where is the baby sitting?
 - Look at the calendar. What is the date?
 - What will the story be about? (prediction)
- **Picture walk:** Page through the story (do not read it). Look at the pictures and ask questions:
 - (page 2) Look at the picture. What is happening here?
 - (page 26) Do you see the mother'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 story with expression, demonstrating fluency.
- Ask comprehension questions after reading two pages:
 - (page 26) Where is the packing boy heading to?

3. Post-reading

- Finish by asking:
 - Have you visited someone far away? What kind of transport did you use?



d

idolo

idami

udaka

Phonics (15 min)

- **Resources:** Vula Bula letter card for /d/; flash cards of words with the /d/ sound: **danisa, idolo, idami, udaka, idesika, idiliya, igadi, isidudu, idayimani**
- **Preparation:** Prepare phonics flash cards. Create a sentence strip using words with the /d/ sound.
- **Lesson objective(s):** Identify and sound the letter /d/.

ACTIVITIES

1. Listen to sounds in words

- Tell the learners that a sentence is made up of words and words have parts.
- They must listen to the sentence.
- Ask: How many words are in this sentence?
- Say each word for learners to break up into its sounds, and then say it again fluently.
 - **isidudu** = i/s/i/d/ud/u/
 - **idiliya** = i/d/i/l/i/y/a/
 - **idesika** = i/d/e/s/i/k/a/

2. Sentence strip

- Stick the sentence strip on the board. Read it aloud, emphasising the /d/ sound.
- Ask the learners to listen and look for the letter /d/ in the sentence.

3. Letter card for /d/

- Stick the letter card on the board. Talk about the picture and the word, emphasising the letter /d/.
- They must look at your mouth while you say the sound /d/, then say it again and look at each other's mouths to see what their lips are doing.

4. Phonics words

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



Handwriting (15 min)

- **Resources:** learners' handwriting books
- **Preparation:** Write a pattern on the board in two rows. Write the letter /d/ on the next line, and below that, write these words: **danisa, idolo, idami, udaka, idesika, idiliya.**
- **Lesson objective(s):** Learn and practise writing the letter /d/ and words with the /d/ sound.

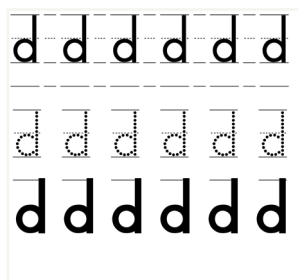
ACTIVITIES

1. Practise

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

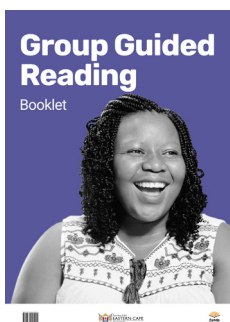
2. Learners' books

- Learners must copy the pattern from the board and practise writing the letter /d/.
- Remember to check the learners' posture, pencil grip and directionality.



Group Guided Reading (30 min)

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



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: **Weather**; vocabulary flash cards
- **Preparation:** Put vocabulary flash cards on the poster.
- **Lesson objective(s):** Talk about the poster. Relate it to their experiences. Learn new vocabulary.

ACTIVITIES

- Stick the poster on the board.
- Recap the words they learned yesterday.
- Discuss vocabulary. Talk about the meaning. Look at the form of each word. Use it in a sentence.
- Stick the flash cards on the poster and use them throughout the week.
- Talk about the poster. Ask learners to list the activities they do with their families, depending on the weather. They must express how they feel about each type of weather.

Uhambo



Ndikhumbeka ngempela. Ndikgokhambeniwela usapho lwam.
Nobusabisa ngokungcono. Ndizolobhe zizka isapho endabeni ngiye.
Kodwa ngiye ngapho izizimbo ziza. Okubandakanya, namanzi kabanzi.
Ndikgokhambeniwa cukebeni. Ndikhululeki.

Ke wengisa ikhatho ayayhi? Inokuba ase kubambeni ngamntu?

Shared Reading (15 min)

- **Resources:** Vula Bula Big Book: **Uhambo**; vocabulary flash cards: **Ndixakekile, ikhefu, ingxowa, ukhenketho, iqakamba, ukundwendwela, umdyarho**
- **Preparation:** Read the whole story first and prepare your questions. Have examples to demonstrate prediction skills.
- **Lesson objective(s):** Read and apply prediction skills.

ACTIVITIES

1. Pre-reading

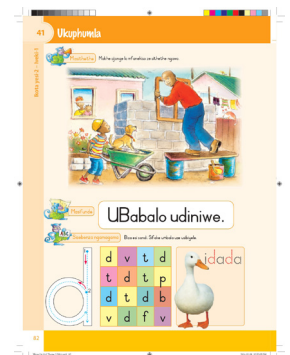
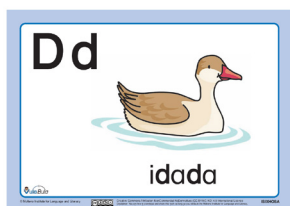
- **Recap:** vocabulary taught yesterday.
- **Explicit teaching:** Planning for a trip
 - Think aloud: What should someone do when they are about to travel, especially when they are going to sleep over?
 - Would you just get up and put any clothes in your bag and leave?
 - Is there anything you should do before packing?
 - In the story, what did the businessman pack? Did he pack the same things as the girl going to the camp? Why is this?

2. During reading

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

3. Post-reading

- Finish by asking questions:
 - Ask the learners to think about questions that amaze them.
 - What do you think would have happened if one of them lost their ticket or left it at home?



Phonics (15 min)

- **Resources:** Vula Bula letter card for /d/; flash cards of words with the /d/ sound: **danisa, idolo, idami, udaka, idesika, idiliya, igadi, isidudu, idayimani**; DBE isiXhosa workbook, pages 82 & 83
- **Preparation:** Make sure every learner has a workbook.
- **Lesson objective(s):** Practise writing and using the letter /d/ in words and sentences.

ACTIVITIES

1. Recap

- Refer to the letter card and check the learners' understanding of the words taught yesterday.
- Learners must break each word into its syllables and sounds say it again fluently.
- They must use the words correctly in sentences to show their understanding.

2. DBE workbook

- Ask the learners to turn to page 82 of their workbooks.
- Guide the learners to do the activities on pages 82 and 83.
- Go around, making sure learners are doing the work correctly.



Handwriting (15 min)

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

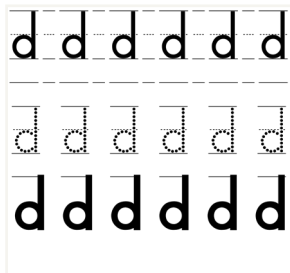
ACTIVITIES

1. Recap

- Ask the learners if they remember how to write the letter /d/.
- Write in the air and ask the learners to say the chant as you write.

2. Learners' books

- Tell the learners they will practise writing the letter /d/ (small letter) in their books.
 - Make sure they open to the correct page.
 - Guide and show the learners while they write in their books.
 - Remember to check the learners' posture, pencil grip and directionality.
- **Homework:** Give the learners each a dotted letter /d/. They must copy it by tracing over the dots at home.



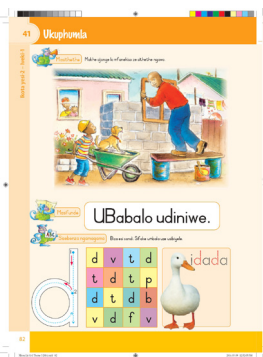
Group Guided Reading



Group Guided Reading (30 min)

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

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

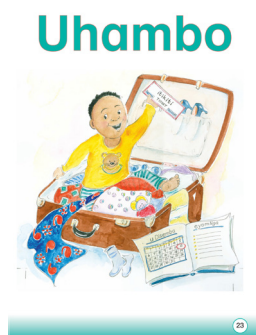


Listening and Speaking (20 min)

- **Resources:** DBE isiXhosa workbook, page 82
- **Preparation:** Make sure every learner has a DBE workbook.
- **Lesson objective(s):** Talk about the picture. Relate it to own experience. Learn new vocabulary.

ACTIVITIES

- Ask the learners to turn to page 82 of their work books.
- Read the title and talk about the picture:
 - What is happening here? (prediction)
 - How do the people feel in the picture? Why?
- Ask the learners to give a list of activities they do at home.
 - Give them a chance to think and tell the person sitting next to them.
 - Do they enjoy it? Why or why not?

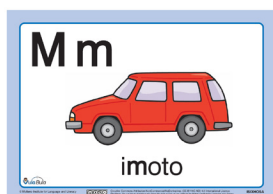


Shared Reading (15 min)

- **Resources:** Vula Bula Big Book: **Uhambo**
- **Preparation:** Take the flash cards off the vocabulary chart and put them up on the walls around the class.
- **Lesson objective(s):** Summarise a story.

ACTIVITIES

- 1. Pre-reading**
 - Ask the learners to find the words they learned on Monday and Tuesday on the wall.
- 2. During reading:**
 - When one learner finds a word, he or she must try to read it and then stick it on the vocabulary chart.
 - Help the learners decode and read the words fluently when needed.
- 3. Post-reading**
 - Tell the learners that they will summarise what they have read.
 - To summarise, use the story elements poster.



Phonics (15 min)

- **Resources:** Vula Bula letter card for /m/; words with /m/ sound: **imali, imini, imela, mamela, umama, umoya, iemele, umalume**
- **Preparation:** Create a sentence strip: **Umalume uphethe i-emele enamanzi.**
- **Lesson objective(s):** Identify and sound the letter /m/.

ACTIVITIES

- 1. Listen to sounds in words**
 - Tell the learners to listen to the sentence: **Umalume uphethe i-emele enamanzi.**
 - Ask: How many words are in this sentence?
 - Say each word for learners to break up into its syllables.
 - Say each word for learners to break up into sounds and then say it again fluently.
- 2. Sentence strip**
 - Stick the sentence strip on the board and read it aloud, emphasising the /m/ sound.
 - Ask the learners to listen and look for the letter /m/ in this sentence.
- 3. Letter card for /m/**
 - Stick the letter card on the board. Talk about the picture and the word, emphasising the letter /m/.
 - Tell the learners they must look at your mouth when you say /m/, then they must say it themselves and look at each other's mouths to see what their lips are doing.
- 4. Phonics words**
 - Ask the learners to suggest words with the sound /m/.
 - Use the phonics flash cards for letter /m/ and talk about the meaning of each word, look at the form and use it in a sentence.
 - Stick the flash cards on the phonics chart and use them throughout the week.

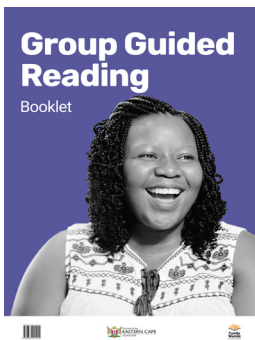


Shared Writing (15 min)

- **Resources:** paper; pencil; khaki pens
- **Preparation:** Prepare to make up a class story.
- **Lesson objective(s):** Participate in writing a class story.

ACTIVITIES

- Tell the learners that you will pretend you are going somewhere.
- Explain to them that you will follow this writing frame.
 - When are you leaving?
 - What are you going to do there?
 - What are you busy with?
 - What are you packing?
 - Do you have a ticket?
 - How do you feel about this trip?
- After writing, learners should write the sentences again and do all the corrections.



Group Guided Reading (30 min)

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

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

Listening and Speaking (20 min)



- **Resources:** DBE isiXhosa workbook, page 46
- **Preparation:** Make sure every learner has a DBE workbook.
- **Lesson objective(s):** Talk about the picture. Relate it to own experience. Learn new vocabulary.

ACTIVITIES

- Ask the learners to turn to page 46 of their workbooks.
- Read the title and talk about the picture.
 - What is happening here?
 - Where do you think Mimi is going?
 - If you were to give this dog a name, what would you name it?

Writing (15 min)



- **Resources:** paper; pencil; crayons
- **Preparation:** Put your writing frame on the writing chart.
- **Lesson objective (s):** Draw a picture and write sentences about it.

ACTIVITIES

- Tell the learners that they will pretend they are going somewhere.
- Explain them that they must follow this writing frame.
 - Where are you going?
 - What are you going to do there?
 - What are you busy with?
 - What are you packing?
 - Do you have a ticket?
 - How do you feel about this trip?

Phonics (15 min)



- **Resources:** Vula Bula letter card for /m/; flash cards of words that use the /m/ sound; DBE isiXhosa workbook, pages 46 & 47
- **Preparation:** Make sure every learner has a DBE workbook.
- **Lesson objectives:** Practise using the letter /m/ in words and sentences.

ACTIVITIES

1. Recap

- Refer to the letter card and check the learners' understanding of the words taught yesterday.
- Learners must break each word into its syllables and sounds, and then say it again fluently.
- They must use the words correctly in sentences to show their understanding.

2. DBE workbook

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





Handwriting (15 min)

- **Resources:** learners' handwriting books
- **Preparation:** Write a pattern on the board in two rows. Write the letter /m/ on the next line, and below that, write the sentence: **Umalume uphe the i-emele enamanzi.**
- **Lesson objective(s):** Learn and practise writing the letter /m/ and words with the /m/ sound.

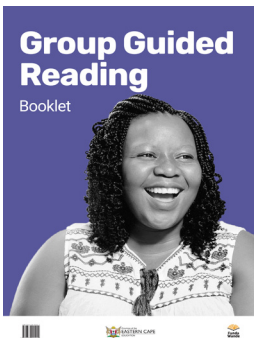
ACTIVITIES

1. Practise

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

2. Learners' books

- Learners must copy the pattern from the board and practise writing the letter /m/.
- Remember to check the learners' posture, pencil grip and directionality.



Group Guided Reading (30 min)

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

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



Listening and Speaking (20 min)

- **Resources:** DBE isiXhosa workbook, page 46
- **Preparation:** Make sure every learner has a DBE workbook.
- **Lesson objective(s):** Talk about the picture. Relate it to own experience. Learn new vocabulary.

ACTIVITIES

- Remind the learners of what you said about the picture.
- Tell the learners that they will have the opportunity to talk about having a pet. Ask them:
 - If you could have any animal as a pet, what would it be?
 - What name would you give it?
 - Name two things that you could do with it.
- Give the learners time to think and then tell the person next to them.
- Ask a few learners to tell the whole class.



Writing (15 min) FORMAL ASSESSMENT TASK (FAT)

- **Resources:** paper; pencil; crayons
- **Preparation:** Prepare your assessment rubric for writing (FAT).
- **Lesson objective (s):** Draw a picture and write sentences about it.

ACTIVITIES

- Ask the learners to draw a picture of their journey.
- Under their drawings, they should write the sentences they wrote yesterday.
- On the wall, create a space and put a title: Our journey. Stick their drawings and sentences under the title.



Phonics (15 min)

- **Resources:** letter cards of letters that have been taught; phonics words
- **Preparation:** Make sure that each learner has letter cards of all the sounds that have been taught. Make flash cards of phonics words that have been taught (each word must appear on two cards).
- **Lesson objective(s):** Identify and say letters quickly. Read the words with letters they have learned and create short sentences.

ACTIVITIES

1. Letters and phonics

- Ask the learners to put up their cards face up so that they can read them.
- Say each sound and ask the learners to raise the letter sound you call.
- Observe and identify the learners who struggle to match the sounds with the letters.

2. Phonics words

- Give each learner a card making sure that each word appears on the other card.
- Tell the learners that you will say a word and the two learners who have cards with that word must stand and exchange seats.
- For each word:
 - Say it = **umalume**.
 - Break it up according to its sound = **u/m/a/l/u/m/e**.
 - Say it as it again as a whole = **umalume**.
 - Repeat if necessary until the learners get used to this exercise.
- Give the learners a chance to read and exchange seats.

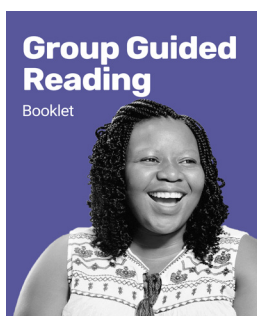


Handwriting (15 min) **ASSESSMENT**

- **Resources:** learners' handwriting books
- **Preparation:** Pick five letters that you have taught.
- **Lesson objective(s):** Learn and practise writing the letters that have been taught.

ACTIVITIES

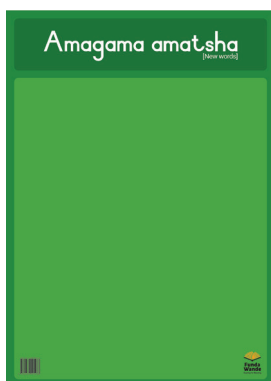
- Tell the learners to open their handwriting books.
- Explain that they are going to do a letters and phonics test. You will say a letter sound and they must write the letter that makes the sound.
- Pick simple words from those you have taught.
- For each word:
 - Say it = **umalume**.
 - Break it up according to its sound = **u/m/a/l/u/m/e**.
 - Say it as it again as a whole = **umalume**.
 - Repeat when necessary until the learners get used to this exercise.



Group Guided Reading (30 min)

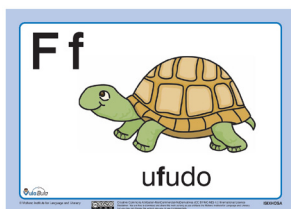
- See Group guided reading booklet as a guide for each story.

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



Vocaburary words of the week

indudumo
 amafu
 kunomoya
 kuyanetha
 ikhephu
 ilanga
 uyakha
 ikiriva
 ifesitile
 udiniwe
 ndixakekile
 ikhefu
 ingxowa
 ukhenketho
 iqakamba
 ukundwendwela
 umdyarho



Phonics (15 min)

- **Resources:** Vula Bula letter card for /f/; flash cards of words with the /f/ sound: **ifoto, ifoni, ifama, ufele, ifulegi, isifuba, imifuno, abafana**
- **Preparation:** Prepare phonics words. Create a sentence strip using words with the /f/ sound.
- **Lesson objective(s):** Identify and sound the letter /f/.

ACTIVITIES

1. Listen to sounds in words

- Tell the learners that a sentence is made up of words and words have parts. They must listen to the sentence and answer the questions.
- Ask: How many words are in this sentence?
- Say each word for learners to break it up into syllables and then say it again fluently.
- Say each word for learners to break it up into its sounds and then say it again fluently.
 - **ifama** = i/f/a/m/a/
 - **imifuno** = i/m/i/f/u/n/o
 - **abafana** = a/b/a/f/a/n/a/

2. Sentence strip

- Stick the sentence strip on the board. Read it aloud, emphasising the /f/ sound.
- Ask the learners to listen and look for the letter /f/ in the sentence.

3. Letter card for /f/

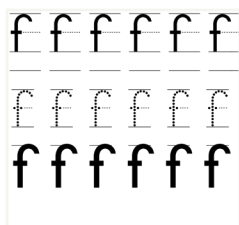
- Stick the letter card on the board. Talk about the picture and the word, emphasising letter /f/.
- They must look at your mouth while you say the sound /f/, then say it again themselves, looking at each other's mouths to see what their lips are doing.

4. Phonics words

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

Handwriting (15 min)

- **Resources:** learners' handwriting books
- **Preparation:** Write a pattern on the board in two rows. Write the letter /f/ on the next line, and below that, write /f/ phonics words.
- **Lesson objective(s):** Learn and practise writing the letter /f/ and words with the /f/ sound.



ACTIVITIES

1. Practise

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

2. Learners' books

- Learners must copy the pattern from the board and practise writing the letter /f/.
- Remember to check the learners' posture, pencil grip and directionality.

Group Guided Reading (30 min)

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



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



Listening and Speaking (20 min)

- **Resources:** DBE isiXhosa workbook, page 62
- **Preparation:** Make sure every learner has a DBE workbook.
- **Lesson objective(s):** Talk about the picture. Relate it to own experience. Learn new vocabulary.

ACTIVITIES

- Ask the learners to turn to page 62 of their workbooks. Remind them of what you did yesterday.
- Explain to the learners that you are going to talk about a trip that you could take.
 - Firstly, where would you travel to?
 - Why do you want to go to this place?
 - Write a list of things that would take with you.

Yophukile ifestile



Shared Reading (15 min)

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

ACTIVITIES

1. Pre-reading

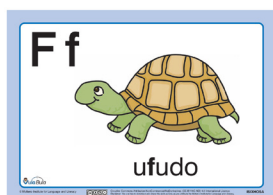
- Talk about what you taught yesterday.
- **Vocabulary:** Ask learners to think of the words they learned yesterday. They must use them in sentences.
 - Stick the flash cards on the poster and use them throughout the week.
- **Explicit teaching: quotation marks (or speech marks)**
 - Ask the learners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

2. During reading

- Read the story with expression. Ask the learners to read the story with you.
- When you get to quotation marks, remind the learners to change their voices to sound like the person speaking.

3. Post-reading

- Finish by asking comprehension questions:
 - What made Mrs Phosa sure that her window was broken by children?



Phonics (15 min)

- **Resources:** Vula Bula letter card for /f/; DBE isiXhosa workbook, pages 62 & 63
- **Preparation:** Make sure every learner has a DBE workbook.
- **Lesson objective(s):** Practise writing and using the letter /f/ in words and sentences.

ACTIVITIES

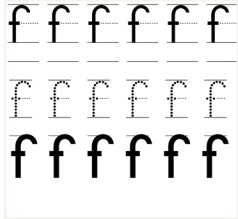
1. Recap

- Refer to the letter card and words to remind learners of what they learned yesterday.
- Learners must break up the word into its syllables and sounds and then say it and say it again fluently.
- They must use the words correctly in sentences to show their understanding.

2. DBE workbook

- Ask the learners to turn to page 62 of their workbooks.
- Guide the learners to do the activities on pages 62 and 63.
- Go around, making sure learners are doing the work correctly.





Handwriting (15 min)

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

ACTIVITIES

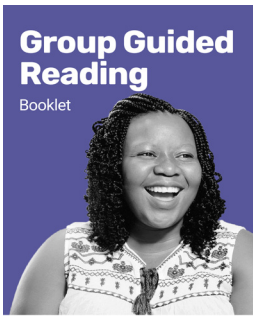
1. Recap

- Ask the learners if they remember how to write the letter /f/.
- Write in the air and ask the learners to write with you.

2. Learners' books

- Tell the learners they will practise writing the letter /f/ (small letter) in their handwriting books.
- Make sure they open to the correct page.
- Guide and show the learners while they write in their books.
- Remember to check the learners' posture, pencil grip and directionality.

- **Homework:** Give each learner a dotted letter /f/. They must trace over the dots at home.



Group Guided Reading (30 min)

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

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



Listening and Speaking (20 min)

- **Resources:** DBE isiXhosa workbook, page 122; vocabulary flash cards: **bamagama, iimbiza, isinki, isepha, amanzi**
- **Preparation:** Make sure every learner has a DBE workbook.
- **Lesson objective(s):** Talk about the picture. Relate it to own experience. Learn new vocabulary.

ACTIVITIES

- Ask the learners to turn to page 122 of their workbooks.
- Read the title and talk about the picture:
 - Do you wash the dishes at home?
 - What is the dog eating from the floor? Where does it from?
 - Why is this child watching others?
- **Vocabulary:** Talk about the words you prepared and ask the learners to use them in sentences.
 - Stick the flash cards on the vocabulary chart and use them throughout the week.

Yophukile ifestile



Umntu uPhiso ubona abantwana ababizela khulu ekhelwanga. Ngokwaziyo bahlala ngaba abantwana bantle. Ekhaya umntu uPhiso ugqibizela.

Thabela ngokwaziyo. Thabela 'uPhiso' ngokwaziyo umntu uPhiso angokwaziyo.

Ngokwaziyo, ngokwaziyo? Uyo khulu, ngokwaziyo. Ngokwaziyo abantwana. Ngokwaziyo umntu uPhiso angokwaziyo. Ngokwaziyo umntu uPhiso angokwaziyo.

Shared Reading (15 min)

- **Resources:** Vula Bula Big Book: **Yophukile ifestile**
- **Preparation:** Take the flash cards off the vocabulary chart and put them up on the walls around the class.
- **Lesson objective(s):** Practise new vocabulary. Summarise a story.

ACTIVITIES

1. Pre-reading

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

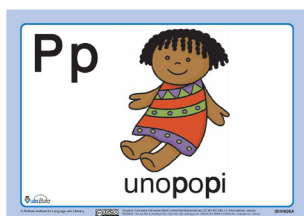
2. During reading

- Ask all learners to read a poem while you lead them according to your guide.
- Ask the learners to read and help only when they struggle.

3. Post-reading

- Tell the learners that they will summarise what they have read about.
- Draw a table on the board, like the one below.
- Have a discussion about the shapes of different types of balls.
- Do this activity with the learners.

Name of ball	Shape of ball
Page 35: cricket ball	
Page 36: tennis ball	
Page 37 soccer ball	



p

ipapa

ipopo

ipani

Phonics (15 min)

- **Resources:** Vula Bula letter card for /p/; flash cards of words with the /p/ sound: **ipapa, ipopo, ipali, ipani, ipere, ipesika, ipolisa, sipili**
- **Preparation:** Create a sentence strip using words with the /p/ sound.
- **Lesson objective(s):** Identify and sound the letter /p/ in words.

ACTIVITIES

1. Listen to sounds in words

- Tell the learners to listen to the sentence and answer questions.
- Ask: How many words are in this sentence?
- Say each word for learners to break up into its syllables and then say again fluently.
- Say each word for learners to break up into its sound and say it again fluently.

2. Sentence strip

- Stick the sentence strip on the board and read it aloud, emphasising the /p/ sound.
- Ask the learners to listen and look for the letter /p/ in this sentence.

3. Letter card for /p/

- Stick the letter card on the board. Talk about the picture and the word, emphasising the letter /p/.
- Tell the learners they must look at your mouth when you say /p/, then they must say it themselves and look at each other's mouths to see what their lips are doing.

4. Phonics words

- Ask the learners to suggest words with the sound /p/.
- Use the phonics flash cards for letter /p/ and talk about the meaning of each word, look at the form and use it in a sentence.
- Stick the flash cards on the phonics chart and use them throughout the week.



Shared Writing (15 min)

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

ACTIVITIES

- Ask the learners to help you write an interview between two friends. The conversation is about their favourite game.
- Write the interview with the learners.
- Remember to use quotation marks to write the interview.
- Read the sentences again to correct the language or punctuation errors.



Group Guided Reading (30 min)

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

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

Listening and Speaking (20 min)

- **Resources:** DBE isiXhosa workbook, page 122; vocabulary flash cards: **bamagama: iimbiza, isinki, isepha, amanzi**
- **Preparation:** Make sure every learner has a DBE workbook.
- **Lesson objective(s):** Talk about the picture. Relate it to own experience. Learn new vocabulary.

ACTIVITIES

- Ask the learners to turn to page 122 of their workbooks. Remind them of what you did yesterday.
- Explain to the learners that you are going to talk about the tasks they do at home.
- Give the learners time to think and tell the person next to them.
- Choose a few learners to tell the rest of the class.



Writing (15 min)

- **Resources:** learners' workbooks; pencils
- **Preparation:** Make sure every learner has an exercise book.
- **Lesson objective(s):** Participate in writing a short interview on the topic: My favourite game.

ACTIVITIES

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



Phonics (15 min)

- **Resources:** Vula Bula letter card for /p/; phonics flash cards; DBE isiXhosa workbook, pages 122 & 123
- **Preparation:** Make sure every learner has a DBE workbook.
- **Lesson objective(s):** Practise using the letter /p/ in words and sentences.

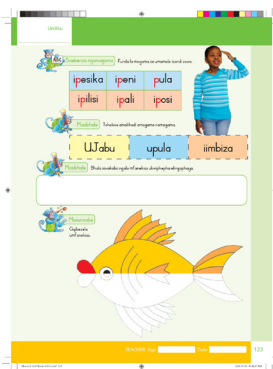
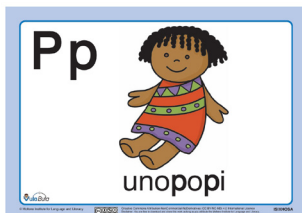
ACTIVITIES

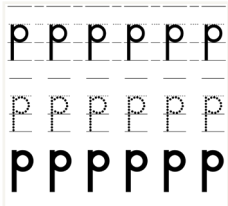
1. Recap

- Refer to the letter card and the words to remind learners of what they learned yesterday.
- Learners must break up the word into its sounds and say it again fluently.
- They must use the words correctly in sentences to show their understanding.

2. DBE workbook

- Ask the learners to turn to page 122 of their workbooks.
- Guide the learners to do the activities on pages 122 to 123.
- Go around, making sure learners are doing the work correctly.





Handwriting (15 min)

- **Resources:** learners' handwriting books
- **Preparation:** Write a pattern on the board in two rows. Write the letter /p/ on the next line, and below that, write a sentence.
- **Lesson objective(s):** Learn and practise writing the letter /p/ and words with the /p/ sound.

ACTIVITIES

1. Practise

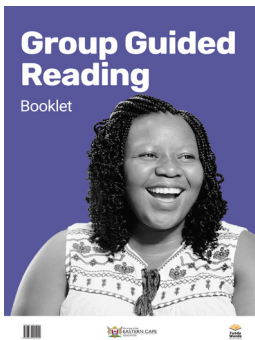
- Have your back to the learners and ask them to look at you while you write letter /p/ in the air. Say the chant aloud.
- Get the learners to say the chant with you and write letter /p/. They can use their fingers and write in the air, on each other's backs, on their hands or on their desks.

2. Learners' books

- Learners must copy the pattern from the board and practise writing the letter /p/.
- Remember to check the learners' posture, pencil grip and directionality.

Group Guided Reading (30 min)

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



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:** pictures of people (preferably children) playing games
- **Preparation:** Make sure that the learners are in groups.
- **Lesson objective(s):** Express their experiences in drama.

ACTIVITIES

- Explain to the learners that you will do a play.
 - Characters: parents, two children, and their two friends.
 - Problem: children and their friends were playing and they broke the window.
- Help learners prepare for the play.



Writing (15 min) ASSESSMENT

- **Resources:** paper; pencil; crayons
- **Preparation:** Put your writing frame on the writing chart.
- **Lesson objective(s):** Draw a picture and write sentences about their favourite game.

ACTIVITIES

- Ask the learners to draw pictures of themselves playing their favourite games.
- Under their drawings, they must write the sentences they wrote yesterday.
- Create a space on the wall and stick up a title: My favourite game. Put their drawings and sentences under the title.



Phonics (15 min) ASSESSMENT

- **Resources:** letter cards of sounds that have been taught; flash cards of /f/ and /p/ phonics words
- **Preparation:** Make sure that each learner has letter cards for all the sounds that have been taught. Make sure there are two flash cards for each /f/ and /p/ word.
- **Lesson objective(s):** Identify and say letters quickly. Read the words with letters they have learned. Create short sentences.

ACTIVITIES

1. Letters and phonics

- Ask the learners to put their cards face up so that they can read them.
- Call out each sound and ask the learners to pick up the appropriate letter card.
- Observe and identify the learners who struggle to match the sounds and letters.

2. Phonics words

- Give each learner a card, making sure that each word is also on another card.
- Tell the learners that you will say a word and the two learners who have cards with that word must stand and exchange seats.
- For each word:
 - Say it = **unopopi**.
 - Break it up into its sounds = **u/n/o/p/o/p/i**.
 - Say it as it again as a whole = **unopopi**.
 - Repeat if necessary until the learners get used to this exercise.
- Give all the learners a chance to read and exchange seats.

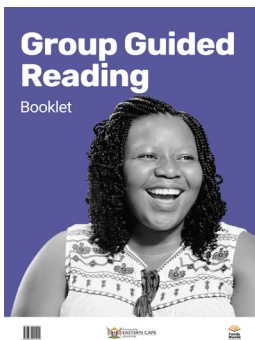


Handwriting (15 min) ASSESSMENT

- **Resources:** learners' handwriting books
- **Preparation:** Pick five letters that you have already taught.
- **Lesson objective(s):** Learn and practise writing the letters that have been taught.

ACTIVITIES

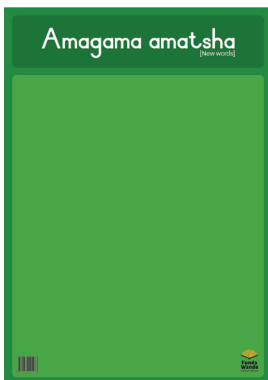
- Tell the learners to open their handwriting books.
- Explain that they are going to do a letters and phonics test. You will say a letter sound and they must write the letter that makes the sound.
- Pick simple words from those you have taught.
- For each word:
 - Say it.
 - Break it up into its sounds.
 - Say it as it again as a whole.
- Repeat when necessary until the learners get used to this exercise.



Group Guided Reading (30 min)

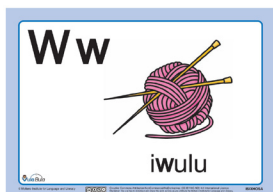
- See Group guided reading booklet as a guide for each story.

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



Vocaburary words of the week

uyafi ka
 uhambo
 itekisi
 ekrokra
 engatyhilekanga
 intenetya
 yimboxo
 iqakamba
 yomnyazi
 ibhola
 yophule
 ifestile
 iimbiza
 isinki
 isepha
 amanzi



w

wam

wela

wena

Phonics (15 min)

- **Resources:** Vula Bula letter card for /w/; flash cards of words with the /w/ sound: **wam, wela, wena, iwele, iwaka, yiwa, icawe, ikawusi, ulolowe**
- **Preparation:** Prepare phonics words. Create a sentence strip using words with the /w/ sound.
- **Lesson objective(s):** Identify and sound the letter /w/.

ACTIVITIES

1. Listen to sounds in words

- Tell the learners that a sentence is made up of words and words have parts. They must listen to the sentence and answer the questions.
- Ask: How many words are in this sentence?
- Say each word for learners to break up into syllables.
- Say each word for learners to break up into sounds.

2. Sentence strip

- Stick the sentence strip on the board. Read it aloud, emphasising the /w/ sound.
- Ask the learners to listen and look for the letter /w/ in the sentence.

3. Letter card for /w/

- Stick the letter card on the board. Talk about the picture and the word, emphasising the letter /w/.
- They must look at your mouth while you say the sound /w/, then say it themselves and look at each other's mouths to see what their lips are doing.

4. Phonics words

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



Handwriting (15 min)

- **Resources:** learners' handwriting books
- **Preparation:** Write a pattern on the board in two rows. Write the letter /w/ on the next line, and below that, write phonics words: **iwaka, yiwa, icawe, ikawusi, ulolowe**.
- **Lesson objective(s):** Learn and practise writing the letter /w/ and words with the /w/ sound.

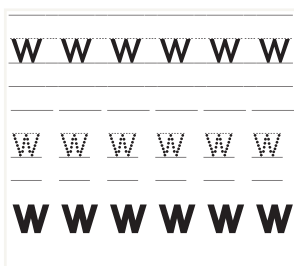
ACTIVITIES

1. Practise

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

2. Learners' books

- Learners must copy the pattern from the board and practise writing the letter /w/.
- Remember to check the learners' posture, pencil grip and directionality.

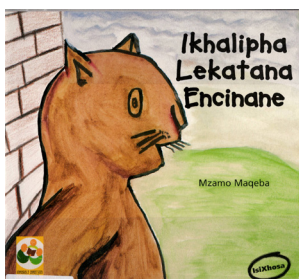


Group Guided Reading (30 min)

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



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



Listening and speaking (20 min)

- **Resources:** storybook: **Ikhalipha lekatana encinane**
- **Preparation:** Read through the story beforehand and prepare your questions.
- **Lesson objective(s):** Listen to an interesting story for enjoyment. Relate to their own experience. Answer comprehension questions.

ACTIVITIES

1. Pre-reading

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

- Read the story, demonstrating fluency.
- Show pictures and ask questions to test their understanding without too much interruption.
- Finish reading the story.

3. Post-reading

- Summarise the story using the story elements chart.

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

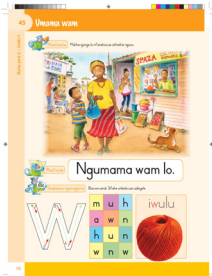
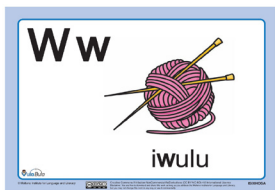
- Revise the vocabulary taught yesterday.
- **Explicit teaching: Teaching the skill of monitoring comprehension**
 - Tell the learners that, sometimes when we read, there are things that we might forget, especially if the sequence of events builds slowly.
 - It is easy to muddle the sequence, so it is important to check if you are still following the story.
 - For example, in Ncedani, the story starts with the cat and builds up with each character helping the previous one.
 - Revise the sequence with the learners. Look at the pictures in the book to see if they 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 letter card for /w/; flash cards of words with the /w/ sound; DBE isiXhosa workbook, pages 90 & 91
- **Preparations:** Make sure every learner has a DBE workbook.
- **Lesson objectives:** Practise writing and using the letter /w/ in words and sentences.

ACTIVITIES

1. Recap

- Refer to the letter card and words to remind learners of what they learned yesterday.
- Learners must break each word into its syllables and sounds and then say it again fluently.
- They must use the words correctly in sentences to show their understanding.

2. DBE workbook

- Ask the learners to turn to page 90 of their workbooks
- Guide the learners to do the activities on pages 90 and 91.
- Walk around, making sure learners are doing the work correctly.

Handwriting (15 min)

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

ACTIVITIES

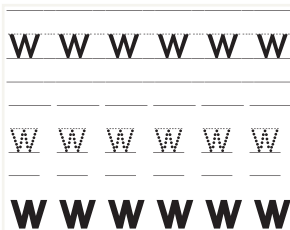
1. Recap

- Ask the learners if they remember how to write the letter /w/.
- Write in the air and ask the learners to write with you.

2. Learners' books

- Tell the learners they will practise writing the letter /w/ (small letter) in their books.
- Make sure they open to the correct page.
- Guide and show the learners while they write in their books.
- Remember to check the learners' posture, pencil grip and directionality.

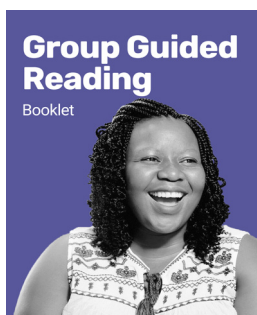
- **Homework:** Give the learners a dotted letter /w/. They must copy it by tracing over the dots at home.

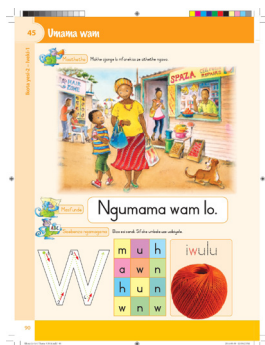


Group Guided Reading (30 min)

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

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





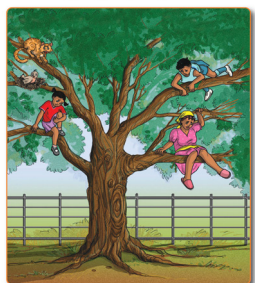
Listening and Speaking (20 min)

- **Resources:** DBE isiXhosa workbook, page 90
- **Preparation:** Make sure every learner has a DBE workbook.
- **Lesson objective(s):** Talk about the picture. Relate it to own experience. Learn new vocabulary.

ACTIVITIES

- Ask the learners to turn to page 90 of their workbooks.
- Read the title and talk about the picture:
 - What is happening here? (prediction)
 - How do the people in the picture feel? Why do you say so?
- Ask the learners about the activities they do with their parents.
- Give them a chance to think and tell someone sitting next to them:
 - What do they do?
 - Do they enjoy it? Why or why not?

Ncedani!

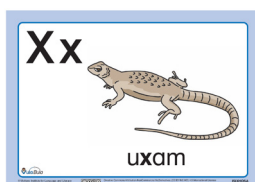


Shared Reading (15 min)

- **Resources:** Vula Bula Big Book: **Ncedani!**
- **Preparation:** Prepare name cards of the characters in the story.
- **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 story. They must stick the name cards on the tree in the same sequence as in the story.



Phonics (15 min)

- **Resources:** Vula Bula letter card for /x/; words with the /x/ sound: **xoxa, ixoxo, ixolo, uxolo, xukuxa, xobula, xabela, ixabiso, ixelegu**
- **Preparation:** Create a sentence strip: **Utata uxobula ixolo le-orenji.**
- **Lesson objective(s):** Identify and sound the letter /x/ in words.

ACTIVITIES

1. Listen to sounds in words

- Tell the learners to listen to the sentence and answer questions: **Utata uxobula ixolo le-orenji.**
 - How many words are in this sentence?
 - Say each word for learners to break up into its syllables.
 - Say each word for learners to break up into its sounds and then say it again fluently.

2. Sentence strip

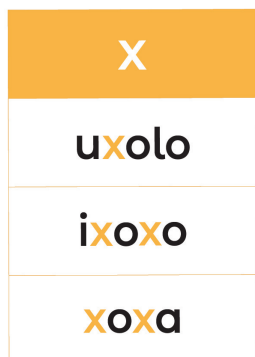
- Stick the sentence strip on the board and read it aloud, emphasising the /x/ sound.
- Ask the learners to listen and look for the letter /x/ in the sentence.

3. Letter card for /x/

- Stick the letter card on the board. Talk about the picture and the word, emphasising the letter /x/.
- Tell the learners they must look at your mouth when you say /x/, then they must say it themselves and look at each other's mouths to see what their lips are doing.

4. Phonics words

- Ask the learners to suggest words with the sound /x/.
- Use the phonics flash cards for letter /x/ and talk about the meaning of each word, look at the form and use it in a sentence.
- Stick the flash cards on the phonics chart and use them throughout the week.



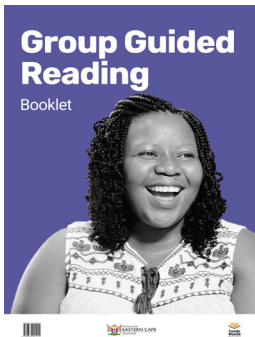


Shared Writing (15 min)

- **Resources:** chart paper; khaki pens
- **Preparation:** Prepare a summary frame.
- **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 characters.
 - We write the sequence of events.
 - We then describe how the story ended.
 - We use this information to write a summary in our own words.



Group Guided Reading (30 min)

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

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



Listening and Speaking (20 min)

- **Resources:** DBE isiXhosa workbook, page 126
- **Preparation:** Make sure every learner has a DBE workbook.
- **Lesson objective(s):** Talk about the picture. Relate it to own experience. Learn new vocabulary.

ACTIVITIES

- Ask the learners to turn to page 126 of their workbooks.
- Read the title and talk about the picture:
 - What is happening here? (prediction)
 - What is this place?
 - Have you been to a zoo? What did you see?

Ncedani!

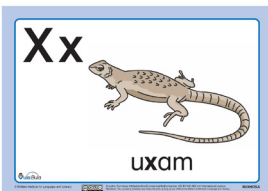


Writing (15 min)

- **Resources:** Vula Bula Big Book: **Ncedani!**
- **Preparation:** Prepare names cards for the characters in the story.
- **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 story. They must stick the name cards on the tree in the same sequence as in the story.

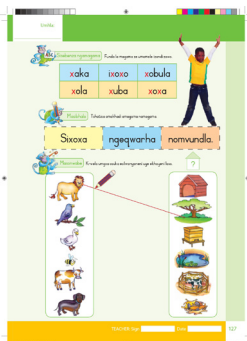


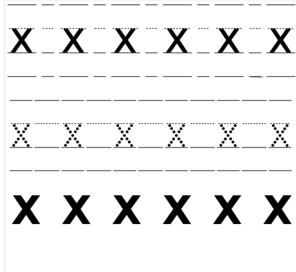
Phonics (15 min)

- **Resources:** Vula Bula letter card for /x/; flash cards of words with the /x/ sound; DBE isiXhosa workbook, pages 126 & 127
- **Preparation:** Make sure every learner has a DBE workbook.
- **Lesson objective(s):** Practise using the letter /x/ in words and sentences.

ACTIVITIES

- 1. Recap**
 - Refer to the letter card and the words to remind learners of what they learned yesterday.
 - Learners must break up the word into its syllables and sounds and say it again fluently.
 - They must use the words correctly in sentences to show their understanding.
- 2. DBE workbook**
 - Ask the learners to turn to page 126 of their workbooks.
 - Guide the learners to do the activities on pages 126 to 127.
 - Go around, making sure learners are doing the work correctly.





Handwriting (15 min)

- **Resources:** learners' handwriting books
- **Preparation:** Write a pattern on the board in two rows. Write the letter /x/ on the next line, and below that, write a sentence: **Utata uxobula ixolo le-orenji.**
- **Lesson objective(s):** Learn and practise writing the letter /x/ and words with the /x/ sound.

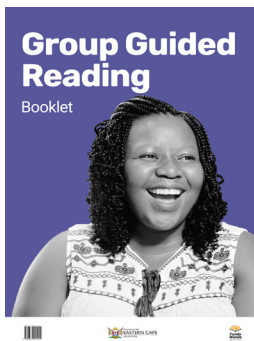
ACTIVITIES

1. Practise

- Have your back to the learners and ask them to look at you while you write letter /x/ in the air. Say the chant aloud.
- Get the learners to say the chant with you and write letter /x/. They can use their fingers and write in the air, on each other's backs, on their hands or on their desks.

2. Learners' books

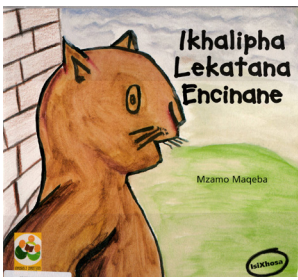
- Learners must copy the pattern from the board and practise writing the letter /x/.
- Remember to check the learners' posture, pencil grip and directionality.



Group Guided Reading (30 min)

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

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



Listening and Speaking (20 min)

- **Resources:** storybook: *Ikhalipha lekatana encinane*
- **Preparation:** Prepare learners to retell the story they have read.
- **Lesson objective (s):** Show understanding of the story by re-enacting it. Re-enact the story.

ACTIVITIES

- Divide learners into groups.
- Tell the learners to prepare to retell the story.
- Give them time to think. Go around. Help where needed.
- Give the groups the opportunity to perform for the class.



Writing (15 min)

- **Resources:** learners' exercise books; pencils
- **Preparation:** Make sure every learner has an exercise book.
- **Lesson objective(s):** Describe and draw a character from a story read during Reading Aloud.

ACTIVITIES

- Tell the learners to write about their favourite character in the story.
- They must write two sentences to why this is their favourite character.
- They must also draw the character.
- Walk around, talking to the learners about their drawings.



Phonics (15 min) ASSESSMENT

- **Resources:** letter cards of sounds that have been taught; flash cards of /w/ and /x/ words
- **Preparation:** Make sure that each learner has letter cards for all the sounds that have been taught. Make sure there are two flash cards for each /w/ and /x/ word.
- **Lesson objective(s):** Identify and say letters quickly. Read the words with letters they have learned. Create short sentences.

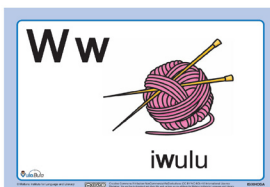
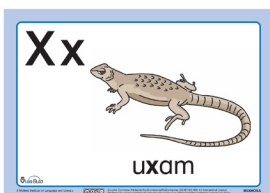
ACTIVITIES

1. Letter cards and phonics

- Ask the learners to put their cards face up so that they can read them.
- Call out each sound and ask the learners to pick up the appropriate letter card.
- Observe and identify the learners who struggle to match the sounds and letters.

2. Phonics words

- Give each learner a card, making sure that each word is also on another card.
- Tell the learners that you will say a word and the two learners who have cards with that word must stand and exchange seats.
- For each word:
 - Say it.
 - Break it up into its parts.
 - Say it as it again as a whole.
 - Repeat if necessary until the learners get used to this exercise.
- Give all the learners a chance to read and exchange seats.



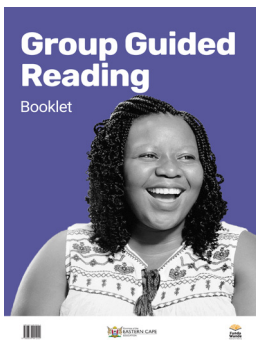


Handwriting (15 min) ASSESSMENT

- **Resources:** learners' handwriting books
- **Preparation:** Pick five letters that you have already taught.
- **Lesson objective(s):** Learn and practise writing the letters that have been taught.

ACTIVITIES

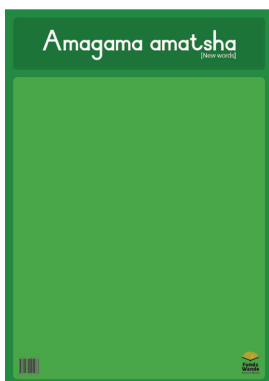
- Tell the learners to open their handwriting books.
- Explain that they are going to do a letters and phonics test. You will say a letter sound and they must write the letter that makes the sound.
- Pick simple words from those you have taught.
- For each word:
 - Say it.
 - Break it up into its sounds.
 - Say it as it again as a whole.
- Repeat when necessary until the learners get used to this exercise.



Group Guided Reading (30 min)

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

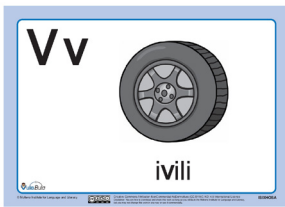
Monday	Tuesday	Wednesday	Thursday	Friday
Group 1	Group 3	Group 5	Group 2	Group 4
Group 2	Group 4	Group 1	Group 3	Group 5



Vocaburaly words of the week

Ikhalipha
 isaqhwithi
 ukukhomba
 uyozo-yozo
 ichebetyu
 enambitha
 ukurhala
 incede
 uxingile
 tyibilili

Week 10: Day 1



v

vala

vela

veza

Phonics (15 min)

- **Resources:** Vula Bula letter card for /v/; flash cards of words with the /v/ sound: **vela, vala, veza, vula, vuka, vakala, ivazi, iveki, uvuyo**
- **Preparation:** Prepare flash cards. Create a sentence strip using words with the /v/ sound.
- **Lesson objective(s):** Identify and sound the letter /v/.

ACTIVITIES

1. Listen to sounds in words

- Tell the learners that a sentence is made up of words and words have parts. They must listen to the sentence and answer the questions.
- Ask: How many words are in this sentence?
- Say each word for learners to break up into syllables and then say it again fluently.
- Say each word for learners to break up into sounds and then say it again fluently.

2. Sentence strip

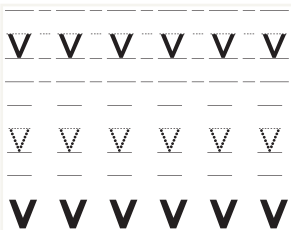
- Stick the sentence strip on the board. Read it aloud, emphasising the /v/ sound.
- Ask the learners to listen and look for the letter /v/ in the sentence.

3. Letter card for /v/

- Stick the letter card on the board. Talk about the picture and the word, emphasising the letter /v/.
- They must look at your mouth while you say the sound /v/, say it again themselves and look at each other's mouths to see what their lips are doing.

4. Phonics words

- Ask the learners to suggest words with the sound /v/.
- Use flash cards for the /v/ sound. Talk about the meaning of each word, look at the form and 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 books
- **Preparation:** Write a pattern on the board in two rows. Write the letter /v/ on the next line, and below that, write the phonics words: **vela, vala, veza, vula, vuka, vakala, ivazi, iveki, uvuyo**.
- **Lesson objective(s):** Learn and practise writing the letter /v/ and words with the /v/ sound.

ACTIVITIES

1. Practise

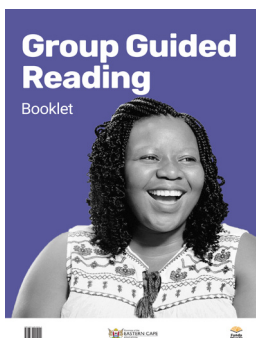
- Have your back to the learners and ask them to look at you while writing the letter /v/ in the air. Say the chant aloud.
- Get the learners to say the chant and write with you. They can use their fingers and write /v/ in the air, on each other's backs, on their hands or on their desks.

2. Learners' books

- Learners must copy the pattern from the board and practise writing the letter /v/.
- Remember to check the learners' posture, pencil grip and directionality.

Group Guided Reading (30 min)

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



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

Listening and Speaking (20 min)

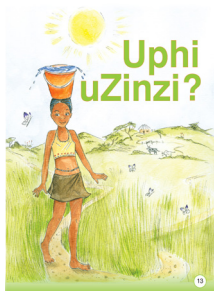


- **Resources:** DBE isiXhosa workbook, page 118
- **Preparation:** Make sure every learner has a DBE workbook.
- **Lesson objective(s):** Talk about the picture. Relate it to own experience. Learn new vocabulary.

ACTIVITIES

- Ask the learners to turn to page 118 of their workbooks.
- Read the title and talk about the picture.
 - What do you think is happening here?
 - How do the people in the picture feel? Why do you say so?
 - What meal are they eating?
 - Why do you think they are enjoying it?

Shared Reading (15 min)

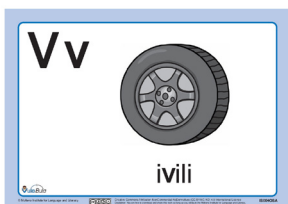


- **Resources:** Vula Bula Big Book: **Uphi uZinzi?**; vocabulary flash cards: **ukwakha, umsebenzi, abasebenzi, ukudinwa, ilovane, icikilishe**
- **Preparation:** Read through the story beforehand and prepare your questions. Mark page 19.
- **Lesson objective(s):** Participate in the shared reading by predicting, relating to their own experience, and answering comprehension questions.

ACTIVITIES

- 1. Pre-reading**
 - Recap the vocabulary taught yesterday.
 - Ask the learners to tell you what they learned yesterday.
- 2. Reading**
 - Read the story with expression, demonstrating prediction skills.
 - Invite the learners to read page 19 with you.
- 3. Post-reading**
 - Finish reading by asking questions.
 - What was Zinzi's family busy with?
 - What is Zinzi's job?

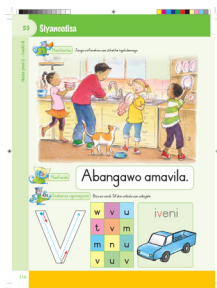
Phonics (15 min)

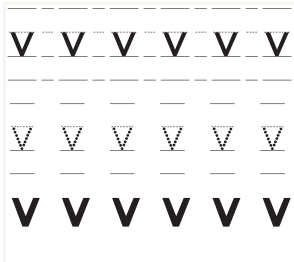


- **Resources:** Vula Bula letter card for /v/; flash cards of words with the /v/ sound; DBE isiXhosa workbook, pages 110 & 111
- **Preparation:** Make sure every learner has a DBE workbook.
- **Lesson objective(s):** Practise writing and using the letter /v/ in words and sentences.

ACTIVITIES

- 1. Recap**
 - Refer to the letter card and words to remind learners of what they learned yesterday.
 - Learners must break each word into its syllables and sounds and then say it again fluently.
 - They must use the words correctly in sentences to show their understanding.
- 2. DBE workbook**
 - Ask the learners to turn to page 110 of their workbooks.
 - Guide the learners to do the activities on pages 110 and 111.
 - Walk around, making sure learners are doing the work correctly.





Handwriting (15 min)

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

ACTIVITIES

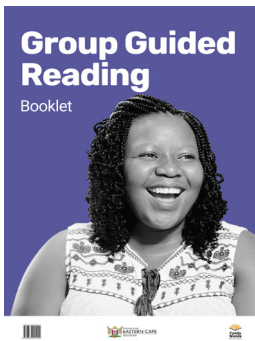
1. Recap

- Ask the learners if they remember how to write the letter /v/.
- Write in the air and ask the learners to write with you.

2. Learners' books

- Tell the learners they will practise writing the letter /v/ (small letter) in their handwriting books.
- Make sure they open to the correct page.
- Guide and show the learners while they write in their books.
- Remember to check the learners' posture, pencil grip and directionality.

- **Homework:** Give the learners each a dotted letter /v/. They must copy it by tracing over the dots at home.



Group Guided Reading (30 min)

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

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

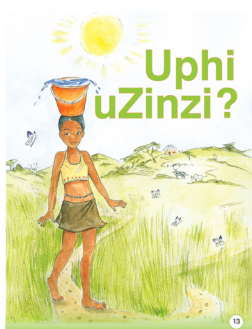


Listening and Speaking (20 min)

- **Resources:** DBE isiXhosa workbook, page 118
- **Preparation:** Make sure every learner has a DBE workbook.
- **Lesson objective(s):** Talk about the picture. Relate it to own experience. Learn new vocabulary.

ACTIVITIES

- Ask the learners to turn to page 118 of their workbooks.
- Read the title and talk about the picture.
 - Talk about different types of food.
 - Why are they good for us?
- List the six food items to prepare for writing.



Shared Reading (15 min)

- **Resources:** Vula Bula Big Book: **Uphi uZinzi?**
- **Preparation:** Take the flash cards off the vocabulary chart and put them up on the walls around the class.
- **Lesson objective(s):** Summarise a story.

ACTIVITIES

- 1. Pre-reading**
 - **Vocabulary:** Ask the learners to find the words they learned on Monday and Tuesday on the wall.
- 2. During reading**
 - When one learner finds a word, she or he must try to read it and then stick it on the vocabulary chart.
 - Allow the learners to read the words on their own and help where necessary.
- 3. Post-reading**
 - Tell the learners that they will summarise the story.
 - They must make sure they use the vocabulary chart.



Phonics (15 min)

- **Resources:** Vula Bula letter card for /y/; words with /y/ sound: **yima, yiwa, yaba, yomile, iyoyo, iyeza, kuyana, umoya, idiliya**
- **Preparation:** Create a sentence strip using words with the /y/ sound.
- **Lesson objective(s):** Identify and sound the letter /y/ in words.

ACTIVITIES

- 1. To listen to sounds in words**
 - Tell the learners to listen to the sentence and answer questions.
 - Ask: How many words are in this sentence?
 - Say each word for learners to break up into syllables and then say again fluently.
 - Say each word for learners to break up into its sounds and then say again fluently.
- 2. Sentence strip**
 - Stick the sentence strip on the board and read it aloud, emphasising the /y/ sound.
 - Ask the learners to listen and look for the letter /y/ in the sentence.
- 3. Letter card for /y/**
 - Stick the letter card on the board. Talk about the picture and the word, emphasising the letter /y/.
 - Tell the learners they must look at your mouth when you say /y/, then they must say it themselves and look at each other's mouths to see what their lips are doing.
- 4. Phonics words**
 - Ask the learners to suggest words with the sound /y/.
 - Use the phonics flash cards for letter /y/ and talk about the meaning of each word, look at the form and use it in a sentence.
 - Stick the flash cards on the phonics chart and use them throughout the week.





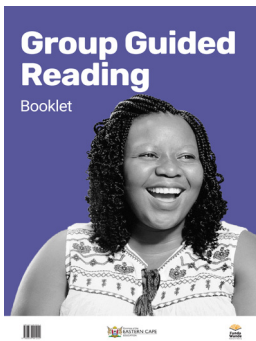
Shared Writing (15 min)

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

ACTIVITIES

- Tell learners that you will talk about what they can do to help other people when working at home.
- Learners should think about what activities are done at home.
- Use this frame to write your discussion.

Chores or jobs at home	What I can do to help

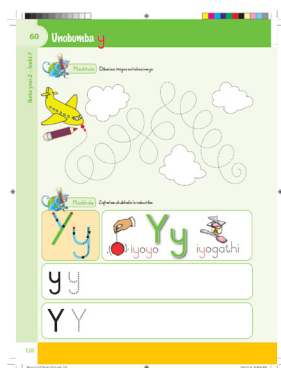


Group Guided Reading (30 min)

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

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

Listening and Speaking (20 min)



- **Resources:** DBE isiXhosa workbook, page 120
- **Preparation:** Make sure every learner has a DBE workbook.
- **Lesson objective(s):** Talk about the picture. Relate it to own experience. Learn new vocabulary.

ACTIVITIES

1. **DBE workbook**
 - Tell the learners to turn to page 120 of their workbooks.
 - Explain the activity.
2. **Work with a small group**
 - Take your group of learners who need extra help and work with them during this lesson. (You can use letter cards to help with understanding.)

Shared Writing (15 min)



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

ACTIVITIES

- Remind the learners of yesterday's work.
- Learners must take their writing books and copy what you wrote.
- Walk around and make sure they are copying correctly.

Imisebenzi ethi yenziwe emakhaya	Into endinokuyenza ukuncedisa

Phonics (15 min)



- **Resources:** Vula Bula letter card for /y/; flash cards of words that use the /y/ sound; DBE isiXhosa workbook, pages 118 & 119
- **Preparation:** Create a sentence using words with the /y/ sound.
- **Lesson objective(s):** Practise using the letter /y/ in words and sentences.

ACTIVITIES

1. **Recap**
 - Refer to the letter card and the words to remind learners of what they learned yesterday.
 - Learners must break up each word into its syllables and sounds and say it again fluently.
 - They must use the words correctly in sentences to show their understanding.
2. **DBE workbook**
 - Ask the learners to turn to page 118 of their workbooks.
 - Guide the learners to do the activities on pages 118 and 119.
 - Go around, making sure learners are doing the work correctly.





Handwriting (15 min)

- **Resources:** learners' handwriting books
- **Preparation:** Write a pattern on the board in two rows. Write the letter /y/ on the next line, and below that, write a sentence using words with /y/.
- **Lesson objective(s):** Learn and practise writing the letter /y/ and words with the /y/ sound.

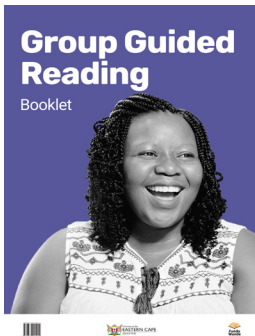
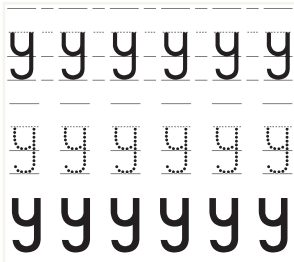
ACTIVITIES

1. Practise

- Have your back to the learners and ask them to look at you while you write letter /y/ in the air. Say the chant aloud.
- Get the learners to say the chant with you and write letter /y/. They can use their fingers and write in the air, on each other's backs, on their hands or on their desks.

2. Learners' books

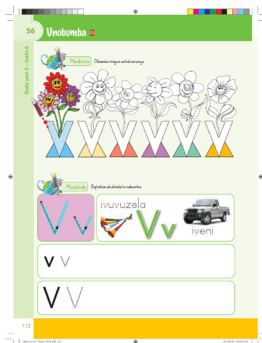
- Learners must copy the pattern from the board and practise writing the letter /y/.
- Remember to check the learners' posture, pencil grip and directionality.



Group Guided Reading (30 min)

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

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



Listening and Speaking (20 min)

- **Resources:** DBE isiXhosa workbook, page 112 and 113
- **Preparation:** Make sure every learner has a DBE workbook.
- **Lesson objective(s):** Talk about the picture, relate it to own experience. Learn new vocabulary.

ACTIVITIES

1. Practise

- Tell the learners to turn to page 112 and 113.
- Explain the activity and ensure that all learners work.

2. Working with a small group

- Work with your group that needs help with letters and sounds.
- Use letter cards with and phonics words.

Phonics (15 min) ASSESSMENT

- **Resources:** letter cards that have been taught; phonic words
- **Preparation:** Make sure that each learner has all the letter cards that have been taught. Phonics words flash cards that have been taught (each word must have two cards)
- **Lesson objective (s):** Identify and say letters quickly. Read the words with letters they have learned and to create short sentences.

ACTIVITIES

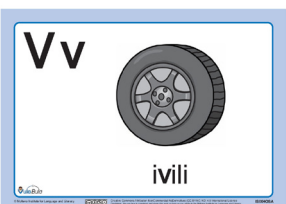
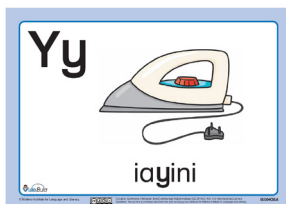
1. Letters and phonics

- Ask the learners to put up their cards face up so that they can read them.
- Say each sound and ask the learners to raise the letter sound you call.
- Observe and identify the learners who struggle to join the sounds with letters

2. Phonics words

- Give each learner a card making sure that each word appears on the other card.
- Tell the learners that you will say a word, learners should read their cards, those who have a card with the word that has been said should stand and exchange seats.
- Each word:
 - Say it.
 - Break it according to its sound.
 - Say it as it again as a whole.

(Repeat when there is a need to do so until the learners get used to this exercise)
Give the learners a chance to read and exchange seats.





Handwriting (15 min) ASSESSMENT

- **Resources:** learners' handwriting books
- **Preparation:** Pick five letters that you have already taught.
- **Lesson objective(s):** Learn and practise writing the letters that have been taught.

ACTIVITIES

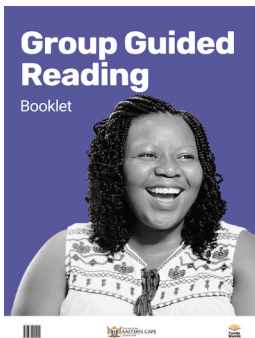
1. Letters and phonics test.

- Tell the learners to open their handwriting books.
- Explain that you are going to say the letter sound, they must write the letter that makes the sound.

2. Simple words

- Pick the simple words from those you have taught:
- Each word:
 - Say it.
 - Break it according to its sounds.
 - Say it as it again as a whole.

(Repeat when there is a need to do so until the learners get used to this exercise)



Group Guided Reading (30 min)

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

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Group 2	Group 4	Group 1	Group 3	Group 5



Vocabulary words of the week

amavila
 izitya
 Uhlamba
 ukwakha
 umsebenzi
 abasebenzi
 ukudinwa
 ilovane
 icikilishe
 ukutya
 etafi leni



Funda Wande

Reading for Meaning