

ENG

Lesson Plans

Term 2
isiXhosa HL

3
grade

Weeks
1-10



Version 1.0



Name: _____



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Big Ideas in Teaching Reading

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An Introduction to Teaching Reading

Gradual Release

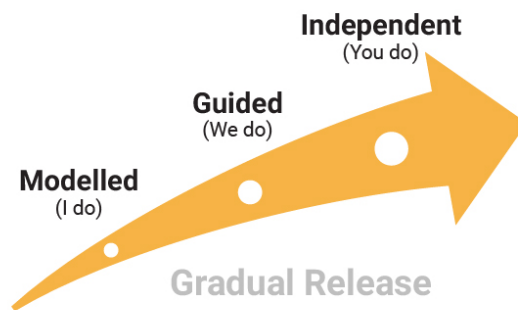
Gradual release: The gradual release method is the way we teach children to read: by gradually giving them a bigger and bigger role on the reading process. First, we show them what successful reading looks like, then we read together with them and help them, and then eventually they can read by themselves. 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.

10 Min

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 | |
| Who does the reading? | Teacher models reading | CAPS Reading Activities Teacher Read Aloud After Reading Ask Questions 52 |
| How is the CLASS organised | Whole class  | CAPS Reading Activities Teacher Read Aloud Preparing for Read Aloud Preparation 41 |
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| 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.

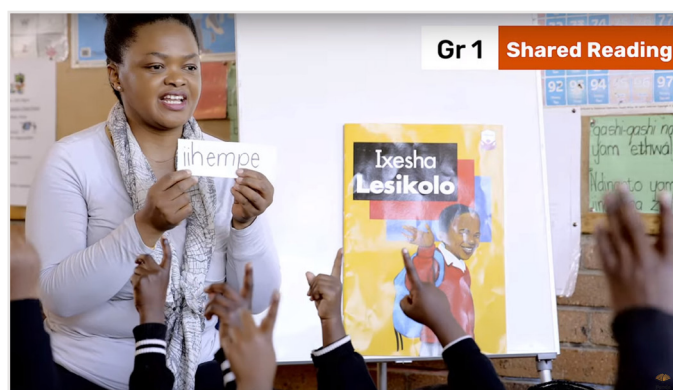


MAIN AIMS of Shared Reading:

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**

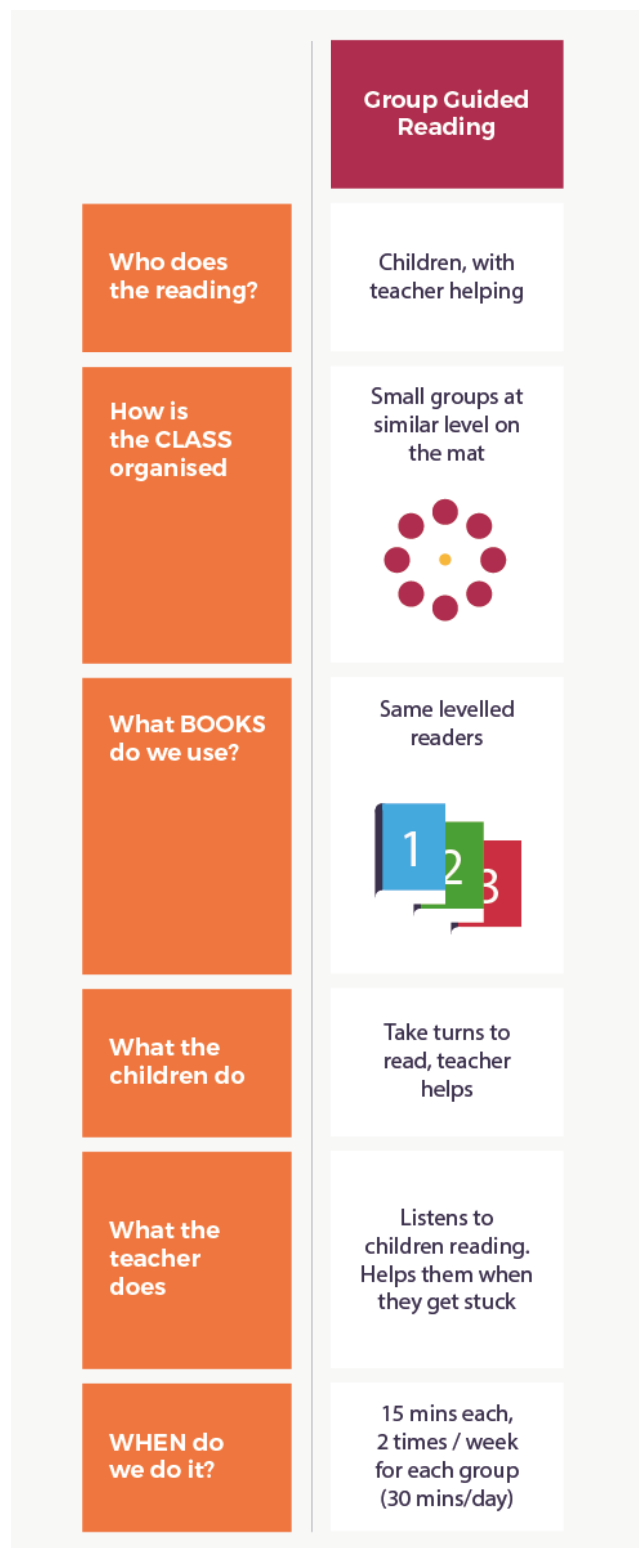
All the learners in a group should use the same story during GGR and you should have your own book. The book should be at the right level for the ability of the learners. That means that the learners should not struggle to read the story.

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.



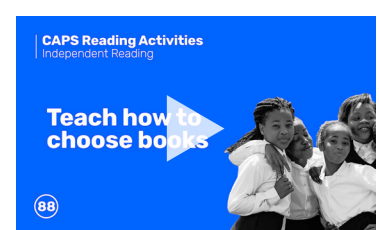
| | Paired Reading | Independent Reading |
|-----------------------------|---|--|
| Who does the reading? | Child, with a partner | Child to self |
| How is the CLASS organised? | Pairs seated where they like  | In library/ reading corner/ where they like  |
| What BOOKS do we use? | At right level  | 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 | |

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:



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

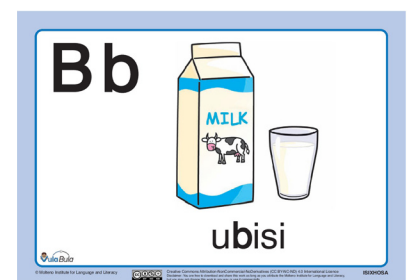
Activities for practicing letter-sound relationships

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.



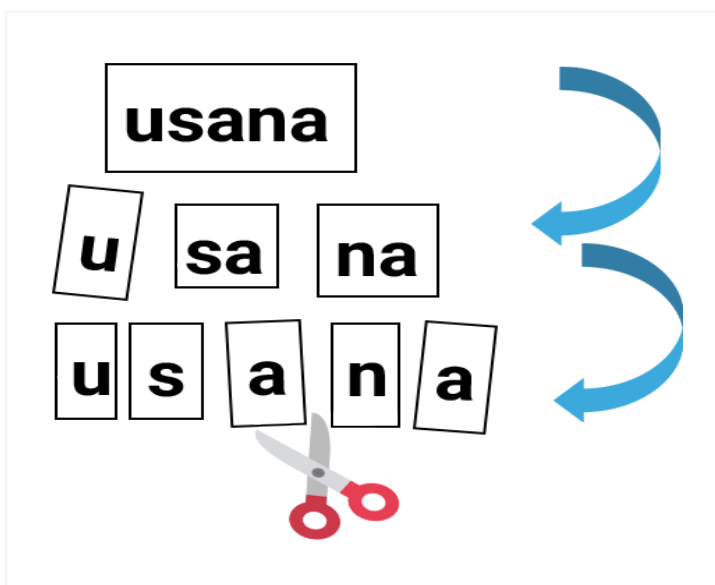
Phonics: Blending and Segmenting

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

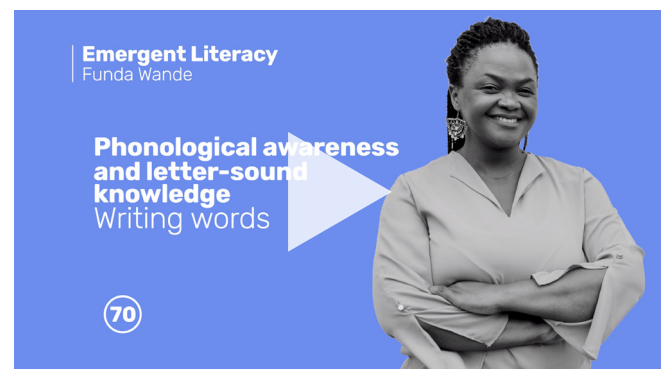
It is important that children can recognise the sounds the letters make and can blend them together so that they can read words. Activities involving word-building using the letter-sound relationships they already know are good.

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 3 Funda Wande Box

Grade 3 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

Vula Bula Resources

- Vula Bula Phonics Frieze
- Vula Bula Phonics Words

Story books for Read Aloud

- Inzwakazi uDebo
- Linkwenkwezi ezikwiingquzu zentlabathi
- UModjadji, ikumkanikazi yeMvula
- UCitronella
- Unomyayi onxaniweyo
- UNana nombungu
- URefilwe
- Ibhola ekhatywayo!
- IZim eloyikekayo
- Sonwabile

Vula Bula Big Books:

Big Book 6.

- Izinyo
- Evenkileni yempahla
- Umnqathe omkhulukazi
- Ibali lobugqi

Big Book 7.

- Gcinela ingomso
- Isuphu yelitye
- Idabi lomoya nelanga
- Umvundla nofudo

Big Book 8.

- Ingonyama nempuku
- Ukubhaka nomakhulu
- Edolophini
- UMzantsi Africa ngowethu

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 3 Term 2

IsiXhosa HL - Grade 3 Term 2

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 |
|---------------------------------|--------------------------|---|--|---|--|--|---|--|--|---|
| | 2-5 Apr | 8-12 Apr | 15-19 Apr | 22-26 Apr | 29 Apr - 3 May | 6-10 May | 13-17 May | 20-24 May | 27-31 May | 3-7 Jun |
| Listening & Speaking | Urefilwe | DBE Pg 34 IsiXhosa workbook National Anthem | DBE IsiXhosa workbook Pg 70 | DBE IsiXhosa workbook Pg 70 and 73. Inzwakazi uDebo | DBE IsiXhosa Pg 86. Book: Sonwabile | Poster 6: Weather and seasons | Unana nombungu | Poster 5: School clean-up | Poem: Ucoceko. Ibhola ekhatywayo | Poster 10: Food pyramid |
| Shared Reading | Umqathe omkhulu | V.B - uMzantsi Afrika ngowethu | V.B - uMzantsi Afrika ngowethu | DBE IsiXhosa workbook Pg 74 - Newspaper article | V.B - Anth Story: Iyandilibazisa Iekawusi | DBE IsiXhosa workbook Pg 90 | V.B Big book - Gcinela ingomso | DBE IsiXhosa workbook Pg 120 | Poem: Iphupha likaNtombentsha | V.B Big book - Story: Isuphu yelitye |
| Phonics | Revision | ntl ndl | tyw nqw | ncw ndw | ntw thw | rhw ntyw | ngc njw | nkx nkxw | ntsh ntshw | dy ndy ndyw |
| Handwriting | Revision | ntl ndl | tyw nqw | ncw ndw | ntw thw | rhw ntyw | ngc njw | nkx nkxw | ntsh ntshw | dy ndy ndyw |
| Writing | Letter | Summary | Brochure | Newspaper article | Diary entry | Post card | Story | Notice | Poem | Collecting data |
| Group Guided Reading | Vula Bula Anthologies | Vula Bula Anthologies | Vula Bula Anthologies | Vula Bula Anthologies | Vula Bula Anthologies | Vula Bula Anthologies | Vula Bula Anthologies | Vula Bula Anthologies | Vula Bula Anthologies | Vula Bula Anthologies |

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



Listening and Speaking (20 min)

- **Resources:** pictures or objects from your holiday
- **Preparation:** Gather holiday news.
- **Lesson objective(s):** Talk about the news and highlights of the holiday.

ACTIVITIES

- Tell learners news about your holiday.
 - Interesting things that you have done, seen and heard.
- Instruct learners to think about interesting things from their holidays for a few minutes.
- Tell them to share their news in pairs.
- Give each learner a minute to share their news.

Umnqathe omkhulukazi



Shared Reading (20 min)

- **Resources:** Vula Bula Big Book: **Umnqathe omkhulu**; vocabulary flash cards: **umqolo, wangqala, ukuvuna, umbhinqo, wala, ukrozo**
- **Preparation:** Read through the story beforehand and prepare your questions. Make flash cards of the new words.
- **Lesson objective(s):** Participate in shared reading. Predict, relate their own experience and answer comprehension questions.

ACTIVITIES

- 1. Pre-reading**
 - **Picture walk:** Look at the pictures and ask questions:
 - Where is this place? What makes you say so?
 - Is there anything unusual in the picture?
 - **Vocabulary:** Teach the new vocabulary using flashcards.
 - Talk about the meaning of each word. Look at the form of each word. Use the word in a sentence.
 - Stick the flashcards onto the poster and use them throughout the week.
- 2. During reading**
 - Read the story with the learners.
- 3. Post-reading**
 - Finish by asking:
 - Which part of the story did you enjoy most?



Phonics (15 min)

- **Resources:** words: **intshatshoba, inxaxheba, ingxam, uxhongo, iphetshana, tsala, iintshebe, intsokolo, imhlophe, intswahla**
- **Preparation:** Write the above words on the board.
- **Lesson objective(s):** Identify and read words with these sounds: **/ts/, /nx/, /xh/, /ntshw/, /ph/, /ngx/, /hl/, /nts/ and /tsh/.**

ACTIVITIES

- Say one sound at a time. Ask learners to choose a word with that sound. Ask them to write the word in their books.
- Say all nine of the sounds. Leave enough time between sounds for learners to choose and write down one word.





Handwriting (15 min)

- **Resources:** learners' handwriting exercise books
- **Preparation:** Write a cursive pattern on the board.
- **Lesson objective(s):** Do revision on cursive writing.

ACTIVITIES

1. Practise

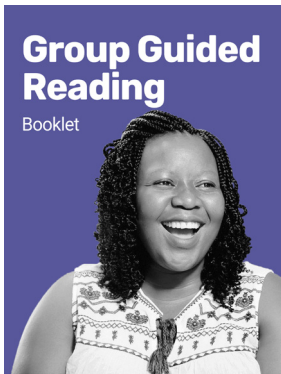
- Tell learners that they are going to write letters in cursive.
- Start writing from **a** to **n**.

2. Learners' books

- Tell learners to open their handwriting exercise books and write a pattern.
- Ask them to copy the writing of **a** to **n** in their books.
- Go around and see how they are doing. 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 for the guide to each story.

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



Listening and Speaking (20 min)

- **Resources:** pictures or objects from your holiday
- **Preparation:** Gather holiday news.
- **Lesson objective(s):** Talk about the news and highlights of the holidays.

ACTIVITIES

- Remind each other what to talk about in holiday news:
 - Interesting things that you have done, seen and heard.
- Instruct each learner to find a partner to share their holiday news with.
- Give each learner a minute to share their stories.
- Identify a few learners to share their news with the whole class.

Umnqathe omkhulukazi



Shared Reading (20 min)

- **Resources:** Vula Bula Big Book: **Umnqathe omkhulu**
- **Preparation:** Write questions on the board that they will answer in their books.
- **Lesson objective(s):** Answer questions about what they have learnt.

ACTIVITIES

- Tell learners that they must think about the big carrot story and answer these questions in full sentences in their exercise books.
 1. What was the farmer's problem?
 2. How many characters helped the farmer to pull the carrot out of the ground?
 3. Do you think the mouse's strength was the main reason the carrot came out of the ground?
 4. When the mouse said "all of you are useless!" what did it mean?
 5. What do you think is the reason the farmer's carrot was so big?
 6. If you were a farmer what would you do with that carrot?

Phonics (15 min)

- **Resources:** Vula Bula phonics cards for sounds /ts/ and /nx/
- **Preparation:** Draw the table below on sheets of paper to hand out.
- **Lesson objective(s):** Identify the sounds and where they appear in the written words.

ACTIVITIES

- Instruct learners to work in pairs and find two words for each sound.
 - An example: two words that start with /ts/, two with /ts/ in the middle and two with /ts/ at the end.
 - They should write the words down in the table supplied.
- They must do the same with the sound /nx/.



| Sound | Beginning | Middle | End |
|-------|-----------|--------|-----|
| /ts/ | | | |
| /nx/ | | | |



Shared Writing (15 min)

- **Resources:** writing chart; khoki pens
- **Preparation:** The conversation about holiday news.
- **Lesson objective(s):** Assist the teacher to write holiday news.

ACTIVITIES

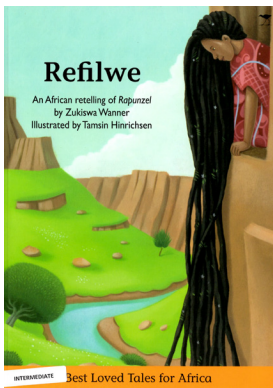
- Tell learners that they will be helping to write holiday news.
- Ask the learners to remind everyone what you talked about yesterday.
- As they remind you, you write it down on the board.
- Read each sentence as you finish writing to check what you have written.

Group Guided Reading (30 min)

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



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



Listening and Speaking (20 min)

- **Resources:** storybook: **Refilwe**; vocabulary flashcards from the word list: **zazithwaxwa, emqolombeni, elirhabaza, ezolukiweyo, ukutyelela**
- **Preparation:** Practise reading the story and prepare your questions.
- **Lesson objective(s):** Listen to an interesting story for enjoyment and answer questions. Express their feelings on a chosen topic.

ACTIVITIES

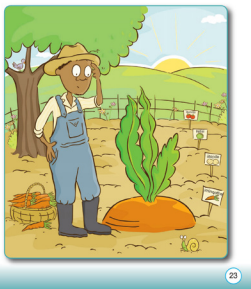
1. Pre-reading

- Get the learners ready for reading aloud.
- Talk about the title of the book and show some of the pictures inside and ask questions.
 - What is happening in this picture?
 - What do you think this story is going to be about? (prediction)

2. During reading

- Read the story with expression. Show some of the pictures and ask questions without too much interruption:
 - How would your mother feel if you were taken away from her?
 - Why would Refilwe's parents give their child away?

Umnqathe omkhulukazi



Shared Reading (20 min)

- **Resources:** Vula Bula Big Book: **Umnqathe omkhulu**
- **Preparation:** Reread the story beforehand and prepare your questions.
- **Lesson objective(s):** Read with the teacher and answer questions.

ACTIVITIES

1. Pre-reading

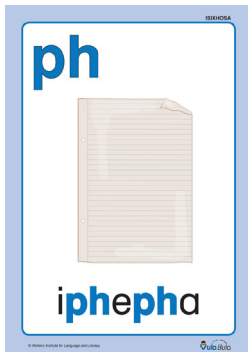
- **Recap:**
 - Talk about the story which you read earlier in the week.
 - Discuss the vocabulary then use the words in different sentences.

2. During reading

- Let the learners read aloud while you point at the pictures.

3. Post-reading

- Answer the questions on the board using full sentences.



Phonics (15 min)

- **Resources:** Vula Bula phonic cards for: /xh/ and /ph/
- **Preparation:** Draw the table below on sheets of paper to hand out.
- **Lesson objective(s):** Identify the position of the sounds above in word when written.

ACTIVITIES

- Instruct learners to work in pairs and choose two words for each sound.
- An example: two words starting with /xh/, two with /xh/ in the middle and two with /xh/ at the end.
- They must also do the same with the sound /ph/.

| Sound | Beginning | Middle | End |
|-------|-----------|--------|-----|
| /xh/ | | | |
| /xh/ | | | |
| /ph/ | | | |
| /ph/ | | | |



Paired Writing (15 min)

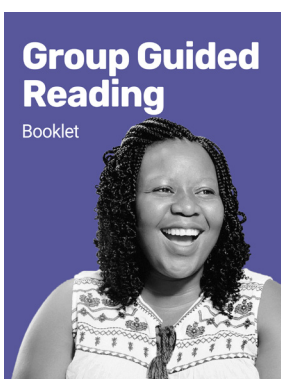
- **Resources:** learners' exercise books; pencils
- **Preparation:** Stick your own holiday news on the board.
- **Lesson objective(s):** Write down their holiday news.

ACTIVITIES

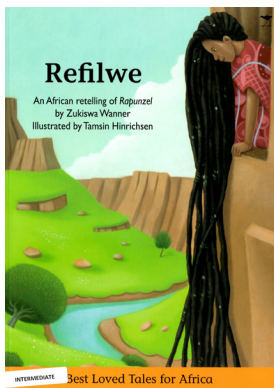
- Tell learners that they are going to write down the conversations about holiday news that they have already prepared.
- Encourage them to check their work.
- Go around helping as you point at the board to help them to remember.
- Ensure that learners complete and correct their work because they are going put it up on the classroom wall.

Group Guide Reading (30 min)

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



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



Listening and Speaking (20 min)

- **Resources:** storybook: **Refilwe**
- **Preparation:** Reread the story beforehand.
- **Lesson objective(s):** Tell the story using story elements.

ACTIVITIES

- 1. Pre-reading**
 - Search for any new vocabulary.
- 2. During reading**
 - Read the story right through to the end.
- 3. Post-reading**
 - Summarise the story using the elements of the story: characters, structure of the story, location (where the story takes place), problems and resolution.
 - Ask learners to use these elements to retell the story.



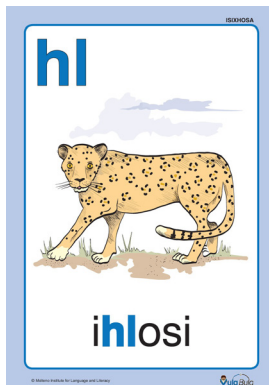
Phonics (15 min)

- **Resources:** Vula Bula phonics cards for **/ngx/** and **/hl/**
- **Preparation:** Draw the table below on sheets of paper to hand out.
- **Lesson objective(s):** Check the place where the sound appears in the word and write them down in the table.

ACTIVITIES

- Instruct learners to work in pairs and find two words for each sound.
- An example: find two words that start with **/ngx/**, two with **/ngx/** in the middle and two with **/ngx/** at the end.
- They must also do the same with the **/hl/** sound.

| Sound | Beginning | Middle | End |
|-------|-----------|--------|-----|
| /ngx/ | | | |
| /ngx/ | | | |
| /hl/ | | | |
| /hl/ | | | |

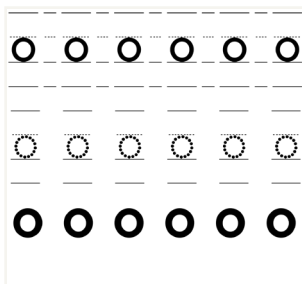


Handwriting (15 min)

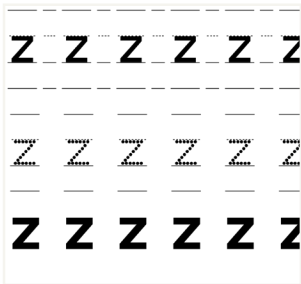
- **Resources:** learners' handwriting books
- **Preparation:** Write a cursive pattern on the board.
- **Lesson objective(s):** Read and practise writing in cursive.

ACTIVITIES

- 1. Practise**
 - Tell learners that they are going to write letters in cursive.
 - Start writing in cursive from **o** to **z**.
- 2. Learners' books**
 - Ask learners to open their handwriting books and copy the pattern from the board.
 - Ask them to copy the cursive **o** to **z** into their books.
 - Go around and check how they are doing. Help when there is a need.

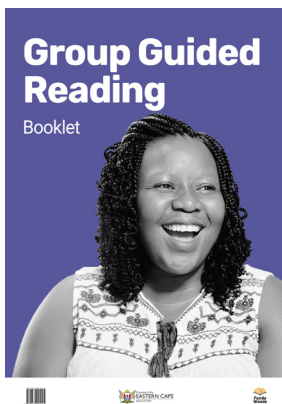


Week 1: Day 4



Make sure

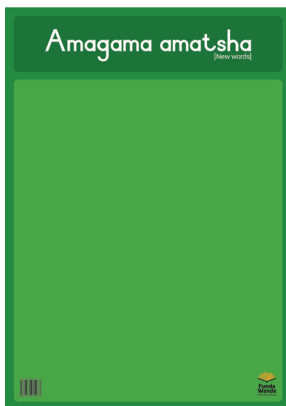
- All learners are sitting up straight with their feet flat on the ground.
- Pencil grip: All learners are holding their crayons correctly.
- Starting point: All learners start writing from left to right.



Group Guided Reading (30 min)

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

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



Vocabulary for the week

zazithwaxwa
 emqolombeni
 elirhabaza
 ezolukiweyo
 ukutyelela
 umqolo
 wangqala
 ukuvuna
 umbhinqo
 wala
 ukrozo
 intshatshoba
 inxaxheba
 ingxam
 uxhongo
 iphetshana
 tsala
 iintshebe
 intsokolo
 imhlophe
 intswahla



Listening and Speaking (20 min)

- **Resources:** DBE workbook for isiXhosa Home Language, page 34
- **Preparation:** Prepare a large map of South Africa showing all the provinces. Make flash cards for each province. Put the map up on the wall.
- **Lesson objective(s):** Talk about weekend news. Talk about South Africa's provinces.

ACTIVITIES

1. Weekend news

- Instruct learners to think for a minute about one thing that they enjoyed over the past weekend.
- Tell them to share their stories in pairs.
 - Give each learner a minute to tell their story.
- Identify two or three learners to tell their stories in front of the whole class. (Identify different learners each week.)

2. Umxholo: UMzantsi Afrika

- Show learners the map of South Africa and ask which province they live in.
- Give them a chance to point out the province if they cannot name it. If they use English names then translate them into isiXhosa.

UMzantsi Afrika ngowethu



Shared Reading (20 min)

- **Resources:** Vula Bula Big Book 8: story **UMzantsi Afrika ngowethu**; vocabulary flash cards: **umhobe wesizwe, isixhobo somkhosi wesizwe, imbumba**
- **Preparation:** Read through the story and prepare comprehension questions.
- **Lesson objective(s):** Participate in shared reading. Predict, relate their own experience and answer comprehension questions.

ACTIVITIES

1. Pre-reading

- Vula Bula Big Book 8: **UMzantsi Afrika ngowethu**: Talk about what you like about South Africa.

2. During reading

- **Vocabulary**
 - Teach the new vocabulary using flash cards and objects or pictures.
 - 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 map/poster and use them throughout the week.
 - Ask learners about what they see on the cover page of the story.
 - Ask them about the pictures on page 34. Ask if they know the meaning of the national symbols?

3. Post-reading

- Talk about the role played by Mr Mandela, Madiba, in the freedom of South Africa.
- Ask learners why it is important for them to know about their country.

Phonics (15 min)

- **Resources:** Vula Bula phonics card for /ntl/; phonics flash cards from the word list: **ntlanu, entla, intle, intlama, intloko, iintlani, umntla, intliziyo, ntlantlatha**
- **Preparation:** Create a sentence strip: **Intle intliziyo**. Cut out flash cards.
- **Lesson objective(s):** Identify and read words with the sound /ntl/.

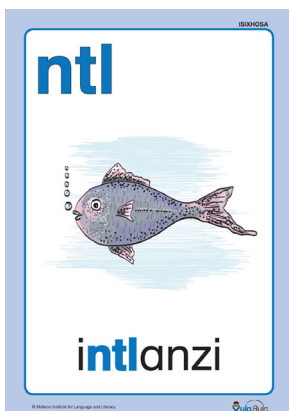
ACTIVITIES

1. Sentence strip

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

2. Phonics card /ntl/

- Stick the card on the board and talk about the picture.
- Ask the learners to say /ntl/. They must look at your mouth, say it again and look at each other to see what their lips are doing.



- Ask them which letters make up /ntl/.
- Have them say the letters separately as they write them in the air: /n/+/t/+/l/ (segmentation) and have them say the letters together /ntl/ (blending).
- The learners must repeat blending while writing with their fingers in the air, on their hands or on the desks.

3. Phonics words

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

(These words are written in the phonics exercise books during Group Guided Reading time).



Handwriting (15 min)

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

ACTIVITIES

1. Practise

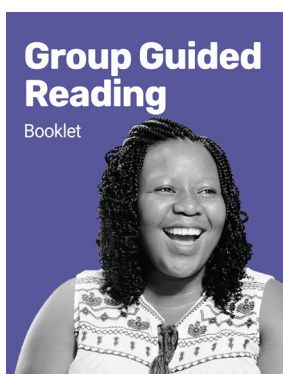
- Tell the learners they are going to learn how to write the letters /nts/ in cursive
- Keep your back to the learners and ask them to look at you.
- Write in the air as you talk about the steps of writing the letters.
- Get the learners to chant what you said and write in the air with you. They can use their fingers and write in the air, on each other's backs, on their hands or on their desks.

2. Learners' books

- Tell the learners to open their handwriting books and write the pattern.
- Ask them to repeat the instructions chant as they write.
- Go around and see how they are doing. 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 for the guide to each story.

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



Listening and Speaking (20 min)

- **Resources:** Vula Bula Big Book 8 story **uMzantsi Afrika ngowethu**, the national anthem on page 34
- **Preparation:** Prepare questions about the meaning of the national anthem.
- **Lesson objective(s):** Learn to sing Nkosi sikelel' iAfrika, the national anthem, and understand and know its meaning.

ACTIVITIES

1. Recap

- Talk about the nine South African provinces using their isiXhosa names.

2. Theme: the national anthem

- Ask the learners why the national anthem is written in different languages.
- Read the first line aloud and focus on the meaning.

3. Singing

- Sing the first line, correcting any mistakes learners make when pronouncing the words.

uMzantsi Afrika ngowethu



Shared Reading (20 min)

- **Resources:** Vula Bula Big Book 8 story **uMzantsi Afrika ngowethu** page 35; vocabulary flash cards: **ukuphawulwa**, **indwe**, **inyibiba**, **isiqwane**, **ikhamanga**, **ibhadi**, **iqudu**, **inqu**
- **Preparation:** Read the article ahead of the lesson and prepare to teach the difference between an instructional and a conversational text.
- **Lesson objective(s):** Read and learn the difference between an instructional and a conversational text.

ACTIVITIES

1. Pre-reading

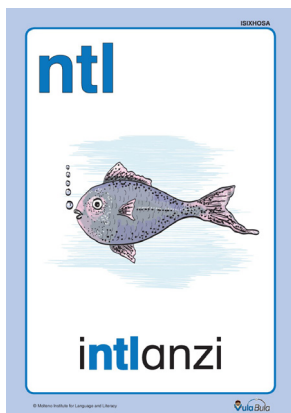
- **Recap:** Talk about what you read yesterday.
- **Vocabulary:** Review the new vocabulary.
- **Explicit teaching:** The difference between an instructional and a conversational text.
 - Ask learners why this text cannot all be read in one day like a story can.
 - Why does it have so many pictures?
 - Talk about what you need to remember in the story.

2. During reading

- Read the article about South African money on page 35.

3. Post-reading

- Finish the reading by asking learners about the pictures of plants or animals that are shown on the money.



Phonics (15 min)

- **Resources:** Vula Bula phonics card for /ntl/; phonics flash cards from the word list
- **Preparation:** Draw the table below on sheets of paper to hand out.
- **Lesson objective(s):** Identify and read words with the /ntl/ sound. Group words according to whether the /ntl/ is at the beginning, middle or end.

ACTIVITIES

- Instruct learners to work in pairs and think of five more words to add with the /ntl/ words.
- Ask them to group these words according to the table below.

| Sound | Beginning | Middle | End |
|-------|-----------|--------|-----|
| /ntl/ | | | |
| /ntl/ | | | |
| /ntl/ | | | |



Shared Writing (15 min)

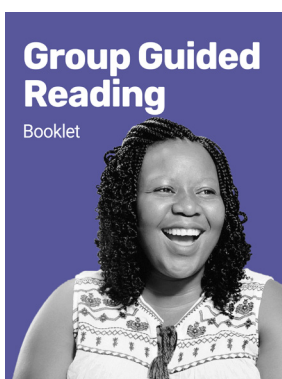
- **Resources:** writing chart; khoki pens
- **Preparation:** Draw a map of only the outline of South Africa.
- **Lesson objective(s):** Name and draw the nine provinces of South Africa on the map.

ACTIVITIES

- Put the outline map on the board with the title, "South Africa is ours".
- Remind each other of the names of provinces and where they are.
- Draw the outlines and name the provinces on the map.
- Let them draw the map on page 74 in their DBE isiXhosa books.

Group Guided Reading (30 min)

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



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



Listening and Speaking (20 min)

- **Resources:** Vula Bula Big Book 8 story **UMzantsi Afrika ngowethu**
- **Preparation:** Read and prepare to interpret the second line of the national anthem.
- **Lesson objective(s):** Learn to sing the national anthem and understand its meaning.

ACTIVITIES

1. Recap

- Talk about the nine South African provinces using their isiXhosa names.

2. Theme

- Tell the learners which language is used in the second line of the national anthem.
- Ask them to point to the province on the map of South Africa where people who speak that language mostly live.
- Read them the line and explain its meaning.

3. Singing

- Sing the second line, correcting any mistakes learners make when pronouncing the words.

UMzantsi Afrika ngowethu



Shared Reading (20 min)

- **Resources:** Vula Bula Big Book 8: **UMzantsi Afrika ngowethu**; vocabulary flash cards: **amathanga, ezilwanyana, iimbombo zone, ithamsanqa, ukuxabisa**
- **Preparation:** Read page 36 and prepare your questions.
- **Lesson objective(s):** Assess what they can remember and their understanding of important words.

ACTIVITIES

1. Pre-reading

- **Recap:** Talk about what you read yesterday.
- **Vocabulary:** Revise the vocabulary words you introduced yesterday.
- Ask learners why we are lucky to have the wild animals that we have in South Africa.

2. During reading

- Read the article about South African animals on page 36.

3. Post-reading

- Summarise with learners what is important on this page.

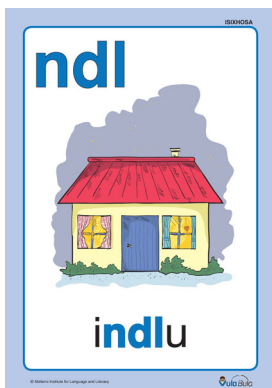
Phonics (15 min)

- **Resources:** Vula Bula phonics for /ndl/; flash cards from the word list: **indlu, indlala, indlebe, indleko, indlela, amandla, ibandla, isandla, isondlo indlulamthi ibonakala ngeendlebe endle**
- **Preparation:** Create a sentence. Cut out flash cards.
- **Lesson objective(s):** Identify and read words containing the sound /ndl/.

ACTIVITIES

1. Sentence strip

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



2. Phonics card /ndl/

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

3. Phonics words

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

(These words will be written into the phonics exercise books during Group Guided Reading time).

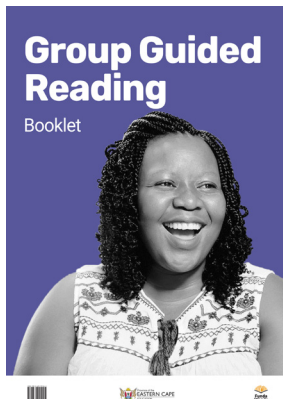


Paired Writing (15 min)

- **Resources:** learners' handwriting exercise books; pencils
- **Preparation:** Put learners in pairs in order to support each other.
- **Lesson objective(s):** Participate in drawing and explaining about how lucky we are to have these animals in South Africa.

ACTIVITIES

- Tell learners that they will work in pairs on drawing and writing about the animals we are lucky to have in South Africa.
- Give them enough time to share so that each learner has a role to play in drawing or writing. Remind them about the writing topic.
- Go around and help where needed.



Group Guided Reading (30 min)

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

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

Listening and Speaking (20 min)

- **Resources:** the national anthem
- **Preparation:** Prepare to interpret the third line of the anthem and its meaning.
- **Lesson objective(s):** Learn to sing and understand the meaning of the third line of the anthem.

ACTIVITIES

1. Recap

- Talk about the nine South African provinces and their isiXhosa names.

2. Theme

- Tell the learners which language is used in the third line of the national anthem.
- Ask them to point to the province on the map of South Africa where people who speak that language mostly live.
- Read them the line and explain its meaning.

3. Singing

- Sing the third line, correcting any mistakes learners make when pronouncing the words.

Phonics (15 min)

- **Resources:** phonics flash cards from Weeks 9 and 10 of the 1st quarter and Weeks 1 and 2.
- **Preparation:** Prepare a set of flash cards so that each pair has words with both /ntl/ and /ndl/ in them.
- **Lesson objective(s):** Identify and read words with /ntl/ and /ndl/ sounds.

ACTIVITIES

- Mix flash cards of sounds from Weeks 9 and 10 (Term 1) and Weeks 1 and 2 (Term 2), making sure that there are words with /ntl/ and /ndl/ sounds. Give each pair a set.
- Instruct learners to look for words with /ntl/ and put them aside.
- Instruct them to write those words in their workbooks and then add two more that they know with the /ntl/ sound.
- Instruct learners to look for words with /ndl/ and put them aside.
- Instruct them to write those words in their workbooks and add two more that they know with the /ndl/ sound.

Week 2: Day 4

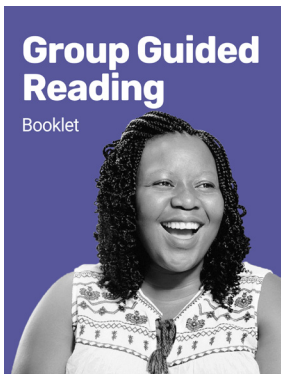


Individual Writing (15 min)

- **Resources:** learners' exercise books; pencils
- **Preparation:** Make sure every learner has an exercise book.
- **Lesson objective(s):** To write about two of the most important things you have read about South Africa.

ACTIVITIES

- Tell learners that they are going to write about two things that they liked which they heard about South Africa.
- They must read their work carefully and correct their mistakes.



Group Guided Reading (30 min)

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

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

Listening and Speaking (20 min)

- **Resources:** the national anthem
- **Preparation:** Prepare to interpret the fourth line of the national anthem and its meaning.
- **Lesson objective(s):** Learn to sing and understand the meaning of the fourth line of the anthem.

ACTIVITIES

1. Recap

- Sing the three lines that you have already learnt and remind each other of their meaning.

2. Theme

- Tell the learners which language is used in the fourth line of the national anthem.
- Ask them to point to the province on the map of South Africa where people who speak that language mostly live.
- Read them the line and explain its meaning.

3. Singing

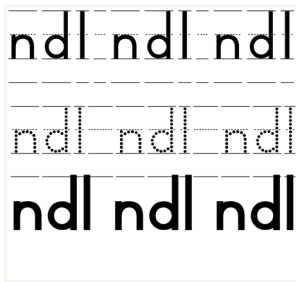
- Sing the fourth line, correcting any mistakes learners make when pronouncing the words.

Phonics (15 min)

- **Resources:** learners' exercise books; pencils
- **Preparation:** Prepare sentences to teach learners.
- **Lesson objective(s):** Listen to and write down words with /ntl/ and /ndl/ sounds. Use their knowledge of these sounds to write unknown words.

ACTIVITIES

- The text to be taught to learners in isiXhosa: **Ticks like to hide behind giraffe's ears. You would find giraffes scratching themselves against a tree.**



Handwriting (15 min)

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

ACTIVITIES

1. Practise

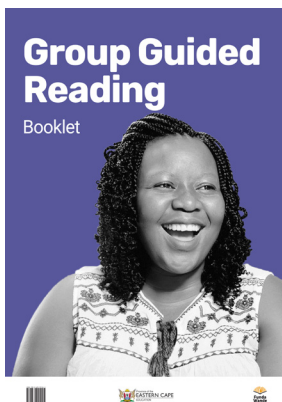
- Tell the learners they are going to learn how to write the cursive letters /ndl/.
- Have your back to the learners and ask them watch you.
- Write in the air as you explain the steps for writing the letters out loud.
- Get the learners to chant the steps and write with you. They can use their fingers and write in the air, on each other's backs, on their hands or on their desks.

2. Learners' books

- Ask the learners to open their handwriting books and write down the pattern and the letters.
- Ask them to repeat the instructions aloud as they write.
- Go around and see how they are doing. Help where needed.

Make sure

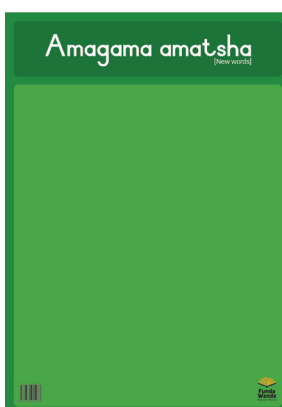
- All learners are sitting up straight with their feet flat on the ground.
- Pencil grip: All learners are holding their crayons correctly.
- Starting point: All learners start writing from left to right.



Group Guided Reading (30 min)

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

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



Vocabulary for the week

umhobe wesizwe
 isixhobo somkhosi wesizwe
 imbumba
 ukuphawulwa
 indwe
 inyibiba
 isiqwane
 ikhamanga
 ibhadi
 iqhude
 inqu
 amathanga ezilwanyana
 iimbombo zone
 ithamsanqa
 ukuxabisa



Listening and Speaking (20 min)

- **Resources:** DBE workbook for isiXhosa Home Language, page 70
- **Preparation:** Learn about visiting places and prepare questions.
- **Lesson objective(s):** Talk about weekend news. To talk about visiting places in different provinces.

ACTIVITIES

1. Weekend news

- Instruct the learners to think for a minute about what they enjoyed most during the weekend.
- Tell them to share their weekend news with their partners.
- Give each learner a minute to share their news.
- Choose two or three learners to share their news with the whole class. (Choose different learners each week.)

2. Theme: Places to visit

- Discuss the places shown on page 70.
- Ask learners if there are places that they have visited in those provinces.

UMzantsi Afrika ngowethu



Shared Reading (20 min)

- **Resources:** Vula Bula Big Book: **UMzantsi Afrika ngowethu**; vocabulary flash cards: **indwe, unombombiya, amendu, uluntu**
- **Preparation:** Read the article on page 37 and prepare questions.
- **Lesson objective(s):** Participate in shared reading. Predict, relate their own experience and answer comprehension questions.

ACTIVITIES

1. Pre-reading

- Remind each other about what has been taught in the previous week.
- **Picture walk:** Look at the pictures and ask questions:
 - What is this page going to tell us about South Africa?
 - What do you know about South African birds?
- **Vocabulary:** Teach new vocabulary using flash cards.
 - Talk about the meaning. Look at the form of each word. Use it in a sentence.
 - Stick the flash cards on the poster and use them throughout the week.

2. During reading

- Read with the learners and ask the questions from the book.

3. Post-reading

- Finish by asking:
 - What other places or towns do you know which are loved by birds?
 - What do those birds love about those places?

Phonics (15 min)



- **Resources:** Vula Bula phonics card for /tyw/; phonics flash cards from the word list: **tywa, itywantsi**
- **Preparation:** Create a sentence strip: **Usele walitywantsi wetywa elangeni.** Cut out the flash cards.
- **Lesson objective(s):** Identify and read words with the /tyw/ sound.

ACTIVITIES

1. Sentence strip

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

2. Phonics card /tyw/

- Stick the card on the board and talk about the picture.
- Ask learners to say the /tyw/ sound. They must look at your mouth, say it again and look at

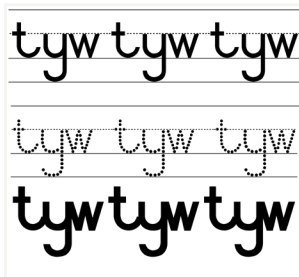
each other to see what their lips are doing.

- Ask them which letters make up **/tyw/**.
- Have them say the letters separately as they write them in the air **/t/+/y/+/w/**
- (segmentation) and blend them to say **/tyw/** (blending).
- Learners must repeat blending while writing with their fingers in the air, on their hands or on the desk.

3. Phonics words

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

(These words are written in the phonics exercise books during Group Guided Reading time).



Handwriting (15 min)

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

ACTIVITIES

1. Practise

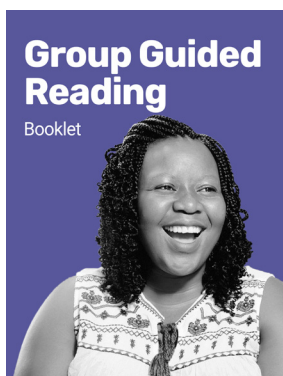
- Tell learners they are going to learn to write **/tyw/** in cursive.
- Have your back to the learners and ask them to look at you.
- Write the letters in the air and say the instructions out loud.
- Get the learners to chant and write with you. They can use their fingers and write in the air, on each other's backs, on their hands or on their desks.

2. Learners' books

- Ask the learners to open their exercise books and write the pattern.
- Ask them to repeat the instructions out loud as they write.
- Go around and see how they are doing. 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 for the guide to each story.

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



Listening and Speaking (20 min)

- **Resources:** DBE workbook for isiXhosa Home Language, page 70
- **Preparation:** Find and cut out pictures of interesting places to visit.
- **Lesson objective(s):** Talk about places to visit in South Africa. Listen to the teacher talk about the places they enjoyed visiting.

ACTIVITIES

- Remind each other about places talked about yesterday and which province they are in.
- Hold up a picture of the most beautiful place you have visited and talk about it.
 - Talk about its name, and which province it is in.
 - What mode of transport you used to visit it.
 - What things you did there.
- Make sure the learners notice this framework because they are going to use it when talking about the places they choose.
- Their homework is to bring a picture or drawing of the most beautiful place they have visited.

UMzantsi Afrika ngowethu



Shared Reading (20 min)

- **Resources:** Vula Bula Big Book: **UMzantsi Afrika ngowethu**; vocabulary flash cards: **irhalyuni, wobhedu, ezinomsalane, umnenga, ukrebe, nehlangesi**
- **Preparation:** Read the text on page 38 and prepare questions.
- **Lesson objective(s):** Assess the highlights of the text.

ACTIVITIES

1. Pre-reading

- **Recap:** Talk about what you read yesterday.
 - Revise the vocabulary.
- **Explicit teaching:** Choosing the most important issues in the text.
 - If we were asked to write down the highlights of what we heard yesterday would we write down everything we heard?
 - If the answer is no, what parts would we choose?
 - Why do we choose those?

2. During reading

- Read this article aloud and instruct the learners to listen for the most important parts and then raise their hand when they hear them.

3. Post-reading

- Ask the written questions.

Phonics (15 min)



- **Resources:** Vula Bula phonics card for /tyw/; phonics flash cards from the word list: **itywabaziwe, ibhekile, yotywala**
- **Preparation:** Draw the table below on sheets of paper to hand out.
- **Lesson objective(s):** Identify and read words with the /tyw/ sound. Group words according to where the /tyw/ sound is found.

ACTIVITIES

- **Recap:** Refer the learners to the phonics chart and check their understanding of the words with the /tyw/ sound.
- Instruct the learners to work in pairs and find five more words to add to the /tyw/ words already taught.
- Get them to sort these words according to the table below.

| Sound | Beginning | Middle | End |
|-------|-----------|--------|-----|
| /tyw/ | | | |
| /tyw/ | | | |

- When they finish they can exchange their work and score each other.

Week 3: Day 2

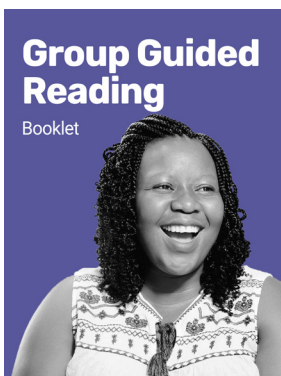


Shared Writing (15 min)

- **Resources:** writing chart; khaki pens
- **Preparation:** Prepare the writing chart.
- **Lesson objective(s):** Participate in making a brochure about South African wild animals.

ACTIVITIES

- Tell the learners you are going to help each other to make a brochure about South African wild animals.
- Explain that the brochure is intended to attract visitors to South Africa.
- Learners must share their ideas about what they think would make visitors want to come and see South Africa's wild animals.
- Write down all the ideas.
- Due to limited space on the brochure choose only the most important ideas.
- Create the brochure with the ideas they agreed on, fold it in the correct way.



Group Guided Reading (30 min)

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

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



Listening and Speaking (20 min)

- **Resources:** pictures of most beautiful places visited
- **Preparation:** Put up the poster with the framework of your talk.
- **Lesson objective(s):** Create a talk using the teacher's framework from the day before.

ACTIVITIES

- Give the learners five minutes to ensure that they have understood the framework of the teacher's talk.
 - Go around and check that they have done this.
- The learners share their talk in pairs, giving them each an opportunity and they must check that all the angles have been tackled.
- Give them another chance to practise by changing partners.
- Tell them that they must be fluent in their talk because you are going to give them one minute to talk.
- Tell them to practise again when they get home.

UMzantsi Afrika ngowethu



Shared Reading (20 min)

- **Resources:** Vula Bula Big Book: **UMzantsi Afrika ngowethu**; vocabulary flash cards: **isiqwane, umkhoba, iintlambo, iintlanga, iinxweme, uhlanga, lomnyama, amasiko, iintlanga**
- **Preparation:** Read the last two pages (39 and 40) and prepare questions.
- **Lesson objective(s):** Participate shared reading and answer questions.

ACTIVITIES

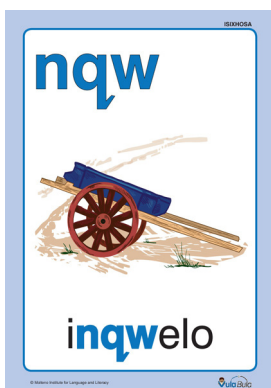
1. **Pre-reading**
 - **Recap**
 - How many things have you already learnt about South Africa?
2. **During reading**
 - The learners must all read while you guide them.
 - Do all the children in this picture look the same?
 - What are the differences?
3. **Post-reading**
 - What do you like about being a citizen of South Africa?

Phonics (15 min)

- **Resources:** Vula Bula phonics card for /nqw/; phonics words from the word list: **nqwa, inqwanqwa, nqwala, nqwena, nqwadada, nqwenela, inqwebeba, umnqwazi, inqwelomoya**
- **Preparations:** Create a sentence strip: **Ndinqwenela ukuba nomnqwazi omkhulu welanga.** Cut out flash cards.
- **Lesson objective(s):** Identify and read words with the /nqw/ sound.

ACTIVITIES

1. **Sentence strip**
 - Stick the sentence strip on the board and ask the learners to read it aloud.
 - Ask them to identify the most repeated sound in the sentence.
 - Ask one learner to come up and underline the /nqw/ sound (make sure that the learner doesn't include the vowel).
 - Tell them this is the sound they will focus on today – how to say it, read it and write it
2. **Phonics card /nqw/**
 - Stick the phonics card on the board and ask the learners to read it aloud.
 - Ask the learners to say the /nqw/ sound. They must look at your mouth, say it again and look at each other to see what their lips are doing.
 - Ask them which letters make up the /nqw/ sound.



- Have them say these letters separately as they write them in the air /n/+/q/+/w/
- (segmentation) and then say the letters together /nqw/ (blending).
- The learners must repeat this while writing with their fingers in the air, on their hands or on the desks.

3. Phonics words

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

(These words are written into the phonics exercise books during Group Guided Reading.)

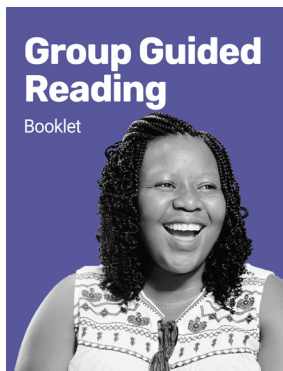


Shared Writing (15 min)

- **Resources:** learners' workbooks; pencils
- **Preparation:** Put the class brochure up on the board.
- **Lesson objective(s):** Participate in making a brochure.

ACTIVITIES

- Tell the learners that they will work in pairs to make a brochure.
- They must choose one theme from what they have already learnt about South Africa (wild animals, in water, birds or plants).
- They must then make a brochure keeping in mind that it must attract visitors would to South Africa.
- Encourage them to check their work.
- Go around helping them while sometimes pointing to the class brochure so to remind them.



Group Guided Reading (30 min)

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

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



Listening and Reading (20 min)

- **Resources:** pictures of places visited
- **Preparation:** Put pictures of interesting places on the wall.
- **Lesson objective(s):** Talk about the pictures of visited places and listen to others talking about places they have visited.

ACTIVITIES

- Choose the learners who are going to talk about the places they have visited.
- After each learner's talk ask questions to encourage others to listen.
- After talking about the place the learner must go to the map and point out the province where it is.
- They must talk about the places until the end of the lesson.



Phonics (15 min)

- **Resources:** phonics flash cards from Week 10 (Term 1) and Weeks 1 and 2 (Term 2)
- **Preparation:** Prepare a set of flash cards for each pair to have words with /tyw/ and /nqw/ sounds.
- **Lesson objective(s):** Identify and read words with the /tyw/ and /nqw/ sounds.

ACTIVITIES

- Give each pair a set of flash cards.
- Instruct the learners to look for words with the /tyw/ sound and put them aside.
- Instruct them to write those words in their workbooks and add other two words they know with the /tyw/ sound.
- Instruct the learners to look for words with the /nqw/ sound and put them aside.
- Instruct them to write those words in their exercise books and add two more words they know with the /nqw/ sound.



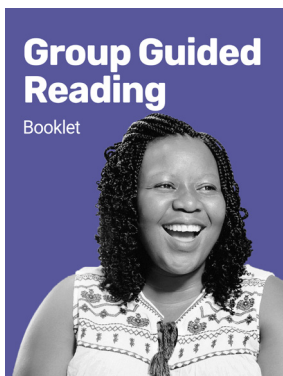


Paired Writing (15 min)

- **Resources:** writing paper; khoki pens
- **Preparation:** Put examples of brochures on the wall.
- **Lesson objective(s):** Publish the brochure.

ACTIVITIES

- Tell the learners that they are going to copy their brochure onto different paper.
- Remind them how to fold it the same way as the class brochure.
- They must rewrite work that has already been checked.
- Once they finish their brochures they must stick them on the wall or at the reading corner and look at them all when they have a chance.



Group Guided Reading (30 min)

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

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



Listening and Reading (20 min)

- **Resources:** pictures of places visited
- **Preparation:** Put a map of South Africa up on the wall.
- **Lesson objective(s):** Talk about pictures of places visited and listen while others talk.

ACTIVITIES

- Choose the learners who are going to talk about the places they have visited.
- After each learner's talk ask questions to encourage others to listen.
- After talking about the place the learner must go to the map and point out the province where it is.
- They must talk about the places until the end of the lesson



Phonics (15 min)

- **Resources:** learners' exercise books; pencils
- **Preparation:** Prepare words with spaces. Prepare the sentences you will be teaching to learners.
- **Lesson objective(s):** Demonstrate that they are able to listen and write phonic sounds. Use their knowledge of sounds to write new words.

ACTIVITIES

- Fill in the missing letters:
 - Um__azi (/tyw/ or /nqw/)
 - Uya__ala (/tyw/ or /nqw/)
 - Uli__antsi (/tyw/ or /nqw/)
 - U__ala (/tyw/ or /nqw/)
- Dictate the follow sentence for learners to write down: **Bayinqwaba abalandeli bebhola ekhatywayo.**



Handwriting (15 min)

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

ACTIVITIES

1. Practise

- Tell the learners that they are going to learn how to write the letters /nqw/ in cursive.
- Have your back to the learners and ask them to look at you.
- Write the letters in the air and say the instructions out loud.

Get the learners 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

- Ask the learners to open their exercise books and write the pattern.
- Tell them to say the instructions out loud as they write.
- Go around and see how they are doing. Help where needed.
- Remember to check the learners' posture, pencil grip and directionality.

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.



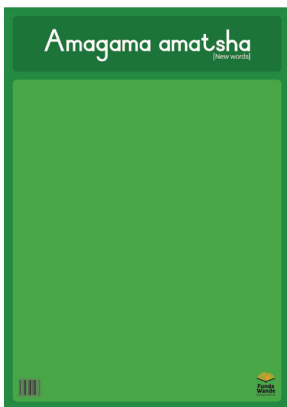
Week 3: Day 5



Group Guided Reading (30 min)

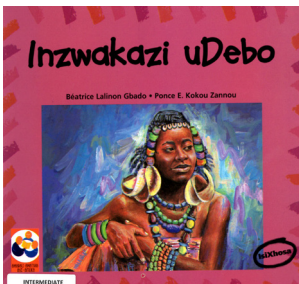
- See Group Guided Reading booklet for the guide to each story.

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



Vocabulary for the week

indwe
 unombombiya
 amendu
 uluntu
 irhalyuni
 wobhedu
 ezinomtsalane
 umnenga
 ukrebe
 ihlengesi
 isiqwane
 umkhoba
 iintlambo
 iintlango
 iinxweme
 uhlanga lomnyama
 amasiko
 iintlanga



Listening and Reading (20 min)

- **Resources:** book: **Inzwakazi uDebo**; vocabulary flash cards: **inzwakazi, ntsho, elimpluswa, iphithikezwa, ukugugutha, qukeza, imveliso**
- **Preparation:** Practise the story and prepare questions.
- **Lesson objective(s):** Listen to an interesting story for enjoyment. Answer questions about the story. Express feeling on any topic chosen.

ACTIVITIES

1. Pre-reading

- Get the learners ready for reading aloud.
- **Cover:** Talk about the cover and the title of the book.
- **Picture walk:** What do you think the story is going to be about? (prediction)
- **Vocabulary:** Inform the learners about new words on flash cards. Talk about the meaning. Look at the form of each word. Use it in a sentence.
- Stick flash cards on the poster and use it throughout the week.

2. During reading

- Read the story with expression. Show some of the pictures and ask questions without too much interruption:
 - Why is Debo called a queen?
 - What three things have they noticed about Debo's skin?
 - What do you think made Femi and his sister to enjoy being traders?

3. Post-reading

- What did you like in this story?
- What else made Debo attractive besides being beautiful?



Shared Reading (15 min)

- **Resources:** DBE workbook for isiXhosa Home Language, page 74; vocabulary flash cards
- **Preparation:** Prepare to teach the role of informative texts. Bring a newspaper to class.
- **Lesson objective(s):** Learn the difference between an informative text and a story for entertainment.

ACTIVITIES

1. Pre-reading

- **Recap:** Talk about what you read last week.
- **Vocabulary:** Revise the new vocabulary.
- **Explicit teaching:** The role of informative text.
 - Ask the learners why they think this text has two headings?
 - Discuss and explain to them about the newspapers and show them the newspaper you are carrying, its name and where the name is written in the newspaper.
 - Ask the learners: "This heading says that the class is growing, what you expect this means?"
 - Do you think this heading is appropriate for this text?
 - What heading could be more appropriate for this text?

2. During reading

- Read the newspaper text in the textbook.

3. Post-reading

- Finish reading by asking the learners what places they would all like visit together?
- Finish the reading by asking learners what they notice about the newspaper article.

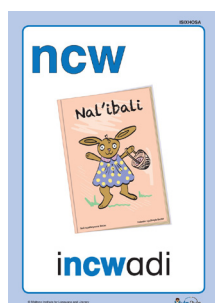
Phonics (15 min)

- **Resources:** Vula Bula phonics card for /ncw/; phonics flash cards from word list: **ncwina, ncwela, incwadi**
- **Preparation:** Make a sentence strip: **Ufifshala Ncwadi uncwela ipensile.** Cut out the flash cards.
- **Lesson objective(s):** Identify and read words with the /ncw/ sound.

ACTIVITIES

1. Sentence strip

- Stick the sentence strip on the board and ask the learners to read it aloud.
- Ask them to identify the most repeated sound in the sentence.
- Ask a learner to come up and underline the /ncw/ sound. (Make sure that the learner



doesn't include the vowel.)

- Tell them that this is the sound they will focus on today – how to say, read and write it.

2. Phonics card /ncw/

- Stick the card on the board.
- Ask the learners to say the /ncw/ sound. They must look at your mouth, say it again and look at each other to see what their lips are doing.
- Ask them which letters make up the /ncw/ sound.
- Have them say these letters separately as they write them in the air: /n/+/c/+/w/ (segmentation) and say the letters together /ncw/ (blending).
- The learners must repeat this while writing it with their fingers in the air, on their hands or on the desks.

3. Phonics words

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

(These words are written in the phonics exercise books during Group Guided Reading.)



ncw ncw ncw

ncw ncw ncw

ncw ncw ncw

Handwriting (15 min)

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

ACTIVITIES

1. Practise

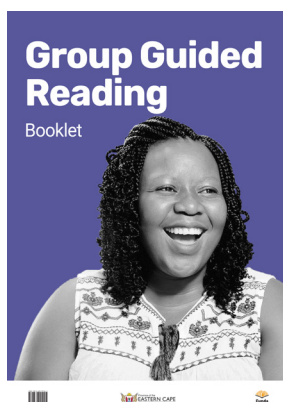
- Tell the learners they are going to learn how to write the cursive letters /ncw/.
- Have your back to the learners and ask them to look at you.
- Write the letter in the air and say the instructions out loud.
- Get the learners to say the chant and write with you. They can use their fingers and write in the air, on each other's backs, on their hands or on their desks.

2. Learners' books

- Instruct the learners to open their handwriting books and write the cursive patterns.
- Ask them to say the chant out loud as they write.
- Go around and see how they are doing. Help where needed.

Make sure

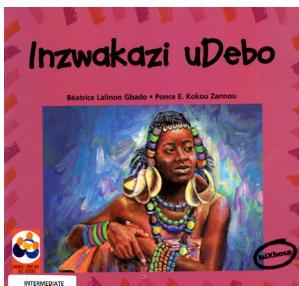
- All learners are sitting up straight with their feet flat on the ground.
- Pencil grip: All learners are holding their crayons correctly.
- Starting point: All learners start writing from left to right.



Group Guided Reading (30 min)

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

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



Listening and Reading (20 min)

- **Resources:** storybook: **Inzwakazi uDebo**; story elements chart
- **Preparation:** Revise the elements of a story: characters, setting (place where the story takes place), problem and solution.
- **Lesson objective(s):** Retell the story using the story elements.

ACTIVITIES

- Remind the learners of the vocabulary.
- Summarise the story using story elements.
- Learners must use these elements to tell the story to each other.



Shared Reading (20 min)

- **Resources:** DBE workbook for isiXhosa Home Language, page 74; vocabulary flash cards
- **Preparation:** Read the lesson and prepare to teach the role played by the topic. Bring a newspaper.
- **Lesson objective(s):** Learn the difference between an informative text and an incidental story.

ACTIVITIES

1. Pre-reading

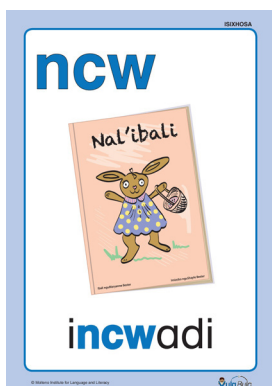
- **Recap:** Talk about what you read yesterday.
- **Vocabulary:** Revise the new vocabulary.
- **Explicit teaching:** The role of text.
 - Ask the learners why this text has two headings?
 - Debate and explain to them about the words in your newspapers that are found in communities and show them the newspaper you are carrying, its name and where the word is written in the newspaper.
 - Think loud "When reading this heading says the class is growing, what you expect?"
 - Do you think this heading is appropriate for this text?
 - What heading could be appropriate for this text?

2. During reading

- text to come

3. Post-reading

- Finish reading by asking the learners what places they would all like visit together?



Phonics (15 min)

- **Resources:** Vula Bula phonics card for /ncw/; phonics flash cards from the vocabulary word list: **ncwina, ncwela, incwadi**
- **Preparation:** Draw the table below on sheets of paper to hand out.
- **Lesson objective(s):** Identify and read words with the /ncw/ sound.

ACTIVITIES

- Instruct the learners to work in pairs and think of five more words to add to the /ncw/ words.
- Ask them to group these words according to the table below.

| Sound | Beginning | Middle | End |
|-------|-----------|--------|-----|
| /ncw/ | | | |

Week 4: Day 2

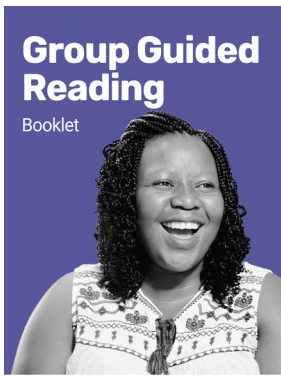


Shared Reading (15 min)

- **Resources:** writing chart; khoki pens
- **Preparation:** Put pages from a newspaper up on the wall.
- **Lesson objective(s):** Participate in writing a text to be published in a class newspaper.

ACTIVITIES

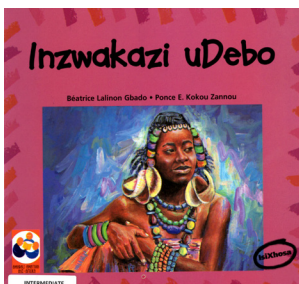
- Tell the learners that they are going to think about the most interesting thing that has happened in the school.
- It can be about an incident that happened in the classroom or in any classroom in the school.
- Let them suggest ideas then let the majority choose their favourite.
- Write a text and give it an appropriate heading.



Group Guided Reading (30 min)

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

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



Listening and Speaking (20 min) FORMAL ASSESSMENT TASK

- **Resources:** storybook: **Inzwakazi uDebo**
- **Preparation:** Prepare a rubric for group assessment. Remind the learners that they are going to act out a story.
- **Lesson objective(s):** Act out a story.

ACTIVITIES

- Divide the learners into groups of five or six, so that each learner plays a role and speaks.
- Tell them that they will act out the story.
 - Give them an opportunity to practise acting out the story.
- Call on a few groups to act out the story for the rest of the learners.



Shared Reading (20 min)

- **Resources:** DBE workbook for isiXhosa Home Language, pages 74 and 75
- **Preparation:** Read the text on pages 74 and 75.
- **Lesson objective(s):** Assess learners' comprehension.

ACTIVITIES

- 1. Pre-reading**
 - Each learner must find a partner.
- 2. During reading**
 - Let them read the text to each other in their pairs.
- 3. Post-reading**
 - Get them to answer the questions in page 75.

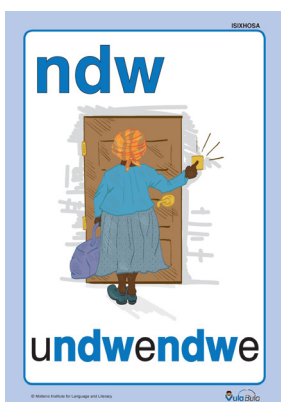


Phonics (15 min)

- **Resources:** Vula Bula phonics card for /ndw/; phonics flash cards from the word list: **indwalutho, iindwendwe, undwebile, ndweba, indwe**
- **Preparation:** Create a sentence strip: **Indwebile intombazana ebisindwendwele izolo**. Cut out the flash cards.
- **Lesson objective(s):** Identify and read words with the /ndw/ sound.

ACTIVITIES

- 1. Sentence strip**
 - Stick the sentence strip on the board and ask the learners to read it aloud.
 - Ask them to identify the most repeated sound in the sentence.
 - Ask one learner to come up and underline the /ndw/ sound. (Make sure that the learner doesn't include the vowel.)
 - Tell them that this is the sound they will focus on today – how to say, read and write.
- 2. Phonics card /ndw/**
 - Stick the card on the board and talk about the picture.
 - Ask the learners to say the /ndw/ sound. They must look at your mouth, say it again and look at each other to see what their lips are doing.
 - Ask them which letters make up the /ndw/ sound.
 - Have them say these letters separately as they write them in the air: /n/+d/+w/ (segmentation) and mix the letters together /ndw/ (blending).



Week 4: Day 3

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

3. Phonics words

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

(These words are written in the phonics exercise books during Group Guided Reading.)



Paired Writing (15 min)

- **Resources:** learners' exercise books; pencils
- **Preparation:** Divide the learners into pairs so that they can support each other.
- **Lesson objective(s):** Participate in writing a text to be published in the class newspaper.

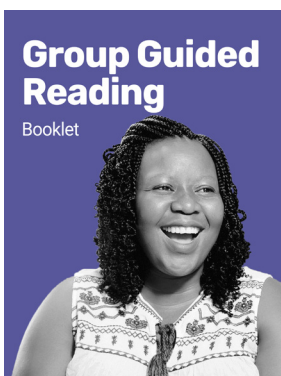
ACTIVITIES

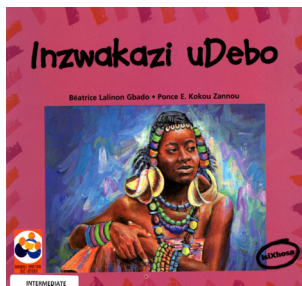
- Tell the learners that they are going to work in pairs when writing the text to be published in the class newspaper.
- Let them choose what they want to write about which is related to school (examples: sports day, visit; school visitors, etc.).
- Go around and help where there needed, reminding them about the role of the heading.

Group Guided Reading (30 min)

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

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



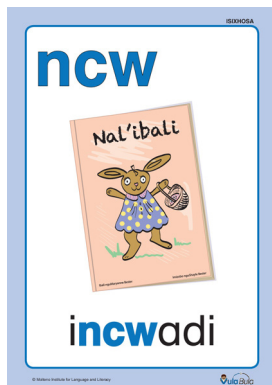


Listening and Speaking (20 min) FORMAL ASSESSMENT TASK

- **Resources:** storybook: **Inzwakazi uDebo**
- **Preparation:** Prepare the group assessment rubric. Remind the learners that they are going to act out a story.
- **Lesson objective(s):** Act out a story.

ACTIVITIES

- Divide the learners into groups of five or six, so that each learner a chance to act.
- Tell them that they will act out the story.
 - Give them an opportunity to practise acting out the story.
- Call on a few groups to act out the story for the rest of the learners.

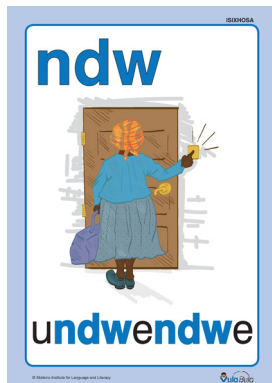


Phonics (15 min)

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

ACTIVITIES

- Stick the sounds **/ncw/** and **/ndw/** and all phonics flash cards taught this week on the board.
- Call each learner to come up on the board and choose a flash card.
- They must read the flash card then stick under the **/ncw/** or **/ndw/** sound.
- They must explain why they have put that letter there.
- Ask the class to give feedback.
- Continue until all the flashcards are read and placed correctly.



Paired Writing (15 min)

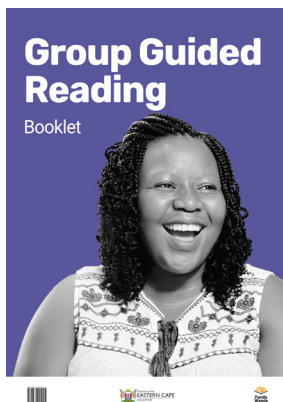


- **Resources:** learners' exercise books; pencils
- **Preparation:** Pin a large sheet of paper onto the board.
- **Lesson objective(s):** Participate in writing a text to be published in a school's newspaper.

ACTIVITIES

- Tell the learners that they are going to copy their text onto a separate sheet of paper.
- Let them read their text again to make sure there are no mistakes.
- Let them draw a picture that fits with the text.
- When they are finished, all the texts must be stuck onto a big sheet of paper like a big newspaper.
- Decide on a name for your newspaper.

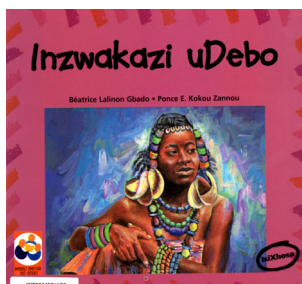
Week 4: Day 4



Group Guided Reading (30 min)

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

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



Listening and Speaking (20 min) FORMAL ASSESSMENT TASK

- **Resources:** storybook: **Inzwakazi uDebo**
- **Preparation:** Prepare the group assessment. Remind the learners that they are going to act out the story.
- **Lesson objective(s):** Act out a story.

ACTIVITIES

- Ask those groups that haven't had a chance to act out the story.
- Talk about indigenous things like skin products that are found in homes.

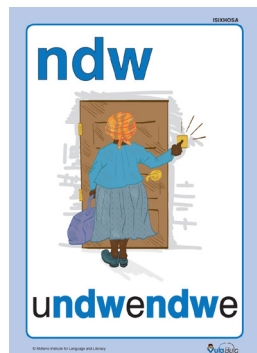


Phonics (15 min)

- **Resources:** phonics flash cards from word list of Weeks 2, 3 and 4
- **Preparation:** Prepare a set of letters so that each pair of learners has words with the /ncw/ and /ndw/ sounds.
- **Lesson objective(s):** Identify and read words with /ncw/ and /ndw/ sound.

ACTIVITIES

- Mix phonics flash cards from the word list of Weeks 2, 3 and 4, making sure that there are words with /ncw/ and /ndw/ sounds. Give each pair a set.
- Instruct the learners to look for words with the /ncw/ sound and put them aside.
- Instruct them to write those words in their exercise books and add two more words they know with the /ncw/ sound.
- Instruct the learners to look for words with /ndw/ sound and put them aside.
- Instruct them to write those words in their exercise books and add two more words they know with a /ndw/ sound.



Handwriting (15 min)

- **Resources:** learners' exercise books
- **Preparation:** Write the cursive pattern on the board and phonics /ndw/ sound in cursive.
- **Lesson objective(s):** Learn and practise writing /ndw/ in cursive.

ACTIVITIES

1. Practise

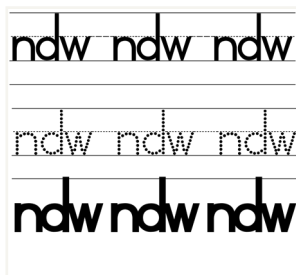
- Tell the learners they are going to learn how to write the cursive letters /ndw/.
- Have your back to the learners and ask them to look at you.
- Write the letter in the air and say the instructions out loud.
- Get the learners to say the chant and write with you. They can use their fingers and write in the air, on their hands or on their desks.

2. Learners' books

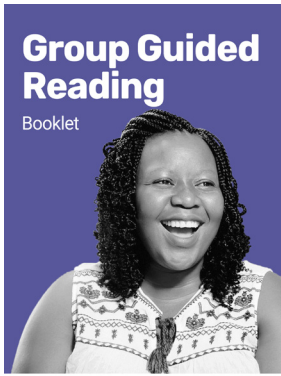
- Instruct the learners to open their handwriting books and write the pattern.
- Ask them to chant the instructions out loud as they write.
- Go around and see how they are doing. Help where needed.

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.



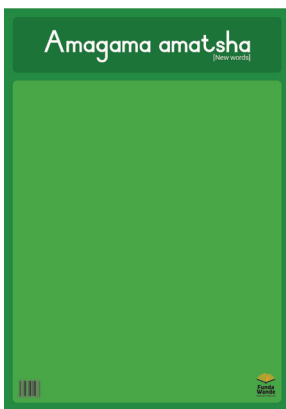
Week 4: Day 5



Group Guided Reading (30 min)

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

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



Vocabulary for the week

ikheyibhuli
 okhubazekileyo
 tyaba
 ukulimala
 inzwakazi
 ntsho
 elimpluswa
 iphithikezwa
 ukugugutha
 qukeza
 inveliso



Listening and Speaking (20 min)

- **Resources:** DBE workbook for isiXhosa Home Language, page 86
- **Preparation:** Prepare questions about what is happening in the picture.
- **Lesson objective(s):** Talk about weekend news. Talk about the picture in the workbook.

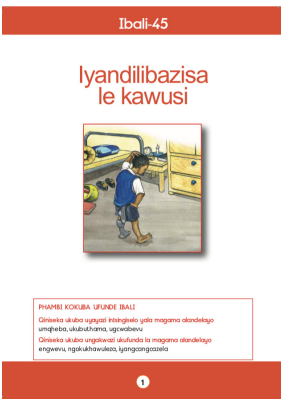
ACTIVITIES

1. Weekend news

- Tell the learners that you will give them a minute to think about one thing that was highlight from the weekend.
- Tell them to share their weekend news with their partner.
- Give them a minute each to share their news.
- Choose a few learners to share with the whole class (making sure that it is different learners each week).

2. Theme: Talking about what is happening in the picture

- Look at the picture in the workbook with the learners.
- Ask them about the children's emotions in the drawing and their stories about monkeys.



Shared Reading (20 min)

- **Resources:** Vula Bula Anthology Grade 3: **Iyandilibazisa le kawusi**; vocabulary flash cards: **umqheba, ukubuthama, ugwabevu, etyesini**
- **Preparation:** Read through the story beforehand and prepare questions.
- **Lesson objective(s):** Participate in shared reading. Predict, relate their own experience and answer comprehension questions.

ACTIVITIES

1. Pre-reading

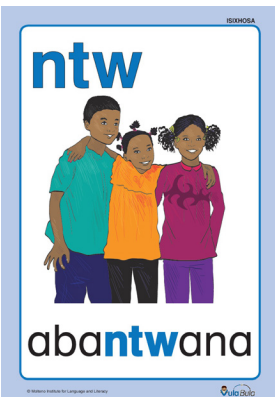
- **Cover:** Talk about the title and the picture. Ask questions:
 - What will the story be about? (prediction)
- **Picture walk:** Page through the story (without reading it).
- Look at the pictures and ask questions:
 - Which room is this?
 - Do you think he is going to find what he is looking for?

2. During reading

- **Vocabulary:** Teach new words using the flash cards and objects or pictures.
 - Talk about the meaning of the 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.
- Read the story with expression, demonstrating fluency and rhythm.
- Ask comprehension questions after reading two pages:
 - How do you think Vuyo feels when he still cannot find his sock?
 - If it was you what would you do?

3. Post-reading

- Close the lesson.
- Finish by asking:
 - How did Vuyo's sock get under his trousers?



Phonics (15 min)

- **Resources:** Vula Bula phonics card for **/ntw/**; phonics flash cards from word list **intwala, intwaso, intwana, umntwana, iNtwasahlobo**
- **Preparation:** Create a sentence strip: **NgeNtwasahlobo abantwana bayathanda ukubaneentwala**. Cut out the flash cards.
- **Lesson objective(s):** To identify and read words with the **/ntw/** sounds.

ACTIVITIES

1. Sentence strip

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

2. Phonics card /ntw/

- Stick the card on the board and talk about the picture.
- Ask the learners to say the /ntw/ sound. They must look at your mouth, say it again and look at each other to see what their lips are doing.
- Ask them which letters make up the /ntw/ sound.
- Have them say these letters separately as they write them in the air: /n/+/t/+/w/ (segmentation) and mix the letters together /ntw/ (blending).
- The learners must repeat the chant while writing with their fingers in the air, on their hands or on the desks.

3. Phonics words

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

(These words are written in the phonics exercise books during Group Guided Reading.)



Handwriting (15 min)

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

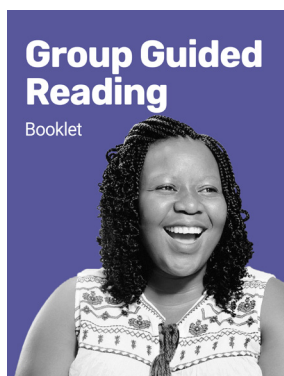
ACTIVITIES

1. Practise

- Tell the learners they are going to learn how to write the letters /ntw/ in cursive.
- Have your back to the learners and ask them to look at you.
- Write the letters in the air and say the instructions out loud.
- 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

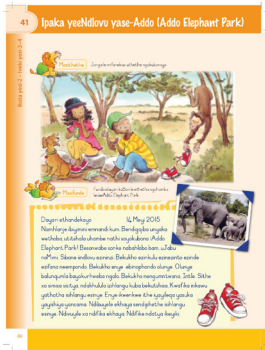
- Ask the learners to open their handwriting books and write the pattern.
- Ask them to chant the instructions as they write.
- Go around and see how they are doing. Help where needed.
- Remember to check the learners' posture, pencil grip and directionality.



Group Guide Reading (30 min)

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

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



Listening and Speaking (20 min)

- **Resources:** DBE workbook for isiXhosa Home Language, page 86
- **Preparation:** Read the text and prepare questions.
- **Lesson objective(s):** Answer questions about writing in a diary.

ACTIVITIES

- Read to the learners what is written in a diary.
- Ask learners questions:
 - Why would someone write in a diary?
 - Was the journey meant to make the boy happy on this birthday?
 - What did they see on their visit?
 - What happened to one of the elephant's tusks?
 - What made him happy when he got home?

Ibali-45

Iyandilibazisa le kawusi



PHAMBI KOKUBA UPUNDE BALI
 Okomela ukuba ugqeti itingalo galo magama abandakayo
 umqheba, ukubuthama, ugwabevu, etyesini.
 Okomela ukuba umqheba abandakayo le magama abandakayo
 engqevu, ngakuhawula, isyangoqasaza

1

Shared Reading (20 min)

- **Resources:** Vula Bula Anthology Grade 3: **Iyandilibazisa le kawusi**; vocabulary flash cards: **umqheba, ukubuthama, ugwabevu, etyesini**
- **Preparation:** Prepare a flash card to develop a visualisation technique.
- **Lesson objective(s):** Participate in shared reading. Predict, relate their own experience and answer comprehension questions. Learn about visualising as a comprehension strategy.

ACTIVITIES

1. Pre-reading

- **Recap:** Talk about yesterday's lesson.
 - Discuss vocabulary. Talk about the meaning. Look at the form of each word. Use it in a sentence.
 - Stick a flash card on the poster and use it throughout the week.
- **Explicit teaching:** A visualising technique as a comprehension strategy.
 - Explain that when a learner is able to visualise what is being learnt it becomes easier to understand the story and characters in it.
 - This happens when you one put yourself into a character's shoes.
 - Let us say you were Vuyo and you could not find your sock, what comes into your mind? How would you feel?

2. During reading

- Read the story with the learners, with expression and fluency. While you read ask: if they were Vuyo what would be happening to them.

3. Post-reading

- Finish the story by asking questions:
 - After all that had happened in the morning, how would you feel if you were Vuyo?
 - Why do you feel like that?

Phonics (15 min)

- **Resources:** Vula Bula phonics card for /ntw/; phonics flash cards **intwala, intwaso, intwana, umntwana, iNtwasahlobo**
- **Preparation:** Draw the table below on sheets of paper to hand out.
- **Lesson objective(s):** Identify and read words with the /ntw/ sound. Group words according to the position of the letters /ntw/: beginning, middle or end.

ACTIVITIES

- Instruct the learners to work in pairs and think of five more words to add to the /ntw/ words.
- Let them group these words according to the table below.

| Sound | Beginning | Middle | End |
|-------|-----------|--------|-----|
| /ntw/ | | | |
| /ntw/ | | | |



Week 5: Day 2

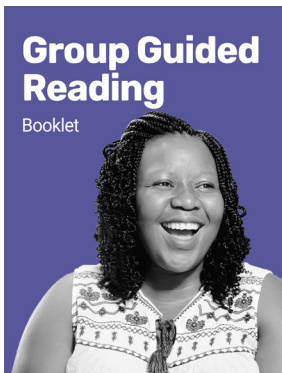


Shared Writing (15 min)

- **Resources:** DBE workbook for isiXhosa Home Language, page 86; writing chart; khoki pens
- **Preparation:** Make sure every learner has a workbook.
- **Lesson objective(s):** Participate in writing a class diary.

ACTIVITIES

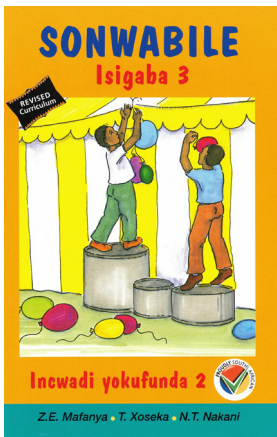
- Tell the learners that they are going to help you write a class diary about what happened in your classroom yesterday.
- Write a date and a title about the incident yesterday as on page 86 of the DBE isiXhosa book.
- Write down the highlights of yesterday. Write about your emotions.



Group Guided Reading (30 min)

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

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



Listening and Speaking (20 min)

- **Resources:** storybook: **Sonwabile**; vocabulary flash cards: **ukonakala, ukumbombozela, ngesaqophe, ubuchwepheshe, amathambeka, emqolombeni, imbizo, ukuhlaselwa, isifede**
- **Preparation:** Read the story and prepare questions.
- **Lesson objective(s):** Listen to an interesting story for enjoyment. Answer questions about the story. Express their emotions on trending topics.

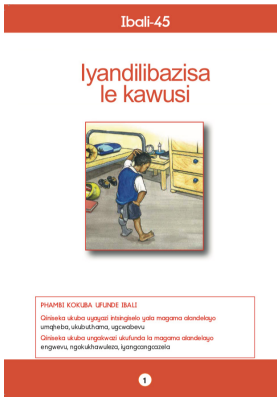
ACTIVITIES

1. Pre-reading

- Prepare to read to the learners aloud.
- Talk about the heading and the picture and ask questions.
 - What is happening in this picture?
 - What do you think the story is about? (prediction)

2. During reading

- Read the story with expression. Show some of the pictures and ask questions without much interruption:
 - Why is the grandmother surprised?
 - How do they keep in contact with people who are far away?



Shared Reading (20 min)

- **Resources:** Vula Bula Anthology Grade 3: **Iyandilibazisa le kawusi**; vocabulary flash cards **umqheba, ukubuthama, ugwabevu, etyesini**
- **Preparation:** Prepare a plan to summarise the places Vuyo looked and how he felt.
- **Lesson objective(s):** Participate in summarising where Vuyo looked and how he felt.

ACTIVITIES

1. Pre-reading

- **Recap:** Talk about yesterday's lesson.
- **Vocabulary:** Review the vocabulary taught this week.

2. During reading

- Instruct the learners to read the story with expression and fluency.

3. Post-reading

- Use this framework to summarise the places where Vuyo looked.

| Where he looked | What he saw | How he felt |
|-----------------|-------------|-------------|
| | | |



Phonics (15 min)

- **Resources:** Vula Bula phonics card for **/thw/**; phonics flash cards from word list: **thwala, thwasa, vuthwa, thwebula, thwibila, thwishilika, thwethwa, umthwebeba, ithwathwa**
- **Preparation:** Create a sentence strip: **Umthwa uthwethwa nethwathwa lakhe**. Cut out the flash cards.
- **Lesson objective(s):** Identify and read words with the **/thw/** sound.

ACTIVITIES

1. Sentence strip

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

2. Phonics card /thw/

- Stick the card on the board and talk about the picture.
- Ask the learners to say the **/thw/** sound. They must look at your mouth, say it again and

- look at each other's mouths to see what their lips are doing.
- Ask them which letters make up the /**thw**/ sound.
 - Have them say these letters separately as they write them in the air: /**t**/+/**h**/+/**w**/ (segmentation) and then say the letters together /**thw**/ (blending).
 - The learners must repeat the chant while writing with their fingers in the air, on their hands or on the desks.

3. Phonics words

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

(These words are written in the phonics exercise books during Group Guided Reading.)

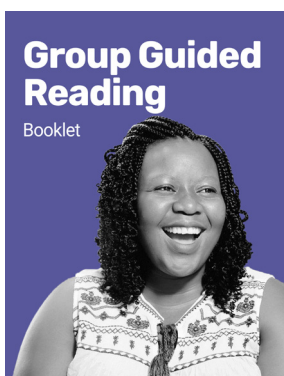


Paired Writing (15 min)

- **Resources:** learners' books; pencils
- **Preparation:** Class diary with the summary plan made during shared reading.
- **Lesson objective(s):** Write up Vuyo's diary.

ACTIVITIES

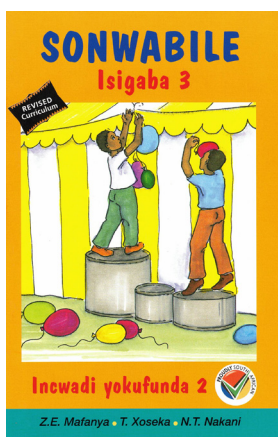
- Tell the learners that they are going to use the summary plan from the shared reading.
- They are going to pretend to be Vuyo and write a diary entry about what happened the day his sock was lost.



Group Guided Reading (30 min)

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

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

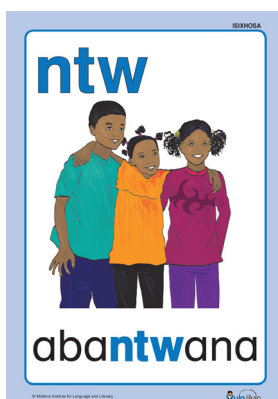


Listening and Speaking (20 min)

- **Resources:** storybook: **Sonwabile**; vocabulary flash cards
- **Preparation:** Read the story and prepare questions.
- **Lesson objective(s):** Listen to an interesting story and to answer questions.

ACTIVITIES

1. **Pre-reading**
 - Prepare to read to the learners aloud.
 - **Recap:** Talk about the part of the story that you have already read to the learners.
2. **During reading**
 - Read and ask questions about ways of keeping in contact that are useful and others that might not be helpful to help people.
3. **Post-reading**
 - Ask questions like: Why have things changed and no longer the same as in the old days?



Phonics (15 min)

- **Resources:** flash cards from Weeks 3, 4 and 5
- **Preparation:** Prepare a set of letters so that each pair has words with the /ntw/ and /thw/ sounds.
- **Lesson objective(s):** Identify and read words with the /ntw/ and /thw/ sounds.

ACTIVITIES

- Mix vocabulary flash cards from Week 3, 4 and 5, making sure that there are words with /ntw/ and /thw/ sounds.
- Give each pair of learners a set of flash cards.
- Instruct the learners to look for words with /ntw/ and put them aside.
- Instruct them to write the words they found into their workbooks. They must think about and add two more words with the /ntw/ sound.
- Instruct them to look for words with /thw/ and put them aside.
- Instruct them to write those words in their workbooks and add two more words they know with /thw/.



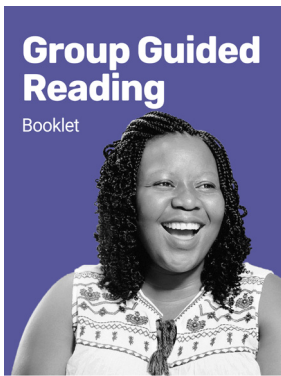


Paired Writing (15 min)

- **Resources:** learners' exercise books; pencils
- **Preparation:** Make sure every learner has an exercise book.
- **Lesson objective(s):** Check and hand in their work.

ACTIVITIES

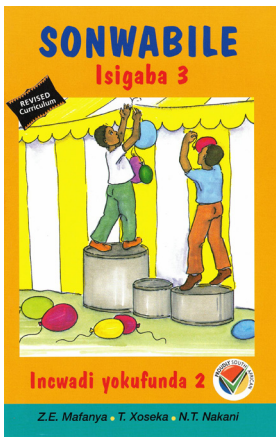
- Tell the learners that they must check the work they were doing yesterday making sure that they have written all the places that Vuyo has looked in, what he found in those places and how he felt after he had looked there.
- Ask some of the learners to read aloud to the class what they have written.



Group Guided Reading (30 min)

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

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



Listening and Speaking (20 min)

- **Resources:** storybook: **Sonwabile**
- **Preparation:** Prepare stories where people contact each other in different ways.
- **Lesson objective(s):** Participate in the preparation of an discussion found in the story.

ACTIVITIES

- Tell a story where people tried to contact each other.
- Discuss how they used to contact each other in the olden days.
- How would they contact each other nowadays?



Phonics (15 min) FORMAL ASSESSMENT TASK

- **Resources:** learners' handwriting exercise books
- **Preparation:** Prepare words to fill in spaces provided. Prepare sentences to give to the learners for this exercise. Prepare a rubric for this task.
- **Lesson objective(s):** Identify and write the /ntw/ and /thw/ sounds. Use their knowledge of sounds to write unknown words.

ACTIVITIES

- Fill in missing letters:
 - i__alandwe (**ntw** or **thw**)
 - __ala (**ntw** or **thw**)
 - i__ala (**ntw** or **thw**)
 - eba__ini (**ntw** or **thw**)
 - l__ana (**ntw** or **thw**)



Handwriting (15 min) FORMAL ASSESSMENT TASK

- **Resources:** learners' handwriting exercise books
- **Preparation:** Write a cursive pattern and paragraph on the board. Prepare a rubric.
- **Lesson objective(s):** Assess cursive writing.

ACTIVITIES

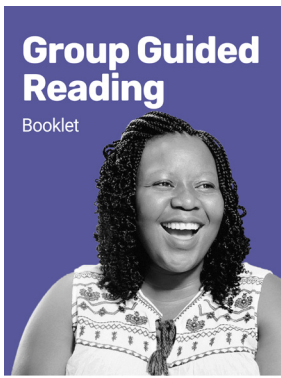
1. Copying

- Tell the learners they are going to copy this paragraph in cursive into their exercise books.
Umnqwazi wam welanga unomzobo wendwe entle ngeyona ndlela. Unxitywa xa iyingqatsini yelanga qha. (My sun hat has the most beautiful picture of a crown. It is worn only when it is very hot)
- Use the assessment rubric for this exercise.

2. Learners' books

- Instruct the learners to open their handwriting books and write a pattern.
- Ask them to say the instructions out loud as they write.
- Go around and see how they are doing. Help where needed.
- Remember to check the learners' posture, pencil grip and directionality.

Week 5: Day 5



Group Guided Reading (30 min)

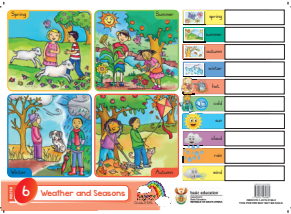
- See Group Guided Reading booklet for the guide to each story.

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



Vocabulary for the week

umqheba
ukubuthama
ugcwabevu
etyesini
ukonakala
ukumbombozela
ngesaqophe
ubuchwepheshe
amathambeka
emqolombeni
imbizo
ukuhlaselwa
isifede



Listening and Speaking (20 min)

- **Resources:** Vula Bula poster 6 for Grade 3: **Imozulu namaxesha onyaka**; vocabulary flash cards: **ihlobo, intwasahlobo, ukwindla, ebusika, iyabanda, ishushu, ilanga, amafu, imvula, umoya**
- **Preparation:** Write down the isiXhosa vocabulary and heading from the poster.
- **Lesson objective(s):** Participate in a discussion about weather and the seasons of the year.

ACTIVITIES

- Which seasons of the year are shown in pictures one and two?
- What is the difference between these two seasons according to the picture?
 - In your opinion what is the difference?
 - What is the weather like in these months?



Shared Reading (20 min)

- **Resources:** DBE workbook for isiXhosa Home Language, page 90; vocabulary flash cards: **imayini, umgodi, unojikeleza, umzala**
- **Preparation:** Read the text and prepare questions.
- **Lesson objective(s):** Participate in shared reading in explaining views and experiences.

ACTIVITIES

1. Pre-reading

Picture walk

- What are the children riding?
- Where is this place?
- Who has visited a place like this?

- **Vocabulary:** Talk about the meaning of each word. Look at form of each word. Use it in a sentence.

- Stick flash cards on the poster and use throughout the week.

2. During reading

- Read the text.
 - Who is writing this card?
 - To whom it is written? How do you know?

3. Post-reading

- How did this card reach the person it was written to? How do you know?
- If there were no address would it have reached the person?

Phonics (15 min)

- **Resources:** Vula Bula phonics card for /rhw/; phonics flash cards from word list: **urhwaphilizo, iyarhwexa, iyarhwatshaza, umrhwebi**
- **Preparation:** Create a sentence strip: **Umrhwebi urhwaphilize imali yeshishini**. Cut out the flash cards.
- **Lesson objective(s):** Identify and read words with the /rhw/ sound.

ACTIVITIES

1. Sentence strip

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

2. Phonics card /rhw/

- Stick the card on the board and talk about the picture.
- Ask the learners to say /rhw/. They must look at your mouth, say it again and look at each other's mouths to see what their lips are doing.
- Ask them which letters make up /rhw/.
- Have them say the letters separately as they write them in the air: /r/+/h/+/w/ (segmentation) and have them say the letters together /rhw/ (blending).
- The learners must chant the blending while writing with their fingers in the air, on their hands or on the desks.

3. Phonics words

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

(These words are written into the phonics exercise books during Group Guided Reading.)

Handwriting (15 min)



- **Resources:** learners' handwriting books
- **Preparation:** Write a cursive pattern and the letters /rhw/ on the board.
- **Lesson objective(s):** Learn and practise writing the letters /rhw/ in cursive.

ACTIVITIES

1. Practise

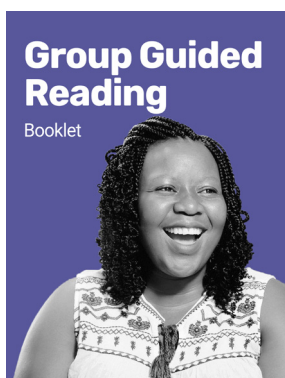
- Tell the learners they are going to learn how to write the cursive letters /rhw/.
- Have your back to the learners and ask them to look at you.
- Write in the air as you say the steps of writing the letters out loud.
- Get the learners to say the chant and write with you. They can use their fingers and write in the air, on each other's backs, on their hands or on their desks.

2. Learners' book

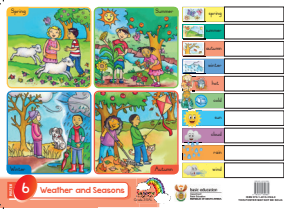
- Instruct the learners to open their handwriting books and write the pattern.
- Ask them to say the chant out loud as they write.
- Go around and see how they are doing. Help where needed.
- Remember to check the learners' posture, pencil grip and directionality.

Group Guided Reading (30 min) FORMAL ASSESSMENT TASK

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



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



Listening and Speaking (20 min)

- **Resources:** Vula Bula poster 6: **Imozulu namaxesha onyaka**; vocabulary flash cards: **ihlobo, intwasahlobo, ukwindla, ebusika, iyabanda, ishushu, ilanga, amafu, imvula, umoya**
- **Preparation:** Prepare questions before the lesson.
- **Lesson objective(s):** Participate in discussion on the weather and seasons of the year.

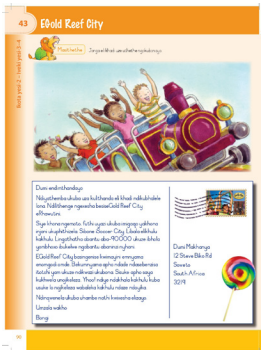
ACTIVITIES

1. Recap

- Remind each other about the two seasons you talked about yesterday.
- Ask learners who was born during these two seasons.
 - How would they normally celebrate their birthday?

2. Theme: Imozulu namaxesha onyaka

- Tell the learners that they are going to choose their favourite time of year and then give a talk about it:
 - Which clothes would they normally wear at this time of the year?
 - They must draw pictures of the food they like to eat at this time of the year.
 - What do they like to do at this time of the year.
- Give them time to plan this talk.



Shared Reading (20 min)

- **Resources:** DBE workbook for isiXhosa Home Language, page 90; vocabulary flash cards: **imayini, umgodini, unojikeleza, umzala**
- **Preparation:** Read the text and prepare questions.
- **Lesson objective(s):** Participate in shared reading and to explain their views and experiences.

ACTIVITIES

1. Pre-reading

- **Recap:** Talk about what you read yesterday.
- **Vocabulary:** Search for the vocabulary you read about yesterday.
- **Explicit teaching:** Aims of the correspondence
 - Think aloud: "What is the aim of sending this postcard?"
 - Could this be the only reason for retelling Dumi about the visit to Gold Reef City?
 - What else does Bongji want from Dumi?

2. During reading

- Learners must read the text with expression.

3. Post-reading

- Complete the story by asking questions:
 - Do you think Dumi would like to go with Bongji next time?
 - Why would Dumi want to go to Gold Reef City with Bongji?

Phonics (15 min)

- **Resources:** Vula Bula phonics card /rhw/; phonics flash cards from word list: **urhwaphilizo, iyarhwexa, iyarhwatshaza, umrwebi**
- **Preparation:** Draw the table below on sheets of paper to hand out.
- **Lesson objective(s):** Identify and read words with the /rhw/ sound. Group words according to the position of /rhw/.

ACTIVITIES

1. Recap

- Refer the learners to the phonics chart and check their understanding of the words with the /rhw/ sound.

2. Pair activity

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

| Sound | Beginning | Middle | End |
|-------|-----------|--------|-----|
| /rhw/ | | | |
| /rhw/ | | | |



Shared Writing (15 min)

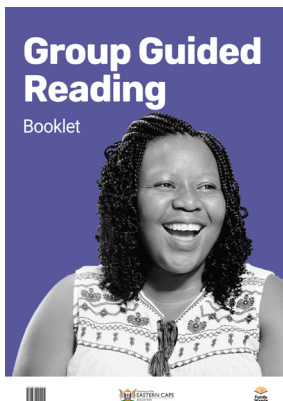
- **Resources:** writing chart; khaki pens
- **Preparation:** Prepare a writing chart. Bring old magazines.
- **Lesson objective(s):** Participate in writing a postcard.

ACTIVITIES

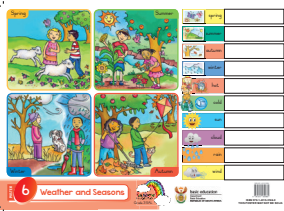
- Tell the learners that they are going to help to write a postcard telling their friend about their favourite season.
- Write the postcard the same way as the one on page 90 of the textbook.
- Look for a picture or do a drawing for the other side of the card.
- Instruct the learners to bring old magazines to school the next day.

Group Guided Reading (30 min) FORMAL ASSESSMENT TASK

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



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



Listening and Speaking (20 min) FORMAL ASSESSMENT TASK

- **Resources:** Vula Bula poster 6: **Imozulu namaxesha onyaka**; vocabulary flash cards: **Ihlobo, intwasahlobo, uKwindla, eBusika, iyabanda, ishushu, ilanga, amafu, imvula, umoya**
- **Preparation:** Prepare assessment rubric.
- **Lesson objective(s):** Participate in a talk about the weather and seasons of the year.

ACTIVITIES

1. Recap

- Remind each other about the seasons you talked about yesterday.
- Ask if there are learners whose birthdays fall in these seasons.
- What do they normally do to celebrate their birthdays?

2. Theme: Imozulu namaxesha onyaka

- Tell the learners that they are going to have a talk about the most enjoyable season of the year. They will talk about:
 - why they like this season,
 - the clothes they like to wear at this season,
 - the food they like at this time and make a drawing of it,
 - their favourite things to do at this time.
- Give them time to plan this talk.



Shared Reading (20 min)

- **Resources:** DBE isiXhosa book for Home Language, page 90; vocabulary flash cards: **imayini, umgodini, unojikeleza, umzala**
- **Preparation:** Look at the way a text is structured.
- **Lesson objective(s):** Participate in a shared reading by explaining their views and experiences.

ACTIVITIES

1. Pre-reading

- Let learners note that the text starts with a greeting. Ask them about different ways one can write a postcard.
- Look at how the postcard ends.
- What is needed in an address for it to reach the person it is intended for?

2. During reading

- Learners must read the text next to each picture, with expression.



Phonics (15 min)

- **Resources:** Vula Bula phonics card for **/ntyw/**; vocabulary flash cards from the word list: **ukuntywila, unomadywabhantywili**
- **Preparation:** Create a sentence strip: **Unomadywabhantywili untywila edamini**. Cut out flash cards.
- **Lesson objective(s):** Identify and read words with the **/ntyw/** sound.

ACTIVITIES

1. Sentence strip

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

2. Phonics card /ntyw/

- Stick the card on the board and talk about the picture.
- Ask the learners to say **/ntyw/**. They must look at your mouth, say it again and look at each other's mouths to see what their lips are doing.
- Ask them which letters make up the **/ntyw/** sound.
- Let them say the letters separately as they write them in the air: **/n/+t/+y/+w/** (segmentation) and let them say the letters together **/ntyw/** (blending).
- The learners must chant the blending while writing with their fingers in the air, on their hands or on the desks.

3. Phonics words

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

(These words are written into the phonics exercise books during Group Guided Reading time).



Individual Writing (15 min)

- **Resources:** workbooks; pencils
- **Preparation:** Stick the card on the writing framework.
- **Lesson objective(s):** Participate in writing a postcard telling friends about the seasons of the year.

ACTIVITIES

- Tell learners that they are going to write postcards telling their friends about the seasons of the year they like best, as it was done in the listening and speaking lesson.
- They must write in the same format as the teacher's postcard.

Group Guided Reading (30 min) FORMAL ASSESSMENT TASK

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



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



Listening and Speaking (20 min) FORMAL ASSESSMENT TASK

- **Resources:** Vula Bula poster 6
- **Preparation:** The speech assessment rubric.
- **Lesson objective(s):** Talk about the most enjoyable season of the year.

ACTIVITIES

- Tell learners they are going to practise their talk. Give them five minutes to prepare.
- They must not forget to follow these following points:
 - why they like this season,
 - the clothes they like to wear at this season,
 - the food they like at this time and make a drawing of it,
 - their favourite things to do at this time.
- Call each learner to present the talk and use the assessment rubric.



Phonics (15 min)

- **Resources:** phonics flash cards from the word lists of Weeks 4, 5 and 6
- **Preparation:** Prepare a set of letters so each pair has words with the /rhw/ and /ntyw/ sounds.
- **Lesson objective(s):** Identify and read words with the /rhw/ and /ntyw/ sounds.

ACTIVITIES

- Give each pair a set of letters.
- Ask learners to look for words with the /rhw/ sound and put them aside.
- Ask them to write those words in their workbooks and add two more words they know with the /rhw/ sound.
- Ask learners to look for words with the /ntyw/ sound and put them aside.
- Ask them to write those words in their workbooks and add two more words they know with the /ntyw/ sound.



Individual Writing (15 min) FORMAL ASSESSMENT TASK

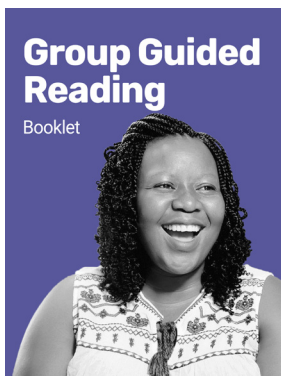
- **Resources:** paper, pencil, prestik and a pair of scissors
- **Preparation:** Prepare assessment rubric. Tick off the postcard on the writing card.
- **Lesson objective(s):** Participate in writing a postcard to tell friends about the seasons they like.

ACTIVITIES

- Tell learners that they are going to write their talk about their favourite seasons onto paper you will give them.
 - They must write the name and address of the friend who will receive the card. The left of the address they must write their short talk about their favourite season.
 - When they finish writing they must look for pictures that show the season they enjoy and stick it onto the blank side of the paper.
 - If they cannot find the picture they must draw it themselves.
- Use your rubric to score these postcards.

Group Guided Reading (30 min) FORMAL ASSESSMENT TASK

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



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



Listening and Speaking (20 min) FORMAL ASSESSMENT TASK

- **Resources:** Vula Bula poster 6
- **Preparation:** Prepare a speech assessment rubric.
- **Lesson objective(s):** Talk about the most enjoyable season of the year.

ACTIVITIES

- Tell learners they are going to practise their talk. Give them five minutes to prepare.
- They must not forget to follow these following points:
 - why they like this season,
 - the clothes they like to wear at this season,
 - the food they like at this time and make a drawing of it,
 - their favourite things to do at this time.
- Call each learner to present the talk and use the assessment rubric.



Phonics (15 min)

- **Resources:** learners' exercise books
- **Preparation:** Make sure every learner has an exercise book.
- **Lesson objective(s):** Demonstrate that they can hear and write the phonic sounds that they were taught during the week.

ACTIVITIES

- Call out these words to the learners:
 - Iyarhwexa
 - Irhwaphilili
 - Uyantywila
 - Uyantywizisa
 - Iyarhwatshaza
- Tell learners to write down the words and underline the sounds that they have learnt this week.



Handwriting (15 min)

- **Resources:** learners' handwriting books
- **Preparation:** Write a pattern on the board: cursive /ntyw/.
- **Lesson objective(s):** Learn and practise writing the letters /ntyw/ in cursive.

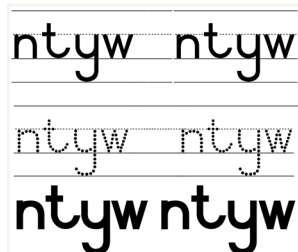
ACTIVITIES

1. Practise

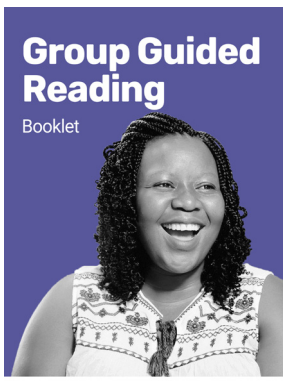
- Tell the learners they are going to learn how to write the cursive letters /ntyw/.
- Have your back to the learners and ask them to look at you.
- Write in the air as you say the steps of writing the letter out loud.
- Get the learners to say the chant and write with you. They can use their fingers and write in the air, on each other's backs, on their hands or on their desks.

2. Learners' books:

- Instruct the learners to open up their handwriting books and write a pattern.
- Ask them to say the instructions out loud as they write.
- Go around and see how they are doing. Help where needed.
- Remember to check the learners' posture, pencil grip and directionality.



Week 6: Day 5



Group Guided Reading (30 min) FORMAL ASSESSMENT TASK

- Prepare your assessment rubric.
- See Group Guided Reading booklet for the guide to each story.

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



Vocabulary for the week

Ihlobo
 intwasahlobo
 uKwindla
 eBusika
 iyabanda
 ishushu
 ilanga
 amafu
 imvula
 umoya
 imayini
 umgodi
 unojikeleza
 umzala



Listening and Speaking (20 min)

- **Resources:** pictures or objects from your weekend
- **Preparation:** Prepare your weekend news.
- **Lesson objective(s):** Talk about their weekend news.

ACTIVITIES

- Tell learners about your own weekend news.
- Instruct learners to think about what happened over the past weekend.
- Tell them to share their stories in pairs.
- Each learner must talk about what happened over the weekend.

Gcinela ingomso



Shared Reading (20 min)

- **Resources:** Vula Bula Big Book: **Gcinela ingomso**; vocabulary flash cards: **ukukhuthala, iziyolo, ukunyameka, ukuphanda, ukwaluka, uphinyephinye, ukugcayisela, ubuvila**
- **Preparation:** Read through the story beforehand and ask questions.
- **Lesson objective(s):** Participate in shared reading. Predict, relate their own experience and answer comprehension questions.

ACTIVITIES

1. Pre-reading

- **Cover:** Talk about the title and the picture, ask questions:
 - What will this story be about? (prediction)
- **Explicit teaching:** Prediction skills
 - Tell learners that to think about what the story is about is called prediction.
 - This is about using everything you see, you know or you think to imagine what might happen in the story.
 - There is no one answer for prediction because what we know is not all the same which makes reading a story more interesting.
- **Picture walk:** Page through the story (without reading it). Look at the pictures and ask questions:
 - What are some of the animals and insects doing?
- **Vocabulary:** Teach new words using flash cards and objects or pictures
 - Talk about the meaning of the word. Look at the form of each word. Use it in a sentence.
 - Stick flash cards on the poster and use them throughout the week.

2. During reading

- Read the story with expression, demonstrating fluency.
- Ask these comprehension questions after reading two pages:
 - What do you think the bird will collect?
 - How do you think grasshopper will feel when winter arrives?

3. Post-reading

- After the first reading finish by asking:
 - What must you not use up in a day and keep for the future?



Phonics (15 min)

- **Resources:** Vula Bula phonics card for /ngc/; vocabulary flash cards from word list: **ingcongolo, ngcu, ingcinga, ngcola, ingca, ingcibi, ngcileza, ingcombolo, ingcungcu**
- **Preparation:** Create a sentence strip: **Ndibone ingcuka ingcangcazela ngasengceni**. Cut out the flash cards.
- **Lesson objective(s):** Identify and read words with the /ngc/ sound.

ACTIVITIES

1. Sentence strip

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

2. Phonics card /ngc/

- Stick the card on the board and talk about the picture.

- Ask the learners to say /ngc/. They must look at your mouth, say it again and look at each other to see what their lips are doing.
- Ask them which letters make up the /ngc/ sound.
- Let them say the letters separately as they write them in the air: /n/+/g/+/c/ (segmentation) and let them say the letters together /ngc/ (blending).
- The learners must repeat the blending of /ngc/ while writing with their fingers in the air, on their hands or on the desks.

3. Phonics words

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

(These words are written into the phonics exercise books during Group Guided Reading.)



Handwriting (15 min)

- **Resources:** learners' handwriting books
- **Preparation:** Write a cursive pattern on the board: letters /ngc/.
- **Lesson objective(s):** Learn and practice writing cursive letters /ngc/.

ACTIVITIES

1. Practise

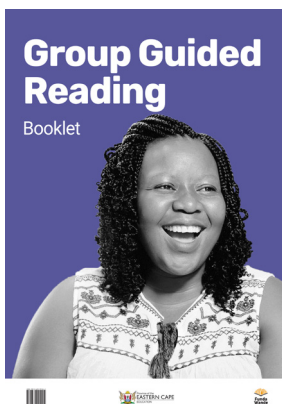
- Tell the learners they are going to learn how to write the cursive letters /ngc/.
- Have your back to the learners and ask them to look at you.
- Write in the air as you say the steps of writing the letters out loud.
- Get the learners to say the chant and write with you. They can use their fingers and write in the air, on each other's backs, on their hands or on their desks.

2. Learners' books

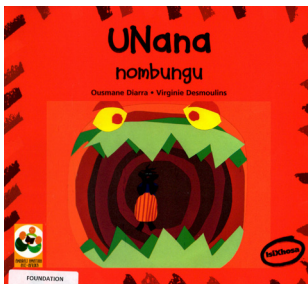
- Instruct the learners to open their handwriting books and write the pattern.
- Ask them to say the instructions out loud as they write.
- Go around and see how they are doing. Help where needed.
- Remember to check the learners' posture, pencil grip and directionality.

Group Guided Reading (30 min)

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



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



Listening and Speaking (20 min)

- **Resources:** book: **UNana nombungu**; vocabulary flash cards: **ukuchwikisha, ukunxwalana, ukungayisi so, shwaka, ukuxhalaba, isigculelo, wasombela isinqe, inkxalabo, sirhalarhume**
- **Preparation:** Practise reading the story and prepare questions.
- **Lesson objective(s):** Listen to an interesting story for enjoyment. Answer questions about the story. Express feelings on a chosen topic.

ACTIVITIES

1. Pre-reading

- Get the learners ready for reading aloud.
- Talk about the pictures and ask questions:
 - What is happening in these pictures?
 - What do you think the story is going to be about? (prediction)

2. During reading

- Read the story with expression. Show some of the pictures and ask questions without too much interruption:
 - Why were people worried about Nana's behaviour?
 - If you were Samba would you rescue Nana?

Gcinela ingomso



Shared Reading (20 min)

- **Resources:** Vula Bula Big Book: **Gcinela ingomso**; vocabulary flash cards: **ukukhuthala, iziyolo, ukunyameka, ukuphanda, ukwaluka, uphinyephinye, ukugcayisela, ubuvila**
- **Preparation:** Read through the story before the lesson and ask questions.
- **Lesson objective(s):** Participate in shared reading. Predict, relate their own experience and answer comprehension questions.

ACTIVITIES

1. Pre-reading

- **Recap:** Talk about the lesson you had yesterday.
 - Talk about vocabulary. Talk about the meaning of each word. Look at the form of each word. Use it in a sentence.
 - Stick flash cards on the poster and use them throughout the week.

2. Pre-reading

- Read the story with the learners, with expression and fluency.

3. Post-reading

- Use the story elements to summarise the story.

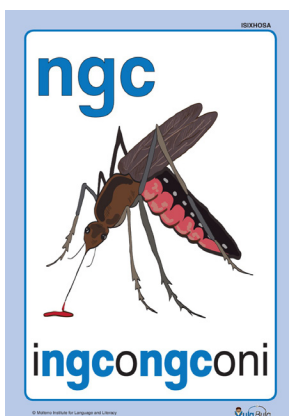
Phonics (15 min)

- **Resources:** Vula Bula phonics card letter **/ngc/**; phonics flash cards from the word list: **ingcongolo, ngcu, ingcinga, ngcola, ingca, ingcibi, ngcileza, ingcombolo, ingcungcu**
- **Preparation:** Draw the table below on sheets of paper to hand out.
- **Lesson objective(s):** Identify and read words with the **/ngc/** sound. Group words with this sound.

ACTIVITIES

- Instruct learners to work in pairs and suggest five new words with **/ngc/** in them.
- They must group the words according to where **/ngc/** sits using the model below.

| Sound | Beginning | Middle | End |
|-------|-----------|--------|-----|
| /ngc/ | | | |
| /ngc/ | | | |



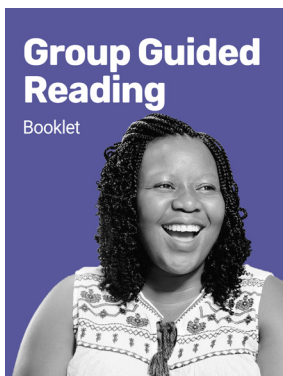


Shared Writing (15 min)

- **Resources:** writing chart, khaki pens
- **Preparation:** Summarise part of **Gcinela ingomso**.
- **Lesson objective(s):** Participate in writing a classroom story.

ACTIVITIES

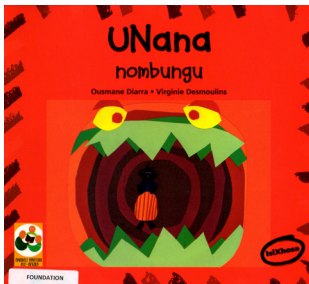
- Tell learners that they are going to help in writing a classroom story.
- Use the part of **Gcinela ingomso** you summarised.
- Talk about what you want to include in your story.
- Once you have discussed your different ideas choose what the majority wants.



Group Guided Reading (30 min)

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

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



Listening and Speaking (20 min)

- **Resources:** story book: **UNana nombungu**; vocabulary flash cards: **ukuchwikisha, ukunxwalana, ukungayisi so, shwaka, ukuxhalaba, isigculelo, wasombela isinqe, inkxalabo, sirhalarhume**
- **Preparation:** Practise reading the story and prepare questions.
- **Lesson objective(s):** Listen to an interesting story for enjoyment. Answer questions about the story. Express their feelings on a chosen topic.

ACTIVITIES

1. Pre-reading

- **Recap:** Talk about what you have already read in the story.
- Get ready to read to the learners aloud.

2. During reading

- Tell the story using the pictures and vocabulary that has been taught.

3. Post-reading

- Tell learners that tomorrow they are going to do a play about this story and say what they have learnt from it.

Gcinela ingomso



Shared Reading (20 min)

- **Resources:** Vula Bula Big Book: **Gcinela ingomso**; vocabulary flash cards: **ukukhuthala, iziyolo, ukunyameka, ukuphanda, ukwaluka, uphinyephinye, ukugcayisela, ubuvila**
- **Preparation:** Read the story and prepare questions.
- **Lesson objective(s):** Participate in shared reading. Predict, relate their own experience and answer comprehension questions.

ACTIVITIES

1. Pre-reading

- **Recap:** Talk about yesterday's lesson.
- **Vocabulary:** Review vocabulary that was learnt this week.

2. During reading

- Instruct learners to read the story with expression and fluency.

3. Post-reading

- Do you know a lazy person? What do they do when others are working?
- How does being lazy affect others?

Phonics (15 min)

- **Resources:** Vula Bula phonics card for **/njw/**; phonics flash cards from the word list
- **Preparation:** Create a sentence strip: **libanjwa libanjwe lisaqhwehwa**. Cut out the flash cards.
- **Lesson objective(s):** Identify and read words with the **/njw/** sound.

ACTIVITIES

1. Sentence strip

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

2. Phonics card /njw/

- Stick the card on the board and talk about the picture.
- Ask the learners to say **/njw/**. They must look at your mouth, say it again and look at each other's mouths to see what their lips are doing.
- Ask them which letters make up the **/njw/** sound.
- Let them say the letters separately as they write them in the air: **/n/+/j/+/w/** (segmentation) and let them say the letter together **/njw/** (blending).
- The learners must repeat chanting the blending while writing with their fingers in the air, on their hands or on the desks.

3. Phonics words

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

(These words are written into the phonics exercise books during Group Guided Reading.)

Paired Writing (15 min)



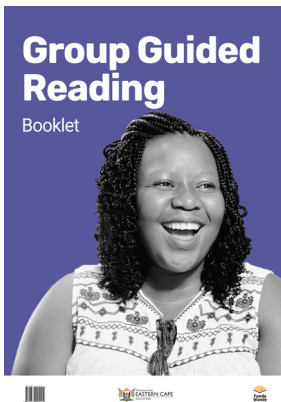
- **Resources:** writing chart; khoki pens
- **Preparation:** Gather the ideas that the class agreed upon.
- **Lesson objective(s):** Participate in writing a classroom story.

ACTIVITIES

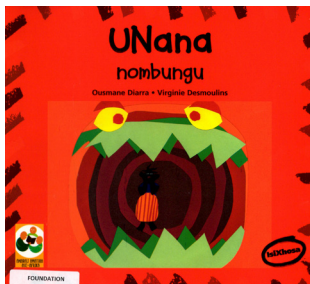
- Tell learners that you are going to use the ideas that you have agreed upon yesterday when planning your story.
- Listen to all the ideas and choose sentences for the story that will flow and be interesting.
- Read and adjust the sentences, to develop sorting skills.
- Copy the story from the last lesson and write it carefully on a new sheet of paper.

Group Guided Reading (30 min)

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



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



Listening and Speaking (20 min)

- **Resources:** storybook: **UNana Nombungu**; vocabulary flash cards: **ukuchwikisha, ukunxwalana, ukungayisi so, shwaka, ukuxhalaba, isigculelo, wasombela isinqe, inkxalabo, sirhalarhume**
- **Preparation:** Practise reading and prepare questions.
- **Lesson objective(s):** Act in a play of the story of **UNana nombungu**.

ACTIVITIES

- Divide learners into groups of five or six so everyone will be able to take part.
- Encourage them to use vocabulary that has been learnt from their story.
- Remind them that they must tell the class about what they have learnt at the end.
- Give them time to practise.

Phonics (15 min)

- **Resources:** Vula Bula phonics card for **/njw/**; phonics flash cards
- **Preparation:** Draw the table below on sheets of paper to hand out.
- **Lesson objective(s):** Identify and read words with **/njw/** sound. Group words according to position where letter **/njw/** is in a word: at the beginning, in the middle or at the end.

ACTIVITIES

- Instruct learners to work in pairs and suggest five more words to add to those already taught with **/njw/**.
- Let them sort words according to where **/njw/** is in the word in the model below.

| Sound | Beginning | Middle | End |
|-------|-----------|--------|-----|
| /njw/ | | | |
| /njw/ | | | |



Individual Writing (15 min)

- **Resources:** exercise books; pencils
- **Preparation:** Gather the ideas for the classroom story.
- **Lesson objective(s):** Copy out the classroom story and draw a picture.

ACTIVITIES

- Tell learners that they are going to copy the classroom story into their books.
- After copying the writing they must draw a picture of the story.



Group Guided Reading (30 min)

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

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



Listening and Speaking (20 min)

- **Resources:** storybook: **UNana nombungu**; vocabulary flash cards: **ukuchwikisha, ukunxwalana, ukungayisi so, shwaka, ukuxhalaba, isigculelo, wasombela isinqe, inkxalabo, sirhalarhume**
- **Preparation:** Read through the story and prepare questions.
- **Lesson objective(s):** Part in play about **UNana nombungu**.

ACTIVITIES

- Give all the groups a chance to act out their story in front of the class.
- Advise them on how to develop their acting skills.



Phonics (15 min) FORMAL ASSESSMENT TASK

- **Resources:** assessment rubric; word list
- **Preparation:** Prepare assessment rubric.
- **Lesson objective(s):** Identify and read words with the **/ngc/** and **/njw/** sounds.

ACTIVITIES

- Tell the learners to write a word starting with the **/ngc/** and **/njw/** sounds.
- Call these words out to the learners:
 - **Uyantywila**
 - **Ibanjwa**
 - **Umrhwebi**
 - **Iyangcangcazela**
- Tell the learners to write the words down and underline the sounds they have learnt this week.
- Use an assessment rubric for this exercise.



Handwriting (15 min)

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

ACTIVITIES

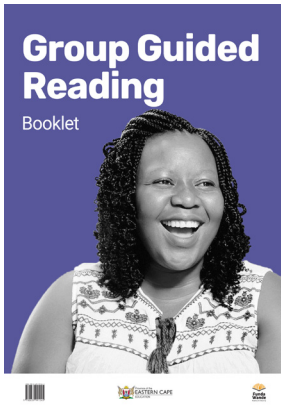
1. Practise

- Tell the learners they are going to learn how to write the cursive letters **/njw/**.
- Have your back to the learners and ask them to watch you.
- Write in the air as you chant the steps of writing the letters out loud.
- Get the learners to say the chant and write with you. They can use their fingers and write in the air, on their hands or on their desks.

2. Learners' books

- Instruct the learners to open their handwriting books and write the pattern.
- Ask them to chant the instructions out loud as they write.
- Go around and see how they are doing. Help where needed.
- Remember to check the learners' posture, pencil grip and directionality.

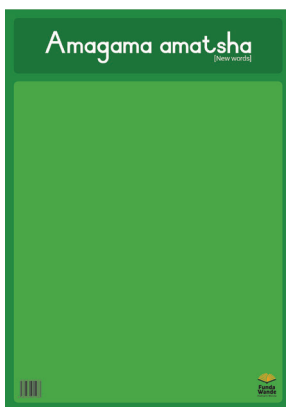
Week 7: Day 5



Group Guided Reading (30 min)

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

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



Vocabulary for the week

ukukhuthala
iziyolo
ukunyameka
ukuphanda
ukwaluka
uphinyephinye
vukugcayisela
ubuvila
ukuchwikisha
ukunxwalana
ukungayisi so
shwaka
ukuxhalaba
isigculelo
wasombela isinqe
inkxalabo
sirhalarhume



Listening and Speaking (20 min)

- **Resources:** poster 5: **Ukucoca isikolo**; vocabulary: **umgqobmo wokuhlaziwayo, ibhegi yeplastiki, umgqomo, inkunkuma, umthayelo, amaphephandaba, iplastiki, iitoti, iphepha, iglasi**
- **Preparation:** Write the title and vocabulary from the poster in isiXhosa. Prepare questions to ask about the poster.
- **Lesson objective(s):** Talk about weekend news. Talk about cleaning the school.

ACTIVITIES

1. Weekend news

- Instruct learners to think for a minute about one thing they enjoyed over the past weekend.
- Tell them to share their stories in pairs.
- Give each learner a minute to tell their story.
- Identify two or three learners to tell their stories in front of the whole class. (Identify different learners each week.)

2. Theme: Ukucoca isikolo

- Ask learners what is happening in this poster.
 - Why is what these children are doing important?
 - What stands out about these dustbins?



Shared Reading (20 min)

- **Resources:** DBE workbook for isiXhosa Home Language, page 120; vocabulary flash cards: **isaziso, ukukhuculwa, iinkonkxa**
- **Preparation:** Read the lesson and prepare questions.
- **Lesson objective(s):** Participate in reading and answering questions.

ACTIVITIES

1. Pre-reading

- Theme: **UBongi uyacoca**
- Picture walk
 - Where do you think this place is?
 - Why are these children cleaning here?
 - Where else can you clean?

2. During reading

- **Vocabulary:** Teach the new vocabulary by using flash cards, objects or pictures.
- Talk about the meaning of the 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.
- Learners must read the text with you.

3. Post-reading

- Finish the story by asking questions:
 - What sort of children are Bongi and Ann?



Phonics (15 min)

- **Resources:** Vula Bula phonics card for /nkx/; phonics flash cards from the word list: **inkxaso, inkxakamo, iinkonkxa, inkxalabo**
- **Preparation:** Create a sentence strip: **linkonkxa zenza ingxolo**. Cut out the flash cards.
- **Lesson objective(s):** Identify and read words with the /nkx/ sound.

ACTIVITIES

1. Sentence strip

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

2. Phonics card /nkx/

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

- Ask them which letters make up the /nkx/ sound.
- Let them say the letters separately as they write them in the air: /n/+/k/+/x/ (segmentation) and let them say the letter together /nkx/ (blending).
- The learners must repeat the blending while writing with their fingers in the air, on their hands or on their desks.

3. Phonics words

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

(These words are written in the phonics exercise books during Group Guided Reading time).



Handwriting (15 min)

- **Resources:** learners' handwriting books
- **Preparation:** Write a pattern on the board: cursive /nkx/.
- **Lesson objective(s):** Read and practise writing cursive /nkx/.

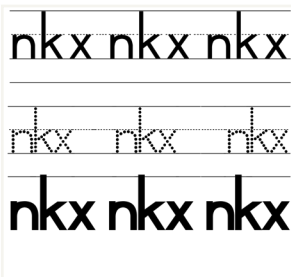
ACTIVITIES

1. Practise

- Tell the learners they are going to learn how to write the cursive letters /nkx/.
- Have your back to the learners and ask them to look at you.
- Write in the air as you chant the steps of writing the letter.
- Get the learners to say the chant and write with you. They can use their fingers and write in the air, on their hands or on their desks.

2. Learners' books

- Instruct the learners to open up their handwriting books and write a pattern.
- Ask them to chant the instructions as they write.
- Go around and see how they are doing. Help where needed.
- Remember to check the learners' posture, pencil grip and directionality.



Group Guided Reading (30 min) FORMAL ASSESSMENT TASK

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



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



Listening and Speaking (20 min)

- **Resources:** poster 5: **Ukucoca isikolo**; vocabulary: **umgqomo wokuhlaziwayo, ibhegi yeplastiki, umgqomo, inkunkuma, umtshayelo, amaphephandaba, iplastiki, iitoti, iphepha, iglasi**
- **Preparations:** Write the title and vocabulary on the board. Prepare questions.
- **Lesson objective(s):** Talk about cleaning the school.

ACTIVITIES

1. Recap

- Talk about yesterday's lesson.

2. Theme: Ukucoca isikolo

- Talk about the waste that can be reused (learners must give examples).
- Talk about recycling of waste (learners must give examples).
 - What can be done with glass?
 - What can be done with paper?
 - What can be done with plastic?
 - What can be done with tins?



Shared Reading (20 min)

- **Resources:** DBE workbook for isiXhosa Home Language, page 120; vocabulary flash cards: **isaziso, ukukhuculwa, iinkonkxa**
- **Preparation:** Read the text before the lesson and prepare questions.
- **Lesson objective(s):** Participate in reading and answering questions.

ACTIVITIES

1. Pre-reading

- **Recap:** Talk about yesterday's lesson.
- **Vocabulary:** Review the new vocabulary.
- **Explicit teaching:** How to write a notice.
 - Why are some parts written in big letters?
 - Why others are written in different colours?
 - Why did these children make their notice attractive?

2. During reading

- Read the text with the learners.

3. Post-reading

- Talk about recycling at the school.



Phonics (15 min)

- **Resources:** Vula Bula phonics card for /nkx/; phonics flash cards from the word list: **inkxaso, inkxakamo, iinkonkxa, inkxalabo**
- **Preparation:** Draw the table below on sheets of paper to hand out.
- **Lesson objective(s):** Identify and read words with the /nkx/ sound. Group words according to the position of the letters.

ACTIVITIES

- Instruct learners to work in pairs and suggest five more words with /nkx/ to add to those already taught.
- Let them sort all the words with /nkx/ according to the table below.

| Sound | Beginning | Middle | End |
|-------|-----------|--------|-----|
| /nkx/ | | | |
| /nkx/ | | | |



Shared Writing (15 min)

- **Resources:** writing chart; khaki pens
- **Preparation:** Prepare your own notice.
- **Lesson objective(s):** Write a notice about reusing waste.

ACTIVITIES

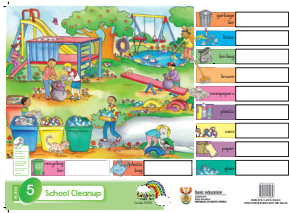
- Tell learners that they are going to help you to write a classroom notice about how to reuse waste.



Group Guided Reading (30 min) FORMAL ASSESSMENT TASK

- Prepare your assessment rubric.
- See Group Guided Reading booklet for the guide to each story.

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



Listening and Speaking (20 min)

- **Resources:** Vula Bula poster 5: **Ukucoca isikolo**; vocabulary: **umgqomo wokuhlaziwayo, ibhegi yeplastiki, umgqomo, inkunkuma, umthayelo, amaphephandaba, iplastiki, iitoti, iphepha, iglasi**
- **Preparation:** Write the title and vocabulary on the board. Prepare questions.
- **Lesson objective(s):** Talk about cleaning the school and what can be done with waste.

ACTIVITIES

- **Recap:** Remind each other about yesterday's lesson.
 - Tell learners that they are going to work in pairs or threes.
 - They must discuss what waste they can use to make something useful.
 - They must come up with ideas.
 - Ask them what ideas they have about what to make.
 - Instruct them to bring a piece of waste to the classroom to make something they have thought of.



Shared Reading (20 min)

- **Resources:** DBE workbook for isiXhosa Home Language, pages 120 and 121; vocabulary flash cards: **isaziso, ukukhuculwa, iinkonkxa**
- **Preparation:** Read the text and prepare questions.
- **Lesson objective(s):** To participate in reading and answering questions.

ACTIVITIES

- 1. Pre-reading**
 - Tell learners to read in pairs.
- 2. During reading**
 - Read the pages together.
- 3. Post-reading**
 - Answer the questions on page 121.
 - Go around and make sure that the work is being done.



Phonics (15 min)

- **Resources:** Vula Bula phonics card for **/nkxw/**; phonics flash cards from the word list: **isankxwe**
- **Preparation:** Prepare a sentence strip. Write flash cards.
- **Lesson objective(s):** Identify and read words with the **/nkxw/** sound.

ACTIVITIES

- 1. Sentence strip**
 - Stick the sentence strip on the board and ask the learners to read it aloud.
 - Ask learners to identify the most repeated sound in the sentence.
 - Ask one learner to come up and underline the **/nkxw/** sound (make sure that the learner doesn't include the vowel).
 - Tell them that this is the sound they will focus on today – how to say, read and write it.
- 2. Phonics card /nkxw/**
 - Stick the card on the board and talk about the picture.
 - Ask the learners to say **/nkxw/**. They must look at your mouth, say it again and look at each other's mouths to see what their lips are doing.
 - Ask them which letters make up the **/nkxw/** sound.
 - Let them say the letters separately as they write them in the air: **/n/+/k/+/x/+/w/** (segmentation) and let them say the letters together **/nkxw/** (blending).
 - The learners must chant the blending while writing with their fingers in the air, on their

hands or on the desks.

3. Phonics words

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

(These words are written in the phonics exercise books during Group Guided Reading.)

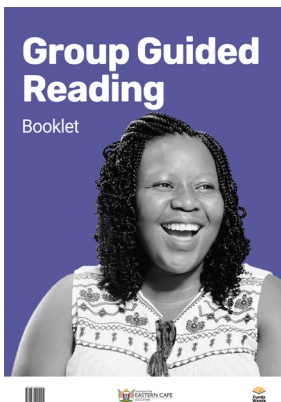


Group Writing (15 min)

- **Resources:** learners' exercise books; pencils
- **Preparation:** Collect ideas from the previous lesson.
- **Lesson objective(s):** Participate in explaining what they are going to do with waste.

ACTIVITIES

- Tell learners that they must write down all the steps they will take to make something useful out of waste.
- Let them explain what they are going to use: glass, paper, plastic or metal.
- They must go from the first step to the last.



Group Guided Reading (30 min)

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

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



Listening and Speaking (20 min)

- **Resources:** Vula Bula poster 5: **Ukucoca isikolo**; vocabulary: **umgqomo wokuhlaziwayo, ibhegi yeplastiki, umgqomo, inkunkuma, umtshayelo, amaphephandaba, iplastiki, iitoti, iphepha, iglasi**
- **Preparation:** Write the theme and vocabulary on the board. Prepare questions.
- **Lesson objective(s):** Talk about cleaning the school and planning what to do with waste.

ACTIVITIES

- Learners must use the waste they brought in and make what they planned in yesterday's lesson.
- Make sure that they follow the steps because they will have to tell the class what they did.
- Once they finish give them a chance to practise.



Phonics (15 min)

- **Resources:** phonics flash cards from the word lists of Weeks 6, 7 and 8
- **Preparation:** Prepare a set of letters so each has words with **/nkx/** and **/nkxw/**.
- **Lesson objective(s):** Identify and read words with the **/nkx/** and **/nkxw/** sounds.

ACTIVITIES

- Mix phonics flash cards from the word lists of Weeks 6, 7 and 8, make sure that there are words with **/nkx/** and **/nkxw/** sounds. Give each pair of learners a set.
- Instruct the learners to look for words with the **/nkx/** sound and put them aside.
- Instruct them to write those words in their exercise books and add two new words with the **/nkx/** sound.
- Instruct the learners to look for words with the **/nkxw/** sound and put them aside.
- Instruct them to write those words in their exercise books and add two new words with the **/nkxw/** sound.

Week 8: Day 4



Individual Writing (15 min) FORMAL ASSESSMENT TASK

- **Resources:** writing papers; pencils
- **Preparation:** Prepare the assessment rubric.
- **Lesson objective(s):** Write about doing something using waste.

ACTIVITIES

- Tell learners to copy out what they were writing yesterday.
- Each numbered step must be accompanied by a picture or drawing.
- Remind them to read their work and correct their mistakes.

Group Guided Reading (30 min) FORMAL ASSESSMENT TASK

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



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



Listening and Speaking (20 min)

- **Resources:** Vula Bula poster 5: **Ukucoca isikolo**; vocabulary: **umgqomo wokuhlaziwayo, ibhegi yeplastiki, umgqomo, inkunkuma, umthayelo, amaphephandaba, iplastiki, iitoti, iphepha, iglasi**
- **Preparation:** Write the title and vocabulary on the board.
- **Lesson objective(s):** Talk about what they have made out of waste.

ACTIVITIES

- Give all the groups a chance to present their work about what they made and what they used.



Phonics (15 min)

- **Resources:** learners' exercise books; pencils
- **Preparation:** Prepare sentences to call out to learners.
- **Lesson objective(s):** Listen to and write words with **/nkx/** and **/nkxw/** sounds. Use knowledge of sounds to write unknown words.

ACTIVITIES

- Call these words out to the learners:
 - **isankxwe**
 - **inkonkxa**
 - **inkxakamo**
 - **inkxalabo**



Handwriting (15 min) FORMAL ASSESSMENT TASK

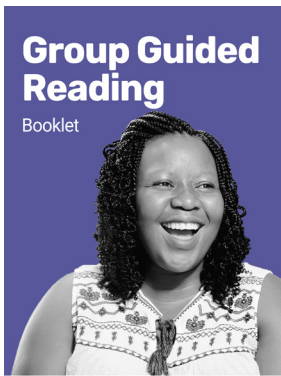
- **Resources:** learners' handwriting exercise books
- **Preparation:** Prepare an assessment rubric. Write the paragraph below on the board.
- **Lesson objective(s):** Assess learners' cursive writing skills.

ACTIVITIES

- Ask the learners to copy the paragraph below in cursive:
 - UNgcali uyantywizisa kuba sele elibanjwa. Kuthiwa urhwaphilize imali yaseNgcakeni.
- Assess this exercise using your rubric.



Week 8: Day 5



Group Guided Reading (30 min) FORMAL ASSESSMENT TASK

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

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



Vocabulary for the week

umgqomo wokuhlaziwayo
ibhegi yeplastiki
umgqomo
inkunkuma
umtshayelo
amaphephandaba
iplastiki
iitoti
iphepha
iglas
isaziso
ukukhuculwa
iinkonkxa

Ucoceko

Coceka engqondweni
Naphaya engqiqweni
Uqal' emfihlekweni
Nasembonakalweni

Coceka emzimbeni
Uqal' ezinweleni
Use nakwengaphantsi
Esihlangwin' ezantsi

Coceka ngococeko
Oluchaz' imfezeko
Uhlal' usempilweni
Usinde ezifeni

Listening and Speaking (20 min)

- **Resources:** poem **Umbongo ngococeko**
- **Preparation:** Make sure you know a poem about cleanliness and how it goes.
- **Lesson objective(s):** Talk about weekend news. Listen to a poem about cleanliness.

ACTIVITIES

1. Weekend news

- Ask learners to think about one thing they have enjoyed over the last weekend.
- Tell them to share their weekend news in pairs.
- Give each learner a minute to tell their news.
- Identify two or three learners to tell their news in front of the class (choose different learners each week).

2. Theme: Umbongo ngococeko (poem about cleanliness)

- Remind learners about what you learnt in week 8 about cleaning the school.
- Recite the poem below.
 - The poem is about keeping your body clean.
 - Tell the learners what it means.

Iphupha likaNtombentsha.

Iphupha likaNtombentsha
lavuselelwa yintshumayelo
kaTatu Ntshanyana
Ontshebe zinde noyintshayi
evunyiweyo
Ekhuthaza ulutsha luphile
ngeendlela ezintsha
Khon' ukuze ludanis' iintshaba
Wazibon' eyintshatsheli elwa
nokusasazwa
kweentshologwane

Intshayelelo, watyala iimfundiso
kubazali
Zathi zakuntshula, kwatshintsh'
izimbo
Kusenjalo lehla nezinga
leentshulube
Lentshukumo yakhe sele
imphathele nentshinga
Huntshu! Ntombentsha!
Ntshatsheli yethu esilwela
kwiintsholongwane!

Shared Reading (20 min)

- **Resources:** a poem: **Iphupha likaNtombentsha**; vocabulary flash cards: **intshayelelo, ukuntshula, intshinga**
- **Preparation:** Read the poem and prepare questions.
- **Lesson objective(s):** Participate in shared reading. Predict, relate their own experience and answer comprehension questions.

ACTIVITIES

1. Pre-reading

- **Title:** Talk about the title of the poem: **Ntombentsha's dream.**
 - What makes a person dream?
 - What did you dream about?
 - What do you think Ntombentsha will dream about? (predicting)
- **Picture walk:** Look at the picture and ask questions:
 - What is happening in this picture?
- **Vocabulary**
 - Teach new vocabulary using flash cards.
 - Talk about the meaning of each word. Look at the form. Use it in a sentence.
 - Stick flash cards on the poster and use them throughout the week.

2. During reading

- Read the poem with expression, demonstrate fluency and rhythm. Ask comprehensive questions after reading four lines:
 - Was Ntombentsha asleep when Ntshanyana's father was preaching?
 - What can you do to prevent the spread of germs?

3. Post-reading

- Ask questions:
 - Why do you think Ntombentsha chose to fight germs in the community?
 - What trends do you think changed?
 - How do you think locals felt about Ntombentsha?

Phonics (15 min)

- **Resources:** Vula Bula phonics card for /ntsh/; phonics flash cards from the word list: **ntshula, intsholo, intshongo, intshukumo, iintshulube, intshumayelo, intsholongwane, tshintsha, utshintsho**
- **Preparation:** Create a sentence strip: **Intshulube zenziwa ziintsholongwane.** Cut out the flash cards.
- **Lesson objective(s):** Identify and read words with the /ntsh/ sound.

ACTIVITIES

1. Sentence strip

- Stick the sentence strip on the board and ask the learners to read it aloud.
- Ask the learners to identify the most repeated sound in the sentence.



- Ask one learner to come up and underline the /ntsh/ sound (make sure that the learner doesn't include the vowel).
 - Tell them that this is the sound they will focus on today – how to say, read and write it.
- 2. Phonics card /ntsh/**
- Stick the card on the board and talk about the picture.
 - Ask the learners to say /ntsh/. They must look at your mouth, say it again and look at each other's mouths to see what their lips are doing.
 - Ask them which letters make up the /ntsh/sound.
 - Let them say the letters separately as they write them in the air: /n/+/t/+/s/+/h/ (segmentation) and let them say the letters together /ntsh/ (blending).
 - The learners must chant the blending while writing with their fingers in the air, on their hands or on the desks.
- 3. Phonics words**
- Ask the learners to suggest words with the /ntsh/ sound.
 - Ask the learners to read the words on the flash cards.
 - Look at the position of the sound in the word: beginning, middle or end.
 - Talk about the meaning of each word. Look at the form. Use it in a sentence.
 - Stick the flash cards on the phonics chart and use them throughout the week.

(These words are written into the phonics exercise books during Group Guided Reading time.)



Handwriting (15 min)

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

ACTIVITIES

1. Practise

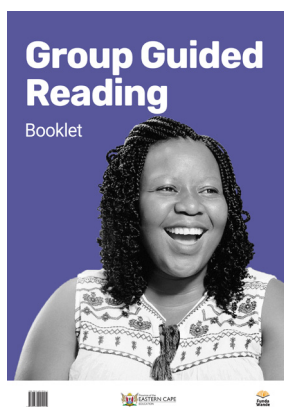
- Tell the learners they are going to learn how to write the cursive letters /ntsh/.
- Have your back to the learners and ask them to look at you.
- Write in the air as you say the steps of writing the letters aloud.
- Get the learners to chant and write with you. They can use their fingers and write in the air, on their hands or on their desks.

2. Learners' books

- Instruct the learners to open their handwriting books and write a pattern.
- Ask them to say the instructions out loud as they write.
- Go around and see how they are doing. Help where needed.
- Remember to check the learners' posture, pencil grip and directionality.

Group Guided Reading (30 min)

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



| Monday | Tuesday | Wednesday | Thursday | Friday |
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Ucoceko

Coceka engqondweni
Naphaya engqiqweni
Uqal' emfihlekweni
Nasembonakalweni

Coceka emzimbeni
Uqal' ezinweleni
Use nakwengaphantsi
Eshlangwin' ezantsi

Coceka ngococeko
Oluchaz' imfezeko
Uhlal' usempilweni
Usinde ezifeni

Listening and Speaking (20 min)

- **Resources:** poem: **Ucoceko**
- **Preparation:** Write the poem on the poster.
- **Lesson objective(s):** Recite a poem with expression and comprehension.

ACTIVITIES

- Remind the learners about the structure of a poem. Check if they still remember the meaning of the poem.
- Stick the poem on the wall.
- Read one line and ask learners to repeat after you.
- Once they know it, go to the next one till they know the whole poem.

Iphupha likaNtombentsha.

Iphupha likaNtombentsha
lavuselelwa yintshumayelo
kaTatu Ntshanyana
Ontshebe zinde noyintshayi
evunyiweyo
Ekhuthaza ulutsha luphile
ngeendlela ezintsha
Khon' ukuze ludanis' iintshaba
Wazibon' eyintshatsheli elwa
nokusasazwa
kweentshologwane

Intshayelelo, watyala iimfundiso
kubazali
Zathi zakuntshula, kwatshintsh'
izimbo
Kusenjalo lehla nezinga
leentshulube
Lentshukumo yakhe sele
imphathele nentshinga
Huntshu! Ntombentsha!
Ntshatsheli yethu esitwela
kwiintsholongwane!

Shared Reading (20 min)

- **Resources:** poem **Iphupha likaNtombentsha**; vocabulary flash cards: **intshayelelo, ukuntshula, intshinga**
- **Preparation:** Read the poem and prepare questions.
- **Lesson objective(s):** Participate in shared reading. To read by matching.

ACTIVITIES

1. Pre-reading

- **Recap:** Talk about yesterday's lesson.
 - Review vocabulary.
- **Explicit teaching:** Matching
 - When a person matches it means comparing one thing to another.
 - Sometimes something is not written clearly but instead it is matched to another thing.
 - Listen to the poem and say what it is compared to.

2. During reading

- Read the poem with the learners about the interesting dream.

3. Post-reading

- Complete the lesson by asking questions.
 - Teaching Ntombentsha is matched with what?
 - The change in trends is matched with what?



Phonics (15 min)

- **Resources:** Vula Bula phonics card letter of /ntsh/; phonics flash cards: **ntshula, intsholo, intshongo, intshukumo, iintshulube, intshumayelo, intsholongwane, tshintsha, utshintsho**
- **Preparation:** Draw the table below on sheets of paper to hand out.
- **Lesson objective(s):** Identify and read words with the /ntsh/ sound. Group words.

ACTIVITIES

- **Recap:** Refer learners to the phonics chart and check if learners can read these words with the /ntsh/ sound.
- Instruct learners to work in pairs and give five more words of their own with the /ntsh/ sound to add to those already taught.
- Let them sort out all these words with /ntsh/ sound according to table below.

| Sound | Beginning | Middle | End |
|--------|-----------|--------|-----|
| /ntsh/ | | | |

- When they finish, they can exchange their work and score each other.



Shared Writing (15 min)

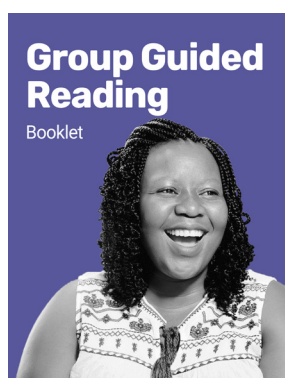
- **Resources:** writing chart; khoki pen
- **Preparation:** Prepare to write a poem.
- **Lesson objective(s):** Participate in creating a poem with the class.

ACTIVITIES

- Tell learners that they are going to write a poem about a dream.
- You must think carefully about what you would like to do as a class.
- Let them suggest ideas and then select the most ideas chosen by the majority.
- Write about that dream.
 - Who had the dream?
 - What was the dream all about?
 - What did you do in order to make it come true?
 - How do people feel about your dreams?

Group Guided Reading (30 min)

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



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Ucoceko

Coceka engqondweni
Naphaya engqiqweni
Uqal' emfihlekweni
Nasembonakalweni

Coceka emzimbeni
Uqal' ezinweleni
Use nakwengaphantsi
Esihlangwin' ezantsi

Coceka ngococeko
Oluchaz' imfezeko
Uhlal' usempilweni
Usinde ezifeni

Listening and Speaking (20 min) FORMAL ASSESSMENT TASK

- **Resources:** poem: **Ucoceko**; assessment rubric
- **Preparation:** Put up the poster of the poem.
- **Lesson objective(s):** Recite a poem with expression and fluency.

ACTIVITIES

- Recite the poem as the whole class.
 - Indicate the most important parts.
 - Show the class how to recite fluently.
- Tell learners that they are going to work in groups of five.
- Each group is going to enter a competition to recite a poem.
 - The best group will win the competition.
- Give the groups a chance to practise reciting the poem.
- Tell them what qualities you will look for.
 - The whole group must recite fluently, with expression.
 - All their voices must be clear.
- All the groups must participate
 - Then the class will vote for the winning group.
- Use the assessment rubric for each learner for reciting the poem.

Iphupha likaNtombentsha.

Iphupha likaNtombentsha
lavuselelwa yintshumayelo
kaTatu Ntshanyana
Ontshebe zinde noyintshayi
evunyiweyo
Ekhuthaza ulutsha luphile
ngeendlela ezintsha
Khon' ukuze ludanis' iintshaba
Wazibon' eyintshatsheli elwa
nokusasazwa
kweentshologwane

Intshayelelo, watyala iimfundiso
kubazali
Zathi zakuntshula, kwatshintsh'
izimbo
Kusenjalo lehla nezinga
leentshulube
Lentshukumo yakhe sele
imphathele nentshinga
Huntshu! Ntombentsha!
Ntshatsheli yethu esilwela
kwiintsholongwane!

Shared Reading (20 min)

- **Resources:** poem **Iphupha likaNtombentsha**; vocabulary flash cards: **intshayelelo, ukuntshula, intshinga**
- **Preparation:** Read the poem and prepare questions.
- **Lesson objective(s):** Participate in shared reading. Use matching when reading.

ACTIVITIES

- 1. Pre-reading**
 - **Recap:** Matching
 - Ask for examples of matching from learners.
 - Character analysis
 - Learners must talk about their dreams.
- 2. Reading**
 - Learners must read while you point at the words.

Phonics (15 min)

- **Resources:** Vula Bula phonics card **/ntshw/**; phonics flash cards from word list: **ukushwantshwatha, emantshontshweni**
- **Preparation:** Write a sentence strip. Write out the flash cards.
- **Lesson objective(s):** Identify and read words with the **/ntshw/** sound.

ACTIVITIES

- 1. Sentence strip**
 - Stick the sentence strip on the board and ask the learners to read it aloud.
 - Ask learners to identify the most repeated sound in the sentence.
 - Ask one learner to come up and underline the **/ntshw/** sound (make sure that the learner doesn't include the vowel).
 - Tell them that this is the sound they will focus on today – how to say, read and write it.
- 2. Phonics card /ntshw/**
 - Stick the card on the board and talk about the picture.
 - Ask the learners to say **/ntshw/**. They must look at your mouth, say it again and look at each other's mouths to see what their lips are doing.
 - Ask them which letters make up the **/ntshw/** sound.
 - Let them say the letters separately as they write them in the air: **/n/+/t/+/s/+/w/** (segmentation) and let them say the letters together **/ntshw/** (blending).
 - The learners must repeat the blending while writing with their fingers in the air, on their hands or on the desks.

3. Phonics words

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

(These words are written into the phonics exercise books during Group Guided Reading.)



Individual Writing (15 min)

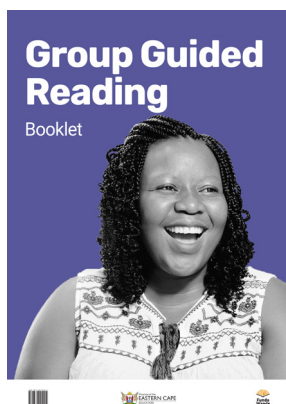
- **Resources:** books; pencils
- **Preparation:** Put the classroom poem up on the writing framework.
- **Lesson objective(s):** Write a poem.

ACTIVITIES

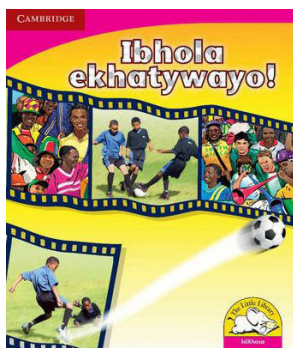
- Tell learners that they are going to write a poem about a dream.
- They must think about what they would like to do.
- Let them write about that dream:
 - Who revived it?
 - What was it about?
 - What did you do to make it come true?
 - How did people feel about your success?

Group Guided Reading (30 min)

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



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Listening and Speaking (20 min)

- **Resources:** storybook: **Ibhola ekhatywayo**; vocabulary flash cards: **iqakamba, ubuchule, inflazane, elunxwemeni**
- **Preparation:** Practise reading the story and prepare questions.
- **Lesson objective(s):** Listen to an interesting story and answer questions.

ACTIVITIES

1. Pre-reading

- Get ready to read to learners aloud.
- **Cover:** Talk about the cover and the title of the book.
- **Picture walk:** What do you think the story is going to be about? (prediction)
- **Vocabulary:** Inform learners about new words on flash cards.
 - Talk about the meaning of each word. Look at the form. Use it in a sentence.
 - Stick flash cards on the poster and use them throughout the week.

2. During reading

- Read the story with expression.

3. Post-reading

- Show more pictures and ask comprehension questions:
 - Who likes soccer?
 - What must these children do in order to be champions?



Phonics (15 min)

- **Resources:** phonics flash cards from weeks 7, 8 and 9
- **Preparation:** Prepare sets of flash cards so that each pair has words with /ntsh/ and /ntshw/.
- **Lesson objective(s):** Identify and read words with the /ntsh/ and /ntshw/ sounds.

ACTIVITIES

- Give each group a set of flash cards.
- Instruct the learners to look for words with the /ntsh/ sound and put them aside.
- Instruct them to write those words in their exercise books and add two more words they know with the /ntsh/ sound.
- Instruct the learners to look for words with the /ntshw/ sound and put them aside.
- Instruct them to write those words in their exercise books and add two more words they know with the /ntshw/ sound



Individual Writing (15 min) FORMAL ASSESSMENT TASK

- **Resources:** books; pencils, assessment rubric
- **Preparation:** Assessment rubric. Put the class poem up on the writing framework.
- **Lesson objective(s):** Write a poem.

ACTIVITIES

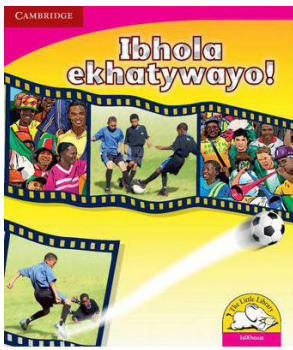
- Each learner checks the poem they wrote yesterday.
- They give the poem a title.
- They draw a picture to go with the poem.

Group Guided Reading (30 min)

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



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Listening and Speaking (20 min)

- **Resources:** book: *Ibhola ekhatywayo*; vocabulary flash cards: *iqakamba, ubuchule, intlazane, elunxwemeni*
- **Preparation:** Read a story and prepare questions.
- **Lesson objective(s):** Listen to an interesting story and answer questions.

ACTIVITIES

- Remind learners about the vocabulary.
- Talk about who they think is the best soccer player in South Africa.
- Talk about who they think is the best player in the world.
- Ask learners about who their favourite player is and what they are good at.



Phonics (15 min) FORMAL ASSESSMENT TASK

- **Resources:** learners' exercise books; pencils
- **Preparation:** Assessment rubric. Prepare words for filling in. Prepare words to call out.
- **Lesson objective(s):** Listen and write /ntsh/ and /ntshw/. Use knowledge of sounds to write unknown words.

ACTIVITIES

- Call out these words to the learners:
 - **Intshatshoba**
 - **emantshontshweni**
 - **intshukumo**
 - **intshontsho**
 - **uyashwantshwatha**
 - **intshela**
- Tell the learners to write down the words and underline the sounds that they have learnt this week.
- Assess this exercise using your rubric.



Week 9: Day 5



Handwriting (15 min) FORMAL ASSESSMENT TASK

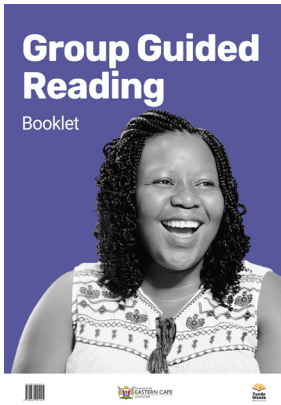
- **Resources:** learners' handwriting exercise books
- **Preparation:** Prepare an assessment rubric. Write the paragraph below on the board.
- **Lesson objective(s):** Write in cursive.

ACTIVITIES

- Tell learners to write out this paragraph from the board in cursive:
 - **lintsholongwane zizintshaba eluntwini. Zingakugulisela oogqirha nezicaka ukuba akukhuthalelanga ukucoca izandla zakho.**
- Assess this exercise using your rubric.

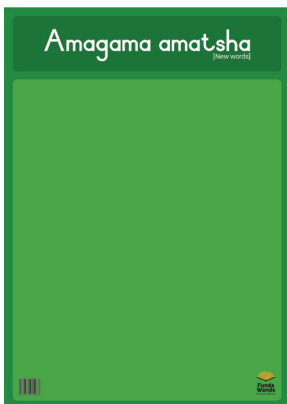
Group Guided Reading (30 min)

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

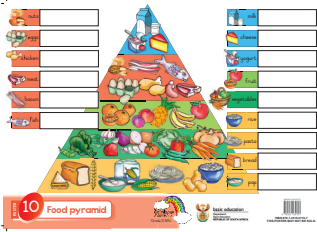


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| Group 2 | Group 4 | Group 1 | Group 3 | Group 5 |

Vocabulary for the week



intshayeelo
 ukuntshula
 intshinga
 iqakamba
 ubuchule
 intlazane
 elunxwemeni



Listening and Speaking (20 min)

- **Resources:** Vula Bula poster 10: **Iphiramidi yokutya**; vocabulary flash cards: **amandongomane, amaqanda, inkukhu, inyama, ibheyikhoni, intlanzi, ubisi, isonka, samasi, iyogathi, iziqhamo, imifino, irayisi, ipasta, isonka, ipapa**
- **Preparation:** Prepare questions about what is happening in the picture.
- **Lesson objective(s):** Talk about weekend news. Talk about the poster.

ACTIVITIES

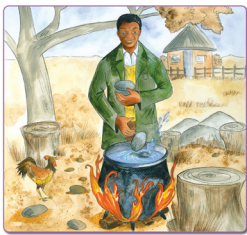
1. Weekend news

- Instruct learners to think for one minute about what they enjoyed the most over the past weekend.
- Tell them to share their news in pairs.
- Give each pair a minute to share their news.
- Identify three or four learners to share their news in front of the whole class (make sure different learners get a turn each week).

2. Theme: Iphiramidi yokutya

- Look at the picture and ask questions.
 - Why do you think these foods are arranged this way?
 - Which is your favourite food in the picture?

Isuphu yelitye



Shared Reading (20 min)

- **Resources:** Vula Bula Big Book 7: **Isuphu yelitye**; vocabulary flash cards: **ukwabelana, isongo, umhambi, ukuswela, ihlwempu, umphunga, ngcamla, iphunga, isondlo, chatha**
- **Preparation:** Read the story and prepare questions.
- **Lesson objective(s):** Participate in shared reading. Predict, relate their own experience and answer comprehension questions.

ACTIVITIES

1. Pre-reading

- **Cover:** Talk about the title and the picture, ask this question:
 - What do you think the story is going to be about? (predict)
- **Picture-walk:** Page through the story (without reading it). Look at the pictures and ask this question:
 - Where do you think this man is and why?

2. During reading

- **Vocabulary:** Teach new words using flash cards and objects or pictures.
 - Talk about the meaning of each word. Look at the form. Use it in a sentence.
 - Stick flash cards on the poster and use them throughout the week.
- **First lesson:** Read with expression, demonstrating fluency.
- Ask comprehension questions after reading two pages:
 - Do you think this man is rich or poor? Why do you say so?

3. Post-reading

- Close the first lesson by asking:
 - What plan would you come up with if you were this man?

Phonics (15 min)

- **Resources:** Vula Bula cards for **/dy/** and **/ndy/**; phonics flash cards from word list: **idyoki, dyobha, dyarha, umdyarho, idyungudyungu, indyebo, indyandya, indyengendyenge**
- **Preparation:** Create a sentence strip: **UNdyebokazi unedyungudyungu elindyengendyenge**. Cut out flash cards.
- **Lesson objective(s):** Identify and read words with the sound **/dy/** and **/ndy/**.

ACTIVITIES

1. Sentence strip

- Stick the sentence strip on the board and ask the learners to read it aloud.
- Ask the learners to identify the most repeated sounds in the sentence.
- Ask one learner to come up and underline the **/dy/** and **/ndy/** (make sure that the learner doesn't include the vowel).
- Tell them that these are the sounds they will focus on today – how say, read and write them.



2. Phonics card /dy/ and /ndy/

- Stick the card on the board and talk about the picture.
- Ask the learners to say /dy/ and /ndy/. They must look at your mouth, say it again and look at each other's mouths to see what their lips are doing.
- Ask them which letters make up the /dy/ and /ndy/ sounds.
- Let them say the letters separately as they write them in the air: /d/+/y/ and /n/+/d/+/y/ (segmentation) and together they must say the letters /dy/ and /ndy/ (blending).
- The learners must chant the blending while writing with their fingers in the air, on their hands or on the desks.

3. Phonics words

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

(These words are written into the phonics exercise books during Group Guided Reading time.)



Handwriting (15 min)

- **Resources:** learners' exercise books
- **Preparation:** Write cursive patterns on the board: the /dy/ and /ndy/ sounds.
- **Lesson objective(s):** Learn and practise writing cursive letters /dy/ and /ndy/.

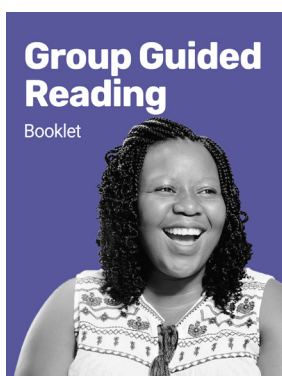
ACTIVITIES

1. Practise

- Tell the learners they are going to learn how to write the cursive letters /dy/ and /ndy/.
- Have your back to the learners and ask them to look at you.
- Write the cursive letters /dy/ and /ndy/ in the air and say the instructions aloud.
- Get the learners to say the chant and write with you. They can use their fingers and write in the air, on their hands or on their desks.

2. Learners' books

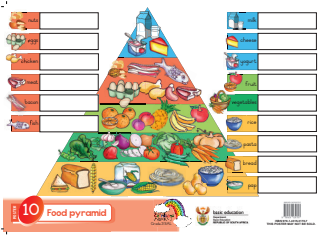
- Instruct the learners to write the patterns in their exercise books.
- Instruct them to say the instructions out loud as they write.
- Go around and see how they are doing. Help where needed.
- Remember to check the learners' posture, pencil grip and directionality.



Group Guided Reading (30 min)

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

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| Group 2 | Group 4 | Group 1 | Group 3 | Group 5 |



Listening and Speaking (20 min)

- **Resources:** Vula Bula poster 10: **Iphiramidi yokutya**; vocabulary flash cards: **amandongomane, amaqanda, inkukhu, inyama, ibheyikhoni, intlanzi, ubisi, isonka samasi, iyogathi, iziqhamo, imifino, irayisi, ipasta, isonka, ipapa**
- **Preparation:** Prepare questions about what is happening on the poster.
- **Lesson objective(s):** Talk about weekend news. Talk about the poster.

ACTIVITIES

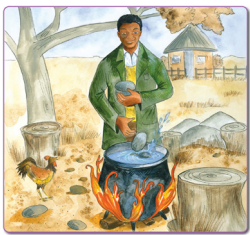
1. Recap

- Talk about the yesterday's lesson.

2. Theme: Iphiramidi yokutya

- In what things that we eat do we find carbohydrates?
- Are there other foods that are not in this pyramid?
 - Can you name some of those foods?
 - Why do you think they are not here?
- Take note of what you have eaten today starting with breakfast and ending with supper.

Isuphu yelitye



Shared Reading (20 min)

- **Resources:** Vula Bula Big Book 7: **Isuphu yelitye**; vocabulary flash cards: **ukwabelana, isongo, umhambi, ukuswela, ihlwempu, umphunga, ngcamla, iphunga, isondlo, chatha**
- **Preparation:** Read through the story beforehand and prepare questions.
- **Lesson objective(s):** Participate in shared reading. Predict, relate their own experience and answer comprehension questions. To learn about similarities.

ACTIVITIES

1. Pre-reading

- **Recap:** Talk about yesterday's lesson.
 - Talk about vocabulary. Talk about the meaning. Look at the form of each word. Use it in a sentence.
 - Stick flash cards on the poster and use them throughout the week.
- **Explicit teaching:** Find out from the learners if they know about similarities?
 - Tell them that it is when two things are like each other. They are used to enrich the vocabulary of a text or to make one feel a certain way.
 - An example is when you want to say a child is crying you can say they are weeping, sobbing or howling.
 - Ask them to give some examples of their own.

2. During reading

- Read the story with the learners, use expression and fluency.
- When a learner identifies similarities in the story they can raise their hand.

3. Post-reading

- Finish the story by asking a question:
 - Can a soup be made from just stones and water?
 - Yes or no, why do say so?

Phonics (15 min)

- **Resources:** Vula Bula cards for **/dy/** and **/ndy/**; phonics flash cards
- **Preparation:** Draw the table below on sheets of paper to hand out.
- **Lesson objective(s):** Identify and read words with **/dy/** and **/ndy/** sounds. Group words.

ACTIVITIES

- Ask the learners to work in pairs and think of more words with the **/dy/** and **/ndy/** sounds to add to those already taught.
- Ask them to order all these words with **/dy/** and **/ndy/** sounds according to the table

| Sound | Beginning | Middle | End |
|-------|-----------|--------|-----|
| /dy/ | | | |
| /ndv/ | | | |





Shared Writing (15 min)

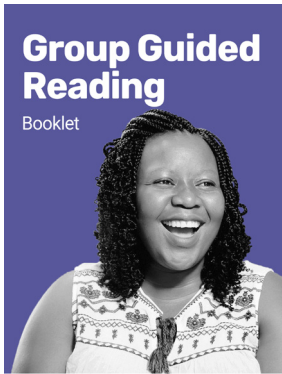
- **Resources:** writing chart; khaki pens
- **Preparation:** Draw a food pyramid on the board.
- **Lesson objective(s):** Check if the way the teacher eats is acceptable.

ACTIVITIES

- Tell the learners that they are going to use the pyramid to check whether all the foods that our bodies needs are being eaten.
- Start by writing:

| Meal | Breakfast | Lunch | Supper |
|------------|-----------|-------|--------|
| Food eaten | | | |

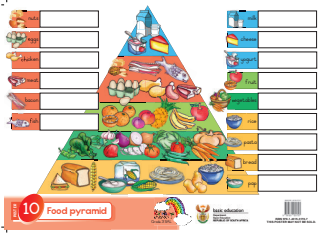
- Follow by filling all the things you have eaten.
- Then go the pyramid and tick off the food you have eaten.
- Example: If you have eaten eggs, fish, milk and beef you should make four ticks in proteins, and so on.



Group Guided Reading (30 min)

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

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



Listening and Speaking (20 min)

- **Resources:** Vula Bula poster 10: **Iphiramidi yokutya**; vocabulary flash cards: **amandongomane, amaqanda, inkukhu, inyama, ibheyikhoni, intlanzi, ubisi, isonka, samasi, iyogathi, iziqhamo, imifino, Irayisi, ipasta, isonka, ipapa**
- **Preparation:** Prepare questions about what is happening in this picture.
- **Lesson objective(s):** Talk about the poster and food.

ACTIVITIES

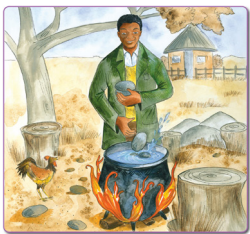
1. Recap

- Remind each other about the kinds of food on the poster.

2. Theme: Iphiramidi yokutya

- The learners must get into pairs and talk about meals they have eaten.
- Let them check whether they have eaten from all the food groups or missed some.
- Let them check which carbohydrates are missing from their food.
- Let them come up with a plan to add these carbohydrates to their food.

Isuphu yelitye



Shared Reading (20 min)

- **Resources:** Vula Bula Big Book 7: **Isuphu yelitye**; vocabulary flash cards: **ukwabelana, isongo, umhambi, ukuswela, ihlwempu, umphunga, ngcamla, iphunga, isondlo, chatha**
- **Preparation:** Write a sentence strip. Read the story and prepare questions.
- **Lesson objective(s):** Participate in shared reading. Predict, relate their own experience and answer comprehension questions.

ACTIVITIES

1. Pre-reading

- **Recap:** Talk about yesterday's lesson.
- **Vocabulary:** Review vocabulary taught this week.
 - Instruct learners to bring words that they have learnt that have similarities.
 - **Examples:** **umhambi** and **undwendwe**, **uswele** and **ulihlwempu**, and so on

2. During reading

- Instruct the learners to read the story with expression and fluency.

3. Post-reading

- Do you think this man had a good idea or was it just a way to trick people?

Phonics (15 min)

- **Resources:** Vula Bula phonics card for **/ndyw/**; phonics flash cards from the word list
- **Preparation:** Write out sentence strip. Write out flash cards.
- **Lesson objective(s):** Identify and read words with the **/ndyw/** sound.

ACTIVITIES

1. Sentence strip

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

2. Phonics card /ndyw/

- Stick the card on the board and talk about the picture.
- Ask the learners to say **/ndyw/**. They must look at your mouth, say it again and look at each other's mouths while they say **/ndyw/** to see what their lips are doing.
- Ask them which letters make up **/ndyw/**.
- Let them say the letters separately as they write them in the air: **/n/+/d/+/y/+/w/** (segmentation) and then say the letters together **/ndyw/** (blending).
- The learners must repeat the blending while writing with their fingers in the air, on their hands or on the desks.



3. Phonics words

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

(These words are written into the phonics exercise books during Group Guided Reading time.)

Paired Writing (15 min)

- **Resources:** writing chart; khoki pens
- **Preparation:** Put up yesterday's writing.
- **Lesson objective(s):** Participate in writing about what has been eaten.

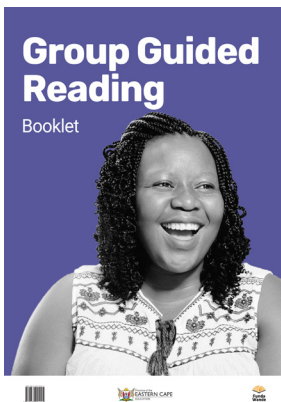
ACTIVITIES

- Learners must talk about what they have eaten and write them down using the plan used in the classroom yesterday.
- Let them group the food in categories.
- For example: if they eat bread they should add what was on the bread and then put it in its place (bread with bread, meat spread with polony, jam with sweets and sugar, and so on).

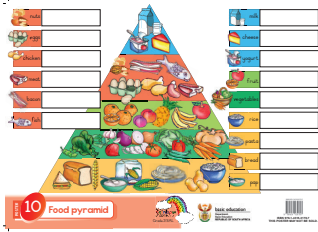


Group Guided Reading (30 min)

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



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Listening and Speaking (20 min)

- **Resources:** Vula Bula poster 10: **Iphiramidi yokutya**; vocabulary flash cards: **amandongomane, amaqanda, inkukhu, inyama, ibheyikhoni, intlanzi, ubisi, isonka, samasi, iyogathi, iziqhamo, imifino, irayisi, ipasta, isonka, ipapa**
- **Preparation:** Draw three large circles on the board.
- **Lesson objective(s):** Talk about the poster and food eaten.

ACTIVITIES

1. Recap

- Remind each other about different kinds of food on the poster.

2. Theme: Iphiramidi yokutya

- Draw three large circles on the board.
 - The first circle is for breakfast, the second for lunch and the third for supper.
 - You are going to choose different kinds of food that are suitable for breakfast and provide the body with enough carbohydrates.
 - Do the same thing in the other circles for lunch and supper.



Phonics (15 min)

- **Resources:** flash cards for Weeks 8, 9 and 10
- **Preparation:** Prepare sets of flash cards for each pair with **/dy/**, **/ndy/** and **/ndyw/**.
- **Lesson objective(s):** Identify and read words with the **/dy/**, **/ndy/** and **/ndyw/** sounds.

ACTIVITIES

- Mix the phonics flash cards making sure that each set has words with the **/dy/**, **/ndy/** and **/ndyw/** sounds.
- Give each pair of learners a set. Instruct them to find words with the **/dy/** and **/ndy/** sounds and put them aside.
- Instruct the learners to write down the words they found in their exercise books. They must add two more words with the **/dy/** and **/ndy/** sounds each to add to those they have.
- Now ask them to find words with the **/ndyw/** sound and put them aside.
- Instruct them to write those words in their exercise books and add two more words with **/ndyw/** they know.



Paired Writing (15 min)

- **Resources:** learners' exercise books; pencils
- **Preparation:** Make sure every learner has an exercise book.
- **Lesson objective(s):** Participate in writing about what has been eaten.

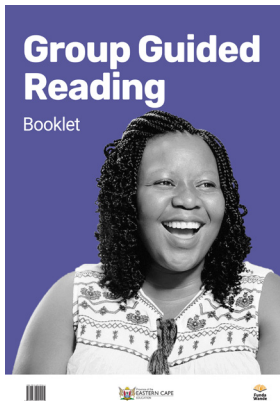
ACTIVITIES

- Once they have finished yesterday's work let the learners go to the pyramid and tick off the foods you have eaten.
- **Example:** If you have eaten eggs, fish, milk and beef in proteins you should have four ticks, and so on.

Group Guided Reading (30 min)

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

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Listening and Speaking (20 min)

- **Resources:** Vula Bula poster 10: **Iphiramidi yokutya**; vocabulary flash cards: **amandongomane, amaqanda, inkukhu, inyama, ibheyikhoni, intlanzi, ubisi, isonka, samasi, iyogathi, iziqhamo, imifino, irayisi, ipasta, isonka, ipapa**
- **Preparation:** Draw three large circles on the board.
- **Lesson objective(s):** Talk about the poster and food they have eaten.

ACTIVITIES

1. Recap

- Remind each other about different kinds of food on the poster.

2. Theme: Iphiramidi yokutya

- Draw three large circles on the board.
- The first circle is for breakfast, the second for lunch and third for supper.
- The learners are going to choose from the different foods what is suitable for breakfast and gives the body enough carbohydrates. They must write those foods into the circle.
- They must do the same for all three circles.



Phonics (15 min)

- **Resources:** learners' exercise books
- **Preparation:** Prepare the words to be filled in.
- **Lesson objective(s):** Identify and write the /dy/, /ndy/ and /ndyw/ sounds. Use the knowledge of sounds to write unknown words.

ACTIVITIES

- Fill in the missing letters:
 - U__akalashe (**dy**, **ndy** or **ndyw**)
 - Iya__o__a (**dy**, **ndy** or **ndyw**)
 - i__ala (**dy**, **ndy** or **ndyw**)
 - i__ebo (**dy**, **ndy** or **ndyw**)
 - iza__o__o (**dy**, **ndy** or **ndyw**)
 - i__asi (**dy**, **ndy** or **ndyw**)



Handwriting (15 min)

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

ACTIVITIES

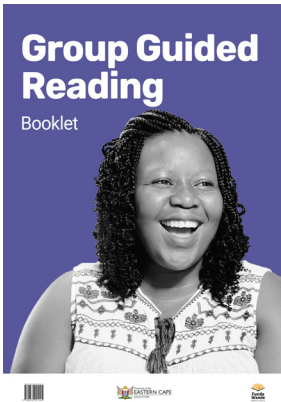
1. Practise

- Tell the learners they are going to learn how to write the cursive letters /ndyw/.
- Have your back to the learners and ask them to look at you.
- Write in the air and say the instructions aloud.
- Get the learners to say the chant and write with you. They can use their fingers and write in the air, on each other's backs, on their hands or on their desks.

2. Learners' books

- Instruct the learners to write the pattern in their handwriting books.
- Instruct them to say the instructions out loud as they write.
- Go around and see how they are doing. Help where needed.
- Remember to check the learners' posture, pencil grip and directionality

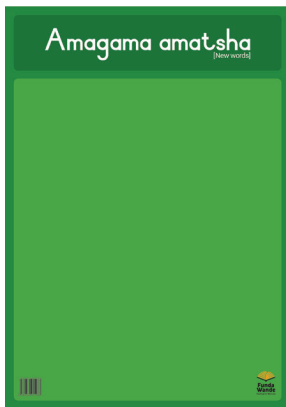
Week 10: Day 5



Group Guided Reading (30 min)

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

| Monday | Tuesday | Wednesday | Thursday | Friday |
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Vocabulary for the week

amandongomane
 amaqanda
 inkukhu
 inyama
 ibheyikhoni
 intlanzi
 ubisi
 isonka
 samasi
 iyogathi
 iziqhamo
 imifino
 irayisi
 ipasta
 isonka
 ipapa
 ukwabelana
 isongo
 umhambi
 ukuswela
 ihlwempu,
 umphunga,
 ngcamla,
 iphunga,
 isondlo,
 chatha



Funda Wande

Reading for Meaning