

**GRADE 1**

**FIRST ADDITIONAL  
LANGUAGE  
LESSON PLAN  
ENGLISH**

**TERM 1**

# FOREWARD

Dear Foundation Phase Teachers,

Welcome to the Primary Schools Reading Improvement Programme (PSRIP)!

This programme provides you with a complete set of EFAL Lesson Plans, Resources and Assessment Tasks. You do not have to do anything else for EFAL, other than what is in this programme.

Please ensure that you attend all training sessions, that you look after and use your resources, and that you support each other along this journey.

Remember that the most important skill that learners acquire at school is the ability to read fluently and with comprehension. The foundation phase language teachers equip learners with this skill. You are the most important teachers in our children's lives.

We wish you all a happy and successful term, and we thank you most sincerely for your commitment to this programme!

Best wishes

**The PSRIP Team**

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## Materials and Resources Provided

**Please note that all resources provided belong to the school.**

In Term 1, the PSRIP provides you with the following resources:

ITEM	QUANTITY	NOTES
Coloured Display Boards	4	Use these boards to frame your work for the week. Every week, display your: phonic sound and words; sight words; theme vocabulary words; and writing frame.
Term 1 Lesson Plan	1	Use this lesson plan to see what to teach on a daily basis. The core methodologies included tell you how to teach each lesson. For the first two weeks of Term 1, you will follow an orientation programme.
Term 1 Tracker	1	Use this document to complete your ATP and Term Planner. Tick off and date each lesson and assessment activity as it is done. Reflect on your teaching.
Term 1 Big Book	1	Use the big book stories during Shared Reading lessons. There are 8 stories for the term – one story per week.
Term 1 Flashcard Words	1	All flashcard words required are provided. Cut them up and store them in an orderly fashion. You will use these flashcard words with the display boards.
Term 1 Theme Vocabulary Illustrations	1	Illustrations of theme vocabulary words are included where appropriate. Cut them up and store them in an orderly fashion. You will use these flashcard words with the display boards.

## Weekly Routine

1. The learning programme follows the same routine every week.
  - This makes it easy for teachers and learners to follow.
  - Learners can prepare for the next activity once they know the routine.
2. The routine is based on the CAPS maximum time for EFAL: 3 hours per week.
3. Please display this routine in your classroom and try to learn it off by heart!

### GRADE 1 WEEKLY ROUTINE

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Daily Activities 15	Daily Activities 15	Daily Activities 15	Daily Activities 15	Daily Activities 15
Shared Reading 10	Shared Reading 15	Shared Reading 15	Shared Reading 15	Shared Reading 15
Phonemic Awareness & Phonics 5	Phonemic Awareness & Phonics 5	Phonemic Awareness & Phonics 5		Phonemic Awareness and Phonics & Word Wall 5
			Writing 15	
Total 30	Total 35	Total 35	Total 45	Total 35

## Weekly Preparation

- It is important to remember that the PSRIP programme has reduced the need for teachers to PLAN, but that PREPARATION is still required!
- One afternoon per week, get together with your colleagues (all Foundation Phase EFAL teachers), and do your preparation together.
- When doing your preparation, remember to:
  1. **Read through the lesson plan** for the week.
  2. Make sure that you **know and understand the methodologies** that must be used. If not, go to the section titled 'Core Methodologies' and revise accordingly.
  3. Next, check which **flashcards** and **illustrations** are needed for theme vocabulary, sight words, phonics and the writing frame. Get these flashcards and illustrations ready as follows:
    - Cut the flashcards or illustrations out.
    - Try to stick them onto cardboard or paper.
    - If possible, laminate or cover in plastic.
    - Store the flashcards for a lesson together in an envelope, or with a rubber band around them.
  4. **Collect any other resources** that you may need, including pictures or real objects.
  5. Check that your **Big Book** is in order.
  6. Read through any the activities in the **DBE Workbook** that you will complete.
  7. **Practice** doing the **writing lessons**.
- It is also a good idea to see that your **Tracker** is up-to-date from the previous week, and that you have completed all activities and ticked them off in the Tracker.
- Keep your **Group Guided Reading Groups** up to date.
- Keep your **Reading Trackers** up to date.
- Finally, if you are doing any formal assessments that week, read through the rubrics and make sure that you know what to do.

## Themes and Reading Schedule

WEEK NUMBER	THEME	SHARED READING TEXT	SIGHT WORD SENTENCE
1	ORIENTATION		
2			
3	WE GO TO SCHOOL	Ben goes to school	I like to play.
4	WE PLAY OUTSIDE	A very hot day	We play soccer at school.
5	FAMILY AND FRIENDS	Bongi waits	I like my mom and dad.
6	ASSESSMENT		
7	SPORTS AND GAMES	Jabu's big kick	You can play with me!
8	AT THE CLINIC	Emma goes to the clinic	Come and look at my big soccer ball!
9	A COLOURFUL COSTUME PARTY	Simon's costume party	Do you like yellow or blue?
10	WE CAN BAKE	A surprise for Dineo	I eat and eat the good food.



# Term 1 Programme Of Assessment

**From Term 1 2018, the PSRIP FP EFAL Learning Programme follows the Department of Basic Education's Revised SBA Guidelines.**

Please read the extract below from this document.

## **School Based Assessment (SBA) First Additional Language (FAL)**

School Based Assessment (SBA) tasks for First Additional Language (FAL) will focus on the core Language components namely Listening and Speaking, Phonics, Reading and Comprehension and Writing. The Programme of Assessment (POA) for FAL is manageable and doable for both maximum and minimum time allocation offerings in Grades 1 to 3. The writing component will not be assessed in Grade 1 only if the minimum time model is used. The POA has identified the core skills to be assessed formally in each term in Grades 1 to 3, however these are the minimum requirements and teachers are encouraged to ensure that assessment activities are differentiated (learning styles and cognitive levels).

Both formative and summative assessments should be implemented to track and monitor learner progress from term to term. The assessment activities should be grade appropriate and differentiated to accommodate different learning styles (visual, auditory, kinaesthetic) and abilities. The assessment activities identified for formal assessment must be familiar activities meaning that they have been taught and as far as possible the learner must be given adequate opportunities to demonstrate this skill using different forms of assessment before being subjected to the formal assessment format. Assessment activities for each formal assessment task were carefully selected in response to ensuring that the POA for Grades 1-3 is manageable and doable in diverse contexts.

Rubrics should be used to inform each learner's scores for oral assessment activities for Listening Speaking, oral phonics, sight word recognition and oral reading. For written activities (Phonics, Spelling and Comprehension) scores will be informed by number of correct responses, however for writing rubrics will be used to inform the learner's score. It must be noted that the exemplar assessment frameworks are responding to the core skills and competencies that learners should know and demonstrate by the of each term in each grade.

## **IMPLEMENTATION OF SOUTH AFRICAN SCHOOL ADMINISTRATION AND MANAGEMENT SYSTEMS (SA-SAMS)**

The SBA guidelines will be used to inform the implementation of SA-SAMS in Grades 1 to 3. Tables 1 & 2 indicate the SA-SAMS weightings for FAL. Table 1 gives an overview of the number of oral and written activities that should be assessed formally for each assessment task in FAL. This mapping will inform the capturing of the assessment data on SASAMS.

Table 1 FIRST ADDITIONAL LANGUAGE (FAL) SA-SAMS weightings				
Language Components		Grade 1	Grade 2	Grade 3
Listening and Speaking				20%
Phonics and Spelling				13%
Reading • Word recognition • Fluency • Comprehension	Shared Reading	30%	30%	30%
	Group Guided Reading		30%	30%
Writing		8%	17%	20%
Language Usage				17%
Aggregate	Term 1:25 %	Term 2:25 %	Term 3:25%	Term 4:25%

Grade 1				
Language Skills	Term 1	Term 2	Term 3	Term 4
Listening and Speaking	1 Oral	1 Oral	1 Oral	1 Oral
Phonics	1 Oral	1 Oral	1 Oral	1 Oral
Reading	1 Oral	1 Oral	1 Oral	1 Oral
Writing				
Grade 2				
Language Skills	Term 1	Term 2	Term 3	Term 4
Listening and Speaking	1 Oral	1 Oral	1 Oral	1 Oral
Phonics	1 Oral	1 Written	1 Written	1 Written
Reading	1 Oral	1 Oral	1 Oral	1 Written
Writing	1 Written	1 Written	1 Written	1 Written
Grade 3				
Language Skills	Term 1	Term 2	Term 3	Term 4
Listening and Speaking	1 Oral	1 Oral	1 Oral	1 Oral
Phonics	1 Oral	1 Written	1 Written	1 Written
Reading	1 Oral	1 Oral and 1 Written	2 Oral	1 Oral and 1 Written
Writing	1 Written	1 Written	1 Written	2 Written

## TERM 1 ASSESSMENT NOTES

1. All assessment tasks have been adjusted according to SBA requirements, and incorporate the use of the rubrics provided.
2. All assessments are completed in Week 6.
3. Please fill in learners' results for the formal assessment tasks (summative) in the table that follows.
4. This is followed by the DBE Checklist for informal assessment (formative). Please use this checklist to track learner progress on an ongoing basis.

FAL GRADE 1: TERM 1 Scores using rubrics					
	Listening & Speaking		Phonics	Reading	Comment
	Responds to simple greetings	Sings simple songs and does action rhymes	TOTAL	Demonstrates understanding of the oral vocabulary in the story by pointing to objects in the illustrations	
Date					
Score	5	5	10	5	
Names of Learners					
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					

## FAL : Grade 1 : Term 1

FAL : Grade 1 : Term 1						
Component	What skills will be assessed	Form of Assessment	Assessment Tool	Score	Date to be completed	Date completed
Listening and Speaking:	<ul style="list-style-type: none"><li>Responds to simple greetings and farewells</li><li>Sings songs and does action rhymes</li></ul>	Observation & Oral	Checklist	N/A	10	Checklist
	<ul style="list-style-type: none"><li>Responds physically to simple oral instructions</li><li>Makes simple requests</li><li>Points to and name some objects in the classroom or in a picture in response to teacher's instructions)</li></ul>		Rubric			
<u>Teacher notes</u> Each skill is not meant to be an assessment activity but you should rather ensure that your learners are afforded opportunities to demonstrate these skills orally and practically in daily lessons. By Week 9 you should be able to complete the checklist and score each learner on 2 skills according to the rubric. For SASAMS you should have 1 score for Listening and Speaking.						
Phonics: Oral	<ul style="list-style-type: none"><li>Segments oral sentences into individual words</li><li>Begins to identify different initial sounds in words</li><li>Identifies some rhyming words in stories, songs, poems and rhymes</li></ul>	Observation & Oral	Checklist	N/A	By Week 9	
			Rubric	5		
<u>Teacher notes</u> Each skill is not meant to be an assessment activity but rather you should ensure that your learners are afforded opportunities to demonstrate these skills in oral FAL lessons. Oral Phonic skills will be observed and assessed during your daily lesson activities and by Week 9 you should be able to score each learner accordingly using the attached checklist and rubric. For SASAMS you should have 1 score (Oral phonics)						
Reading: Oral	<ul style="list-style-type: none"><li>Listens and responds to a story that is told and read</li><li>Joins in choruses after repeated readings of a text</li><li>Answers simple oral questions about story</li><li>Identifies people, animals and objects in the illustrations (Big Book/Poster)</li><li>Demonstrates understanding of the oral vocabulary in the story by pointing to objects in the illustrations (Posters/Big Books)</li></ul>	Observation & Oral	Checklist	N/A	By Week 9	
			Rubric	5		
<u>Teacher notes</u> Each skill is not meant to be an assessment activity but you should rather ensure that your learners are afforded opportunities to demonstrate these skills in oral FAL lessons. Learners will be observed and assessed on these reading skills during your daily class activities and by Week 9 you should be able to score each learner on 1 skill. The attached checklist should be used for recording and scoring to be done according to the rubric. For SASAMS you should have a score for the 1 Oral Reading component						
Writing:	<ul style="list-style-type: none"><li>Draws a picture for a story that is told or read.</li><li>Copies a caption for a picture</li></ul>	Written	Class workbook	n/a	By Week 9	
<u>Teacher notes</u> Writing skills should be observed during shared reading lessons and by Week 9 you should be able to complete the checklist based on your observations. There is no formal writing activity in Term 1 and no recording for SASAMS.						
<b>TOTAL SCORE</b>				<b>20</b>		
Scores will be captured on SASAMS. The score will be converted to a percentage to indicate level 1-7 for the report card.						

FAL GRADE 1: TERM 1 Checklist													
	Listening & Speaking			Phonics		Reading				Writing		Comment	
<div>✓ x / x</div>		Responds physically to simple oral instructions	Makes simple requests	Points to and name some objects in the classroom or in a picture	Begins to identify different initial sounds in words	Identifies some rhyming words in stories, songs, poems and rhymes	Listens and responds to a story that is told and read	Joins in choruses after repeated readings of a text	Identifies people, animals and objects in the illustrations	Answers simple oral questions about story	Draw s a picture for a story that is told or read.	Copies a caption for a picture	
Date													
Names of learners													
1.													
2.													
3.													
4.													
5.													
6.													
7.													

# Classroom Displays

## Display Boards

1. As part of this programme, you will receive four large different-coloured display boards.
2. Each coloured board will be used to display a different set of words for the week.
3. Use these boards as follows:
  - a. **Green** board –display the theme vocabulary words for the week.
  - b. **Blue** board –display the sight words for the week.
  - c. **Yellow** board –display the phonic words for the week.
  - d. **Pink** board –display the writing frame for the week.
4. The words on these boards must be updated every week.
5. Once you have taken down a set of words, either file them or display them on your classroom word wall.
6. Look after these words so that you can use them again the following year.

## Theme Table

1. Try to create a theme table in your classroom.
2. Use this space to display pictures and real objects that relate to the theme.
3. Label these items, so that learners can learn this vocabulary.

## Daily Activities

These are the oral activities that you will do at the start of the EFAL lesson on Monday, Wednesday and Friday. These are the listening and speaking activities of the programme. They are carefully designed to give learners individual opportunities to speak.

### Daily Activities: Greetings

1. The greeting part of the daily activities should be very brief (1 to 2 minutes only).
2. Use common English phrases to welcome and greet different children every morning.
3. Each child should respond and greet you back. For example:
  - a) *Greeting 1: Hello, (child's name). How are you this morning?*
  - b) *Response 1: Hello, Teacher. I am fine, thank you. How are you?*
  - c) *Greeting 2: Good morning, (child's name). How are you today?*
  - d) *Response 2: Good morning, Teacher. I am well, thank you. How are you?*
4. This establishes a ROUTINE. The learners soon know that the English lesson begins every day after the greeting.

### Daily Activities: Song / Rhyme / Finger Play

1. The specific song, rhyme or finger play which you are to do with the learners is listed in the lesson plan.
2. Over time, the learners will get to know these songs and finger plays, and they will sing them automatically.
3. However, when they are first introduced, you need to teach learners the words, action and tune (if there is one).
4. On Monday teach the song, rhyme or finger play to the learners, line-by-line as follows:
  - a. Sing or say the song, rhyme or finger play, and then explain the meaning of it to learners, using code-switching if necessary.
  - b. Sing or say the first line, and then let learners repeat after you.
  - c. Sing or say the second line, and then let learners repeat after you.
  - d. Sing or say the first two lines together, and then let learners repeat after you.
  - e. Continue on in this manner until you have taught learners the whole song or rhyme.
5. For the rest of the week, repeat the song, rhyme or finger play with the learners.
6. Always include appropriate actions with the song or rhyme.
7. Let the children request to sing their favourite songs, rhymes or finger plays at the end of the day – this is a fun way of reinforcing the new language that they have learnt.

### Daily Activities: Theme Vocabulary

1. Every time you do Daily Activities, you will teach new theme vocabulary words to learners, just before the Question of the Day.
2. Use the methodology 'PATS' to teach new vocabulary.
3. PATS is an acronym for Point, Act, Tell and Say.



4. It is not always possible to do all four actions for each theme word – just do what is appropriate.
  - a. P - POINT to a picture or real item, if possible.
  - b. A - ACT out the theme word, if possible.
  - c. T - TELL learners what the theme word means. This could either be code-switching, where you give the meaning of the word in the home language, or it could be a simple explanation of the word.
  - d. S - SAY the word in a sentence, and have the learners repeat the word after you.
5. Once you have taught the theme vocabulary for the week, display the words on the yellow display board.

### **Daily Activities: The Question of the Day**

Every day after the new vocabulary words are introduced, learners use these new words to answer a question. This method of vocabulary introduction ensures that learners interact with each new theme vocabulary word. This activity creates a context for learners to think about, discuss, and answer questions using new vocabulary words.

#### **The purpose of the question of the day:**

1. The question of the day reinforces new theme vocabulary for learners.
2. It helps learners to use and repeat the target vocabulary words in complete oral sentences.
3. It creates regular opportunities for learners to hear and speak simple English in a real context.
4. It requires listening, thinking, doing, speaking and seeing, which activates learners' total physical response.
5. The question of the day asks learners an opinion based question (there is no right or wrong answer) or a prediction type question, or a question about what they know or like. These types of questions allow learners to interact with new words without the fear or stress of making a mistake.

#### **Getting ready for the question of the day:**

1. If you have a large class, divide them into groups for the Question of the Day. Then, call only one group per day to answer the question. For example, if you are a Grade 1 teacher, you could divide your class into 5 groups:
  - a. On Mondays, Group 1 will answer
  - b. On Tuesdays, Group 2 will answer
  - c. On Wednesdays, Group 3 will answer
  - d. On Thursdays, Group 4 will answer
  - e. On Fridays, Group 5 will answer
2. Write the question of the day on the chalkboard before the lesson begins.
3. Draw a two or three column graph below the question of the day, and fill in the options.
4. Label each column with an answer word.
5. Draw or display matching pictures where possible.

For example:

Question of the day: **Who do you have the most fun with?**

my family	my friends	my teacher

## Filling out the graph:

### Modelling:

1. Read the question out loud to the learners.
2. Point to and read the options from which learners may choose.
3. Explain which option you prefer.
4. Write your vote in the correct column by drawing an X.

### Learners:

1. Give learners a few seconds to think about which option they will choose.
2. Call a group to come up to the chalkboard to write their answers onto the graph. It is important that you choose a system for this, and that it is always the same so that the learners get used to the routine.
3. Learners line up at the chalkboard.
4. Learners draw their cross on the graph.
5. Once learners have added their response, they return quietly to their seats.
6. As learners answer on the graph, you should repeat their answers so that they hear their choices articulated, with the vocabulary words repeated many times. For example, encourage dialogue, such as:

*Teacher:* Pretty, who do **you** have the most fun with?

*Pretty:* **I** have the most fun with my teacher.

*Teacher:* **She** has the most fun with her teacher.

(For African language speakers learning English, pronouns are a particularly difficult language feature to learn. For this reason, it is important to model the correct use of pronouns for learners, whenever possible. The question of the day gives teachers an opportunity to do this authentically and in context.)

7. Once learners have added their response, they return quietly to their seats.

**Discussing the question of the day:**

1. Together with the learners count aloud the number of crosses in each column.
2. Write the total number at the bottom of each column.
3. Ask learners to identify which fruit was liked the most.
4. Ask individual learners the questions provided in the weekly lesson plans. You can help learners here by using modelling to answer the questions before you ask the learners. For example if the question is "Who do you have the most fun with?" You could say:
  - I have the most fun with my friends.
  - I see that 6 learners have the most fun with their friends.
  - If you have the most fun with your friends, raise your hand. (*Instruct learners to raise their hands*)
  - Peter, who do you have the most fun with? (*Ask individual learners*)

**Daily Activities: Sight words**

1. From Monday to Thursday, show learners the flashcards of the targeted sight words, and repeat three times.
2. Next, ask learners to repeat each sight word after you, three times.
3. Finally, call on a few individual learners to read each word.
4. On Fridays, do the following:
  - a. Write the sentence on the board.
  - b. Read the sentence to learners, pointing to each word.
  - c. Instruct learners to read the sentence while you point to each word.
  - d. Read the sentence fluently.
  - e. Instruct learners to repeat the sentence fluently.
  - f. Call on a few learners to come and read the sentence while pointing to each word.

# Shared Reading with Comprehension Strategies

In Grade 1, a new story is read every week.

Shared Reading is done every day as follows:

Monday:	Pre-Read
Tuesday:	Read One
Wednesday:	Illustrate the story
Thursday:	Read Two
Friday:	Post-Read

For these Shared Reading sessions, make sure all learners are settled and can clearly see the big book pictures. Remind learners of your expectations during shared reading time, such as:

1. Sit comfortably and STILL.
2. Keep your HANDS in your laps.
3. Keep your EYES and thoughts on the story.
4. Turn your VOICES off (*make a gesture showing zipped lips*).

The main purposes of Shared Reading in this programme are as follows:

- a. The learners experience what it is like to read an entire story that is more complex than they are able to read alone. Because learners are not worried about the technical part of reading, they can focus on the storyline and the characters. The learners can also enjoy the stories, and develop a love for reading.
- b. As the teacher reads the story aloud, she incidentally models certain reading skills: she reads from the first to the last page; she reads from the top of the page to the bottom; she reads from left to right; she responds to punctuation marks; she reads fluently and at a good pace; and she reads with expression, which adds to the meaning of the text. Learners incidentally learn many skills by observing a fluent reader.
- c. As the teacher reads, she embeds meaning by: pointing to a part of the picture; by using a gesture or action; and by adding expression to her voice. The teacher also explicitly adds meaning, by stopping to explain a word or phrase. By listening to the teacher and watching her, the learners are acquiring new language skills.
- d. Then, very importantly, during Shared Reading, the teacher must teach the learners how to think about a story, and how to build their understanding of a story. In this programme, we have chosen to build comprehension skills by modelling and teaching different comprehension strategies. The following comprehension strategies are used:
  1. Predict
  2. Visualise
  3. Search the text
  4. Summarise
  5. Think about the text (wonder)
  6. Make connections
  7. Make inferences

## Comprehension Strategies

The table below provides information on each strategy.

Strategy 1: Predict	
Explanation	When learners predict, they say what they <u>think</u> will happen in a story. Learners can predict what will happen by looking at the pictures in a book. They can also predict what will happen next after they have read a page of the text. Finally, learners can predict how they think the story might end.
Purpose	By getting learners to predict, you are getting them to think about the story before they have even read it. Learners must use clues to try and work out who the characters are, and what main events will take place. By predicting, learners are developing their comprehension skills by thinking about the story.
Steps (For predicting with pictures)	<ol style="list-style-type: none"> <li>1. Look at the picture.</li> <li>2. Ask learners: What do you think is happening here?</li> <li>3. Let learners think about the question.</li> <li>4. If learners cannot answer, give an example answer to the question.</li> </ol>
Examples (For predicting with pictures)	<ol style="list-style-type: none"> <li>1. What do you think is happening here?</li> <li>2. How do you think this character feels? Why?</li> <li>3. What do you think you will see in the next picture?</li> </ol>
Steps (For predicting with text)	<ol style="list-style-type: none"> <li>1. Read a page of text.</li> <li>2. Ask learners: What do you think happens next?</li> <li>3. Let learners think about the question.</li> <li>4. If learners cannot answer, give an example answer to the question.</li> </ol>
Examples (For predicting with text)	<ol style="list-style-type: none"> <li>1. What do you think happens next?</li> <li>2. What do you think this character does next?</li> <li>3. How do you think this story ends?</li> </ol>
Strategy 2: Visualise	
Explanation	When learners visualise, they must think about what is happening in the story like a scene from a movie. They must try to see the story in their minds as it happens.
Purpose	Visualisation helps learners to see how the events in the text are connected to each other. This helps them to think about the story as a whole, rather than just page by page. This also helps to give meaning to the words on the page – by turning them into a scene from a movie in our minds.

Steps	<ol style="list-style-type: none"> <li>1. Read the text on the page.</li> <li>2. Say: Now we are going to visualise the story as if we were watching a movie.</li> <li>3. Instruct learners to close their eyes. Explain that learners must listen to the words and make a movie in their mind.</li> <li>4. Read the text again.</li> <li>5. Tell learners what you visualised. (Model the skill.)</li> <li>6. Ask learners: What did you see? (What happened in your movie?)</li> <li>7. Listen to and discuss learner answers. Make sure learners' answers are relevant to what is happening in the story.</li> </ol>
Examples	<ol style="list-style-type: none"> <li>1. I visualised when Joe won the race. I could see the sweat coming off his head and flying everywhere. I could see his eyes focused on the finish line, and his body working as hard as it could.</li> <li>2. What did you visualise? What happened in your movie?</li> </ol>
<b>Strategy 3: Search the text</b>	
Explanation	Search the text questions are the most basic type of comprehension questions. These questions ask learner to think about or look at the words on the page, and to recall information.
Purpose	These questions are a basic check for understanding of the words on the page.
Steps	<ol style="list-style-type: none"> <li>1. Read the text on the page.</li> <li>2. Ask learners a question about the information in the text, like: Who did Joe want to beat in the race?</li> <li>3. Let learners answer the question.</li> <li>4. NOTE: There is only one correct answer to this type of question. If the learner answers the question incorrectly, you must read the sentence with the correct answer out loud and/or point to the picture for support. Then, give the correct answer to the question. It is important that the learner knows if their answer was incorrect, and that they hear the correct answer.</li> </ol>
Examples	<p>These kind of questions usually begin with:</p> <ul style="list-style-type: none"> <li>• Who?</li> <li>• What?</li> <li>• When?</li> <li>• Where?</li> </ul> <p>For example:</p> <ol style="list-style-type: none"> <li>1. <b>Who</b> did Joe want to beat in the race?</li> <li>2. <b>What</b> did Joe do before the race?</li> <li>3. <b>When</b> did Joe train for the race?</li> <li>4. <b>Where</b> was the race being held?</li> </ol>

<b>Strategy 4: Summarise</b>	
Explanation	When learners summarise, they think about the most important points in a text. They explain the main points in a few, concise sentences. Summarising can be done orally or in writing.
Purpose	Summarising shows that the learner has understood the main points of the story. Asking learners to summarise or retell the main points of a story is the best way to check their understanding.
Steps	<ol style="list-style-type: none"> <li>1. Read the text.</li> <li>2. Remind learners: When we summarise, we think of the most important parts of a story.</li> <li>3. Explain: Today we will summarise the story we just read. That means we will explain what happened in the story in a few sentences.</li> <li>4. Give learners a minute to think about the story.</li> <li>5. Instruct learners to turn and talk and tell their summary to a friend (oral recount).</li> <li>6. Next, instruct learners to write their summary down.</li> </ol>
Examples	<p>Story: Joe wins the race</p> <p><u>Learners should summarise the story into a few sentences as follows:</u></p> <ol style="list-style-type: none"> <li>1. Sizwe always won everything at school.</li> <li>2. The school was holding a big cross country race.</li> <li>3. Joe trained every day after school when he ran home.</li> <li>4. Joe beat Sizwe in the race.</li> <li>5. Everyone was happy for Joe.</li> </ol>
<b>Strategy 5: Think about the text (Wonder)</b>	
Explanation	When the teacher wonders, the teacher thinks out loud about the text. She lets the learners hear what she is thinking about the text.
Purpose	<p>By modelling how to think/wonder about a text, we teach learners two things.</p> <p>Firstly, we teach learners that good readers do not just read the words, they always think about what they are reading.</p> <p>Secondly, we show learners the kinds of thoughts that we have about a text.</p> <p>By doing this, we show learners how to think creatively and critically about a text. In time, learners will start to do this for themselves.</p>

Steps	<ol style="list-style-type: none"> <li>1. Read the text on the page.</li> <li>2. Think of a question or idea that a fluent reader might have about the text. (Ideas have been provided in the Read One and Read Two columns in the lesson plans.)</li> <li>3. Say: I see / I notice ...</li> <li>4. Say: I wonder ...</li> <li>5. Let learners think about the question.</li> <li>6. Give a sample answer to the question.</li> <li>7. Learners do <u>not</u> need to answer the question.</li> </ol>
Example	<b>I see</b> that Sizwe laughed at Joe when he entered the race. <b>I wonder</b> if this will upset Joe?
<b>Strategy 6: Make connections</b>	
Explanation	When learners make connections, they compare the story to their own lives, or to another text. Sometimes, they think about how something from the story is like something in their own lives. Sometimes, these questions ask learners to think about what they would have done if they were in the story. Sometimes, learners must connect the character's feelings and actions to those of characters in other stories they have read.
Purpose	These kinds of questions help learners relate to the story and make good guesses about feelings and personal experiences. This helps learners to develop empathy and understanding for the feelings and experiences of other people.
Steps	<ol style="list-style-type: none"> <li>1. Read the text on the page.</li> <li>2. Ask learners a question, like: When was a time that you wanted to win something, like Joe?</li> <li>3. Use modelling to give a sample answer, like: When Joe wanted to win the race, it reminded me of how I used to compete with my sister at school. She always got top marks for everything, and my parents were so proud. I wanted my parents to feel proud of me too.</li> </ol>
Examples	<ol style="list-style-type: none"> <li>1. How does this remind you of your own life?</li> <li>2. Tell me about a time when something similar happened to you.</li> <li>3. If you were Joe, what do you think you would have done when Sizwe laughed at you?</li> <li>4. How do you think Sizwe felt when Joe beat him?</li> <li>5. Which other character does this remind you of?</li> </ol>



Strategy 7: Make inferences	
Explanation	<p>Making an inference involves using what you know to make a good guess about what you don't know. This is what is meant by 'reading between the lines'. When learners make an inference, they make a good guess about something using what they have read together with their own experiences and knowledge.</p> <p>Sometimes, the author does not write down every single detail of the story. The author leaves parts of the story unfinished, so readers can work it out for themselves.</p>
Purpose	<p>Making inferences is a key thinking and comprehension skill. Learners need to work out parts of a story by making inferences. Learners may miss important information if they do not know how to make appropriate inferences.</p>
Steps	<ol style="list-style-type: none"> <li>1. Read the text on the page.</li> <li>2. Ask learners: What do you know about this? What does the text say?</li> <li>3. Ask learners: What else can we guess about this? Is there something that the text does not say?</li> <li>4. Listen to and <b>discuss</b> learners' answers. Make sure learners' answers are logical.</li> <li>5. If learners struggle, give them an example of an inference. Use the following sentence frame to help: Based on ... I think ...</li> </ol>
Example	<p><b>Text:</b></p> <p>My brother applied to go to University. I came home and saw my brother holding a letter and smiling. My mother was crying, and laughing and hugging him.</p> <p><b>Inference:</b></p> <p>Based on the fact that my brother applied to go to university, and that he is holding a letter looking very happy, we guess that his application was successful.</p>

Below is a description of the core methodology of each of the five Shared Reading lessons: Pre-Read; Read One; Illustrate the Story; Read Two; and Post-Read. Read these descriptions to get a clear understanding of the flow of each lesson.

## Shared Reading: Pre-Read

### ***Comprehension Strategy: Predict***

In the Pre-Read, we build comprehension skills by getting learners to think about the story before it is read to them.

1. Tell learners that today they will look at the pictures in the story, and think about the story.
2. Tell learners that, based on what they see, they will make predictions about the story. This means they will use the pictures to try and guess what the story is about.
3. Show learners the cover of the story and read the title aloud.
4. Ask learners: What do you think will happen in this story?
5. Next, look at each picture in the story, and as you look, ask learners:
  - a. What do you see in this picture?
  - b. What do you think is happening here?
  - c. What do you think might happen next?
6. When you get to the last picture, ask learners: How do you think this story will end (if appropriate)?
7. Thank learners for their predictions.

## Shared Reading: Read One

### ***Comprehension Strategy: Any strategy may be used. This is identified in the lesson plan.***

In Read One, we first build comprehension skills by reading and explaining the story to learners.

1. Read each page of the story fluently and clearly. As you read, use gestures, actions and facial expressions, and change tone of voice (expression) to enhance meaning.
2. Where necessary, stop and explain a word or phrase to learners. If you need to code switch, you may do so. This gives learners a clear understanding of the story.
3. At the same time, during Read One, we also focus on modelling and teaching a comprehension strategy to learners.
4. At the end of each page you will see two coloured blocks, numbered 1 and 2.
5. Once you have read and explained the page to learners, read the text in block 1. This will help you to model and teach the comprehension strategy.
6. On the last page of the story, there are a few questions in block 1, including search the text questions, and a why question.
7. Ask different learners to answer the search the text questions. **(Practise strategy 2)**
8. Ask different learners to answer the why question. **(Practise strategy 7)**
  - Show learners that there can be more than one correct answer to a question, and that learners may have different opinions.

## Shared Reading: Illustrate the Story

**Comprehension Strategy:** *To summarise and reflect on the story.*

### Modelling

1. Begin by modelling the activity for learners.
2. Explain that today, learners will draw their **favourite** part of the story.
3. Use **modelling** to **think before you write**.
4. Use **modelling** to **explain** your favourite part of the story.
5. Use **modelling** to draw a picture of the part of the story you like best.
6. Use **modelling** to add a label to your drawing.

### Oral Instructions:

1. Tell learners they must choose their **favourite** part of the story.
2. Hold up the pictures in the story for all the learners to see.
3. Remind learners that we **think before we write**.
4. Instruct learners to decide which part of the story they will write about.
5. Call on 2-3 learners to tell you their favourite part of the story. *(Learners can point to the picture that they like best if they cannot yet use English words.)*
6. Explain that learners can try to add a label.

### Writing:

1. **Hand out learner books.**
2. As learners write, walk around the room and complete **mini conferences**.
3. Ask learners to tell you about their drawings.
4. Help learners to add a label.
5. Encourage learners!

### Turn and Talk:

1. When there are 2-3 minutes left, instruct learners to put their pencils down.
2. Instruct learners to **turn and talk** with a partner about their drawings.

*Hang up learner drawings at LEARNER EYE-LEVEL around the room. This helps learners have conversations about the story.*

## Shared Reading: Read Two

**Comprehension Strategy:** *The same strategy is used in Read One and Read Two. This is identified in the lesson plan.*

In Read Two, we continue to build comprehension skills by reading and explaining the story to learners.

1. Once again, read each page of the story fluently and clearly. As you read, use gestures, actions and facial expressions, and change tone of voice (expression) to enhance meaning.
2. This time, you may again explain words or phrases, but try to avoid code switching.
3. At the same time, during Read Two, you will reinforce the comprehension strategy that you introduced in Read One.
4. At the end of each page you will see two coloured blocks, numbered 1 and 2.
5. Once you have read and explained the page to learners, read the text in block 2. This will help you to model and teach the comprehension strategy.
6. On the last page of the story, there are a few questions in block 2, including search the text questions, and a why question.
7. Ask different learners to answer the search the text questions. **(Practise strategy 2)**
8. Ask different learners to answer the why question. **(Practise strategy 7)**
  - Show learners that there can be more than one correct answer to a question, and that learners may have different opinions.

## Shared Reading: Post-Read

The purpose of the Post-Read activity is to give learners an opportunity to consolidate their understanding of the story, and to practise using the new language that they have learnt.

**In Grade 1 during the post-read, you will do one of three activities:**

1. Act out the story
2. Recount the story
3. Illustrate the story

### Act out the story (oral activity)

- a. Settle the learners on the carpet, or in a quiet space outside.
- b. Tell learners that today they will act out parts of the story that they have read.
- c. Hold up the big book. Read the first page.
- d. Give learners the instruction of what to act out. (in lesson plan)
- e. Act out the instruction with learners.
- f. Repeat with every page.
- g. Train learners to respond to a signal that they should be quiet and listen as you read a page between actions.

### **Recount the story (oral activity)**

- a. Settle the learners so that you have their attention.
- b. Follow the steps in the lesson plan to recount the story with learners.
- c. First, you will model recounting something from the story.
- d. Next, you will tell learners to think of something from the story – they should not copy your recount.
- e. Then, learners will TURN AND TALK and share their recount with a partner.
- f. Finally, you will call on a few learners to share their recounts with the class.

### **Illustrate the story (written activity)**

- a. Settle the learners at their desks, with their exercise books or blank paper, pencils and crayons.
- b. Follow the lesson plan to complete this activity. You will do this in the following way:
- c. Show the learners exactly what to do by modelling the activity for them.
  - Visualise something from the story and draw a picture of what you see.
  - Write one or two labels next to your drawing.
- d. Once you have modelled this, give the learners clear oral instructions to get them to complete the activity on their own.

## Phonemic Awareness and Phonics

- You will need to master four phonemic awareness and phonic activities for Grade 1 Term 1.

### Monday example lesson and purpose

#### DIFFERENTIATING ENVIRONMENTAL SOUNDS

1. Tell learners to listen carefully.
2. Explain that you will make two sounds.
3. Learners must decide if the sounds are the same or different.
4. If learners think the sounds are the same, they must hold up 1 finger.
5. If learners think the sounds are different, they must hold up 2 fingers.
6. Instruct learners to close their eyes.
7. Make any two sounds, like a clap and a whistle or the two sounds can be the same.
8. Instruct learners to hold up 1 or 2 fingers.
9. Look around the room to see which learners correctly identified if the sounds were the same or different, and which learners are struggling.
10. Instruct learners to open their eyes.
11. Show the learners which two sounds you made and if they were the same or different.
12. Repeat this as many times as possible.

#### PURPOSE OF THE ACTIVITY

- Learners must be able to isolate and identify different sounds. Before doing this with letter-sounds, it helps to start with more familiar environmental sounds.

### Tuesday example lesson and purpose

#### INTRODUCE NEW SOUND

1. Say the sound and hold up the flashcard, for example: /p/
2. Say the sound and instruct learners to repeat the sound x 3.
3. Discuss how the sound for /p/ is the same in English and home language.
4. Tell learners to try to find this letter written somewhere on the walls.
5. Ask learners: Can you think of words that begin with /p/?
6. Brainstorm words with learners, like: **path, power, pap, pencil**
7. Ask learners: Can you think of words that end with /p/?
8. Brainstorm words with learners, like: **map, clap, cap**

#### INTRODUCE NEW WORDS

1. Say each word loudly and clearly as you show the flashcard: **pat, sap, tap**
2. Show each word to learners, as you say it.

3. Ask learners to repeat the words after you.
4. Stick up the flashcards of the rhyming words on the Phonics Display Board.

pat	sap
	tap

### PURPOSE OF THE ACTIVITY

Learners must know the letter-sound relationships very well. They must start to identify patterns in words.

### Wednesday example lesson and purpose

#### DIFFERENTIATING NEW SOUNDS

1. Remind learners that we have learned the sounds **/p/** and **/s/** (for example).
2. Tell learners to listen carefully.
3. Explain that you will say one sound.
4. Learners must decide if it is **/p/** or **/s/**
5. If learners think you said **/p/**, they must hold up 1 finger.
6. If learners think you said **/s/**, they must hold up 2 fingers.
7. Instruct learners to close their eyes.
8. Say one sound (either **/p/** or **/s/**).
9. Instruct learners to hold up 1 or 2 fingers.
10. Look around the room to see which learners correctly identified the sounds, and which learners are struggling.
11. Instruct learners to open their eyes.
12. Tell learners which sound you said, and show the flashcard.
13. Repeat this as many times as possible.

### PURPOSE OF THE ACTIVITY

Learners must be able to isolate and identify different letter-sounds. Before learning to read these sounds, learners must be able to hear them.

### Friday example lesson and purpose

#### SEGMENTING AND BLENDING (I DO)

1. Say the word: **pat**
2. Segment the word into the individual sounds: **/p/ - /a/ - /t/**
3. Say the beginning sound of the word: **/p/**
4. Say the middle sound of the word: **/a/**
5. Say the end sound of the word: **/t/**
6. Write the word on the board: **pat**

7. Model pointing and blending the sounds to make a word: **/p/ - /a/ - /t/ = pat**
8. If you have time, repeat this with the word: **sap**

### SEGMENTING AND BLENDING (WE DO)

1. Say the word: **tap**
2. Ask learners: What is the first sound in the word? **/t/**
3. Ask learners: What is the middle sound in the word? **/a/**
4. Ask learners: What is the last sound in the word? **/p/**
5. Ask learners to segment the word into each individual sound: **/t/ - /a/ - /p/**
6. Write the word: **tap**
7. Instruct learners to blend the sounds in the word with you: **/t/ - /a/ - /p/ = tap**
8. If you have time, repeat this with the word: **sap**
9. Add to your word wall with the –ap word family
10. Ask three learners to stick the flashcard words under the correct word family.

### PURPOSE OF THE ACTIVITY

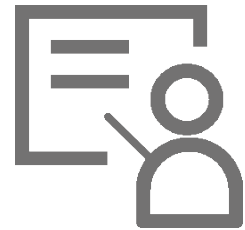
- Learners must understand that words are made up of distinct sounds. These sounds can be put together (blended) or taken apart (segmented).
- Learners must be able to hear and isolate the sounds in words.
- Learners must recognise patterns in speech and in written language. Recognising patterns helps learners to decode more quickly and effectively. Manipulating (changing) sounds and letters in words help practise seeing and hearing patterns in words.



1. Follow the lesson plans to complete the writing task for each week.
2. In the lesson plans, you will notice that the same routine is always followed. This is to help learners, so that they know what to expect in writing lessons. This helps to build confidence.
3. You will also notice that different strategies are slowly taught to learners so they are able to successfully complete sentence frames.
4. The aim is for learners to eventually use these strategies automatically.
5. These strategies help learners feel confident about their writing by showing them that there is a series of steps to follow when they write.

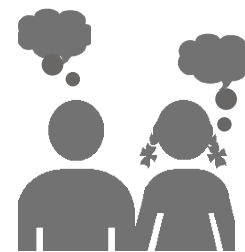
## STRATEGY 1: TEACHER MODELS WRITING FIRST

- a. The teacher first demonstrates the task to the class (she shows the class exactly what they are going to do).
- b. By watching the teacher, the learners have a clear idea of the task.



## STRATEGY 2: WRITERS THINK BEFORE THEY WRITE

- a. Writing is the act of putting thoughts onto paper.
- b. This means that writers must think first and decide what to write about before writing.
- c. It also means that there are no correct or incorrect 'answers' when writing – every writer has his or her own thoughts to write about.
- d. Always build in time for learners to think about what they want to write.



## STRATEGY 3: WRITERS DRAW A LINE FOR EACH WORD

- a. Learners think about the sentence they want to write, and say it aloud.
- b. They count how many words there are in the sentence, and draw a line to represent each word.
- c. Lines must be drawn from left to right and from the top of the page to the bottom.
- d. Lines must be the approximate length of the words.
- e. Spaces must be left between words.
- f. At the end of the sentence, the learner puts a full stop.
- g. With lines in place, the learner fills in words that are known, or must try to write down the starting sounds of a word before asking for help.
- h. This gives a structure to the learner's writing, which builds confidence. Even learners who really struggle can start the writing process in this way.



## STRATEGY 4: WRITERS USE RESOURCES TO WRITE WORDS

- a. Teach learners not to ask for help to write all unknown words. They should first use other resources to find out how to write the unknown word. For example:
- Words on a word wall
  - Other books
  - Spelling lists
  - They can even ask their classmates.



## STRATEGY 5: WRITERS USE THEIR MEMORIES TO WRITE WORDS

- a. Learners should try to remember words they have learnt, and to write these words from memory.



## STRATEGY 6: WRITERS SAY WORDS SLOWLY LIKE A TORTOISE

- a. Teach learners to say an unknown word very slowly to hear its different sounds. (Segmenting)
- b. Next, teach learners to write down every sound that they can hear. (They may not spell the word correctly, but this will be a starting point to write unknown words. For example, **are** may be written as **ar** or even **r**. The teacher can then build on this and show the writer the correct spelling.)
- c. Try to read the learner's phonetic writing, and praise them for using their phonetic knowledge to try and build words. This is an important skill to encourage.



## STRATEGY 7: WRITERS READ WHAT THEY WRITE

- a. Learners read their sentences aloud to themselves or to a peer. Reading one's writing to a classmate makes the writing process more meaningful.
- b. As they do this, they check they have not left out any words.
- c. They also check that the word order is correct.
- d. Most importantly, set this up so that learners enjoy the reading process, and feel proud of what they have written.



## STRATEGY 8: WRITERS TURN AND TALK

- a. At different times in the lesson, learners can turn to a partner, and take turns to talk to each other.
- b. This can be used to share ideas about what to write about, to read their writing to each other, to tell each other about their pictures, or to check that they understand what to do.
- c. Teach learners to face each other and talk quietly when they turn and talk.



## STRATEGY 9: HOLD MINI-CONFERENCES

- a. This is a useful strategy to use as learners are writing.
- b. Walk around the room, and stop where you see a learner struggling.
- c. Hold a mini-conference with that learner.
- d. Engage with the learner's work, listen to the learner, and help the learner as needed.
- e. Remember to try and give all learners some individual attention, and to praise their efforts and improvements.



# GRADE 1 - TERM 1

# WEEK 1

## THEME: ORIENTATION

'You are capable of amazing things!' — Margaret Mead

## ORIENTATION: WEEK 1 MONDAY

## MONDAY

GREETING	<ol style="list-style-type: none"> <li>Teacher greets the class               <ol style="list-style-type: none"> <li>Teacher: Good morning.</li> <li>Learners: Good morning.</li> </ol> </li> <li>Instruct learners to TURN and TALK to their neighbour and say:               <ol style="list-style-type: none"> <li>Good morning.</li> <li>Good morning.</li> </ol> </li> </ol>
QUESTION OF THE DAY	<ol style="list-style-type: none"> <li>Today, you will need to assign learners into QUESTION of the DAY GROUPS.               <ol style="list-style-type: none"> <li>You will need 5 groups.</li> <li>Each group will answer the question of the day ONCE per week.</li> <li>Learners need to KNOW which group they are in.</li> <li>Today, assign groups, like: red group; orange group; green group; blue group; purple group; OR Monday group; Tuesday group; Wednesday group; Thursday group; Friday group.</li> </ol> </li> <li>Play a game with the learners to help them to remember their groups.               <ol style="list-style-type: none"> <li>Call different groups to STAND UP and then SIT DOWN.</li> </ol> </li> </ol>
VOCABULARY	<ol style="list-style-type: none"> <li>Teach learners the word: same.               <ol style="list-style-type: none"> <li>Hold up 1-5 fingers.</li> <li>Explain that learners must hold up the SAME number of fingers.</li> <li>Repeat 4-5 times.</li> </ol> </li> </ol>
SONG (and PHONEMIC AWARENESS)	<p>Names, names are not the same          If I point at you say your name.  <i>(Point to a learner, the learners says: My name is__.)</i></p>
WRITING	<ol style="list-style-type: none"> <li>Explain that today, learners will draw themselves.</li> <li>Use MODELLING to draw yourself on the chalkboard.</li> <li>Hand out learner books.</li> <li>Give learner 5 minutes to draw themselves and to try and write their names.</li> <li>Explain that learners must keep drawing for the entire time.</li> <li>They can add more to their pictures!</li> <li>Instruct learners to TURN and TALK. Instruct learners to describe their drawing to a partner.</li> </ol> <p><i>The purpose of this activity is to teach TURN AND TALK. Learners may discuss their drawings in HOME LANGUAGE.</i></p>

## ORIENTATION: WEEK 1 TUESDAY

### TUESDAY

GREETING	<ol style="list-style-type: none"> <li>Ask 3 – 4 learners individually: <ol style="list-style-type: none"> <li>Teacher: Hello, how are you?</li> <li>Learner: Hello, I am fine / I am not fine.</li> </ol> </li> <li>Instruct learners to TURN and TALK to their neighbour and say: <ol style="list-style-type: none"> <li>Hello, how are you?</li> <li>Hello, I am fine. OR, Hello, I am not fine.</li> </ol> </li> </ol>
QUESTION OF THE DAY	<ol style="list-style-type: none"> <li>Today, you will remind learners of their QUESTION of the DAY groups. <ol style="list-style-type: none"> <li>Play a game with the learners by calling different groups to do different tasks, like: <ul style="list-style-type: none"> <li>Red group: stand up</li> <li>Orange group: clap three times</li> <li>Green group: spin around</li> <li>Etc.</li> </ul> </li> </ol> </li> </ol>
VOCABULARY	<ol style="list-style-type: none"> <li>Teach learners the word: same <ol style="list-style-type: none"> <li>Hand out learner books.</li> <li>Draw a SIMPLE shape on the board.</li> <li>Explain that learners must draw the SAME thing in their own book.</li> <li>Repeat 4-5 times.</li> </ol> </li> </ol>
SONG (and PHONEMIC AWARENESS)	<p>Names, names are not the same, If I point at you say your name. (Point to a learner, the learners says: My name is__.)</p>

## SHARED READING

1. The purpose of this activity is to teach learners what they must do during shared reading.
2. If learners will come to the carpet for shared reading, teach them how you want them to move to the carpet, and sit on the carpet, like: move quietly, sit with crossed legs, hands in their laps, facing the teacher.
3. If learners will sit at their desks, explain that learners will not need pencils or books.
4. They will just need to listen quietly, with their hands on their desks and their eyes on the book.
5. Tell learners that you are now going to read them a story.
6. Use code switching for shared reading at first. Read the story in English, and then code switch to explain.
7. Show the learners the picture in the DBE workbook, page 2.
8. Tell learners a story about the picture, like:

*Sam and Thabiso like to play with balls.*

*Today, they have a red ball.*

*Sam uses his foot to kick the ball.*

*'Look! There is Michael!' said Thabiso.*

*Michael is running. He wants to play ball with Sam and Thabiso.*

*Thabiso throws the ball to Michael.*

*Sam uses his knee to kick the ball.*

*Sam kicks the ball very hard.*

*The ball hits Sarah's arm.*

*'Ouch!' says Sarah. Sarah is angry.*

*'Why did you hit me?' Sarah asks.*

*'I am sorry! Are you okay?' Sam says.*

*'Yes, I am okay.' Sarah says.*

*'Can I play too?' Sarah asks.*

*'Yes, you can play with us!' Sam says.*

ORIENTATION: WEEK 1 WEDNESDAY	
WEDNESDAY	
GREETING	<ol style="list-style-type: none"> <li>Ask 3 – 4 learners individually: <ol style="list-style-type: none"> <li>Teacher: Hello, what is your name?</li> <li>Learner: Hello, my name is ____.</li> </ol> </li> <li>Instruct learners to TURN and TALK to their neighbour and say: <ol style="list-style-type: none"> <li>Hello, what is your name?</li> <li>Hello, my name is__.</li> </ol> </li> </ol>
QUESTION OF THE DAY	<ol style="list-style-type: none"> <li>Today, you will remind learners of their QUESTION of the DAY groups.</li> <li>Call different groups up to the front of the room.</li> <li>Instruct learners to line up by the chalkboard.</li> <li>Explain that when you touch a learner on the head, they must walk quietly back to their seat.</li> </ol>
VOCABULARY	<ol style="list-style-type: none"> <li>Teach learners the word: different. <ol style="list-style-type: none"> <li>Hold up 1-5 fingers.</li> <li>Explain that learners must hold up a DIFFERENT number of fingers.</li> <li>Repeat 4-5 times.</li> </ol> </li> </ol>
SONG (and PHONEMIC AWARENESS)	<p>Names, names are not the same, If I point at you say your name. (Point to a learner, the learners says: My name is__.)</p>
WRITING	<ol style="list-style-type: none"> <li>Explain that today, learners will draw themselves and a friend.</li> <li>Use MODELLING to draw yourself and a friend on the chalkboard.</li> <li>Hand out learner books.</li> <li>Give learner 5-10 minutes to draw themselves and try to write their names.</li> <li>Explain that learners must keep drawing for the entire time.</li> <li>They can add more to their pictures!</li> <li>Instruct learners to TURN and TALK. Instruct learners to describe their drawing to a partner.</li> <li>Learners may discuss their drawings in HOME LANGUAGE.</li> </ol> <p><i>The purpose of this activity is to teach learners to KEEP WORKING for the entire work period, to work independently and to TURN AND TALK</i></p>



## ORIENTATION: WEEK 1 THURSDAY

## THURSDAY

Greeting	<ol style="list-style-type: none"> <li>Ask 3 – 4 learners individually:               <ol style="list-style-type: none"> <li>Teacher: Hi, what is your name?</li> <li>Learner: Hi, my name is __.</li> <li>Teacher: Nice to meet you!</li> <li>Learner: Nice to meet you too.</li> </ol> </li> <li>Instruct learners to TURN and TALK to their neighbour and say:               <ol style="list-style-type: none"> <li>Hi, what is your name?</li> <li>My name is__.</li> <li>Nice to meet you.</li> <li>Nice to meet you too.</li> </ol> </li> </ol>
QUESTION OF THE DAY	<ol style="list-style-type: none"> <li>Today, you will remind learners of their QUESTION of the DAY groups.</li> <li>Call different groups up to the front of the room.</li> <li>Instruct learners to line up by the chalkboard.</li> <li>Explain that when you touch a learner on the head, they must say their name out loud, and then walk quietly back to their seat.</li> </ol>
VOCABULARY	<ol style="list-style-type: none"> <li>Teach learners the word: different.               <ol style="list-style-type: none"> <li>Hand out learner books.</li> <li>Draw a SIMPLE shape on the board.</li> <li>Explain that learners must draw a DIFFERENT shape in their own book.</li> <li>Repeat 4-5 times.</li> </ol> </li> </ol>
SONG (and PHONEMIC AWARENESS)	<p>Names, names are not the same,          If I point at you say your name.  <i>(Point to a learner, the learners says: My name is__.)</i></p>

## SHARED READING

1. The purpose of this activity is to teach learners what they must do during shared reading. If learners will come to the carpet for shared reading, teach them how you want them to move to the carpet, and to sit on the carpet, like: crossed legs, hands in their laps, facing the teacher.
2. If learners will sit at their desks, explain that learners will not need pencils or books. They will just need to listen quietly, with their hands on their desks and their eyes on the book.
3. Tell learners that you are now going to read them a story.
4. Use code switching for shared reading at first. Read the story in English, and then code switch to explain.
5. Show the learners the picture in the DBE workbook, page 2.
6. Tell learners a story about the picture, like:

*Emma and Bonga play on the slide.*

*The slide is so much fun.*

*Bonga is climbing the ladder.*

*Emma is sliding down the slide.*

*She is smiling. She is laughing. She is having fun!*

*Bonga is waiting for his turn to go down the slide.*

*When Emma reaches the bottom, she falls to the ground.*

*'Are you okay?' Bonga asks.*

*Emma begins to cry.*

*'Ouch!' she says.*

*Bonga slides down. He gives his friend Emma a hug.*

*'Thanks!' says Emma. Emma smiles.*

*'Want to go down the slide again?' Bonga asks.*

*'No,' says Emma. 'That hurt me! Let's go play on the swings!'*

*Emma and Bonga run to the swings.*

## ORIENTATION: WEEK 1 FRIDAY

## FRIDAY

Greeting	<ol style="list-style-type: none"> <li>Ask 3 – 4 learners individually:               <ol style="list-style-type: none"> <li>Teacher: Good morning, what is your name?</li> <li>Learner: Good morning, my name is __.</li> <li>Teacher: Nice to meet you!</li> <li>Learner: Nice to meet you too.</li> </ol> </li> <li>Instruct learners to TURN and TALK to their neighbour and say:               <ol style="list-style-type: none"> <li>Good morning! What is your name?</li> <li>Good morning, my name is__.</li> <li>Nice to meet you.</li> <li>Nice to meet you too.</li> </ol> </li> </ol>
QUESTION OF THE DAY	<ol style="list-style-type: none"> <li>Today, you will remind learners of their QUESTION of the DAY groups.</li> <li>Call different groups up to the front of the room.</li> <li>Instruct learners to line up by the chalkboard.</li> <li>Explain that when you say a learner's name, they must come to you.               <ol style="list-style-type: none"> <li>Teacher: What is your name?</li> <li>Learner: My name is__.</li> <li>Teacher (asks class) What is his/her name?</li> <li>Class: His/her name is __.</li> </ol> </li> <li>Then, they must WALK quietly back to their seat.</li> </ol>
VOCABULARY	<ol style="list-style-type: none"> <li>Same or different.               <ol style="list-style-type: none"> <li>Collect some objects, like: 2 DBE workbooks, a pencil, 2 pieces of chalk, an eraser.</li> <li>Show learners two objects.</li> <li>Explain that if the objects are the SAME, learners should give THUMBS UP.</li> <li>If the objects are not the same, they must keep their hands on their desks.</li> </ol> </li> </ol>
SONG (and PHONEMIC AWARENESS)	<p>Names, names are not the same,          If I point at you say your name.  <i>(Point to a learner, the learners says: My name is__.)</i></p>

## WRITING

1. Explain that today, learners will draw their family.
2. Use MODELLING to draw yourself and a friend on the chalkboard.
3. Hand out learner books.
4. Give learner 5-10 minutes to draw their families and to try and write their names.
5. Explain that learners must keep drawing for the entire time. They can add more to their pictures!
6. Instruct learners to TURN and TALK. Instruct learners to describe their drawing to a partner.
7. Learners may discuss their drawings in HOME LANGUAGE.

*The purpose of this activity is to teach learners to KEEP WORKING for the entire work period, to work independently and to TURN AND TALK.*

# TERM 1 - GRADE 1



## THEME: ORIENTATION

"There can be no keener revelation of a society's soul than the way in which it treats its children." — Nelson Mandela

## ORIENTATION: WEEK 2 MONDAY

### MONDAY

#### GREETING (oral)

1. Ask 3 – 4 learners individually:
  - a. Teacher: Hello, how are you this morning?
  - b. Learner: I am fine this morning, how are you?
  - c. Teacher: I am also fine.
2. Instruct learners to TURN and TALK to their neighbour and say:
  - a. Hello, how are you this morning?
  - b. I am fine this morning, how are you?
  - c. I am also fine.

#### QUESTION OF THE DAY

1. Have the following question and graph drawn on the chalkboard:  
What is your favourite colour?

red	blue	yellow

2. Use MODELLING to show learners how to answer the question.
3. Call GROUP 1 to come and line up.
4. Explain that each child must use the CHALK to make an X in the graph.
5. Then, they must pass the chalk to the next person in line.
6. Next, they must step over to the teacher to answer a question.
  - a. Teacher: What is your favourite colour?
  - b. Learner: My favourite colour is\_\_.
  - c. Teacher (asks class): What is his/her favourite colour?
  - d. Class: His/her favourite colour is\_\_.
7. Then, they must walk quietly back to their seat.
8. All other learners must watch quietly.

QUESTION	What is your favourite colour?
GRAPH	3 column graph
OPTIONS	red / blue / yellow
QUESTION	What is your favourite colour?
ANSWER	I like red.
ANSWER	I like blue.
ANSWER	I like yellow.

VOCABULARY	<ol style="list-style-type: none"> <li>1. Teach learners the word: more. <ol style="list-style-type: none"> <li>a. Instruct THREE learners to come stand on one side of you.</li> <li>b. Instruct ONE learner to come stand on the other side of you.</li> <li>c. Ask learners: which group of learners has MORE learners in it?</li> <li>d. Repeat with different numbers of learners.</li> </ol> </li> </ol> <p><i>Note: This same question will be done for the rest of the week, but with different groups. The purpose of this is to teach learners the routine.</i></p>
SONG (and PHONEMIC AWARENESS)	<ol style="list-style-type: none"> <li>1. Teach an ATTENTION GETTER, like: 1-2-3 EYES ON ME, 1-2 EYES ON YOU!</li> <li>2. Instruct learners to talk to their neighbours.</li> <li>3. When they hear '1-2-3 EYES ON ME' they must stop talking.</li> <li>4. They must say '1-2 EYES ON YOU.'</li> <li>5. They must sit quietly in their seats with their eyes on the teacher.</li> </ol>
WRITING	<ol style="list-style-type: none"> <li>1. Explain that today, learners will draw their families.</li> <li>2. Use MODELLING to draw your family on the chalkboard.</li> <li>3. Hand out learner books.</li> <li>4. Give learner 10 minutes to draw their families and to try and write their names.</li> <li>5. Explain that learners must keep drawing for the entire time. They can add more to their pictures!</li> <li>6. Instruct learners to TURN and TALK. Instruct learners to describe their drawing to a partner.</li> <li>7. Learners may discuss their drawings in HOME LANGUAGE.</li> </ol> <p><i>The purpose of this activity is to teach learners to KEEP WORKING for the entire work period, to work independently and to TURN AND TALK.</i></p>

## ORIENTATION: WEEK 2 TUESDAY

### TUESDAY

#### GREETING (oral)

1. Ask 3 – 4 learners individually:
  - a. Teacher: Good morning, how are you?
  - b. Learner: Good morning, I am fine, how are you?
  - c. Teacher: I am also fine.
2. Instruct learners to TURN and TALK to their neighbour and say:
  - a. Good morning, how are you?
  - b. Good morning, I am fine, how are you?
  - c. I am also fine.

#### QUESTION OF THE DAY

1. Have the following question and graph drawn on the chalkboard:  
What is your favourite colour?

red	blue	yellow

2. Use MODELLING to show learners how to answer the question.
3. Call GROUP 2 to come and line up.
4. Explain that each child must use the CHALK to make an X in the graph.
5. Then, they must pass the chalk to the next person in line.
6. Next, they must step over to the teacher to answer a question.
  - a. Teacher: What is your favourite colour?
  - b. Learner: My favourite colour is\_\_.
  - c. Teacher (asks class): What is his/her favourite colour?
  - d. Class: His/her favourite colour is\_\_.
7. Then, they must walk quietly back to their seat.
8. All other learners must watch quietly.

QUESTION	What is your favourite colour?
GRAPH	3 column graph
OPTIONS	red / blue / yellow
QUESTION	What is your favourite colour?
ANSWER	I like red.
ANSWER	I like blue.
ANSWER	I like yellow.



VOCABULARY	<ol style="list-style-type: none"> <li>1. Teach learners the word: more. <ol style="list-style-type: none"> <li>a. Draw a line down the middle of the chalkboard.</li> <li>b. Draw FOUR CIRCLES on one side.</li> <li>c. Draw TWO CIRCLE on the other side.</li> <li>d. Ask learners which side has MORE.</li> <li>e. Repeat with different numbers of circles.</li> </ol> </li> </ol>
SONG (and PHONEMIC AWARENESS)	<ol style="list-style-type: none"> <li>1. Teach an ATTENTION GETTER, like: 1-2-3 EYES ON ME, 1-2 EYES ON YOU!</li> <li>2. Instruct learners to talk to their neighbours.</li> <li>3. When they hear '1-2-3 EYES ON ME' they must stop talking.</li> <li>4. They must say '1-2 EYES ON YOU.'</li> <li>5. They must sit quietly in their seats with their eyes on the teacher.</li> </ol>
SHARED READING	<ol style="list-style-type: none"> <li>1. The purpose of this activity is to teach learners what they must do during shared reading.</li> <li>2. If learners will come to the carpet for shared reading, teach them how you want them to move to the carpet, and sit on the carpet, like: move quietly, sit with crossed legs, hands in their laps, facing the teacher.</li> <li>3. If learners will sit at their desks, explain that learners will not need pencils or books.</li> <li>4. They will just need to listen quietly, with their hands on their desks and their eyes on the book.</li> <li>5. Tell learners that you are now going to read them a story.</li> <li>6. Use code switching for shared reading at first. Read the story in English, and then code switch to explain.</li> <li>7. Show the learners the picture in the DBE workbook, page 2.</li> <li>8. Tell learners a story about the picture, like:</li> </ol>

### SHARED READING

*Sam is playing in the sand.  
He says 'My name is Sam.'  
Sam likes to play in the sand.  
He does not like to wear shoes.  
Sam likes to build towers.  
Sam likes to dig in the sand.  
Sam's friends played with Sam.  
Now Sam's friends have to go home.  
Nomsa waves goodbye to Sam.  
Tom waves goodbye to Sam.  
They wave goodbye.  
Sam is sad when his friends go home.  
Sam stops playing in the sand.  
Instead, Sam plays on the swings with the other children.*

**ORIENTATION: WEEK 2 WEDNESDAY****WEDNESDAY****GREETING (oral)**

1. Ask 3 – 4 learners individually:
  - a. Teacher: Hello, what is your name?
  - b. Learner: Hello, my name is \_\_\_. What is your name?
  - c. Teacher: My name is\_\_\_.
2. Instruct learners to TURN and TALK to their neighbour and say:
  - a. Hello, what is your name?
  - b. Hello, my name is\_\_\_. What is your name?
  - c. My name is\_\_\_.

**QUESTION OF THE DAY**

9. Have the following question and graph drawn on the chalkboard:  
What is your favourite colour?

red	blue	yellow

10. Use MODELLING to show learners how to answer the question.
11. Call GROUP 3 to come and line up.
12. Explain that each child must use the CHALK to make an X in the graph.
13. Then, they must pass the chalk to the next person in line.
14. Next, they must step over to the teacher to answer a question.
  - a. Teacher: What is your favourite colour?
  - b. Learner: My favourite colour is\_\_\_.
  - c. Teacher (asks class): What is his/her favourite colour?
  - d. Class: His/her favourite colour is\_\_\_.
15. Then, they must walk quietly back to their seat.
16. All other learners must watch quietly.

QUESTION	What color do you like?
GRAPH	3 column graph
OPTIONS	red / yellow / blue
FOLLOW UP QUESTIONS	
QUESTION	What color do you like?
ANSWER	I like red.
ANSWER	I like yellow.
ANSWER	I like blue.

VOCABULARY	<ol style="list-style-type: none"> <li>1. Teach learners the word: fewer. <ol style="list-style-type: none"> <li>a. Instruct THREE learners to come stand on one side of you.</li> <li>b. Instruct ONE learner to come stand on the other side of you.</li> <li>c. Ask learners: which group of learners has FEWER learners in it?</li> <li>d. Repeat with different numbers of learners.</li> </ol> </li> </ol>
SONG (and PHONEMIC AWARENESS)	<ol style="list-style-type: none"> <li>1. Teach a NEW ATTENTION GETTER, like: If you can hear me <u>clap once</u>. (clap)</li> <li>2. Instruct learners to talk to their neighbours.</li> <li>3. When they hear 'IF YOU CAN HEAR ME CLAP ONCE' they must stop talking.</li> <li>4. They must clap once.</li> <li>5. They must sit quietly in their seat with their eyes on the teacher.</li> </ol>
WRITING	<ol style="list-style-type: none"> <li>1. Explain that today, learners will draw themselves at home.</li> <li>2. Use MODELLING to draw yourself at home on the chalkboard.</li> <li>3. Hand out learner books.</li> <li>4. Give learner 10 minutes to draw themselves and to try and write their names.</li> <li>5. Explain that learners must keep drawing for the entire time. They can add more to their pictures!</li> <li>6. Instruct learners to TURN and TALK. Instruct learners to describe their drawing to a partner.</li> <li>7. Learners may discuss their drawings in HOME LANGUAGE.</li> </ol> <p><i>The purpose of this activity is to teach learners to KEEP WORKING for the entire work period, to work independently and to TURN AND TALK.</i></p>

## ORIENTATION: WEEK 2 THURSDAY

## THURSDAY

GREETING (oral)

1. Ask 3 – 4 learners individually:
  - a. Teacher: Hello, what is your name?
  - b. Learner: Hello, my name is \_\_. What is your name?
  - c. Teacher: My name is\_\_.
  - d. Learner: Nice to meet you!
2. Instruct learners to TURN and TALK to their neighbour and say:
  - a. Hello, what is your name?
  - b. Hello my name is\_\_. What is your name?
  - c. My name is \_\_.
  - d. Nice to meet you.

1. Have the following question and graph drawn on the chalkboard:  
What is your favourite colour?

red	blue	yellow

2. Use MODELLING to show learners how to answer the question.
3. Call GROUP 4 to come and line up.
4. Explain that each child must use the CHALK to make an X in the graph.
5. Then, they must pass the chalk to the next person in line.
6. Next, they must step over to the teacher to answer a question.
  - a. Teacher: What is your favourite colour?
  - b. Learner: My favourite colour is\_\_.
  - c. Teacher (asks class): What is his/her favourite colour?
  - d. Class: His/her favourite colour is\_\_.
7. Then, they must walk quietly back to their seat.
8. All other learners must watch quietly.

QUESTION OF THE DAY	QUESTION	What color do you like?
	GRAPH	3 column graph
	OPTIONS	red / yellow / blue
	FOLLOW UP QUESTIONS	
	QUESTION	What color do you like?
	ANSWER	I like red.
	ANSWER	I like yellow.
	ANSWER	I like blue.
VOCABULARY	<ol style="list-style-type: none"> <li>1. Teach learners the word: fewer. <ol style="list-style-type: none"> <li>a. Draw a line down the middle of the chalkboard.</li> <li>b. Draw FOUR CIRCLES on one side.</li> <li>c. Draw TWO CIRCLE on the other side.</li> <li>d. Ask learners which side has FEWER.</li> <li>e. Repeat with different numbers of circles.</li> </ol> </li> </ol>	
SONG (and PHONEMIC AWARENESS)	<ol style="list-style-type: none"> <li>1. Teach a NEW ATTENTION GETTER, like: If you can hear me <u>clap twice</u>. (clap twice)</li> <li>2. Instruct learners to talk to their neighbours.</li> <li>3. When they hear 'IF YOU CAN HEAR ME CLAP TWICE' they must stop talking.</li> <li>4. They must clap twice.</li> <li>5. They must sit quietly in their seat with their eyes on the teacher.</li> </ol>	

## SHARED READING

1. The purpose of this activity is to teach learners what they must do during shared reading.
2. If learners will come to the carpet for shared reading, teach them how you want them to move to the carpet, and sit on the carpet, like: move quietly, sit with crossed legs, hands in their laps, facing the teacher.
3. If learners will sit at their desks, explain that learners will not need pencils or books.
4. They will just need to listen quietly, with their hands on their desks and their eyes on the book.
5. Tell learners that you are now going to read them a story.
6. Use code switching for shared reading at first. Read the story in English, and then code switch to explain.
7. Show the learners the picture in the DBE workbook, page 2.
8. Tell learners a story about the picture, like:

*Thabiso, Peter, and Anne play on the merry-go-round.*

*Peter's dog plays on the merry-go-round too.*

*Thabiso laughs. 'This is fun!' he says.*

*Peter smiles. 'I am having fun too!' he says.*

*Anne is scared. 'This merry-go-round is too fast!' she says.*

*The dog barks and barks.*

*They spin around and around.*

*Peter's friend Connie walks into the gate.*

*Peter waves hi to her. 'Come play on the merry-go-round,' he says.*

*Connie runs to the merry-go-round.*

*They spin fast.*

*Connie laughs and says, 'Yay!'*

## ORIENTATION: WEEK 2 FRIDAY

### FRIDAY

#### GREETING (oral)

1. Ask 3 – 4 learners individually:
  - a. Teacher: Good morning, what is your name?
  - b. Learner: Good morning, my name is \_\_. What is your name?
  - c. Teacher: My name is \_\_.
  - d. Learner: Nice to meet you!
2. Instruct learners to TURN and TALK to their neighbour and say:
  - a. Good morning, what is your name?
  - b. Good morning, my name is \_\_. What is your name?
  - c. My name is \_\_.
  - d. Nice to meet you!

#### QUESTION OF THE DAY

1. Have the following question and graph drawn on the chalkboard:  
What is your favourite colour?

red	blue	yellow

2. Use MODELLING to show learners how to answer the question.
3. Call GROUP 5 to come and line up.
4. Explain that each child must use the CHALK to make an X in the graph.
5. Then, they must pass the chalk to the next person in line.
6. Next, they must step over to the teacher to answer a question.
  - a. Teacher: What is your favourite colour?
  - b. Learner: My favourite colour is\_\_.
  - c. Teacher (asks class): What is his/her favourite colour?
  - d. Class: His/her favourite colour is\_\_.
7. Then, they must walk quietly back to their seat.
8. All other learners must watch quietly.



QUESTION OF THE DAY	QUESTION	What color do you like?
	GRAPH	3 column graph
	OPTIONS	red / yellow / blue
	FOLLOW UP QUESTIONS	
	QUESTION	What color do you like?
	ANSWER	I like red.
	ANSWER	I like yellow.
	ANSWER	I like blue.
VOCABULARY	<ol style="list-style-type: none"> <li>1. More or less. <ol style="list-style-type: none"> <li>a. Use DBE books or learner exercise books.</li> <li>b. Ask two learners to come up to the front of the classroom.</li> <li>c. Give the learner different amounts of books.</li> <li>d. Ask learners: Who has more books? Who has fewer books?</li> <li>e. Repeat with different learners and different amounts of books.</li> </ol> </li> </ol>	
SONG (and PHONEMIC AWARENESS)	<ol style="list-style-type: none"> <li>1. Practice both of your new ATTENTION GETTERS. ('One, two three, eye on me...' and 'If you can hear me...')</li> </ol>	
WRITING	<ol style="list-style-type: none"> <li>1. Explain that today, learners will draw their families.</li> <li>2. Use MODELLING to draw your family on the chalkboard.</li> <li>3. Hand out learner books.</li> <li>4. Give learner 10 minutes to draw their families and to try and write their names.</li> <li>5. Explain that learners must keep drawing for the entire time. They can add more to their pictures!</li> <li>6. Instruct learners to TURN and TALK. Instruct learners to describe their drawing to a partner.</li> <li>7. Learners may discuss their drawings in HOME LANGUAGE.</li> </ol> <p><i>The purpose of this activity is to teach learners to KEEP WORKING for the entire work period, to work independently and to TURN AND TALK.</i></p>	

# GRADE 1 - TERM 1



**THEME:**  
**WE GO TO SCHOOL**

"Together may we give our children the roots to grow and the wings to fly."  
— Unknown

**EXTENSION ACTIVITIES**

**These activities can be used as independent work for learners who finish their work early OR while you are giving assessments to learners.**

Activity 1	DBE Workbook 1: Let's read, page 3
Activity 2	DBE Workbook 1: Let's do, page 5
Activity 3	DBE Workbook 1: Let's write, page 6
Activity 4	Draw a picture of your school.

**TERM 1: WEEK 3****OVERVIEW**

THEME	We go to school
THEME VOCABULARY	happy, sad, feel, today, backpack, bag, carry, school, favourite, draw, listen, story, excited, friend, teacher, dog, classroom, read, write, sing
PHONICS	Environmental sounds
WRITING FRAME	
SIGHT WORDS	I, like, to, play
SENTENCE	I like to play.

**PREPARATION**

CLASSROOM	<ol style="list-style-type: none"> <li>1. Take down and carefully store the flashcard words and pictures from the previous week.</li> <li>2. Make sure that your learners' DBE Workbooks and exercise books are marked and in order.</li> <li>3. Prepare your flashcard words and pictures for the week by cutting them out, colouring them in, laminating them and sticking them on your display boards.</li> <li>4. Try to find some items for your theme table, for example: a schoolbag, some school uniform items, some coloured crayons, a picture of a dog.</li> </ol>
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LEARNERS	<ol style="list-style-type: none"> <li>1. Tell your learners that this week they will practise: <ol style="list-style-type: none"> <li>a. Being quiet when the teacher is talking.</li> <li>b. To look after their books and stationery.</li> <li>c. To answer the question of the day.</li> <li>d. To listen to their partners.</li> </ol> </li> <li>2. Tell learners that this week they will also start to learn how to read. Explain that there is a special code that they must learn in order to read the words on a page, and from today, you are going to start to teach them that code.</li> <li>3. As part of learning the code, they will: <ol style="list-style-type: none"> <li>a. Listen carefully to different sounds.</li> <li>b. Learn to read a few words and one sentence.</li> <li>c. Listen carefully to a story.</li> <li>d. Answer questions about the story.</li> <li>e. Do their own writing.</li> </ol> </li> <li>4. Finally, tell learners that this week, they will also start to learn to write. They will write: <ol style="list-style-type: none"> <li>a. Their names and a few words.</li> <li>b. A picture about the story that they will listen to.</li> <li>c. A picture about their own story.</li> </ol> </li> </ol>
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## TERM 1: WEEK 3

### INTRODUCE THE THEME

PICTURE	Children playing on the playground on page 2 of DBE Workbook 1
SHOW	Show learners the picture. Explain that the children are playing on the playground. They are having their break. There are lots of things we do at school.
SAY	<ul style="list-style-type: none"> <li>• Ask learners: Do you know any words about school?</li> <li>• Listen to learner responses. This will help you understand what learners already know.</li> <li>• Explain that this week, we will learn words for things we see at school.</li> </ul>

**WEEK 3: MONDAY: DAILY ACTIVITIES (15 minutes)**

GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	If you're happy and you know it clap your hands,	Clap your hands twice
	If you're happy and you know it clap your hands,	Clap your hands twice
	If you're happy and you know it and you really want to show it,	Point to a friend and smile
	If you're happy and you know it clap your hands!	Clap your hands twice
THEME VOCABULARY	happy, sad, feel, today	
QUESTION OF THE DAY		
Question	How do you feel today?	
Graph	2 COLUMN GRAPH	
Options	happy / sad	
Follow up questions		
Question	How many learners feel happy today?	
Answer	__ learners feel happy today.	
Question	How many learners feel sad today?	
Answer	__ learners feel sad today.	
Question	How do more learners feel today?	
Answer	More learners feel __ today.	
Question	How do fewer learners feel today?	
Answer	Fewer learners feel __ today.	
Question	How do you feel today?	
Answer	I feel happy today.	
Answer	I feel sad today.	
SIGHT WORD OF THE DAY		
NEW	I	
REVISE		

## WEEK 3: MONDAY: SHARED READING (10 minutes)

TITLE	<u>Ben goes to school</u>
ACTIVITY	PRE-READ
COMPREHENSION STRATEGY	<b>Predict</b>
PURPOSE	By getting learners to predict, you are getting them to think about the story before they have even read it. By predicting, learners are developing their comprehension skills by thinking about the story.

### PRE-READING ACTIVITY

1. Show learners the front cover of the story: **Ben goes to school**
2. Read the title of the story.
3. Ask learners: What do you think will happen in this story?
4. Display the Big Book for learners to see. Make sure all learners can see the **pictures** in the book.
5. Show learners the first picture.
6. Ask learners: What do you think is happening here?
7. Discuss the picture with learners. Introduce a few new words as you discuss each picture.
8. Ask learners: What do you think might happen next?
9. Go through each picture in the book and ask learners these questions.
10. When you get to the **last** picture, ask learners: How do you think this story will end?
11. Thank learners for their predictions.

WEEK 3: MONDAY: PHONEMIC AWARENESS & PHONICS (5 minutes)	
SOUND	Environmental sounds
SUMMARY	Learners will learn to differentiate between different environmental sounds
SOUNDS	<b>Environmental sounds</b> You can make different sounds E.G. clap, click, stamp, whistle, tap
ACTIVITY	<b>DIFFERENTIATING ENVIRONMENTAL SOUNDS</b> <ol style="list-style-type: none"> <li>1. Tell learners to listen carefully.</li> <li>2. Explain that you will make two sounds.</li> <li>3. Learners must decide if the sounds are the same or different.</li> <li>4. If learners think the sounds are the same, they must hold up 1 finger.</li> <li>5. If learners think the sounds are different, they must hold up 2 fingers.</li> <li>6. Instruct learners to close their eyes.</li> <li>7. Make any two sounds, like a clap and a whistle or the two sounds can be the same.</li> <li>8. Instruct learners to hold up 1 or 2 fingers.</li> <li>9. Look around the room to see which learners correctly identified if the sounds were the same or different, and which learners are struggling.</li> <li>10. Instruct learners to open their eyes.</li> <li>11. Show the learners which two sounds you made and if they were the same or different.</li> <li>12. Repeat this as many times as possible.</li> </ol>

WEEK 3: TUESDAY: DAILY ACTIVITIES (15 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	If you're happy and you know it clap your hands,	Clap your hands twice
	If you're happy and you know it clap your hands,	Clap your hands twice
	If you're happy and you know it and you really want to show it,	Point to a friend and smile
	If you're happy and you know it clap your hands!	Clap your hands twice
THEME VOCABULARY	backpack, bag, carry, school	
QUESTION OF THE DAY		
Question	What do you carry to school?	
Graph	2 COLUMN GRAPH	
Options	a backpack / a bag	
Follow up questions		
Question	How many learners carry a backpack to school?	
Answer	__ learners carry a backpack to school.	
Question	How many learners carry a bag to school?	
Answer	__ learners carry a bag to school.	
Question	What do more learners carry to school?	
Answer	More learners carry a __ to school.	
Question	What do fewer learners carry to school?	
Answer	Fewer learners carry a __ to school.	
Question	What do you carry to school?	
Answer	I carry a backpack to school.	
Answer	I carry a bag to school.	
SIGHT WORD OF THE DAY		
NEW	like	
REVISE	I	



**WEEK 3: TUESDAY: SHARED READING (15 minutes)**

TITLE	<u>Ben goes to school</u>
ACTIVITY	READ ONE
COMPREHENSION STRATEGY	<b>Search the text</b>
PURPOSE	By getting learners to recall details about the story, you are checking that they have a basic understanding of the story. You can also show learners how to search the text to find details, once they can read.
Story	Read One
It is time to go back to school! The summer holidays are over. Jabu gets ready for school. He feels sad that he won't get to play ball with his dog Ben. He wonders what his dog will do home alone all day. Jabu takes his backpack and begins walking to school. He doesn't see that Ben is following him.	Who is following Jabu to school? Oh! It is his dog Ben!
When Jabu gets to school, he says, 'Hi!' to all of his friends. He hasn't seen them in so many weeks! He is so excited to see his friends that he doesn't even see Ben!	I wonder if Jabu sees Ben? Oh! No, he doesn't see Ben. He is busy saying 'hi' to his friends.
Jabu goes into his new classroom. He meets his new teacher, Mrs Moleleki. His teacher is so nice. Jabu is happy to be back at school. Mrs Moleleki teaches the class a new song. The class is so busy learning the new song that no one sees Ben hiding under the rug.	I wonder if Jabu sees Ben? No! He doesn't see Ben. He is busy learning a new song.
At break Jabu kicks the ball with his friends. Jabu thinks about his dog, Ben. 'Ben would like this big ball,' Jabu thinks. Jabu feels sad that he can't play with Ben. Jabu misses Ben. But then, suddenly, Ben runs onto the field and chases the ball. 'Where did you come from?' asks Jabu. Jabu laughs. Jabu kicks the ball to Ben.	I wonder if Jabu sees Ben? Oh! Yes, he finally sees Ben. Ben plays ball with his friends.
Jabu is so happy to be back at school. He is happy to play with his dog and his friends. It is a good day!	Who does Jabu play with? He plays with his friends and Ben.
Follow up questions	Possible responses
What is the name of Jabu's teacher?	Her name is Mrs Moleleki.
When did Jabu see Ben?	He sees Ben at break.

Why question	Possible responses
Why didn't Jabu see Ben?	<ul style="list-style-type: none"> <li>Because he is busy saying hi to his friends.</li> <li>Because he is busy learning a new song.</li> </ul>

## WEEK 3: TUESDAY: PHONEMIC AWARENESS & PHONICS (5 minutes)

WORDS	Environmental sounds
SUMMARY	Learners will learn to differentiate between different environmental sounds
SOUND	<b>Environmental sounds</b> You can make different sounds E.G. clap, click, stamp, whistle, tap
ACTIVITY	<ol style="list-style-type: none"> <li>1. Tell learners to listen carefully.</li> <li>2. Explain that you will make sounds.</li> <li>3. Learners must then copy the sounds that you have made.</li> <li>4. Instruct learners to close their eyes.</li> <li>5. Make any rhythm using sounds, like a clap, clap, stamp, stamp.</li> <li>6. Instruct learners to open their eyes and copy the rhythm you just made.</li> <li>7. Show the learners the rhythm you made.</li> <li>8. Repeat this as many times as possible.</li> </ol>

**WEEK 3: WEDNESDAY: DAILY ACTIVITIES (15 minutes)**

GREETING	Greet the learners in English.	
SONG / RHYME	<b>Lyrics</b>	<b>Actions</b>
	If you're happy and you know it clap your hands,	<i>Clap your hands twice</i>
	If you're happy and you know it clap your hands,	<i>Clap your hands twice</i>
	If you're happy and you know it and you really want to show it,	<i>Point to a friend and smile</i>
	If you're happy and you know it clap your hands!	<i>Clap your hands twice</i>
THEME VOCABULARY	favourite, draw, listen, story	
<b>QUESTION OF THE DAY</b>		
Question	What is your favourite thing to do at school?	
Graph	2 COLUMN GRAPH	
Options	draw / listen to a story	
<b>Follow up questions</b>		
<b>Question</b>	<b>How many learners like to draw?</b>	
Answer	__ learners like to draw.	
<b>Question</b>	<b>How many learners like to listen to a story?</b>	
Answer	__ learners like to listen to a story.	
<b>Question</b>	<b>What do more learners like to do?</b>	
Answer	More learners like to __	
<b>Question</b>	<b>What do fewer learners like to do?</b>	
Answer	Fewer learners like to __	
<b>Question</b>	<b>What is your favourite thing to do at school?</b>	
Answer	My favourite thing to do is draw.	
Answer	My favourite thing to do is listen to a story.	
<b>SIGHT WORD OF THE DAY</b>		
NEW	to	
REVISE	I, like	

## WEEK 3: WEDNESDAY: SHARED READING (15 minutes)

TITLE	Ben goes to school
ACTIVITY	<b>STORY ILLUSTRATION</b>
PURPOSE	To give learners a chance to summarise and reflect on the text.

### INSTRUCTIONS

#### Modelling:

1. Explain that today, learners will draw their **favourite** part of the story.
2. Use **modelling** to **think before you write**.
3. Use **modelling** to **explain** your favourite part of the story, like: I like when Ben follows Jabu to school, but Jabu doesn't know.
4. Use **modelling** to draw a picture of the part of the story you like best.

#### Oral Instructions:

1. Tell learners they must choose their **favourite** part of the story.
2. Hold up the pictures in the story for all the learners to see.
3. Remind learners that we **think before we write**.
4. Instruct learners to decide which part of the story they will write about.
5. Call on 2-3 learners to tell you their favourite part of the story. (*Learners can point to the picture that they like best if they cannot yet use English words.*)

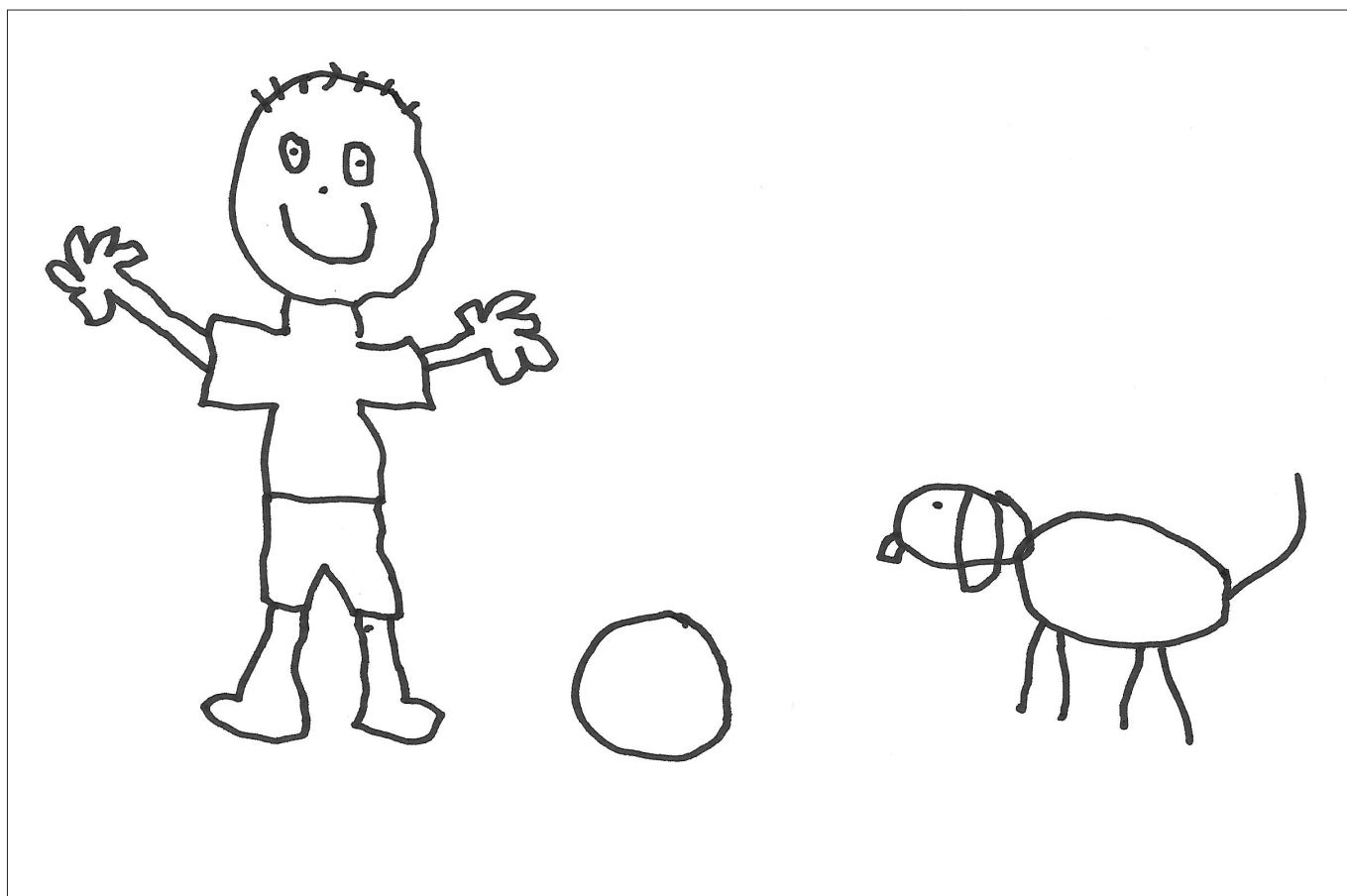
#### Writing:

1. **Hand out learner books.**
2. As learners write, walk around the room and complete **mini conferences**.
3. Ask learners to tell you about their drawings.
4. Encourage learners!

#### Turn and Talk:

1. When there are 2-3 minutes left, instruct learners to put their pencils down.
2. Instruct learners to **turn and talk** with a partner about their drawings.

*Hang up learner drawings at LEARNER EYE-LEVEL around the room. This helps learners have conversations about the story.*



WEEK 3: WEDNESDAY: PHONEMIC AWARENESS & PHONICS (5 minutes)	
WORDS	Environmental sounds
SUMMARY	Learners will learn to differentiate between different environmental sounds
SOUND	<b>Environmental sounds</b> You can make different sounds E.G. clap, click, stamp, whistle, tap
ACTIVITY	<b>DIFFERENTIATING ENVIRONMENTAL SOUNDS</b> <ol style="list-style-type: none"> <li>1. Tell learners to listen carefully.</li> <li>2. Explain that you will make two sounds.</li> <li>3. Learners must decide if the sounds are the same or different.</li> <li>4. If learners think the sounds are the same, they must hold up 1 finger.</li> <li>5. If learners think the sounds are different, they must hold up 2 fingers.</li> <li>6. Instruct learners to close their eyes.</li> <li>7. Make any two sounds, like a clap and a whistle or the two sounds can be the same.</li> <li>8. Instruct learners to hold up 1 or 2 fingers.</li> <li>9. Look around the room to see which learners correctly identified if the sounds were the same or different, and which learners are struggling.</li> <li>10. Instruct learners to open their eyes.</li> <li>11. Show the learners which two sounds you made and if they were the same or different.</li> <li>12. Repeat this as many times as possible.</li> </ol>

**WEEK 3: THURSDAY: DAILY ACTIVITIES (15 minutes)**

GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	If you're happy and you know it clap your hands,	Clap your hands twice
	If you're happy and you know it clap your hands,	Clap your hands twice
	If you're happy and you know it and you really want to show it,	Point to a friend and smile
	If you're happy and you know it clap your hands!	Clap your hands twice
THEME VOCABULARY	excited, friend, teacher, dog	
QUESTION OF THE DAY		
Question	Who do you feel excited to see?	
Graph	3 COLUMN GRAPH	
Options	my friend / my teacher / my dog	
Follow up questions		
Question	How many learners feel excited to see their friend?	
Answer	__ learners feel excited to see their friend.	
Question	How many learners feel excited to see their teacher?	
Answer	__ learners feel excited to see their teacher.	
Question	How many learners feel excited to see their dog?	
Answer	__ learners feel excited to see their dog.	
Question	Who are most learners excited to see?	
Answer	Most learners are excited to see their __	
Question	Who are fewest learners excited to see?	
Answer	Fewest learners are excited to see their __	
Question	Who do you feel excited to see?	
Answer	I feel excited to see my friend.	
Answer	I feel excited to see my teacher.	
Answer	I feel excited to see my dog.	

## SIGHT WORD OF THE DAY

NEW	play
REVISE	I, like, to

## WEEK 3: THURSDAY: SHARED READING (15 minutes)

TITLE	<u>Ben goes to school</u>	
ACTIVITY	READ TWO	
COMPREHENSION STRATEGY	<b>Search the text</b>	
PURPOSE	By getting learners to recall details about the story, you are checking that they have a basic understanding of the story. You can also show learners how to search the text to find details, once they can read.	
	Story	Read Two
	It is time to go back to school! The summer holidays are over. Jabu gets ready for school. He feels sad that he won't get to play ball with his dog Ben. He wonders what his dog will do home alone all day. Jabu takes his backpack and begins walking to school. He doesn't see that Ben is following him.	Why does Jabu feel sad? Oh! He feels sad that he won't get to play with his dog, Ben.
	When Jabu gets to school, he says, 'Hi!' to all of his friends. He hasn't seen them in so many weeks! He is so excited to see his friends that he doesn't even see Ben!	Why does Ben feel excited? Oh! He is so excited to see his friends. He hasn't seen them in a long time!
	Jabu goes into his new classroom. He meets his new teacher, Mrs Moleleki. His teacher is so nice. Jabu is happy to be back at school. Mrs Moleleki teaches the class a new song. The class is so busy learning the new song that no one sees Ben hiding under the rug.	Why is Jabu happy? Oh! He is happy to be back at school.
	At break Jabu kicks the ball with his friends. Jabu thinks about his dog, Ben. 'Ben would like this big ball,' Jabu thinks. Jabu feels sad that he can't play with Ben. Jabu misses Ben. But then, suddenly, Ben runs onto the field and chases the ball. 'Where did you come from?' asks Jabu. Jabu laughs. Jabu kicks the ball to Ben.	Why does Jabu feel sad? Oh! He feels sad that he can't play ball with his dog, Ben.



Jabu is so happy to be back at school. He is happy to play with his dog and his friends. It is a good day!	Why is Jabu happy? Oh! Because he is with his friends and with Ben!
<b>Follow up questions</b>	<b>Responses</b>
Who followed Jabu to school?	Ben followed Jabu to school.
How did Ben feel when he got to school?	<ul style="list-style-type: none"> <li>• He felt excited to see his friends.</li> <li>• He felt happy to be back at school.</li> <li>• He felt sad that he couldn't play with Ben.</li> </ul>
<b>Why question</b>	<b>Possible response</b>
Why did Jabu miss Ben?	<ul style="list-style-type: none"> <li>• Because he didn't know Ben was at school.</li> <li>• Because he didn't see Ben at school.</li> <li>• Because he missed playing ball with Ben.</li> <li>• Maybe because he knows Ben would like to play ball too.</li> </ul>

**WEEK 3:THURSDAY: WRITING (15 minutes)****WRITING FRAME****Modelling:**

1. Explain that today, learners will draw about **how they feel today at school**.
2. Use **modelling** to show learners that you **think before you write**.
3. Tell learners your idea for filling in the writing frame, like: I feel so happy today!
4. Use **modelling** to draw a picture of yourself looking happy in the classroom.
5. Add a label, like: happy.
6. Erase your example from the board. Explain this was just an example, but learners must write their own ideas.

**Oral Instructions:**

1. Ask learners: How do you feel at school today?
2. Instruct learners to **think before they write**.
3. Call on 2-3 learners to tell you how they feel. They must say: I feel ...
4. Explain that learners will now draw and label their own feelings!

**Writing:**

1. Hand out learner books.
2. As learners are writing, walk around the room and complete **mini conferences**.
3. Ask learners to tell you about their writing.
4. Help learners use to add a label.
5. Encourage learners.



happy

**WEEK 3: FRIDAY: DAILY ACTIVITIES (15 minutes)**

GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	If you're happy and you know it clap your hands,	Clap your hands twice
	If you're happy and you know it clap your hands,	Clap your hands twice
	If you're happy and you know it and you really want to show it,	Point to a friend and smile
	If you're happy and you know it clap your hands!	Clap your hands twice
THEME VOCABULARY	classroom, read, write, sing	
QUESTION OF THE DAY		
Question	What do you like to do in our classroom?	
Graph	3 COLUMN GRAPH	
Options	read / write / sing	
Follow up questions		
Question	How many learners like to read in our classroom?	
Answer	__ learners like to read.	
Question	How many learners like to write in our classroom?	
Answer	__ learners like to write.	
Question	How many learners like to sing in our classroom?	
Answer	__ learners like to sing.	
Question	What do most learners like to do in our classroom?	
Answer	Most learners like to __ in our classroom.	
Question	What do fewest learners like to do in our classroom?	
Answer	Fewest learners like to __ in our classroom.	
Question	What do you like to do in our classroom?	
Answer	I like to read.	
Answer	I like to write.	
Answer	I like to sing.	

## SENTENCE OF THE WEEK

REVISE	I, like, to, play
READ	I like to play.

## WEEK 3: FRIDAY: SHARED READING (15 minutes)

TITLE	<u>Ben goes to school</u>
ACTIVITY	<b>RECOUNT THE STORY</b>
PURPOSE	Recounting helps young learners to get used to sharing their own opinions, as they must choose the part of the story that they liked best. It also shows if the child understood the story or not.

### INSTRUCTIONS

1. Explain that today, learners will give a **recount** of one thing they remember in the story. This means they will say one thing they can remember.
2. Use **modelling** to show learners how to give a short recount of the story, like: Ben follows Jabu to school.
3. Hold up the pictures. Instruct learners to look at the pictures and think about what happened.
4. Instruct learners to think about 1-2 things they can say about the story.
5. Ask 2-3 learners to **share** their ideas with the class. **Help** the learners form a short sentence.
6. Explain and correct any common problems to learners.
7. Instruct learners to **turn and talk** and share their recount with a partner.

## WEEK 3: FRIDAY: PHONEMIC AWARENESS AND PHONICS (5 minutes)

SOUND	Environmental sounds
SUMMARY	Learners will learn to differentiate between different environmental sounds
SOUND	<b>Environmental sounds</b> You can make different sounds E.G. clap, click, stamp, whistle, tap
ACTIVITY	<ol style="list-style-type: none"> <li>1. Tell learners to listen carefully.</li> <li>2. Explain that you will make sounds.</li> <li>3. Learners must then copy the sounds that you have made.</li> <li>4. Instruct learners to close their eyes.</li> <li>5. Make any rhythm using sounds, like a clap, clap, stamp, stamp.</li> <li>6. Instruct learners to open their eyes and copy the rhythm you just made.</li> <li>7. Show the learners the rhythm you made.</li> <li>8. Repeat this as many times as possible.</li> </ol>

## WEEK 3 CONCLUSION

Find 10 minutes at the end of the week to do the following:

SUMMARISE	<p>Settle learners so you have their attention.</p> <p>Remind learners of what you have achieved this week. For example:</p> <p><b>This week:</b></p> <ol style="list-style-type: none"> <li>1. We were quiet when we had to be.</li> <li>2. We listened to the teacher and to our partners.</li> <li>3. We learnt to listen to different sounds.</li> <li>4. We learnt to read a few words and a sentence.</li> <li>5. We learnt new theme words about school.</li> <li>6. We sang a song, and we answered questions.</li> <li>7. We listened to a story about school.</li> <li>8. We wrote stories about school.</li> <li>9. We had fun.</li> </ol>
SHARE WITH FAMILIES	<ol style="list-style-type: none"> <li>1. Ask learners to think about <b>two things</b> that they are going to tell their families about what they did this week.</li> <li>2. Give learners a few minutes to think about this.</li> <li>3. Tell learners to turn and talk, and share their ideas with a partner.</li> <li>4. Ask one or two learners to share their ideas with the class.</li> <li>5. Remind learners to please tell their families what they learnt!</li> </ol>
ACKNOWLEDGE AND CELEBRATE	<ol style="list-style-type: none"> <li>1. Acknowledge a few learners who managed themselves well, or worked hard, or came up with good ideas during the week.</li> <li>2. This could include learners who:             <ol style="list-style-type: none"> <li>a. Behaved appropriately.</li> <li>b. Were kind to others.</li> <li>c. Listened well.</li> <li>d. Tried out new language and spoke on their own.</li> <li>e. Had a good idea about an answer to a story.</li> <li>f. Worked hard.</li> </ol> </li> <li>3. Remember to try to acknowledge all the learners in a class at some stage, and not just the same learners over and over.</li> <li>4. Celebrate the achievements of those learners, and also of the whole class!</li> </ol>

# GRADE 1 - TERM 1



## THEME: WE PLAY OUTSIDE

"Children learn as the play. Most importantly, in play, children learn how to learn." — Unknown

**EXTENSION ACTIVITIES**

**These activities can be used as independent work for learners who finish their work early OR while you are giving assessments to learners.**

Activity 1	DBE Workbook 1: Listen and repeat, page 4
Activity 2	DBE Workbook 1: Let's do, page 6
Activity 3	DBE Workbook 1: Let's do, page 7 ( <i>use as reading OR learners can talk about the pictures in pairs</i> )
Activity 4	Draw a picture of something you do outside.

**TERM 1: WEEK 4****OVERVIEW**

THEME	We play outside
THEME VOCABULARY	ball, kick, throw, bounce, hot, cold, outside, inside, playground, slide, swings, down, run, pond, swim, jump, tree, sun, shade, sit
PHONICS	Environmental sounds
WRITING FRAME	
SIGHT WORDS	we, soccer, at, school
SENTENCE	We play soccer at school.

**PREPARATION**

CLASSROOM	<ol style="list-style-type: none"> <li>1. Take down and carefully store the flashcard words and pictures from the previous week.</li> <li>2. Make sure that your learners' DBE Workbooks and exercise books are marked and in order.</li> <li>3. Prepare your flashcard words and pictures for the week by cutting them out, colouring them in, laminating them and sticking them on your display boards.</li> <li>4. Try to find some items for your theme table, for example: a ball, a picture of a playground, pictures of action words (verbs) kick, throw, bounce, swim, jump.</li> </ol>
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LEARNERS	<ol style="list-style-type: none"> <li>1. Tell your learners that this week they will practise:             <ol style="list-style-type: none"> <li>a. Being quiet when the teacher is talking.</li> <li>b. To look after their books and stationery.</li> <li>c. To answer the question of the day.</li> <li>d. To listen to their partners.</li> </ol> </li> <li>2. Tell learners that this week they will also start to learn how to read. Explain that there is a special code that they must learn in order to read the words on a page, you are going to teach them that code.</li> <li>3. As part of learning the code, they will:             <ol style="list-style-type: none"> <li>a. Listen carefully to different sounds.</li> <li>b. Learn to read a few words and one sentence.</li> <li>c. Listen carefully to a story.</li> <li>d. Answer questions about the story.</li> <li>e. Do their own writing.</li> </ol> </li> <li>4. Finally, tell learners that this week, they will also start to learn to write. They will write:             <ol style="list-style-type: none"> <li>a. Their names and a few words.</li> <li>b. A picture about the story they will listen to.</li> <li>c. A picture about their own story.</li> </ol> </li> </ol>
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**TERM 1: WEEK 4****INTRODUCE THE THEME**

PICTURE	Children playing on the playground on page 2-3 of DBE Workbook 1
SHOW	Show learners the picture. Explain that the children are playing on the playground outside. There are lots of things we can do when we play outside.
SAY	<ul style="list-style-type: none"> <li>• Ask learners: What do you play outside?</li> <li>• Listen to learner responses. This will help you understand what learners already know.</li> <li>• Explain that this week, we will learn words for things we do when we are outside.</li> </ul>



WEEK 4: MONDAY: DAILY ACTIVITIES (15 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	I'm bouncing, bouncing everywhere,	<i>jump up and down</i>
	I bounce and bounce into the air.	<i>jump up and down, arms in the air</i>
	I'm bouncing and bouncing, like a ball,	<i>jump up and down</i>
	I bounce and bounce and then I fall.	<i>jump up and down, then squat down</i>
THEME VOCABULARY	ball, kick, throw, bounce	
QUESTION OF THE DAY		
Question	What do you like to do with a ball?	
Graph	3 COLUMN GRAPH	
Options	kick / throw / bounce	
Follow up questions		
Question	How many learners like to kick a ball?	
Answer	__ learners like to kick a ball.	
Question	How many learners like to throw a ball?	
Answer	__ learners like to throw a ball.	
Question	How many learners like to bounce a ball?	
Answer	__ learners like to bounce a ball.	
Question	What do most learners like to do?	
Answer	Most learners like to __	
Question	What do fewest learners like to do?	
Answer	Fewest learners like to __	
Question	What do you like to do with a ball?	
Answer	I like to kick a ball.	
Answer	I like to throw a ball.	
Answer	I like to bounce a ball.	
SIGHT WORD OF THE DAY		
NEW	we	
REVISE		

**WEEK 4: MONDAY: SHARED READING (10 minutes)**

TITLE	<u>A very hot day</u>
ACTIVITY	PRE-READ
COMPREHENSION STRATEGY	<b>Predict</b>
PURPOSE	By getting learners to predict, you are getting them to think about the story before they have even read it. By predicting, learners are developing their comprehension skills by thinking about the story.

**PRE-READING ACTIVITY**

1. Show learners the front cover of the story: **A very hot day**
2. Read the title of the story.
3. Ask learners: What do you think will happen in this story?  
Display the Big Book for learners to see. Make sure all learners can see the pictures in the book.
4. Show learners the first picture.
5. Ask learners: What do you think is happening here?
6. Discuss the picture with learners. Introduce a few new words to learners as you discuss the picture.
7. Ask learners: What do you think might happen next?
8. Go through each picture in the book and ask learners these questions.  
When you get to the last picture, ask learners: How do you think this story will end?
9. Thank learners for their predictions.

WEEK 4: MONDAY: PHONEMIC AWARENESS & PHONICS (5 minutes)	
SOUND	Environmental sounds
SUMMARY	Learners will learn to differentiate between different environmental sounds
SOUNDS	<b>Environmental sounds</b> You can make different sounds E.G. clap, click, stamp, whistle, tap
ACTIVITY	<b>DIFFERENTIATING ENVIRONMENTAL SOUNDS</b> <ol style="list-style-type: none"> <li>1. Tell learners to listen carefully.</li> <li>2. Explain that you will make two sounds.</li> <li>3. Learners must decide if the sounds are the same or different.</li> <li>4. If learners think the sounds are the same, they must hold up 1 finger. If learners think the sounds are different, they must hold up 2 fingers.</li> <li>5. Instruct learners to close their eyes.</li> <li>6. Make any two sounds, like a clap and a whistle or the two sounds can be the same.</li> <li>7. Instruct learners to hold up 1 or 2 fingers.</li> <li>8. Look around the room to see which learners correctly identified if the sounds were the same or different, and which learners are struggling.</li> <li>9. Instruct learners to open their eyes.</li> <li>10. Show the learners which two sounds you made and if they were the same or different.</li> <li>11. Repeat this as many times as possible.</li> </ol>

## WEEK 4: TUESDAY: DAILY ACTIVITIES (15 minutes)

GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	I'm bouncing, bouncing everywhere,	jump up and down
	I bounce and bounce into the air.	jump up and down, arms in the air
	I'm bouncing and bouncing, like a ball,	jump up and down
	I bounce and bounce and then I fall.	jump up and down, then squat down
THEME VOCABULARY	hot, cold, outside, inside	
QUESTION OF THE DAY		
Question	How do you like to feel?	
Graph	2 COLUMN GRAPH	
Options	hot / cold	
Follow up questions		
Question	How many learners like to feel hot?	
Answer	__ learners like to feel hot.	
Question	How many learners like to feel cold?	
Answer	__ learners like to feel cold.	
Question	How do more learners like to feel?	
Answer	More learners like to feel __	
Question	How do fewer learners like to feel?	
Answer	Fewer learners like to feel __	
Question	How do you like to feel?	
Answer	I like to feel hot.	
Answer	I like to feel cold.	
SIGHT WORD OF THE DAY		
NEW	soccer	
REVISE	we	

**WEEK 4: TUESDAY: SHARED READING (15 minutes)**

TITLE	<u>A very hot day</u>
ACTIVITY	READ ONE
COMPREHENSION STRATEGY	<b>Search the text</b>
PURPOSE	By getting learners to recall details about the story, you are checking that they have a basic understanding of the story. You can also show learners how to search the text to find details, once they can read.
Story	Read One
Karabo, Tsepo and Cathy are friends. They love to play soccer. They come to school to play soccer even on Saturdays! But today, it is very hot. The friends play for a few minutes, but then they must stop. They are hot. They are sweating. 'It's too hot!' says Karabo. 'Let's go home!'	Why must the children stop playing soccer? Oh! They must stop because they are too hot to play.
Karabo, Tsepo and Cathy begin to walk home. They walk past the children playing at the park. The children on the playground look very hot too. They are sweating, just like Karabo, Tsepo, and Cathy. Then, Karabo remembers that there is a pond at the park. Karabo has an idea. 'Come on!' Karabo says to his friends.	Where is Karabo taking his friends? Oh! We don't know yet. We don't know what his idea is. How do the children on the playground feel? Oh! They feel very hot too.
'Look!' Karabo says, when they get to the pond. 'Let's jump in!' 'Good idea!' Tsepo says. 'That will cool us off!' Karabo takes off his shoes. He runs and jumps into the cool water.	What is Karabo's idea? Oh! His idea is to jump in the pond and cool off.
'How does it feel?' Tsepo asks. 'It feels nice and cool!' Karabo says. 'Come in!' Karabo feels cool. But Karabo also feels something funny on his head. Cathy begins to laugh. 'There's a fish on your head!' she says. Karabo laughs too. 'I am going to swim all day, just like this fish!' Karabo says.	How long will Karabo swim for? He wants to swim all day!
Follow up questions	Possible responses
Who are Karabo's friends?	Cathy and Tsepo are his friends.

What was on Karabo's head?	There was a fish on his head.
<b>Why question</b>	<b>Possible responses</b>
Why did Karabo want to jump into the pond?	<ul style="list-style-type: none"> <li>• Because he felt hot.</li> <li>• Because he wanted to cool down.</li> <li>• Because he wanted his friends to see the pond.</li> <li>• Because jumping in water when we are hot makes us cool down.</li> </ul>

## WEEK 4: TUESDAY: PHONEMIC AWARENESS & PHONICS (5 minutes)

WORDS	Environmental sounds
SUMMARY	Learners will learn to differentiate between different environmental sounds
SOUND	<b>Environmental sounds</b> You can make different sounds E.G. clap, click, stamp, whistle, tap
ACTIVITY	<ol style="list-style-type: none"> <li>1. Tell learners to listen carefully.</li> <li>2. Explain that you will make sounds.</li> <li>3. Learners must then copy the sounds that you have made.</li> <li>4. Instruct learners to close their eyes.</li> <li>5. Make any rhythm using sounds, like a clap, clap, stamp, stamp.</li> <li>6. Instruct learners to open their eyes and copy the rhythm you just made.</li> <li>7. Show the learners the rhythm you made.</li> <li>8. Repeat this as many times as possible.</li> </ol>

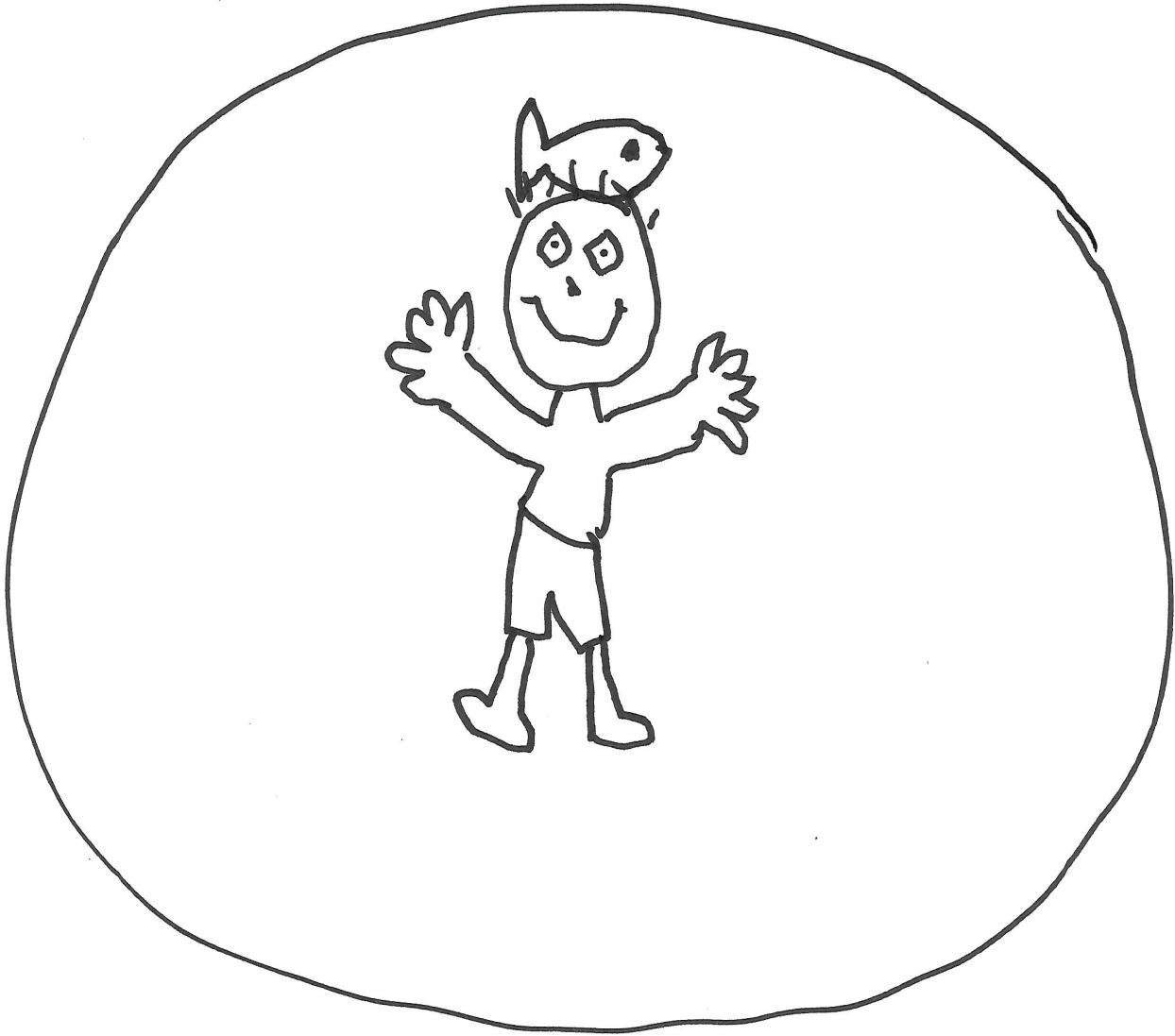
**WEEK 4: WEDNESDAY: DAILY ACTIVITIES (15 minutes)**

GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	I'm bouncing, bouncing everywhere,	jump up and down
	I bounce and bounce into the air.	jump up and down, arms in the air
	I'm bouncing and bouncing, like a ball,	jump up and down
	I bounce and bounce and then I fall.	jump up and down, then squat down
THEME VOCABULARY	playground, slide, swings, down	
QUESTION OF THE DAY		
Question	What is your favourite thing to do on the playground?	
Graph	2 COLUMN GRAPH	
Options	go down the slide / swing on the swings	
Follow up questions		
Question	How many learners like to go down the slide?	
Answer	__ learners like to go down the slide.	
Question	How many learners like to swing on the swings?	
Answer	__ learners like to swing on the swings.	
Question	What do more learners like to do?	
Answer	More learners like to __.	
Question	What do fewer learners like to do?	
Answer	Fewer learners like to __.	
Question	What is your favourite thing to do on the playground?	
Answer	I like to go down the slide.	
Answer	I like to swing on the swings.	
SIGHT WORD OF THE DAY		
NEW	at	
REVISE	soccer, we	

## WEEK 4: WEDNESDAY: SHARED READING (15 minutes)

TITLE	<u>A very hot day</u>
ACTIVITY	<b>STORY ILLUSTRATION</b>
PURPOSE	To give learners a chance to summarise and reflect on the text.
<b>INSTRUCTIONS</b>	
<p><b>Modelling:</b></p> <ol style="list-style-type: none"> <li>1. Explain that today, learners will draw their <b>favourite</b> part of the story.</li> <li>2. Use <b>modelling</b> to <b>think before you write</b>.</li> <li>3. Use <b>modelling</b> to <b>explain</b> your favourite part of the story, like: I like when the children are too hot to play soccer.</li> <li>4. Use <b>modelling</b> to draw a picture of the part of the story you like best.</li> </ol> <p><b>Oral Instructions:</b></p> <ol style="list-style-type: none"> <li>1. Tell learners they must choose their <b>favourite</b> part of the story.</li> <li>2. Hold up the pictures in the story for all the learners to see.</li> <li>3. Remind learners that we <b>think before we write</b>.</li> <li>4. Instruct learners to decide which part of the story they will write about.</li> <li>5. Call on 2-3 learners to tell you their favourite part of the story. (<i>Learners can point to the picture that they like best if they cannot yet use English words.</i>)</li> </ol> <p><b>Writing:</b></p> <ol style="list-style-type: none"> <li>1. Hand out learner books.</li> <li>2. As learners write, walk around the room and complete <b>mini conferences</b>.</li> <li>3. Ask learners to tell you about their drawings.</li> <li>4. Encourage learners!</li> </ol> <p><b>Turn and Talk:</b></p> <ol style="list-style-type: none"> <li>1. When there are 2-3 minutes left, instruct learners to put their pencils down.</li> <li>2. Instruct learners to <b>turn and talk</b> with a partner about their drawings.</li> </ol> <p><i>Hang up learner drawings at LEARNER EYE-LEVEL around the room. This helps learners have conversations about the story.</i></p>	





WEEK 4: WEDNESDAY: PHONEMIC AWARENESS & PHONICS (5 minutes)	
WORDS	Environmental sounds
SUMMARY	Learners will learn to differentiate between different environmental sounds
SOUND	<b>Environmental sounds</b> You can make different sounds E.G. clap, click, stamp, whistle, tap
ACTIVITY	<b>DIFFERENTIATING ENVIRONMENTAL SOUNDS</b> <ol style="list-style-type: none"> <li>1. Tell learners to listen carefully.</li> <li>2. Explain that you will make two sounds.</li> <li>3. Learners must decide if the sounds are the same or different.</li> <li>4. If learners think the sounds are the same, they must hold up 1 finger.</li> <li>3. If learners think the sounds are different, they must hold up 2 fingers.</li> <li>5. Instruct learners to close their eyes.</li> <li>6. Make any two sounds, like a clap and a whistle or the two sounds can be the same.</li> <li>7. Instruct learners to hold up 1 or 2 fingers.</li> <li>8. Look around the room to see which learners correctly identified if the sounds were the same or different, and which learners are struggling.</li> <li>9. Instruct learners to open their eyes.</li> <li>10. Show the learners which two sounds you made and if they were the same or different.</li> <li>11. Repeat this as many times as possible.</li> </ol>

**WEEK 4: THURSDAY: DAILY ACTIVITIES (15 minutes)**

GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	I'm bouncing, bouncing everywhere,	jump up and down
	I bounce and bounce into the air.	jump up and down, arms in the air
	I'm bouncing and bouncing, like a ball,	jump up and down
	I bounce and bounce and then I fall.	jump up and down, then squat down
THEME VOCABULARY	run, pond, swim, jump	
QUESTION OF THE DAY		
Question	Do you want to jump in the pond like Jabu?	
Graph	2 COLUMN GRAPH	
Options	yes / no	
Follow up questions		
Question	How many learners want to jump in the pond like Jabu?	
Answer	__ learners want to jump in the pond.	
Question	How many learners don't want to jump in the pond like Jabu?	
Answer	__ learners don't want to jump in the pond.	
Question	Do more learners want to jump in the pond or not?	
Answer	More learners __	
Question	Do fewer learners want to jump in the pond or not?	
Answer	Fewer learners __	
Question	Do you want to jump in the pond like Jabu?	
Answer	Yes, I want to jump in the pond like Jabu.	
Answer	No, I don't want to jump in the pond like Jabu.	
SIGHT WORD OF THE DAY		
NEW	school	
REVISE	we, soccer, at	

## WEEK 4: THURSDAY: SHARED READING (15 minutes)

TITLE	<u>A very hot day</u>
ACTIVITY	READ TWO
COMPREHENSION STRATEGY	<b>Search the text</b>
PURPOSE	By getting learners to recall details about the story, you are checking that they have a basic understanding of the story. You can also show learners how to search the text to find details, once they can read.
Story	Read Two
Karabo, Tsepo and Cathy are friends. They love to play soccer. They come to school to play soccer even on Saturdays! But today, it is very hot. The friends play for a few minutes, but then they must stop. They are hot. They are sweating. 'It's too hot!' says Karabo. 'Let's go home!'	How do the children feel? Oh the children feel hot. It is very hot outside today!
Karabo, Tsepo and Cathy begin to walk home. They walk past the children playing at the park. The children on the playground look very hot too. They are sweating, just like Karabo, Tsepo, and Cathy. Then, Karabo remembers that there is a pond at the park. Karabo has an idea. 'Come on!' Karabo says to his friends.	What does Karabo remember? Oh! He remembers that there is a pond at the park!
'Look!' Karabo says, when they get to the pond. 'Let's jump in!' 'Good idea!' Tsepo says. 'That will cool us off!' Karabo takes off his shoes. He runs and jumps into the cool water.	What does Tsepo say will cool them off? Oh! He says that jumping in the pond will cool them off.
'How does it feel?' Tsepo asks. 'It feels nice and cool!' Karabo says. 'Come in!' Karabo feels cool. But Karabo also feels something funny on his head. Cathy begins to laugh. 'There's a fish on your head!' she says. Karabo laughs too. 'I am going to swim all day, just like this fish!' Karabo says.	How does Karabo feel in the pond? Oh! He feels cool. He isn't hot anymore.
Follow up questions	Responses
Why did the children stop playing soccer?	Because it was too hot to play.

Who was sweating?	<ul style="list-style-type: none"> <li>• Karabo, Cathy, and Tsepo were sweating.</li> <li>• The children on the playground were sweating.</li> </ul>
<b>Why question</b>	<b>Possible response</b>
Why did Karabo feel nice and cool?	<ul style="list-style-type: none"> <li>• Because he jumped in the pond.</li> <li>• Because the pond is nice and cool.</li> <li>• Because the pond cooled him down.</li> </ul>

**WEEK 4:THURSDAY: WRITING (15 minutes)****WRITING FRAME****Modelling:**

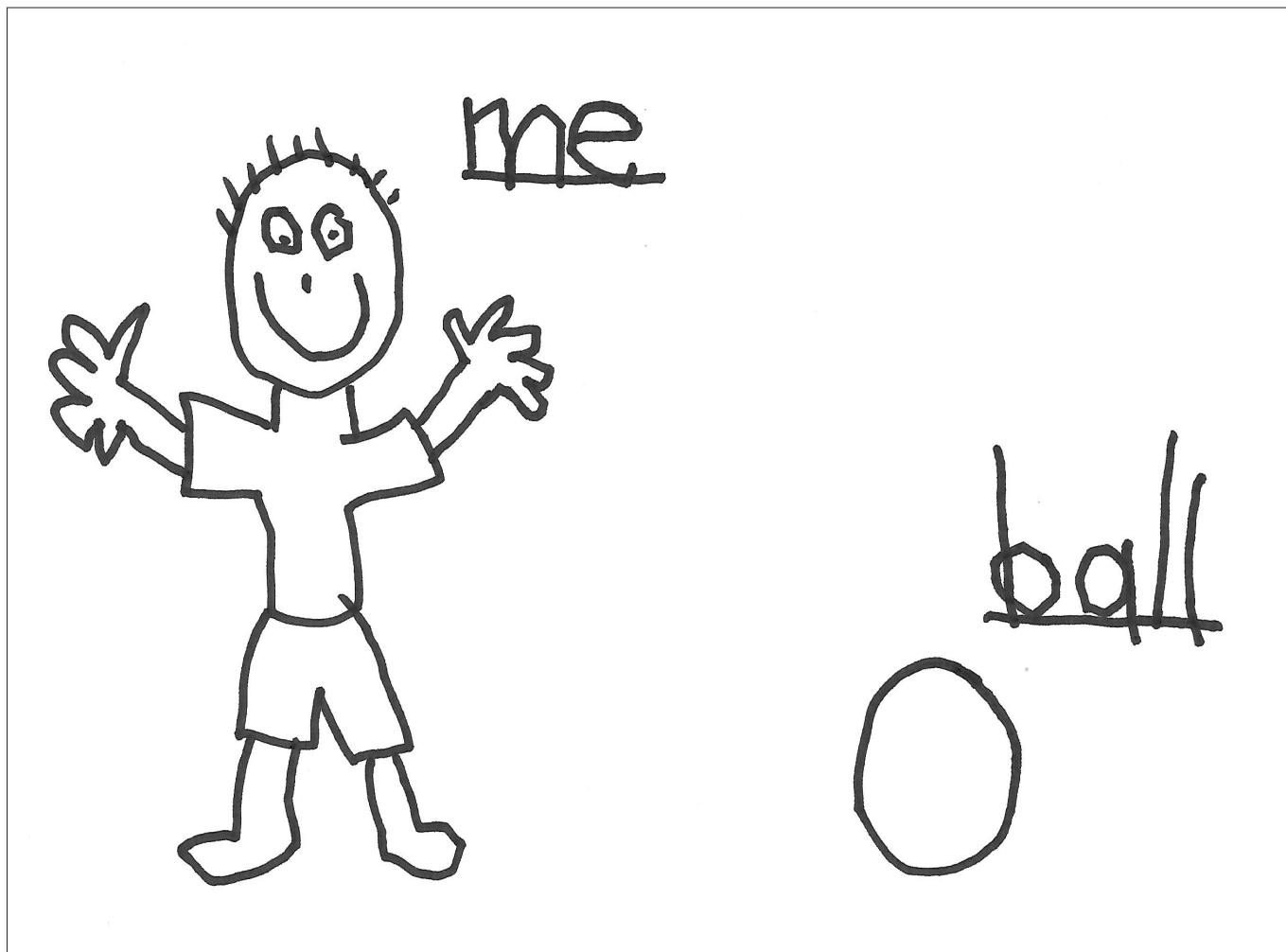
1. Explain that today, learners will draw about **something they like to do outside.**
2. Use **modelling** to show learners that you **think before you write.**
3. Tell learners your idea, like: I like to run with my friends!
4. Use **modelling** to draw a picture of yourself running with your friends.
5. Explain which words you will write. **Draw a line for each word.**
6. Use **modelling** to add a label, like: me, run
7. Erase your example from the board. Explain this was just an example, but learners must write their own ideas.

**Oral Instructions:**

1. Ask learners: What do you like to do outside?
2. Instruct learners to **think before they write.**
3. Call on 2-3 learners to tell you what they like to do, like: I like to...
4. Explain that learners will now draw and label their own ideas!

**Writing:**

1. Hand out learner books.
2. As learners are writing, walk around the room and complete **mini conferences.**
3. Ask learners to tell you about their drawing.
4. Help learners to write a label.
5. Encourage learners.



**WEEK 4: FRIDAY: DAILY ACTIVITIES (15 minutes)**

GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	I'm bouncing, bouncing everywhere,	<i>jump up and down</i>
	I bounce and bounce into the air.	<i>jump up and down, arms in the air</i>
	I'm bouncing and bouncing, like a ball,	<i>jump up and down</i>
	I bounce and bounce and then I fall.	<i>jump up and down, then squat down</i>
THEME VOCABULARY	tree, sun, shade, sit	
QUESTION OF THE DAY		
Question	Where do you like to sit?	
Graph	2 COLUMN GRAPH	
Options	in the sun / in the shade	
Follow up questions		
Question	How many learners like to sit in the sun?	
Answer	__ learners like to sit in the sun.	
Question	How many learners like to sit in the shade?	
Answer	__ learners like to sit in the shade.	
Question	Where do more learners like to sit?	
Answer	More learners like to sit in the __	
Question	Where do fewer learners like to sit?	
Answer	Fewer learners like to sit in the __	
Question	Where do you like to sit?	
Answer	I like to sit in the sun.	
Answer	I like to sit in the shade.	
SENTENCE OF THE WEEK		
REVISE	we, soccer, at, school, play	
READ	We play soccer at school.	

## WEEK 4: FRIDAY: SHARED READING (15 minutes)

TITLE	<u>A very hot day</u>	
ACTIVITY	<b>ACT OUT STORY</b>	
PURPOSE	To give learners a chance to act out what is happening in the story.	
TEXT	TEACHER SAYS	LEARNERS DO
Karabo, Tsepo and Cathy are friends. They love to play soccer. They come to school to play soccer even on Saturdays! But today, it is very hot. The friends play for a few minutes, but then they must stop. They are hot. They are sweating. 'It's too hot!' says Karabo. 'Let's go home!'	Let's pretend we feel very hot, like the characters in the story.	Act out feeling very hot and sweaty.
Karabo, Tsepo and Cathy begin to walk home. They walk past the children playing at the park. The children on the playground look very hot too. They are sweating, just like Karabo, Tsepo, and Cathy.  Then, Karabo remembers that there is a pond at the park. Karabo has an idea. 'Come on!' Karabo says to his friends.	Let's pretend we get an idea, just like Karabo!	<ul style="list-style-type: none"> <li>• Pretend to get an idea.</li> <li>• Say: 'Come on' to a partner.</li> </ul>
'Look!' Karabo says, when they get to the pond. 'Let's jump in!' 'Good idea!' Tsepo says. 'That will cool us off!' Karabo takes off his shoes. He runs and jumps into the cool water.	Let's get ready to jump in the pond, just like Karabo!	<ul style="list-style-type: none"> <li>• Pretend to take off their shoes.</li> <li>• Say: 'Let's jump in' to a partner.</li> </ul>



<p>'How does it feel?' Tsepo asks.</p> <p>'It feels nice and cool!' Karabo says. 'Come in!'</p> <p>Karabo feels cool. But Karabo also feels something funny on his head.</p> <p>Cathy begins to laugh. 'There's a fish on your head!' she says.</p> <p>Karabo laughs too. 'I am going to swim all day, just like this fish!' Karabo says.</p>	<p>Let's pretend to have a fish on our head, just like Karabo!</p>	<ul style="list-style-type: none"> <li>• Pretend to have a fish on their head.</li> <li>• Laugh out loud.</li> </ul>
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**WEEK 4: FRIDAY: PHONEMIC AWARENESS AND PHONICS (5 minutes)**

SOUND	Environmental sounds
SUMMARY	Learners will learn to differentiate between different environmental sounds
SOUND	<b>Environmental sounds</b> You can make different sounds E.G. clap, click, stamp, whistle, tap
ACTIVITY	<ol style="list-style-type: none"> <li>1. Tell learners to listen carefully.</li> <li>2. Explain that you will make sounds.</li> <li>3. Learners must then copy the sounds that you have made.</li> <li>4. Instruct learners to close their eyes.</li> <li>5. Make any rhythm using sounds, like a clap, clap, stamp, stamp.</li> <li>6. Instruct learners to open their eyes and copy the rhythm you just made.</li> <li>7. Show the learners the rhythm you made.</li> <li>8. Repeat this as many times as possible.</li> </ol>

## WEEK 4 CONCLUSION

Find 10 minutes at the end of the week to do the following:

SUMMARISE	<p>Settle learners so you have their attention.</p> <p>Remind learners of what you have achieved this week. For example:</p> <p><b>This week we:</b></p> <ol style="list-style-type: none"> <li>1. We were quiet when we had to be.</li> <li>2. We listened to the teacher and to our partners.</li> <li>3. We learnt to listen to different sounds.</li> <li>4. We learnt to read a few words and a sentence.</li> <li>5. We learnt new theme words about playing outside.</li> <li>6. We sang a song, and we answered questions.</li> <li>7. We listened to a story about a very hot day.</li> <li>8. We wrote stories about something we like to do outside.</li> <li>9. We had fun.</li> </ol>
SHARE WITH FAMILIES	<ol style="list-style-type: none"> <li>1. Ask learners to think about <b>two things</b> that they are going to tell their families about what they did this week.</li> <li>2. Give learners a few minutes to think about this.</li> <li>3. Tell learners to turn and talk, and share their ideas with a partner.</li> <li>4. Ask one or two learners to share their ideas with the class.</li> <li>5. Remind learners to please tell their families what they learnt!</li> </ol>
ACKNOWLEDGE AND CELEBRATE	<ol style="list-style-type: none"> <li>1. Acknowledge a few learners who managed themselves well, or worked hard, or came up with good ideas during the week.</li> <li>2. This could include learners who:             <ol style="list-style-type: none"> <li>a. Behaved appropriately.</li> <li>b. Were kind to others.</li> <li>c. Listened well.</li> <li>d. Tried out new language and spoke on their own.</li> <li>e. Had a good idea about an answer to a story.</li> <li>f. Worked hard.</li> </ol> </li> <li>3. Remember to try to acknowledge all the learners in a class at some stage, and not just the same learners over and over.</li> <li>4. Celebrate the achievements of those learners, and also of the whole class!</li> </ol>

# GRADE 1 - TERM 1

## WEEK 5

### THEME: FAMILY AND FRIENDS

"The most important thing in the world is family and love." — Joe Wooden

## EXTENSION ACTIVITIES

**These activities can be used as independent work for learners who finish their work early OR while you are giving assessments to learners.**

Activity 1	DBE Workbook 1: Let's do, page 13
Activity 2	DBE Workbook 1: Let's draw, page 14
Activity 3	DBE Workbook 1: Let's write, page 14
Activity 4	Draw a picture of how you feel when you are with your family.

## TERM 1: WEEK 5

### OVERVIEW

THEME	Family and friends
THEME VOCABULARY	big, small, family, home, brother, sister, baby, friend, grandmother, grandfather, grandparents, wait, help, clean, dirty, backyard, climb, book, skip, rope
PHONICS	Environmental sounds
WRITING FRAME	
SIGHT WORDS	mom, dad, and, my
SENTENCE	I like my mom and dad.

### PREPARATION

CLASSROOM	<ol style="list-style-type: none"> <li>1. Take down and carefully store the flashcard words and pictures from the previous week.</li> <li>2. Make sure that your learners' DBE Workbooks and exercise books are marked and in order.</li> <li>3. Prepare your flashcard words and pictures for the week by cutting them out, colouring them in, laminating them and sticking them on your display boards.</li> <li>4. Try to find some items for your theme table, for example: a book, a rope, a picture of a family.</li> </ol>
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LEARNERS	<ol style="list-style-type: none"> <li>1. Tell your learners that this week they will practise:             <ol style="list-style-type: none"> <li>a. Being quiet when the teacher is talking.</li> <li>b. To look after their books and stationery.</li> <li>c. To answer the question of the day.</li> <li>d. To listen to their partners.</li> </ol> </li> <li>2. Tell learners that this week they will also start to learn how to read. Explain that there is a special code that they must learn in order to read the words on a page, you are going to start to teach them that code.</li> <li>3. As part of learning the code, they will:             <ol style="list-style-type: none"> <li>a. Listen carefully to different sounds.</li> <li>b. Learn to read a few words and one sentence.</li> <li>c. Listen carefully to a story.</li> <li>d. Answer questions about the story.</li> <li>e. Do their own writing.</li> </ol> </li> <li>4. Finally, tell learners that this week, they will also start to learn to write. They will write:             <ol style="list-style-type: none"> <li>a. Their names and a few words.</li> <li>b. A picture about the story they will listen to.</li> <li>c. A picture about their own story.</li> </ol> </li> </ol>
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**TERM 1: WEEK 5****INTRODUCE THE THEME**

PICTURE	Children playing on the playground on page 12-13 of DBE Workbook 1
SHOW	Show learners the picture. Explain that this is a family at home inside their house. It looks like there are friends over too.
SAY	<ul style="list-style-type: none"> <li>• Ask learners: Who is in your family?</li> <li>• Listen to learner responses. This will help you understand what learners already know.</li> <li>• Explain that this week, we will learn words for our friends and family members.</li> </ul>

WEEK 5: MONDAY: DAILY ACTIVITIES (15 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	Some families are big,	Spread your arms out wide
	Some families are small,	Bring arms close together
	But I love my family best of all!	Cross your arms over your chest
THEME VOCABULARY	big, small, family, home	
QUESTION OF THE DAY		
Question	What kind of family do you have at home?	
Graph	2 COLUMN GRAPH	
Options	big / small	
Follow up questions		
Question	How many learners have a big family?	
Answer	__ learners have a big family.	
Question	How many learners have a small family?	
Answer	__ learners have a small family.	
Question	What kind of family do more learners have?	
Answer	More learners have a __ family.	
Question	What kind of family do fewer learners have?	
Answer	Fewer learners have a __ family.	
Question	What kind of family do you have?	
Answer	I have a big family.	
Answer	I have a small family.	
SIGHT WORD OF THE DAY		
NEW	mom	
REVISE		

**WEEK 5: MONDAY: SHARED READING (10 minutes)**

TITLE	Bongi waits
ACTIVITY	PRE-READ
COMPREHENSION STRATEGY	<b>Predict</b>
PURPOSE	By getting learners to predict, you are getting them to think about the story before they have even read it. By predicting, learners are developing their comprehension skills by thinking about the story.

**PRE-READING ACTIVITY**

1. Show learners the front cover of the story: **Bongi waits**
2. Read the title of the story.
3. Ask learners: What do you think will happen in this story?
4. Display the Big Book for learners to see. Make sure all learners can see the **pictures** in the book.
5. Show learners the first picture.
6. Ask learners: What do you think is happening here?
7. Discuss the picture with learners. Introduce a few new words to learners as you discuss the pictures.
8. Ask learners: What do you think might happen next?
9. Go through each picture in the book and ask learners these questions.
10. When you get to the **last** picture, ask learners: How do you think this story will end?
11. Thank learners for their predictions.

WEEK 5: MONDAY: PHONEMIC AWARENESS & PHONICS (5 minutes)	
SOUND	Environmental sounds
SUMMARY	Learners will learn to differentiate between different environmental sounds
SOUNDS	<b>Environmental sounds</b> You can make different sounds E.G. clap, click, stamp, whistle, tap
ACTIVITY	<b>DIFFERENTIATING ENVIRONMENTAL SOUNDS</b> <ol style="list-style-type: none"> <li>1. Tell learners to listen carefully.</li> <li>2. Explain that you will make two sounds.</li> <li>3. Learners must decide if the sounds are the same or different.</li> <li>4. If learners think the sounds are the same, they must hold up 1 finger.</li> <li>5. If learners think the sounds are different, they must hold up 2 fingers.</li> <li>6. Instruct learners to close their eyes.</li> <li>7. Make any two sounds, like a clap and a whistle or the two sounds can be the same.</li> <li>8. Instruct learners to hold up 1 or 2 fingers.</li> <li>9. Look around the room to see which learners correctly identified if the sounds were the same or different, and which learners are struggling.</li> <li>10. Instruct learners to open their eyes.</li> <li>11. Show the learners which two sounds you made and if they were the same or different.</li> <li>12. Repeat this as many times as possible.</li> </ol>



**WEEK 5: TUESDAY: DAILY ACTIVITIES (15 minutes)**

GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	Some families are big	Spread your arms out wide
	Some families are small	Bring arms close together
	But I love my family best of all!	Cross your arms over your chest
THEME VOCABULARY	brother, sister, baby, friend	
QUESTION OF THE DAY		
Question	Do you have a sister?	
Graph	2 COLUMN GRAPH	
Options	yes / no	
Follow up questions		
Question	How many learners have a sister?	
Answer	__ learners have a sister.	
Question	How many learners do not have a sister?	
Answer	__ learners do not have a sister.	
Question	Do more learners have a sister or not?	
Answer	More learners __	
Question	Do fewer learners have a sister or not?	
Answer	Fewer learners __	
Question	Do you have a sister?	
Answer	Yes, I have a sister.	
Answer	No, I do not have a sister.	
SIGHT WORD OF THE DAY		
NEW	dad	
REVISE	mom	

## WEEK 5: TUESDAY: SHARED READING (15 minutes)

TITLE	Bongi waits
ACTIVITY	READ ONE
COMPREHENSION STRATEGY	<b>Visualise</b>
PURPOSE	Visualisation helps learners to see how the events in the text are connected to each other. This helps them to think about the story as a whole. This also helps to give meaning to the words on the page – by turning them into a scene from a movie in our minds.
Story	Read One
<p>Bongi's Granny and Grandpa were coming today, all the way from Malelane. Her parents had planned a big braai. Bongi was so excited.</p> <p>In the morning, Bongi helped her Dad get the backyard ready. She watered the grass. Dad trimmed the bushes.</p> <p>Bongi's friend Anna arrived early to play. She climbed up to the treehouse.</p> <p>'Come play!' she yelled.</p> <p>'I must help dad first!' Bongi yelled back.</p> <p>So Anna played with Bongi's little sister, Gugu. All Bongi could think about was the arrival of Granny and Grandpa!</p>	<p>I can visualise Bongi helping her dad. She is working hard to make the backyard look nice and clean.</p>
<p>Finally, the backyard was ready. 'Thanks for the help!' said Dad. He went inside to change his clothes.</p> <p>Bongi stayed outside. She skipped rope with Gugu and Anna. It was fun, but all she could think about was the arrival of Granny and Grandpa!</p>	<p>I can visualise Bongi skipping rope. She is jumping up and down, up and down.</p>
<p>Gugu got tired of skipping rope. 'Let's go inside and play with blocks!' Gugu said.</p> <p>'Oh yes!' Anna said. They built a big tower.</p> <p>But Bongi didn't feel like building a tower. She read to baby Siya instead. But all she could think about was the arrival of Granny and Grandpa!</p>	<p>I can visualise Bongi reading with baby Siya. Baby Siya laughs as Bongi reads the words to him.</p>

It was almost time for the braai to begin. Mom took baby Siya. 'Go change your clothes,' mom said. 'Granny just called. They are almost here!' Mom, dad, and baby Siya went outside and waited for Granny and Grandpa to arrive. As Bonggi changed her clothes, all she could think about was the arrival of Granny and Grandpa!	
'They're here!' Dad finally called from outside. Bonggi's Granny and Grandpa had finally arrived. Bonggi ran outside to greet them. The braai began!	
<b>Follow up questions</b>	<b>Possible responses</b>
Who was Bonggi waiting for?	She was waiting for her grandparents.
What did Bonggi do while she waited?	She helped her dad, skipped rope and read to baby Siya.
<b>Why question</b>	<b>Possible responses</b>
Why was Bonggi waiting?	Because her grandparents weren't there yet. Because they were coming from far away.

**WEEK 5: TUESDAY: PHONEMIC AWARENESS & PHONICS (5 minutes)**

WORDS	Environmental sounds
SUMMARY	Learners will learn to differentiate between different environmental sounds
SOUND	<b>Environmental sounds</b> You can make different sounds E.G. clap, click, stamp, whistle, tap
ACTIVITY	<ol style="list-style-type: none"> <li>1. Tell learners to listen carefully.</li> <li>2. Explain that you will make sounds.</li> <li>3. Learners must then copy the sounds that you have made.</li> <li>4. Instruct learners to close their eyes.</li> <li>5. Make any rhythm using sounds, like a clap, clap, stamp, stamp.</li> <li>6. Instruct learners to open their eyes and copy the rhythm you just made.</li> <li>7. Show the learners the rhythm you made.</li> <li>8. Repeat this as many times as possible.</li> </ol>

WEEK 5: WEDNESDAY: DAILY ACTIVITIES (15 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	Some families are big,	Spread your arms out wide
	Some families are small,	Bring arms close together
	But I love my family best of all!	Cross your arms over your chest
THEME VOCABULARY	grandmother, grandfather, grandparents, wait	
QUESTION OF THE DAY		
Question	Remind learners that in the story, Bongi is waiting to see her grandparents. <b>Ask learners:</b> Who do you feel excited to see?	
Graph	2 COLUMN GRAPH	
Options	my grandmother / my grandfather	
Follow up questions		
Question	How many feel excited to see their grandmother?	
Answer	__ learners feel excited to see their grandmother.	
Question	How many feel excited to see their grandfather?	
Answer	__ learners feel excited to see their grandfather.	
Question	Who do more learners feel excited to see?	
Answer	More learners feel excited to see __	
Question	Who do fewer learners feel excited to see?	
Answer	Fewer learners feel excited to see __	
Question	Who do you feel excited to see?	
Answer	I feel excited to see my grandmother.	
Answer	I feel excited to see my grandfather.	
SIGHT WORD OF THE DAY		
NEW	and	
REVISE	mom, dad	

**WEEK 5: WEDNESDAY: SHARED READING (15 minutes)**

TITLE	Bongi waits
ACTIVITY	<b>STORY ILLUSTRATION</b>
PURPOSE	To give learners a chance to summarise and reflect on the text.

**INSTRUCTIONS****Modelling:**

1. Explain that today, learners will draw their **favourite** part of the story.
2. Use **modelling** to **think before you write**.
3. Use **modelling** to **explain** your favourite part of the story, like: I like when Bongi helps her dad.
4. Use **modelling** to draw a picture of the part of the story you like best.

**Oral Instructions:**

1. Tell learners they must choose their **favourite** part of the story.
2. Hold up the pictures in the story for all the learners to see.
3. Remind learners that we **think before we write**.
4. Instruct learners to decide which part of the story they will write about.
5. Call on 2-3 learners to tell you their favourite part of the story. (Learners can point to the picture that they like best if they cannot yet use English words.)

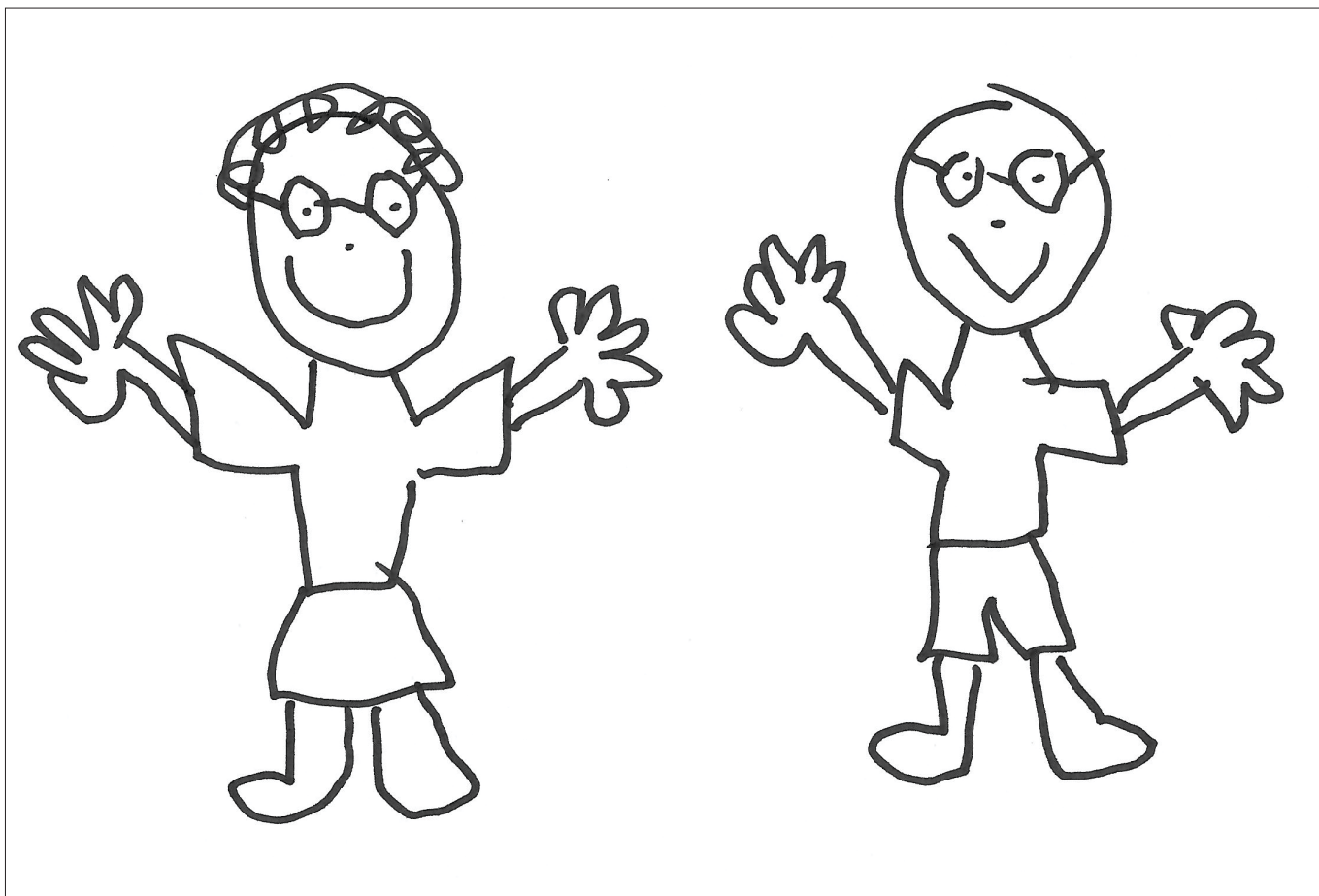
**Writing:**

1. Hand out learner books.
2. As learners write, walk around the room and complete **mini conferences**.
3. Ask learners to tell you about their drawings.
4. Encourage learners!

**Turn and Talk:**

1. When there are 2-3 minutes left, instruct learners to put their pencils down.
2. Instruct learners to **turn and talk** with a partner about their drawings.

*Hang up learner drawings at LEARNER EYE-LEVEL around the room. This helps learners have conversations about the story.*



**WEEK 5: WEDNESDAY: PHONEMIC AWARENESS & PHONICS (5 minutes)**

WORDS	Environmental sounds
SUMMARY	Learners will learn to differentiate between different environmental sounds
SOUND	<b>Environmental sounds</b> You can make different sounds E.G. clap, click, stamp, whistle, tap
ACTIVITY	<b>DIFFERENTIATING ENVIRONMENTAL SOUNDS</b> <ol style="list-style-type: none"> <li>1. Tell learners to listen carefully.</li> <li>2. Explain that you will make two sounds.</li> <li>3. Learners must decide if the sounds are the same or different.</li> <li>4. If learners think the sounds are the same, they must hold up 1 finger.</li> <li>5. If learners think the sounds are different, they must hold up 2 fingers.</li> <li>6. Instruct learners to close their eyes.</li> <li>7. Make any two sounds, like a clap and a whistle or the two sounds can be the same.</li> <li>8. Instruct learners to hold up 1 or 2 fingers.</li> <li>9. Look around the room to see which learners correctly identified if the sounds were the same or different, and which learners are struggling.</li> <li>10. Instruct learners to open their eyes.</li> <li>11. Show the learners which two sounds you made and if they were the same or different.</li> <li>12. Repeat this as many times as possible.</li> </ol>

## WEEK 5: THURSDAY: DAILY ACTIVITIES (15 minutes)

GREETING	Greet the learners in English.	
SONG / RHYME	<b>Lyrics</b>	<b>Actions</b>
	Some families are big,	<i>Spread your arms out wide</i>
	Some families are small,	<i>Bring arms close together</i>
	But I love my family best of all!	<i>Cross your arms over your chest</i>
THEME VOCABULARY	help, clean, dirty, backyard	
<b>QUESTION OF THE DAY</b>		
Question	Instruct learners to look down at their own shoes. <b>Ask learners:</b> Are your shoes clean or dirty?	
Graph	2 COLUMN GRAPH	
Options	clean / dirty	
<b>Follow up questions</b>		
<b>Question</b>	<b>How many learners have clean shoes?</b>	
Answer	__ learners have clean shoes.	
<b>Question</b>	<b>How many learners have dirty shoes?</b>	
Answer	__ learners have dirty shoes.	
<b>Question</b>	<b>Do more learners have clean shoes or dirty shoes?</b>	
Answer	More learners have __ shoes.	
<b>Question</b>	<b>Do fewer learners have clean shoes or dirty shoes?</b>	
Answer	Fewer learners have __ shoes.	
<b>Question</b>	<b>Are your shoes clean or dirty?</b>	
Answer	My shoes are clean.	
Answer	My shoes are dirty.	
<b>SIGHT WORD OF THE DAY</b>		
NEW	my	
REVISE	mom, dad, and	



**WEEK 5: THURSDAY: SHARED READING (15 minutes)**

TITLE	Bongi waits
ACTIVITY	READ TWO
COMPREHENSION STRATEGY	<b>Visualise</b>
PURPOSE	Visualisation helps learners to see how the events in the text are connected to each other. This helps them to think about the story as a whole. This also helps to give meaning to the words on the page – by turning them into a scene from a movie in our minds.
Story	Read Two
<p>Bongi's Granny and Grandpa were coming today, all the way from Malelane. Her parents had planned a big braai. Bongi was so excited.</p> <p>In the morning, Bongi helped her Dad get the backyard ready. She watered the grass. Dad trimmed the bushes.</p> <p>Bongi's friend Anna arrived early to play. She climbed up to the treehouse.</p> <p>'Come play!' she yelled.</p> <p>'I must help dad first!' Bongi yelled back.</p> <p>So Anna played with Bongi's little sister, Gugu. All Bongi could think about was the arrival of Granny and Grandpa!</p>	<p>I can visualise Bongi helping her dad. But she is really just thinking about Granny and Grandpa!</p>
<p>Finally, the backyard was ready. 'Thanks for the help!' said Dad. He went inside to change his clothes.</p> <p>Bongi stayed outside. She skipped rope with Gugu and Anna. It was fun, but all she could think about was the arrival of Granny and Grandpa!</p>	<p>I can visualise Bongi skipping. But she keeps making mistakes because she is thinking about granny and grandpa.</p>
<p>Gugu got tired of skipping rope. 'Let's go inside and play with blocks!' Gugu said.</p> <p>'Oh yes!' Anna said. They built a big tower. But Bongi didn't feel like building a tower. She read to baby Siya instead. But all she could think about was the arrival of Granny and Grandpa!</p>	<p>I can visualise Bongi sitting with baby Siya. But she keeps forgetting to read the words because she is thinking about Granny and Grandpa!</p>

<p>It was almost time for the braai to begin. Mom took baby Siya.</p> <p>'Go change your clothes,' mom said. 'Granny just called. They are almost here!'</p> <p>Mom, dad, and baby Siya went outside and waited for Granny and Grandpa to arrive. As Bongi changed her clothes, all she could think about was the arrival of Granny and Grandpa!</p>	
<p>'They're here!' Dad finally called from outside. Bongi's Granny and Grandpa had finally arrived. Bongi ran outside to greet them. The braai began!</p>	<p>I can visualise Bongi smiling and jumping up. I imagine she runs outside because she is so happy to see her grandparents!</p>
<b>Follow up questions</b>	<b>Responses</b>
What was Bongi thinking about all day?	She was thinking about her grandparents.
What did Bongi do when her grandparents finally arrived?	She ran outside to greet them.
<b>Why question</b>	<b>Possible response</b>
Why did Bongi run outside when her grandparents arrived?	<p>Because she had been waiting and waiting.</p> <p>Because she was so excited to see them.</p>

## WEEK 5:THURSDAY: WRITING (15 minutes)

## WRITING FRAME

**Modelling:**

1. Explain that today, learners will draw about **their family**.
2. Use **modelling** to show learners that you **think before you write**.
3. Tell learners your idea, like: I have a big family at home!
4. Use **modelling** to draw a picture of yourself with your family.
5. Explain which words you will write. **Draw a line for each word**.
6. Use **modelling** to add labels, like: me, mom, dad
7. Instruct learners to **use resources** to add a label.
8. Erase your example from the board. Explain this was just an example, but learners must write their own ideas.

**Oral Instructions:**

1. Ask learners: What is your family like?
2. Instruct learners to **think before they write**.
3. Call on 2-3 learners to tell you about their family, like: My family is...
4. Explain that learners will now use draw and label their own ideas!

**Writing:**

1. Hand out learner books.
2. As learners are writing, walk around the room and complete **mini conferences**.
3. Ask learners to **tell you about their drawing**.
4. Help learners **use resources**.
5. Encourage learners.



**WEEK 5: FRIDAY: DAILY ACTIVITIES (15 minutes)**

GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	Some families are big,	Spread your arms out wide
	Some families are small,	Bring arms close together
	But I love my family best of all!	Cross your arms over your chest
THEME VOCABULARY	climb, book, skip, rope	
QUESTION OF THE DAY		
Question	What do you want to do with your friends?	
Graph	3 COLUMN GRAPH	
Options	climb a tree / read a book / skip rope	
Follow up questions		
Question	How many learners want to climb a tree with their friends?	
Answer	__ learners want to climb a tree.	
Question	How many learners want to read a book with their friends?	
Answer	__ learners want to read a book.	
Question	How many learners want to skip rope with their friends?	
Answer	__ learners want to skip rope.	
Question	What do most learners want to do with their friends?	
Answer	Most learners want to __ with their friends.	
Question	What do fewest learners want to do with their friends?	
Answer	Fewest learners want to __ with their friends.	
Question	What do you want to do with your friends?	
Answer	I want to climb a tree with my friends.	
Answer	I want to read a book with my friends.	
Answer	I want to skip rope with my friends.	
SENTENCE OF THE WEEK		
REVISE	like, mom, dad, and, my	
READ	I like my mom and dad.	

**WEEK 5: FRIDAY: SHARED READING (15 minutes)**

TITLE	Bongi waits
ACTIVITY	<b>RECOUNT THE STORY</b>
PURPOSE	Recounting helps young learners to get used to sharing their own opinions, as they must choose the part of the story that they liked best. It also shows if the child understood the story or not.
<b>INSTRUCTIONS</b>	
<ol style="list-style-type: none"> <li>1. Explain that today, learners will give a <b>recount</b> of one thing they remember in the story. This means they will say one thing they can remember.</li> <li>2. Use <b>modelling</b> to show learners how to give a short recount of the story, like: Bongi waits and waits for her grandparents to come!</li> <li>3. Hold up the pictures. Instruct learners to look at the pictures and think about what happened.</li> <li>4. Instruct learners to think about 1-2 things they can say about the story.</li> <li>5. Ask 2-3 learners to <b>share</b> their ideas with the class. <b>Help</b> the learners form a short sentence.</li> <li>6. Explain and correct any common problems to learners.</li> <li>7. Instruct learners to <b>turn and talk</b> and share their recount with a partner.</li> </ol>	

**WEEK 5: FRIDAY: PHONEMIC AWARENESS AND PHONICS (5 minutes)**

SOUND	Environmental sounds
SUMMARY	Learners will learn to differentiate between different environmental sounds
SOUND	<b>Environmental sounds</b> You can make different sounds E.G. clap, click, stamp, whistle, tap
ACTIVITY	<ol style="list-style-type: none"> <li>1. Tell learners to listen carefully.</li> <li>2. Explain that you will make sounds.</li> <li>3. Learners must then copy the sounds that you have made.</li> <li>4. Instruct learners to close their eyes.</li> <li>5. Make any rhythm using sounds, like a clap, clap, stamp, stamp.</li> <li>6. Instruct learners to open their eyes and copy the rhythm you just made.</li> <li>7. Show the learners the rhythm you made.</li> <li>8. Repeat this as many times as possible.</li> </ol>

## WEEK 5 CONCLUSION

**Find 10 minutes at the end of the week to do the following:**

SUMMARISE	<p>Settle learners so you have their attention.</p> <p>Remind learners of what you have achieved this week. For example:</p> <p><b>This week we:</b></p> <ol style="list-style-type: none"> <li>1. We were quiet when we had to be.</li> <li>2. We listened to the teacher and to our partners.</li> <li>3. We learnt to listen to different sounds.</li> <li>4. We learnt to read a few words and a sentence.</li> <li>5. We learnt new theme words about family and friends.</li> <li>6. We sang a song, and we answered questions.</li> <li>7. We listened to a story about Bongi and her grandparents.</li> <li>8. We wrote stories about our families.</li> <li>9. We had fun.</li> </ol>
SHARE WITH FAMILIES	<ol style="list-style-type: none"> <li>1. Ask learners to think about <b>two things</b> that they are going to tell their families about what they did this week.</li> <li>2. Give learners a few minutes to think about this.</li> <li>3. Tell learners to turn and talk, and share their ideas with a partner.</li> <li>4. Ask one or two learners to share their ideas with the class.</li> <li>5. Remind learners to please tell their families what they learnt!</li> </ol>
ACKNOWLEDGE AND CELEBRATE	<ol style="list-style-type: none"> <li>1. Acknowledge a few learners who managed themselves well, or worked hard, or came up with good ideas during the week.</li> <li>2. This could include learners who:             <ol style="list-style-type: none"> <li>a. Behaved appropriately.</li> <li>b. Were kind to others.</li> <li>c. Listened well.</li> <li>d. Tried out new language and spoke on their own.</li> <li>e. Had a good idea about an answer to a story.</li> <li>f. Worked hard.</li> </ol> </li> <li>3. Remember to try to acknowledge all the learners in a class at some stage, and not just the same learners over and over.</li> <li>4. Celebrate the achievements of those learners, and also of the whole class!</li> </ol>

# GRADE 1 - TERM 1

WEEK

6

**THEME:  
ASSESSMENT**

"The expert in anything was once a beginner." - Helen Hayes



**ACTIVITIES FOR LEARNERS**

**These activities can be used as independent work for learners while you give your assessments.**

Activity 1	DBE Workbook 1: Let's talk, page 15
Activity 2	DBE Workbook 1: Let's talk, page 17
Activity 3	DBE Workbook 1: Let's do, page 19
Activity 4	DBE Workbook 1: Let's do, page 20
Activity 5	DBE Workbook 1: Let's do, page 21
Activity 6	DBE Workbook 1: Let's draw, page 21

**ASSESSMENT WEEK**

This week, your timetable is adjusted as follows to allow for assessment activities:

MONDAY		TUESDAY		WEDNESDAY		THURSDAY		FRIDAY	
ASSESSMENT <b>L&amp;S PART A</b> 5 marks	15	ASSESSMENT: <b>Phonics (Oral)</b> 5 marks	30	ASSESSMENT <b>L&amp;S PART A</b> 5 marks	15	ASSESSMENT: <b>Phonics (Oral)</b> 5 marks	30	ASSESSMENT <b>L&amp;S PART A</b> 5 marks	15
ASSESSMENT: <b>Reading (Oral)</b> 5 marks	10			ASSESSMENT: <b>Reading (Oral)</b> 5 marks	15			ASSESSMENT: <b>Reading (Oral)</b> 5 marks	15
ASSESSMENT: <b>L&amp;S PART B</b> 5 marks	5	ASSESSMENT: <b>L&amp;S PART B</b> 5 marks	5	ASSESSMENT: <b>L&amp;S PART B</b> 5 marks	5	ASSESSMENT: <b>L&amp;S PART B</b> 5 marks	15	ASSESSMENT: <b>L&amp;S PART B</b> 5 marks	5
Total	30	Total	35	Total	35	Total	45	Total	35

**THE ACTIVITIES AND RUBRICS CAN BE FOUND ON THE PAGES THAT FOLLOW.**

## WEEK 6 - ASSESSMENT

### WEEK 6: ASSESSMENT - LISTENING AND SPEAKING PART A (15 minutes)

OBJECTIVE	Learners respond to simple greetings			
ACTIVITY	<div>1. Call on each learner to greet you individually.</div> <div>2. Ensure that over the course of Monday, Wednesday and Friday, you call on each learner in the class to greet you.</div> <div>3. Record learners responses using the rubric below.</div>			
RUBRIC				
1	2	3	4	5
Learner is unable to respond to simple greetings without the support of the teacher.	Learner attempts to respond to simple greetings as taught by the teacher.	Learner is able to respond to simple greetings as taught by the teacher.	Learner responds to simple greetings with confidence and in complete sentences.	Learner responds to simple greetings confidently with expression and adding own vocabulary.
TIMING	If you have a very large class, use time before school or during break to greet learners.			

**WEEK 6: ASSESSMENT – READING (ORAL) (10 minutes)**

OBJECTIVE	Learners demonstrate an understanding of the oral vocabulary in the story by pointing to objects in illustrations			
ACTIVITY	<ol style="list-style-type: none"><li>1. Call each learner to your desk individually.</li><li>2. Show learner the illustration on pages 22-23 of the DBE Workbook 1.</li><li>3. Say four of the following words. Instruct the learner to find the corresponding picture on the page.<ol style="list-style-type: none"><li>a. tree</li><li>b. bus</li><li>c. fish</li><li>d. boots</li><li>e. socks</li><li>f. frog</li></ol></li><li>4. Keep track of how many pictures the learners can identify correctly.</li><li>5. Use the rubric below to assess each learner.</li></ol>			
RUBRIC				
1	2	3	4	5
Learner shows limited understanding of oral vocabulary by only pointing to items when prompted by the teacher.	Learner demonstrates an understanding of oral vocabulary by pointing to 1 of the 4 items without any support from the teacher.	Learner demonstrates an understanding of oral vocabulary by pointing to 2 of the 4 items without any support from the teacher.	Learner demonstrates an understanding of oral vocabulary by pointing to 3 of the 4 items without any support from the teacher.	Learner demonstrates an understanding of oral vocabulary by pointing to all the items in the illustrations confidently and independently.
TIMING	You will need to continue this assessment with individual learners throughout the week.			

## WEEK 6 - ASSESSMENT

WEEK 6: ASSESSMENT - LISTENING AND SPEAKING PART B (5 minutes)				
OBJECTIVE	Learners sing simple songs and do action rhymes.			
ACTIVITY	<div>1. Call each learner to your desk individually.</div> <div>2. Ask learners to sing the rhyme from WEEK 5 to you: Some families are big, Some families are small, But I love my family best of all!</div> <div>3. Mark learners' according to the rubrics below.</div>			
RUBRIC				
1	2	3	4	5
Learner is unable to sing simple songs without guidance by the teacher.	Attempts to sing songs and do action rhymes as taught by the teacher.	Able to sing songs and action rhymes as taught by the teacher.	Sings songs and does action rhymes independently with rhythm.	Sings songs and does action rhymes independently bringing own actions and movements.
ADD MARKS FROM RUBRIC ABOVE WITH MARKS FROM RUBRIC FOR L&S PART A FOR A TOTAL OF TEN MARKS.				
TIMING	You will need to continue this assessment with individual learners throughout the week.			

**WEEK 6: ASSESSMENT – PHONICS (ORAL) (30 minutes)**

OBJECTIVE	Segments oral sentences into individual words Sentences should have at least (5 words)			
ACTIVITY	<div><div><div>1. Call each learner to your desk individually.</div><div>2. Say the following sentence: <b>The children laugh and play.</b></div><div>3. Ask the learner to repeat the sentence. Make sure the learner knows the sentence.</div><div>4. Instruct the learner to clap out the words in the sentence.</div><div>5. Ask the learner: How many words are in the sentence?</div><div>6. If the learner successfully and confidently claps the words in the first sentence, ask them to repeat with the following sentence: <b>The cows eat grass in the field all day.</b></div><div>7. Mark the learner according to the rubric below.</div></div></div>			
RUBRIC				
1	2	3	4	5
Learner cannot segment oral sentences into individual words without the support of the teacher.	Learner only segments 2 words in a sentence with 5 words.	Learner segments 3 words in a sentence with 5 words.	Learner segments 4 words in a sentence with 5 words.	Learner segments oral sentences of more than 5 words into individual words accurately and confidently.
TIMING	You will need to continue this assessment with individual learners throughout the week.			

# GRADE 1 - TERM 1

WEEK  
7

**THEME:**  
**SPORTS AND GAMES**

"A trophy carries dust. Memories last forever." – Mary Lou Retton

**EXTENSION ACTIVITIES**

**These activities can be used as independent work for learners who finish their work early OR while you are giving assessments to learners.**

Activity 1	DBE Workbook 1: Let's write, page 24
Activity 2	DBE Workbook 1: Let's talk, page 24
Activity 3	DBE Workbook 1: Practise in pairs, page 25
Activity 4	Draw a picture of a sport you like to play.

**TERM 1: WEEK 7****OVERVIEW**

THEME	Sports and games
THEME VOCABULARY	left, right, practise, catch, field, street, day, night, high, low, fence, flew, team, teammate, cricket, netball, surprised, scared, flying, air
PHONICS	/a/
WRITING FRAME	
SIGHT WORDS	you, can, with, me
SENTENCE	You can play with me!

**PREPARATION**

CLASSROOM	<ol style="list-style-type: none"> <li>1. Take down and carefully store the flashcard words and pictures from the previous week.</li> <li>2. Make sure that your learners' DBE Workbooks and exercise books are marked and in order.</li> <li>3. Prepare your flashcard words and pictures for the week by cutting them out, colouring them in, laminating them and sticking them on your display boards.</li> <li>4. Try to find some items for your theme table, for example: a cricket bat, a netball, a picture of children playing etc.</li> </ol>
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LEARNERS	<ol style="list-style-type: none"> <li>1. Tell your learners that this week they will practise: <ol style="list-style-type: none"> <li>a. Being quiet when the teacher is talking.</li> <li>b. To look after their books and stationery.</li> <li>c. To answer the question of the day.</li> <li>d. To listen to their partners.</li> </ol> </li> <li>2. Tell learners that this week they will also start to learn how to read. Explain that there is a special code that they must learn in order to read the words on a page, you are going to start to teach them that code.</li> <li>3. As part of learning the code, they will: <ol style="list-style-type: none"> <li>a. Listen carefully to different sounds.</li> <li>b. Learn to hear, read and write the /a/ sound.</li> <li>c. Learn to read a few words and one sentence.</li> <li>d. Listen carefully to a story.</li> <li>e. Answer questions about the story.</li> <li>f. Do their own writing.</li> </ol> </li> <li>4. Finally, tell learners that this week, they will also start to learn to write. They will write: <ol style="list-style-type: none"> <li>a. Their names and a few words.</li> <li>b. A picture about the story they will listen to.</li> <li>c. A picture about their own story.</li> </ol> </li> </ol>
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## TERM 1: WEEK 7

### INTRODUCE THE THEME

PICTURE	The picture on page 19 of Big Book 1: When Jabu kicks the ball very hard
SHOW	Show learners the picture. Explain that the children are playing soccer. Jabu kicks the ball very hard.
SAY	<ol style="list-style-type: none"> <li>1. Ask learners: What sports do you like?</li> <li>2. Listen to learner responses. This will help you understand what learners already know.</li> <li>3. Explain that this week, we will learn words to talk about sports and games we like to play.</li> </ol>



**WEEK 7: MONDAY: DAILY ACTIVITIES (15 minutes)**

GREETING	Greet the learners in English.	
SONG / RHYME	<b>Lyrics</b>	<b>Actions</b>
	I'm out on the field, my shoes tied tight!	<i>Pretend to tie your shoes up.</i>
	I run so fast, I'm out of sight!	<i>Run in place, fast!</i>
	I kick the ball to the left,	<i>Kick your left foot</i>
	I kick the ball to the right!	<i>Kick your right foot</i>
	I play soccer all day,	<i>Hold your hands over your head like a sunshine</i>
	and I play soccer all night!	<i>Put your hands under your head like you are sleeping</i>
THEME VOCABULARY	left, right, practise, catch	
<b>QUESTION OF THE DAY</b>		
Question	What do you practise?	
Graph	3 COLUMN GRAPH	
Options	reading / kicking / catching	
<b>Follow up questions</b>		
<b>Question</b>	<b>How many learners practise reading?</b>	
Answer	__ learners practise reading.	
<b>Question</b>	<b>How many learners practise kicking?</b>	
Answer	__ learners practise kicking.	
<b>Question</b>	<b>How many learners practise catching?</b>	
Answer	__ learners practise catching.	
<b>Question</b>	<b>What do most learners practise?</b>	
Answer	Most learners practise __	
<b>Question</b>	<b>What do fewest learners practise?</b>	
Answer	Fewest learners practise __	
<b>Question</b>	<b>What do you practise?</b>	
Answer	I practise reading.	
Answer	I practise kicking.	
Answer	I practise catching.	

## SIGHT WORD OF THE DAY

NEW	you
REVISE	

## WEEK 7: MONDAY: SHARED READING (10 minutes)

TITLE	Jabu's big kick
ACTIVITY	PRE-READ
COMPREHENSION STRATEGY	<b>Predict</b>
PURPOSE	By getting learners to predict, you are getting them to think about the story before they have even read it. By predicting, learners are developing their comprehension skills by thinking about the story.

## PRE-READING ACTIVITY

1. Show learners the front cover of the story: **Jabu's big kick**
2. Read the title of the story.
3. Ask learners: What do you think will happen in this story?
4. Display the Big Book for learners to see. Make sure all learners can see the **pictures** in the book.
5. Show learners the first picture.
6. Ask learners: What do you think is happening here?
7. Discuss the picture with learners.
8. Ask learners: What do you think might happen next?
9. Go through each picture in the book and ask learners these questions.
10. When you get to the **last** picture, ask learners: How do you think this story will end?
11. Thank learners for their predictions.

WEEK 7: MONDAY: PHONEMIC AWARENESS & PHONICS (5 minutes)	
WORDS	Environmental sounds
SUMMARY	Learners will learn to differentiate between different environmental sounds
SOUNDS	<b>Environmental sounds</b> You can make different sounds E.G. clap, click, stamp, whistle, tap
ACTIVITY	<b>DIFFERENTIATING ENVIRONMENTAL SOUNDS</b> <ol style="list-style-type: none"> <li>1. Tell learners to listen carefully.</li> <li>2. Explain that you will make two sounds.</li> <li>3. Learners must decide if the sounds are the same or different.</li> <li>4. If learners think the sounds are the same, they must hold up 1 finger.</li> <li>5. If learners think the sounds are different, they must hold up 2 fingers.</li> <li>6. Instruct learners to close their eyes.</li> <li>7. Make any two sounds, like a clap and a whistle or the two sounds can be the same.</li> <li>8. Instruct learners to hold up 1 or 2 fingers.</li> <li>9. Look around the room to see which learners correctly identified if the sounds were the same or different, and which learners are struggling.</li> <li>10. Instruct learners to open their eyes.</li> <li>11. Show the learners which two sounds you made and if they were the same or different.</li> <li>12. Repeat this as many times as possible.</li> </ol>

## WEEK 7: TUESDAY: DAILY ACTIVITIES (15 minutes)

GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	I'm out on the field, my shoes tied tight!	<i>Pretend to tie your shoes up.</i>
	I run so fast, I'm out of sight!	<i>Run in place, fast!</i>
	I kick the ball to the left,	<i>Kick your left foot</i>
	I kick the ball to the right!	<i>Kick your right foot</i>
	I play soccer all day,	<i>Hold your hands over your head like a sunshine</i>
	and I play soccer all night!	<i>Put your hands under your head like you are sleeping</i>
THEME VOCABULARY	field, street, day, night	
QUESTION OF THE DAY		
Question	Where do you like to play?	
Graph	3 COLUMN GRAPH	
Options	the field / the playground / the street	
Follow up questions		
Question	How many learners like to play on the field?	
Answer	__ learners like to play on the field.	
Question	How many learners like to play on the playground?	
Answer	__ learners like to play on the playground.	
Question	How many learners like to play on the street?	
Answer	__ learners like to play on the street.	
Question	Where do most learners like to play?	
Answer	Most learners like to play __	
Question	Where do fewest learners like to play?	
Answer	Fewest learners like to play __	
Question	Where do you like to play?	
Answer	I like to play on the field.	
Answer	I like to play on the playground.	
Answer	I like to play on the street.	

EXPLAIN	Explain that some learners live on streets where very few cars come. If we play on or near any street, we need to be very careful! We must move out of the street anytime we see a car coming.
<b>SIGHT WORD OF THE DAY</b>	
NEW	can
REVISE	you

**WEEK 7: TUESDAY: SHARED READING (15 minutes)**

TITLE	Jabu's big kick
ACTIVITY	READ ONE
COMPREHENSION STRATEGY	<b>Visualise</b>
PURPOSE	TVisualisation helps learners to see how the events in the text are connected to each other. This helps them to think about the story as a whole. This also helps to give meaning to the words on the page – by turning them into a scene from a movie in our minds.
Story	Read One
It was Friday afternoon. School was over. It was time for the big soccer match. Jabu had been practicing all week. Now, he could kick the ball so hard. The game began. The ball came right to Jabu. He kicked it as hard as he could. The ball went over Lindi's head. She looked up. 'Wow!' she said, 'What a hard kick Jabu!'	I can visualise the ball coming towards Jabu. I can see him bring his leg all the way back, and kick the ball as hard as he can!
Jabu kicked the ball so hard that it flew over the fence. The school dog began to bark. The dog jumped up to try to get the ball. But the ball was way too high! 'Wow!' Lindi said, 'What a hard kick Jabu!'	I can visualise the dog jumping and barking as the ball flies over his head.
Jabu kicked the ball so hard that it flew over the houses near the school. The little children playing outside pointed at the ball. 'Look! Look!' they shouted. Their mother looked up from the fire. 'Hawu!' she said. The children laughed. 'Wow!' Lindi said, 'What a hard kick Jabu!'	I can visualise the little children laughing. Their laughs sound so cute.

<p>Nkosi's dad fetched Nkosi and Anna from school. They were on their way home in the cart.</p> <p>Nkosi heard people on the street shouting. He looked up. The ball was coming straight for his head.</p> <p>'Look out!' said Nkosi's dad.</p> <p>Nkosi stood up and put his arms out, ready to catch the ball.</p>	<p>I can visualise Nkosi hearing the shouting and looking around.</p>
<p>'Wow!' Anna said, 'What a good catch Nkosi!'</p> <p>'I know where this ball came from!' Nkosi said.</p> <p>Nkosi and Anna jumped out of the cart.</p> <p>'We can walk home!' Nkosi shouted. He waved goodbye to his dad.</p> <p>Then, he and Anna ran back towards school.</p>	<p>I can visualise Nkosi and Anna getting out of the cart with the ball. I wonder where they are going?</p>
<p>They finally got to the field, where their friends were playing soccer.</p> <p>'The ball flew over Lindi's head, over the fence, over the houses, and into my dad's cart!' said Nkosi.</p> <p>Wow!' Lindi said, 'What a hard kick Jabu! Do you want to play with us?'</p> <p>And they all played together until the sun went down.</p>	<p>Oh! Nkosi and Anna went back to school. I can visualise Nkosi and Anna running onto the field with the ball!</p>
<b>Follow up questions</b>	<b>Possible responses</b>
Who kicked the ball?	Jabu kicked the ball.
Who caught the ball?	Nkosi caught the ball.
<b>Why question</b>	<b>Possible responses</b>
Why did Nkosi and Anna get out of the cart?	<ul style="list-style-type: none"> <li>• Because Nkosi caught the ball.</li> <li>• Because they went to bring the ball back to their friends.</li> <li>• Because they knew who the ball belonged to</li> <li>• Maybe because they wanted to play soccer with their friends.</li> </ul>

**WEEK 7: TUESDAY - PHONEMIC AWARENESS & PHONICS (5 minutes)**

SOUND	/a/
FLASHCARDS	a
SUMMARY	Learners will learn to hear, read and write the /a/ sound
ACTIVITY	<p><b>INTRODUCE NEW SOUND</b></p> <ol style="list-style-type: none"> <li>1. Say the sound and hold up the flashcard: <b>/a/</b></li> <li>2. Say the sound and instruct learners to repeat the sound x 3.</li> <li>3. Discuss how the sound for <b>/a/</b> is different in English and home language.</li> <li>4. Ask learners: Can you think of words that begin with the <b>/a/</b> sound?</li> <li>5. Brainstorm words with learners, like: <b>ant, apple, axe, animal</b></li> </ol> <p><b>INTRODUCE /a/ SONG</b></p> <p>/a/, /a/ ants on my arm  /a/, /a/ ants on my arm  /a/, /a/ ants on my arm  Causing me alarm!</p>

## WEEK 7: WEDNESDAY: DAILY ACTIVITIES (15 minutes)

GREETING	Greet the learners in English.	
SONG / RHYME	<b>Lyrics</b>	<b>Actions</b>
	I'm out on the field, my shoes tied tight!	<i>Pretend to tie your shoes up.</i>
	I run so fast, I'm out of sight!	<i>Run in place, fast!</i>
	I kick the ball to the left,	<i>Kick your left foot</i>
	I kick the ball to the right!	<i>Kick your right foot</i>
	I play soccer all day,	<i>Hold your hands over your head like a sunshine</i>
	and I play soccer all night!	<i>Put your hands under your head like you are sleeping</i>
THEME VOCABULARY	high, low, fence, flew	
<b>QUESTION OF THE DAY</b>		
Question	Remind learners that in our story, Jabu practised and practised kicking. Now, he can kick the ball very high! The ball flew high over the fence, the houses, and the street! <b>Ask learners:</b> Can you kick the ball high like Jabu?	
Graph	2 COLUMN GRAPH	
Options	yes / no	
<b>Follow up questions</b>		
<b>Question</b>	<b>How many learners can kick the ball high like Jabu?</b>	
Answer	__ learners can kick the ball high like Jabu.	
<b>Question</b>	<b>How many learners cannot kick the ball high like Jabu?</b>	
Answer	__ learners cannot kick the ball high like Jabu.	
<b>Question</b>	<b>Did more learners say yes or no?</b>	
Answer	More learners said __	
<b>Question</b>	<b>Did fewer learners say yes or no?</b>	
Answer	Fewer learners said __	
<b>Question</b>	<b>Can you kick the ball high like Jabu?</b>	
Answer	Yes, I can kick the ball high like Jabu.	
Answer	No, I cannot kick the ball high like Jabu.	
<b>SIGHT WORD OF THE DAY</b>		
NEW	with	
REVISE	you, can	



**WEEK 7: WEDNESDAY: SHARED READING (15 minutes)**

TITLE	Jabu's big kick
ACTIVITY	<b>STORY ILLUSTRATION</b>
PURPOSE	To give learners a chance to summarise and reflect on the text.

**INSTRUCTIONS****Modelling:**

1. Explain that today, learners will draw their **favourite** part of the story.
2. Use **modelling** to **think before you write**.
3. Use **modelling** to **explain** your favourite part of the story, like: I like when the ball flies over the fence.
4. Use **modelling** to draw a picture of the part of the story you like best.

**Oral Instructions:**

1. Tell learners they must choose their **favourite** part of the story.
2. Hold up the pictures in the story for all the learners to see.
3. Remind learners that we **think before we write**.
4. Instruct learners to decide which part of the story they will write about.
5. Call on 2-3 learners to tell you their favourite part of the story (learners can point to the picture that they like best if they cannot yet use English words.)

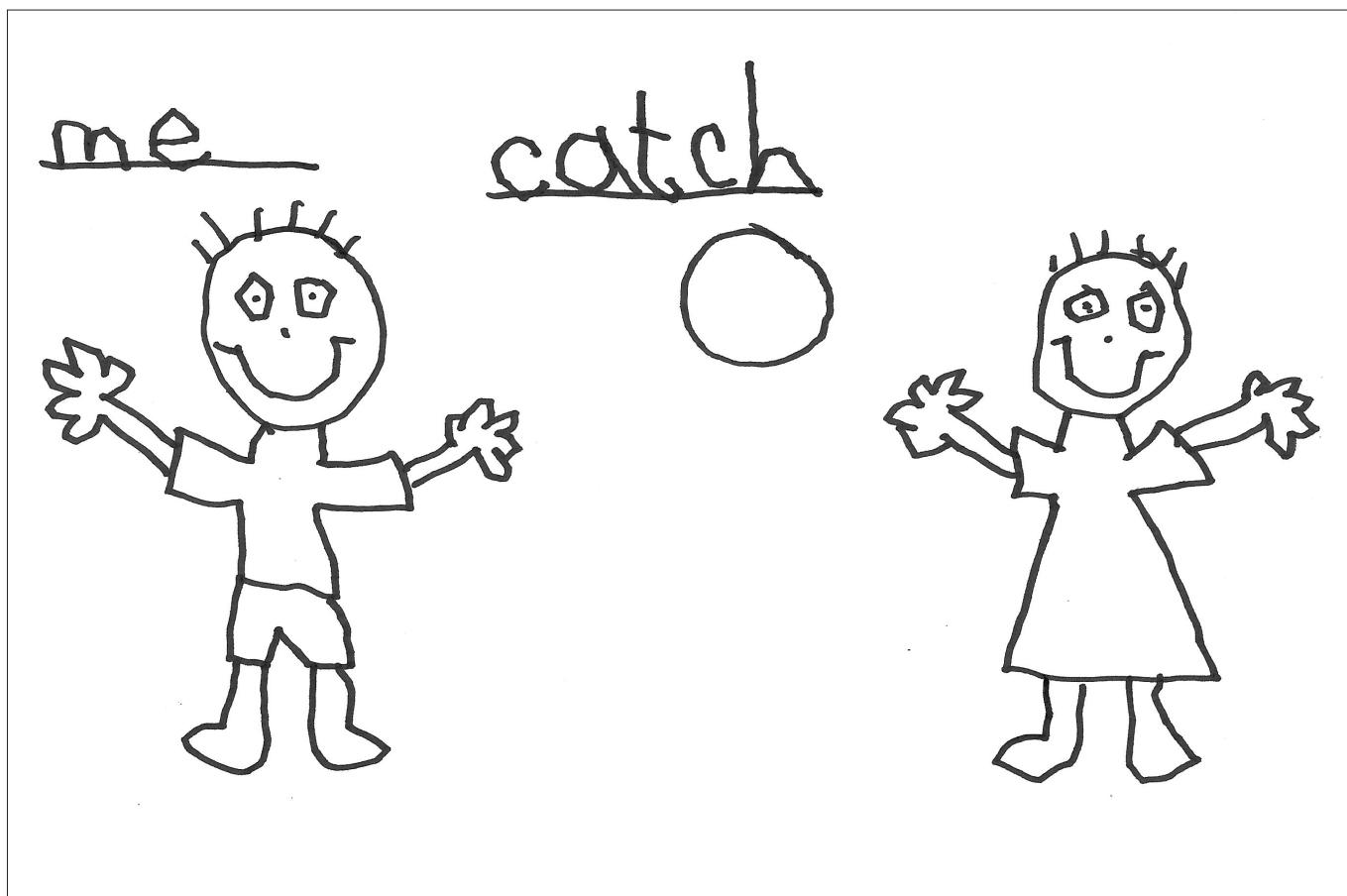
**Writing:**

1. **Hand out learner books.**
2. As learners write, walk around the room and complete **mini conferences**.
3. Ask learners to tell you about their drawings.
4. Encourage learners!

**Turn and Talk:**

1. When there are 2-3 minutes left, instruct learners to put their pencils down.
2. Instruct learners to **turn and talk** with a partner about their drawings.

*Hang up learner drawings at LEARNER EYE-LEVEL around the room. This helps learners have conversations about the story.*



WEEK 7: WEDNESDAY: PHONEMIC AWARENESS & PHONICS (5 minutes)	
WORDS	Environmental sounds
SUMMARY	Learners will learn to differentiate between different environmental sounds
SOUNDS	<b>Environmental sounds</b> You can make different sounds E.G. clap, click, stamp, whistle, tap
ACTIVITY	<b>DIFFERENTIATING ENVIRONMENTAL SOUNDS</b> <ol style="list-style-type: none"> <li>1. Tell learners to listen carefully.</li> <li>2. Explain that you will make two sounds.</li> <li>3. Learners must decide if the sounds are the same or different.</li> <li>4. If learners think the sounds are the same, they must hold up 1 finger.</li> <li>5. If learners think the sounds are different, they must hold up 2 fingers.</li> <li>6. Instruct learners to close their eyes.</li> <li>7. Make any two sounds, like a clap and a whistle or the two sounds can be the same.</li> <li>8. Instruct learners to hold up 1 or 2 fingers.</li> <li>9. Look around the room to see which learners correctly identified if the sounds were the same or different, and which learners are struggling.</li> <li>10. Instruct learners to open their eyes.</li> <li>11. Show the learners which two sounds you made and if they were the same or different.</li> <li>12. Repeat this as many times as possible.</li> </ol>

## WEEK 7: THURSDAY: DAILY ACTIVITIES (15 minutes)

GREETING	Greet the learners in English.	
SONG / RHYME	<b>Lyrics</b>	<b>Actions</b>
	I'm out on the field, my shoes tied tight!	<i>Pretend to tie your shoes up.</i>
	I run so fast, I'm out of sight!	<i>Run in place, fast!</i>
	I kick the ball to the left,	<i>Kick your left foot</i>
	I kick the ball to the right!	<i>Kick your right foot</i>
	I play soccer all day,	<i>Hold your hands over your head like a sunshine</i>
	and I play soccer all night!	<i>Put your hands under your head like you are sleeping</i>
THEME VOCABULARY	team, teammate, cricket, netball	
QUESTION OF THE DAY		
Question	Which team do you want to be on?	
Graph	3 COLUMN GRAPH	
Options	the cricket team / the soccer team / the netball team	
Follow up questions		
Question	How many learners want to be on the cricket team?	
Answer	__ learners want to be on the cricket team.	
Question	How many learners want to be on the soccer team?	
Answer	__ learners want to be on the soccer team.	
Question	How many learners want to be on the netball team?	
Answer	__ learners want to be on the netball team.	
Question	What team do most learners want to be on?	
Answer	Most learners want to be on the __ team.	
Question	What team do fewest learners want to be on?	
Answer	Fewest learners want to be on the __ team.	
Question	Which team do you want to be on?	
Answer	I want to be on the cricket team.	
Answer	I want to be on the soccer team.	
Answer	I want to be on the netball team.	
SIGHT WORD OF THE DAY		
NEW	me	
REVISE	you, can, with	

**WEEK 7: THURSDAY: SHARED READING (15 minutes)**

TITLE	Jabu's big kick
ACTIVITY	READ TWO
COMPREHENSION STRATEGY	<b>Visualise</b>
PURPOSE	Visualisation helps learners to see how the events in the text are connected to each other. This helps them to think about the story as a whole. This also helps to give meaning to the words on the page – by turning them into a scene from a movie in our minds.
Story	Read Two
<p>It was Friday afternoon. School was over. It was time for the big soccer match. Jabu had been practicing all week. Now, he could kick the ball so hard.</p> <p>The game began. The ball came right to Jabu. He kicked it as hard as he could. The ball went over Lindi's head. She looked up. 'Wow!' she said, 'What a hard kick Jabu!'</p>	I can visualise how surprised Lindi is when she sees the ball go over her head!
<p>Jabu kicked the ball so hard that it flew over the fence. The school dog began to bark. The dog jumped up to try to get the ball. But the ball was way too high! 'Wow!' Lindi said, 'What a hard kick Jabu!'</p>	I can visualise how proud Jabu must feel that he kicked the ball so hard. He is smiling as he watches the ball!
<p>Jabu kicked the ball so hard that it flew over the houses near the school. The little children playing outside pointed at the ball. 'Look! Look!' they shouted. Their mother looked up from the fire. 'Hawu!' she said. The children laughed. 'Wow!' Lindi said, 'What a hard kick Jabu!'</p>	I can visualise Lindi watching the ball go further and further. I visualise her jumping up and down!
<p>Nkosi's dad fetched Nkosi and Anna from school. They were on their way home in the cart.</p> <p>Nkosi heard people on the street shouting. He looked up. The ball was coming straight for his head.</p> <p>'Look out!' said Nkosi's dad.</p> <p>Nkosi stood up and put his arms out, ready to catch the ball.</p>	I can visualise Nkosi feeling scared as the ball comes towards his head!

<p>'Wow!' Anna said, 'What a good catch Nkosi!'</p> <p>'I know where this ball came from!' Nkosi said.</p> <p>Nkosi and Anna jumped out of the cart.</p> <p>'We can walk home!' Nkosi shouted. He waved goodbye to his dad.</p> <p>Then, he and Anna ran back towards school.</p>	<p>I can visualise the surprised look on Nkosi's dad's face when he catches the ball! He feels so happy that the ball didn't hit him!</p>
<p>They finally got to the field, where their friends were playing soccer.</p> <p>'The ball flew over Lindi's head, over the fence, over the houses, and into my dad's cart!' said Nkosi.</p> <p>Wow!' Lindi said, 'What a hard kick Jabu! Do you want to play with us?'</p> <p>And they all played together until the sun went down.</p>	<p>I can visualise how happy all of Nkosi's friends are. I can visualise them clapping and cheering because they can play soccer again!</p>
<b>Follow up questions</b>	<b>Possible responses</b>
How did Jabu kick the ball?	He kicked the ball hard.
Where did the ball go?	The ball flew over Lindi's head, over the fence, over the houses, and into Nkosi's cart!
<b>Why question</b>	<b>Possible responses</b>
Why did the ball go so high?	<ul style="list-style-type: none"> <li>• Because Jabu kicked the ball hard</li> <li>• Because Jabu had been practicing soccer</li> <li>• Because Jabu is good at kicking the ball hard</li> </ul>

## WEEK 7: THURSDAY: WRITING (15 minutes)

## WRITING FRAME

**Modelling:**

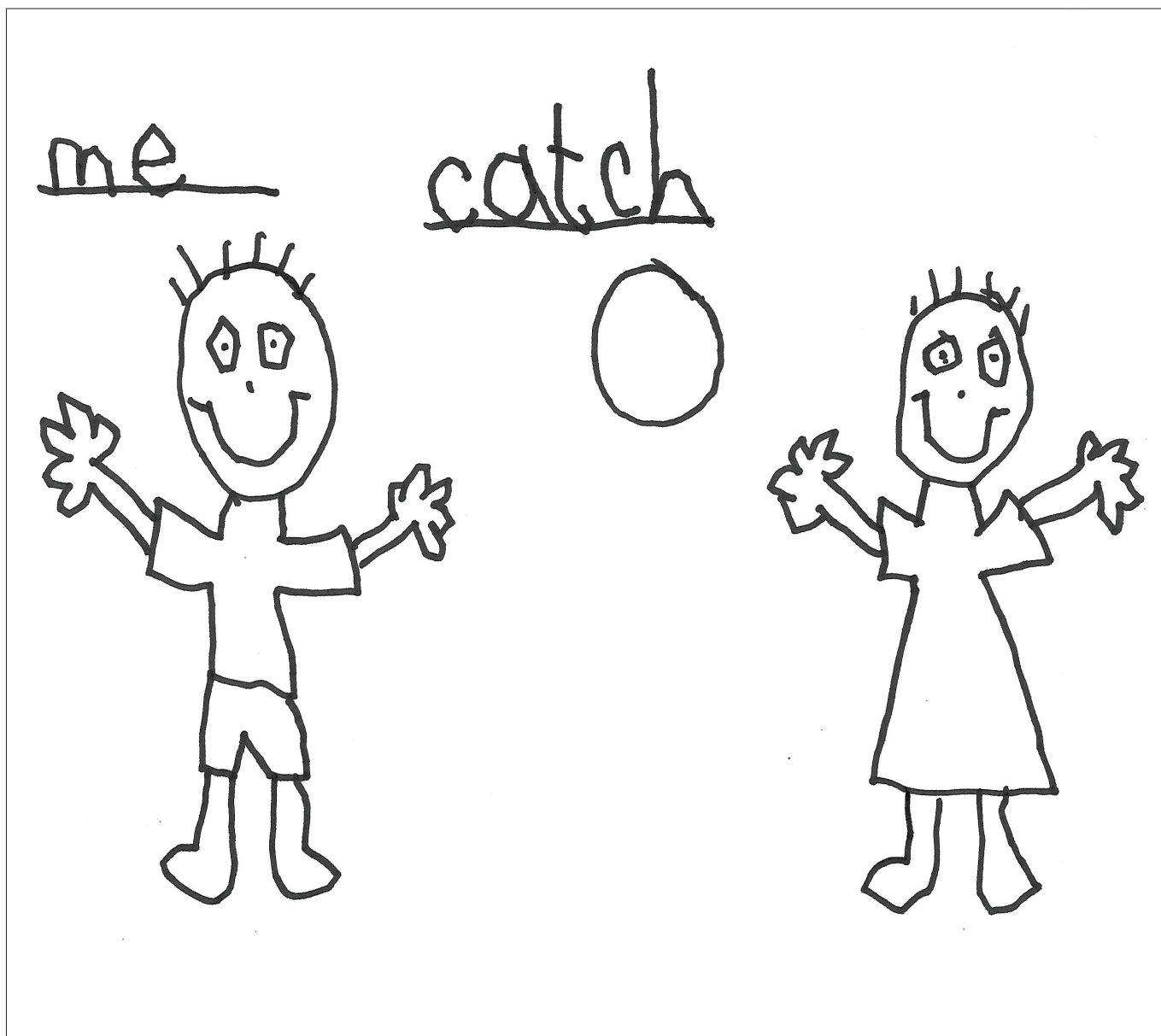
1. Explain that today, learners will draw about **playing with a ball**.
2. Use **modelling** to show learners that you **think before you write**.
3. Tell learners your idea, like: I like to throw a ball with my little sister at home!
4. Use **modelling** to draw a picture of yourself playing catch with your little sister.
5. Use resources to add a label, like: ball, play
6. Erase your example from the board. Explain this was just an example, but learners must write their own ideas.

**Oral Instructions:**

1. Ask learners: Who do you like to play ball with? Do you like to kick, throw, or catch the ball?
2. Instruct learners to **think before they write**.
3. Call on 2-3 learners to tell you about what they like to do, like: I play ball with...
4. Explain that learners will now draw and write their own ideas!

**Writing:**

1. **Hand out learner books.**
2. As learners are writing, walk around the room and complete **mini conferences**.
3. Ask learners to **tell you about their drawing**.
4. Help learners **use resources** to add a label.
5. Encourage learners.





**WEEK 7: FRIDAY: DAILY ACTIVITIES (15 minutes)**

GREETING	Greet the learners in English.	
SONG / RHYME	<b>Lyrics</b>	<b>Actions</b>
	I'm out on the field, my shoes tied tight!	<i>Pretend to tie your shoes up.</i>
	I run so fast, I'm out of sight!	<i>Run in place, fast!</i>
	I kick the ball to the left,	<i>Kick your left foot</i>
	I kick the ball to the right!	<i>Kick your right foot</i>
	I play soccer all day,	<i>Hold your hands over your head like a sunshine</i>
	and I play soccer all night!	<i>Put your hands under your head like you are sleeping</i>
THEME VOCABULARY	surprised, scared, flying, air	
<b>QUESTION OF THE DAY</b>		
Question	<div>1. Remind learners that in our book, Jabu kicks the ball high up in the air. Lots of people see the ball in the air. Some people feel happy and excited when they see the ball. Other people feel surprised when they see a ball in the air – they do not usually see balls flying high in the sky! Other people feel scared that the ball will hit them.</div> <div>2. Instruct learners to <b>close their eyes</b> and <b>visualise</b> a ball flying high in the air.</div> <div>3. Instruct learners to imagine the ball is coming to them!</div> <div>4. Instruct learners to think about how they feel when the ball is coming.</div> <div><b>Ask learners:</b> How do you feel when you see a ball in the air?</div>	
Graph	3 COLUMN GRAPH	
Options	excited / surprised / scared	
<b>Follow up questions</b>		
<b>Question</b>	<b>How many learners feel excited?</b>	
Answer	__ learners feel excited.	
<b>Question</b>	<b>How many learners feel surprised?</b>	
Answer	__ learners feel surprised.	
<b>Question</b>	<b>How many learners feel scared?</b>	
Answer	__ learners feel scared.	
<b>Question</b>	<b>How do most learners feel when they see a ball in the air?</b>	
Answer	Most learners feel __ when they see a ball in the air.	

<b>Question</b>	<b>How do fewest learners feel when they see a ball in the air?</b>
Answer	Fewest learners feel __ when they see a ball in the air.
<b>Question</b>	<b>How do you feel when you see a ball in the air?</b>
Answer	I feel excited.
Answer	I feel surprised.
Answer	I feel scared.
<b>SENTENCE OF THE WEEK</b>	
REVISE	you, can, play, with, me
READ	You can play with me!

**WEEK 7: FRIDAY: SHARED READING (15 minutes)**

TITLE	Jabu's big kick
ACTIVITY	<b>RECOUNT THE STORY</b>
PURPOSE	Recounting helps young learners to get used to sharing their own opinions, as they must choose the part of the story that they liked best. It also shows if the child understood the story or not.
<b>INSTRUCTIONS</b>	
<ol style="list-style-type: none"> <li>1. Explain that today, learners will give a <b>recount</b> of one thing they remember in the story. This means they will say one thing they can remember.</li> <li>2. Use <b>modelling</b> to show learners how to give a short recount of the story, like: The ball flew over the fence</li> <li>3. Hold up the pictures. Instruct learners to look at the pictures and think about what happened.</li> <li>4. Instruct learners to think about 1-2 things they can say about the story.</li> <li>5. Ask 2-3 learners to <b>share</b> their ideas with the class. <b>Help</b> the learners form a short sentence.</li> <li>6. Explain and correct any common problems to learners.</li> <li>7. Instruct learners to <b>turn and talk</b> and share their recount with a partner.</li> </ol>	

**WEEK 7: FRIDAY - PHONEMIC AWARENESS & PHONICS (5 minutes)**

SOUND	<b>/a/</b>
FLASHCARD	<b>a</b>
SUMMARY	Learners will revise the new sound taught
ACTIVITY	<p><b>REVISE NEW SOUND</b></p> <ol style="list-style-type: none"> <li>1. Say the sound and hold up the flashcard: <b>/a/</b></li> <li>2. Say the sound and instruct learners to repeat the sound x 3.</li> <li>3. Discuss how the sound for <b>/a/</b> is different in English and home language.</li> <li>4. Ask learners: Can you think of words that begin with the <b>/a/</b> sound?</li> <li>5. Brainstorm words with learners, like: <b>ant, apple, axe, animal</b></li> </ol> <p><b>REVISE /a/ SONG</b></p> <p>/a/, /a/ ants on my arm  /a/, /a/ ants on my arm  /a/, /a/ ants on my arm  Causing me alarm!</p>

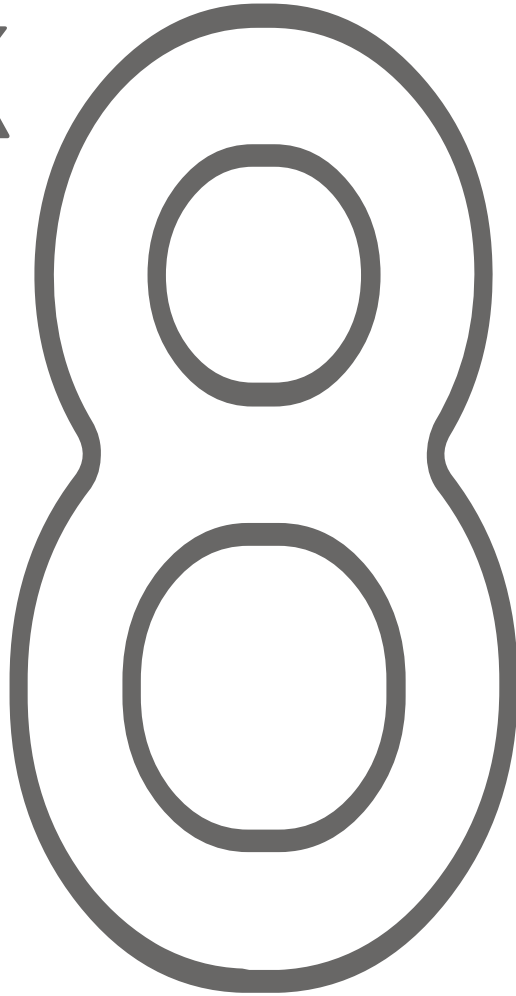
## WEEK 7 CONCLUSION

Find 10 minutes at the end of the week to do the following:

SUMMARISE	<p>Settle learners so you have their attention.</p> <p>Remind learners of what you have achieved this week. For example:</p> <p><b>This week we:</b></p> <ol style="list-style-type: none"> <li>1. We were quiet when we had to be.</li> <li>2. We listened to the teacher and to our partners.</li> <li>3. We learnt to the /a/ sound.</li> <li>4. We learnt to read a few words and a sentence.</li> <li>5. We learnt new theme words about games and sports.</li> <li>6. We sang a song, and we answered questions.</li> <li>7. We listened to a story about Jabu's big kick.</li> <li>8. We wrote stories about playing with a ball.</li> <li>9. We had fun.</li> </ol>
SHARE WITH FAMILIES	<ol style="list-style-type: none"> <li>1. Ask learners to think about <b>two things</b> that they are going to tell their families about what they did this week.</li> <li>2. Give learners a few minutes to think about this.</li> <li>3. Tell learners to turn and talk, and share their ideas with a partner.</li> <li>4. Ask one or two learners to share their ideas with the class.</li> <li>5. Remind learners to please tell their families what they learnt!</li> </ol>
ACKNOWLEDGE AND CELEBRATE	<ol style="list-style-type: none"> <li>1. Acknowledge a few learners who managed themselves well, or worked hard, or came up with good ideas during the week.</li> <li>2. This could include learners who:             <ol style="list-style-type: none"> <li>a. Behaved appropriately.</li> <li>b. Were kind to others.</li> <li>c. Listened well.</li> <li>d. Tried out new language and spoke on their own.</li> <li>e. Had a good idea about an answer to a story.</li> <li>f. Worked hard.</li> </ol> </li> <li>3. Remember to try to acknowledge all the learners in a class at some stage, and not just the same learners over and over.</li> <li>4. Celebrate the achievements of those learners, and also of the whole class!</li> </ol>

# GRADE 1 - TERM 1

WEEK



**THEME:**  
**AT THE CLINIC**

"Before you worry about the beauty of your body, worry about the health of your body." — Amit Kalantri

**EXTENSION ACTIVITIES**

**These activities can be used as independent work for learners who finish their work early OR while you are giving assessments to learners.**

Activity 1	DBE Workbook 1: Let's do, page 27
Activity 2	DBE Workbook 1: Let's write, page 31
Activity 3	DBE Workbook 1: Let's do, page 34
Activity 4	Draw a picture of your body.

**TERM 1: WEEK 8****OVERVIEW**

THEME	At the clinic
THEME VOCABULARY	injection, clinic, leg, arm, fever, thermometer, stethoscope, heart, sick, hurt, head, medicine, doctor, nurse, cry, hate, blood, red, yellow, blue
PHONICS	/s/
WRITING FRAME	
SIGHT WORDS	look, come, big, ball
SENTENCE	Come and look at my big soccer ball!

**PREPARATION**

CLASSROOM	<ol style="list-style-type: none"> <li>1. Take down and carefully store the flashcard words and pictures from the previous week.</li> <li>2. Make sure that your learners' DBE Workbooks and exercise books are marked and in order.</li> <li>3. Prepare your flashcard words and pictures for the week by cutting them out, colouring them in, laminating them and sticking them on your display boards.</li> <li>4. Try to find some items for your theme table, for example: a syringe, (injection) a picture of a clinic, nurse, doctor, etc.</li> </ol>
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LEARNERS	<ol style="list-style-type: none"> <li>1. Tell your learners that this week they will practise:             <ol style="list-style-type: none"> <li>a. Being quiet when the teacher is talking.</li> <li>b. To look after their books and stationery.</li> <li>c. To answer the question of the day.</li> <li>d. To listen to their partners.</li> </ol> </li> <li>2. Tell learners that this week they will also start to learn how to read. Explain that there is a special code that they must learn in order to read the words on a page, you are going to start to teach them that code.</li> <li>3. As part of learning the code, they will:             <ol style="list-style-type: none"> <li>a. Listen carefully to different sounds.</li> <li>b. Learn to hear, read and write the /s/ sound.</li> <li>c. Learn to read a few words and one sentence.</li> <li>d. Listen carefully to a story.</li> <li>e. Answer questions about the story.</li> <li>f. Do their own writing.</li> </ol> </li> <li>4. Finally, tell learners that this week, they will also start to learn to write. They will write:             <ol style="list-style-type: none"> <li>a. Their names and a few words.</li> <li>b. A picture about the story they will listen to.</li> <li>c. A picture about their own story.</li> </ol> </li> </ol>
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**TERM 1: WEEK 8****INTRODUCE THE THEME**

PICTURE	The picture on page 4 of DBE workbook 1 showing all the different labelled body parts.
SHOW	Show learners the picture. Explain that all of our body parts have different names.
SAY	<ul style="list-style-type: none"> <li>• Ask learners: What body parts do you know?</li> <li>• Listen to learner responses. This will help you understand what learners already know.</li> <li>• Explain that this week, we will learn words to talk about our bodies, and when our bodies feel sick.</li> </ul>

## WEEK 8: MONDAY: DAILY ACTIVITIES (15 minutes)

GREETING	Greet the learners in English.	
SONG / RHYME	<b>Lyrics</b>	<b>Actions</b>
	Put your <b>left arm</b> in,	<i>Put your <b>left arm</b> in front of you</i>
	Put your <b>left arm</b> out,	<i>Put your <b>left arm</b> behind you</i>
	Put your <b>left arm</b> in and shake it all about!	<i>Put your <b>left arm</b> in front of you and shake it around.</i>
	Do the hokey pokey and turn yourself around,	<i>Turn around in a circle</i>
	That's what it's all about!	<i>Clap your hands</i>
THEME VOCABULARY	injection, clinic, leg, arm	
<b>QUESTION OF THE DAY</b>		
Question	Where have you had an injection?	
Graph	2 COLUMN GRAPH	
Options	in my arm / in my leg	
<b>Follow up questions</b>		
<b>Question</b>	<b>How many learners have had an injection in their arm?</b>	
Answer	__ learners have had an injection in their arm.	
<b>Question</b>	<b>How many learners have had an injection in their leg?</b>	
Answer	__ learners have had an injection in their leg.	
<b>Question</b>	<b>Where have more learners had an injection?</b>	
Answer	More learners have had an injection in their __	
<b>Question</b>	<b>Where have fewer learners had an injection?</b>	
Answer	Fewer learners have had an injection in their __	
<b>Question</b>	<b>Where have you had an injection?</b>	
Answer	I have had an injection in my arm.	
Answer	I have had an injection in my leg.	
<b>SIGHT WORD OF THE DAY</b>		
NEW	look	
REVISE		



**WEEK 8: MONDAY: SHARED READING (10 minutes)**

TITLE	<u>Emma goes to the clinic</u>
ACTIVITY	PRE-READ
COMPREHENSION STRATEGY	<b>Predict</b>
PURPOSE	By getting learners to predict, you are getting them to think about the story before they have even read it. By predicting, learners are developing their comprehension skills by thinking about the story.

**PRE-READING ACTIVITY**

1. Show learners the front cover of the story: **Emma goes to the clinic**
2. Read the title of the story.
3. Ask learners: What do you think will happen in this story?
4. Display the Big Book for learners to see. Make sure all learners can see the **pictures** in the book.
5. Show learners the first picture.
6. Ask learners: What do you think is happening here?
7. Discuss the picture with learners.
8. Ask learners: What do you think might happen next?
9. Go through each picture in the book and ask learners these questions.
10. When you get to the **last** picture, ask learners: How do you think this story will end?
11. Thank learners for their predictions.

WEEK 8: MONDAY: PHONEMIC AWARENESS & PHONICS (5 minutes)	
WORDS	Environmental sounds
SUMMARY	Learners will learn to differentiate between different environmental sounds
SOUNDS	<b>Environmental sounds</b> You can make different sounds E.G. clap, click, stamp, whistle, tap
ACTIVITY	<b>DIFFERENTIATING ENVIRONMENTAL SOUNDS</b> <ol style="list-style-type: none"> <li>1. Tell learners to listen carefully.</li> <li>2. Explain that you will make two sounds.</li> <li>3. Learners must decide if the sounds are the same or different.</li> <li>4. If learners think the sounds are the same, they must hold up 1 finger.</li> <li>5. If learners think the sounds are different, they must hold up 2 fingers.</li> <li>6. Instruct learners to close their eyes.</li> <li>7. Make any two sounds, like a clap and a whistle or the two sounds can be the same.</li> <li>8. Instruct learners to hold up 1 or 2 fingers.</li> <li>9. Look around the room to see which learners correctly identified if the sounds were the same or different, and which learners are struggling.</li> <li>10. Instruct learners to open their eyes.</li> <li>11. Show the learners which two sounds you made and if they were the same or different.</li> <li>12. Repeat this as many times as possible.</li> </ol>

**WEEK 8: TUESDAY: DAILY ACTIVITIES (15 minutes)**

GREETING	Greet the learners in English.	
SONG / RHYME	<b>Lyrics</b>	<b>Actions</b>
	Put your <b>right arm</b> in,	<i>Put your <b>right arm</b> in front of you</i>
	Put your <b>right arm</b> out,	<i>Put your <b>right arm</b> behind you</i>
	Put your <b>right arm</b> in and shake it all about!	<i>Put your <b>right arm</b> in front of you and shake it around.</i>
	Do the hokey pokey and turn yourself around,	<i>Turn around in a circle</i>
	That's what it's all about!	<i>Clap your hands</i>
THEME VOCABULARY	fever, thermometer, stethoscope, heart	
<b>QUESTION OF THE DAY</b>		
Question	What do you think you use to find a fever?	
Graph	3 COLUMN GRAPH	
Options	An injection / a thermometer / a stethoscope	
<b>Follow up questions</b>		
<b>Question</b>	<b>How many learners think you use an injection?</b>	
Answer	__ learners think you use an injection	
<b>Question</b>	<b>How many learners think you use a thermometer?</b>	
Answer	__ learners think you use a thermometer.	
<b>Question</b>	<b>How many learners think you use a stethoscope?</b>	
Answer	__ learners think you use a stethoscope.	
<b>Question</b>	<b>What do most learners think you use to find a fever?</b>	
Answer	Most learners think you use a __	
<b>Question</b>	<b>What do fewest learners think you use to find a fever?</b>	
Answer	Fewest learners think you use a __	
<b>Question</b>	<b>What do you think you use to find a fever?</b>	
Answer	I think you use an injection.	
Answer	I think you use a thermometer.	
Answer	I think you use a stethoscope.	

EXPLAIN	Explain that we use a thermometer to find a fever. A stethoscope is what doctors and nurses use to listen to someone's heart. An injection gives us medicine that helps us to not get sick in the future.
<b>SIGHT WORD OF THE DAY</b>	
NEW	come
REVISE	look

## WEEK 8: TUESDAY: SHARED READING (15 minutes)

TITLE	<u>Emma goes to the clinic</u>	
ACTIVITY	READ ONE	
COMPREHENSION STRATEGY	Make inferences	
PURPOSE	Making inferences is a key thinking and comprehension skill. Learners need to work out parts of a story by making inferences. Teach learners that sometimes the details of a story are not written down – the reader must make a good guess.	
	Story	Read One
	<p>Emma woke up feeling sick. Her head hurt. Her body felt hot. But Emma was scared of the clinic. 'Shh!' she said to her bear, 'I don't want mom to know I feel sick!'</p> <p>'It's time for school!' mom called from the kitchen. But Emma felt too sick to get out of bed.</p> <p>Mom came into Emma's bedroom. She felt her head.</p> <p>'You feel hot!' said mom.</p> <p>'We're going to the clinic.'</p> <p>'No! I hate the clinic!' cried Emma.</p>	<p>Emma doesn't want to go to the clinic. I wonder why she hates the clinic so much?</p>
	<p>Emma's mom dragged her inside the clinic. 'My daughter Emma is sick,' Mom said. They waited for Emma's name to be called. 'It smells funny in here! I hate the clinic!' Emma thought.</p>	<p>Emma thinks the clinic smells bad. But I don't think that is the only reason Emma hates the clinic. I wonder why she hates the clinic so much?</p>

<p>Finally, the nurse came and called Emma.          'Tell me about how you feel,' the nurse said.          'I feel fine!' Emma said. 'I'm not sick. My bear is sick.'          'Oh, I see,' the nurse said, smiling.          The nurse put Emma's bear on the examination table. She examined the bear's stomach. 'Look,' the nurse said, 'It doesn't hurt! Why don't you try?'</p>	<p>Emma hates the clinic. She doesn't want the nurse to examine her. I wonder why?</p>
<p>Emma climbed up onto the table. The nurse examined her stomach. The nurse was right, it didn't hurt.</p>	<p>Emma lets the nurse look at her stomach. I think it is because she sees that it won't hurt. I wonder if Emma is afraid of something hurting at the clinic?</p>
<p>Next, the nurse said she needed to listen to Emma's heart.          'But I feel fine!' Emma said. 'I'm not sick. My bear is the sick one.'          'Oh, I forgot,' the nurse said, smiling.          The nurse put bear back on the examination table. She listened to bear's heart. 'Look,' the nurse said, 'It doesn't hurt! It's your turn now.'</p>	
<p>Emma climbed back onto the table. The nurse listened to her heart. The nurse was right, it didn't hurt.</p>	<p>Emma lets the nurse listen to her heart. I think it is because she sees that it won't hurt. I think Emma is afraid of something hurting at the clinic.</p>
<p>'Ok,' the nurse said, 'You're all done!'          'But that didn't hurt!' Emma said. 'I didn't get an injection!'          'You don't need an injection every time you visit the clinic!' the nurse said.          The nurse gave Emma's mom some medicine. Then, the nurse gave Emma two lollipops. 'One is for you, and one is for bear. You were both brave.' the nurse said.          'Maybe the clinic isn't so bad,' Emma thought.</p>	<p>Oh! I see. Emma must hate injections. She didn't want to come to the clinic because she thought she would need an injection! I was right – she was afraid of something hurting at the clinic!</p>
<b>Follow up questions</b>	<b>Possible responses</b>
Where did Emma go?	She went to the clinic.
Did Emma need an injection?	No, Emma did not need an injection.

Why question	Possible responses
Why didn't Emma want to go to the clinic?	<ul style="list-style-type: none"> <li>Because she thought she would need an injection.</li> <li>Because she thought something would hurt.</li> <li>Because she was afraid of something hurting.</li> </ul>

## WEEK 8: TUESDAY- PHONEMIC AWARENESS & PHONICS (5 minutes)

SOUND	/s/
FLASHCARDS	s
SUMMARY	Learners will learn to hear, read and write the /s/ sound
ACTIVITY	<p><b>INTRODUCE NEW SOUND</b></p> <ol style="list-style-type: none"> <li>Say the sound and hold up the flashcard: <b>/s/</b></li> <li>Say the sound and instruct learners to repeat the sound x 3.</li> <li>Discuss how the sound for <b>/s/</b> is <u>the same</u> in English and home language.</li> <li>Teach the 's' rhyme</li> <li>Find /s/ on walls.</li> <li>Ask learners: Can you think of words that begin with <b>/s/</b>?</li> <li>Brainstorm words with learners, like: <b>sun, sand, snail, snake</b></li> </ol> <p><b>INTRODUCE /s/ SONG</b></p> <p>/s/, /s/ Sammy snake  /s/, /s/ Sammy snake  /s/, /s/ Sammy snake  Slithering softly and slowly</p>

**WEEK 8: WEDNESDAY: DAILY ACTIVITIES (15 minutes)**

GREETING	Greet the learners in English.	
SONG / RHYME	<b>Lyrics</b>	<b>Actions</b>
	Put your <b>left leg</b> in,	Put your <b>left leg</b> in front of you
	Put your <b>left leg</b> out,	Put your <b>left leg</b> behind you
	Put your <b>left leg</b> in and shake it all about!	Put your <b>left leg</b> in front of you and shake it around.
	Do the hokey pokey and turn yourself around,	Turn around in a circle
	That's what it's all about!	Clap your hands
THEME VOCABULARY	sick, hurt, head, medicine	
QUESTION OF THE DAY		
Question	Do you take medicine when your head hurts?	
Graph	2 COLUMN GRAPH	
Options	yes / no	
Follow up questions		
Question	How many learners take medicine when their head hurts?	
Answer	__ learners take medicine when their head hurts.	
Question	How many learners do not take medicine when their head hurts?	
Answer	__ learners take medicine when their head hurts.	
Question	Do more learners take medicine or not?	
Answer	More learners __	
Question	Do fewer learners take medicine or not?	
Answer	Fewer learners __	
Question	Do you take medicine when your head hurts?	
Answer	Yes, I take medicine when my head hurts.	
Answer	No, I do not take medicine when my head hurts.	
SIGHT WORD OF THE DAY		
NEW	big	
REVISE	look, come	

## WEEK 8: WEDNESDAY: SHARED READING (15 minutes)

TITLE	<u>Emma goes to the clinic</u>
ACTIVITY	<b>STORY ILLUSTRATION</b>
PURPOSE	To give learners a chance to summarise and reflect on the text.

## INSTRUCTIONS

**Modelling:**

1. Explain that today, learners will draw their **favourite** part of the story.
2. Use **modelling** to **think before you write**.
3. Use **modelling** to **explain** your favourite part of the story, like: I like when Emma gets a lollipop for being good at the clinic.
4. Use **modelling** to draw a picture of the part of the story you like best.

**Oral Instructions:**

1. Tell learners they must choose their **favourite** part of the story.
2. Hold up the pictures in the story for all the learners to see.
3. Remind learners that we **think before we write**.
4. Instruct learners to decide which part of the story they will write about.
5. Call on 2-3 learners to tell you their favourite part of the story (*learners can point to the picture that they like best if they cannot yet use English words.*)

**Writing:**

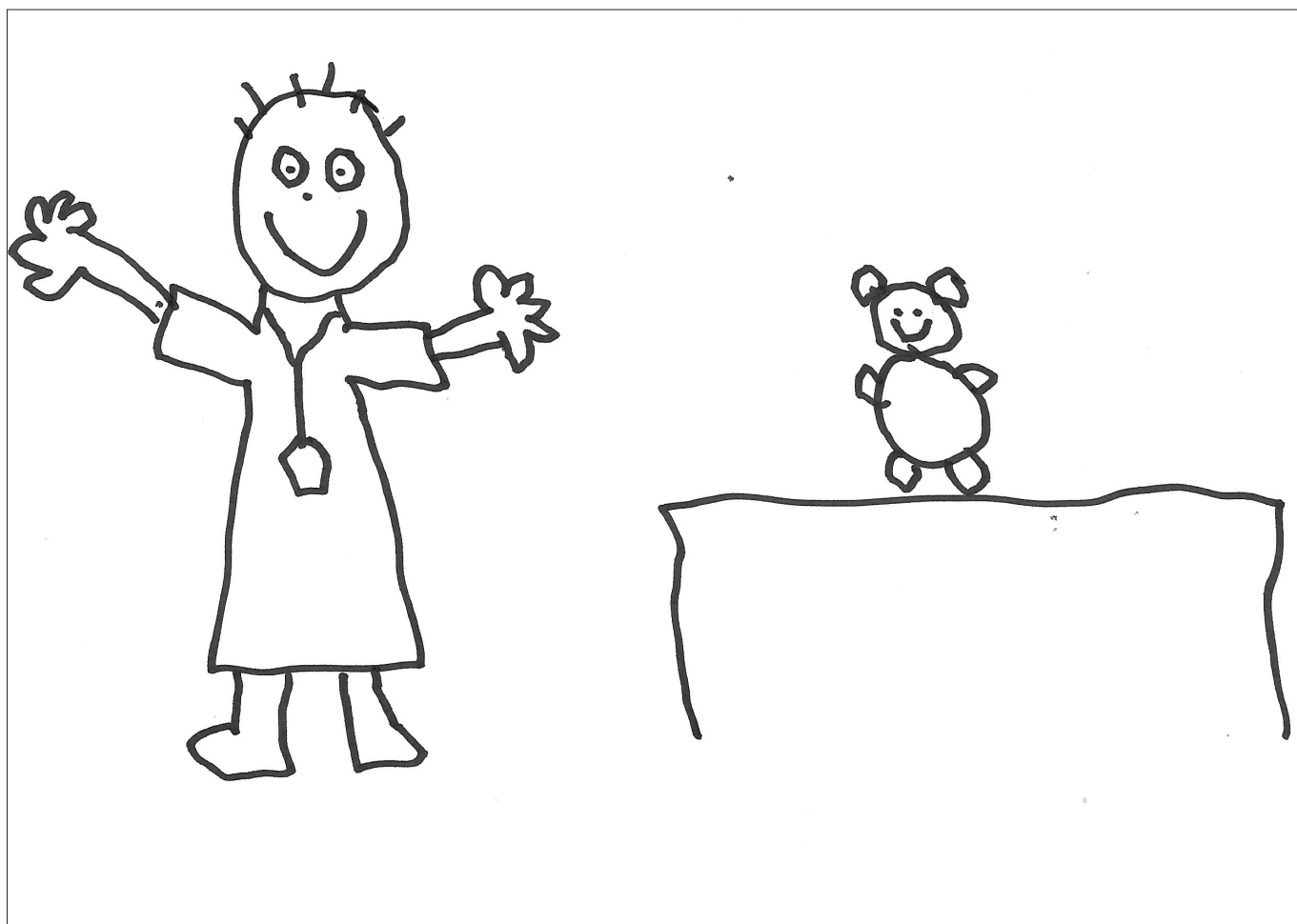
1. **Hand out learner books.**
2. As learners write, walk around the room and complete **mini conferences**.
3. Ask learners to tell you about their drawings.
4. Encourage learners!

**Turn and Talk:**

1. When there are 2-3 minutes left, instruct learners to put their pencils down.
2. Instruct learners to **turn and talk** with a partner about their drawings.

*Hang up learner drawings at LEARNER EYE-LEVEL around the room. This helps learners have conversations about the story.*





WEEK 8: WEDNESDAY - PHONEMIC AWARENESS & PHONICS (5 minutes)	
SOUND	/a/ /s/
SUMMARY	Learners will learn to differentiate between different phonic sounds
ACTIVITY	<p><b>DIFFERENTIATING NEW SOUNDS</b></p> <ol style="list-style-type: none"> <li>1. Remind learners that we have learned the sounds /a/ and /s/</li> <li>2. Tell learners to listen carefully.</li> <li>3. Explain that you will say one sound.</li> <li>4. Learners must decide if it is /a/ or /s/</li> <li>5. If learners think you said /a/, they must hold up 1 finger.</li> <li>6. If learners think you said /s/, they must hold up 2 fingers.</li> <li>7. Instruct learners to close their eyes.</li> <li>8. Say one sound (either /a/ or /s/).</li> <li>9. Instruct learners to hold up 1 or 2 fingers.</li> <li>10. Look around the room to see which learners correctly identified the sounds, and which learners are struggling.</li> <li>11. Instruct learners to open their eyes.</li> <li>12. Tell learners which sound you said, and show the flashcard.</li> <li>13. Repeat this as many times as possible.</li> </ol>

**WEEK 8: THURSDAY: DAILY ACTIVITIES (15 minutes)**

GREETING	Greet the learners in English.	
SONG / RHYME	<b>Lyrics</b>	<b>Actions</b>
	Put your <b>right leg</b> in,	<i>Put your <b>right leg</b> in front of you</i>
	Put your <b>right leg</b> out,	<i>Put your <b>right leg</b> behind you</i>
	Put your <b>right leg</b> in and shake it all about!	<i>Put your <b>right leg</b> in front of you and shake it around.</i>
	Do the hokey pokey and turn yourself around,	<i>Turn around in a circle</i>
	That's what it's all about!	<i>Clap your hands</i>
THEME VOCABULARY	doctor, nurse, cry, hate *Make sure learners understand that both boys and girls can be doctors or nurses!	
<b>QUESTION OF THE DAY</b>		
Question	Do you cry when you get an injection?	
Graph	2 COLUMN GRAPH	
Options	yes / no	
<b>Follow up questions</b>		
<b>Question</b>	<b>How many learners cry when they get an injection?</b>	
Answer	__ learners cry when they get an injection.	
<b>Question</b>	<b>How many learners do not cry when they get an injection?</b>	
Answer	__ learners do not cry when they get an injection.	
<b>Question</b>	<b>Do more learners cry or not cry when they get an injection?</b>	
Answer	More learners __ when they get an injection.	
<b>Question</b>	<b>Do fewer learners cry or not cry when they get an injection?</b>	
Answer	Fewer learners __ when they get an injection.	
<b>Question</b>	<b>Do you cry when you get an injection?</b>	
Answer	Yes, I cry when I get an injection.	
Answer	No, I do not cry when I get an injection.	
<b>SIGHT WORD OF THE DAY</b>		
NEW	ball	
REVISE	look, come, big	

## WEEK 8: THURSDAY: SHARED READING (15 minutes)

TITLE	<u>Emma goes to the clinic</u>
ACTIVITY	READ TWO
COMPREHENSION STRATEGY	<b>Make inferences</b>
PURPOSE	Making inferences is a key thinking and comprehension skill. Learners need to work out parts of a story by making inferences. Teach learners that sometimes the details of a story are not written down – the reader must make a good guess.
Story	Read Two
<p>Emma woke up feeling sick. Her head hurt. Her body felt hot. But Emma was scared of the clinic. 'Shh!' she said to her bear, 'I don't want mom to know I feel sick!'</p> <p>'It's time for school!' mom called from the kitchen. But Emma felt too sick to get out of bed.</p> <p>Mom came into Emma's bedroom. She felt her head.</p> <p>'You feel hot!' said mom.</p> <p>'We're going to the clinic.'</p> <p>'No! I hate the clinic!' cried Emma.</p>	<p>Why doesn't Emma want to go to the clinic? She must feel scared of the clinic. I wonder what Emma feels scared of?</p>
<p>Emma's mom dragged her inside the clinic. 'My daughter Emma is sick,' Mom said. They waited for Emma's name to be called. 'It smells funny in here! I hate the clinic!' Emma thought.</p>	
<p>Finally, the nurse came and called Emma. 'Tell me about how you feel,' the nurse said. 'I feel fine!' Emma said. 'I'm not sick. My bear is sick.'</p> <p>'Oh, I see,' the nurse said, smiling. The nurse put Emma's bear on the examination table. She examined the bear's stomach. 'Look,' the nurse said, 'It doesn't hurt! Why don't you try?'</p>	<p>I think Emma tells the nurse that bear is sick because she feels scared. She must want to see what the nurse will do to her bear.</p>
<p>Emma climbed up onto the table. The nurse examined her stomach. The nurse was right, it didn't hurt.</p>	<p>Now Emma climbs up onto the table. I don't think she is scared anymore. She knows what the nurse will do.</p>

<p>Next, the nurse said she needed to listen to Emma's heart.</p> <p>'But I feel fine!' Emma said. 'I'm not sick. My bear is the sick one.'</p> <p>'Oh, I forgot,' the nurse said, smiling.</p> <p>The nurse put bear back on the examination table. She listened to bear's heart. 'Look,' the nurse said, 'It doesn't hurt! It's your turn now.'</p>	<p>Emma must still feel scared about what the nurse will do. She wants the nurse to examine bear first. That must help Emma to feel less scared.</p>
<p>Emma climbed back onto the table. The nurse listened to her heart. The nurse was right, it didn't hurt.</p>	<p>Emma must feel better once she can see what the nurse will do.</p>
<p>'Ok,' the nurse said, 'You're all done!'</p> <p>'But that didn't hurt!' Emma said. 'I didn't get an injection!'</p> <p>'You don't need an injection every time you visit the clinic!' the nurse said.</p> <p>The nurse gave Emma's mom some medicine. Then, the nurse gave Emma two lollipops. 'One is for you, and one is for bear. You were both brave.' the nurse said.</p> <p>'Maybe the clinic isn't so bad,' Emma thought.</p>	<p>Why does Emma think the clinic isn't so bad now? It must be because nothing happened at the clinic to hurt Emma. And, she even got a lollipop!</p>
Follow up questions	Possible responses
What did Emma think about the clinic at the beginning of the story?	She hated the clinic.
What did Emma think about the clinic at the end of the story?	She thought that the clinic wasn't so bad.
Why did Emma want the nurse to examine bear first?	<ul style="list-style-type: none"> <li>• Because she felt scared.</li> <li>• Because she wanted to see what the nurse would do.</li> <li>• Because she wanted to see if it would hurt.</li> </ul>

## WEEK 8:THURSDAY: WRITING (15 minutes)

## WRITING FRAME

**Modelling:**

1. Explain that today, learners will draw about **a time they felt sick**.
2. Use **modelling** to show learners that you **think before you write**.
3. Tell learners your idea, like: I felt sick a few weeks ago. My head hurt so much. I took some medicine and then I felt better.
4. Use **modelling** to draw a picture of yourself lying in bed, feeling sick.
5. Use resources to add a label, like: me, sick
6. Erase your example from the board. Explain this was just an example, but learners must write their own ideas.

**Oral Instructions:**

1. Ask learners: When did you feel sick?
2. Instruct learners to **think before they write**.
3. Call on 2-3 learners to tell you about what they like to do, like: I felt sick...
4. Explain that learners will now draw and write their own ideas!

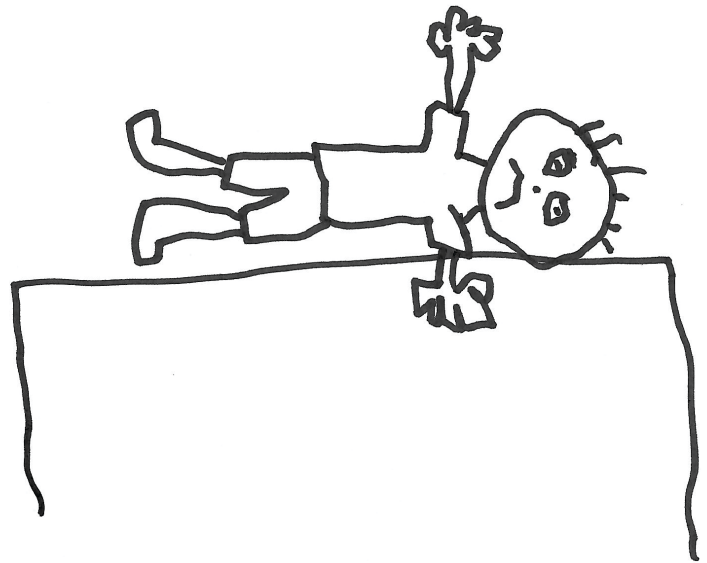
**Writing:**

1. Hand out learner books.
2. As learners are writing, walk around the room and complete **mini conferences**.
3. Ask learners to **tell you about their drawing**.
4. Help learners **use resources** to add a label.
5. Encourage learners.

nurse



sick



WEEK 8: FRIDAY: DAILY ACTIVITIES (15 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	<b>Lyrics</b>	<b>Actions</b>
	Put your <b>head</b> in,	<i>Put your <b>head</b> in front of you</i>
	Put your <b>head</b> out,	<i>Put your <b>head</b> behind you</i>
	Put your <b>head</b> in and shake it all about!	<i>Put your <b>head</b> in front of you and shake it around.</i>
	Do the hokey pokey and turn yourself around,	<i>Turn around in a circle</i>
	That's what it's all about!	<i>Clap your hands</i>
THEME VOCABULARY	blood, red, yellow, blue	
<b>QUESTION OF THE DAY</b>		
Question	What colour do you think blood is when it is inside your body?	
Graph	3 COLUMN GRAPH	
Options	red / blue / yellow	
<b>Follow up questions</b>		
<b>Question</b>	<b>How many learners think blood is red inside your body?</b>	
Answer	__ learners think blood is red.	
<b>Question</b>	<b>How many learners think blood is blue inside your body?</b>	
Answer	__ learners think blood is blue.	
<b>Question</b>	<b>How many learners think blood is yellow inside your body?</b>	
Answer	__ learners think blood is yellow.	
<b>Question</b>	<b>What colour do most learners think blood is inside your body?</b>	
Answer	Most learners think blood is __ inside your body.	
<b>Question</b>	<b>What colour do fewest learners think blood is inside your body?</b>	
Answer	Fewest learners think blood is __ inside your body.	
<b>Question</b>	<b>What colour do you think blood is when it is inside your body?</b>	
Answer	I think blood is red inside my body.	
Answer	I think blood is blue inside my body.	
Answer	I think blood is yellow inside my body.	
EXPLAIN	Explain that inside our bodies, blood is blue. Blood only turns red when it touches the air outside our bodies. That is why blood is red when we get a cut.	



**SENTENCE OF THE WEEK**

REVISE	look, come, big, and, soccer, at, my
READ	Come and look at my big soccer ball!

**WEEK 8: FRIDAY: SHARED READING (15 minutes)**

TITLE	<u>Emma goes to the clinic</u>	
ACTIVITY	<b>ACT OUT THE STORY</b>	
PURPOSE	To give learners a chance to act out what is happening in the story.	
TEXT	TEACHER SAYS	LEARNERS DO
<p>Emma woke up feeling sick. Her head hurt. Her body felt hot. But Emma was scared of the clinic. 'Shh!' she said to her bear, 'I don't want mom to know I feel sick!'</p> <p>'It's time for school!' mom called from the kitchen. But Emma felt too sick to get out of bed.</p> <p>Mom came into Emma's bedroom. She felt her head. 'You feel hot!' said mom.</p> <p>'We're going to the clinic.'</p> <p>'No! I hate the clinic!' cried Emma.</p>	<p>Let's pretend we feel sick, just like Emma.</p> <p>But we don't want to go to the clinic. Let's say we hate the clinic, just like Emma.</p>	<ul style="list-style-type: none"> <li>• Pretend to feel sick.</li> <li>• Say: 'I hate the clinic!'</li> </ul>
<p>Emma's mom dragged her inside the clinic.</p> <p>'My daughter Emma is sick,' Mom said.</p> <p>They waited for Emma's name to be called.</p> <p>'It smells funny in here! I hate the clinic!' Emma thought.</p>	<p>Let's pretend we hate the clinic, just like Emma!</p>	<p>Say: 'It smells funny in here! I hate the clinic!'</p>

<p>Finally, the nurse came and called Emma.</p> <p>'Tell me about how you feel,' the nurse said.</p> <p>'I feel fine!' Emma said. 'I'm not sick. My bear is sick.'</p> <p>'Oh, I see,' the nurse said, smiling.</p> <p>The nurse put Emma's bear on the examination table. She examined the bear's stomach. 'Look,' the nurse said, 'It doesn't hurt! Why don't you try?'</p>	<p>Let's pretend to be the nurse! First, we have to examine Emma's bear. Then we have to tell Emma that it doesn't hurt!</p>	<ul style="list-style-type: none"> <li>• Pretend to examine a small bear.</li> <li>• Say: 'Look! It doesn't hurt! Why don't you try?'</li> </ul>
<p>Emma climbed up onto the table. The nurse examined her stomach. The nurse was right, it didn't hurt.</p>		
<p>Next, the nurse said she needed to listen to Emma's heart.</p> <p>'But I feel fine!' Emma said. 'I'm not sick. My bear is the sick one.'</p> <p>'Oh, I forgot,' the nurse said, smiling.</p> <p>The nurse put bear back on the examination table. She listened to bear's heart. 'Look,' the nurse said, 'It doesn't hurt! It's your turn now.'</p>	<p>Let's pretend to be the nurse! First, we have to examine Emma's bear. Then we have to tell Emma that it doesn't hurt!</p>	<ul style="list-style-type: none"> <li>• Pretend to examine a small bear.</li> <li>• Say: 'Look! It doesn't hurt! Why don't you try?'</li> </ul>
<p>Emma climbed back onto the table. The nurse listened to her heart. The nurse was right, it didn't hurt.</p>		

<p>'Ok,' the nurse said, 'You're all done!'</p> <p>'But that didn't hurt!'</p> <p>Emma said. 'I didn't get an injection!'</p> <p>'You don't need an injection every time you visit the clinic!' the nurse said.</p> <p>The nurse gave Emma's mom some medicine. Then, the nurse gave Emma two lollipops. 'One is for you, and one is for bear. You were both brave.' the nurse said.</p> <p>'Maybe the clinic isn't so bad,' Emma thought.</p>	<p>Let's pretend to leave the clinic just like Emma. Now we know the clinic isn't so bad!</p>	<p>- Say: 'Maybe the clinic isn't so bad after all!'</p>
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**WEEK 8: FRIDAY - PHONEMIC AWARENESS & PHONICS (5 minutes)**

SOUND	<b>/s/</b>
FLASHCARD	<b>s</b>
SUMMARY	Learners will revise the new sound taught
ACTIVITY	<p><b>REVISE NEW SOUND</b></p> <ol style="list-style-type: none"> <li>1. Say the sound and hold up the flashcard: <b>/s/</b></li> <li>2. Say the sound and instruct learners to repeat the sound x 3.</li> <li>3. Discuss how the sound for <b>/s/</b> is <u>the same</u> in English and home language.</li> <li>4. Ask learners: Can you think of words that begin with <b>/s/</b>?</li> <li>5. Brainstorm words with learners, like: <b>sun, sand, snail, snake</b></li> </ol> <p><b>REVISE /s/ Song</b></p> <p>/s/, /s/ Sammy snake  /s/, /s/ Sammy snake  /s/, /s/ Sammy snake  Slithering softly and slowly</p>

## WEEK 8 CONCLUSION

Find 10 minutes at the end of the week to do the following:

SUMMARISE	<p>Settle learners so you have their attention.</p> <p>Remind learners of what you have achieved this week. For example:</p> <p><b>This week we:</b></p> <ol style="list-style-type: none"> <li>1. We were quiet when we had to be.</li> <li>2. We listened to the teacher and to our partners.</li> <li>3. We learnt the /s/ sound.</li> <li>4. We learnt to read a few words and a sentence.</li> <li>5. We learnt new theme words about the clinic.</li> <li>6. We sang a song, and we answered questions.</li> <li>7. We listened to a story about Emma going to the clinic.</li> <li>8. We wrote stories about a time we felt sick.</li> <li>9. We had fun.</li> </ol>
SHARE WITH FAMILIES	<ol style="list-style-type: none"> <li>1. Ask learners to think about <b>two things</b> that they are going to tell their families about what they did this week.</li> <li>2. Give learners a few minutes to think about this.</li> <li>3. Tell learners to turn and talk, and share their ideas with a partner.</li> <li>4. Ask one or two learners to share their ideas with the class.</li> <li>5. Remind learners to please tell their families what they learnt!</li> </ol>
ACKNOWLEDGE AND CELEBRATE	<ol style="list-style-type: none"> <li>1. Acknowledge a few learners who managed themselves well, or worked hard, or came up with good ideas during the week.</li> <li>2. This could include learners who:             <ol style="list-style-type: none"> <li>a. Behaved appropriately.</li> <li>b. Were kind to others.</li> <li>c. Listened well.</li> <li>d. Tried out new language and spoke on their own.</li> <li>e. Had a good idea about an answer to a story.</li> <li>f. Worked hard.</li> </ol> </li> <li>3. Remember to try to acknowledge all the learners in a class at some stage, and not just the same learners over and over.</li> <li>4. Celebrate the achievements of those learners, and also of the whole class!</li> </ol>

# GRADE 1 - TERM 1

## WEEK 9

### THEME: A COLOURFUL COSTUME PARTY

"I was always dressing up as a kid in the backyard, building a fort and having battles against imaginary enemies." — Jai Courtney

**EXTENSION ACTIVITIES**

**These activities can be used as independent work for learners who finish their work early OR while you are giving assessments to learners.**

Activity 1	DBE Workbook 1: Listen & repeat, page 34
Activity 2	DBE Workbook 1: Let's draw, page 37
Activity 3	DBE Workbook 1: Let's do, page 39
Activity 4	Draw a picture of a special party.

**TERM 1: WEEK 9****OVERVIEW**

THEME	A colourful costume party
THEME VOCABULARY	party, birthday, costume, wear, pink, bunny, black, cat, present, circle, square, triangle, brown, bear, hat, truck, purple, fairy, mouse, superhero
PHONICS	/t/ - sat
WRITING FRAME	
SIGHT WORDS	yellow, blue, do, or
SENTENCE	Do you like yellow or blue?

**PREPARATION**

CLASSROOM	<ol style="list-style-type: none"> <li>1. Take down and carefully store the flashcard words and pictures from the previous week.</li> <li>2. Make sure that your learners' DBE Workbooks and exercise books are marked and in order.</li> <li>3. Prepare your flashcard words and pictures for the week by cutting them out, colouring them in, laminating them and sticking them on your display boards.</li> <li>4. Try to find some items for your theme table, for example: a present, shapes, a bear, a hat, a truck, a picture of a birthday party, a cake etc.</li> </ol>
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LEARNERS	<ol style="list-style-type: none"> <li>1. Tell your learners that this week they will practise:             <ol style="list-style-type: none"> <li>a. Being quiet when the teacher is talking.</li> <li>b. To look after their books and stationery.</li> <li>c. To answer the question of the day.</li> <li>d. To listen to their partners.</li> </ol> </li> <li>2. Tell learners that this week they will also start to learn how to read. Explain that there is a special code that they must learn in order to read the words on a page, you are going to start to teach them that code.</li> <li>3. As part of learning the code, they will:             <ol style="list-style-type: none"> <li>a. Listen carefully to different sounds.</li> <li>b. Learn to hear, read and write the /t/ sound.</li> <li>c. Learn to read a few words and one sentence.</li> <li>d. Listen carefully to a story.</li> <li>e. Answer questions about the story.</li> <li>f. Do their own writing.</li> </ol> </li> <li>4. Finally, tell learners that this week, they will also start to learn to write. They will write:             <ol style="list-style-type: none"> <li>a. Their names and a few words.</li> <li>b. A picture about the story they will listen to.</li> <li>c. A picture about their own story.</li> </ol> </li> </ol>
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**TERM 1: WEEK 9****INTRODUCE THE THEME**

PICTURE	The picture on page 25 of DBE workbook 1 showing all the different colours
SHOW	Show learners the picture. Explain that we can use colours to describe different things we are looking at!
SAY	<ul style="list-style-type: none"> <li>• Ask learners: What colours do you know?</li> <li>• Listen to learner responses. This will help you understand what learners already know.</li> <li>• Explain that this week, we will learn some colours names. We will use those colours to talk about different things!</li> </ul>

WEEK 9: MONDAY: DAILY ACTIVITIES (15 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	If you're wearing <b>red</b> today, red today,	<i>Look at your clothes to see if you're wearing any <b>red</b></i>
	Red today, red today,	
	If you're wearing red today,	
	Stand up and shout 'hooray'!	<i>Anyone who is wearing <b>red</b> must stand up and shout 'hooray'!</i>
THEME VOCABULARY	party, birthday, costume, wear	
QUESTION OF THE DAY		
Question	Do you want to wear a costume?	
Graph	2 COLUMN GRAPH	
Options	yes / no	
Follow up questions		
Question	How many learners want to wear a costume?	
Answer	__ learners want to wear a costume.	
Question	How many learners do not want to wear a costume?	
Answer	__ learners do not want to wear a costume.	
Question	Do more learners want to wear a costume or not?	
Answer	More learners __	
Question	Do fewer learners want to wear a costume or not?	
Answer	Fewer learners __	
Question	Do you want to wear a costume?	
Answer	Yes, I want to wear a costume.	
Answer	No, I do not want to wear a costume.	
SIGHT WORD OF THE DAY		
NEW	yellow	
REVISE		



**WEEK 9: MONDAY: SHARED READING (10 minutes)**

TITLE	<u>Simon's costume party</u>
ACTIVITY	PRE-READ
COMPREHENSION STRATEGY	<b>Predict</b>
PURPOSE	By getting learners to predict, you are getting them to think about the story before they have even read it. By predicting, learners are developing their comprehension skills by thinking about the story.

**PRE-READING ACTIVITY**

1. Show learners the front cover of the story: **Simon's costume party**
2. Read the title of the story.
3. Ask learners: What do you think will happen in this story?
4. Display the Big Book for learners to see. Make sure all learners can see the **pictures** in the book.
5. Show learners the first picture.
6. Ask learners: What do you think is happening here?
7. Discuss the picture with learners.
8. Ask learners: What do you think might happen next?
9. Go through each picture in the book and ask learners these questions.
10. When you get to the **last** picture, ask learners: How do you think this story will end?
11. Thank learners for their predictions.

WEEK 9: MONDAY: PHONEMIC AWARENESS & PHONICS (5 minutes)	
WORDS	Environmental sounds
SUMMARY	Learners will learn to differentiate between different environmental sounds
SOUNDS	<b>Environmental sounds</b> You can make different sounds E.G. clap, click, stamp, whistle, tap
ACTIVITY	<b>DIFFERENTIATING ENVIRONMENTAL SOUNDS</b> <ol style="list-style-type: none"> <li>1. Tell learners to listen carefully.</li> <li>2. Explain that you will make two sounds.</li> <li>3. Learners must decide if the sounds are the same or different.</li> <li>4. If learners think the sounds are the same, they must hold up 1 finger.</li> <li>5. If learners think the sounds are different, they must hold up 2 fingers.</li> <li>6. Instruct learners to close their eyes.</li> <li>7. Make any two sounds, like a clap and a whistle or the two sounds can be the same.</li> <li>8. Instruct learners to hold up 1 or 2 fingers.</li> <li>9. Look around the room to see which learners correctly identified if the sounds were the same or different, and which learners are struggling.</li> <li>10. Instruct learners to open their eyes.</li> <li>11. Show the learners which two sounds you made and if they were the same or different.</li> <li>12. Repeat this as many times as possible.</li> </ol>

**WEEK 9: TUESDAY: DAILY ACTIVITIES (15 minutes)**

GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	If you're wearing <b>blue</b> today, blue today,	<i>Look at your clothes to see if you're wearing any <b>blue</b></i>
	Blue today, blue today,	
	If you're wearing blue today,	
	Stand up and shout 'hooray'!	<i>Anyone who is wearing <b>blue</b> must stand up and shout 'hooray'!</i>
THEME VOCABULARY	pink, bunny, black, cat	
QUESTION OF THE DAY		
Question	Show learners the pictures of the pink bunny costume and the black cat costume (page 36) in the big book. <b>Ask learners:</b> Which costume do you want to wear?	
Graph	2 COLUMN GRAPH	
Options	the pink bunny costume / the black cat costume	
Follow up questions		
Question	How many learners want to wear the pink bunny costume?	
Answer	__ learners want to wear the pink bunny costume.	
Question	How many learners want to wear the black cat costume?	
Answer	__ learners want to wear the black cat costume.	
Question	Which costume do more learners want to wear?	
Answer	More learners want to wear the __ costume.	
Question	Which costume do fewer learners want to wear?	
Answer	Fewer learners want to wear the __ costume.	
Question	Which costume do you want to wear?	
Answer	I want to wear the pink bunny costume.	
Answer	I want to wear the black cat costume.	
SIGHT WORD OF THE DAY		
NEW	blue	
REVISE	yellow	

## WEEK 9: TUESDAY: SHARED READING (15 minutes)

TITLE	<u>Simon's costume party</u>	
ACTIVITY	READ ONE	
COMPREHENSION STRATEGY	<b>Search the text</b>	
PURPOSE	By getting learners to recall details about the story, you are checking that they have a basic understanding of the story. You can also show learners how to search the text to find details, once they can read.	
Story		Read One
<p>Today is Simon's birthday. He is so excited for his party!</p> <p>He is having a costume party – all of his friends will wear costumes!</p> <p>He is so excited to see his friends' costumes!</p> <p>All of his friends will bring him birthday presents. He is so excited to see what his presents are!</p>		What kind of party is Simon having? Oh! He is having a costume party!
<p>The first person to arrive is Emma. She is wearing a bunny costume. Her present is shaped like a circle.</p> <p>Then, Jabu arrives. He is wearing a Spiderman costume. His present is shaped like a rectangle.</p> <p>'I wonder what my presents are?' Simon thinks.</p>		What are his friends wearing? Oh! Emma is a bunny and Jabu is Spiderman.
<p>Then, Mike arrives in his Superman costume. His present is shaped like a half-circle.</p> <p>After Mike, Lulu comes! She is wearing a beautiful fairy costume. Her present is shaped like a diamond.</p> <p>'I wonder what my presents are?' Simon thinks.</p>		What are his friends wearing? Oh! Mike is Superman and Lulu is a fairy!
<p>Finally, Carla and Sophia arrive. They are dressed up like a cat and a mouse!</p> <p>Carla's present is shaped like a square. Sophia's present is shaped like a triangle.</p> <p>'I wonder what my presents are?' Simon thinks.</p>		What are his friends wearing? Oh! Carla and Sophia are a cat and a mouse!

The party is so much fun! When his friends leave, Simon looks at all of his presents. Simon feels so special. 'My friends gave me so many nice things!' he thinks.	
<b>Follow up questions</b>	<b>Possible responses</b>
What kind of party is Simon having?	He is having a costume party.
What costumes do you see?	A bunny, Superman, Spiderman, a fairy, a cat, and a mouse.
<b>Why question</b>	<b>Possible responses</b>
Why do Simon's friends wear costumes?	<ul style="list-style-type: none"> <li>Because it is a costume party.</li> <li>Because Simon asked everyone to wear a costume for his party.</li> </ul>

**WEEK 9: TUESDAY - PHONEMIC AWARENESS & PHONICS (5 minutes)**

SOUND	/t/
FLASHCARDS	<b>sat</b>
SUMMARY	Learners will be introduced to a new sound and learn to build words with sounds learned
ACTIVITY	<p><b>INTRODUCE NEW SOUND</b></p> <ol style="list-style-type: none"> <li>Say the sound and hold up the flashcard: /t/</li> <li>Say the sound and instruct learners to repeat the sound x 3.</li> <li>Discuss how the sound for /t/ is <u>the same</u> in English and home language.</li> <li>Tell learners to try to find this letter written somewhere on the walls.</li> <li>Ask learners: Can you think of words that begin with /t/?</li> <li>Brainstorm words with learners, like: <b>tap, tiger, tortoise</b></li> <li>Ask learners: Can you think of words that end with /t/?</li> <li>Brainstorm words with learners, like: <b>not, spot, got, dot</b></li> </ol> <p><b>INTRODUCE NEW WORDS</b></p> <ol style="list-style-type: none"> <li>Say the word loudly and clearly as you show the flashcard: <b>sat</b></li> <li>Show the word to learners, as you say it.</li> <li>Ask learners to repeat the word after you.</li> <li>Stick up the flashcard of the word on the Phonics Display Board.</li> </ol> <div style="border: 1px solid black; padding: 2px; display: inline-block;">sat</div>

## WEEK 9: WEDNESDAY: DAILY ACTIVITIES (15 minutes)

GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	If you're wearing <b>yellow</b> today, yellow today,	<i>Look at your clothes to see if you're wearing any <b>yellow</b></i>
	Yellow today, yellow today,	
	If you're wearing yellow today,	
	Stand up and shout 'hooray'!	<i>Anyone who is wearing <b>yellow</b> must stand up and shout 'hooray'!</i>
THEME VOCABULARY	present, circle, square, triangle	
QUESTION OF THE DAY		
Question	Show learners the last picture from the Big Book story, which shows all the presents. Point out the circle, the square, and the triangle to learners. <b>Ask learners:</b> Which present do you want to open?	
Graph	3 COLUMN GRAPH	
Options	the circle / the square / the triangle	
Follow up questions		
Question	How many learners want to open the circle?	
Answer	__ learners want to open the circle.	
Question	How many learners want to open the square?	
Answer	__ learners want to open the square.	
Question	How many learners want to open the triangle?	
Answer	__ learners want to open the triangle.	
Question	Which present do most learners want to open?	
Answer	Most learners want to open the __	
Question	Which present do fewest learners want to open?	
Answer	Fewest learners want to open the __	
Question	Which present do you want to open?	
Answer	I want to open the circle.	
Answer	I want to open the square.	
Answer	I want to open the triangle.	
SIGHT WORD OF THE DAY		
NEW	do	
REVISE	blue, yellow	

**WEEK 9: WEDNESDAY: SHARED READING (15 minutes)**

TITLE	<u>Simon's costume party</u>
ACTIVITY	STORY ILLUSTRATION
PURPOSE	To give learners a chance to summarise and reflect on the text.

**INSTRUCTIONS****Modelling:**

1. Explain that today, learners will draw their **favourite** part of the story.
2. Use **modelling** to **think before you write**.
3. Use **modelling** to **explain** your favourite part of the story, like: I like all the presents.
4. Use **modelling** to draw a picture of the part of the story you like best.

**Oral Instructions:**

1. Tell learners they must choose their **favourite** part of the story.
2. Hold up the pictures in the story for all the learners to see.
3. Remind learners that we **think before we write**.
4. Instruct learners to decide which part of the story they will write about.
5. Call on 2-3 learners to tell you their favourite part of the story (*learners can point to the picture that they like best if they cannot yet use English words.*)

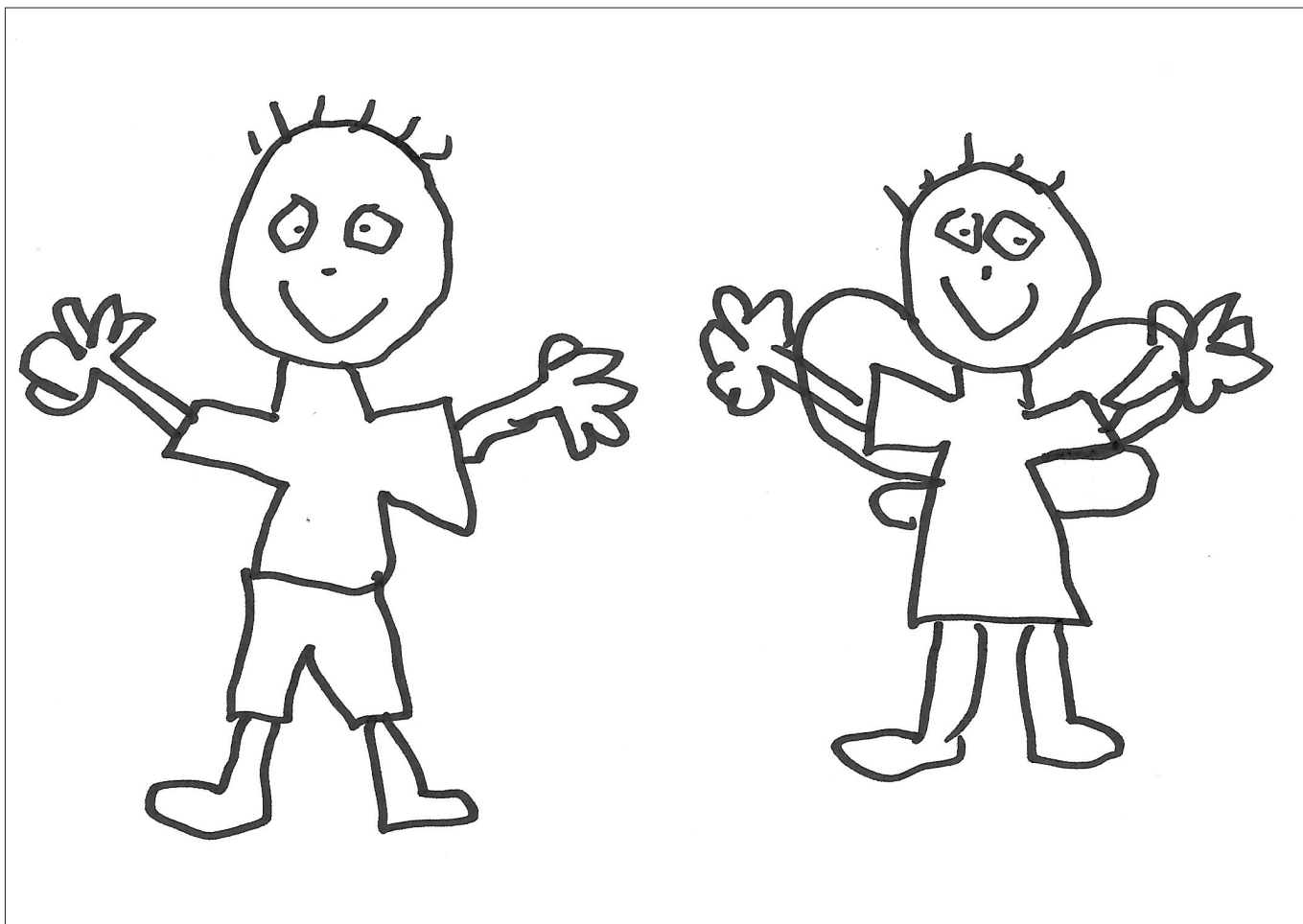
**Writing:**

1. **Hand out learner books.**
2. As learners write, walk around the room and complete **mini conferences**.
3. Ask learners to tell you about their drawings.
4. Encourage learners!

**Turn and Talk:**

1. When there are 2-3 minutes left, instruct learners to put their pencils down.
2. Instruct learners to **turn and talk** with a partner about their drawings.

*Hang up learner drawings at LEARNER EYE-LEVEL around the room. This helps learners have conversations about the story.*





**WEEK 9: WEDNESDAY - PHONEMIC AWARENESS & PHONICS (5 minutes)**

SOUND	<b>/t/ /s/</b>
SUMMARY	Learners will learn to differentiate between different phonic sounds
ACTIVITY	<p><b>DIFFERENTIATING NEW SOUNDS</b></p> <ol style="list-style-type: none"> <li>1. Remind learners that we have learned the sounds <b>/t/</b> and <b>/s/</b></li> <li>2. Tell learners to listen carefully.</li> <li>3. Explain that you will say one sound.</li> <li>4. Learners must decide if it is <b>/t/</b> or <b>/s/</b></li> <li>5. If learners think you said <b>/t/</b>, they must hold up 1 finger.</li> <li>6. If learners think you said <b>/s/</b>, they must hold up 2 fingers.</li> <li>7. Instruct learners to close their eyes.</li> <li>8. Say one sound (either <b>/t/</b> or <b>/s/</b>).</li> <li>9. Instruct learners to hold up 1 or 2 fingers.</li> <li>10. Look around the room to see which learners correctly identified the sounds, and which learners are struggling.</li> <li>11. Instruct learners to open their eyes.</li> <li>12. Tell learners which sound you said, and show the flashcard.</li> <li>13. Repeat this as many times as possible.</li> </ol>

## WEEK 9: THURSDAY: DAILY ACTIVITIES (15 minutes)

GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	If you're wearing <b>green</b> today, green today,	Look at your clothes to see if you're wearing any <b>green</b>
	Green today, green today,	
	If you're wearing green today,	
	Stand up and shout 'hooray'!	Anyone who is wearing <b>green</b> must stand up and shout 'hooray'!
THEME VOCABULARY	brown, bear, hat, truck	
QUESTION OF THE DAY		
Question	Which present do you like?	
Graph	3 COLUMN GRAPH	
Options	the brown bear / the blue and yellow truck / the blue and yellow hat	
Follow up questions		
Question	How many learners like the brown bear?	
Answer	__ learners like the brown bear.	
Question	How many learners like the blue and yellow truck?	
Answer	__ learners like the blue and yellow truck.	
Question	How many learners like the blue and yellow hat?	
Answer	__ learners like the blue and yellow hat.	
Question	Which present do most learners like?	
Answer	Most learners like the __	
Question	Which present do fewest learners like?	
Answer	Fewest learners like the __	
Question	Which present do you like?	
Answer	I like the brown bear.	
Answer	I like the blue and yellow truck.	
Answer	I like the blue and yellow hat.	
SIGHT WORD OF THE DAY		
NEW	or	
REVISE	yellow, blue, do	

**WEEK 9: THURSDAY: SHARED READING (15 minutes)**

TITLE	<u>Simon's costume party</u>	
ACTIVITY	READ TWO	
COMPREHENSION STRATEGY	<b>Search the text</b>	
PURPOSE	By getting learners to recall details about the story, you are checking that they have a basic understanding of the story. You can also show learners how to search the text to find details, once they can read.	
	Story	Read Two
	<p>Today is Simon's birthday. He is so excited for his party!</p> <p>He is having a costume party – all of his friends will wear costumes!</p> <p>He is so excited to see his friends' costumes!</p> <p>All of his friends will bring him birthday presents. He is so excited to see what his presents are!</p>	<p>Why is Simon feeling excited? Oh! Because it is his party! He is excited to see his friends' costumes. And he is excited to see what his presents are!</p>
	<p>The first person to arrive is Emma. She is wearing a bunny costume. Her present is shaped like a circle.</p> <p>Then, Jabu arrives. He is wearing a Spiderman costume. His present is shaped like a rectangle.</p> <p>'I wonder what my presents are?' Simon thinks.</p>	<p>What does Simon wonder? Oh! He wonders what his presents are!</p>
	<p>Then, Mike arrives in his Superman costume. His present is shaped like a half-circle.</p> <p>After Mike, Lulu comes! She is wearing a beautiful fairy costume. Her present is shaped like a diamond.</p> <p>'I wonder what my presents are?' Simon thinks.</p>	<p>What does Simon wonder? Oh! He wonders what his presents are!</p>
	<p>Finally, Carla and Sophia arrive. They are dressed up like a cat and a mouse!</p> <p>Carla's present is shaped like a square.</p> <p>Sophia's present is shaped like a triangle.</p> <p>'I wonder what my presents are?' Simon thinks.</p>	<p>What does Simon wonder? Oh! He wonders what his presents are!</p>
	<p>The party is so much fun! When his friends leave, Simon looks at all of his presents. Simon feels so special. 'My friends gave me so many nice things!' he thinks.</p>	<p>Why does Simon feel special? Oh! It is because his friends gave him so many nice presents.</p>

Follow up questions	Possible responses
Who brings presents for Simon?	All of Simon's friends bring presents to the party.
What does Simon wonder?	He wonders what his friends brought him.
Why question	Possible responses
Why does Simon wonder what presents his friends brought him?	<ul style="list-style-type: none"> <li>Because the presents are wrapped up.</li> <li>Because he can only see the shape of the present.</li> <li>Because he wants to know what presents he will get for his birthday.</li> </ul>

## WEEK 9:THURSDAY: WRITING (15 minutes)

### WRITING FRAME

#### Modelling:

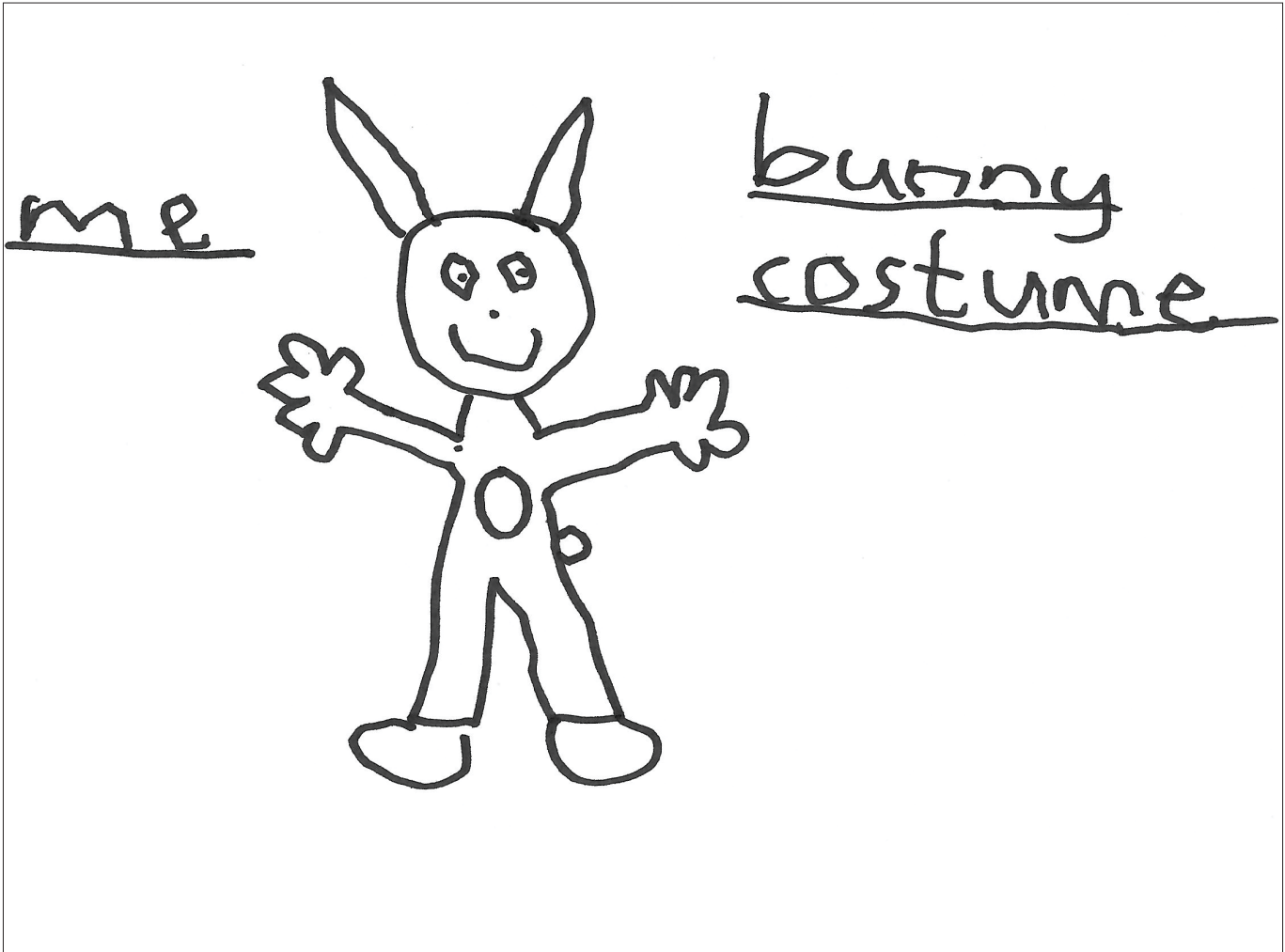
1. Explain that today, learners will draw about **a costume they want to wear**.
2. Use **modelling** to show learners that you **think before you write**.
3. Tell learners your idea, like: I want to wear a dog costume.
4. Use **modelling** to draw a picture of yourself wearing a dog costume.
5. Use resources to add a label, like: me, costume
6. Erase your example from the board. Explain this was just an example, but learners must write their own ideas.

#### Oral Instructions:

1. Ask learners: What costume do you want to wear?
2. Instruct learners to **think before they write**.
3. Call on 2-3 learners to tell you about what they like to do, like: I want to wear...
4. Explain that learners will now draw and write their own ideas!

#### Writing:

1. Hand out learner books.
2. As learners are writing, walk around the room and complete **mini conferences**.
3. Ask learners to **tell you about their drawing**.
4. Help learners **use resources** to add a label.
5. Encourage learners.



## WEEK 9: FRIDAY: DAILY ACTIVITIES (15 minutes)

GREETING	Greet the learners in English.	
SONG / RHYME	<b>Lyrics</b>	<b>Actions</b>
	If you're wearing <b>purple</b> today, purple today,	<i>Look at your clothes to see if you're wearing any <b>purple</b></i>
	Purple today, purple today,	
	If you're wearing purple today,	
	Stand up and shout 'hooray'!	<i>Anyone who is wearing <b>purple</b> must stand up and shout 'hooray'!</i>
THEME VOCABULARY	purple, fairy, mouse, superhero (Superman and Spiderman)	
<b>QUESTION OF THE DAY</b>		
Question	Show learners the pictures of the mouse costume, the fairy costume and the superheroes costumes (page 36) in the big book. <b>Ask learners:</b> Which is your favourite costume?	
Graph	3 COLUMN GRAPH	
Options	the brown mouse / the purple fairy / the blue and red superheroes	
<b>Follow up questions</b>		
<b>Question</b>	<b>How many learners like the brown mouse?</b>	
Answer	__ learners like the brown mouse.	
<b>Question</b>	<b>How many learners like the purple fairy?</b>	
Answer	__ learners like the purple fairy.	
<b>Question</b>	<b>How many learners like the blue and red superheroes?</b>	
Answer	__ learners like the blue and red superheroes.	
<b>Question</b>	<b>Which costume is most learners' favourite?</b>	
Answer	Most learners favourite costume is the __	
<b>Question</b>	<b>Which costume is fewest learners' favourite?</b>	
Answer	Fewest learners favourite costume is the __	
<b>Question</b>	<b>Which is your favourite costume?</b>	
Answer	My favourite costume is the brown mouse.	
Answer	My favourite costume is the purple fairy.	
Answer	My favourite costume is the blue and red superheroes.	
<b>SENTENCE OF THE WEEK</b>		
REVISE	do, yellow, blue, or, you, like	
READ	Do you like yellow or blue?	

**WEEK 9: FRIDAY: SHARED READING (15 minutes)**

TITLE	<u>Simon's costume party</u>
ACTIVITY	<b>RECOUNT THE STORY</b>
PURPOSE	Recounting helps young learners to get used to sharing their own opinions, as they must choose the part of the story that they liked best. It also shows if the child understood the story or not.

**INSTRUCTIONS**

1. Explain that today, learners will give a **recount** of one thing they remember in the story. This means they will say one thing they can remember.
2. Use **modelling** to show learners how to give a short recount of the story, like: Carla and Sophia wore cat and mouse costumes to the party!
3. Hold up the pictures. Instruct learners to look at the pictures and think about what happened.
4. Instruct learners to think about 1-2 things they can say about the story.
5. Ask 2-3 learners to **share** their ideas with the class. **Help** the learners form a short sentence.
6. Explain and correct any common problems to learners.
7. Instruct learners to **turn and talk** and share their recount with a partner.

WEEK 9: FRIDAY - PHONEMIC AWARENESS & PHONICS (5 minutes)	
SOUND	<b>/t/</b>
FLASHCARD	<b>sat</b>
SUMMARY	Learners will learn how to break down (segment) and build up (blend) words using phonic sounds taught
ACTIVITY	<p><b>SEGMENTING AND BLENDING (I DO)</b></p> <ol style="list-style-type: none"> <li>1. Say the word: <b>sat</b></li> <li>2. Segment the word into the individual sounds: <b>/s/ - /a/ - /t/</b></li> <li>3. Say the beginning sound of the word: <b>/s/</b></li> <li>4. Say the middle sound of the word: <b>/a/</b></li> <li>5. Say the end sound of the word: <b>/t/</b></li> <li>6. Write the word on the board: <b>sat</b></li> <li>7. Model pointing and blending the sounds to make a word: <b>/s/ - /a/ - /t/ = sat</b></li> </ol> <p><b>SEGMENTING AND BLENDING (WE DO)</b></p> <ol style="list-style-type: none"> <li>1. Say the word: <b>sat</b></li> <li>2. Ask learners: What is the first sound in the word? <b>/s/</b></li> <li>3. Ask learners: What is the middle sound in the word? <b>/a/</b></li> <li>4. Ask learners: What is the last sound in the word? <b>/t/</b></li> <li>5. Ask learners to segment the word into each individual sound: <b>/s/ - /a/ - /t/</b></li> <li>6. Write the word: <b>sat</b></li> <li>7. Instruct learners to blend the sounds in the word with you: <b>/s/ - /a/ - /t/ = sat</b></li> <li>8. Create your word wall with the -at word family</li> <li>9. Ask a learner to stick the flashcard word under the word family</li> </ol>



## WEEK 9 CONCLUSION

Find 10 minutes at the end of the week to do the following:

SUMMARISE	<p>Settle learners so you have their attention.</p> <p>Remind learners of what you have achieved this week. For example:</p> <p><b>This week we:</b></p> <ol style="list-style-type: none"> <li>1. We were quiet when we had to be.</li> <li>2. We listened to the teacher and to our partners.</li> <li>3. We learnt the /t/ sound.</li> <li>4. We learnt to read a few words and a sentence.</li> <li>5. We learnt new theme words about a colourful costume party.</li> <li>6. We learnt some shapes.</li> <li>7. We sang a song, and we answered questions.</li> <li>8. We listened to a story about Simon's costume party</li> <li>9. We wrote stories about a costume we would like to wear.</li> <li>10. We had fun.</li> </ol>
SHARE WITH FAMILIES	<ol style="list-style-type: none"> <li>1. Ask learners to think about <b>two things</b> that they are going to tell their families about what they did this week.</li> <li>2. Give learners a few minutes to think about this.</li> <li>3. Tell learners to turn and talk, and share their ideas with a partner.</li> <li>4. Ask one or two learners to share their ideas with the class.</li> <li>5. Remind learners to please tell their families what they learnt!</li> </ol>
ACKNOWLEDGE AND CELEBRATE	<ol style="list-style-type: none"> <li>1. Acknowledge a few learners who managed themselves well, or worked hard, or came up with good ideas during the week.</li> <li>2. This could include learners who:             <ol style="list-style-type: none"> <li>a. Behaved appropriately.</li> <li>b. Were kind to others.</li> <li>c. Listened well.</li> <li>d. Tried out new language and spoke on their own.</li> <li>e. Had a good idea about an answer to a story.</li> <li>f. Worked hard.</li> </ol> </li> <li>3. Remember to try to acknowledge all the learners in a class at some stage, and not just the same learners over and over.</li> <li>4. Celebrate the achievements of those learners, and also of the whole class!</li> </ol>

# GRADE 1 - TERM 1

WEEK  
10

**THEME:**  
**WE CAN BAKE**

"Never, ever underestimate the importance of having fun."  
— Randy Pausch

**EXTENSION ACTIVITIES**

**These activities can be used as independent work for learners who finish their work early OR while you are giving assessments to learners.**

Activity 1	DBE Workbook 1: Listen & repeat, page 39
Activity 2	DBE Workbook 1: Let's do, page 40
Activity 3	DBE Workbook 1: Let's write, page 41
Activity 4	Draw a picture of a delicious cake!

**TERM 1: WEEK 10****OVERVIEW**

THEME	We can bake
THEME VOCABULARY	bake, cake, oven, kitchen, mix, ingredients, crack, eggs, bowl, flour, sugar, milk, salt, taste, sweet, salty, cook, food, stove, fire
PHONICS	/p/ - pat, sat, tap
WRITING FRAME	
SIGHT WORDS	the, eat, good, food
SENTENCE	I eat and eat the good food.

**PREPARATION**

CLASSROOM	<ol style="list-style-type: none"> <li>1. Take down and carefully store the flashcard words and pictures from the previous week.</li> <li>2. Make sure that your learners' DBE Workbooks and exercise books are marked and in order.</li> <li>3. Prepare your flashcard words and pictures for the week by cutting them out, colouring them in, laminating them and sticking them on your display boards.</li> <li>4. Try to find some items for your theme table, for example: eggs, a bowl, flour, sugar, a picture of a birthday kitchen, a stove, etc.</li> </ol>
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LEARNERS	<ol style="list-style-type: none"> <li>1. Tell your learners that this week they will practise:               <ol style="list-style-type: none"> <li>a. Being quiet when the teacher is talking.</li> <li>b. To look after their books and stationery.</li> <li>c. To answer the question of the day.</li> <li>d. To listen to their partners.</li> </ol> </li> <li>2. Tell learners that this week they will also start to learn how to read. Explain that there is a special code that they must learn in order to read the words on a page, you are going to start to teach them that code.</li> <li>3. As part of learning the code, they will:               <ol style="list-style-type: none"> <li>a. Listen carefully to different sounds.</li> <li>b. Learn to hear, read and write the /p/ sound.</li> <li>c. Learn to read a few words and one sentence.</li> <li>d. Listen carefully to a story.</li> <li>e. Answer questions about the story.</li> <li>f. Do their own writing.</li> </ol> </li> <li>4. Finally, tell learners that this week, they will also start to learn to write. They will write:               <ol style="list-style-type: none"> <li>a. Their names and a few words.</li> <li>b. A picture about the story they will listen to.</li> <li>c. A picture about their own story.</li> </ol> </li> </ol>
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## TERM 1: WEEK 10

### INTRODUCE THE THEME

PICTURE	The picture on page 8 of DBE workbook 1 showing the birthday party
SHOW	Show learners the picture. Explain that there is a big cake at the party. This week we will learn about baking a cake.
SAY	<ul style="list-style-type: none"> <li>• Ask learners: What do you think goes in a cake?</li> <li>• Listen to learner responses. This will help you understand what learners already know.</li> <li>• Explain that this week, we will learn about how a cake is made!</li> </ul>

WEEK 10: MONDAY: DAILY ACTIVITIES (15 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	Fresh baked cake is a yummy treat,	Rub your tummy
	It tastes warm and fresh and sweet,	Pretend to eat cake
	Mix the ingredients, then let it bake,	Pretend to mix, then put open an oven and put the cake in
	Soon you will have a delicious cake!	Lick your lips
THEME VOCABULARY	bake, cake, oven, kitchen	
QUESTION OF THE DAY		
Question	Have you ever baked a cake?	
Graph	2 COLUMN GRAPH	
Options	yes / no	
Follow up questions		
Question	How many learners have baked a cake?	
Answer	__ learners have baked a cake.	
Question	How many learners have never baked a cake?	
Answer	__ learners have never baked a cake.	
Question	Have more learners baked a cake or not?	
Answer	More learners have __	
Question	Have fewer learners baked a cake or not.	
Answer	Fewer learners have __	
Question	Have you ever baked a cake?	
Answer	Yes, I have baked a cake.	
Answer	No, I have never baked a cake.	
SIGHT WORD OF THE DAY		
NEW	the	
REVISE		

## WEEK 10: MONDAY: SHARED READING (10 minutes)

TITLE	<u>A surprise for Dineo</u>
ACTIVITY	PRE-READ
COMPREHENSION STRATEGY	<b>Predict</b>
PURPOSE	By getting learners to predict, you are getting them to think about the story before they have even read it. By predicting, learners are developing their comprehension skills by thinking about the story.
<b>PRE-READING ACTIVITY</b>	
<ol style="list-style-type: none"> <li>1. Show learners the front cover of the story: <b>A surprise for Dineo</b></li> <li>2. Read the title of the story.</li> <li>3. Ask learners: What do you think will happen in this story?</li> <li>4. Display the Big Book for learners to see. Make sure all learners can see the <b>pictures</b> in the book.</li> <li>5. Show learners the first picture.</li> <li>6. Ask learners: What do you think is happening here?</li> <li>7. Discuss the picture with learners.</li> <li>8. Ask learners: What do you think might happen next?</li> <li>9. Go through each picture in the book and ask learners these questions.</li> <li>10. When you get to the <b>last</b> picture, ask learners: How do you think this story will end?</li> <li>11. Thank learners for their predictions.</li> </ol>	

WEEK 10: MONDAY: PHONEMIC AWARENESS & PHONICS (5 minutes)	
WORDS	Environmental sounds
SUMMARY	Learners will learn to differentiate between different environmental sounds
SOUNDS	<b>Environmental sounds</b> You can make different sounds E.G. clap, click, stamp, whistle, tap
ACTIVITY	<b>DIFFERENTIATING ENVIRONMENTAL SOUNDS</b> <ol style="list-style-type: none"> <li>1. Tell learners to listen carefully.</li> <li>2. Explain that you will make two sounds.</li> <li>3. Learners must decide if the sounds are the same or different.</li> <li>4. If learners think the sounds are the same, they must hold up 1 finger.</li> <li>5. If learners think the sounds are different, they must hold up 2 fingers.</li> <li>6. Instruct learners to close their eyes.</li> <li>7. Make any two sounds, like a clap and a whistle or the two sounds can be the same.</li> <li>8. Instruct learners to hold up 1 or 2 fingers.</li> <li>9. Look around the room to see which learners correctly identified if the sounds were the same or different, and which learners are struggling.</li> <li>10. Instruct learners to open their eyes.</li> <li>11. Show the learners which two sounds you made and if they were the same or different.</li> <li>12. Repeat this as many times as possible.</li> </ol>

WEEK 10: TUESDAY: DAILY ACTIVITIES (15 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	Fresh baked cake is a yummy treat,	Rub your tummy
	It tastes warm and fresh and sweet,	Pretend to eat cake
	Mix the ingredients, then let it bake,	Pretend to mix, then put open an oven and put the cake in
	Soon you will have a delicious cake!	Lick your lips
THEME VOCABULARY	mix, ingredients, crack, eggs	
QUESTION OF THE DAY		
Question	What do you want to do?	
Graph	2 COLUMN GRAPH	
Options	mix the ingredients / crack the eggs	
Follow up questions		
Question	How many learners want to mix the ingredients?	
Answer	__ learners want to mix the ingredients.	
Question	How many learners want to crack the eggs?	
Answer	__ learners want to crack the eggs.	
Question	What do more learners want to do?	
Answer	More learners want to __	
Question	What do fewer learners want to do?	
Answer	Fewer learners want to __	
Question	What do you want to do?	
Answer	I want to mix the ingredients.	
Answer	I want to crack the eggs.	
SIGHT WORD OF THE DAY		
NEW	the	
REVISE	good	



**WEEK 10: TUESDAY: SHARED READING (15 minutes)**

TITLE	<u>A surprise for Dineo</u>
ACTIVITY	READ ONE
COMPREHENSION STRATEGY	<b>Visualise</b>
PURPOSE	Visualisation helps learners to see how the events in the text are connected to each other. This helps them to think about the story as a whole. This also helps to give meaning to the words on the page – by turning them into a scene from a movie in our minds.
Story	Read One
It was Dineo's birthday. Her friends wanted to surprise her with a delicious cake. They went into the kitchen. They found all the ingredients to bake the delicious cake.	I can visualise the children looking around the kitchen to find everything they need.
They worked together to make the delicious cake. Thili cracked the eggs. Katie measured the flour into the bowl. Lebo mixed the flour and the eggs together.	I can visualise the sound of the eggs cracking!
Finally, the cake was ready to bake! Lebo carefully put the cake into the hot oven. He set the timer so he would know when the cake was ready. Then Katie, Thili and Lebo waited for the timer to ring.	I can visualise Katie, Thili and Lebo looking into the oven to watch the cake as it bakes.
While the cake baked, Lebo, Thili and Katie made icing. They made pink icing because Dineo loves pink! Then, their friend Sibusiso came with candles. He even brought sweets for Dineo. The timer finally rang! Then, they used the sweets to decorate the delicious cake. 'Now we just need Dineo!' Lebo said. 'I will find her. Everyone get ready to say 'surprise!' said Thili.	I can visualise the way the cake smelled as it was baking in the oven. It must have smelled sweet and delicious.
When Dineo arrived, all of her friends jumped out and said 'surprise!' Dineo was so surprised. 'Wow!' said Dineo! 'A pink cake just for me! Thank you. You are good friends.'	I can visualise the children shouting 'surprise' so loudly!

Then, everyone ate the delicious pink cake together. It was the best birthday Dineo had ever had!	I can visualise the way the cake tastes. Yum!
<b>Follow up questions</b>	<b>Possible responses</b>
Whose birthday was it?	It was Dineo's birthday.
What was Dineo's favourite colour?	Her favourite colour was pink.
<b>Why question</b>	<b>Possible responses</b>
Why did Katie, Thili and Lebo make a cake?	<ul style="list-style-type: none"> <li>- Because it was their friend Dineo's birthday.</li> <li>- Because they wanted to surprise Dineo with a cake.</li> </ul>

## WEEK 10: TUESDAY - PHONEMIC AWARENESS & PHONICS (5 minutes)

SOUND	<b>/p/</b>				
FLASHCARDS	<b>pat</b> <b>sap, tap</b>				
SUMMARY	Learners will be introduced to a new sound and learn to build words with sounds learned				
ACTIVITY	<p><b>INTRODUCE NEW SOUND</b></p> <ol style="list-style-type: none"> <li>1. Say the sound and hold up the flashcard: <b>/p/</b></li> <li>2. Say the sound and instruct learners to repeat the sound x 3.</li> <li>3. Discuss how the sound for <b>/p/</b> is the <u>same</u> in English and home language.</li> <li>4. Tell learners to try to find this letter written somewhere on the walls.</li> <li>5. Ask learners: Can you think of words that begin with <b>/p/</b>?</li> <li>6. Brainstorm words with learners, like: <b>path, power, pap, pencil</b></li> <li>7. Ask learners: Can you think of words that end with <b>/p/</b>?</li> <li>8. Brainstorm words with learners, like: <b>map, clap, cap</b></li> </ol> <p><b>INTRODUCE NEW WORDS</b></p> <ol style="list-style-type: none"> <li>1. Say each word loudly and clearly as you show the flashcard: <b>pat, sap, tap</b></li> <li>2. Show each word to learners, as you say it.</li> <li>3. Ask learners to repeat the words after you.</li> <li>4. Stick up the flashcards of the rhyming words on the Phonics Display Board.</li> </ol> <table border="1"> <tr> <td><b>pat</b></td><td><b>sap</b></td></tr> <tr> <td></td><td><b>tap</b></td></tr> </table>	<b>pat</b>	<b>sap</b>		<b>tap</b>
<b>pat</b>	<b>sap</b>				
	<b>tap</b>				

**WEEK 10: WEDNESDAY: DAILY ACTIVITIES (15 minutes)**

GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	Fresh baked cake is a yummy treat,	Rub your tummy
	It tastes warm and fresh and sweet,	Pretend to eat cake
	Mix the ingredients, then let it bake,	Pretend to mix, then put open an oven and put the cake in
	Soon you will have a delicious cake!	Lick your lips
THEME VOCABULARY	bowl, flour, sugar, milk	
QUESTION OF THE DAY		
Question	Which ingredient do you want to put in the bowl?	
Graph	3 COLUMN GRAPH	
Options	flour / sugar / milk	
Follow up questions		
Question	How many learners want to put flour in the bowl?	
Answer	__ learners want to put the flour in the bowl.	
Question	How many learners want to put sugar in the bowl?	
Answer	__ learners want to put the sugar in the bowl.	
Question	How many learners want to put milk in the bowl?	
Answer	__ learners want to put the milk in the bowl.	
Question	Which ingredient do most learners want to put in the bowl?	
Answer	Most learners want to put __ in the bowl.	
Question	Which ingredient do fewest learners want to put in the bowl?	
Answer	Fewest learners want to put __ in the bowl.	
Question	Which ingredient do you want to put in the bowl?	
Answer	I want to put flour in the bowl.	
Answer	I want to put sugar in the bowl.	
Answer	I want to put milk in the bowl.	
SIGHT WORD OF THE DAY		
NEW	food	
REVISE	the, good	

## WEEK 10: WEDNESDAY: SHARED READING (15 minutes)

TITLE	<u>A surprise for Dineo</u>
ACTIVITY	STORY ILLUSTRATION
PURPOSE	To give learners a chance to summarise and reflect on the text.

## INSTRUCTIONS

**Modelling:**

1. Explain that today, learners will draw their **favourite** part of the story.
2. Use **modelling** to **think before you write**.
3. Use **modelling** to **explain** your favourite part of the story, like: I like when the children say 'surprise!'
4. Use **modelling** to draw a picture of the part of the story you like best.

**Oral Instructions:**

1. Tell learners they must choose their **favourite** part of the story.
2. Hold up the pictures in the story for all the learners to see.
3. Remind learners that we **think before we write**.
4. Instruct learners to decide which part of the story they will write about.
5. Call on 2-3 learners to tell you their favourite part of the story (*learners can point to the picture that they like best if they cannot yet use English words.*)

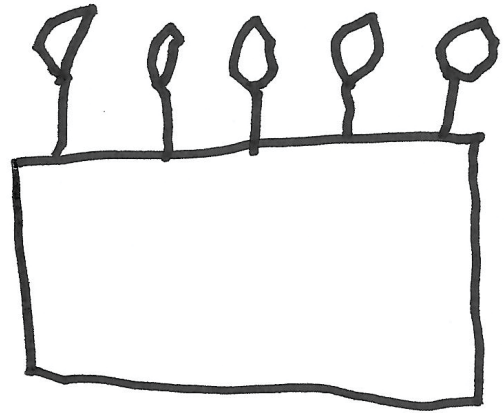
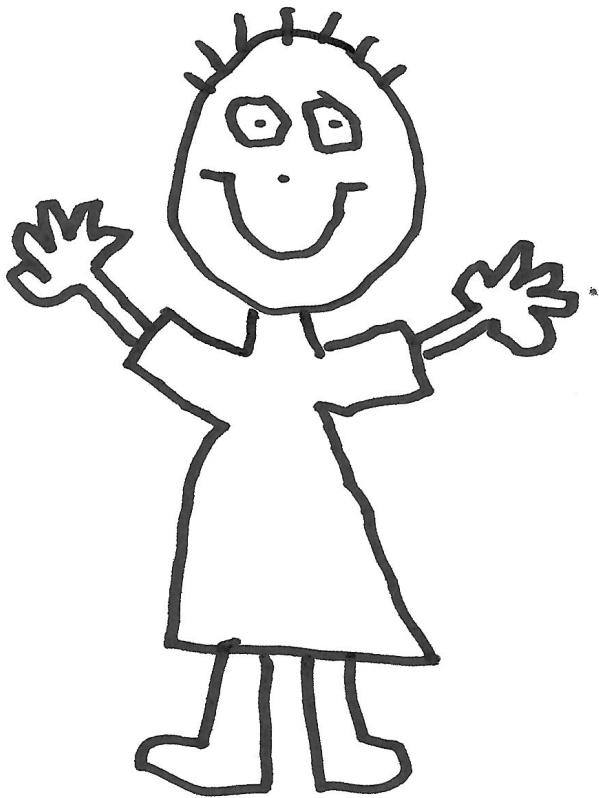
**Writing:**

1. **Hand out learner books.**
2. As learners write, walk around the room and complete **mini conferences**.
3. Ask learners to tell you about their drawings.
4. Encourage learners!

**Turn and Talk:**

1. When there are 2-3 minutes left, instruct learners to put their pencils down.
2. Instruct learners to **turn and talk** with a partner about their drawings.

*Hang up learner drawings at LEARNER EYE-LEVEL around the room. This helps learners have conversations about the story.*



WEEK 10: WEDNESDAY - PHONEMIC AWARENESS & PHONICS (5 minutes)	
SOUND	/p/ /s/
SUMMARY	Learners will learn to differentiate between different phonic sounds
ACTIVITY	<p><b>DIFFERENTIATING NEW SOUNDS</b></p> <ol style="list-style-type: none"> <li>1. Remind learners that we have learned the sounds <b>/p/</b> and <b>/s/</b></li> <li>2. Tell learners to listen carefully.</li> <li>3. Explain that you will say one sound.</li> <li>4. Learners must decide if it is <b>/p/</b> or <b>/s/</b></li> <li>5. If learners think you said <b>/p/</b>, they must hold up 1 finger.</li> <li>6. If learners think you said <b>/s/</b>, they must hold up 2 fingers.</li> <li>7. Instruct learners to close their eyes.</li> <li>8. Say one sound (either <b>/p/</b> or <b>/s/</b>).</li> <li>9. Instruct learners to hold up 1 or 2 fingers.</li> <li>10. Look around the room to see which learners correctly identified the sounds, and which learners are struggling.</li> <li>11. Instruct learners to open their eyes.</li> <li>12. Tell learners which sound you said, and show the flashcard.</li> <li>13. Repeat this as many times as possible.</li> </ol>

WEEK 10: THURSDAY: DAILY ACTIVITIES (15 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	Fresh baked cake is a yummy treat,	Rub your tummy
	It tastes warm and fresh and sweet,	Pretend to eat cake
	Mix the ingredients, let it bake,	Pretend to mix, then put open an oven and put the cake in
	Soon you will have a delicious cake!	Lick your lips
THEME VOCABULARY	salt, taste, sweet, salty	
QUESTION OF THE DAY		
Question	Which taste do you like?	
Graph	2 COLUMN GRAPH	
Options	salty / sweet	
Follow up questions		
Question	How many learners like a salty taste?	
Answer	__ learners like a salty taste.	
Question	How many learners like a sweet taste?	
Answer	__ learners like a sweet taste.	
Question	Which taste do more learners like?	
Answer	More learners like a __ taste.	
Question	Which taste do fewer learners like?	
Answer	Fewer learners like a __ taste.	
Question	Which taste do you like?	
Answer	I like a salty taste.	
Answer	I like a sweet taste.	
SIGHT WORD OF THE DAY		
NEW	eat	
REVISE	the, good, food	

## WEEK 10: THURSDAY: SHARED READING (15 minutes)

TITLE	<u>A surprise for Dineo</u>	
ACTIVITY	READ TWO	
COMPREHENSION STRATEGY	<b>Visualise</b>	
PURPOSE	Visualisation helps learners to see how the events in the text are connected to each other. This helps them to think about the story as a whole. This also helps to give meaning to the words on the page – by turning them into a scene from a movie in our minds.	
Story		Read Two
It was Dineo's birthday. Her friends wanted to surprise her with a delicious cake. They went into the kitchen. They found all the ingredients to bake the delicious cake.		I can visualise Dineo's friends whispering so that she doesn't hear them. They don't want her to find out about the cake!
They worked together to make the delicious cake. Thili cracked the eggs. Katie measured the flour into the bowl. Lebo mixed the flour and the eggs together.		I can visualise the children taking turns as they work together.
Finally, the cake was ready to bake! Lebo carefully put the cake into the hot oven. He set the timer so he would know when the cake was ready. Then Katie, Thili and Lebo waited for the timer to ring.		I can visualise Lebo being so careful so that he doesn't spill the batter out from the pan!
While the cake baked, Lebo, Thili and Katie made icing. They made pink icing because Dineo loves pink! Then, their friend Sibusiso came with candles. He even brought sweets for Dineo. The timer finally rang! Then, they used the sweets to decorate the delicious cake. 'Now we just need Dineo!' Lebo said. 'I will find her. Everyone get ready to say 'surprise!' said Thili.		I can visualise the children feeling so excited for Dineo to see the cake. They are working so hard to make the delicious cake for Dineo!
When Dineo arrived, all of her friends jumped out and said 'surprise!' Dineo was so surprised. 'Wow!' said Dineo! 'A pink cake just for me! Thank you. You are good friends.'		I can visualise the way that Dineo looked when her friends said 'surprise'!



Then, everyone ate the delicious pink cake together. It was the best birthday Dineo had ever had!	I can visualise how Dineo must feel. It feels so good when your friends do something nice for you.
<b>Follow up questions</b>	<b>Possible responses</b>
Who brought the candles?	Sibusiso brought the candles.
What did the children do with the sweets?	They used the sweets to decorate the cake.
<b>Why question</b>	<b>Possible responses</b>
Why did Dineo say 'you are good friends'?	<ul style="list-style-type: none"> <li>• Because her friends made her a birthday cake.</li> <li>• Because her friends surprised her.</li> <li>• Because her friends made her feel so special.</li> </ul>

**WEEK 10:THURSDAY: WRITING (15 minutes)****WRITING FRAME****Modelling:**

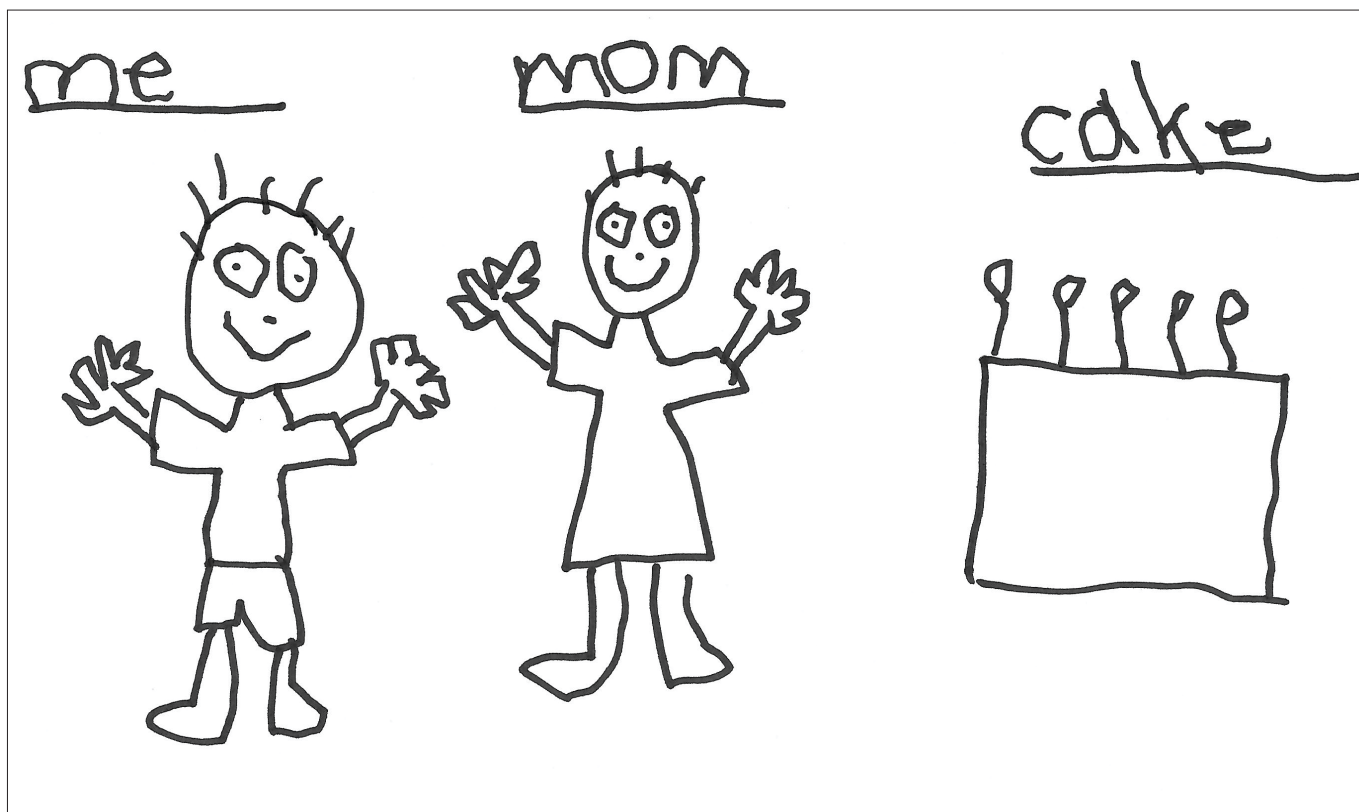
1. Explain that today, learners will draw about **cooking in the kitchen**.
2. Use **modelling** to show learners that you **think before you write**.
3. Tell learners your idea, like: I like to make tea in the kitchen.
4. Use **modelling** to draw a picture of yourself making tea.
5. Use resources to add a label, like: me, kitchen
6. Erase your example from the board. Explain this was just an example, but learners must write their own ideas.

**Oral Instructions:**

1. Ask learners: What do you like to make in the kitchen?
2. Instruct learners to **think before they write**.
3. Call on 2-3 learners to tell you about what they like to do, like: I like to make...
4. Explain that learners will now draw and write their own ideas!

**Writing:**

1. Hand out learner books.
2. As learners are writing, walk around the room and complete **mini conferences**.
3. Ask learners to **tell you about their drawing**.
4. Help learners **use resources** to add a label.
5. Encourage learners.



**WEEK 10: FRIDAY: DAILY ACTIVITIES (15 minutes)**

GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	Fresh baked cake is a yummy treat,	Rub your tummy
	It tastes warm and fresh and sweet,	Pretend to eat cake
	Mix the ingredients, let it bake,	Pretend to mix, then put open an oven and put the cake in
	Soon you will have a delicious cake!	Lick your lips
THEME VOCABULARY	cook, food, stove, fire	
QUESTION OF THE DAY		
Question	Where do you want to cook food?	
Graph	3 COLUMN GRAPH	
Options	on the stove / in the oven / on a fire	
Follow up questions		
Question	How many learners want to cook food on the stove?	
Answer	__ learners want to cook food on the stove.	
Question	How many learners want to cook food in the oven?	
Answer	__ learners want to cook food in the oven.	
Question	How many learners want to cook food on a fire?	
Answer	__ learners want to cook food on a fire.	
Question	Where do most learners want to cook food?	
Answer	Most learners want to cook food __	
Question	Where do fewest learners want to cook food?	
Answer	Fewest learners want to cook food __	
Question	Where do you want to cook food?	
Answer	I want to cook food on the stove.	
Answer	I want to cook food in the oven.	
Answer	I want to cook food on a fire.	
SENTENCE OF THE WEEK		
REVISE	the, good, food, eat, I, and	
READ	I eat and eat the good food.	

## WEEK 10: FRIDAY: SHARED READING (15 minutes)

TITLE	<u>A surprise for Dineo</u>	
ACTIVITY	ACT OUT THE STORY	
PURPOSE	To give learners a chance to act out what is happening in the story.	
TEXT	TEACHER SAYS	LEARNERS DO
<p>It was Dineo's birthday. Her friends wanted to surprise her with a delicious cake.</p> <p>They went into the kitchen. They found all the ingredients to bake the delicious cake.</p>	Let's pretend to look around the kitchen and find everything we need to bake a cake.	Pretend to look around the kitchen.
<p>They worked together to make the delicious cake. Thili cracked the eggs. Katie measured the flour into the bowl. Lebo mixed the flour and the eggs together.</p>	Let's pretend to make the cake, just like Katie, Thili and Lebo.	<ul style="list-style-type: none"> <li>• Pretend to crack the eggs.</li> <li>• Pretend to measure the flour.</li> <li>• Pretend to mix the ingredients.</li> </ul>
<p>Finally, the cake was ready to bake! Lebo carefully put the cake into the hot oven. He set the timer so he would know when the cake was ready.</p> <p>Then Katie, Thili and Lebo waited for the timer to ring.</p>	Let's pretend to put the cake carefully in the oven, just like Lebo.	<ul style="list-style-type: none"> <li>• Pretend to open the oven.</li> <li>• Pretend to put the cake inside the oven.</li> </ul>
<p>While the cake baked, Lebo, Thili and Katie made icing. They made pink icing because Dineo loves pink!</p> <p>Then, their friend Sibusiso came with candles. He even brought sweets for Dineo.</p> <p>The timer finally rang! Then, they used the sweets to decorate the delicious cake.</p> <p>'Now we just need Dineo!' Lebo said.</p> <p>'I will find her. Everyone get ready to say 'surprise!' said Thili.</p>	Let's decorate our cake!	Pretend to put icing on the cake.

When Dineo arrived, all of her friends jumped out and said 'surprise!' <p>Dineo was so surprised.</p> <p>'Wow!' said Dineo! 'A pink cake just for me! Thank you. You are good friends.'</p>	Let's pretend to surprise Dineo, just like the children in the story.	<ul style="list-style-type: none"> <li>• Hide behind their desks.</li> <li>• Jump up and say 'surprise'!</li> </ul>
Then, everyone ate the delicious pink cake together. It was the best birthday Dineo had ever had!	Let's finally eat our delicious cake!	Pretend to eat cake.

## WEEK 10: FRIDAY - PHONEMIC AWARENESS &amp; PHONICS (5 minutes)

SOUND	<b>/p/</b>
FLASHCARD	<b>pat, sap, tap</b>
SUMMARY	Learners will learn how to break down (segment) and build up (blend) words using phonic sounds taught
	<p><b>SEGMENTING AND BLENDING (I DO)</b></p> <ol style="list-style-type: none"> <li>1. Say the word: <b>pat</b></li> <li>2. Segment the word into the individual sounds: <b>/p/ - /a/ - /t/</b></li> <li>3. Say the beginning sound of the word: <b>/p/</b></li> <li>4. Say the middle sound of the word: <b>/a/</b></li> <li>5. Say the end sound of the word: <b>/t/</b></li> <li>6. Write the word on the board: <b>pat</b></li> <li>7. Model pointing and blending the sounds to make a word: <b>/p/ - /a/ - /t/ = pat</b></li> <li>8. If you have time, repeat this with the word: <b>sap</b></li> </ol> <p><b>SEGMENTING AND BLENDING (WE DO)</b></p> <ol style="list-style-type: none"> <li>1. Say the word: <b>tap</b></li> <li>2. Ask learners: What is the first sound in the word? <b>/t/</b></li> <li>3. Ask learners: What is the middle sound in the word? <b>/a/</b></li> <li>4. Ask learners: What is the last sound in the word? <b>/p/</b></li> <li>5. Ask learners to segment the word into each individual sound: <b>/t/ - /a/ - /p/</b></li> <li>6. Write the word: <b>tap</b></li> <li>7. Instruct learners to blend the sounds in the word with you: <b>/t/ - /a/ - /p/ = tap</b></li> <li>8. If you have time, repeat this with the word: <b>sap</b></li> <li>9. Add to your word wall with the -ap word family</li> <li>10. Ask three learners to stick the flashcard words under the correct word family</li> </ol>

## WEEK 10 CONCLUSION

Find 10 minutes at the end of the week to do the following:

SUMMARISE	<p>Settle learners so you have their attention.</p> <p>Remind learners of what you have achieved this week. For example:</p> <p><b>This week we:</b></p> <ol style="list-style-type: none"> <li>1. We were quiet when we had to be.</li> <li>2. We listened to the teacher and to our partners.</li> <li>3. We learnt the /p/ sound.</li> <li>4. We learnt to read a few words and a sentence.</li> <li>5. We learnt new theme words about baking.</li> <li>6. We sang a song, and we answered questions.</li> <li>7. We listened to a story about a surprise for Dineo.</li> <li>8. We wrote stories about cooking in the kitchen.</li> <li>9. We had fun.</li> </ol>
SHARE WITH FAMILIES	<ol style="list-style-type: none"> <li>1. Ask learners to think about <b>two things</b> that they are going to tell their families about what they did this week.</li> <li>2. Give learners a few minutes to think about this.</li> <li>3. Tell learners to turn and talk, and share their ideas with a partner.</li> <li>4. Ask one or two learners to share their ideas with the class.</li> <li>5. Remind learners to please tell their families what they learnt!</li> </ol>
ACKNOWLEDGE AND CELEBRATE	<ol style="list-style-type: none"> <li>1. Acknowledge a few learners who managed themselves well, or worked hard, or came up with good ideas during the week.</li> <li>2. This could include learners who:             <ol style="list-style-type: none"> <li>a. Behaved appropriately.</li> <li>b. Were kind to others.</li> <li>c. Listened well.</li> <li>d. Tried out new language and spoke on their own.</li> <li>e. Had a good idea about an answer to a story.</li> <li>f. Worked hard.</li> </ol> </li> <li>3. Remember to try to acknowledge all the learners in a class at some stage, and not just the same learners over and over.</li> <li>4. Celebrate the achievements of those learners, and also of the whole class!</li> </ol>