

ENGLISH

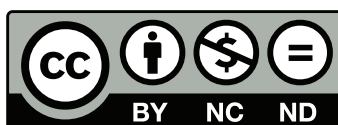
First Additional Language

Grade 3

Lesson Plan

Term 2

Edition 6, 2024



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA



Reproduced for the *Early Grade Reading Programme 2*



Reproduced by

Oxford University Press Southern Africa (Pty) Limited
Vasco Boulevard, Goodwood, N1 City, P O Box 12119,
Cape Town, South Africa
Website: www.oxford.co.za

ISBN 9780190784959

This edition 2024



Creative Commons CC-BY-NC 4.0 International License

Disclaimer: You are free to download / copy / share this material as long as you acknowledge **National Education and Collaboration Trust and Oxford University Press Southern Africa** fully as the developers of this version of this material and inform them in writing. You may not change or adapt this material in any way without written permission from the National Education and Collaboration Trust. It is illegal to use or duplicate this material for commercial gain.

Permissions

The publisher gratefully acknowledges permission by the National Education and Collaboration Trust to align this material to previous versions for this version of the *Early Grade Reading Programme 2*. UNICEF has acquired the needed permission from the original developers/publishers in order to develop this version for *Early Grade Reading Programme 2*.

The printing of this material was made possible by the generous support of UNICEF for this special edition tailored for the *Early Grade Reading Programme 2*.

CONTENTS

Resources provided for Term 2.	5
Weekly Routine	6
Themes and Reading Schedule.	7
LESSON PLANS	9
Week 1: Practice makes perfect	9
Week 2: Practice makes perfect	31
Week 3: Families caring for each other.	51
Week 4: Families caring for each other.	73
Week 5: Bullying	95
Week 6: Bullying	117
Week 7: We are writers	137
Week 8: We are writers	157
Week 9: Things that frighten us	177
Week 10: Things that frighten us	197

RESOURCES PROVIDED FOR TERM 3

ITEM	QUANTITY	NOTES
Display Boards (Term 1 to 4)	4	Use these coloured boards to display your work for the week. At a glance, you will be able to see what to cover for phonics, theme vocabulary, sight words and your writing frame.
Teacher's Manual (Terms 1 to 4)	1	Read this before you start implementing the lesson plans. This manual describes the teaching approaches, routines and core methodologies used in the EGRS 2 structured learning programme. It also lists all the materials and resources that will be supplied to you for the academic year.
Term 2 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.
Term 2 Management Document	1	Use this document to complete your ATP and Term Planner. Tick off and date each activity as it is done. Reflect on your teaching. The Programme of Assessment can be found at the back of this document.
Term 2 Big Book	1	Use the Big Book stories during Shared Reading lessons. There are ten stories for the term – one story per week.
Term 2 Resource Pack	1	All words for the theme vocabulary, sight words and writing frames as well as theme word illustrations are included in the Resource Pack. Cut them up to make separate flashcards and store them in an orderly fashion. You will use these flashcards when teaching theme vocabulary words, sight words and writing lessons and place them on the display boards for the week.
ELS Grapheme cards (Terms 1 to 4)	1	A grapheme is a group of letters representing one sound (also called phoneme). In this lesson plan, a grapheme is shown between < >, e.g. <ck>. Use the grapheme cards to introduce and teach new sounds and for reviewing sounds and display these on the phonics display board.
Phonics Flashcard Sets 1 to 10 Term 2	1	All Phonics flashcard words and blending sentences. You will use these flashcards during the phonics lessons and then display them on the phonics display board for the week.
Anthology 1 (Terms 1 and 2)	10	Decodable and graded readers to be used in your group guided reading lessons.
Term 2 Occupational Worksheet Pack	10	A Worksheet Pack is provided with 10 worksheets, one for each week of the term. The class works through these worksheet activities as individuals or in pairs during Group Guided Reading sessions.

**The original PSRIP resources are available for download from the NECT website:
www.nect.org.za.**

WEEKLY ROUTINE

- 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.
- The routine is based on the CAPS maximum time for EFAL: 4 hours per week.
- Please display this routine in your classroom and try to learn it off by heart!

GRADE 3 WEEKLY ROUTINE

MONDAY		TUESDAY		WEDNESDAY		THURSDAY		FRIDAY	
Daily Activities	10				10			Daily Activities	10
		Shared Reading Pre-Read / Second Read	15			Shared Reading First Read / Post-Read	15		
Phonemic Awareness & Phonics	5			Phonemic Awareness & Phonics	5			Phonemic Awareness and Phonics	5
		Writing Plan & Draft / Edit	30			Writing Plan & Draft / Publish & Present	30		
								Language Use	30
Group Guided Reading	15	Group Guided Reading	15	Group Guided Reading	15	Group Guided Reading	15	Group Guided Reading	15
Total	30	Total	60	Total	30	Total	60	Total	60

THEMES AND READING SCHEDULE

WEEK NUMBER	THEME	SHARED READING TEXT	GROUP GUIDED READING TEXT	INDEPENDENT READING TEXT
1	Practise makes perfect!	Bheki's new bike	Night and light	Worksheet 1
2				Worksheet 2
3	Families caring for each other!	Hot toast coming up	Off we zoom	Worksheet 3
4				Worksheet 4
5	Bullying	Jojo's new school	Fix it!	Worksheet 5
6				Worksheet 6
7	We are writers!	Mandu's secret diary	The river frog	Worksheet 7
8				Worksheet 8
9	Things that frighten us!	There's a monster in my cupboard	Joan and the moon	Worksheet 9
10				Worksheet 10

GRADE 3 – TERM 2

WEEK
1

THEME:
PRACTISE MAKES PERFECT!

‘Winners never quit and quitters never win’

– Vince Lombardi

WEEK 1: CLASSROOM PREPARATION

1. At the start of each week, ensure that your classroom is neat and tidy.
2. Update your DISPLAY BOARDS, by removing items that are no longer relevant, and storing them carefully.
3. Then, prepare the flashcard words and theme word illustrations that you will need.
4. Find and prepare items for your theme wall and table that will be of interest to learners, for instance: picture of someone learning to ride a bike, someone who looks determined, a whistle, someone practicing something at night.
5. Do some research on the internet to prepare for the theme. For example: the importance of teaching children perseverance.
6. Make sure all learner exercise books and DBE Workbooks are marked, and neatly packed where they belong.
7. Make sure all your big books, graded readers and classroom library books are in good order.
8. Adjust your group guided reading groups if necessary.
9. Plan your informal and formal assessment activities for the week.

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 talk, page 42 & 43
Activity 2	DBE Workbook 1: Let's read, page 42
Activity 3	DBE Workbook 1: Let's write, page 44
Activity 4	Draw a picture of a something you want to learn.

TERM 2: WEEK 1		
OVERVIEW		
THEME	Practise makes perfect!	
THEME VOCABULARY	pedal, balance, determined, give up, practise, confident, succeed, fail, tipped over, embarrassed, wobbled, shook	
BIG BOOK	Bheki's new bike	
READER	Night and light	
SIGHT WORDS	what, then, they, when, will, see	
PHONICS	/igh/, /ai/	
WRITING FRAME	Monday	Thursday
	I wanted to learn...	I kept on...
	I practised and practised...	Finally...
	It was...	I felt...because...

TERM 2: WEEK 1	
INTRODUCE THE THEME	
PICTURE	Picture where Bheki looks upset while trying to ride his bike in the Big Book story: <u>Bheki's new bike</u>
SHOW	Show learners the picture of Bheki looking upset while trying to ride his bike. Explain that sometimes it is frustrating to not be good at something straight away!
SAY	1. Explain that for the next two weeks, learners will think about trying and practising in order to learn something new. 2. Ask learners: When was a time you needed to practise something? 3. Listen to learner responses. This will help you understand what learners already know! 4. Explain that we will think about learning new things. We will think about the ways we can be determined when we learn new things! 5. We can be determined by practising. We can be determined by not giving up. When we learn something new, we must keep trying, even if we can't do something new right away!
TEACH	Teach learners the sight words for the week. 1. Learners copy down the sight words into their books. 2. Learners practice reading the sight words at home.

WEEK 1: MONDAY: DAILY ACTIVITIES (10 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME (can be sung to the tune of 'Row, row, row your boat')	Lyrics	Actions
	Ride, ride, ride your bike	Move your hands around in a circular motion
	You will go so fast!	-
	Wear your helmet, pedal your feet	Pretend to put a helmet over your head
	Watch the trees go past!	-
THEME VOCABULARY	pedal, balance, determined, give up	
QUESTION OF THE DAY		
Question	Have you ever tried to ride a bike?	
Graph	2 COLUMN GRAPH	
Options	yes / no	
Follow up questions		
Question	How many learners have tried to ride a bike?	
Answer	_____ learners have tried to ride a bike.	
Question	How many learners have never tried to ride a bike?	
Answer	_____ learners have never tried to ride a bike.	
Question	Have more learners tried to ride a bike or not?	
Answer	More learners have _____ tried to ride a bike.	
Question	Have fewer learners tried to ride a bike or not?	
Answer	Fewer learners have _____ tried to ride a bike.	
Question	Have you ever tried to ride a bike?	
Answer	Yes, I have tried to ride a bike.	
Answer	No, I have never tried to ride a bike.	
READING	Practise reading the sight words for the week.	

WEEK 1: MONDAY: PHONEMIC AWARENESS & PHONICS (5 minutes)	
SOUND	/igh/
FLASHCARDS	<igh> , <light up the night> night, light; She had her light on in the night (Phonics Flashcard Set 5)
ACTIVITY	REVIEW - Show the <or> grapheme card and ask: What sound do these letters make when they are placed next to each other? (/or/) - Repeat 3 times. - What words have this sound in the beginning, middle or end? (<i>or, fork, horn</i>) TEACH NEW SOUND - Say: Drum roll please (everyone drums on knees). - Say: Today's new sound is /igh/. - Show the <igh> card and use 'Me, then you' to model how to say the sound and repeat 3 times. - Use 'Me, then you' to teach the mnemonic: <light up the night> while showing the card. Repeat 3 times. - Display the grapheme cards on the phonics display board. PRACTISE AND APPLY - Show the flashcard <night>. Use 'Me, then you' and model how to read the word. - Use 'Me, then you' and sound out the word (segmenting using robot arms). Example: night = /n/ + /igh/ + /t/ - Blend the word (using blending hands). Example: /n/ + /igh/ + /t/ = night - Count the sounds in the word. (<i>3 sounds</i>) - Say the whole word. - Repeat with the word: light. - Display the words with the target sounds on the phonic display board and tell learners to copy these into their exercise books. - Show and then read the sentence: 'She had her light on in the night'. Emphasise the words 'light' and 'night'. - Use 'Me, then you' to model how to read the sentence. Provide opportunities for the learners to repeat the sentence aloud so that learners can read the sentence correctly.

WEEK 1: MONDAY: GROUP GUIDED & INDEPENDENT READING (15 minutes)	
GROUP GUIDED READING (SMALL GROUP)	
GROUP	GROUP 1
TEXT	Night and light (Non-Fiction) If the reader does not match the needs of learners in the group, choose a text that is more appropriate for the learners in the reading group: - Below average readers: Sentences from Phonics Flashcard Set 5. - Above average readers: Select text from Anthology 2. Use your tracker.
SIGHT WORDS	Review any sight words that appear in the chosen text.
WHOLE CLASS (for learners not in the reading group)	
Choose one of the following options: - Individual reading - Read in pairs - Complete occupational worksheet 1	

WEEK 1: TUESDAY: SHARED READING (15 minutes)	
TITLE	<u>Bheki's new bike</u>
ACTIVITY	PRE-READ
COMPREHENSION STRATEGY	Predict
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: <u>Bheki's new bike</u> 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. 12. Read through the story once. Code switch where necessary.	

WEEK 1: TUESDAY: WRITING (30 minutes)	
TOPIC	Write a paragraph about a time you practised and practised something new.
TASK	PLANNING & DRAFTING
WRITING FRAME	I wanted to learn... I practised and practised... It was...
Modelling: 1. Explain that this week, learners will write a short paragraph about a time they practised and practised something. 2. Remind learners that a paragraph is a group of sentences that are all about the same topic. Explain that a paragraph has three important parts: A topic sentence which tells us the main point of the paragraph; supporting sentences which explain the topic sentence; and a concluding sentence which ends of our paragraph. 3. Explain that today, learners will write the topic sentence. This tells the reader what the paragraph will be all about. Then, learners will add two supporting sentences. These are sentences that help explain the topic sentence. 4. Read the writing frame to learners. 5. Use modelling to show learners that you think before you write. 6. Tell learners some ideas you have for filling in the writing frame, like: I tried to learn how to whistle. My father showed me how to do it. I tried and tried to blow air through my lips, but for days and days, no sound came out of my mouth! But I knew I needed to just practise and practise. 7. Explain which words you will write. Draw a line for each word. 8. Use modelling to complete the writing frame: <u>I wanted to learn</u> how to whistle. <u>I practised and practised</u> blowing air out of my lips. It was difficult, and it took many days of practise. 9. Say words slowly like a tortoise and write the sounds you know. 10. Use resources, like sight words and theme vocabulary words. 11. Erase your example from the board. Explain that this was just an example, but learners must write their own ideas. Oral Instructions: 1. Ask learners: What is something new you wanted to learn? What is something you had to practise and practise to get good at? 2. Explain that learners should come up with their own ideas – they should not copy your idea! 3. Instruct learners to think before they write. 4. Call on 2-3 learners to tell you about one thing that makes them feel happy. They must say: <u>I wanted to learn...</u> 5. Explain that this will be learners' topic sentence. 6. Ask learners: How did you learn that? How did you practise and practise? 7. Instruct learners to turn and talk and share their ideas with a partner. 8. Call on 2-3 learners to tell you how they practised. They must say: <u>I practised and practised...</u> 9. Explain that learners will now use the writing frame to 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 read their writing. 4. Help learners complete the writing frame. 5. Help learners say words slowly like a tortoise and use resources. 6. Encourage learners.	

I wanted to learn to nit. I
practised and practised with
the needles. It was hard to
rememba what to do.

WEEK 1: TUESDAY: GROUP GUIDED & INDEPENDENT READING (15 minutes)
GROUP GUIDED READING (SMALL GROUP)

GROUP	GROUP 2
TEXT	Night and light (Non-Fiction) If the reader does not match the needs of learners in the group, choose a text that is more appropriate for the learners in the reading group: • Below average readers: Sentences from Phonics Flashcard Set 5. • Above average readers: Select text from Anthology 2. Use your tracker.
SIGHT WORDS	Review any sight words that appear in the chosen text.

WHOLE CLASS (for learners not in the reading group)

Choose one of the following options:

- Individual reading
- Read in pairs
- Complete occupational worksheet 1

WEEK 1: WEDNESDAY: DAILY ACTIVITIES (10 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	Ride, ride, ride your bike	Move your hands around in a circular motion
	You will go so fast!	-
	Wear your helmet, pedal your feet	Pretend to put a helmet over your head
	Watch the trees go past!	-
THEME VOCABULARY	practise, confident, succeed, fail	
QUESTION OF THE DAY		
Question	Explain to learners that in order to learn something new, we need to practise and practise. We have to make mistakes and learn from them and keep practising. We must be determined to learn. We must be determined to not give up, even when we make lots of mistakes. That is how we can succeed! Ask learners: How do you feel when you succeed?	
Graph	3 COLUMN GRAPH	
Options	confident / proud / amazing	
Follow up questions		
Question	How many learners feel confident when they succeed?	
Answer	___ learners feel confident when they succeed.	
Question	How many learners feel proud when they succeed?	
Answer	___ learners feel proud when they succeed.	
Question	How many learners feel amazing when they succeed?	
Answer	___ learners feel amazing when they succeed.	
Question	How do most learners feel when they succeed?	
Answer	Most learners feel ___ when they succeed.	
Question	How do fewest learners feel when they succeed?	
Answer	Fewest learners feel ___ when they succeed.	
Question	How do you feel when you succeed?	
Answer	I feel confident when I succeed.	
Answer	I feel proud when I succeed.	
Answer	I feel amazing when I succeed.	
READING	Practise reading the sight words for the week.	

WEEK 1: WEDNESDAY: PHONEMIC AWARENESS & PHONICS (5 minutes)	
SOUND	/ai/
FLASHCARDS	<ai>, <wait for the train> rain, wait, tail; The dogs ran in the rain (Phonics Flashcard Set 5)
ACTIVITY	REVIEW 1. Show <igh> card and ask: What sound do these letters make when they are placed next to each other? (/igh/) 2. Repeat 3 times. 3. What words have this sound in the middle? (<i>night, light</i>) TEACH NEW SOUND 1. Say: Drum roll please (everyone drums on knees). 2. Say: Today's new sound is /ai/. 3. Show the card <ai> and use 'Me, then you' to model how to say the sound and repeat 3 times. 4. Show the card and use 'Me, then you' to teach the mnemonic: <wait for the train>. Repeat 3 times. 5. Display the grapheme cards on the phonics display board. PRACTISE AND APPLY 1. Show the flashcard <rain>. Use 'Me, then you' and read the word. 2. Use 'Me, then you' and sound out the word (segmenting using robot arms). Example: rain = /r/ + /ai/ + /n/ 3. Blend the word (using blending hands). Example: /r/ + /ai/ + /n/ = rain 4. Count the sounds in the word. (3 sounds) 5. Say the whole word. 6. Repeat with the words: wait and tail. 7. Display the words with the target sounds on the phonics display board and tell learners to copy these into their exercise books. 8. Show and then read the sentence: 'The dogs ran in the rain'. Emphasise the word 'rain'. 9. Use 'Me, then you' to model how to read the sentence. Provide opportunities for the learners to repeat the sentence aloud so that learners can read the sentence correctly.

WEEK 1: WEDNESDAY: GROUP GUIDED & INDEPENDENT READING (15 minutes)	
GROUP GUIDED READING (SMALL GROUP)	
GROUP	GROUP 3
TEXT	Night and light (Non-Fiction) If the reader does not match the needs of learners in the group, choose a text that is more appropriate for the learners in the reading group: • Below average readers: Sentences from Phonics Flashcard Set 5. • Above average readers: Select text from Anthology 2. Use your tracker.
SIGHT WORDS	Review any sight words that appear in the chosen text.
WHOLE CLASS (for learners not in the reading group)	
Choose one of the following options: • Individual reading • Read in pairs • Complete occupational worksheet 1	

WEEK 1: THURSDAY: SHARED READING (15 minutes)	
TITLE	Bheki's new bike
ACTIVITY	FIRST READ
COMPREHENSION STRATEGY	I wonder... Make inferences
PURPOSE	By modelling how to think/wonder about a text, we teach learners two things. Firstly, we teach learners that good readers do not just read the words, they always think about what they are reading. Secondly, we show learners the kinds of thoughts that we have about a text. By doing this, we show learners how to think creatively and critically about a text. In time, learners will start to do this themselves. 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	Think aloud: First Read
All Bheki's friends had bicycles. Bheki had to walk to school alone, because all of his friends rode their bikes to school. Bheki also had to play on the playground alone, because after school, his friends all rode their bikes. 'I wish I had a bike too!' Bheki thought, as his friends rode by.	I can infer that Bheki wants a bike because all of his friends have bikes! Bheki must feel left because all his friends can ride together but he can't join them!
Bheki begged and begged his parents for a bicycle, but they always said no. 'We don't have enough money to just go and buy a bicycle,' his mother said. 'Maybe someday?' his father said. But on his 8th birthday, Bheki walked downstairs to find a bright red bike! 'Oh thank you, Mama! Thank you, Papa!' Bheki shouted.	I can infer that Bheki really wants a bike so he can ride with all of his friends. I can infer that he is so excited because now he will be able to ride just like his friends!
Bheki took his new bike outside. He jumped excitedly onto his new bike. Then, he lifted his feet and tried to pedal, but the bike fell over. Bheki tried again and again, but every time Bheki lifted his feet to the pedals, he tipped over!	I can infer that this is the first time Bheki is riding a bike. I can infer that he didn't know that riding a bike takes lots of practise!
Bheki quickly pushed his new bike back inside. He didn't want his friends to ride by – he didn't want them to know that he had a new bicycle that he couldn't ride! 'What will my friends think of me if they know I can't ride a bike?' Bheki wondered. He decided he wouldn't tell anyone.	I can infer that Bheki is worried that his friends will laugh at him if they know he can't ride a bike. I can infer that they are all good at riding bikes because they ride all the time!
'Why don't you go and ride with your friends?' asked Bheki's mother. 'I am busy making a new hooter for my bike,' Bheki replied. As Bheki worked on his new hooter, he thought about all of his falls. 'How will I ever learn to ride a bike?' Bheki thought.	I can infer that Bheki's mother doesn't even know that he can't ride his new bike! I wonder why Bheki wanted a bike if he couldn't ride? Oh! It must be because all his friends had bikes!
That night, Bheki lay in bed, looking out the window. Then suddenly, he got an idea! 'I know! If I practise riding at night, no one will ever see me!' Bheki thought. He sneaked into the garden where no one else would see him if he fell. He tried and he tried but he just could not balance! 'How will I ever learn to ride a bike?' Bheki thought.	Bheki wanted a bike to ride with his friends. But I can infer that he didn't realise riding a bike would be such a challenge! I wonder if he is still so excited about getting a new bike?

Just then, Jane from next door yelled to him. 'Bheki, let me hold the bike so that it stays up! Then you won't fall!'	-
'Oh no!' Bheki thought. 'I didn't want anyone to know!' But then Bheki thought about how Jane had already seen him fall, 'Okay, thanks,' he said.	
Jane held the bike and ran behind Bheki. The bike shook and wobbled, but Bheki didn't fall down. Bheki rode faster and faster with Jane holding the bike.	I can infer that Jane knows how to ride a bike. I can infer that someone probably helped Jane learn to ride just like she is helping Bheki!
Once he was going fast enough, Jane let go! 'Yippee! You're riding on your own!' screamed Jane. 'Yay!' screamed Bheki as he pedalled quickly. They practised and practised until Bheki didn't need Jane's help at all. 'Tomorrow I can go to school by bike! Thanks Jane!' Bheki said confidently.	I can infer that Bheki is excited about his new bike again. He must be excited because he will finally be able to ride with his friends – just like he wanted!
The next morning, Bheki took his bike outside early. 'Wait for me!' he shouted as his friends rode by. 'Wow, you got a bike!' they yelled, 'Yippee!' Bheki rode with his friends all the way to school. He didn't fall once!	-
Follow up questions	Possible responses
What does Bheki get for his 8th birthday?	He gets a new bike.
Who does Bheki tell that he cannot ride a bike?	He doesn't tell anyone!
Why question	Possible responses
Why did Bheki beg his parents for a bike?	• Because he wanted to be able to ride with his friends. • Because all his friends could ride bikes. • Because he felt left out for not having a bike.

WEEK 1: THURSDAY: WRITING (30 minutes)

TOPIC	Write a paragraph about a time you practised and practised something new.
TASK	PLANNING & DRAFTING
WRITING FRAME	I kept on... Finally... I felt...because...

Modelling:

1. Explain that today, learners will add sentences to their paragraphs. Remind learners that we wrote our topic sentence and two supporting sentences on Tuesday. Today, we will add two more supporting sentences. Then we will add a conclusion sentence.
2. Explain that a **conclusion sentence** summarises the paragraph.
3. Read the new writing frame to learners.
4. Remind learners that they will continue with the same topic as Tuesday. Remind learners that you were writing about **learning how to whistle**.
5. Use **modelling** to show learners that you **think before you write**.
6. Explain some ideas you have for filling in the writing frame, like: I kept trying and practising until a sound finally came out of my lips! When I heard the sound, I jumped up and down out of excitement. I kept practising until I could whistle songs that I know. Learning how to whistle was frustrating sometimes, but it was also fun in the end!
7. Explain which words you will write. **Draw a line for each word.**
8. Use modelling to complete the writing frame, like: **I kept on** blowing until a sound came out! **Finally**, I could whistle. **I felt** proud **because** I finally succeeded after working hard!
9. **Say words slowly like a tortoise and write the sounds you know.**
10. **Use resources**, like sight words and theme vocabulary words.
11. **Erase your example from the board. Explain this was just an example, but learners must write their own ideas.**

Oral Instructions:

1. Remind learners on Tuesday, we began to write about something new we wanted to learn. Today we will add sentences to our paragraphs.
2. Instruct learners to think about the topic they chose on Tuesday! They must continue writing the same topic because a paragraph is a group of sentences all about the same topic.
3. Ask learners: How did you finally succeed?
4. Explain that learners should come up with their own ideas – they should not copy your ideas.
5. Instruct learners to **think before they write**.
6. Instruct learners to **turn and talk** and share their ideas with a partner.
7. Call on 2-3 learners to tell you about how they finally succeeded. They must say: **I kept on...**
Finally...
8. Ask learners: How did you feel when you finally learned something new?
9. Instruct learners to **think before they write**.
10. Explain that this sentence will be the **concluding sentence**.
11. Call on 2-3 learners to tell you about how they felt. They must say: **I felt...because...**
12. Explain that learners will now use the writing frame to draw and write their own ideas!

Writing:

1. **Hand out learner books.** Instruct learners to find their writing from Monday. Remind learners that they will add to what they wrote to complete their whole paragraph.
2. As learners are writing, walk around the room and complete **mini conferences**.
3. Ask learners to **read their writing**.
4. Help learners complete the writing frame.
5. Help learners **say words slowly like a tortoise and use resources**.
6. **Encourage learners.**

I wanted to learn to nit. I
practised and practised with
the needles. It was hard to
rememba what to do.

I kept on trying hard. Finally,
I could knit. I felt happy
because I could nit a jersey.

WEEK 1: THURSDAY: GROUP GUIDED & INDEPENDENT READING (15 minutes)**GROUP GUIDED READING (SMALL GROUP)**

GROUP	GROUP 4
TEXT	Night and light (Non-Fiction) If the reader does not match the needs of learners in the group, choose a text that is more appropriate for the learners in the reading group: • Below average readers: Sentences from Phonics Flashcard Set 5. • Above average readers: Select text from Anthology 2. Use your tracker.
SIGHT WORDS	Review any sight words that appear in the chosen text.

WHOLE CLASS (for learners not in the reading group)

Choose one of the following options:

- Individual reading
- Read in pairs
- Complete occupational worksheet 1

WEEK 1: FRIDAY: DAILY ACTIVITIES (10 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	Ride, ride, ride your bike	<i>Move your hands around in a circular motion</i>
	You will go so fast!	–
	Wear your helmet, pedal your feet	<i>Pretend to put a helmet over your head</i>
	Watch the trees go past!	–
THEME VOCABULARY	tipped over, embarrassed, wobbled, shook	
QUESTION OF THE DAY		
Question	How do you think Bheki felt when he wobbled, shook, and fell off his bike?	
Graph	3 COLUMN GRAPH	
Options	frustrated / embarrassed / sad	
Follow up questions		
Question	How many learners think Bheki felt frustrated when he wobbled, shook, and fell off his bike?	
Answer	___ learners think Bheki felt frustrated when he wobbled, shook, and fell off his bike.	
Question	How many learners think Bheki felt embarrassed when he wobbled, shook, and fell off his bike?	
Answer	___ learners think Bheki felt embarrassed when he wobbled, shook, and fell off his bike.	
Question	How many learners think Bheki felt sad when he wobbled, shook, and fell off his bike?	
Answer	___ learners think Bheki felt sad when he wobbled, shook, and fell off his bike.	
Question	How do most learners think Bheki felt when he wobbled, shook, and fell off his bike?	
Answer	Most learners think Bheki felt ___ when he wobbled, shook, and fell off his bike.	
Question	How do fewest learners think Bheki felt when he wobbled, shook, and fell off his bike?	
Answer	Fewest learners think Bheki felt ___ when he wobbled, shook, and fell off his bike.	
Question	How do you think Bheki felt when he wobbled, shook, and fell off his bike?	
Answer	I think Bheki felt frustrated when he wobbled, shook, and fell off his bike.	
Answer	I think Bheki felt embarrassed when he wobbled, shook, and fell off his bike.	
Answer	I think Bheki felt sad when he wobbled, shook, and fell off his bike.	
READING	Practice reading the sight words for the week.	

WEEK 1: FRIDAY: PHONEMIC AWARENESS & PHONICS (5 minutes)	
SOUND	REVISE: /igh/, /ai/
WORDS	night, light, rain, wait, tail (Phonics Flashcard Set 5)
SIGHT WORDS	what, then, they, when, see
ACTIVITY	1. Show and read the blending sentences in the Phonics Flashcard Set 5: 'She had her light on in the night' and 'The dogs ran in the rain' Say: Me, then you... after each sentence. 2. Tell learners to write the numbers 1 to 10 in their exercise books for the spelling test. 3. Explain that you are going to say some sight words and words with the sounds they have practised this week. Read the words listed above. Tell the learners to write each word after you say it. 4. Say each word in the list above slowly and give learners a chance to write it before you say the next word. 5. Write the words on the board and ask learners to check their work and make any corrections. Or refer learners to the words on the phonics display board and ask learners to check their work. 6. Ask learners to read the words back to you. Informally assess their ability to encode and decode the words correctly.

WEEK 1: FRIDAY: LANGUAGE USE (30 minutes)	
TOPIC	VERBS
ACTIVITY	
EXPLANATION 1. Explain that today, learners will think about verbs. 2. Explain that a verb is an action word. Verbs tell us what is happening in a sentence. 3. Explain that every sentence we write (or say!) must have a verb. I DO (Teacher models) 1. Write the following on the board: a. They go to the shop. b. She runs home quickly. c. He feels excited to see his cousins. d. I talk to my mother on the phone. e. They sleep like babies. f. We say, 'hi!' g. She brings some delicious food to our house h. You laugh and laugh! 2. Explain that today, we will think about verbs. We will find the verbs in the sentences written. 3. Use modelling to complete the first two for learners: a. They go to the shop. b. She runs home quickly 4. Explain that these words tell us about what the people in the sentence are doing. They are the actions words! WE DO (Teacher and learners do together): 1. Next, ask learners for help to find the verbs in the next two sentences: 2. He <u>feels</u> excited to <u>see</u> his cousins. 3. I <u>talk</u> to my mother on the phone 4. Ask learners: What are some verbs that you know? 5. Make a list of verbs on the board, like: walk, write, run, read, drink, eat, search, feel, play, etc. YOU DO (Learners do independently): 1. Hand out learner books. 2. Instruct learners to find and write the verb for the remaining sentences (e – h). They do not need to write the entire sentence! Just the verb from the sentence. a. sleep b. say c. brings d. laugh, laugh 3. Use modelling to complete the first two for learners: a. They go to the shop. b. She runs home quickly 4. Explain that these words tell us about what the people in the sentence are doing. They are the actions words!	

WE DO (Teacher and learners do together):

1. Next, ask learners for help to find the verbs in the next two sentences:
2. He feels excited to see his cousins.
3. I talk to my mother on the phone
4. Ask learners: What are some verbs that you know?
5. Make a list of verbs on the board, like: walk, write, run, read, drink, eat, search, feel, play, etc.

YOU DO (Learners do independently):

1. Hand out learner books.
2. Instruct learners to find and write the verb for the remaining sentences (e – h). They do not need to write the entire sentence! Just the verb from the sentence.
 - a. sleep
 - b. say
 - c. brings
 - d. laugh, laugh
3. Explain once they are done with this, they must choose 3 verbs from the class list. They must write their own sentences with these verbs.
4. As learners are writing, walk around the room and complete **mini conferences**.
5. Ask learners to **read their sentences** to you.
6. Help learners correctly identify **verbs**.
7. **Encourage learners.**

WEEK 1: FRIDAY: GROUP GUIDED & INDEPENDENT READING (15 minutes)**GROUP GUIDED READING (SMALL GROUP)**

GROUP	GROUP 5
TEXT	Night and light (Non-Fiction) If the reader does not match the needs of learners in the group, choose a text that is more appropriate for the learners in the reading group: • Below average readers: Sentences from Phonics Flashcard Set 5. • Above average readers: Select text from Anthology 2. Use your tracker.
SIGHT WORDS	Review any sight words that appear in the chosen text.

WHOLE CLASS (for learners not in the reading group)

Choose one of the following options:

- Individual reading
- Read in pairs
- Complete occupational worksheet 1

WEEK 1: FRIDAY: END OF WEEK LEARNING REVIEW

Note: There is no formal time allocated for this activity. Please try to fit it in to your classroom routine at the end of each week.

1. Settle learners on the carpet at the end of the day.
2. Conduct the weekly language review session. You may choose to combine HL and FAL learning in this review.
3. Remember to allow learners to 'Turn and Talk' and discuss their answers with a partner. Then, select a few learners to share their answers with the class.
4. Use the following prompting questions to guide the language part of your discussion:
 - a. **What was our language theme for the week?**
 - b. **Which stories did we read together?**
 - c. **What were your favourite new words of the week?**
 - d. **What did you learn from the stories we read?**
 - e. **What did we write about this week?**
 - f. **How did your own writing improve this week?**
 - g. **How did your own reading improve this week?**
 - h. **What are you most proud of this week?**
5. Finally, tell learners to think about two things that they are going to tell their families about what they learnt or how they improved at school this week.

Please note: This process of self-review and reflection is a critically important part of learning.

Please do not skip this weekly activity.

GRADE 3 – TERM 2



THEME:
PRACTISE MAKES PERFECT!

'If at first you don't succeed, dust yourself off and try again.'

— Aaliyah Haughton

WEEK 2: CLASSROOM PREPARATION

1. At the start of each week, ensure that your classroom is neat and tidy.
2. Update your DISPLAY BOARDS, by removing items that are no longer relevant, and storing them carefully.
3. Then, prepare the flashcard words and theme word illustrations that you will need.
4. Find and prepare items for your theme wall and table that will be of interest to learners, for instance: picture of someone learning to ride a bike, someone who looks determined, a whistle, someone practising something at night.
5. Do some research on the internet to prepare for the theme. For example: how to teach children the value of good practice.
6. Make sure all learner exercise books and DBE Workbooks are marked, and neatly packed where they belong.
7. Make sure all your big books, graded readers and classroom library books are in good order.
8. Adjust your group guided reading groups if necessary.
9. Plan your informal and formal assessment activities for the week.

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 45 & 47
Activity 2	DBE Workbook 1: Let's do, page 46 & 47
Activity 3	DBE Workbook 1: Word work, page 47
Activity 4	Draw a picture of yourself practising something you would like to be good at.

TERM 2: WEEK 2		
OVERVIEW		
THEME	Practise makes perfect!	
THEME VOCABULARY	whistle, shout, stomp, beg, taught, patient, challenging, simple, hooter, sneaked, hold, scream	
BIG BOOK	Bheki's new bike	
PHONICS	ee, oa	
READER	Night and light	
SIGHT WORDS	for, up, her, had, new, was	
WRITING FRAME	Tuesday	Thursday
	Editing	Publishing & Presenting

TERM 2: WEEK 2	
INTRODUCE THE THEME	
PICTURE	The front cover of the Big Book: <u>Bheki's new bike</u>
SHOW	Show learners the front cover. Remind learners that this is the story that is related to our theme: <u>Practice makes perfect!</u>
SAY	• Ask learners: Why does Bheki need to practice? • Listen to learner responses. Help learners revise some of the theme vocabulary from WEEK 1. • Remind learners that Bheki cannot ride his new bike. He must practise and practise until he can ride without falling over! • Explain that this week, we will be thinking more about how we learn new things.
TEACH	Teach learners the sight words for the week 1. Learners copy down the sight words into their books. 2. Learners practice reading the sight words at home.

WEEK 2: MONDAY: DAILY ACTIVITIES (10 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	I tried and tried to whistle but I couldn't make a sound.	<i>Pretend to try to whistle</i>
	I blew and blew but nothing! I stomped my foot on the ground.	<i>Stomp your foot on the ground</i>
	But I felt so determined, I practised night and day!	<i>Raise your fist in the air</i>
	Finally, a sound came out! I laughed and shouted YAY!	<i>Shout YAY</i>
THEME VOCABULARY	whistle, shout, stomp, beg	
QUESTION OF THE DAY		
Question	Have you ever tried to whistle?	
Graph	2 COLUMN GRAPH	
Options	yes / no	
Follow up questions		
Question	How many learners have tried to whistle?	
Answer	___ learners have tried to whistle.	
Question	How many learners have never tried to whistle?	
Answer	___ learners have never tried to whistle.	
Question	Have more learners ever tried to whistle or not?	
Answer	More learners have ___ tried to whistle.	
Question	Have fewer learners ever tried to whistle or not?	
Answer	Fewer learners have ___ tried to whistle.	
Question	Have you ever tried to whistle?	
Answer	Yes, I have tried to whistle.	
Answer	No, I have never tried to whistle.	
READING	Practice reading the sight words for the week.	

WEEK 2: MONDAY: PHONEMIC AWARENESS & PHONICS (5 minutes)	
SOUND	/ee/
FLASHCARDS	<ee>, <bee on my knee> seed, sheep, weed; Her dog dug up the weeds (Phonics Flashcard Set 5)
ACTIVITY	REVIEW 1. Show the <ai> grapheme card and ask: What sound do these letters make when they are placed next to each other? (/ai/) 2. Repeat 3 times. 3. What words have this sound in the beginning, middle or end? (<i>rain, wait, tail</i>) TEACH NEW SOUND 1. Say: Drum roll please (everyone drums on knees). 2. Say: Today's new sound is /ee/. 3. Show the <ee> card and use 'Me, then you' to model how to say the sound and repeat 3 times. 4. Use 'Me, then you' to teach the mnemonic: <bee on my knee> while showing the card. Repeat 3 times. 5. Display the grapheme cards on the phonics display board. PRACTISE AND APPLY 1. Show the flashcard <ee>. Use 'Me, then you' and model how to read the word. 2. Use 'Me, then you' and sound out the word (segmenting using robot arms). Example: seed = /s/ + /ee/ + /d/ 3. Blend the word (using blending hands). Example: /s/ + /ee/ + /d/ = seed 4. Count the sounds in the word. (3 sounds) 5. Say the whole word. 6. Repeat with the word: weed. 7. Display the words with the target sounds on the phonic display board and tell learners to copy these into their exercise books. 8. Show and then read the sentence: 'Her dog dug up the weeds' Emphasise the word 'weed'. 9. Use 'Me, then you' to model how to read the sentence. Provide opportunities for the learners to repeat the sentence aloud so that learners can read the sentence correctly.

WEEK 2: MONDAY: GROUP GUIDED & INDEPENDENT READING (15 MINUTES)	
GROUP GUIDED READING (SMALL GROUP)	
GROUP	GROUP 1
TEXT	Night and light (Non-Fiction) If the reader does not match the needs of learners in the group, choose a text that is more appropriate for the learners in the reading group: • Below average readers: Sentences from Phonics Flashcard Set 5. • Above average readers: Select text from Anthology 2. Use your tracker.
SIGHT WORDS	Review any sight words that appear in the chosen text.
WHOLE CLASS (for learners not in the reading group)	
Choose one of the following options: • Individual reading • Read in pairs • Complete occupational worksheet 2	

WEEK 2: TUESDAY: SHARED READING (15 minutes)	
TITLE	Bheki's new bike
ACTIVITY	SECOND READ
COMPREHENSION STRATEGY	I wonder... Make inferences
PURPOSE	By modelling how to think/wonder about a text, we teach learners two things. Firstly, we teach learners that good readers do not just read the words, they always think about what they are reading. Secondly, we show learners the kinds of thoughts that we have about a text. By doing this, we show learners how to think creatively and critically about a text. In time, learners will start to do this themselves. 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	Think aloud: First Read
All Bheki's friends had bicycles. Bheki had to walk to school alone, because all of his friends rode their bikes to school. Bheki also had to play on the playground alone, because after school, his friends all rode their bikes. 'I wish I had a bike too!' Bheki thought, as his friends rode by.	I can infer that it must be lonely for Bheki to be the only friend without a bike!
Bheki begged and begged his parents for a bicycle, but they always said no. 'We don't have enough money to just go and buy a bicycle,' his mother said. 'Maybe someday?' his father said. But on his 8th birthday, Bheki walked downstairs to find a bright red bike! 'Oh thank you, Mama! Thank you, Papa!' Bheki shouted.	I bet Bheki is thinking about showing his new bike to his friends!
Bheki took his new bike outside. He jumped excitedly onto his new bike. Then, he lifted his feet and tried to pedal, but the bike fell over. Bheki tried again and again, but every time Bheki lifted his feet to the pedals, he tipped over!	I can infer that Bheki didn't know too much about riding a bike when he begged his parents for one. I can infer that he was only thinking about riding with his friends, but he wasn't thinking about all the work it would take to learn how to ride a bike!
Bheki quickly pushed his new bike back inside. He didn't want his friends to ride by – he didn't want them to know that he had a new bicycle that he couldn't ride! 'What will my friends think of me if they know I can't ride a bike?' Bheki wondered. He decided he wouldn't tell anyone.	I can infer that all of Bheki's friends are good at riding bikes. I can infer that they make riding a bike look easy! Bheki must feel embarrassed that he can't do something that is easy for all of his friends!
'Why don't you go and ride with your friends?' asked Bheki's mother. 'I am busy making a new hooter for my bike,' Bheki replied. As Bheki worked on his new hooter, he thought about all of his falls. 'How will I ever learn to ride a bike?' Bheki thought.	I can infer that Bheki feels embarrassed that he cannot ride a bike. He doesn't want anyone to know, and he doesn't want to ask for help. It is hard to learn how to do something new if we feel embarrassed to ask for help! I wonder what Bheki will do?
That night, Bheki lay in bed, looking out the window. Then suddenly, he got an idea! 'I know! If I practise riding at night, no one will ever see me!' Bheki thought. He sneaked into the garden where no one else would see him if he fell. He tried and he tried but he just could not balance! 'How will I ever learn to ride a bike?' Bheki thought.	Bheki only wants to ride in the dark, which lets me infer that he is so embarrassed that he cannot ride a bike like his friends.

Just then, Jane from next door yelled to him. 'Bheki, let me hold the bike so that it stays up! Then you won't fall!'	I can infer that Bheki doesn't even want Jane to know he can't ride a bike. I can infer that he is embarrassed that Jane has seen him try and fall!
Jane held the bike and ran behind Bheki. The bike shook and wobbled, but Bheki didn't fall down. Bheki rode faster and faster with Jane holding the bike.	I can infer that it is much easier to ride a bike if you have help! It must be difficult to learn how to ride a bike if you have no one to help you!
Once he was going fast enough, Jane let go! 'Yippee! You're riding on your own!' screamed Jane. 'Yay!' screamed Bheki as he pedalled quickly. They practised and practised until Bheki didn't need Jane's help at all. 'Tomorrow I can go to school by bike! Thanks Jane!' Bheki said confidently.	Jane is so excited that Bheki can ride! I can infer that she feels good about helping him! It is fun to help someone learn something new!
The next morning, Bheki took his bike outside early. 'Wait for me!' he shouted as his friends rode by. 'Wow, you got a bike!' they yelled, 'Yippee!' Bheki rode with his friends all the way to school. He didn't fall once!	I wonder what would have happened if Bheki had asked his friends for help? I don't think they would have laughed at him. I think they would have been happy to help him!
Follow up questions	Possible responses
How did Bheki finally learn to ride a bike?	He rode at night in the garden, and his neighbour Jane helped him!
What inference can you make about learning to ride a bike?	• It is easier to learn how to ride a bike with help. • It is difficult to learn how to ride a bike. • Riding a bike takes practice!
Why question	Possible responses
Why didn't Bheki want his friends to see that he couldn't ride a bike?	• Because they could all ride bikes • Because he didn't know what his friends would think of him if they knew he couldn't ride a bike. • Because his friends made riding a bike look easy! • Because he felt embarrassed that he didn't know how to ride a bike like his friends.
Formulating questions	
• Teach the learners some simple question words, together with their meanings. For example: what, who, when, where, how. • Next ask learners to think about the story, and to try and formulate their own question. • Tell learners to 'turn and talk' and ask each other their questions. • Ask a few learners to share their questions with the whole class. • Correct any errors with the form or content of the questions. • Praise learners for their efforts and remind them that we must always ask questions about everything that we read or hear.	

WEEK 2: TUESDAY: WRITING (30 minutes)

TOPIC	Write a paragraph about a time you practised and practised something new.
TASK	EDITING

Write the following **checklist** on the chalkboard OR photocopy for learners.

I used capital letters.	
I used punctuation (.!?)	
I read my sentences out loud.	
I checked my spelling. (I circled words I need help with)	

Getting Ready:

Write your sentences from Tuesday on the board. **Hide** 3-4 mistakes in your sentences, like:

- i wanted to learn how to **wissle**. I practised and practised blowing air out of my **lip**.
- **it is** difficult and it took many days of practise.

Modelling:

1. Explain that today, learners will **edit** their paragraphs.
2. Read the **checklist** out loud to learners.
3. Use **modelling** to read each of your example sentences out loud to learners.
4. After reading each sentence, instruct learners to look for **mistakes**.
5. Fix each mistake on the chalkboard with learners. Explain each mistake, like:
 - a. **i** wanted to learn how **wissle whistle**. (*The first word must be capitalised. Also, we must check for spelling. Sometimes, reading sentences out loud helps us find words that haven't been spelled right.*)
 - b. I practised and practised blowing air out of my **lips**. (*Lip is singular, but it should be plural because we have two lips. We need to add an 's'*)
 - c. **it is was** difficult and it took many days of practise. (*The first word must be capitalised. We are talking about something that already happened, so we must use the past tense*)

Oral Instructions:

1. Tell learners that they will:
 - a. Read their writing **out loud** to a partner.
 - b. Help their partner look for and fix mistakes.
 - c. Read the checklist and make sure all items have been completed.

Writing:

1. **Hand out learner books** with completed paragraphs from Monday and Tuesday. Instruct learners to find their writing from Monday and Tuesday.
2. Instruct learners to **turn and talk**.
3. Instruct learners to find and fix their mistakes with a partner
4. As learners talk and fix mistakes, walk around the room and complete **mini conferences**.
5. Ask learners to **read their writing**.
6. Help learners who are struggling to find and fix their mistakes.
7. Instruct any learners who finish early to add more details or sentences to their paragraphs.
8. Encourage learners.

I wanted to learn to ^{knit} nit. I
practised and practised with
the ^{needles} needls. It was hard to
rememb^{er} what to do.

I kept on trying hard. Finally,
I could knit. I felt happy
because I could nit a gersip
knit jersey

WEEK 2: TUESDAY: GROUP GUIDED & INDEPENDENT READING (15 MINUTES)	
GROUP GUIDED READING (SMALL GROUP)	
GROUP	GROUP 2
TEXT	Night and light (Non-Fiction) If the reader does not match the needs of learners in the group, choose a text that is more appropriate for the learners in the reading group: - Below average readers: Sentences from Phonics Flashcard Set 5. - Above average readers: Select text from Anthology 2. Use your tracker.
SIGHT WORDS	Review any sight words that appear in the chosen text.
WHOLE CLASS (for learners not in the reading group)	
Choose one of the following options: - Individual reading - Read in pairs - Complete occupational worksheet 2	

WEEK 2: WEDNESDAY: DAILY ACTIVITIES (10 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	I tried and tried to whistle but I couldn't make a sound.	<i>Pretend to try to whistle</i>
	I blew and blew but nothing! I stomped my foot on the ground.	<i>Stomp your foot on the ground</i>
	But I felt so determined, I practised night and day!	<i>Raise your fist in the air</i>
	Finally, a sound came out! I laughed and shouted YAY!	<i>Shout YAY</i>
THEME VOCABULARY	taught, patient, challenging, simple	
QUESTION OF THE DAY		
Question	What is most challenging for you?	
Graph	3 COLUMN GRAPH	
Options	reading / writing / math	
Follow up questions		
Question	How many learners think reading is most challenging?	
Answer	___ learners think reading is most challenging.	
Question	How many learners think writing is most challenging?	
Answer	___ learners think writing is most challenging.	
Question	How many learners think math is most challenging?	
Answer	___ learners think math is most challenging.	
Question	What do most learners think is most challenging?	
Answer	Most learners think ___ is most challenging.	
Question	What do fewest learners think?	
Answer	Fewest learners think ___ is most challenging.	
Question	What do you think is most challenging?	
Answer	I think reading is most challenging.	
Answer	I think writing is most challenging.	
Answer	I think math is most challenging.	
READING	Practice reading the sight words for the week.	

WEEK 2: WEDNESDAY: PHONEMIC AWARENESS & PHONICS (5 minutes)	
SOUND	/oa/
FLASHCARDS	<oa> , <float on the moat> toad, road; It was a toad in her pond! (Phonics Flashcard Set 5)
ACTIVITY	REVIEW 1. Show <ee> card and ask: What sound do these letters make when they are placed next to each other? (/ee/) 2. Repeat 3 times. 3. What words have this sound in the middle? (<i>seed, weed, sheep</i>) TEACH NEW SOUND 1. Say: Drum roll please (everyone drums on knees). 2. Say: Today's new sound is /oa/. 3. Show the <oa> card and use 'Me, then you' to model how to say the sound and repeat 3 times. 4. Show the card and use 'Me, then you' to teach the mnemonic: <float on the moat>. Repeat 3 times. 5. Display the grapheme cards on the phonics display board. PRACTISE AND APPLY 1. Show the flashcard <oa>. Use 'Me, then you' and read the word. 2. Use 'Me, then you' and sound out the word (segmenting using robot arms). Example: moat = /m/ + /oa/ + /t/ 3. Blend the word (using blending hands). Example: /m/ + /oa/ + /t/ = moat 4. Count the sounds in the word. (<i>3 sounds</i>) 5. Say the whole word. 6. Repeat with the word: toad. 7. Display the words with the target sounds on the phonics display board and tell learners to copy these into their exercise books. 8. Show and then read the sentence: 'It was a toad in her pond'. Emphasise the word 'toad'. 9. Use 'Me, then you' to model how to read the sentence. Provide opportunities for the learners to repeat the sentence aloud so that learners can read the sentence correctly.

WEEK 2: WEDNESDAY: GROUP GUIDED & INDEPENDENT READING (15 MINUTES)	
GROUP GUIDED READING (SMALL GROUP)	
GROUP	GROUP 3
TEXT	Night and light (Non-Fiction) If the reader does not match the needs of learners in the group, choose a text that is more appropriate for the learners in the reading group: • Below average readers: Sentences from Phonics Flashcard Set 5. • Above average readers: Select text from Anthology 2. Use your tracker.
SIGHT WORDS	Review any sight words that appear in the chosen text.
WHOLE CLASS (for learners not in the reading group)	
Choose one of the following options: • Individual reading • Read in pairs • Complete occupational worksheet 2	

WEEK 2: THURSDAY: SHARED READING (15 minutes)	
TITLE	<u>Bheki's new bike</u>
ACTIVITY	WRITTEN COMPREHENSION
PURPOSE	A written comprehension allows learners to formulate their own answers to questions, with the help of the sentence starters. This also gives learners the opportunity to practise the skill of 'searching the text'.
POST-READING ACTIVITY	
Getting Ready: Before class begins, write the following questions and sentence starters on the board: - Why did Bheki want a new bike? Bheki wanted a new bike because... - What is the problem in the story? The problem in the story is that... - How is the problem fixed? The problem is fixed when... - What happens at the end of the story? At the end of the story... Oral Instructions: - Explain that today, learners will think about the story <u>Bheki's new bike</u>. They will answer some questions in their exercise books about the story. - Instruct learners to think about the story. - Read the questions out loud to learners. - Explain that learners do not need to write the questions. They only need to write the answer next to the correct number in their exercise book. - Explain that learners should start their answers with the sentence starter provided. - Tell learners that if they struggle, they should first TURN AND TALK and discuss the answers with a partner, before writing. Writing: - Hand out learner books. - Instruct learners to write the answers in their books. - As learners write, walk around and help struggling learners. <i>Carry the Big Book with you, in case learners need to look for the answer in the text.</i>	
SAMPLE ANSWERS	
Bheki wanted a new bike because all of his friends have bikes. The problem in the story is that Bheki can't ride his new bike. The problem is fixed when Jane helps Bheki to ride his bike. At the end of the story Bheki rides to school with his friends.	

WEEK 2: THURSDAY: WRITING (30 minutes)

TOPIC	Write a paragraph about a time you practised and practised something new.
WRITING FRAME	I wanted to learn... I practised and practised... It was... I kept on... Finally... I felt...because...
TASK	PUBLISHING and SHARING

Getting Ready:

1. Write one of your sentences on the board, with a corrected mistake, like:
i wanted to learn how **wissle whistle**.

Modelling:

1. Explain that today, we will **publish** our work so that people can read it.
2. Remind learners that when we **publish**, we rewrite our sentences without mistakes.
3. Explain that learners must look at the corrections they made with their partners yesterday.
4. Explain that learners can **illustrate** (add pictures) their work if they have time.
5. Use **modelling** to show learners how to publish. You must rewrite your sentence and fix your mistake, like: I wanted to learn how to whistle

Writing:

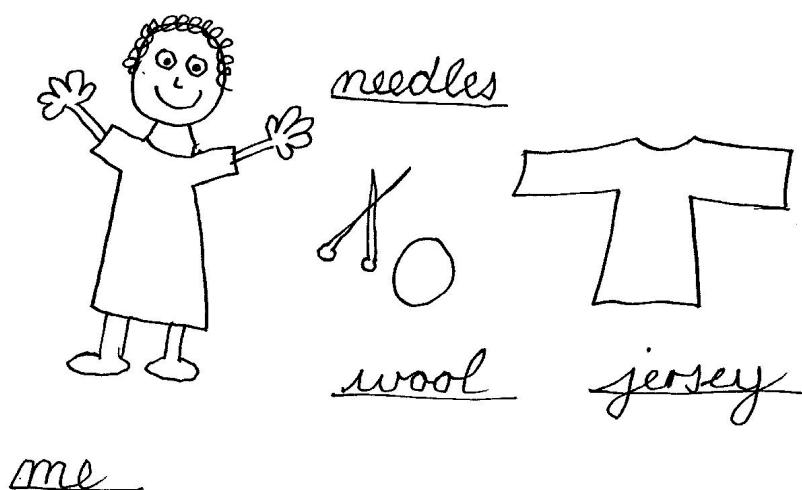
1. **Hand out learner books.**
2. Instruct learners to find their **drafts** from Tuesday and Thursday and their **editing checklist**.
3. Instruct learners to begin **publishing**.
4. Remind learner to fix their mistakes as they **publish**. They can also add or change their ideas if they think they can make something sound better!
5. Walk around the room and complete **mini conferences**.
6. Help learners to correct their mistakes.
7. Instruct learners who finish early to add more to their writing, or to do silent reading from the DBE Workbook or a book from the reading corner.
8. As you walk around, **encourage writers**.

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 writing.

Hang up learner drawings at LEARNER EYE-LEVEL around the room. This helps learners have conversations with their new vocabulary!

I wanted to learn to knit. I practised and practised with the needles. It was hard to remember what to do. I kept on trying hard. Finally, I could knit. I felt happy because I could knit a jersey.



WEEK 2: THURSDAY: GROUP GUIDED & INDEPENDENT READING (15 MINUTES)	
GROUP GUIDED READING (SMALL GROUP)	
GROUP	GROUP 4
TEXT	Night and light (Non-Fiction) If the reader does not match the needs of learners in the group, choose a text that is more appropriate for the learners in the reading group: - Below average readers: Sentences from Phonics Flashcard Set 5. - Above average readers: Select text from Anthology 2. Use your tracker.
SIGHT WORDS	Review any sight words that appear in the chosen text.
WHOLE CLASS (for learners not in the reading group)	
Choose one of the following options: - Individual reading - Read in pairs - Complete occupational worksheet 2	

WEEK 2: FRIDAY: DAILY ACTIVITIES (10 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	I tried and tried to whistle but I couldn't make a sound.	<i>Pretend to try to whistle</i>
	I blew and blew but nothing! I stomped my foot on the ground.	<i>Stomp your foot on the ground</i>
	But I felt so determined, I practised night and day!	<i>Raise your fist in the air</i>
	Finally, a sound came out! I laughed and shouted YAY!	<i>Shout YAY</i>
THEME VOCABULARY	hooter, sneaked, hold, scream	
QUESTION OF THE DAY		
Question	Do you think Bheki could've learned to ride a bike without Jane's help?	
Graph	2 COLUMN GRAPH	
Options	yes / no	
Follow up questions		
Question	How many learners think Bheki could've learned to ride a bike without Jane's help?	
Answer	___ learners think Bheki could've learned to ride a bike without Jane's help.	
Question	How many learners think Bheki couldn't have learned to ride a bike without Jane's help?	
Answer	___ learners think Bheki couldn't have learned to ride a bike without Jane's help.	
Question	What do more learners think?	
Answer	More learners think Bheki ___ learned to ride a bike without Jane's help.	
Question	What do fewer learners think?	
Answer	Fewer learners think Bheki ___ learned to ride a bike without Jane's help.	
Question	Do you think Bheki could've learned to ride a bike without Jane's help?	
Answer	Yes, I think Bheki could've learned to ride a bike without Jane's help.	
Answer	No, I don't think Bheki could've learned to ride a bike without Jane's help.	
READING	Practice reading the sight words for the week.	

WEEK 2: FRIDAY: PHONEMIC AWARENESS & PHONICS (5 minutes)	
SOUND	/ee/, /oa/
WORDS	seed, weed, sheep, toad, road; Her dog dug up the weeds, It was a toad in her pond (Phonics Flashcard Set 5)
SIGHT WORDS	Select sight words from week 2 for this spelling test
ACTIVITY	1. Show and read the blending sentences in the Phonics Flashcard Set 5: 'Her dog dug up the weeds' and 'It was a toad in her pond'. Say: Me, then you... 2. Tell learners to write the numbers 1 to 10 in their exercise books for the spelling test. 3. Explain that you are going to say some sight words and words with the sounds they have practised this week. Read the words listed above. Tell the learners to write each word after you say it. 4. Say each word in the list above slowly and give learners a chance to write it before you say the next word. 5. Write the words on the board and ask learners to check their work and make any corrections. Or refer learners to the words on the phonics display board and ask learners to check their work. 6. Ask learners to read the words back to you. Informally assess their ability to encode and decode the words correctly.

WEEK 2: FRIDAY: LANGUAGE USE (30 minutes)

TOPIC

PRESENT PROGRESSIVE TENSE

ACTIVITY

EXPLANATION

1. Explain that today, learners will think about **the present progressive tense**.
2. Explain that we use this tense when we are talking about something we are doing right now.
3. When we use the present progressive tense, we must think about verbs (just like we did last week!)
4. Remember: a verb is an action word!

I DO (Teacher models)

1. Today we will learn about the present progressive tense. This is how we talk about something that is happening right now.
2. Explain that we use the present tense of helping verb 'to be' **PLUS** the present participle of the verb (the verb with an -ing ending) to form the present progressive tense.
3. Remind learners of the present tense of the verb 'to be':
 - a. **I am**
 - b. **You are**
 - c. **He / she is**
 - d. **We are**
 - e. **They are**
4. Write the following on the board:
 - a. They go home.
 - b. She feels sad.
 - c. He reads a book.
 - d. I walk quickly.
 - e. They sleep in bed.
 - f. We write cards.
 - g. She learns maths.
 - h. You laugh loudly.
5. Explain that we will need to change these all into present progressive tense. That means we will need to add the verb 'to be'. Then they will need to change the other verb in the sentence to have an -ing ending.
6. Use modelling to complete the first two for learners:
 - a. They are **going** home.
 - b. She is **feeling** sad.

WE DO (Teacher and learners do together):

1. Ask learners: How do we change the rest into present progressive tense?
2. Complete the rest together with the learners:
 - a. He **is reading** a book.
 - b. I **am walking** quickly.
 - c. They **are sleeping** in bed.
 - d. We **are writing** cards.
 - e. She **is learning** maths.
 - f. You **are laughing** loudly.
3. Explain that now, these sentences show that these things are happening now!
4. Ask learners: What are some verbs that you know?
5. Make a list of verbs on the board, like: walk, write, run, read, drink, eat, search, feel, play, etc

YOU DO (Learners do independently):

1. Hand out learner books.
2. Instruct learners to choose three verbs.
3. Instruct learners to write sentences using the present progressive tense
4. As learners are writing, walk around the room and complete **mini conferences**.
5. Ask learners to **read their sentences** to you.
6. Help learners correctly use **present progressive tense**.
7. **Encourage learners.**

SHARING:

1. When there are a few minutes left, call on a few learners to share a sentence in the present progressive tense.
2. Write the sentence on the board. Correct any mistakes in the sentence.
3. Make sure learners understand how to use the present progressive tense!

WEEK 2: FRIDAY: GROUP GUIDED & INDEPENDENT READING (15 MINUTES)**GROUP GUIDED READING (SMALL GROUP)**

GROUP	GROUP 5
TEXT	Night and light (Non-Fiction) If the reader does not match the needs of learners in the group, choose a text that is more appropriate for the learners in the reading group: • Below average readers: Sentences from Phonics Flashcard Set 5. • Above average readers: Select text from Anthology 2. Use your tracker.
SIGHT WORDS	Review any sight words that appear in the chosen text.

WHOLE CLASS (for learners not in the reading group)

Choose one of the following options:

- Individual reading
- Read in pairs
- Complete occupational worksheet 2

WEEK 2: FRIDAY: END OF WEEK LEARNING REVIEW

Note: There is no formal time allocated for this activity. Please try to fit it in to your classroom routine at the end of each week.

1. Settle learners on the carpet at the end of the day.
2. Conduct the weekly language review session. You may choose to combine HL and FAL learning in this review.
3. Remember to allow learners to 'Turn and Talk' and discuss their answers with a partner. Then, select a few learners to share their answers with the class.
4. Use the following prompting questions to guide the language part of your discussion:
 - a. **What was our language theme for the week?**
 - b. **Which stories did we read together?**
 - c. **What were your favourite new words of the week?**
 - d. **What did you learn from the stories we read?**
 - e. **What did we write about this week?**
 - f. **How did your own writing improve this week?**
 - g. **How did your own reading improve this week?**
 - h. **What are you most proud of this week?**
5. Finally, tell learners to think about two things that they are going to tell their families about what they learnt or how they improved at school this week.

Please note: This process of self-review and reflection is a critically important part of learning.

Please do not skip this weekly activity.

GRADE 3 - TERM 2



THEME:
FAMILIES CARING FOR EACH OTHER!

'Caring about people is an act of maturity.'

- Tracy Mcmillan

WEEK 3: CLASSROOM PREPARATION

1. At the start of each week, ensure that your classroom is neat and tidy.
2. Update your DISPLAY BOARDS, by removing items that are no longer relevant, and storing them carefully.
3. Then, prepare the flashcard words and theme word illustrations that you will need.
4. Find and prepare items for your theme wall and table that will be of interest to learners, for instance: cardboard cut-out of a heart/flowers, a teddy-bear, some plasters, picture of people caring for one another, a giftwrapped box, child's handwritten thank-you note.
5. Do some research on the internet to prepare for the theme. For example: how to teach care and compassion in the classroom.
6. Make sure all learner exercise books and DBE Workbooks are marked, and neatly packed where they belong.
7. Make sure all your big books, graded readers and classroom library books are in good order.
8. Adjust your group guided reading groups if necessary.
9. Plan your informal and formal assessment activities for the week.

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 51 & 53
Activity 2	DBE Workbook 1: Let's read, page 52
Activity 3	DBE Workbook 1: Let's talk, page 52
Activity 4	Draw a picture of you caring for someone in your family.

TERM 2: WEEK 3		
OVERVIEW		
THEME	Families caring for each other!	
THEME VOCABULARY	caring, toast, toaster, turn, offer, supposed to, often, look after, puppet, puppet show, serve, perform	
BIG BOOK	Hot toast coming up	
SIGHT WORDS	into, down, off, my, made, from	
PHONICS	/oo/ (long), /oo/ (short)	
READER	Off we zoom!	
WRITING FRAME	Topic: Write a list of the ways the people in your family take care of each other.	
	Tuesday	Thursday
	Ways people in my family care for me: 1. 2. 3.	Ways I care for people in my family: 1. 2. 3.

TERM 2: WEEK 3	
INTRODUCE THE THEME	
PICTURE	Picture of Sibongile giving her mother toast in the Big Book story: <u>Hot toast coming up!</u>
SHOW	Show learners the picture of Sibongile serving her mother toast in bed. Explain that Sibongile is trying to show her mom that she cares.
SAY	1. Explain that for the next two weeks, we will think about the ways we are caring and kind to the people in our families. 2. Ask learners: What are some ways families care for each other? 3. Listen to learner responses. This will help you understand what learners already know! 4. Explain that we will think about different ways we can show the people in our families we care about them. We will think about the ways people in our family show us they care too!
TEACH	Teach learners the sight words for the week. 1. Learners copy down the sight words into their books. 2. Learners practice reading the sight words at home.

WEEK 3: MONDAY: DAILY ACTIVITIES (10 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	I am kind to the people I know,	<i>Smile at your friend</i>
	I care for others wherever I go!	Give your friend a hug
	When I’m caring in little ways,	<i>Pinch your two fingers together</i>
	I help make the world a kinder place!	–
THEME VOCABULARY	caring, toast, toaster, turn	
QUESTION OF THE DAY		
Question	Do you like to eat toast when you are sick?	
Graph	2 COLUMN GRAPH	
Options	yes / no	
Follow up questions		
Question	How many learners like to eat toast when they are sick?	
Answer	___ learners like to eat toast when they are sick.	
Question	How many learners don’t like to eat toast when they are sick?	
Answer	___ learners don’t like to eat toast when they are sick.	
Question	Do more learners like to eat toast or not when they are sick?	
Answer	More learners ___ like to eat toast when they are sick.	
Question	Do fewer learners like to eat toast or not when they are sick?	
Answer	Fewer learners ___ like to eat toast when they are sick.	
Question	Do you like to eat toast when you are sick?	
Answer	Yes, I like to eat toast when I am sick.	
Answer	No, I don’t like to eat toast when I am sick.	
READING	Practice reading the sight words for the week.	

WEEK 3: MONDAY: PHONEMIC AWARENESS & PHONICS (5 minutes)	
SOUND	/oo/ (long)
FLASHCARDS	<oo> , (long) <look up at the moon> food, hoop; Look up at the moon (Phonics Flashcard Set 2)
ACTIVITY	REVIEW 1. Show the <oa> grapheme card and ask: What sound do these letters make when they are placed next to each other? (/oa/) 2. Repeat 3 times. 3. What words have this sound in the beginning, middle or end? (<i>toad, road</i>) TEACH NEW SOUND 1. Say: Drum roll please (everyone drums on knees). 2. Say: Today's new sound is /oo/ (long). 3. Show the <oo> card and use 'Me, then you' to model how to say the sound and repeat 3 times. 4. Use 'Me, then you' to teach the mnemonic: <look up at the moon> while showing the card. Repeat 3 times. 5. Display the grapheme cards on the phonics display board. PRACTISE AND APPLY 1. Show the flashcard <oo> (long). Use 'Me, then you' and model how to read the word. 2. Use 'Me, then you' and sound out the word (segmenting using robot arms). Example: food = /f/ + /oo/ + /d/ 3. Blend the word (using blending hands). Example: /f/ + /oo/ + /d/ = food 4. Count the sounds in the word. (<i>3 sounds</i>) 5. Say the whole word. 6. Repeat with the word: hoop. 7. Display the words with the target sounds on the phonic display board and tell learners to copy these into their exercise books. 8. Show and then read the sentence: 'Look up at the moon.' Emphasise the word 'moon'. 9. Use 'Me, then you' to model how to read the sentence. Provide opportunities for the learners to repeat the sentence aloud so that learners can read the sentence correctly.

WEEK 3: MONDAY: GROUP GUIDED & INDEPENDENT READING (15 MINUTES)	
GROUP GUIDED READING (SMALL GROUP)	
GROUP	GROUP 1
TEXT	Off we zoom! (Fiction) If the reader does not match the needs of learners in the group, choose a text that is more appropriate for the learners in the reading group: • Below average readers: Sentences from Phonics Flashcard Set 5. • Above average readers: Select text from Anthology 2. Use your tracker.
SIGHT WORDS	Review any sight words that appear in the chosen text.
WHOLE CLASS (for learners not in the reading group)	
Choose one of the following options: • Individual reading • Read in pairs • Complete occupational worksheet 3	

WEEK 3: TUESDAY: SHARED READING (15 minutes)	
TITLE	<u>Hot toast coming up</u>
ACTIVITY	PRE-READ
COMPREHENSION STRATEGY	Predict
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: <u>Hot toast coming up!</u> 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. 12. Read through the story once. Code switch where necessary.	

WEEK 3: TUESDAY: WRITING (30 minutes)

TOPIC	Write a list of the ways the people in your family take care of each other.
TASK	PLANNING & DRAFTING
WRITING FRAME	Ways people in my family care for me: 1. 2. 3.

Modelling:

1. Explain that today, learners will make a list with a heading.
2. Explain that a heading tells us what the list will be about. Point to the heading (*Ways people in my family care for me*).
3. Explain that when we write a list, we use numbers (*point to the numbers on the writing frame*).
4. Read the writing frame to learners. Explain that today, we will make a list of things that people in our family do to take care of us!
5. Use **modelling** to show learners that you **think before you write**.
6. Tell learners some ideas you have for filling in the writing frame, like: My husband always listens to me when I feel sad, my son cooks dinner for me, my husband brings me books from town.
7. Explain which words you will write. **Draw a line for each word.**
8. Use modelling to complete the writing frame: **Ways people in my family care for me:**
1. My husband listens to me. 2. My son cooks dinner for me. 3. My husband brings me
9. books so I can learn new things!
10. **Say words slowly like a tortoise and write the sounds you know.**
11. **Use resources** like sight words and theme vocabulary words!
12. **Erase your example from the board. Explain that this was just an example, but learners must write their own ideas.**

Oral Instructions:

1. Ask learners: What things do people in your family do to care for you?
2. Explain that learners can think of anything that makes them feel loved and cared for.
3. Explain that learners should come up with their own ideas – they should not copy your idea!
4. Instruct learners to **think before they write**.
5. Instruct learners to **turn and talk** and share their ideas.
6. Call on 3-5 learners to tell you about one thing way they feel cared for. They must say: **I feel cared for when...**
7. Explain that learners will now use the writing frame to 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 **read their writing**.
4. Help learners complete the writing frame.
5. Help learners **say words slowly like a tortoise and use resources**.
6. Encourage learners.

Ways people in my family care for me:

1. My mom cook dinner every nite.
2. My sister helps me with my home work.
3. My dad works hard for money.

WEEK 3: TUESDAY: GROUP GUIDED & INDEPENDENT READING (15 MINUTES)	
GROUP GUIDED READING (SMALL GROUP)	
GROUP	GROUP 2
TEXT	Off we zoom! (Fiction) If the reader does not match the needs of learners in the group, choose a text that is more appropriate for the learners in the reading group: - Below average readers: Sentences from Phonics Flashcard Set 5. - Above average readers: Select text from Anthology 2. Use your tracker.
SIGHT WORDS	Review any sight words that appear in the chosen text.
WHOLE CLASS (for learners not in the reading group)	
Choose one of the following options: - Individual reading - Read in pairs - Complete occupational worksheet 3	

WEEK 3: WEDNESDAY: DAILY ACTIVITIES (10 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	I am kind to the people I know,	<i>Smile at your friend</i>
	I care for others wherever I go!	Give your friend a hug
	When I'm caring in little ways,	<i>Pinch your two fingers together</i>
	I help make the world a kinder place!	-
THEME VOCABULARY	offer, supposed to, often, look after	
QUESTION OF THE DAY		
Question	Who offers to help you most often?	
Graph	4 COLUMN GRAPH	
Options	my mom / my dad / my brother / my sister	
Follow up questions		
Question	How many learners say their mom offers to help them most often?	
Answer	___ learners say their mom offers to help them most often.	
Question	How many learners say their dad offers to help them most often?	
Answer	___ learners say their dad offers to help them most often.	
Question	How many learners say their brother offers to help them most often?	
Answer	___ learners say their brother offers to help them most often.	
Question	How many learners say their sister offers to help them most often?	
Answer	___ learners say their sister offers to help them most often.	
Question	Who do most learners say offers to help them often?	
Answer	Most learners say their ___ offers to help the most often.	
Question	Who do fewest learners say offers to help them often?	
Answer	Fewest learners say their ___ offers to help them most often.	
Question	Who offers to help you most often?	
Answer	My mom offers to help me most often.	
Answer	My dad offers to help me most often.	
Answer	My brother offers to help me most often.	
Answer	My sister offers to help me most often.	
READING	Practice reading the sight words for the week.	

WEEK 3: WEDNESDAY: PHONEMIC AWARENESS & PHONICS (5 minutes)	
SOUND	<oo> (short)
FLASHCARDS	<oo>, (short) <look up at the moon> book, wood; Look up at the moon (Phonics Flashcard Set 2)
ACTIVITY	REVIEW 1. Show the <oo> (long) card and ask: What sound do these letters make when they are placed next to each other? (/oo/ long) 2. Repeat 3 times. 3. What words have this sound in the middle? (food, hoop) TEACH NEW SOUND 1. Say: Drum roll please (everyone drums on knees). 2. Say: Today's new sound is /oo/ (short). 3. Show the <oo> card and use 'Me, then you' to model how to say the sound and repeat 3 times. 4. Show the card and use 'Me, then you' to teach the mnemonic: <look up at the moon>. Repeat 3 times. 5. Display the grapheme cards on the phonics display board. PRACTISE AND APPLY 1. Show the flashcard <oo> (short). Use 'Me, then you' and read the word. 2. Use 'Me, then you' and sound out the word (segmenting using robot arms). Example: book = /b/ + /oo/ + /k/ 3. Blend the word (using blending hands). Example: /b/ + /oo/ + /k/ = book 4. Count the sounds in the word. (3 sounds) 5. Say the whole word. 6. Repeat with the word: wood. 7. Display the words with the target sounds on the phonics display board and tell learners to copy these into their exercise books. 8. Show and then read the sentence: 'Look up at the moon.' Emphasise the word 'look'. 9. Use 'Me, then you' to model how to read the sentence. Provide opportunities for the learners to repeat the sentence aloud so that learners can read the sentence correctly.

WEEK 3: WEDNESDAY: GROUP GUIDED & INDEPENDENT READING (15 MINUTES)**GROUP GUIDED READING (SMALL GROUP)**

GROUP	GROUP 2
TEXT	Off we zoom! (Fiction) If the reader does not match the needs of learners in the group, choose a text that is more appropriate for the learners in the reading group: • Below average readers: Sentences from Phonics Flashcard Set 5. • Above average readers: Select text from Anthology 2. Use your tracker.
SIGHT WORDS	Review any sight words that appear in the chosen text.

WHOLE CLASS (for learners not in the reading group)

Choose one of the following options:

- Individual reading
- Read in pairs
- Complete occupational worksheet 3

WEEK 3: THURSDAY: SHARED READING (15 minutes)	
TITLE	Hot toast coming up
ACTIVITY	FIRST ONE
COMPREHENSION STRATEGY	I wonder... Make evaluations
PURPOSE	By modelling how to think/wonder about a text, we teach learners two things. Firstly, we teach learners that good readers do not just read the words, they always think about what they are reading. Secondly, we show learners the kinds of thoughts that we have about a text. By doing this, we show learners how to think creatively and critically about a text. In time, learners will start to do this themselves.
Story	Think aloud: Second Read
When Sibongile got home from school, she found her mother sick in bed. 'Oh no Mama!' Sibongile said, 'I will take care of you!'	Oh no! I wonder if this is the first time Sibongile has ever seen her mother sick?
Sibongile thought about all the things her mother did for her when she was sick. 'Mama always makes me toast!' Sibongile thought. She went to the kitchen to make her mother some nice hot toast.	–
Sibongile's little brother Sipho came into the kitchen. 'Mama always looks after us when we're sick,' she told Sipho, 'now it's our turn! Please help me to make some toast!' Sibongile wanted to do something extra special for her mother. 'I need to go find something – I'll be right back!' she said.	I wonder what extra special thing Sibongile will do for her mother? I wonder why she is working so hard to make her mother's day special? It must be because her mother takes really good care of her when she is sick!
Sibongile went to find her old sock – the one with holes in it. 'This will be perfect!' she thought. She took the sock and went to find the other things she would need.	I wonder what Sibongile is going to do with an old sock? I wonder how that will help her mother?
She walked through the kitchen. Sipho was supposed to be making the toast, but he was playing with their puppy. The toast was still sitting in the toaster. It was cold! 'Sipho! You're supposed to be helping me take care of Mama!' Sibongile said. She put new slices of bread in the toaster. 'Please watch the toast! You must bring it to Mama while it is hot!' she said. 'I need to go find something – I'll be right back!' she said.	–
Sibongile went into her mother's room. 'I am making something extra special for you – do you like monsters or snakes better?' she asked. 'Monsters,' her mother replied. 'Ok! I will be back soon!' Sibongile said.	I wonder what Sibongile could be doing? I wonder why she needs to know if her mother likes monsters or snakes better?

She walked through to the kitchen again. Sipho was supposed to be making the toast, but now he was reading a book. The toast was sitting in the toaster. It was cold! 'Sipho! You're supposed to be helping me take care of Mama!' Sibongile said. She put new slices of bread in the toaster. 'Please watch the toast! You must bring it to Mama while it is hot!' she said. 'I need to go do something – I'll be right back!' she said.	–
Sibongile found her markers and paint. She put the red sock on the table. She drew a nose and eyes on the sock. 'A little monster puppet!' Sibongile said, as she put on the puppet on her hand and ran to her mother's room.	I wonder why Sibongile is making a puppet? I wonder what she will do with the puppet?
'I'm going to put on a puppet show for you!' Sibongile said. Sibongile made her little monster puppet talk and dance. She felt happy as she watched her mother smile and laugh. 'I loved your puppet show!' Mama said at the end.	I wonder where Sibongile got the idea to put on a puppet show for her mother? I wonder if her mother has ever put on a puppet show for her?
'I'm feeling hungry,' Mama said, getting up. Sibongile froze! 'No, no! I made you toast! I forgot!' Sibongile cried. 'Stay in bed, I will bring it!'	I wonder what Sipho is doing? He was supposed to be looking after the toast!
Sibongile ran to the kitchen. Sipho was drawing with his crayons. The toast was cold. There was no more bread. 'I hope mom likes cold toast,' thought Sibongile.	I wonder if Sibongile's mother will eat the cold toast?
The toast was cold, but there was enough for Mama, Sibongile, Sipho and the little monster puppet to eat together!	–
Follow up questions	Possible responses
What does Sipho get distracted by?	He gets distracted by a puppy, a book, and his crayons.
What kind of puppet does Sibongile make for her mother?	A little monster puppet.
Why question	Possible responses
Why did Sibongile serve her mother cold toast?	- Because she was trying to make a puppet show for her. - Because her brother was supposed to be helping her, but he kept forgetting about the toast. - Because Sibongile was so busy with her puppet show that she forgot about the toast. - Because she made the toast so many times she ran out of bread!

WEEK 3: THURSDAY: WRITING (30 minutes)	
TOPIC	Write a list of the ways the people in your family take care of each other.
TASK	PLANNING & DRAFTING
WRITING FRAME	Ways I care for people in my family: 1. 2. 3.
Modelling: 1. Explain that today, learners will add another section to their lists. 2. Explain that they will add a heading. Point to the new heading (<i>Ways I care for people in my family</i>). 3. Remind learners that when we write a list, we use numbers (<i>point to the numbers on the writing frame</i>). 4. Read the writing frame to learners. Explain that today, we will make a list of things that we do to care for people in our families. We are young, but we can still care for others in so many different ways! 5. Use modelling to show learners that you think before you write. 6. Explain some ideas you have for filling in the writing frame, like: I pay my children's school fees, I give everyone in my family lots of hugs, I go to the shop and buy food for my family. 7. Explain which words you will write. Draw a line for each word. 8. Use modelling to complete the writing frame, like: <u>Ways I care for people in my family:</u> 1. I work hard to pay school fees. 2. I give my family hugs. 3. I buy food so my family can eat. 9. Say words slowly like a tortoise and write the sounds you know. 10. Use resources like sight words and theme vocabulary words! 11. Erase your example from the board. Explain this was just an example, but learners must write their own ideas. Oral Instructions: 1. Remind learners that on Tuesday, we thought about things other people in our family do to care for us. Today we will think about different ways we show people in our family that we care about them! 2. Ask learners: What do you do to care for people in your family? 3. Explain that learners should come up with their own ideas – they should not copy your idea! 4. Instruct learners to think before they write. 5. Instruct learners to turn and talk and share their ideas with a partner. 6. Call on 3-5 learners to tell you one thing they do to care for someone in their family. They must say: <u>I show that I care about...when I...</u> 7. Explain that learners will now use the writing frame to draw and write their own ideas! Writing: 1. Hand out learner books. Instruct learners to find their writing from Tuesday. They will add a heading and a list to their writing! 2. As learners are writing, walk around the room and complete mini conferences. 3. Ask learners to read their writing. 4. Help learners complete the writing frame. 5. Help learners say words slowly like a tortoise and use resources. 6. 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 writing.

Hang up learner drawings at LEARNER EYE-LEVEL around the room. This helps learners have conversations with their new vocabulary!

1. My mom cook dinner every nite.
2. My sister helps me with my home work.
3. My dad works hard for money.

Ways I care for people in my family:

1. I wash the dishes for my mom.
2. I help to change my baby brothers nappy.
3. I set the table for dinner

WEEK 3: THURSDAY: GROUP GUIDED & INDEPENDENT READING (15 MINUTES)	
GROUP GUIDED READING (SMALL GROUP)	
GROUP	GROUP 4
TEXT	Off we zoom! (Fiction) If the reader does not match the needs of learners in the group, choose a text that is more appropriate for the learners in the reading group: - Below average readers: Sentences from Phonics Flashcard Set 5. - Above average readers: Select text from Anthology 2. Use your tracker.
SIGHT WORDS	Review any sight words that appear in the chosen text.
WHOLE CLASS (for learners not in the reading group)	
Choose one of the following options: - Individual reading - Read in pairs - Complete occupational worksheet 3	

WEEK 3: FRIDAY: DAILY ACTIVITIES (10 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	I am kind to the people I know,	<i>Smile at your friend</i>
	I care for others wherever I go!	Give your friend a hug
	When I’m caring in little ways,	<i>Pinch your two fingers together</i>
	I help make the world a kinder place!	-
THEME VOCABULARY	puppet, puppet show, serve, perform	
QUESTION OF THE DAY		
Question	What do you think is a more caring thing to do for someone who is sick?	
Graph	2 COLUMN GRAPH	
Options	perform a puppet show / serve them toast	
Follow up questions		
Question	How many learners think it is more caring to perform a puppet show for someone who is sick?	
Answer	___ learners think it is more caring to perform a puppet show for someone who is sick.	
Question	How many learners think it is more caring to serve toast to someone who is sick?	
Answer	___ learners think it is more caring to serve toast to someone who is sick.	
Question	What do more learners think is a more caring thing to do for someone who is sick?	
Answer	More learners think ___ is a more caring thing to do for someone who is sick.	
Question	What do fewer learners think is a more caring thing to do for someone who is sick?	
Answer	Fewer learners think ___ is a more caring thing to do for someone who is sick.	
Question	What do you think is a more caring thing to do for someone who is sick?	
Answer	I think performing a puppet show is a more caring thing to do for someone who is sick.	
Answer	I think serving toast is a more caring thing to do for someone who is sick.	
READING	Practice reading the sight words for the week.	

WEEK 3: FRIDAY: PHONEMIC AWARENESS & PHONICS (5 minutes)	
SOUND	/oo/ (long), /oo/ (short)
WORDS	food, hoop, wood, book; Look up at the moon (Phonics Flashcard Set 2)
SIGHT WORDS	Select sight words from week 3 for this spelling test
ACTIVITY	1. Show and read the blending sentences in the Phonics Flashcard Set 2: 'Look up at the moon.' Say: Me, then you... 2. Tell learners to write the numbers 1 to 10 in their exercise books for the spelling test. 3. Explain that you are going to say some sight words and words with the sounds they have practised this week. Read the words listed above. Tell the learners to write each word after you say it. 4. Say each word in the list above slowly and give learners a chance to write it before you say the next word. 5. Write the words on the board and ask learners to check their work and make any corrections. Or refer learners to the words on the phonics display board and ask learners to check their work. 6. Ask learners to read the words back to you. Informally assess their ability to encode and decode the words correctly.

WEEK 3: FRIDAY: LANGUAGE USE (30 minutes)

TOPIC	Countable and uncountable nouns
-------	---------------------------------

ACTIVITY

EXPLANATION

1. Explain that today, learners will think about types of **nouns**.
2. Remind learners that a noun is a person, a place, or a thing (object).
3. Brainstorm some examples of nouns with learners, like: school, children, dog, sun, shoes
4. Explain that today we will think about **countable** and **uncountable** nouns. Explain that you can add a **number** in front of countable nouns, but you can't to uncountable nouns.

I DO (Teacher models)

1. Explain that one way families care for each other is to go to the shop to buy things that are needed in the house. Sometimes when we go to the shop, we make a list so we can remember what we need to buy.
2. Say: Let's pretend we are making a shopping list to help someone in our family. We need to write down all the things we must buy at the shop so that we don't forget what we need!
3. Brainstorm items for the shopping list with learners. Write the items on the board, like:
 - a. milk
 - b. eggs
 - c. coffee
 - d. tomatoes
 - e. onions
 - f. yogurt
 - g. bananas
 - h. sugar
 - i. potatoes
 - j. flour
4. Explain that today, we will try to figure out which of the nouns on our list are countable and which nouns are uncountable.
5. Use modelling to complete the first two for learners:
 - a. Milk: uncountable (Explain that we can't say one milk or two milks – we say some milk. We can say one bottle of milk or one glass of milk, because a bottle and a glass are countable.)
 - b. Eggs: countable (Explain that we can put a number in front of the amount of eggs we need. We can say one egg or ten eggs.)

WE DO (Teacher and learners do together):

1. Complete the next two examples together with the learners, like:
 - a. coffee: uncountable (Explain that we can't say one coffee or two coffees – we say some coffee. We can say one packet of coffee or one cup of coffee, because a packet and a cup are countable.)
 - b. tomatoes: countable (Explain that we can put a number in front of the amount of tomatoes we need. We can say one tomato or ten tomatoes.)

YOU DO (Learners do independently):

1. Hand out learner books.
2. Instruct learners to write down the remaining items on the shopping list. They must work with a partner to decide if each noun is countable or uncountable.
3. If the noun is countable, they must write how many of the item they want to buy!
4. If the item is uncountable, they must write 'some' next to the noun.
5. As learners are writing, walk around the room and complete **mini conferences**.
6. Help learners correctly identify **countable and uncountable nouns**.

7. Encourage learners.
8. Answer examples:
 - a. **Some** milk
 - b. **6** eggs
 - c. **Some** coffee
 - d. **4** tomatoes
 - e. **2** onions
 - f. **Some** yoghurt
 - g. **5** bananas
 - h. **Some** sugar
 - i. **12** potatoes
 - j. **Some** flour

WEEK 3: FRIDAY: GROUP GUIDED & INDEPENDENT READING (15 MINUTES)

GROUP GUIDED READING (SMALL GROUP)

GROUP	GROUP 5
TEXT	Off we zoom! (Fiction) If the reader does not match the needs of learners in the group, choose a text that is more appropriate for the learners in the reading group: - Below average readers: Sentences from Phonics Flashcard Set 5. - Above average readers: Select text from Anthology 2. Use your tracker.
SIGHT WORDS	Review any sight words that appear in the chosen text.

WHOLE CLASS (for learners not in the reading group)

Choose one of the following options:

- Individual reading
- Read in pairs
- Complete occupational worksheet 3

WEEK 3: FRIDAY: END OF WEEK LEARNING REVIEW

Note: There is no formal time allocated for this activity. Please try to fit it in to your classroom routine at the end of each week.

1. Settle learners on the carpet at the end of the day.
2. Conduct the weekly language review session. You may choose to combine HL and FAL learning in this review.
3. Remember to allow learners to 'Turn and Talk' and discuss their answers with a partner. Then, select a few learners to share their answers with the class.
4. Use the following prompting questions to guide the language part of your discussion:
 - a. **What was our language theme for the week?**
 - b. **Which stories did we read together?**
 - c. **What were your favourite new words of the week?**
 - d. **What did you learn from the stories we read?**
 - e. **What did we write about this week?**
 - f. **How did your own writing improve this week?**
 - g. **How did your own reading improve this**
 - h. **What are you most proud of this week?**
5. Finally, tell learners to think about two things that they are going to tell their families about what they learnt or how they improved at school this week.

Please note: This process of self-review and reflection is a critically important part of learning.

Please do not skip this weekly activity.

GRADE 3 - TERM 2



THEME:
FAMILIES CARING FOR EACH OTHER!

'Without a sense of caring, there can be no sense of community.'

- Anthony D'angelo

WEEK 4: CLASSROOM PREPARATION

1. At the start of each week, ensure that your classroom is neat and tidy.
2. Update your DISPLAY BOARDS, by removing items that are no longer relevant, and storing them carefully.
3. Then, prepare the flashcard words and theme word illustrations that you will need.
4. Find and prepare items for your theme wall and table that will be of interest to learners, for instance: cardboard cut-out of a heart/flowers, a teddy-bear, some plasters, picture of people caring for one another, a giftwrapped box, child's handwritten thank-you note..
5. Do some research on the internet to prepare for the theme. For example: activities to teach children about care and love.
6. Make sure all learner exercise books and DBE Workbooks are marked, and neatly packed where they belong.
7. Make sure all your big books, graded readers and classroom library books are in good order.
8. Adjust your group guided reading groups if necessary.
9. Plan your informal and formal assessment activities for the week.

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 54 & 55
Activity 2	DBE Workbook 1: Word work, page 54
Activity 3	DBE Workbook 1: Let's read, page 56
Activity 4	Draw a picture of something that you do for your family or friend that is helpful.

TERM 2: WEEK 4		
OVERVIEW		
THEME	Families caring for each other!	
THEME VOCABULARY	annoyed, distracted, focused, furious, freeze, froze, realise, kitchen, expected, dishes, laundry, helpful	
BIG BOOK	Hot toast coming up	
PHONICS	a-e, e-e	
SIGHT WORDS	said, you, went, some, after, find	
READER	Off we zoom!	
WRITING FRAME	Topic: Write a list of the ways the people in your family take care of each other.	
	Tuesday	Thursday
	Editing	Publishing & Presenting

TERM 2: WEEK 4		
INTRODUCE THE THEME		
PICTURE	The front cover of the Big Book: <u>Hot toast coming up!</u>	
SHOW	Show learners the picture on the front cover of the story. Remind learners that last week we spoke about caring for others.	
SAY	• Ask learners: How does Sibongile care for others? • Listen to learner responses. Help learners revise some of the theme vocabulary from WEEK 3. • Remind learners that Sibongile cares for her mother while she is sick by making her toast and performing a puppet show for her. • She shows that she really cares about taking good care of her mom! • Explain that this week, we will be thinking more about how we care for our families.	
TEACH	Teach learners the sight words for the week 1. Learners copy down the sight words into their books. 2. Learners practice reading the sight words at home.	

WEEK 4: MONDAY: DAILY ACTIVITIES (10 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	Today I thought of many things	<i>Put your finger on your head as if you are thinking</i>
	That I am thankful for.	<i>Put your hands together</i>
	I thought of toys and sweets,	–
	But then I thought some more!	<i>Put your finger on your head as if you are thinking</i>
	I thought about my family	–
	Who love and care for me.	<i>Hug yourself tightly</i>
	Family is better than anything,	–
	It is easy to see!	<i>Put your fingers on your eyes</i>
THEME VOCABULARY	annoyed, distracted, focused, furious	
QUESTION OF THE DAY		
Question	If you were Sibongile, how would you feel when Sipho got distracted?	
Graph	3 COLUMN GRAPH	
Options	annoyed / grumpy / furious	
Follow up questions		
Question	How many learners would feel annoyed when Sipho got distracted?	
Answer	___ learners would feel annoyed when Sipho got distracted.	
Question	How many learners would feel grumpy when Sipho got distracted?	
Answer	___ learners would feel grumpy when Sipho got distracted.	
Question	How many learners would feel furious when Sipho got distracted?	
Answer	___ learners would feel furious when Sipho got distracted.	
Question	How would most learners feel when Sipho got distracted?	
Answer	Most learners would feel ___ when Sipho got distracted.	
Question	How would fewest learners feel when Sipho got distracted?	
Answer	Fewest learners would feel ___ when Sipho got distracted.	
Question	How would you feel when Sipho got distracted?	
Answer	I would feel annoyed when Sipho got distracted.	
Answer	I would feel grumpy when Sipho got distracted.	
Answer	I would feel furious when Sipho got distracted.	
READING	Practice reading the sight words for the week.	

WEEK 4: MONDAY: PHONEMIC AWARENESS & PHONICS (5 minutes)	
SOUND	<a-e> (/ai/) Note: This is also known as 'magic e' or 'silent e'. It is a split digraph where 2 vowels make one sound. For example, <a-e> as in 'make'.
FLASHCARDS	<a-e> <cake by the lake> snake, shapes, cake, face; I asked mom to put cake and grapes on my plate, I would like a new game for my birthday (Phonics Flashcard Set 6)
ACTIVITY	REVIEW 1. Show the <oo> (short) grapheme card and ask: What sound do these letters make when they are placed next to each other? (/oo/ short) 2. Repeat 3 times. 3. What words have this sound? (<i>book, wood</i>) TEACH NEW SOUND 1. Say: Drum roll please (everyone drums on knees). 2. Say: Today's new sound is /a-e/. 3. Show the <a-e> card and use 'Me, then you' to model how to say the sound and repeat 3 times. 4. Use 'Me, then you' to teach the mnemonic: <cake by the lake> while showing the card. Repeat 3 times. 5. Ask individual learners to spot the <a-e> sounds in the mnemonic. They should point to the relevant letters and say "___, there you are!" 6. Display the grapheme cards on the phonics display board. PRACTISE AND APPLY 1. Show the flashcard for 'cake'. Use 'Me, then you' and model how to read the word. 2. Use 'Me, then you' and sound out the word (segmenting using robot arms). Example: cake = /c/ + /a/ + /ke/ 3. Blend the word (using blending hands). Example: /c/ + /a/ + /ke/ = cake 4. Count the sounds in the word. (3 sounds) 5. Say the whole word. 6. Repeat with the word: snake. 7. Display the words with the target sounds on the phonic display board and tell learners to copy these into their exercise books. 8. Show and then read the sentence: 'I asked mom to put cake and grapes on my plate'. Emphasise the words 'cake' and 'grapes' and 'plate'. 9. Use 'Me, then you' to model how to read the sentence. Provide opportunities for the learners to repeat the sentence aloud so that learners can read the sentence correctly.

WEEK 4: MONDAY: GROUP GUIDED & INDEPENDENT READING (15 MINUTES)	
GROUP GUIDED READING (SMALL GROUP)	
GROUP	GROUP 1
TEXT	Off we zoom! (Fiction) If the reader does not match the needs of learners in the group, choose a text that is more appropriate for the learners in the reading group: • Below average readers: Sentences from Phonics Flashcard Set 5. • Above average readers: Select text from Anthology 2. Use your tracker.
SIGHT WORDS	Review any sight words that appear in the chosen text.
WHOLE CLASS (for learners not in the reading group)	
Choose one of the following options: • Individual reading • Read in pairs • Complete occupational worksheet 4	

WEEK 4: TUESDAY: SHARED READING (15 minutes)	
TITLE	Hot toast coming up
ACTIVITY	Second read
COMPREHENSION STRATEGY	I wonder... Make evaluations
PURPOSE	When we evaluate a text, we make a judgement about an aspect of the text. Making evaluations is a key thinking and comprehension skill. Learners must realise that they must always evaluate what they read, and be able to support or justify their evaluations. Remember that it takes confidence to share an evaluation, so it is important to encourage and praise learners as they start to make evaluations. By modelling how to think/wonder about a text, we teach learners two things. Firstly, we teach learners that good readers do not just read the words, they always think about what they are reading. Secondly, we show learners the kinds of thoughts that we have about a text. By doing this, we show learners how to think creatively and critically about a text. In time, learners will start to do this themselves.
Story	Think aloud: First Read
When Sibongile got home from school, she found her mother sick in bed. 'Oh no Mama!' Sibongile said, 'I will take care of you!'	I can make an evaluation that Sibongile is a caring person. She wants to care for her mother, just like her mother cares for her!
Sibongile thought about all the things her mother did for her when she was sick. 'Mama always makes me toast!' Sibongile thought. She went to the kitchen to make her mother some nice hot toast.	I can make an evaluation that Sibongile is caring because her mother didn't ask for help, but Sibongile offers on her own! She really wants her mother to feel loved and cared for.
Sibongile's little brother Sipho came into the kitchen. 'Mama always looks after us when we're sick,' she told Sipho, 'now it's our turn! Please help me to make some toast! Sibongile wanted to do something extra special for her mother. 'I need to go find something – I'll be right back!' she said.	I wonder if Sipho is as kind and caring as his big sister?
Sibongile went to find her old sock – the one with holes in it. 'This will be perfect!' she thought. She took the sock and went to find the other things she would need.	–
She walked through the kitchen. Sipho was supposed to be making the toast, but he was playing with their puppy. The toast was still sitting in the toaster. It was cold! 'Sipho! You're supposed to be helping me take care of Mama!' Sibongile said. She put new slices of bread in the toaster. 'Please watch the toast! You must bring it to Mama while it is hot!' she said. 'I need to go find something – I'll be right back!' she said.	I can make the evaluation that Sipho isn't as caring as Sibongile. Sipho didn't offer to help care for his mom. And, he keeps forgetting to help Sibongile even though she has asked him to help her!

Sibongile went into her mother's room. 'I am making something extra special for you – do you like monsters or snakes better?' she asked. 'Monsters,' her mother replied. 'Ok! I will be back soon!' Sibongile said.	–
She walked through to the kitchen again. Sipho was supposed to be making the toast, but now he was reading a book. The toast was sitting in the toaster. It was cold! 'Sipho! You're supposed to be helping me take care of Mama!' Sibongile said. She put new slices of bread in the toaster. 'Please watch the toast! You must bring it to Mama while it is hot!' she said. 'I need to go do something – I'll be right back!' she said.	I can make the evaluation that Sipho gets distracted easily! First, he got distracted by their puppy and now he is distracted by his book! He is not as focused on helping his mother as Sibongile is.
Sibongile found her markers and paint. She put the red sock on the table. She drew a nose and eyes on the sock. 'A little monster puppet!' Sibongile said, as she put on the puppet on her hand and ran to her mother's room.	–
'I'm going to perform a puppet show for you!' Sibongile said. Sibongile made her little monster puppet talk and dance. She felt happy as she watched her mother smile and laugh. 'I loved your puppet show!' Mama said at the end.	I can make the evaluation that Sibongile is a creative person! She made her own puppet and made up her own puppet show to help me mom smile and laugh!
'I'm feeling hungry,' Mama said, getting up. Sibongile froze! 'No, no! I made you toast! I forgot!' Sibongile cried. 'Stay in bed, I will bring it!'	Oh no! Sibongile worked so hard to make the day special for her mother. I wonder if she will feel annoyed with her brother for not helping with the toast?
Sibongile ran to the kitchen. Sipho was drawing with his crayons. The toast was cold. There was no more bread. 'I hope mom likes cold toast,' thought Sibongile.	I can make the evaluation that Sibongile is a very kind and understanding person. Sipho is not being helpful, but she doesn't become cross or shout! The only thing she is focused on is taking care of her mother.
The toast was cold, but there was enough for Mama, Sibongile, Sipho and the little monster puppet to eat together!	
Follow up questions	Possible responses
What kind of person do you think Sipho is?	I can make the evaluation that Sipho is... because...
What kind of person do you think Sibongile is?	I can make the evaluation that Sibongile is... because...

Why question	Possible responses
Why did Sibongile work so hard to take care of her mother?	• Because her mother always takes good care of her when she is sick. • Because she wants to show her mother she loves and cares about her. • Because she is a caring person. • Because she is a kind person. • Because she wants her mother to feel better!
Formulating questions	
• Teach the learners some simple question words, together with their meanings. For example: what, who, when, where, how. • Next ask learners to think about the story, and to try and formulate their own question. • Tell learners to 'turn and talk' and ask each other their questions. • Ask a few learners to share their questions with the whole class. • Correct any errors with the form or content of the questions. • Praise learners for their efforts and remind them that we must always ask questions about everything that we read or hear.	

WEEK 4: TUESDAY: WRITING (30 minutes)

WRITING FRAME	Write a list of the ways the people in your family take care of each other.
TASK	EDITING

Write the following **checklist** on the chalkboard OR photocopy for learners.

I used capital letters.	
I used punctuation (.!?)	
I read my sentences out loud.	
I checked my spelling. (I circled words I need help with)	

Getting Ready:

Write your sentences from Tuesday on the board. **Hide** 3-4 mistakes in your sentences, like:

- **Ways people in my family care for me:**

1. My husband listens to me
2. My **soon** cooks dinner for me.
3. **my** husband **bring** me books so I can learn new things!

Modelling:

1. Explain that today, learners will **edit** their paragraphs.
2. Read the **checklist** out loud to learners.
3. Use **modelling** to read each of your example sentences out loud to learners.
4. After reading each sentence, instruct learners to look for **mistakes**.
5. Fix each mistake on the chalkboard with learners. Explain each mistake, like:
 - a. My husband listens to me. (*Check for punctuation!*)
 - b. My **soon son** cooks dinner for me (*We must check for spelling. Sometimes, reading sentences out loud helps us find words that haven't been spelled right.*)
 - c. **my** husband **brings** me books so I can learn new things! (*The first word must be capitalised. When we talk about one person doing something, the verb must have an 's' at the end. When we read our sentences out loud, we can sometimes hear when something like this sounds wrong!*)

Oral Instructions:

1. Tell learners that they will:
 - a. Read their writing **out loud** to a partner.
 - b. Help their partner look for and fix mistakes.
 - c. Read the checklist and make sure all items have been completed.

Writing:

1. **Hand out learner books** with completed paragraphs from Monday and Tuesday. Instruct learners to find their writing from Monday and Tuesday.
2. Instruct learners to **turn and talk**.
3. Instruct learners to find and fix their mistakes with a partner
4. As learners talk and fix mistakes, walk around the room and complete **mini conferences**.
5. Ask learners to **read their writing**.
6. Help learners who are struggling to find and fix their mistakes.
7. Instruct any learners who finish early to add more details or sentences to their paragraphs.
8. Encourage learners.

1. My mom cooks dinner every night.
 2. My sister helps me with my homework.
 3. My dad works hard for money.
- Tuesday

Ways I care for people in my family:

1. I wash the dishes for my mom.
2. I help to change my baby brother's nappy.
3. I set the table for dinner.

WEEK 4: TUESDAY: GROUP GUIDED & INDEPENDENT READING (15 MINUTES)

GROUP GUIDED READING (SMALL GROUP)

GROUP	GROUP 2
TEXT	Off we zoom! (Fiction) If the reader does not match the needs of learners in the group, choose a text that is more appropriate for the learners in the reading group: - Below average readers: Sentences from Phonics Flashcard Set 5. - Above average readers: Select text from Anthology 2. Use your tracker.
SIGHT WORDS	Review any sight words that appear in the chosen text.

WHOLE CLASS (for learners not in the reading group)

Choose one of the following options:

- Individual reading
- Read in pairs
- Complete occupational worksheet 4

WEEK 4: WEDNESDAY: DAILY ACTIVITIES (10 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	Today I thought of many things	<i>Put your finger on your head as if you are thinking</i>
	That I am thankful for.	<i>Put your hands together</i>
	I thought of toys and sweets,	–
	But then I thought some more!	<i>Put your finger on your head as if you are thinking</i>
	I thought about my family	–
	Who love and care for me.	<i>Hug yourself tightly</i>
	Family is better than anything,	–
	It is easy to see!	<i>Put your fingers on your eyes</i>
THEME VOCABULARY	freeze, froze, realise, kitchen	
QUESTION OF THE DAY		
Question	<i>Remind learners that in the story, Sibongile froze when her mother says that she is hungry. She realises that the toast is still sitting in the kitchen!</i> Ask learners: Why do you think Sibongile freezes?	
Graph	2 COLUMN GRAPH	
Options	She feels upset that she forgot about the toast! / She is so furious with her brother for not bringing the toast!	
Follow up questions		
Question	How many learners think Sibongile freezes because she feels upset that she forgot about the toast?	
Answer	___ learners think Sibongile freezes because she feels upset that she forgot about the toast.	
Question	How many learners think Sibongile freezes because she is so furious with her brother for not bringing the toast?	
Answer	___ learners think Sibongile freezes because she is so furious with her brother for not bringing the toast.	
Question	Why do more learners think Sibongile freezes?	
Answer	More learners think Sibongile freezes because ____.	
Question	Why do fewer learners think Sibongile freezes?	
Answer	Fewer learners think Sibongile freezes because ____.	
Question	Why do you think Sibongile freezes?	
Answer	I think Sibongile freezes because she feels upset that she forgot about the toast.	
Answer	I think Sibongile freezes because she is so furious with her brother for not bringing the toast.	
READING	Practice reading the sight words for the week.	

WEEK 4: WEDNESDAY: PHONEMIC AWARENESS & PHONICS (5 minutes)	
SOUND	<e-e> (/ee/) Note: This is a split digraph where 2 vowels make one sound. For example, <e-e> as in 'compete'.
FLASHCARDS	<e-e> , <the athlete competes> athlete (Phonics Flashcard Set 6 and grapheme card)
ACTIVITY	REVIEW - Show <a-e> card and ask: What sound? (/a-e/) - Repeat 3 times. - What words have this sound? (<i>cake, face, snake, shapes</i>) TEACH NEW SOUND - Say: Drum roll please (everyone drums on knees). - Say: Today's new sound is /e-e/. - Show the <e-e> card and use 'Me, then you' to model how to say the sound and repeat 3 times. - Show the card and use 'Me, then you' to teach the mnemonic: <the athlete competes>. Repeat 3 times. - Ask individual learners to spot the <e-e> sounds in the mnemonic. They should point to the relevant letters and say "___, there you are!" - Display the grapheme cards on the phonics display board. PRACTISE AND APPLY - Show the flashcard athlete. Use 'Me, then you' and read the word. - Use 'Me, then you' and sound out the word (segmenting using robot arms). Example: athlete = /a/ + /th/ + /l/ + /e/ + /te/ - Blend the word (using blending hands). Example: /a/ + /th/ + /l/ + /e/ + /te/ = athlete - Count the sounds in the word. (5 sounds) - Say the whole word. - Display the word with the target sound on the phonics display board and tell learners to copy it into their exercise books.

WEEK 4: WEDNESDAY: GROUP GUIDED & INDEPENDENT READING (15 MINUTES)	
GROUP GUIDED READING (SMALL GROUP)	
GROUP	GROUP 3
TEXT	Off we zoom! (Fiction) Use your tracker.
SIGHT WORDS	Review any sight words that appear in the chosen text.
WHOLE CLASS (for learners not in the reading group)	
Choose one of the following options: - Individual reading - Read in pairs - Complete occupational worksheet 4	

WEEK 4: THURSDAY: SHARED READING (15 minutes)	
TITLE	<u>Hot toast coming up</u>
ACTIVITY	RECOUNT THE STORY
COMPREHENSION STRATEGY	Summarise Make evaluations
PURPOSE	Asking a young learner to summarise the main points of a story is the best way to check their understanding. Making evaluations is a key thinking and comprehension skill. Learners must realise that they must always evaluate what they read, and be able to support or justify their evaluations. Remember that it takes confidence to share an evaluation, so it is important to encourage and praise learners as they start to make evaluations.
SENTENCE FRAME	In the story... Sibongile... I think...because...
INSTRUCTIONS	
1. Explain that when we summarise a story, we think about the most important things that happened! 2. Remind learners that when we make an evaluation, we also say what we think about something in the story. 3. Explain that learners will summarise and make an evaluation about the story: <u>Hot toast coming up!</u> 4. Use modelling to show learners how to give a 2-3 sentence summary of the story like: In the story, Sibongile takes care of her mother, who is sick! She brings her mother toast and puts on a show. Sibongile is so caring and tries to make her mother feel happy. 5. Use modelling to make an evaluation about this story, like: I think Sibongile is kinder than her brother because her brother doesn't do anything nice for their mother at all! 6. Hold up the pictures. Instruct learners to look at the pictures and think about the most important events in the story. 7. Instruct learners to think about their summary and evaluation of the story. 8. Instruct learners to turn and talk and share their own recount with a partner (<i>they should not memorise what the teacher has said. This should be learners own ideas!</i>) 9. Ask 2-3 learners to share their ideas with the class. Help the learners form complete sentences. 10. Explain and correct any common problems to learners.	

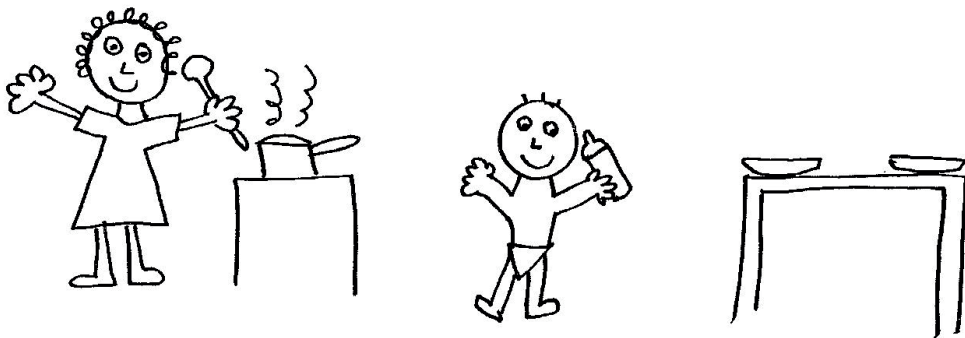
WEEK 4: THURSDAY: WRITING (30 minutes)	
TOPIC	Write a list of the ways the people in your family take care of each other.
WRITING FRAME	Ways people in my family care for me: 1. 2. 3. Ways I care for people in my family: 1. 2. 3.
TASK	PUBLISHING and SHARING
Getting Ready: 1. Write one of your sentences on the board, with a corrected mistake, like: My husband listens to <u>me</u>. Modelling: 1. Explain that today, we will publish our work so that people can read it. 2. Remind learners that when we publish, we rewrite our sentences without mistakes. 3. Explain that learners must look at the corrections they made with their partners yesterday. 4. Explain that learners can illustrate (add pictures) their work if they have time. 5. Use modelling to show learners how to publish. You must rewrite your sentence and fix your mistake, like: My husband listens to me. Writing: 1. Hand out learner books. 1. Instruct learners to find their drafts from Tuesday and Thursday and their editing checklist. 2. Instruct learners to begin publishing. 3. Remind learner to fix their mistakes as they publish. They can also add or change their ideas if they think they can make something sound better! 4. Walk around the room and complete mini conferences. 5. Help learners to correct their mistakes. 6. Instruct learners who finish early to add more to their writing, or to do silent reading from the DBE Workbook or a book from the reading corner. 7. As you walk around, encourage writers. 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 writing. <i>Hang up learner drawings at LEARNER EYE-LEVEL around the room. This helps learners have conversations with their new vocabulary!</i>	

Ways people in my family care for me:

1. My mom cooks dinner every night.
2. My sister helps me with my homework.
3. My dad works hard for money.

Ways I care for people in my family:

1. I wash the dishes for my mom.
2. I help to change my baby brother's nappy.
3. I set the table for dinner.



WEEK 4: THURSDAY: GROUP GUIDED & INDEPENDENT READING (15 MINUTES)	
GROUP GUIDED READING (SMALL GROUP)	
GROUP	GROUP 3
TEXT	Off we zoom! (Fiction) If the reader does not match the needs of learners in the group, choose a text that is more appropriate for the learners in the reading group: - Below average readers: Sentences from Phonics Flashcard Set 5. - Above average readers: Select text from Anthology 2. Use your tracker.
SIGHT WORDS	Review any sight words that appear in the chosen text.
WHOLE CLASS (for learners not in the reading group)	
Choose one of the following options: - Individual reading - Read in pairs - Complete occupational worksheet 4	

WEEK 4: FRIDAY: DAILY ACTIVITIES (10 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	Today I thought of many things	<i>Put your finger on your head as if you are thinking</i>
	That I am thankful for.	<i>Put your hands together</i>
	I thought of toys and sweets,	–
	But then I thought some more!	<i>Put your finger on your head as if you are thinking</i>
	I thought about my family	–
	Who love and care for me.	<i>Hug yourself tightly</i>
	Family is better than anything,	–
	It is easy to see!	<i>Put your fingers on your eyes</i>
THEME VOCABULARY	expected, dishes, laundry, helpful	
QUESTION OF THE DAY		
Question	What are you expected to do to help in your home?	
Graph	3 COLUMN GRAPH	
Options	wash the dishes / fold the laundry / cook	
Follow up questions		
Question	How many learners are expected to wash the dishes in their home?	
Answer	___ learners are expected to wash the dishes in their home.	
Question	How many learners are expected to fold the laundry in their home?	
Answer	___ learners are expected to fold the laundry in their home.	
Question	How many learners are expected to cook in their home?	
Answer	___ learners are expected to cook in their home.	
Question	What are most learners expected to do to help in their home?	
Answer	Most learners are expected to ___ to help in their home.	
Question	What are fewest learners expected to do to help in their home?	
Answer	Fewest learners are expected to ___ to help in their home.	
Question	What are you expected to do to help in your home?	
Answer	I am expected to wash the dishes to help in my home.	
Answer	I am expected to fold the laundry to help in my home.	
Answer	I am expected to cook to help in my home.	
READING	Practice reading the sight words for the week.	

WEEK 4: FRIDAY: PHONEMIC AWARENESS & PHONICS (5 minutes)	
SOUND	<a-e>, <e-e>
WORDS	snake, shapes, cake, face, I asked mom to put cake and grapes on my plate, I would like a new game for my birthday, the athletes compete (Phonics Flashcard Set 6)
SIGHT WORDS	Select sight words from week 4 for this spelling test
ACTIVITY	1. Show and read the blending sentences in the Phonics Flashcard Set 6: 'I asked mom to put cake and grapes on my plate'. Say: Me, then you... 2. Show and read the blending sentences in the Phonics Flashcard Set 6: 'I would like a new game for my birthday'. Say: Me, then you... 3. Show and read the blending sentences in the grapheme card: 'the athletes compete'. Say: Me, then you... 4. Tell learners to write the numbers 1 to 10 in their exercise books for the spelling test. 5. Explain that you are going to say some sight words and words with the sounds they have practised this week. Read the words listed above. Tell the learners to write each word after you say it. 6. Say each word in the list above slowly and give learners a chance to write it before you say the next word. 7. Write the words on the board and ask learners to check their work and make any corrections. Or refer learners to the words on the phonics display board and ask learners to check their work. 8. Ask learners to read the words back to you. Informally assess their ability to encode and decode the words correctly.

WEEK 4: FRIDAY: LANGUAGE USE (30 minutes)

TOPIC	Countable and uncountable nouns a few / a little how many / how much
-------	--

ACTIVITY**EXPLANATION**

1. Explain that today, learners will think about some of the articles we use with countable and uncountable nouns.
2. Remind learners that last week we learned about countable and uncountable nouns. Remind them that you can add a **number** in front of countable nouns, but you can't to uncountable nouns.
3. Explain that we don't always use an exact number when we are talking! Explain that when we are using countable nouns, we can use the term: a few. But, when we are using uncountable nouns, we must rather say: a little. For example: I want **a few** sweets. I want **a little** sugar.
4. Explain when we are asking someone about countable nouns, we can ask: How many? But, when we are asking about uncountable nouns, we can ask: How much? For example: How **many** sweets do you want? How **much** sugar do you need?

I DO (Teacher models)

1. Rewrite the countable and uncountable nouns you brainstormed in WEEK 3 on the board, like:
 - a. milk
 - b. eggs
 - c. coffee
 - d. tomatoes
 - e. onions
 - f. yogurt
 - g. bananas
 - h. sugar
 - i. potatoes
 - j. flour
2. Explain that today we will update our list: we want to give someone an idea of how many or how much of each item we will need! We want to help make sure whoever uses our shopping list only buy a few or a little bit of things on the list!
3. Explain that today, we will think about which nouns are countable. We will add 'a few' to these items on the list.
4. Then, we will think about which nouns are uncountable. We will add 'a little' to these items on the list.
5. Use modelling to complete the first two for learners:
 - a. Say: How much milk do we need?
Write: A little milk.
 - b. Say: How many eggs do we need?
Write: A few eggs

WE DO (Teacher and learners do together):

1. Complete the next two examples together with the learners, like:
 - a. Ask learners: How much coffee do we need?
Write: A little coffee.
 - b. Say: How many tomatoes do we need?
Write: A few tomatoes

YOU DO (Learners do independently):

1. Hand out learner books.
2. Instruct learners to read through the remaining items on the shopping list. They must work with a partner to decide if they ask: How many? OR How much?
3. Then they write down each item on the list.
4. If the noun is countable, they must write 'a few' next to the noun.
5. If the item is uncountable, they must write 'a little' next to the noun.
6. As learners are writing, walk around the room and complete mini conferences.
7. Help learners correctly identify countable and uncountable nouns and use 'a few' and 'a little'
8. Encourage learners.
9. Answer examples:
 - a. A little milk
 - b. A few eggs
 - c. A little coffee
 - d. A few tomatoes
 - e. A few onions
 - f. A little yogurt
 - g. A few bananas
 - h. A little sugar
 - i. A few potatoes
 - j. A little flour

WEEK 4: FRIDAY: GROUP GUIDED & INDEPENDENT READING (15 MINUTES)**GROUP GUIDED READING (SMALL GROUP)**

GROUP	GROUP 5
TEXT	Off we zoom! (Fiction) If the reader does not match the needs of learners in the group, choose a text that is more appropriate for the learners in the reading group: - Below average readers: Sentences from Phonics Flashcard Set 5. - Above average readers: Select text from Anthology 2. Use your tracker.
SIGHT WORDS	Review any sight words that appear in the chosen text.

WHOLE CLASS (for learners not in the reading group)

Choose one of the following options:

- Individual reading
- Read in pairs
- Complete occupational worksheet 4

WEEK 4: FRIDAY: END OF WEEK LEARNING REVIEW

Note: There is no formal time allocated for this activity. Please try to fit it in to your classroom routine at the end of each week.

1. Settle learners on the carpet at the end of the day.
2. Conduct the weekly language review session. You may choose to combine HL and FAL learning in this review.
3. Remember to allow learners to 'Turn and Talk' and discuss their answers with a partner. Then, select a few learners to share their answers with the class.
4. Use the following prompting questions to guide the language part of your discussion:
 - a. **What was our language theme for the week?**
 - b. **Which stories did we read together?**
 - c. **What were your favourite new words of the week?**
 - d. **What did you learn from the stories we read?**
 - e. **What did we write about this week?**
 - f. **How did your own writing improve this week?**
 - g. **How did your own reading improve this**
 - h. **What are you most proud of this week?**
5. Finally, tell learners to think about two things that they are going to tell their families about what they learnt or how they improved at school this week.

Please note: This process of self-review and reflection is a critically important part of learning.

Please do not skip this weekly activity.

GRADE 3 - TERM 2

WEEK
5

THEME:
BULLYING

'If you turn and face the other way when someone is being bullied,
you might as well be the bully too.'

- Unknown

WEEK 5: CLASSROOM PREPARATION

1. At the start of each week, ensure that your classroom is neat and tidy.
2. Update your DISPLAY BOARDS, by removing items that are no longer relevant, and storing them carefully.
3. Then, prepare the flashcard words and theme word illustrations that you will need.
4. Find and prepare items for your theme wall and table that will be of interest to learners, for instance: soccer boot, picture of someone being bullied, cardboard cutout of a speech bubble or broken heart, someone looking sad talking to their mom or dad.
5. Do some research on the internet to prepare for the theme. how to encourage young learners to speak out against bullies and bullying.
6. Make sure all learner exercise books and DBE Workbooks are marked, and neatly packed where they belong.
7. Make sure all your big books, graded readers and classroom library books are in good order.
8. Adjust your group guided reading groups if necessary.
9. Plan your informal and formal assessment activities for the week.

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 talk, page 56
Activity 2	DBE Workbook 1: Word work, page 57 & 58
Activity 3	DBE Workbook 1: Let's write, page 57 & 59
Activity 4	Draw a picture of someone being picked on.

TERM 2: WEEK 5		
OVERVIEW		
THEME	Bullying	
THEME VOCABULARY	ashamed, pick on, bully, tease, group, single, alone, spend time with, continue, cruel, knock (down), talented	
BIG BOOK	Jojo's new school	
PHONICS	i-e, o-e	
SIGHT WORDS	how, put, with, along, now, high	
READER	Fix it!	
WRITING FRAME	Topic: Write a story about someone who is getting picked on.	
	Monday	Thursday
	Once there was...	He/she...
	He/she...	Finally...
	Then...	After that...

TERM 2: WEEK 5	
INTRODUCE THE THEME	
PICTURE	The front cover of the Big Book: Jojo's new school
SHOW	Remind learners that we have been talking about caring for others - in this theme we will continue to do this, but in a different way.
SAY	- Ask learners: Have you ever been bullied? - Listen to learner responses. - Remind learners that in the previous two themes we spoke about caring for friends and our families. In this theme, we will talk about standing up to bullies - another way of caring for others.
TEACH	Teach learners the sight words for the week - Learners copy down the sight words into their books. - Learners practice reading the sight words at home.

WEEK 5: MONDAY: DAILY ACTIVITIES (10 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	This little bully threw a punch	Show baby finger Pretend to punch someone
	This little bully stole my lunch	Show ring finger Pretend to grab something from someone
	This little bully called me names	Show middle finger Sneer, and pretend to be calling someone a name
	This little bully spoilt my game	Show index finger Look sad
	So I went to play with other friends, and had lots of fun!	Show a thumb's up Then fold arms across chest; look proud
THEME VOCABULARY	ashamed, pick on, bully, tease	
QUESTION OF THE DAY		
Question	How would you feel if someone picked on you?	
Graph	3 COLUMN GRAPH	
Options	sad / ashamed / angry	
Follow up questions		
Question	How many learners would feel sad if someone picked on them?	
Answer	___ learners would feel sad if someone picked on them.	
Question	How many learners would feel ashamed if someone picked on them?	
Answer	___ learners would feel ashamed if someone picked on them.	
Question	How many learners would feel angry if someone picked on them?	
Answer	___ learners would feel angry if someone picked on them.	
Question	How would most learners feel if someone picked on them?	
Answer	More learners would feel ___ if someone picked on them.	
Question	How would fewest learners feel if someone picked on them?	
Answer	Fewest learners would feel ___ if someone picked on them.	
Question	How would you feel if someone picked on you?	
Answer	I would feel sad if someone picked on me.	
Answer	I would feel ashamed if someone picked on me.	
Answer	I would feel angry if someone picked on me.	
READING	Practise reading the sight words for the week.	

WEEK 5: MONDAY: PHONEMIC AWARENESS & PHONICS (5 minutes)	
SOUND	<i-e>, (/igh) Note: This is also known as 'magic e' or 'silent e'. It is a split digraph where 2 vowels make one sound. For example, <i-e> as in 'bike'.
FLASHCARDS	<i-e>, <time to shine> kite, slide, mice; They all want a slice of the nice pie (Phonics Flashcard Set 6)
ACTIVITY	REVIEW 1. Show the <e-e> grapheme card and ask: What sound? (/e-e/) 2. Repeat 3 times. 3. What word has this sound? (<i>athlete</i>) TEACH NEW SOUND 1. Say: Drum roll please (everyone drums on knees). 2. Say: Today's new sound is /i-e/. 3. Show the <i-e> card and use 'Me, then you' to model how to say the sound and repeat 3 times. 4. Use 'Me, then you' to teach the mnemonic: <time to shine> while showing the card. Repeat 3 times. 5. Ask individual learners to spot the <i-e> sounds in the mnemonic. They should point to the relevant letters and say "___, there you are!" 6. Display the grapheme cards on the phonics display board. PRACTISE AND APPLY 1. Show the flashcard kite. Use 'Me, then you' and model how to read the word. 2. Use 'Me, then you' and sound out the word (segmenting using robot arms). Example: kite = /k/ + /i/ + /te/ 3. Blend the word (using blending hands). Example: /k/ + /i/ + /te/ = kite 4. Count the sounds in the word. (3 sounds) 5. Say the whole word. 6. Repeat with the word: mice. 7. Display the words with the target sounds on the phonic display board and tell learners to copy these into their exercise books. 8. Show and then read the sentence: 'They all want a slice of the nice pie.' Emphasise the words 'slice' and 'nice'. 9. Use 'Me, then you' to model how to read the sentence. Provide opportunities for the learners to repeat the sentence aloud so that learners can read the sentence correctly.

WEEK 5: MONDAY: GROUP GUIDED & INDEPENDENT READING (15 MINUTES)	
GROUP GUIDED READING (SMALL GROUP)	
GROUP	GROUP 1
TEXT	Fix it! (Non-Fiction) If the reader does not match the needs of learners in the group, choose a text that is more appropriate for the learners in the reading group: • Below average readers: Sentences from Phonics Flashcard Set 5. • Above average readers: Select text from Anthology 2. Use your tracker.
SIGHT WORDS	Review any sight words that appear in the chosen text.
WHOLE CLASS (for learners not in the reading group)	
Choose one of the following options: • Individual reading • Read in pairs • Complete occupational worksheet 5	

WEEK 5: TUESDAY: SHARED READING (15 minutes)	
TITLE	<u>Jojo's new school</u>
ACTIVITY	Pre-reading
COMPREHENSION STRATEGY	Predict
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: <u>Jojo's new school</u> 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. 12. Read through the story once. Code switch where necessary.	

WEEK 5: TUESDAY: WRITING (30 minutes)

TOPIC	Write a story about someone who is getting picked on.
TASK	PLANNING & DRAFTING
WRITING FRAME	Once there was... He/she... Then...

Modelling:

1. Explain that this week, learners will write a short story about someone who gets bullied.
2. Explain that today, learners will think about who the **characters** in their story will be. That means they will think about the people who will be in their story. They must think about who will get bullied, and who the bully is!
3. Explain that today, learners will also need to think about **why** their character is getting bullied.
4. Read the writing frame to learners.
5. Use **modelling** to show learners that you **think before you write**.
6. Tell learners some ideas you have for filling in the writing frame, like: I am going to write about a little boy named Thembi. He is getting bullied because he just got new glasses. He is getting bullied by a girl in his class named Sindiswa
7. Explain which words you will write. **Draw a line for each word.**
8. Use modelling to complete the writing frame: Once there was a boy named Thembi. He was so excited because he got brand new glasses! He could finally see at school. But then at break, Sindiswa threw his glasses on the ground!
9. **Say words slowly like a tortoise and write the sounds you know.**
10. **Use resources**, like sight words and theme vocabulary words.
11. **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 will you choose as character in this story?
2. Explain that learners should come up with their own ideas – they should not copy your idea!
3. Instruct learners to **think before they write**.
4. Call on 2-3 learners to tell you who they cared for. They must say: My characters will be...
5. Ask learners: Why is the character in the story being picked on?
6. Instruct learners to **think before they write**.
7. Instruct learners to **turn and talk** and share their ideas with a partner.
8. Call on 2-3 learners to tell you what they did. They must say: He/she is getting picked on because...
9. Explain that learners will now use the writing frame to 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 **read their writing**.
4. Help learners complete the writing frame.
5. Help learners **say words slowly like a tortoise and use resources**.
6. Encourage learners.

Once there was a girl named
sindi. She had big holes in
her jersey Then Oratile lafted
at Sindi

WEEK 5: TUESDAY: GROUP GUIDED & INDEPENDENT READING (15 MINUTES)
GROUP GUIDED READING (SMALL GROUP)

GROUP	GROUP 2
TEXT	Fix it! (Non-Fiction) If the reader does not match the needs of learners in the group, choose a text that is more appropriate for the learners in the reading group: - Below average readers: Sentences from Phonics Flashcard Set 5. - Above average readers: Select text from Anthology 2. Use your tracker.
SIGHT WORDS	Review any sight words that appear in the chosen text.

WHOLE CLASS (for learners not in the reading group)

Choose one of the following options:

- Individual reading
- Read in pairs
- Complete occupational worksheet 5

WEEK 5: WEDNESDAY: DAILY ACTIVITIES (10 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	This little bully threw a punch	Show baby finger Pretend to punch someone
	This little bully stole my lunch	Show ring finger Pretend to grab something from someone
	This little bully called me names	Show middle finger Sneer, and pretend to be calling someone a name
	This little bully spoilt my game	Show index finger Look sad
	So I went to play with other friends, and had lots of fun!	Show a thumb's up Then fold arms across chest; look proud
THEME VOCABULARY	group, single, alone, spend time with	
QUESTION OF THE DAY		
Question	Who do you like to spend time with?	
Graph	3 COLUMN GRAPH	
Options	A group of friends / a single friend / alone	
Follow up questions		
Question	How many learners like to spend time with a group of friends?	
Answer	____ learners like to spend time with a group of friends.	
Question	How many learners like to spend time with a single friend?	
Answer	____ learners like to spend time with a single friend.	
Question	How many learners like to spend time alone?	
Answer	____ learners like to spend time alone.	
Question	Who do most learners like to spend time with?	
Answer	Most learners like to spend time ____	
Question	Who do fewest learners like to spend time with?	
Answer	Fewest learners like to spend time ____	
Question	Who do you like to spend time with?	
Answer	I like to spend time with a group of friends.	
Answer	I like to spend time with a single friend.	
Answer	I like to spend time alone.	
READING	Practice reading the sight words for the week.	

WEEK 5: WEDNESDAY: PHONEMIC AWARENESS & PHONICS (5 minutes)	
SOUND	<o-e>, (/oa/) Note: This is also known as 'magic e' or 'silent e'. It is a split digraph where 2 vowels make one sound. For example, <o-e> as in 'hope'.
FLASHCARDS	<o-e>, <note in an envelope> bone, rope; I play notes on the flute to make a very nice tune (Phonics Flashcard Set 6)
ACTIVITY	REVIEW 1. Show <i-e> card and ask: What sound? (/i-e/) 2. Repeat 3 times. 3. What words have this sound? (<i>kite, mice, slide</i>) TEACH NEW SOUND 1. Say: Drum roll please (everyone drums on knees). 2. Say: Today's new sound is /o-e/. 3. Show the <o-e> card and use 'Me, then you' to model how to say the sound and repeat 3 times. 4. Use 'Me, then you' to teach the mnemonic: <note in an envelope> while showing the card. Repeat 3 times. 5. Ask individual learners to spot the <o-e> sounds in the mnemonic. They should point to the relevant letters and say "___, there you are!" 6. Display the grapheme cards on the phonics display board. PRACTISE AND APPLY 1. Show the flashcard with the bone. Use 'Me, then you' and model reading the word. 2. Use 'Me, then you' and sound out the word (segmenting using robot arms). Example: bone = /b/ + /o/ + /ne/ 3. Blend the word (using blending hands). Example: /b/ + /o/ + /ne/ = bone 4. Count the sounds in the word. (<i>3 sounds</i>) 5. Say the whole word. 6. Repeat with the word rope. 7. Display the words with the target sounds on the phonic display board and tell learners to copy these into their exercise books.

WEEK 5: WEDNESDAY: GROUP GUIDED & INDEPENDENT READING (15 MINUTES)**GROUP GUIDED READING (SMALL GROUP)**

GROUP	GROUP 3
TEXT	Fix it! (Non-Fiction) If the reader does not match the needs of learners in the group, choose a text that is more appropriate for the learners in the reading group: • Below average readers: Sentences from Phonics Flashcard Set 5. • Above average readers: Select text from Anthology 2. Use your tracker.
SIGHT WORDS	Review any sight words that appear in the chosen text.

WHOLE CLASS (for learners not in the reading group)

Choose one of the following options:

- Individual reading
- Read in pairs
- Complete occupational worksheet 5

WEEK 5: THURSDAY: SHARED READING (15 minutes)	
TITLE	Jojo's new school
ACTIVITY	FIRST READ
COMPREHENSION STRATEGY	I wonder... Search the text
PURPOSE	By modelling how to think/wonder about a text, we teach learners two things. Firstly, we teach learners that good readers do not just read the words, they always think about what they are reading. Secondly, we show learners the kinds of thoughts that we have about a text. By doing this, we show learners how to think creatively and critically about a text. In time, learners will start to do this themselves. 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	Think aloud: First Read
Jojo was having a tough time at his new school. 'Why did I have to come to this school?' he muttered as he sat with his face in his hands. 'The kids at my old school were never this mean!'	I learn here that Jojo is at new school. I learn that he is unhappy because other children are being mean to him!
Jojo's parents had decided that he could get a better education if he went to live with his father in Johannesburg. Jojo was excited to begin Grade 3 in a new school. But he felt sad to leave his mother and sister behind. He felt sad to leave his small school and all of his friends behind. Now that he was in Johannesburg, he wished he had never left.	I learn here that Jojo is now living in Johannesburg with his father. I learn that Jojo's parents live in different places – they do not live together.
Jojo was being bullied by a group of older boys at his new school. Every afternoon, they picked on Jojo as he walked home. They called him names and threw his things. Today, Bruce, one of the biggest boys in the school, knocked Jojo's glasses to the ground. He picked them up and then threw them into the road. Then, they ran away laughing.	Who is being mean to Jojo? I learn here that the older boys are bullying Jojo. I learn that they are picking on him! I wonder why the older boys are being mean to Jojo?
Jojo bent down to pick up his glasses. When he looked up, he saw the shopkeeper from the sports shop running towards him. Jojo had tears in his eyes. He didn't want the shopkeeper to see. Jojo turned around and continued to walk home. 'I saw those boys picking on you!' the shopkeeper called. 'I'm so sorry – they are very cruel! It's okay to be upset,' he said kindly. 'I have an idea for you! Maybe you should try playing a sport after school. Then, it will be difficult for those boys to bully you.' Jojo thought about it. 'Well, the only sport I like is soccer,' he said. 'But I don't have any soccer boots.' Jojo said sadly. 'It's your lucky day,' the shopkeeper said, beckoning Jojo inside the shop. 'I'm cleaning up the shop. I have lots of old shoes and boots that I need to get rid of!'	Why does the shopkeeper think Jojo should play a sport? Oh! I learn that he thinks this will make it more difficult for the older boys to bully Jojo.

Jojo laced up a pair of cool black and red soccer boots. 'They fit perfectly!' Jojo said. 'Then they're yours!' said the shopkeeper, 'as long as you promise to play on the soccer team at school!'	I learn that the shopkeeper will give Jojo boots so that he can join the soccer team!
Jojo was lucky because the next day at school, there was a soccer practice. After school, Jojo laced up his new boots and went out to the soccer field. He felt nervous as he stepped onto the field. He looked around at all the spectators. The bullies were sitting on the edge of the field, laughing and pointing at him. At that moment, the ball came straight to Jojo. He dribbled towards the goal. Then he gave the ball a hard kick. Jojo scored! All the spectators cheered – all of them except his bullies.	I learn here that Jojo is a talented soccer player! He can dribble the ball and he scores many goals!
Jojo played the best game of his life – he scored goal after goal. At the end of the game, the spectators cheered and chanted his name 'Jojo! Jojo!'	
'You are on the A team!' the coach said to Jojo at the end of the game. 'Grade 3 learners almost never make the A team! You are very talented!' he said. Jojo's new teammates gathered together, cheering. Jojo looked over at the bullies. They weren't laughing or pointing now. 'I think everything will be ok,' Jojo thought to himself.	I learn here that Jojo makes the A team! He is on the team for the best soccer players, because he is very good at soccer!
Follow up questions	Possible responses
Where did Jojo move to?	He moved to Johannesburg to live with his father.
Who is bullying Jojo?	A group of older boys at his new school.
Why question	Possible responses
Why did Jojo join the soccer team?	- Because the shopkeeper said it might make it more difficult for the older boys to bully him. - Because the shopkeeper gave him boots. - Because he promised the shopkeeper he would join the team if he gave him the new boots. - Because he likes soccer. - Because he is good at soccer. - Because he scores so many goals and makes the A team! - Because he wanted the older boys to stop bullying him!

WEEK 5: THURSDAY: WRITING (30 minutes)	
TOPIC	Write a story about someone who is getting picked on.
TASK	PLANNING & DRAFTING
WRITING FRAME	He/she... Finally... After that...
Modelling: 1. Explain that today, learners will complete the stories we began yesterday. 2. Explain that today we will need to explain how the problem in the story get solved or fixed. 3. Use modelling to show learners that you think before you write. 4. Explain some ideas you have for filling in the writing frame, like: I am writing about Thembi who is getting bullied by a girl named Sindiswa. The problem gets fixed when Sindiswa's friend tells her to stop. She tells Sindiswa that there is nothing wrong with glasses! 5. Explain which words you will write. Draw a line for each word. 6. Use modelling to complete the writing frame, like: She threw his glasses or pushed Thembi every day for a whole week. Finally, Sindiswa's friend said, 'There is nothing wrong with glasses! Stop being mean!' After that, Sindiwa stopped being mean. 7. Say words slowly like a tortoise and write the sounds you know. 8. Use resources, like sight words and theme vocabulary words. 9. Erase your example from the board. Explain this was just an example, but learners must write their own ideas. Oral Instructions: 1. Remind learners on Tuesday, we began to write about someone who gets bullied. 2. Instruct learners to think about the topic they chose on Tuesday! They must continue writing the same topic because a paragraph is a group of sentences all about the same topic. 3. Ask learners: What does the bully do? 4. Explain that learners should come up with their own ideas – they should not copy your ideas. 5. Instruct learners to think before they write. 6. Instruct learners to turn and talk and share their ideas with a partner. 7. Call on 2-3 learners to tell you about one thing that happens when they feel scared. They must say: The bully... 8. Ask learners: How is the problem fixed? 9. Instruct learners to think before they write. 10. Explain that this sentence will be the concluding sentence. 11. Call on 2-3 learners to tell you about how they felt. They must say: The problem is fixed when... 12. Explain that learners will now use the writing frame to draw and write their own ideas Writing: 1. Hand out learner books. Instruct learners to find their writing from Monday. Remind learners that they will add to what they wrote to complete their whole story. 2. As learners are writing, walk around the room and complete mini conferences. 3. Ask learners to read their writing. 4. Help learners complete the writing frame. 5. Help learners say words slowly like a tortoise and use resources. 6. Encourage learners.	

Once there was a girl named
sindi. She had big holes in
her jersey. Then Oratile laughed
at Sindi

She laughed at Sindi and
called her poor.

Finally, Sindi's brother told
Oratile to stop being a bully.
After that Oratile left Sindi
alone.

WEEK 5: THURSDAY: GROUP GUIDED & INDEPENDENT READING (15 MINUTES)	
GROUP GUIDED READING (SMALL GROUP)	
GROUP	GROUP 4
TEXT	Fix it! (Fiction) If the reader does not match the needs of learners in the group, choose a text that is more appropriate for the learners in the reading group: - Below average readers: Sentences from Phonics Flashcard Set 5. - Above average readers: Select text from Anthology 2. Use your tracker.
SIGHT WORDS	Review any sight words that appear in the chosen text.
WHOLE CLASS (for learners not in the reading group)	
Choose one of the following options: - Individual reading - Read in pairs - Complete occupational worksheet 5	

WEEK 5: FRIDAY: DAILY ACTIVITIES (10 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	This little bully threw a punch	Show baby finger Pretend to punch someone
	This little bully stole my lunch	Show ring finger Pretend to grab something from someone
	This little bully called me names	Show middle finger Sneer, and pretend to be calling someone a name
	This little bully spoilt my game	Show index finger Look sad
	So I went to play with other friends, and had lots of fun!	Show a thumb's up Then fold arms across chest; look proud
THEME VOCABULARY	continue, cruel, knock (down), talented	
QUESTION OF THE DAY		
Question	Remind learners that in the story we are reading, Jojo joins the soccer team. The shopkeeper mentioned that if Jojo joined the soccer team, it would be more difficult for the older boys to bully him after school. Jojo will join the A team! He is very talented. Now that Jojo is on the A team for soccer, do you think he will continue to be bullied? Ask learners: Do you think the bullies will continue being cruel to Jojo?	
Graph	2 COLUMN GRAPH	
Options	yes / no	
Follow up questions		
Question	How many learners think the bullies will continue being cruel to Jojo?	
Answer	___ learners think the bullies will continue being cruel to Jojo.	
Question	How many learners think the bullies will not continue being cruel to Jojo?	
Answer	___ learners think the bullies will not continue being cruel to Jojo?	
Question	What do more learners think?	
Answer	More learners think the bullies ___ continue being cruel to Jojo.	
Question	What do fewer learners think?	
Answer	Fewer learners think the bullies ___ continue being cruel to Jojo.	
Question	Do you think the bullies will continue being cruel to Jojo?	
Answer	Yes, I think the bullies will continue being cruel to Jojo.	
Answer	No, I don't think the bullies will continue being cruel to Jojo.	
READING	Practice reading the sight words for the week.	

WEEK 5: FRIDAY: PHONEMIC AWARENESS & PHONICS (5 minutes)	
SOUND	<i-e>, <o-e>
WORDS	kite, slide, mice, bone, rope; They all want a slice of the nice pie; I play notes on the flute to make a very nice tune (Phonics Flashcard Set 6)
SIGHT WORDS	Select sight words from week 5 for this spelling test
ACTIVITY	1. Show and read the blending sentences in the Phonics Flashcard Set 6: 'they all want a slice of the nice pie' and 'I play notes on the flute to make a very nice tune'. Say: Me, then you... 2. Tell learners to write the numbers 1 to 10 in their exercise books for the spelling test. 3. Explain that you are going to say some sight words and words with the sounds they have practised this week. Read the words listed above. Tell the learners to write each word after you say it. 4. Say each word in the list above slowly and give learners a chance to write it before you say the next word. 5. Write the words on the board and ask learners to check their work and make any corrections. Or refer learners to the words on the phonics display board and ask learners to check their work. 6. Ask learners to read the words back to you. Informally assess their ability to encode and decode the words correctly.

WEEK 5: FRIDAY: LANGUAGE USE (30 minutes)

TOPIC

ADJECTIVES

ACTIVITY

EXPLANATION

1. Explain that today, learners will learn about **adjectives**.
2. Explain that we use adjectives to describe something. An adjective tells us more about how something looks, feels, and smells.
3. When we use the past progressive tense, we must think about nouns, because adjectives describe nouns!
4. Remember: a noun is a person, place or thing!

I DO (Teacher models)

1. Show learners a classroom object, like a pencil.
2. Explain that this is a pencil, and that the word 'pencil' is a **noun**.
3. Explain that you will describe the pencil using **adjectives**!
4. Describe the pencil using words like:
 - a. yellow / red (whatever colour the pencil is!)
 - b. sharp
 - c. small / long / short
5. Write on the board: My small, sharp, yellow pencil!
6. Explain that we usually write an adjective before a noun (For example, we would say yellow pencil, not pencil yellow)
7. Explain that when we read this sentence, we can visualise what the pencil looks like!

WE DO (Teacher and learners do together):

1. Show learners an object, like scissors.
2. Explain that this is a pencil, and that the word 'scissors' is a **noun**.
3. Explain that you will describe the scissors using **adjectives**!
4. Ask learners to describe the scissors. Write down the words they say, like:
 - a. yellow / red (whatever colour the pencil is!)
 - b. sharp
 - c. small / big
 - d. clean / dirty
 - e. etc.
5. Ask learners to help you make a descriptive sentence about the scissors, like: The dirty, blue scissors.
6. Explain that when we read this sentence, we can visualise what the scissors looks like!

YOU DO (Learners do independently):

1. Hand out learner books.
2. Instruct learners to **turn and talk** and choose an object with a partner.
3. Instruct learners to describe the object with their partner.
4. Instruct learners to write down the adjectives they think of!
5. Then, explain that learners should write a sentence about their object using the adjectives they thought of!
6. Explain that learners can repeat this with a different object if they have extra time!
7. As learners are writing, walk around the room and complete **mini conferences**.
8. Ask learners to **read their sentence** to you.
9. Help learners correctly use **adjectives**.
10. **Encourage learners.**

SHARING:

1. When there are 5 minutes remaining, call learners back together.
2. Call on a few learners to share a sentence they wrote.
3. Write the sentence on the board. Correct any mistakes in the sentence.
4. Make sure learners understand how to use adjectives!

WEEK 5: FRIDAY: GROUP GUIDED & INDEPENDENT READING (15 MINUTES)**GROUP GUIDED READING (SMALL GROUP)**

GROUP	GROUP 5
TEXT	Fix it! (Non-Fiction) If the reader does not match the needs of learners in the group, choose a text that is more appropriate for the learners in the reading group: • Below average readers: Sentences from Phonics Flashcard Set 5. • Above average readers: Select text from Anthology 2. Use your tracker.
SIGHT WORDS	Review any sight words that appear in the chosen text.

WHOLE CLASS (for learners not in the reading group)

Choose one of the following options:

- Individual reading
- Read in pairs
- Complete occupational worksheet 5

WEEK 5: FRIDAY: END OF WEEK LEARNING REVIEW

Note: There is no formal time allocated for this activity. Please try to fit it in to your classroom routine at the end of each week.

1. Settle learners on the carpet at the end of the day.
2. Conduct the weekly language review session. You may choose to combine HL and FAL learning in this review.
3. Remember to allow learners to 'Turn and Talk' and discuss their answers with a partner. Then, select a few learners to share their answers with the class.
4. Use the following prompting questions to guide the language part of your discussion:
 - a. **What was our language theme for the week?**
 - b. **Which stories did we read together?**
 - c. **What were your favourite new words of the week?**
 - d. **What did you learn from the stories we read?**
 - e. **What did we write about this week?**
 - f. **How did your own writing improve this week?**
 - g. **How did your own reading improve this**
 - h. **What are you most proud of this week?**
5. Finally, tell learners to think about two things that they are going to tell their families about what they learnt or how they improved at school this week.

Please note: This process of self-review and reflection is a critically important part of learning.

Please do not skip this weekly activity.

GRADE 3 – TERM 2

WEEK



THEME:
BULLYING

‘Knowing what is right doesn’t mean much unless you do what is right.’

- Unknown

WEEK 6: CLASSROOM PREPARATION

1. At the start of each week, ensure that your classroom is neat and tidy.
2. Update your DISPLAY BOARDS, by removing items that are no longer relevant, and storing them carefully.
3. Then, prepare the flashcard words and theme word illustrations that you will need.
4. Find and prepare items for your theme wall and table that will be of interest to learners, for instance: soccer boot, picture of someone being bullied, cardboard cutout of a speech bubble or broken heart, someone looking sad talking to their mom or dad.
5. Do some research on the internet to prepare for the theme. For example: how to handle bullies in the classroom..
6. Make sure all learner exercise books and DBE Workbooks are marked, and neatly packed where they belong.
7. Make sure all your big books, graded readers and classroom library books are in good order.
8. Adjust your group guided reading groups if necessary.
9. Plan your informal and formal assessment activities for the week.

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 60 & 61
Activity 2	DBE Workbook 1: Word work, page 61
Activity 3	DBE Workbook 1: Let's talk, page 62 & 63
Activity 4	Draw a picture of how you would feel if you were teased or picked on.

TERM 2: WEEK 6		
OVERVIEW		
THEME	Bullying	
THEME VOCABULARY	mutter, awful, tear, terrible, watch, spectator, goal, score, tell, protect, trust, crowd	
BIG BOOK	Jojo's new school	
PHONICS	u-e, revise long and short vowels and sounds	
SIGHT WORDS	very, play, school, why, could, live	
READER	Fix it!	
WRITING FRAME	Topic: Write a story about someone who is getting picked on.	
	Tuesday	Thursday
	Editing	Publishing & Presenting

TERM 2: WEEK 6		
INTRODUCE THE THEME		
PICTURE	The front cover of the Big Book: <u>Jojo's new school</u>	
SHOW	Show learners the picture on the front cover of the story	
SAY	- Ask learners: Have you ever seen someone get bullied like Jojo? - Listen to learner responses. Help learners revise some of the theme vocabulary from WEEK 5. - Remind learners that Jojo gets bullied at his new school. Explain that this week, we will think more about what to do if someone you know is getting bullied!	
TEACH	Teach learners the sight words for the week. - Learners copy down the sight words into their books. - Learners practice reading the sight words at home.	

WEEK 6: MONDAY: DAILY ACTIVITIES (10 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME (can be sung to the tune of "Frere Jacques")	Lyrics	Actions
	Do not bully, do not bully Do not tease, do not tease	Wag your finger and shake your head 'no'
	Be kind to others, be kind to others Be nice, please Be nice, please	Hold hands with the person next to you
	Do not bully, do not bully Do not tease, do not tease	Wag your finger and shake your head 'no'
	Always care for others, always care for others And be nice, please Be nice, please	Put your arm around the person next to you
THEME VOCABULARY	mutter, awful, tear, terrible	
QUESTION OF THE DAY		
Question	How do you think it feels to be bullied?	
Graph	3 COLUMN GRAPH	
Options	scary / awful / terrible	
Follow up questions		
Question	How many learners think it feels scary to be bullied?	
Answer	___ learners think it feels scary to be bullied.	
Question	How many learners think it feels awful to be bullied?	
Answer	___ learners think it feels awful to be bullied.	
Question	How many learners think it feels terrible to be bullied?	
Answer	___ learners think it feels terrible to be bullied.	
Question	How do most learners think it feels to be bullied?	
Answer	Most learners think it feels ___ to be bullied.	
Question	How do fewest learners think it feels to be bullied?	
Answer	Fewest learners think it feels ___ to be bullied.	
Question	How do you think it feels to be bullied?	
Answer	I think it feels scary to be bullied.	
Answer	I think it feels awful to be bullied.	
Answer	I think it feels terrible to be bullied.	
SIGHT WORD PRACTICE		
READING	Practise reading the sight words for the week.	

WEEK 6: MONDAY: PHONEMIC AWARENESS & PHONICS (5 minutes)	
SOUND	<u-e> / (y)oo/ Note: This is also known as 'magic e' or 'silent e'. It is a split digraph where 2 vowels make one sound. For example, <u-e> as in 'cute'.
FLASHCARDS	<u-e> , <tune on a flute> tune, flute; I play notes on the flute to make a very nice tune (Phonics Flashcard Set 6)
ACTIVITY	REVIEW 1. Show the <o-e> grapheme card and ask: What sound? (/o-e/) 2. Repeat 3 times. 3. What words have this sound in the beginning, middle or end? (<i>bone, rope</i>) TEACH NEW SOUND 1. Say: Drum roll please (everyone drums on knees). 2. Say: Today's new sound is /u-e/. Show the <u-e> card. Use 'Me, then you' to model how to say the sound and repeat 3 times. 3. Use 'Me, then you' to teach the mnemonic: <tune on a flute> while showing the card. Repeat 3 times. 4. Ask individual learners to spot the <u-e> sounds in the mnemonic. They should point to the relevant letters and say "____, there you are!" 5. Display the grapheme cards on the phonics display board. PRACTISE AND APPLY 1. Show the flashcard tune. Use 'Me, then you' and model how to read the word. 2. Use 'Me, then you' and sound out the word (segmenting using robot arms). Example: tune = /t/ + /u/ + /ne/ 3. Blend the word (using blending hands). Example: /t/ + /u/ + /ne/ = tune 4. Count the sounds in the word. (<i>3 sounds</i>) 5. Say the whole word. 6. Repeat with the word: flute. 7. Display the words with the target sounds on the phonic display board and tell learners to copy these into their exercise books. 8. Show and then read the sentence: 'I play notes on the flute to make a very nice tune' Emphasise the words 'flute' and 'tune'. 9. Use 'Me, then you' to model how to read the sentence. Provide opportunities for the learners to repeat the sentence aloud so that learners can read the sentence correctly.

WEEK 7: MONDAY: GROUP GUIDED & INDEPENDENT READING (15 MINUTES)	
GROUP GUIDED READING (SMALL GROUP)	
GROUP	GROUP 1
TEXT	Mandu's secret diary (Fiction) If the reader does not match the needs of learners in the group, choose a text that is more appropriate for the learners in the reading group: • Below average readers: Sentences from Phonics Flashcard Set 5. • Above average readers: Select text from Anthology 2. Use your tracker.
SIGHT WORDS	Review any sight words that appear in the chosen text.
WHOLE CLASS (for learners not in the reading group)	
Choose one of the following options: • Individual reading • Read in pairs • Complete occupational worksheet 7	

WEEK 6: TUESDAY: SHARED READING (15 minutes)	
TITLE	<u>Jojo's new school</u>
ACTIVITY	SECOND READ
COMPREHENSION STRATEGY	I wonder... Search the text
PURPOSE	By modelling how to think/wonder about a text, we teach learners two things. Firstly, we teach learners that good readers do not just read the words, they always think about what they are reading. Secondly, we show learners the kinds of thoughts that we have about a text. By doing this, we show learners how to think creatively and critically about a text. In time, learners will start to do this themselves. 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	Think aloud: Second read
Jojo was having a tough time at his new school. 'Why did I have to come to this school?' he muttered as he sat with his face in his hands. 'The kids at my old school were never this mean!'	Why is Jojo sitting with his face in his hand? Oh! I learn that it is he is feeling so upset. I learn that the kids at his old school weren't mean to him like the kids at his new school!
Jojo's parents had decided that he could get a better education if he went to live with his father in Johannesburg. Jojo was excited to begin Grade 3 in a new school. But he felt sad to leave his mother and sister behind. He felt sad to leave his small school and all of his friends behind. Now that he was in Johannesburg, he wished he had never left.	I learn that Jojo is missing his old school. I learn that he wishes he could go back to his old school!
Jojo was being bullied by a group of older boys at his new school. Every afternoon, they picked on Jojo as he walked home. They called him names and threw his things. Today, Bruce, one of the biggest boys in the school, knocked Jojo's glasses to the ground. He picked them up and then threw them into the road. Then, they ran away laughing.	–
Jojo bent down to pick up his glasses. When he looked up, he saw the shopkeeper from the sports shop running towards him. Jojo had tears in his eyes. He didn't want the shopkeeper to see. Jojo turned around and continued to walk home. 'I saw those boys picking on you!' the shopkeeper called. 'I'm so sorry – they are very cruel! It's okay to be upset,' he said kindly. 'I have an idea for you! Maybe you should try playing a sport after school. Then, it will be difficult for those boys to bully you.' Jojo thought about it. 'Well, the only sport I like is soccer,' he said. 'But I don't have any soccer boots.' Jojo said sadly. 'It's your lucky day,' the shopkeeper said, beckoning Jojo inside the shop. 'I'm cleaning up the shop. I have lots of old shoes and boots that I need to get rid of!'	Why does Jojo have tears in his eyes? I learn that they bullying is making Jojo feel upset. It learn that the older boys are so cruel that they are making Jojo cry.

Jojo laced up a pair of cool black and red soccer boots. 'They fit perfectly!' Jojo said. 'Then they're yours!' said the shopkeeper, 'as long as you promise to play on the soccer team at school!'	-
Jojo was lucky because the next day at school, there was a soccer practice. After school, Jojo laced up his new boots and went out to the soccer field. He felt nervous as he stepped onto the field. He looked around at all the spectators. The bullies were sitting on the edge of the field, laughing and pointing at him. At that moment, the ball came straight to Jojo. He dribbled towards the goal. Then he gave the ball a hard kick. Jojo scored! All the spectators cheered – all of them except his bullies.	How does Jojo feel? I learn that Jojo felt nervous at the beginning of the practice! But, I learn that he scored many goals! I wonder how Jojo feels at the end of the game, when everyone is cheering for him?
Jojo played the best game of his life – he scored goal after goal. At the end of the game, the spectators cheered and chanted his name 'Jojo! Jojo!'	-
'You are on the A team!' the coach said to Jojo at the end of the game. 'Grade 3 learners almost never make the A team! You are very talented!' he said. Jojo's new teammates gathered together, cheering. Jojo looked over at the bullies. They weren't laughing or pointing now. 'I think everything will be ok,' Jojo thought to himself.	I learn that the older boys have stopped laughing and pointing at Jojo. I also learn that Jojo thinks that everything will be ok now. I wonder if the shopkeeper is right, that now the bullying will stop?
Follow up questions	Possible responses
Who cheered and chanted for Jojo?	All the spectators – everyone except for the bullies.
How do you know Jojo is talented at soccer?	He dribbles, he scores lots of goals, he makes the A team and Grade 3 learners almost never make the A team!
Why question	Possible responses
How do you think Jojo felt when he made the A team?	- I think he felt happy because the coach told him he was talented. - I think he felt happy because the big boys weren't laughing or pointing at him anymore. - I think he felt proud because Grade 3 learners almost never make the A team. - I think he felt happy because everyone was cheering for him. - I think he felt relieved because it seems like the bullying might stop! Etc.
Formulating questions	
- Teach the learners some simple question words, together with their meanings. For example: what, who, when, where, how. - Next ask learners to think about the story, and to try and formulate their own question. - Tell learners to 'turn and talk' and ask each other their questions. - Ask a few learners to share their questions with the whole class. - Correct any errors with the form or content of the questions. - Praise learners for their efforts and remind them that we must always ask questions about everything that we read or hear.	

WEEK 6: TUESDAY: WRITING (30 minutes)

TOPIC	Write a story about someone who is getting picked on.
TASK	EDITING

Write the following **checklist** on the chalkboard OR photocopy for learners.

I used capital letters.	
I used punctuation (!!?)	
I read my sentences out loud.	
I checked my spelling. (I circled words I need help with)	

Getting Ready:

Write your sentences from Tuesday on the board. **Hide** 3-4 mistakes in your sentences, like:

Once there was a boy named Thembi. He was so **exsited** because he got brand new glasses! He could finally **sees** at **school but** then at break, **sindiswa** threw his glasses on the ground!

Modelling:

1. Explain that today, learners will **edit** their paragraphs.
2. Read the **checklist** out loud to learners.
3. Use **modelling** to read each of your example sentences out loud to learners.
4. After reading each sentence, instruct learners to look for **mistakes**.
5. Fix each mistake on the chalkboard with learners. Explain each mistake, like:
 - a. He was so **exsited excited** (*We must check for spelling. Sometimes, reading sentences out loud helps us find words that haven't been spelled right! But if we don't know how to spell a word, we can circle it.*)
 - b. He could finally **sees** at school (*See must not have an 's' at the end. When we read our sentences out loud, we can sometimes hear when something like this sounds wrong!*)
 - c. **school. But** (*We must not have sentences that go on too long! We must remember punctuation and capitalisation. We can use the writing frame to help us remember where a new sentence is supposed to begin!*)
 - d. **sSindiswa** threw his glasses on the ground! (*We must remember that proper nouns, like someone's name, need to be capitalised!*)

Oral Instructions:

1. Tell learners that they will:
 - a. Read their writing **out loud** to a partner.
 - b. Help their partner look for and fix mistakes.
 - c. Read the checklist and make sure all items have been completed.

Writing:

1. **Hand out learner books** with completed paragraphs from Monday and Tuesday. Instruct learners to find their writing from Monday and Tuesday.
2. Instruct learners to **turn and talk**.
3. Instruct learners to find and fix their mistakes with a partner
4. As learners talk and fix mistakes, walk around the room and complete **mini conferences**.
5. Ask learners to **read their writing**.
6. Help learners who are struggling to find and fix their mistakes.
7. Instruct any learners who finish early to add more details or sentences to their stories.
8. Encourage learners.

her jersey. Then Oratile ^{laughed} ~~lafted~~ at Sindi.

She ^{laughed} ~~lafted~~ at Sindi and called her poor.

Finally, Sindi's brother told Oratile to stop being a bully. After that, Oratile left Sindi (alone) alone.

WEEK 6: TUESDAY: GROUP GUIDED & INDEPENDENT READING (15 MINUTES)

GROUP GUIDED READING (SMALL GROUP)

GROUP	GROUP 2
TEXT	Fix it! (Non-Fiction) If the reader does not match the needs of learners in the group, choose a text that is more appropriate for the learners in the reading group: - Below average readers: Sentences from Phonics Flashcard Set 5. - Above average readers: Select text from Anthology 2. Use your tracker.
SIGHT WORDS	Review any sight words that appear in the chosen text.

WHOLE CLASS (for learners not in the reading group)

Choose one of the following options:

- Individual reading
- Read in pairs
- Complete occupational worksheet 6

WEEK 6: WEDNESDAY: DAILY ACTIVITIES (10 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	Do not bully, do not bully Do not tease, do not tease	Wag your finger and shake your head 'no'
	Be kind to others, be kind to others Be nice, please Be nice, please	Hold hands with the person next to you
	Do not bully, do not bully Do not tease, do not tease	Wag your finger and shake your head 'no'
	Always care for others, always care for others And be nice, please Be nice, please	Put your arm around the person next to you
THEME VOCABULARY	watch, spectator, goal, score	
QUESTION OF THE DAY		
Question	How many goals do you think Jojo scored?	
Graph	3 COLUMN GRAPH	
Options	3 / 4 / 5	
Follow up questions		
Question	How many learners think Jojo scored three goals?	
Answer	____ learners think Jojo scored three goals.	
Question	How many learners think Jojo scored four goals?	
Answer	____ learners think Jojo scored four goals.	
Question	How many learners think Jojo scored five goals?	
Answer	____ learners think Jojo scored five goals.	
Question	How many goals do most learners think Jojo scored?	
Answer	Most learners think Jojo scored ____ goals.	
Question	How many goals do fewest learners think Jojo scored?	
Answer	Fewest learners think Jojo scored ____ goals.	
Question	How many goals do you think Jojo scored?	
Answer	I think Jojo scored three goals.	
Answer	I think Jojo scored four goals.	
Answer	I think Jojo scored five goals.	
READING	Practise reading the sight words for the week.	

WEEK 6: WEDNESDAY: PHONEMIC AWARENESS & PHONICS (5 minutes)																																	
REVISE	Distinguish between long and short vowel sounds orally. Recognise silent e in words.																																
SOUNDS	/a/, /i/, /o/, <a-e>, <i-e>, <o-e>																																
ACTIVITY	REVIEW 1. Copy the table below onto the board:) <table border="1"> <thead> <tr> <th>a</th><th>a-e</th></tr> </thead> <tbody> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> </tbody> </table> 2. Point to <a> and ask learners: What sound? (/a/) 3. Tell them you're going to write 2 words with the /a/ sound. Write: hat, cap. 4. Use 'Me, then you..' and read the words. Repeat 3 times. 5. Tell learners you're going to write 2 words with <a-e> in. Write: hate, cape. 6. Use 'Me, then you..' and read the words. Repeat 3 times. 7. Your table will now look like this: <table border="1"> <thead> <tr> <th>a</th><th>a-e</th></tr> </thead> <tbody> <tr> <td>hat</td><td>hate</td></tr> <tr> <td>cap</td><td>cape</td></tr> <tr> <td>mad</td><td>made</td></tr> </tbody> </table> 8. Ask learners to tell what is different about the words in each row in the table. <i>(The first three letters all match each other and the words in 2nd column all have an 'e' added)</i> 9. Explain that by adding the 'e' the sound of the vowels in the word changes to a long vowel sound. 10. People often call this 'silent e' or 'magic e'. Point out that the words in 2nd column all have a different meaning to the words in the 1st column. 11. Repeat with /i/, /o/, <i-e>, <o-e>: <table border="1"> <thead> <tr> <th>i</th><th>i-e</th></tr> </thead> <tbody> <tr> <td>pin</td><td>pine</td></tr> <tr> <td>fin</td><td>fine</td></tr> <tr> <td>kit</td><td>kite</td></tr> </tbody> </table> <table border="1"> <thead> <tr> <th>o</th><th>o-e</th></tr> </thead> <tbody> <tr> <td>hop</td><td>hope</td></tr> <tr> <td>not</td><td>note</td></tr> <tr> <td>cop</td><td>cope</td></tr> </tbody> </table>	a	a-e							a	a-e	hat	hate	cap	cape	mad	made	i	i-e	pin	pine	fin	fine	kit	kite	o	o-e	hop	hope	not	note	cop	cope
a	a-e																																
a	a-e																																
hat	hate																																
cap	cape																																
mad	made																																
i	i-e																																
pin	pine																																
fin	fine																																
kit	kite																																
o	o-e																																
hop	hope																																
not	note																																
cop	cope																																

WEEK 6: WEDNESDAY: GROUP GUIDED & INDEPENDENT READING (15 MINUTES)**GROUP GUIDED READING (SMALL GROUP)**

GROUP	GROUP 3
TEXT	ix it! (Non-Fiction) If the reader does not match the needs of learners in the group, choose a text that is more appropriate for the learners in the reading group: • Below average readers: Sentences from Phonics Flashcard Set 5. • Above average readers: Select text from Anthology 2. Use your tracker.
SIGHT WORDS	Review any sight words that appear in the chosen text.

WHOLE CLASS (for learners not in the reading group)

Choose one of the following options:

- Individual reading
- Read in pairs
- Complete occupational worksheet 6

WEEK 6: THURSDAY: SHARED READING (15 minutes)	
TITLE	<u>Jojo's new school</u>
ACTIVITY	WRITTEN COMPREHENSION
PURPOSE	A written comprehension allows learners to formulate their own answers to questions, with the help of the sentence starters. This also gives learners the opportunity to practise the skill of 'searching the text'.
POST-READING ACTIVITY	
Getting Ready: Before class begins, write the following questions and sentence starters on the board: - Why did Jojo go to a new school? Jojo went to a new school because... - What is the problem in the story? The problem in the story is that... - How does the shopkeeper try to help fix the problem? The shopkeeper helps by... - What happens at the end of the story? At the end of the story... Oral Instructions: - Explain that today, learners will think about the story <u>Jojo's new school</u>. They will answer some questions in their exercise books about the story. - Instruct learners to think about the story. - Read the questions out loud to learners. - Explain that learners do not need to write the questions. They only need to write the answer next to the correct number in their exercise book. - Explain that learners should start their answers with the sentence starter provided. - Tell learners that if they struggle, they should first TURN AND TALK and discuss the answers with a partner, before writing. Writing: - Hand out learner books. - Instruct learners to write the answers in their books. - As learners write, walk around and help struggling learners. <i>Carry the Big Book with you, in case learners need to look for the answer in the text.</i>	
Sample answers	
Jojo went to a new school because his parents thought he could get a better education. The problem in the story is that Jojo is getting bullied at his new school. The shopkeeper helps by giving Jojo a pair of soccer boots. At the end of the story Jojo makes the A team and the bullies leave him alone.	

WEEK 6: THURSDAY: WRITING (30 minutes)

TOPIC	Write a story about someone who is getting picked on.
WRITING FRAME	Once there was... He/she... Then... He/she... Finally... After that...
TASK	PUBLISHING and SHARING

Getting Ready:

1. Write one of your sentences on the board, with a corrected mistake, like:
He was so **exsited** **excited** because he got brand new glasses!

Modelling:

1. Explain that today, we will **publish** our work so that people can read it.
2. Remind learners that when we **publish**, we rewrite our sentences without mistakes.
3. Explain that learners must look at the corrections they made with their partners yesterday.
4. Explain that learners can **illustrate** (add pictures) their work if they have time.
5. Use **modelling** to show learners how to publish. You must rewrite your sentence and fix your mistake, like: He was so excited because he got brand new glasses!

Writing:

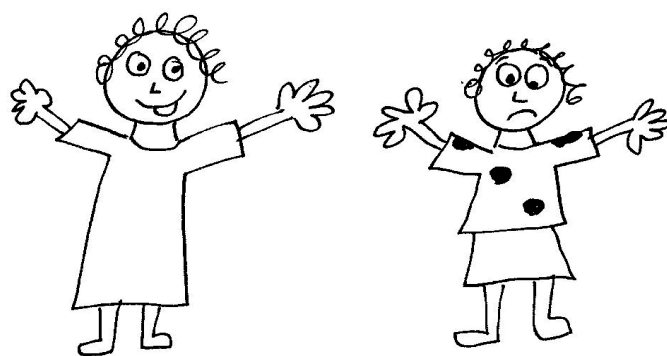
1. **Hand out learner books.**
2. Instruct learners to find their **drafts** from Tuesday and Thursday and their **editing checklist**.
3. Instruct learners to begin **publishing**.
4. Remind learner to fix their mistakes as they **publish**. They can also add or change their ideas if they think they can make something sound better!
5. Walk around the room and complete **mini conferences**.
6. Help learners to correct their mistakes.
7. Instruct learners who finish early to add more to their writing, or to do silent reading from the DBE Workbook or a book from the reading corner.
8. As you walk around, **encourage writers**.

Turn and Talk:

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

Hang up learner drawings at learner eye-level around the room. This helps learners have conversations using the new theme vocabulary.

Once there was a girl named Sindi. She had big holes in her jersey. Then Oratile laughed at Sindi. She laughed at Sindi and called her poor. Finally, Sindi's brother told Oratile to stop being a bully. After that, Oratile left Sindi alone.



WEEK 6: THURSDAY: GROUP GUIDED & INDEPENDENT READING (15 MINUTES)	
GROUP GUIDED READING (SMALL GROUP)	
GROUP	GROUP 4
TEXT	Fix it! (Non-Fiction) If the reader does not match the needs of learners in the group, choose a text that is more appropriate for the learners in the reading group: - Below average readers: Sentences from Phonics Flashcard Set 5. - Above average readers: Select text from Anthology 2. Use your tracker.
SIGHT WORDS	Review any sight words that appear in the chosen text.
WHOLE CLASS (for learners not in the reading group)	
Choose one of the following options: - Individual reading - Read in pairs - Complete occupational worksheet 6	

WEEK 6: FRIDAY: DAILY ACTIVITIES (10 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	Do not bully, do not bully Do not tease, do not tease	Wag your finger and shake your head 'no'
	Be kind to others, be kind to others Be nice, please Be nice, please	Hold hands with the person next to you
	Do not bully, do not bully Do not tease, do not tease	Wag your finger and shake your head 'no'
	Always care for others, always care for others And be nice, please Be nice, please	Put your arm around the person next to you
THEME VOCABULARY	tell, protect, trust, crowd	
QUESTION OF THE DAY		
Question	Who do you think Jojo must tell that he is getting bullied?	
Graph	3 COLUMN GRAPH	
Options	his mother / his father / his teacher	
Follow up questions		
Question	How many learners think Jojo must tell his mother that he is getting bullied?	
Answer	___ learners think Jojo must tell his mother that he is getting bullied.	
Question	How many learners think Jojo must tell his father that he is getting bullied?	
Answer	___ learners think Jojo must tell his father that he is getting bullied.	
Question	How many learners think Jojo must tell his teacher that he is getting bullied?	
Answer	___ learners think Jojo must tell his teacher that he is getting bullied.	
Question	Who do most learners think Jojo must tell that he is getting bullied?	
Answer	Most learners think Jojo must tell his ___ that he is getting bullied.	
Question	Who do fewest learners think Jojo must tell that he is getting bullied?	
Answer	Fewest learners think Jojo must tell ___ that he is getting bullied.	
Question	Who do you think Jojo must tell that he is getting bullied?	
Answer	I think Jojo must tell his mother that he is getting bullied.	
Answer	I think Jojo must tell his father that he is getting bullied.	
Answer	I think Jojo must tell his teacher that he is getting bullied.	
EXPLAIN	Explain that Jojo must tell an adult who he trusts. Bullying is not ever acceptable, and it is important that you talk to someone who can help you if you are getting bullied. Also, it is never okay to bully other people! We must think about being kind to everyone around us.	
READING	Practice reading the sight words for the week.	

WEEK 6: FRIDAY: PHONEMIC AWARENESS & PHONICS (5 minutes)	
SOUND	/u-e/
WORDS	tune, flute; I play notes on the flute to make a very nice tune (Phonics Flashcard Set 6)
SIGHT WORDS	Select sight words from week 6 for this spelling test
ACTIVITY	1. Show and read the blending sentences in the Phonics Flashcard Set 6: 'I play notes on the flute to make a very nice tune'. Say: Me, then you... 2. Tell learners to write the numbers 1 to 10 in their exercise books for the spelling test. 3. Explain that you are going to say some sight words and words with the sounds they have practised this week. Read the words listed above. Tell the learners to write each word after you say it. 4. Say each word in the list above slowly and give learners a chance to write it before you say the next word. 5. Write the words on the board and ask learners to check their work and make any corrections. Or refer learners to the words on the phonics display board and ask learners to check their work. 6. Ask learners to read the words back to you. Informally assess their ability to encode and decode the words correctly.

WEEK 5: FRIDAY: LANGUAGE USE (30 minutes)

TOPIC

COMPARATIVE ADJECTIVES

ACTIVITY

EXPLANATION

1. Explain that today, learners will learn about **comparative adjectives**.
2. Remind learners that an adjective is a word that describes a noun, like: small, sharp, yellow.
3. Explain that when we compare things, we think about how they are different or the same.
4. For example, we might think about how one is **small** but the other is **smaller**!

I DO (Teacher models)

1. Write the following list of words on the chalkboard:
 - small, smaller, smallest
2. Show learners three pencils.
3. Explain that they are all quite small. Show learners the biggest of the three pencils. Explain that this pencil is **small**.
4. Show learners the next smallest of the three pencils. Explain that this pencil is **smaller** than the first pencil. But, it is not the **smallest**.
5. Show learners the smallest of the three pencils. Explain that all the pencils are small but this is the **smallest**.
6. Explain that we add **-er** and **-est** at the end of words to make them **comparative adjectives**!

WE DO (Teacher and learners do together):

1. Write the following list of words on the chalkboard:
 - short, shorter, shortest
 - tall, taller, tallest
 - kind, kinder, kindest
2. Ask three learners to come up to the front of the classroom. Make sure they are different heights.
3. Ask learners: who is short? Who is shorter? Who is shortest?
4. Repeat this for tall and kind.
5. Instruct the learners to go back to their seats.

YOU DO (Learners do independently):

1. Hand out learners' books.
2. Explain that today, learners will think about people who they know – friends or family!
3. They will draw and label the short, shorter, shortest person they know.
4. They will draw and label the tall, taller, and tallest person they know.
5. If they have time, they will draw and label the kind, kinder, and kindest person they know.

TURN AND TALK (Sharing):

1. When there are 5 minutes remaining, call learners back together.
2. Instruct learners to turn and talk and show their drawings and labels to a partner.

WEEK 6: FRIDAY: GROUP GUIDED & INDEPENDENT READING (15 MINUTES)	
GROUP GUIDED READING (SMALL GROUP)	
GROUP	GROUP 5
TEXT	Fix it! (Non-Fiction) If the reader does not match the needs of learners in the group, choose a text that is more appropriate for the learners in the reading group: - Below average readers: Sentences from Phonics Flashcard Set 5. - Above average readers: Select text from Anthology 2. Use your tracker.
SIGHT WORDS	Review any sight words that appear in the chosen text.
WHOLE CLASS (for learners not in the reading group)	
Choose one of the following options: - Individual reading - Read in pairs - Complete occupational worksheet 6	

WEEK 6: FRIDAY: END OF WEEK LEARNING REVIEW
<i>Note: There is no formal time allocated for this activity. Please try to fit it in to your classroom routine at the end of each week.</i> - Settle learners on the carpet at the end of the day. - Conduct the weekly language review session. You may choose to combine HL and FAL learning in this review. - Remember to allow learners to 'Turn and Talk' and discuss their answers with a partner. Then, select a few learners to share their answers with the class. - Use the following prompting questions to guide the language part of your discussion: What was our language theme for the week? Which stories did we read together? What were your favourite new words of the week? What did you learn from the stories we read? What did we write about this week? How did your own writing improve this week? How did your own reading improve this What are you most proud of this week? - Finally, tell learners to think about two things that they are going to tell their families about what they learnt or how they improved at school this week. <i>Please note: This process of self-review and reflection is a critically important part of learning.</i> <i>Please do not skip this weekly activity.</i>

GRADE 3 – TERM 2



THEME:
WE ARE WRITERS!

'You can always edit a bad page. You can't edit a blank page.'

– Jodi Picoult

WEEK 7: CLASSROOM PREPARATION

1. At the start of each week, ensure that your classroom is neat and tidy.
2. Update your DISPLAY BOARDS, by removing items that are no longer relevant, and storing them carefully.
3. Then, prepare the flashcard words and theme word illustrations that you will need.
4. Find and prepare items for your theme wall and table that will be of interest to learners, for instance: novels, a printed poem, portrait of a famous writer, pens, pencils, cardboard cutout of a book.
5. Do some research on the internet to prepare for the theme. For example: how to get young learners interested in writing.
6. Make sure all learner exercise books and DBE Workbooks are marked, and neatly packed where they belong.
7. Make sure all your big books, graded readers and classroom library books are in good order.
8. Adjust your group guided reading groups if necessary.
9. Plan your informal and formal assessment activities for the week.

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 talk, page 64
Activity 2	DBE Workbook 1: Let's write, page 64
Activity 3	DBE Workbook 1: Word work, page 65

TERM 2: WEEK 7		
OVERVIEW		
THEME	We are writers!	
THEME VOCABULARY	print, cursive, punctuation, sentence, type, message, computer, phone, paragraph, letter, card, complete	
BIG BOOK	Mandu's secret diary	
PHONICS	/ea/ (as in team); revise /ck/	
SIGHT WORDS	their, can, are, will, just, this	
READER	The river frog	
WRITING FRAME	Topic: Write instructions telling someone how to write a paragraph.	
	Tuesday	Thursday
	A paragraph is...	2. Second...
	You will need: 1. First...	3. Then... 4. Finally...

TERM 2: WEEK 7		
INTRODUCE THE THEME		
PICTURE	The front cover of the big book story: <u>Mandu's secret diary</u>	
SHOW	Explain that this week, we will begin thinking about our theme: We are writers! We can think about our theme as we write our assessments.	
SAY	1. Ask learners: What kinds of things do you write? 2. Listen to learner responses. This will help you understand what learners already know. 3. Explain that in this theme, we will think about different things we like to write.	
TEACH	Teach learners the sight words for the week. 1. Learners copy down the sight words into their books. 2. Learners practise reading the sight words at home.	

WEEK 7: MONDAY: DAILY ACTIVITIES (10 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	For a sentence to be complete,	–
	A sentence needs both head and feet!	<i>Touch your head and feet</i>
	Her head is a capital, nice and tall.	<i>Shake your head</i>
	Her feet are punctuation, so she won't fall!	<i>Stop your feet on the ground.</i>
THEME VOCABULARY	print, cursive, punctuation, sentence	
QUESTION OF THE DAY		
Question	Do you prefer to write sentences in print or in cursive?	
Graph	2 COLUMN GRAPH	
Options	print / cursive	
Follow up questions		
Question	How many learners prefer to write sentences in cursive?	
Answer	___ learners prefer to write sentences in cursive.	
Question	How many learners prefer to write sentences in print?	
Answer	___ learners prefer to write sentences in print.	
Question	How do more learners prefer to write?	
Answer	More learners prefer to write in ___	
Question	How do fewer learners prefer to write?	
Answer	Fewer learners prefer to write in ___	
Question	Do you prefer to write sentences in print or cursive?	
Answer	I prefer to write sentences in cursive.	
Answer	I prefer to write sentences in print.	
READING	Practise reading the sight words for the week.	

WEEK 7: MONDAY: PHONEMIC AWARENESS & PHONICS (5 minutes)	
SOUND	/ea/
FLASHCARDS	<ea>, <each have a treat> seat, stream, beak; The team felt proud of their gleaming silver cup (Phonics Flashcard Set 7)
ACTIVITY	REVISE SOUNDS 1. Show the <a-e>, <e-e>, <i-e>, <o-e>, <u-e> grapheme cards and ask learners to tell you the sound each makes. 2. Use 'Me, then you' to revise the mnemonics on the back of each card, while showing the card. Repeat 3 times. TEACH NEW SOUND 1. Say: Drum roll please (everyone drums on knees). 2. Say: Today's new sound is /ea/. 3. Show the <ea> card. Use 'Me, then you' to model how to say the sound and repeat 3 times. 4. Use 'Me, then you' to teach the mnemonic: <each have a treat> while showing the card. Repeat 3 times. 5. Ask individual learners to spot the <ea> sounds in the mnemonic. They should point to the relevant letters and say "___, there you are!" 6. Display the grapheme cards on the phonics display board. PRACTISE AND APPLY 1. Show the flashcard seat. Use 'Me, then you' and model how to read the word. 2. Use 'Me, then you' and sound out the word (segmenting using robot arms). Example: seat = /s/ + /ea/ + /t/ 3. Blend the word (using blending hands). Example: /s/ + /ea/ + /t/ = seat 4. Count the sounds in the word. (3 sounds) 5. Say the whole word. 6. Repeat with the word: beak. 7. Display the words with the target sounds on the phonic display board and tell learners to copy these into their exercise books. 8. Show and then read the sentence: 'the team felt proud of their gleaming silver cup'. Emphasise the words 'team' and 'gleaming'. 9. Use 'Me, then you' to model how to read the sentence. Provide opportunities for the learners to repeat the sentence aloud so that learners can read the sentence correctly.

WEEK 7: MONDAY: GROUP GUIDED & INDEPENDENT READING (15 MINUTES)**GROUP GUIDED READING (SMALL GROUP)**

GROUP	GROUP 1
TEXT	Mandu's secret diary (Fiction) If the reader does not match the needs of learners in the group, choose a text that is more appropriate for the learners in the reading group: • Below average readers: Sentences from Phonics Flashcard Set 5. • Above average readers: Select text from Anthology 2. Use your tracker.
SIGHT WORDS	Review any sight words that appear in the chosen text.

WHOLE CLASS (for learners not in the reading group)

Choose one of the following options:

- Individual reading
- Read in pairs
- Complete occupational worksheet 7

WEEK 7: TUESDAY: SHARED READING (15 minutes)	
TITLE	<u>Mandu's secret diary</u>
ACTIVITY	PRE-READ
COMPREHENSION STRATEGY	Predict
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: <u>Mandu's secret diary</u> 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. 12. Explain that we will get to find out what will happen in the story on Thursday, in our first read!	

WEEK 7: TUESDAY: WRITING (30 minutes)

TOPIC	Write instructions telling someone how to write a paragraph.
TASK	PLANNING & DRAFTING
WRITING FRAME	A paragraph is... You will need: 1. First...

Modelling:

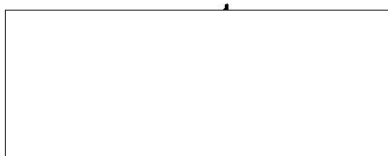
1. Explain that this week, learners will begin writing a set of instructions. They will instruct someone on how to write a paragraph.
2. Explain that instructions tell someone **step-by-step** how to do something.
3. Read the writing frame to learners.
4. Use **modelling** to show learners that you think before you write.
5. Tell learners some ideas you have for filling in the writing frame, like: We write paragraphs all the time, so I know just what to do. I show you all how to write a paragraph, and I write on the board. So I need chalk and a board to write a paragraph! A paragraph is a group of sentences that focus on one topic. First, I always think before I write. Then we begin writing our topic sentence!
6. Explain which words you will write. **Draw a line for each word.**
7. Use **modelling** to complete the writing frame:
A paragraph is a group of sentences that focus on one topic.
You will need: chalk and a chalkboard
First, you must think what you will write about.
8. **Say words slowly like a tortoise and write the sounds you know.**
9. **Use resources**, like sight words and theme vocabulary words.
10. **Erase your example from the board. Explain this was just an example, but learners must write their own ideas.**

Oral Instructions:

1. Instruct learners to think about what a paragraph is. Instruct learners to think about all of the writing they do. They must think step-by-step what someone must do to write a good paragraph.
2. Explain that learners should come up with their own words – they should not copy your words!
3. Instruct learners to **think before they write**.
4. Call on 2-3 learners to tell you what a paragraph is. They must say: **A paragraph is...**
5. Ask learners: What do you need when you write a paragraph? What do you normally do first?
6. Instruct learners to **think before they write**.
7. Instruct learners to **turn and talk** and share their ideas with a partner.
8. Call on 2-3 learners to tell you what they do first. They must say: **First...**
9. Explain that learners will now use the writing frame to 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 **read their writing**.
4. Help learners complete the writing frame.
5. Help learners **say words slowly like a tortoise and use resources**.
6. Encourage learners.



a paragraph is a group of sentences that are about the same thing.

You will need:

1. First you need an idea

WEEK 7: TUESDAY: GROUP GUIDED & INDEPENDENT READING (15 MINUTES)	
GROUP GUIDED READING (SMALL GROUP)	
GROUP	GROUP 2
TEXT	The river frog (Fiction) If the reader does not match the needs of learners in the group, choose a text that is more appropriate for the learners in the reading group: - Below average readers: Sentences from Phonics Flashcard Set 5. - Above average readers: Select text from Anthology 2. Use your tracker. Use your tracker.
SIGHT WORDS	Review any sight words that appear in the chosen text.
WHOLE CLASS (for learners not in the reading group)	
Choose one of the following options: - Individual reading - Read in pairs - Complete occupational worksheet 7	

WEEK 7: WEDNESDAY: DAILY ACTIVITIES (10 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	For a sentence to be complete,	-
	A sentence needs both head and feet!	<i>Touch your head and feet</i>
	Her head is a capital, nice and tall.	<i>Shake your head</i>
	Her feet are punctuation, so she won't fall!	<i>Stop your feet on the ground.</i>
THEME VOCABULARY	type, message, computer, phone	
QUESTION OF THE DAY		
Question	What kind of writing do you prefer?	
Graph	2 COLUMN GRAPH	
Options	typing on a computer / writing in an exercise book / typing a message on a phone	
Follow up questions		
Question	How many learners prefer typing on a computer?	
Answer	___ learners prefer typing on a computer.	
Question	How many learners prefer writing in an exercise book?	
Answer	___ learners prefer writing in an exercise book.	
Question	How many learners prefer typing a message on a phone?	
Answer	___ learners prefer typing a message on a phone.	
Question	What kind of writing do most learners prefer?	
Answer	Most learners prefer ___	
Question	What kind of writing do most learners prefer?	
Answer	Most learners prefer ___	
Question	What kind of writing do you prefer?	
Answer	I prefer typing on a computer.	
Answer	I prefer writing in an exercise book.	
Answer	I prefer writing a message on a phone.	
READING	Practise reading the sight words for the week.	

WEEK 7: WEDNESDAY: PHONEMIC AWARENESS & PHONICS (5 minutes)	
SOUND	Revise: /ck/
FLASHCARDS	<ck> (Grapheme cards) sock, kick, peck, duck; I can go on the rocket (Phonics Flashcard Set 7)
ACTIVITY	REVIEW 1. Show <ea> card and ask: What sound do these letters make when they are placed next to each other? (/ea/) 2. Repeat 3 times. 3. What words have this sound in the middle? (<i>seat, stream, beak</i>) REVISE SOUND 1. Show the <ck> card and ask: What sound do these letters make when they are placed next to each other? (/ck/) 2. Use 'Me, then you' to model how to say the sound and repeat 3 times. 3. Show the card and use 'Me, then you' to teach the mnemonic: <the camel stood by the kid>. Repeat 3 times. 4. Display the grapheme cards on the phonics display board. PRACTISE AND APPLY 1. Show the flashcard sock and use 'Me, then you' and read the word. 2. Use 'Me, then you' and sound out the word (segmenting using robot arms). Example: sock = /s/ + /o/ + /ck/ 3. Blend the word (using blending hands). Example: /s/ + /o/ + /ck/ = sock 4. Count the sounds in the word. (3 sounds) 5. Say the whole word. 6. Repeat with the words: kick, peck and duck. 7. Display the words with the target sounds on the phonics display board and tell learners to copy these into their exercise books. 8. Show and then read the sentence: 'I can go on the rocket' Emphasise the word 'rocket'. 9. Use 'Me, then you' to model how to read the sentence. Provide opportunities for the learners to repeat the sentence aloud so that learners can read the sentence correctly.

WEEK 7: WEDNESDAY: GROUP GUIDED & INDEPENDENT READING (15 MINUTES)	
GROUP GUIDED READING (SMALL GROUP)	
GROUP	GROUP 3
TEXT	Mandu's secret diary (Fiction) If the reader does not match the needs of learners in the group, choose a text that is more appropriate for the learners in the reading group: • Below average readers: Sentences from Phonics Flashcard Set 5. • Above average readers: Select text from Anthology 2. Use your tracker.
SIGHT WORDS	Review any sight words that appear in the chosen text.
WHOLE CLASS (for learners not in the reading group)	
Choose one of the following options: • Individual reading • Read in pairs • Complete occupational worksheet 7	

WEEK 7: THURSDAY: SHARED READING (15 minutes)	
TITLE	Mandu's secret diary
ACTIVITY	FIRST READ
COMPREHENSION STRATEGY	I wonder... Make inferences
PURPOSE	By modelling how to think/wonder about a text, we teach learners two things. Firstly, we teach learners that good readers do not just read the words, they always think about what they are reading. Secondly, we show learners the kinds of thoughts that we have about a text. 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. Making connections helps learners think critically about the feelings and experiences of characters in the text. Learners connect the story to their own lives, and realise that stories are about experiences of people in the real world!
Story	Think aloud: First Read
Mandu loved to write. She especially loved to write in her special diary. Every day, she wrote down what she did during the day. She also wrote down her most private secrets. Writing helped to clear her head. It helped to calm her down. It helped her to feel happy.	I like to keep a diary, just like Mandu. I write my feelings and thoughts inside. It helps me feel calm!
Mandu didn't want anyone to read her most private secrets, so she knew she needed a good hiding place for her diary. She looked around her bedroom and thought about the safest place for her diary. Eventually she decided to hide it under her bed. 'No one will ever find it there!' she thought. But one afternoon, when Mandu and her friend Anna came back from school, Mandu found her diary lying wide open on the floor of her bedroom. Mandu's face felt hot. Her heart began beating quickly. 'Oh no! Look Anna! Someone has been reading my diary!' she yelled.	I wonder who has been reading her diary? If someone read my secret thoughts, I would feel very upset!
'We can figure out who it was!' Anna said calmly. 'We will be diary detectives!' Mandu and Anna examined the diary. 'Look at these dirty fingerprints,' Anna said. 'This is a good clue! Who can you think of who has dirty fingers?' 'I bet it's my little brother,' Mandu said. 'Thabo always has dirty fingers after he plays outside!' 'Let's go find him. We need to ask him questions to see if it was him!' Anna said. Mandu imagined Thabo reading all her secrets. But then she remembered her brother was only five. He couldn't read yet! 'Wait! It can't have been him! He can't read!' Mandu said, laughing.	Mandu is suspicious of her brother, but then she remembers that he can't read! I wonder who would have wanted to read Mandu's diary?

'Let's look for other clues,' Anna said. Mandu began examining the diary, page by page. 'Look at this blond hair!' Mandu said, holding up a short piece of blonde hair. 'This is an important clue,' she said. 'Someone with blond hair must have read my diary. Everybody in my family has black hair. So who could it be? Who do I know that has blond hair?' she asked, looking suspiciously at Anna's blond hair. 'It wasn't me! I promise!' Anna said. 'Plus, that is a very short blond hair. My hair is long!' 'We will have to set a trap to see if we can catch the diary-reader,' Mandu said. Mandu put her diary back under her bed. Then, she sprinkled some flour on the floor next to her bed. 'If anyone comes near my diary, we will find their footprints in the flour.' Mandu explained. Then the girls hid around the corner and waited! After a few minutes, they heard scratching noises coming from the bedroom.	Mandu is suspicious of her friend Anna, because she found a blond hair. I think if I were Mandu, I would feel suspicious of my friend too. I wonder if Anna really read Mandu's diary?
They ran back into Mandu's room. 'Got you!' Anna shouted. But no one was there! No one except Mandu's dog, Zola. The floor was covered in floury paw prints. Zola's nose was in Mandu's diary! Mandu began to laugh. 'It must have been Zola's blond hair in the diary!' 'Silly Zola!' Anna said. 'You will need a much better hiding place!' 'You're right!' Mandu said. 'But I will find one later – it has to be secret, even from you!'	Oh! No one read the diary – Mandu's dog was sniffing under the bed and opened the diary. No one read it – but I understand why Mandu was suspicious!
Follow up questions	Possible responses
What clues did Anna and Mandu find?	They found dirty finger prints, they found a blond hair, and then they finally found floury pawprints.
Who was actually 'reading' Mandu's diary?	It was her dog.
Why question	Possible responses
Why did Mandu think her brother had read her diary?	- Because Thabo always has dirty fingers after he plays outside. - Because it could have been Thabo's fingerprints on the diary.

WEEK 7: THURSDAY: WRITING (30 minutes)

TOPIC	Write instructions telling someone how to write a paragraph.
TASK	PLANNING & DRAFTING
WRITING FRAME	1. Second... 2. Then... 3. Finally...

Modelling:

1. Explain that today, learners will finish the instructions we began writing on Tuesday.
2. Remind learners that instructions tell someone **step-by-step** how to do something.
3. Read the new writing frame to learners.
4. Remind learners that they will continue with the same topic as Monday. Remind learners that you were writing about **how to write a paragraph**.
5. Use **modelling** to show learners that you **think before you write**.
6. Explain some ideas you have for filling in the writing frame, like: After I think, I write my topic sentence. I write supporting sentences. I also write a conclusion sentence.
7. Explain which words you will write. **Draw a line for each word**.
8. Use **modelling** to complete **only the first sentence** the writing frame, like: **Second** I write a topic sentence which explains what the rest of my paragraph will be all about!
9. **Say words slowly like a tortoise and write the sounds you know.**
10. **Use resources**, like sight words and theme vocabulary words.
11. **Erase your example from the board. Explain this was just an example, but learners must write their own ideas.**

Oral Instructions:

1. Remind learners on Tuesday, we began to write instructions for writing a paragraph.
2. Explain that today, we will continue thinking about all the steps it takes to complete a paragraph.
3. Ask learners: How do we write a paragraph? What steps must you follow?
4. Explain that learners should come up with their own words – they should not copy your words.
5. Instruct learners to **think before they write**.
6. Instruct learners to **turn and talk** and share their idea with a partner.
7. Call on 2-3 learners to tell you one step they will write about.
8. Explain that learners will now use the writing frame to write their own ideas!

Writing:

1. **Hand out learner books.** Instruct learners to find their writing from Tuesday. Remind learners that they will add to what they wrote to complete their instructions.
2. As learners are writing, walk around the room and complete **mini conferences**.
3. Ask learners to **read their writing**.
4. Help learners complete the writing frame.
5. Help learners **say words slowly like a tortoise and use resources**.
6. **Encourage learners.**

a paragraph is a group of sentences that are about the same thing.

You will need:

1. First you need an idea
2. Second you write your first sentence
3. Then you write the other sentences
4. Finally you check your work and write it again with no mistake

WEEK 7: THURSDAY: GROUP GUIDED & INDEPENDENT READING (15 MINUTES)

GROUP GUIDED READING (SMALL GROUP)

GROUP	GROUP 4
TEXT	The river frog (Fiction) If the reader does not match the needs of learners in the group, choose a text that is more appropriate for the learners in the reading group: - Below average readers: Sentences from Phonics Flashcard Set 5. - Above average readers: Select text from Anthology 2. Use your tracker. Use your tracker.
SIGHT WORDS	Review any sight words that appear in the chosen text.

WHOLE CLASS (for learners not in the reading group)

Choose one of the following options:

- Individual reading
- Read in pairs
- Complete occupational worksheet 7

WEEK 7: FRIDAY: DAILY ACTIVITIES (10 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	For a sentence to be complete,	-
	A sentence needs both head and feet!	<i>Touch your head and feet</i>
	Her head is a capital, nice and tall.	<i>Shake your head</i>
	Her feet are punctuation, so she won't fall!	<i>Stop your feet on the ground.</i>
THEME VOCABULARY	paragraph, letter, card, complete	
QUESTION OF THE DAY		
Question	Which is your favourite assignment to write?	
Graph	3 COLUMN GRAPH	
Options	writing a paragraph / writing a letter to a friend / writing a thank you card	
Follow up questions		
Question	How many learners favourite assignment is writing a paragraph?	
Answer	___ learners like writing a paragraph.	
Question	How many learners favourite assignment is writing a letter to a friend?	
Answer	___ learners like writing a letter to a friend.	
Question	How many learners favourite assignment is writing a thank you card?	
Answer	___ learners like writing a thank you card.	
Question	What is most learners favourite assignment?	
Answer	Most learners favourite assignment is ___	
Question	What is fewest learners favourite assignment?	
Answer	Fewest learners favourite assignment is ___	
Question	What is your favourite assignment to write?	
Answer	My favourite assignment is writing a paragraph.	
Answer	My favourite assignment is writing a letter to a friend.	
Answer	My favourite assignment is writing a thank you card.	
READING	Practise reading the sight words for the week.	

WEEK 7: FRIDAY: PHONEMIC AWARENESS & PHONICS (5 minutes)	
SOUND	/ea/, /ck/
WORDS	seat, stream, beak; The team felt proud of their gleaming silver cup; sock, kick, peck, duck; I can go on the rocket (Phonics Flashcard Set 7)
SIGHT WORDS	Select sight words from week 7 for this spelling test
ACTIVITY	1. Show and read the blending sentences in the Phonics Flashcard Set 7: 'the team felt proud of their gleaming silver cup' and 'I can go on the rocket'. Say: Me, then you... 2. Tell learners to write the numbers 1 to 10 in their exercise books for the spelling test. 3. Explain that you are going to say some sight words and words with the sounds they have practised this week. Read the words listed above. Tell the learners to write each word after you say it. 4. Say each word in the list above slowly and give learners a chance to write it before you say the next word. 5. Write the words on the board and ask learners to check their work and make any corrections. Or refer learners to the words on the phonics display board and ask learners to check their work. 6. Ask learners to read the words back to you. Informally assess their ability to encode and decode the words correctly.

WEEK 7: FRIDAY: LANGUAGE USE (30 minutes)

TOPIC	a versus an
-------	-------------

ACTIVITY**EXPLANATION**

1. Explain that today, learners will learn about when we use 'a' and when we use 'an'.
2. Explain that we use 'a' when we are talking about one thing which is similar to many other things, like: a dog, a girl, a school
3. Explain that we must switch 'a' to 'an' when the word we are talking about begins with a vowel sound.
4. Revise some vowel sounds with learners, like: /a/ /e/ /ee/ etc.

I DO (Teacher models)

1. Ask learners to brainstorm some **singular** nouns (we only use 'a' or 'an' with singular nouns!). Make sure some of the nouns begin with vowel sounds. Write the nouns on the board, like:
 - a. elephant
 - b. bucket
 - c. ear
 - d. car
 - e. apple
 - f. circle
 - g. shoe
 - h. computer
 - i. egg
 - j. bird
 - k. table
 - l. airplane
2. Use modelling to complete the first two for learners:
 - a. An elephant
 - b. A bucket

WE DO (Teacher and learners do together):

1. Complete the next two together with the learners:
 - a. **An** ear
 - b. **A** car

YOU DO (Learners do independently):

1. Hand out learners' books.
2. Instruct learners to work with a partner to complete the rest of the list.
3. As learners are working, walk around the room and complete **mini conferences**.
4. Ask learners to **read their answers** to you.
5. Help learners correctly use 'a' and 'an'.
6. **Encourage learners.**

SHARING:

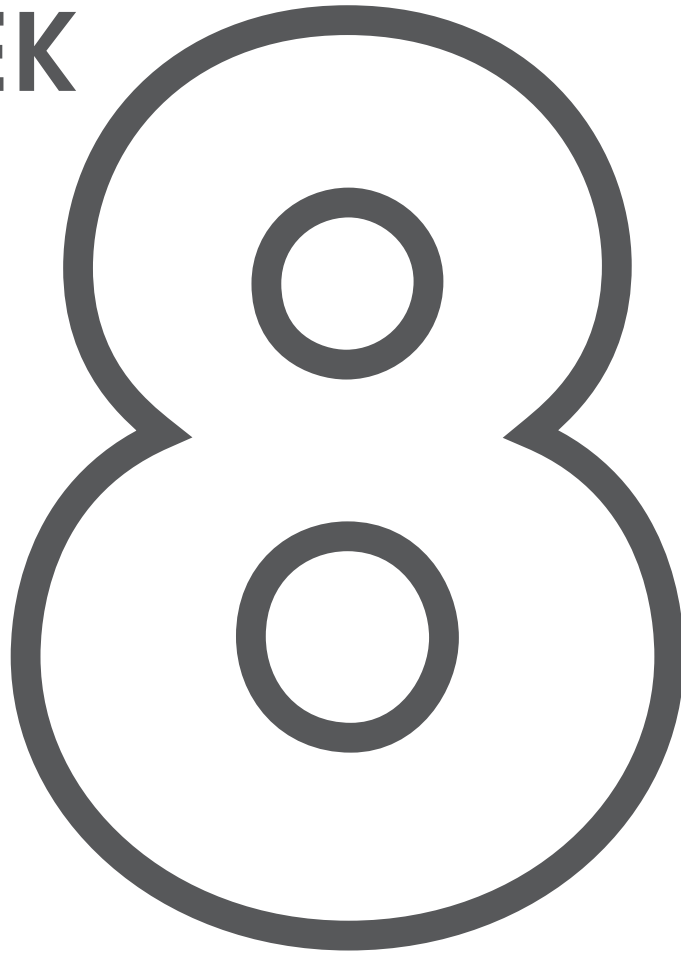
1. When there are 5 minutes remaining, call learners back together.
2. Go through the answers together with learners. Correct any mistakes in the sentence.
3. Make sure learners understand when to use 'a' and when to use 'an'!

WEEK 7: FRIDAY: GROUP GUIDED & INDEPENDENT READING (15 MINUTES)	
GROUP GUIDED READING (SMALL GROUP)	
GROUP	GROUP 5
TEXT	The river frog (Fiction) If the reader does not match the needs of learners in the group, choose a text that is more appropriate for the learners in the reading group: - Below average readers: Sentences from Phonics Flashcard Set 5. - Above average readers: Select text from Anthology 2. Use your tracker.
SIGHT WORDS	Review any sight words that appear in the chosen text.
WHOLE CLASS (for learners not in the reading group)	
Choose one of the following options: - Individual reading - Read in pairs - Complete occupational worksheet 7	

WEEK 7: FRIDAY: END OF WEEK LEARNING REVIEW
<i>Note: There is no formal time allocated for this activity. Please try to fit it in to your classroom routine at the end of each week.</i> - Settle learners on the carpet at the end of the day. - Conduct the weekly language review session. You may choose to combine HL and FAL learning in this review. - Remember to allow learners to 'Turn and Talk' and discuss their answers with a partner. Then, select a few learners to share their answers with the class. - Use the following prompting questions to guide the language part of your discussion: What was our language theme for the week? Which stories did we read together? What were your favourite new words of the week? What did you learn from the stories we read? What did we write about this week? How did your own writing improve this week? How did your own reading improve this What are you most proud of this week? - Finally, tell learners to think about two things that they are going to tell their families about what they learnt or how they improved at school this week. <i>Please note: This process of self-review and reflection is a critically important part of learning.</i> <i>Please do not skip this weekly activity.</i>

GRADE 3 – TERM 2

WEEK



**THEME:
WE ARE WRITERS!**

'The first draft is just you telling yourself the story.'

– Terry Pratchett

WEEK 8: CLASSROOM PREPARATION

1. At the start of each week, ensure that your classroom is neat and tidy.
2. Update your DISPLAY BOARDS, by removing items that are no longer relevant, and storing them carefully.
3. Then, prepare the flashcard words and theme word illustrations that you will need.
4. Find and prepare items for your theme wall and table that will be of interest to learners, for instance: novels, a printed poem, portrait of a famous writer, pens, pencils, cardboard cutout of a book.
5. Do some research on the internet to prepare for the theme. For example: ways to help improve writing skills in younger learners.
6. Make sure all learner exercise books and DBE Workbooks are marked, and neatly packed where they belong.
7. Make sure all your big books, graded readers and classroom library books are in good order. Adjust your group guided reading groups if necessary.
8. Adjust your group guided reading groups if necessary.
9. Plan your formal assessment activities for the week. This week you will begin formal assessments (assessments of learning). See the summary below:

- **Listening and Speaking Assessment 1:** Memorises and performs simple poems, action rhymes and songs.

Conduct during the **Daily Activities** this week. Follow the guidance provided in the lesson. Use the rubric below and record each learner's score on the record sheet in the Management Document.

Listening and Speaking assessment 1: Memorises and performs simple poems, action rhymes and songs.

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.

- **Listening and Speaking Assessment 2:** Listens to a non-fiction text and responds to simple questions.

Conduct during the **Daily Activities** this week. Follow the guidance provided in the lesson. Use the memorandum to assess learners' responses and record each learner's score on the record sheet in the Management Document.

- **Listening and Speaking 3:** Gives a simple oral summary in 3–4 sentences of a non-fiction text.

During the **Daily Activities** this week, follow the guidance provided to conduct the listening and speaking assessment. Use the rubric below and record each learner's score on the record sheet in the Management Document.

Listening and Speaking assessment 3: Gives a simple oral summary in 3–4 sentences of a non-fiction text

1	2	3	4	5
Does a short talk on a theme / topic / non-fiction text after much practice and support.	Does a short talk to present a summary on a theme / topic / non-fiction text in one sentence.	Does a short talk to present a summary on a theme / topic / non-fiction text in two sentences.	Does a short talk to present a summary on a theme / topic / non-fiction text in three sentences.	Does a short talk to present a summary on a theme / topic / non-fiction text in four sentences.

- **Reading assessment 1:** Assess each learner on word recognition choosing a text that has 60–70 sight words.

During the **Guided Reading** lessons this week, follow the guidance provided to conduct the above reading assessment. Use the rubric below and record each learner's score on the record sheet on pages 21 to 28 in the Management Document.

Reading assessment 1: Word recognition: 60-70 sight words

1	2	3	4	5
Reads up to 39 familiar sight words with teacher.	Recognises and reads 40-49 sight words correctly.	Recognises and reads 40-49 sight words correctly.	Recognises and reads 50-69 sight words correctly.	Recognises and reads 70 or more sight words correctly.

- **Reading assessment 2:** Comprehension task. Choose a short reading passage of 70–80 words. Ask multiple choice questions, fill in the missing words, sequence events in a story. Use the Reading comprehension task and memorandum provided in the Term 2 Management Document on page 32.

Conduct during the **Thursday** shared reading in week 8 – post read activity. this week. Record each learner's score on the record sheet on pages 21 to 28 in the Management Document.

- **Phonic assessment:** Use consonants blends (ng, nk, ck, cl); recognises vowel diagraphs (ea, oo, oa)

During **Phonics** lesson on **Friday**, follow the guidance provided to conduct the phonics assessment. Record each learner's score on the record sheet on pages 21 to 28 in the Management Document.

- **Writing assessment and language use:** Check the learner's proficiency in using written language correctly; Punctuation, Tenses, Plurals, Nouns

Teach the writing lessons as usual. At the end of the week collect learners' books for the **Writing Assessment**. Use the marking schedule below and record each learner's score on the record sheet on pages 21 to 28 in the Management Document.

Writing assessment marking guide

The learner uses capital letters, full stops, commas, exclamation marks and question marks correctly.	1 mark
Spells common words correctly and attempts to spell unfamiliar words using phonic knowledge.	1 mark
The learner attempts to write in present tense, past tense and future tense as required.	1 mark
The learner uses the correct plural form of nouns.	1 mark

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 (p.69)
Activity 2	DBE Workbook 1: Let's talk (p.70)
Activity 3	DBE Workbook 1: Let's talk (p.71)
Activity 4	Draw a picture of something you do that shows you are responsible!

TERM 2: WEEK 8

OVERVIEW

THEME	We are writers!	
THEME VOCABULARY	diary, private, topic, clear, examine, clue, detective, suspicious, pencil, pen, marker, crayon	
PHONICS	Revise: /ng/, /nk	
BIG BOOK	Mandu's secret diary	
SIGHT WORDS	moon, far, boat, sails, back, game	
READER	The river frog	
WRITING FRAME	Tuesday	Thursday
	Editing	Publishing & Presenting

TERM 2: WEEK 8

INTRODUCE THE THEME

PICTURE	Page where Anna and Mandu hiding in the Big Book story: <u>Mandu's secret diary</u>
SHOW	Show learners the picture. Remind learners that they are hiding because someone has read Mandu's secret diary, and they want to find out who it is!
SAY	- Ask learners: What are some things that you could write in a diary? - Listen to learner responses. This will help you understand what learners already know! - Explain that over the next two weeks, we will learn continue to talk about being writers, and all the different things we can write.
TEACH	Teach learners the sight words for the week. Explain that learners will see these words in their independent reading. Teach learners the sight words for the week - Learners copy down the sight words into their books. - Learners practise reading the sight words at home.

WEEK 8: MONDAY: DAILY ACTIVITIES (10 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	My dear diary,	<i>Hold your hands over your heart</i>
	I write in you each day.	<i>Pretend to write</i>
	I write my thoughts and feelings down,	<i>Point to your head then your heart</i>
	It makes me feel okay!	<i>Hold both thumbs up</i>
	No one else should read you,	<i>Shake your hands and head</i>
	You're there for only me!	<i>Point to yourself</i>
	You're like a best friend	<i>Hug yourself</i>
	My secret diary!	<i>Whisper and hold your hands to your mouth like you are telling a secret</i>
THEME VOCABULARY	diary, private, topic, clear (clear your head)	
QUESTION OF THE DAY		
Question	Why do you think Mandu likes to write in her diary?	
Graph	3 COLUMN GRAPH	
Options	writing helps to clear her head / writing helps to calm her down / writing helps her to feel happy	
Follow-up questions		
Question	How many learners think Mandu likes to write in her diary because writing helps to clear her head?	
Answer	___ learners think Mandu likes to write in her diary because writing helps to clear her head.	
Question	How many learners think Mandu likes to write in her diary because writing helps to calm her down?	
Answer	___ learners think Mandu likes to write in her diary because writing helps to calm her down.	
Question	How many learners think Mandu likes to write in her diary because writing helps her to feel happy?	
Answer	___ learners think Mandu likes to write in her diary because writing helps her to feel happy.	
Question	Why do most learners think Mandu likes to write in her diary?	
Answer	Most learners think Mandu likes to write in her diary because ____.	
Question	Why do fewest learners think Mandu likes to write in her diary?	
Answer	Fewest learners think Mandu likes to write in her diary because ____.	
Question	Why do you think Mandu likes to write in her diary?	
Answer	I think Mandu likes to write in her diary because writing helps to clear her head.	
Answer	I think Mandu likes to write in her diary because writing helps to calm her down.	
Answer	think Mandu likes to write in her diary because writing helps her to feel happy.	
EXPLAIN	Explain that in the story we read this week, we will find out the answer!	
READING	Practise reading the sight words for the week.	

WEEK 8: MONDAY: PHONEMIC AWARENESS & PHONICS (5 minutes)	
SOUND	Revise: /ng/
FLASHCARDS	<ng>, <ping pong> (Grapheme cards), ring, wing, swing, We get on the long ship (Phonics Flashcard Set 1)
ACTIVITY	REVIEW 1. Show the <ea> grapheme card and ask: What sound do these letters make when they are placed next to each other? (/ea/) 2. Repeat 3 times. 3. What words have this sound in the beginning, middle or end? (<i>seat, stream, beak</i>) REVISE SOUND 1. Show the <ng> card and ask: What sound do these letters make when they are placed next to each other? (/ng/) 2. Use 'Me, then you' to model how to say the sound and repeat 3 times. 3. Show the card and use 'Me, then you' to revise the mnemonic: <ping pong>. Repeat 3 times. 4. Display the grapheme cards on the phonics display board. PRACTISE AND APPLY 1. Show the flashcard ring and use 'Me, then you' and read the word. 2. Use 'Me, then you' and sound out the word (segmenting using robot arms). Example: ring = /r/ + /i/ + /ng/ 3. Blend the word (using blending hands). Example: /r/ + /i/ + /ng/ = ring 4. Count the sounds in the word. (<i>3 sounds</i>) 5. Say the whole word. 6. Repeat with the words: wing and sing. 7. Display the words with the target sounds on the phonics display board and tell learners to copy these into their exercise books. 8. Use 'Me, then you' to model how to read the sentence.: 'We get on the long ship' Emphasise the word 'long'. 9. Provide opportunities for the learners to repeat the sentence aloud so that learners can read the sentence correctly.

WEEK 8: MONDAY: GROUP GUIDED READING ASSESSMENT (15 minutes)	
GROUP	GROUP 1
ASSESSMENT	Reading assessment 1: Assess each learner on word recognition - 60–70 sight words.
ACTIVITY	1. Settle the class to complete an independent reading activity or hand out occupational worksheet 8. 2. Then, call individual learners from the reading group to your desk. 3. Use the sight word list on the next page. 4. Ask the learners to read as many sight words as they can from the list. 5. Use the record sheet to record which words they read correctly. 6. Use the rubric below to record their final scores in the Management Document.

WEEK 8: TUESDAY: SHARED READING (15 minutes)	
TITLE	Mandu's secret diary
ACTIVITY	SECOND READ
COMPREHENSION STRATEGY	I wonder... Make inferences
PURPOSE	By modelling how to think / wonder about a text, we teach learners two things. Firstly, we teach learners that good readers do not just read the words, they always think about what they are reading. Secondly, we show learners the kinds of thoughts that we have about a text. 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. Making connections helps learners think critically about the feelings and experiences of characters in the text. Learners connect the story to their own lives and realise that stories are about experiences of people in the real world!
Story	Think aloud: Second Read
Mandu loved to write. She especially loved to write in her special diary. Every day, she wrote down what she did during the day. She also wrote down her most private secrets. Writing helped to clear her head. It helped to calm her down. It helped her to feel happy.	I can make a connection with Mandu, because I also love to write to clear my head. When I have lots of things to do and feel stressed, I write a list. That helps clear my head, just like Mandu!
Mandu didn't want anyone to read her most private secrets, so she knew she needed a good hiding place for her diary. She looked around her bedroom and thought about the safest place for her diary. Eventually she decided to hide it under her bed. 'No one will ever find it there!' she thought. But one afternoon, when Mandu and her friend Anna came back from school, Mandu found her diary lying wide open on the floor of her bedroom. Mandu's face felt hot. Her heart began beating quickly. 'Oh no! Look Anna! Someone has been reading my diary!' she yelled.	I can make a connection . When someone goes through my things without asking I feel angry. Like the other day, I came home and my sister was reading the emails on my computer. My face felt hot, my heart beat quickly and I yelled, 'just like Mandu!'
'We can figure out who it was!' Anna said calmly. 'We will be diary detectives!' Mandu and Anna examined the dairy. 'Look at these dirty fingerprints,' Anna said. 'This is a good clue! Who can you think of who has dirty fingers?' 'I bet it's my little brother,' Mandu said. 'Thabo always has dirty fingers after he plays outside!' 'Let's go find him. We need to ask him questions to see if it was him!' Anna said. Mandu imagined Thabo reading all her secrets. But then she remembered her brother was only five. He couldn't read yet! 'Wait! It can't have been him! He can't read!' Mandu said, laughing.	If someone went through my things, the first person I would think of is my little sister. That reminds me of Mandu, because the first person she thinks of is her little brother! But it wasn't him! I wonder who it could've been?

'Let's look for other clues,' Anna said. Mandu began examining the diary, page by page. 'Look at this blond hair!' Mandu said, holding up a short piece of blonde hair. 'This is an important clue,' she said. 'Someone with blond hair must have read my diary.' Everybody in my family has black hair. So who could it be? Who do I know that has blond hair?' she asked, looking suspiciously at Anna's blond hair. 'It wasn't me! I promise!' Anna said. 'Plus, that is a very short blond hair. My hair is long!' 'We will have to set a trap to see if we can catch the diary-reader,' Mandu said. Mandu put her diary back under her bed. Then, she sprinkled some flour on the floor next to her bed. 'If anyone comes near my diary, we will find their footprints in the flour.' Mandu explained. Then the girls hid around the corner and waited! After a few minutes, they heard scratching noises coming from the bedroom.	I can make a connection – this part of the story reminds me of a movie I saw! In the movie, a girl had her necklace stolen. Her friend offered to help her find the thief. They searched and searched. But, in the end it was really the friend who had stolen the necklace! She pretended to help so no one would know it was really her! I wonder if it was really Anna who read the diary? Maybe that is why Anna is so eager to find someone else to blame, just like in the movie I saw?
They ran back into Mandu's room. 'Got you!' Anna shouted. But no one was there! No one except Mandu's dog, Zola. The floor was covered in floury paw prints. Zola's nose was in Mandu's diary! Mandu began to laugh. 'It must have been Zola's blond hair in the diary!' 'Silly Zola!' Anna said. 'You will need a much better hiding place!' 'You're right!' Mandu said. 'But I will find one later – it has to be secret, even from you!'	Oh! This story wasn't like the movie I saw after all. It wasn't Anna. It was just Mandu's silly dog Zola. That reminds me of a time I thought someone had stolen the bread I just baked. But then, I saw my dog was under the table eating it!
Follow up questions	Possible responses
What trap did Mandu and Anna set?	They sprinkled some flour on the floor next to Mandu's bed so that if anyone came near the diary, they would find their footprints in the flour.
How would you feel if someone read your secret diary?	I think I would feel...
Why question	Possible responses
Why did Mandu think Anna had read her diary?	- Because she found a blonde hair. - Because no one in Mandu's family has blonde hair. - Maybe because Anna is so eager to help?
Formulating questions	
- Teach the learners some simple question words, together with their meanings. For example: what, who, when, where, how. - Next ask learners to think about the story, and to try and formulate their own question. - Tell learners to 'turn and talk' and ask each other their questions. - Ask a few learners to share their questions with the whole class. - Correct any errors with the form or content of the questions. - Praise learners for their efforts and remind them that we must always ask questions about everything that we read or hear.	

WEEK 8: TUESDAY: WRITING (30 minutes)

TOPIC	Write a paragraph about being a writer!
TASK	EDITING

Write the following **checklist** on the chalkboard OR photocopy for learners.

I used capital letters.	
I used punctuation (.!?)	
I read my sentences out loud.	
I checked my spelling. (I circled words I need help with)	

Getting Ready:

Write your sentences from Tuesday on the board. **Hide** 3-4 mistakes in your sentences, like:

A paragraph is a group of **sentence** that focus on one **topik**. **you** will need: chalk and a chalkboard

1. First, you must think what you will write about.

Modelling:

1. Explain that today, learners will **edit** their paragraphs.
2. Read the **checklist** out loud to learners.
3. Use **modelling** to read each of your example sentences out loud to learners.
4. After reading each sentence, instruct learners to look for **mistakes**.
5. Fix each mistake on the chalkboard with learners. Explain each mistake, like:
 - a. on one **topik topik**. (*Remind learners that we must check our spelling. If we don't know how to spell a word we can circle it.*)
 - b. **you** will need (*You must remember to capitalise the first letter of a sentence!*)

Oral Instructions:

1. Tell learners that they will:
 - a. Read their writing **out loud** to a partner.
 - b. Help their partner look for and fix mistakes.
 - c. Read the checklist and make sure all items have been completed.

Writing:

1. **Hand out learner books** with completed paragraphs from Monday and Tuesday. Instruct learners to find their writing from Monday and Tuesday.
2. Instruct learners to **turn and talk**.
3. Instruct learners to find and fix their mistakes with a partner
4. As learners talk and fix mistakes, walk around the room and complete **mini conferences**.
5. Ask learners to **read their writing**.
6. Help learners who are struggling to find and fix their mistakes.
7. Instruct any learners who finish early to add more details or sentences to their writing.
8. Encourage learners.

a paragraph is a group of sentences that are about the same thing.

You will need:

1. First you need an idea.

Tuesday

2. Second you write your first sentence.

3. Then you write the other sentences.

4. Finally you check your work and write it again with no mistakes.

WEEK 8: TUESDAY: GROUP GUIDED READING and INDEPENDENT READING (15 minutes)

GROUP	GROUP 2
ASSESSMENT	Reading assessment 1: Assess each learner on word recognition - 60–70 sight words.
ACTIVITY	1. Settle the class to complete an independent reading activity or hand out occupational worksheet 8. 2. Then, call individual learners from the reading group to your desk. 3. Use the sight word list on the next page. 4. Ask the learner to read as many sight words as they can from the list. 5. Use the record sheet to record which words they read correctly. 6. Use the rubric below to record their final scores in the Management Document.

WEEK 8: WEDNESDAY: DAILY ACTIVITIES (10 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	My dear diary,	<i>Hold your hands over your heart</i>
	I write in you each day.	<i>Pretend to write</i>
	I write my thoughts and feelings down,	<i>Point to your head then your heart</i>
	It makes me feel okay!	<i>Hold both thumbs up</i>
	No one else should read you,	<i>Shake your hands and head</i>
	You're there for only me!	<i>Point to yourself</i>
	You're like a best friend	<i>Hug yourself</i>
	My secret diary!	<i>Whisper and hold your hands to your mouth like you are telling a secret</i>
THEME VOCABULARY	examine, clue, detective, suspicious (suspiciously)	
QUESTION OF THE DAY		
Question	Why do you think found and read Mandu's diary? (Make a prediction)	
Graph	3-COLUMN GRAPH	
Options	Mandu's brother Thabo / Mandu's friend Anna / Mandu's dog Zola	
Follow-up questions		
Question	How many learners tell their best friend their secrets?	
Answer	___ learners tell their best friend their secrets.	
Question	How many learners do not tell their best friend their secrets?	
Answer	___ learners do not tell their best friend their secrets.	
Question	Do more learners tell their secrets or not?	
Answer	More learners ___.	
Question	Do fewer learners tell their secrets or not?	
Answer	Fewer learners ___.	
Question	Do you tell your best friend your secrets?	
Answer	Yes, I tell my best friend my secrets.	
EXPLAIN	Explain that we will find out the answer to this question tomorrow, when we finally do our first read!	
READING	Practise reading the sight words for the week.	

WEEK 8: WEDNESDAY: PHONEMIC AWARENESS & PHONICS (5 minutes)	
SOUND	Revise: /nk/
FLASHCARDS	<nk>, <oooh! a pink sink> (Grapheme cards), trunk, think, Get rid of this junk! (Phonics Flashcard Set 1)
ACTIVITY	REVIEW 1. Show the <ng> grapheme card and ask: What sound ? (/ng/) 2. Repeat 3 times. 3. What words have this sound in the beginning, middle or end? (<i>ring, wing, swing</i>) REVISE SOUND 1. Show the <nk> card and ask: What sound do these letters make when they are placed next to each other? (/nk/) 2. Use 'Me, then you' to model how to say the sound and repeat 3 times. 3. Show the card and use 'Me, then you' to revise the mnemonic: < oooh! a pink sink >. Repeat 3 times. 4. Display the grapheme cards on the phonics display board. PRACTISE AND APPLY 1. Show the flashcard think and use 'Me, then you' and read the word. 2. Use 'Me, then you' and sound out the word (segmenting using robot arms). Example: think = /th/ + /i/ + /nk/ 3. Blend the word (using blending hands). Example: /th/ + /i/ + /nk/ = think 4. Count the sounds in the word. (3 sounds) 5. Say the whole word. 6. Repeat with the word: trunk 7. Display the words with the target sounds on the phonics display board and tell learners to copy these into their exercise books. 8. Use 'Me, then you' to model how to read the sentence.: 'Get rid of this junk!' ('Emphasise the word 'long'. 9. Provide opportunities for the learners to repeat the sentence aloud so that learners can read the sentence correctly.

WEEK 8: WEDNESDAY: GROUP GUIDED READING ASSESSMENT (15 minutes)	
GROUP	GROUP 3
ASSESSMENT	Reading assessment 1: Assess each learner on word recognition - 60–70 sight words.
ACTIVITY	1. Settle the class to complete an independent reading activity or hand out occupational worksheet 8. 2. Then, call individual learners from the reading group to your desk. 3. Use the sight word list on the next page. 4. Ask the learner to read as many sight words as they can from the list. 5. Use the record sheet to record which words they read correctly. 6. Use the rubric below to record their final scores in the Management Document.

WEEK 8: THURSDAY: SHARED READING (15 minutes)	
TITLE	Mandu's secret diary
ACTIVITY	Recount the story
COMPREHENSION STRATEGY	Summarise Make connections
PURPOSE	Asking a young learner to summarise the main points of a story is the best way to check their understanding. Making connections helps learners think critically about the feelings and experiences of characters in the text. Learners connect the story to their own lives and realise that stories are about experiences of people in the real world!
SENTENCE FRAME	In the story... I can make a connection! Mandu... that reminds me of...
INSTRUCTIONS	
1. Explain that when we summarise a story, we think about the most important things that happened! 2. Remind learners that when we make a connection, we think about how something in the story is like something that has happened in our own lives. 3. Explain that learners will summarise and make a connection to the story: Mandu's secret diary! 4. Use modelling to show learners how to give a 2-3 sentence summary of the story like: <u>In the story,</u> Mandu thinks someone has read her story. She looks for clues to figure out for who it could have been. 5. Use modelling to make a connection to this story, like: <u>I can make a connection!</u> Mandu feels suspicious of her brother. <u>That reminds me of</u> when I thought my brother stole sweets from me, but I had really put them in my bag. I was suspicious for no reason. 6. Hold up the pictures. Instruct learners to look at the pictures and think about the most important events in the story. 7. Instruct learners to think about their summary and connection to the story. 8. Instruct learners to turn and talk and share their own recount with a partner (<i>they should not memorise what the teacher has said. This should be learners own ideas!</i>) 9. Ask 2-3 learners to share their ideas with the class. Help the learners form complete sentences. 10. Explain and correct any common problems to learners.	
Remember to conduct the reading comprehension assessment refer to in the Management Document.	

WEEK 8: THURSDAY: WRITING (30 minutes)

TOPIC	Write a paragraph about being a writer!
TASK	PUBLISHING & SHARING
WRITING FRAME	A paragraph is... You will need: 1. First... 2. Second... 3. Then... 4. Finally...

Write the following **checklist** on the chalkboard OR photocopy for learners.

I used capital letters.	
I used punctuation (.!?)	
I read my sentences out loud.	
I checked my spelling. (I circled words I need help with)	

Getting Ready:

Write your sentences from Tuesday on the board. **Hide** 3-4 mistakes in your sentences, like:

- A paragraph is a group of **sentences** that focus on one **topic**.

Modelling:

1. Explain that today, we will **publish** our work so that people can read it.
2. Remind learners that when we **publish**, we rewrite our sentences without mistakes.
3. Explain that learners must look at the corrections they made with their partners yesterday.
4. Explain that learners can **illustrate** (add pictures) their work if they have time.
5. Use **modelling** to show learners how to publish. You must rewrite your sentence and fix your mistake, like: A paragraph is a group of sentences that focus on one topic.

Writing:

1. Hand out learner books.
2. Instruct learners to find their **drafts** from Tuesday and Thursday and their **editing checklist**.
3. Instruct learners to begin **publishing**.
4. Remind learner to fix their mistakes as they **publish**. They can also **add details** to or change their ideas if they think they can make something sound better!
5. Walk around the room and complete **mini conferences**.
6. Help learners to correct their mistakes.
7. Instruct learners who finish early to add more to their writing, or to do silent reading from the DBE Workbook or a book from the reading corner.
8. As you walk around, **encourage writers**.

Turn and Talk:

1. When there are 2-3 minutes left, instruct learners to put their pencils away.
2. Instruct learners to **turn and talk** and read their paragraph to a partner.

A paragraph is a group of sentences that are about the same thing.

You will need:

1. First, you need an idea.
2. Second, you write your first sentence.
3. Then, you write the other sentences.
4. Finally, you check your work and write it again with no mistakes.

WEEK 8: THURSDAY: GROUP GUIDED READING and INDEPENDENT READING (15 minutes)	
GROUP	GROUP 4
ASSESSMENT	Reading assessment 1: Assess each learner on word recognition - 60–70 sight words.
ACTIVITY	1. Settle the class to complete an independent reading activity or hand out occupational worksheet 8. 2. Then, call individual learners from the reading group to your desk. 3. Use the sight word list on the next page. 4. Ask the learner to read as many sight words as they can from the list. 5. Use the record sheet to record which words they read correctly. 6. Use the rubric below to record their final scores in the Management Document.

WEEK 8: FRIDAY: DAILY ACTIVITIES (10 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	My dear diary,	<i>Hold your hands over your heart</i>
	I write in you each day.	<i>Pretend to write</i>
	I write my thoughts and feelings down,	<i>Point to your head then your heart</i>
	It makes me feel okay!	<i>Hold both thumbs up</i>
	No one else should read you,	<i>Shake your hands and head</i>
	You're there for only me!	<i>Point to yourself</i>
THEME VOCABULARY	pencil, pen, marker, crayon	
QUESTION OF THE DAY		
Question	What do you like to use to write?	
Graph	4-COLUMN GRAPH	
Options	A pencil / a pen / a marker / a crayon	
Follow-up questions		
Question	How many learners like to use a pencil to write?	
Answer	____ learners like to use a pencil to write.	
Question	How many learners like to use a pen to write?	
Answer	____ learners like to use a pen to write.	
Question	How many learners like to use a marker to write?	
Answer	____ learners like to use a marker to write.	
Question	How many learners like to use a crayon to write?	
Answer	____ learners like to use a crayon to write.	
Question	What do most learners like to use to write?	
Answer	Most learners like to use a ____ to write.	
Question	What do fewest learners like to use to write?	
Answer	Fewest learners like to use a ____ to write.	
Question	What do you like to use to write?	
Answer	I like to use a pencil to write.	
Answer	I like to use a pen to write.	
Answer	I like to use a marker to write.	
Answer	I like to use a crayon to write.	
READING	Practice reading the sight words for the week.	

WEEK 8: FRIDAY: ELS PHONICS ASSESSMENT (5 minutes)

ASSESSMENT	Uses consonant digraphs (/ng/, /nk/, /ck/, /ch/) Recognises vowel digraphs (/ea/, /oo/, /oa/)
ACTIVITY	1. Settle the learners and explain that they will complete a phonics assessment worksheet. 2. Hand out the worksheet and ensure learners know what to do. You will find this in the Management Document and will need to make photocopies for your learners. 3. When learners have completed the assessment, collect the worksheets. 4. Use the memorandum to mark their work and record their cores on the record sheet. You will find the memorandum in the Management Document.

WEEK 8: FRIDAY: GROUP GUIDED & INDEPENDENT READING (15 MINUTES)

GROUP	GROUP 5
ASSESSMENT	Reading assessment 1: Assess each learner on word recognition - 60–70 sight words.
ACTIVITY	1. Settle the class to complete an independent reading activity or hand out occupational worksheet 8. 2. Then, call individual learners from the reading group to your desk. 3. Use the sight word list on the next page. 4. Ask the learner to read as many sight words as they can from the list. 5. Use the record sheet to record which words they read correctly. 6. Use the rubric below to record their final scores in the Management Document.

WEEK 8: FRIDAY: LANGUAGE USE (30 minutes)	
TOPIC	Plural words
ACTIVITY	
EXPLANATION 1. Explain that today, learners will revise how we use plural words. 2. Explain that we do not use 'a' or 'an' with plural words. We can replace 'a' or 'an' with a number if we know how many of something there are. 3. Explain that we can also remove the 'a' or 'an' and have no article. 4. No matter what, we must make the noun plural (usually by adding an 's' at the end) I DO (Teacher models) 1. Write some singular nouns on the board, like: a. I see an elephant. b. I have a bucket. c. She owns a car. d. I want to eat an apple e. I drew a circle f. buy a computer. g. I cook an egg. h. I see a bird. i. I built a table. j. I have a cat. 2. Use modelling to complete the first two for learners: a. I see elephants. b. I have two buckets. WE DO (Teacher and learners do together): 3. Complete the next two together with the learners: a. She owns cars. b. I want to eat three apples. YOU DO (Learners do independently): 1. Hand out learner books 2. Instruct learners to work with a partner to complete the rest of the sentences on list. 3. As learners are working, walk around the room and complete mini conferences. 4. Ask learners to read their answers to you. 5. Help learners correctly use plural words. 6. Encourage learners. SHARING: 1. When there are 5 minutes remaining, call learners back together. 2. Go through the answers together with learners. Correct any mistakes in the sentence. 3. Make sure learners understand how to replace 'a' and 'an' in plural sentences!	

WEEK 8: FRIDAY: END OF WEEK LEARNING REVIEW

Note: There is no formal time allocated for this activity. Please try to fit it in to your classroom routine at the end of each week.

1. Settle learners on the carpet at the end of the day.
2. Conduct the weekly language review session. You may choose to combine HL and FAL learning in this review.
3. Remember to allow learners to 'Turn and Talk' and discuss their answers with a partner. Then, select a few learners to share their answers with the class.
4. Use the following prompting questions to guide the language part of your discussion:
 - a. **What was our language theme for the week?**
 - b. **Which stories did we read together?**
 - c. **What were your favourite new words of the week?**
 - d. **What did you learn from the stories we read?**
 - e. **What did we write about this week?**
 - f. **How did your own writing improve this week?**
 - g. **How did your own reading improve this**
 - h. **What are you most proud of this week?**
5. Finally, tell learners to think about two things that they are going to tell their families about what they learnt or how they improved at school this week.

Please note: This process of self-review and reflection is a critically important part of learning.

Please do not skip this weekly activity.

GRADE 3 - TERM 2



THEME:
THINGS THAT FRIGHTEN US!

'Courage is resistance to fear, mastery of fear, not absence of fear.'

-Mark Twain

WEEK 9: CLASSROOM PREPARATION

1. At the start of each week, ensure that your classroom is neat and tidy.
2. Update your DISPLAY BOARDS, by removing items that are no longer relevant, and storing them carefully.
3. Then, prepare the flashcard words and theme word illustrations that you will need.
4. Find and prepare items for your theme wall and table that will be of interest to learners, for instance: any scary prop – a toy spider, a witch hat, a toy snake, picture of someone who looks scared, a cardboard cutout of green, glowing eyes, picture of a scary place – a dark forest, underneath the bed.
5. Do some research on the internet to prepare for the theme. For example: techniques to teach children for when they feel scared.
6. Make sure all learner exercise books and DBE Workbooks are marked, and neatly packed where they belong.
7. Make sure all your big books, graded readers and classroom library books are in good order.
8. Adjust your group guided reading groups if necessary.
9. Plan your informal and formal assessment activities for the week.

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 72
Activity 2	DBE Workbook 1: Let's write, page 73
Activity 3	DBE Workbook 1: Word work, page 73 & 74
Activity 4	Draw a picture of something that frightens you.

TERM 2: WEEK 9		
OVERVIEW		
THEME	Things that frighten us!	
THEME VOCABULARY	daylight, sunset, sunrise, dark, nightmare, dream, cupboard, slam, scratch, terrified, relaxed, shaky	
PHONICS	Revise /ch/, /sh/, /th/, /wh/	
BIG BOOK	There's a monster in my cupboard	
SIGHT WORDS	have, back, my, ask, were, who	
READER	Joan and the moon	
WRITING FRAME	Topic: Write a paragraph about something that makes you feel frightened.	
	Tuesday	Thursday
	I am frightened of...	When I feel scared...
	It scares me because ...	I can visualise...
	Also, I...	I wonder...?

TERM 2: WEEK 9		
INTRODUCE THE THEME		
PICTURE	Page where John is looking scared in his bed in the Big Book story: <u>There's a monster in my cupboard</u>	
SHOW	Show learners the picture of John looking scared in his bed.	
SAY	- Explain that for the next two weeks, we will think about things that make us feel frightened. We all feel scared or frightened sometimes! - Ask learners: What are some things that make you feel scared? - Listen to learner responses. This will help you understand what learners already know! - Explain that over the next two weeks, we will learn new words to talk about our fears!	
TEACH	Teach learners the sight words for the week. - Learners copy down the sight words into their books. - Learners practice reading the sight words at home.	

WEEK 9: MONDAY: DAILY ACTIVITIES (10 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	Listen, listen	<i>Put your hand behind your ear</i>
	Is something there?	<i>Point to the door</i>
	Hear it tiptoe to your chair?	<i>Tiptoe in place</i>
	Don't speak a word.	<i>Finger to lips</i>
	Don't say "ah-choo!"	<i>Shake your head 'no'</i>
	Don't move about.	<i>Sit very still with arms close to sides</i>
	Or it might get YOU!	<i>Shout "you" and jump up with arms extended)</i>
THEME VOCABULARY	daylight, sunset, sunrise, dark	
QUESTION OF THE DAY		
Question	Are you afraid of the dark?	
Graph	2 COLUMN GRAPH	
Options	yes / no	
Follow up questions		
Question	How many learners are afraid of the dark?	
Answer	___ learners are afraid of the dark.	
Question	How many learners are not afraid of the dark?	
Answer	___ learners are not afraid of the dark.	
Question	Are more learners afraid of the dark or not?	
Answer	More learners ___ afraid of the dark.	
Question	Are fewer learners afraid of the dark or not?	
Answer	Fewer learners ___ afraid of the dark.	
Question	Are you afraid of the dark?	
Answer	Yes, I am afraid of the dark.	
Answer	No, I am not afraid of the dark.	
READING	Practice reading the sight words for the week.	

WEEK 9: MONDAY: PHONEMIC AWARENESS & PHONICS (5 minutes)	
SOUND	Revise: /ch/, /sh/
FLASHCARDS	<ch>, <sh> (Grapheme cards) chair, chip, chin, ship, shop, dish (Phonic Flashcard Sets 1 and 7)
ACTIVITY	REVISE SOUNDS 1. Show the <ea> grapheme card and ask: What sound do these letters make when they are placed next to each other? (/ea/) 2. Repeat 3 times. 3. What words have this sound in the beginning, middle or end? (<i>seat, stream, beak</i>) REVISE SOUNDS AND PRACTICALLY APPLY 1. Show the <ch> card and ask: What sound do these letters make when they are placed next to each other? (/ch/) 2. Use 'Me, then you' to model how to say the sound and repeat 3 times. 3. Show the card and use 'Me, then you' to teach the mnemonic: <chew the chunky chips>. Repeat 3 times. 4. Ask: What words have these sounds? (<i>chin, chip, chew</i>) 5. Ask individual learners to use the words they suggested in a sentence. 6. Show the <sh> grapheme card and ask: What sound do these letters make when they are placed next to each other? (/sh/) 7. Use 'Me, then you' to model how to say the sound and repeat 3 times. 8. Show the card and use 'Me, then you' to teach the mnemonic: <the shabby ship shook>. Repeat 3 times. 9. Ask: What words have these sounds? (<i>shoe, ship, shop</i>) 10. Ask individual learners to use the words they suggested in a sentence.

WEEK 9: MONDAY: GROUP GUIDED & INDEPENDENT READING (15 MINUTES)	
GROUP GUIDED READING (SMALL GROUP)	
GROUP	GROUP 1
TEXT	Joan and the moon (Fiction) If the reader does not match the needs of learners in the group, choose a text that is more appropriate for the learners in the reading group: • Below average readers: Sentences from Phonics Flashcard Set 5. • Above average readers: Select text from Anthology 2. Use your tracker.
SIGHT WORDS	Review any sight words that appear in the chosen text.
WHOLE CLASS (for learners not in the reading group)	
Choose one of the following options: • Individual reading • Read in pairs • Complete occupational worksheet 9	

WEEK 9: TUESDAY: SHARED READING (15 minutes)	
TITLE	<u>There's a monster in my cupboard</u>
ACTIVITY	PRE-READ
COMPREHENSION STRATEGY	Predict
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: There's a monster in my cupboard 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. 12. Read through the story once. Code switch where necessary.	

WEEK 9: TUESDAY: WRITING (30 minutes)

TOPIC	Write a paragraph about something that makes you feel frightened.
TASK	PLANNING & DRAFTING
WRITING FRAME	I am frightened of... It scares me because ... Also, I...

Modelling:

1. Explain that this week, learners will write a short paragraph about something that frightens them.
2. Remind learners that a **paragraph** is a group of sentences that are all about the same topic. Explain that a paragraph has three important parts: A topic sentence which tells us the main point of the paragraph; supporting sentences which explain the topic sentence; and a concluding sentence which ends of our paragraph.
3. Explain that today, learners will write the **topic sentence**. This tells the reader what the paragraph will be all about. Then, learners will add two supporting sentence. These are sentences that help explain the topic sentence.
4. Read the writing frame to learners.
5. Use **modelling** to show learners that you **think before you write**.
6. Tell learners some ideas you have for filling in the writing frame, like: I am scared of the dark. I am also scared of heights. That means I am scared of being high up! It scares me because I am worried I will fall. I just feel so scared when I am up high, especially if I am at the edge of a mountain.
7. Explain which words you will write. **Draw a line for each word.**
8. Use **modelling** to complete the writing frame: **I am frightened** of heights. **It scares me because** I feel like I will fall. **Also, I** worry that someone else will trip and fall a long way down!
9. **Say words slowly like a tortoise and write the sounds you know.**
10. **Use resources**, like sight words and theme vocabulary words.
11. **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 something that frightens you?
2. Explain that learners should come up with their own ideas – they should not copy your idea!
3. Instruct learners to think before they write.
4. Call on 2-3 learners to tell you who they cared for. They must say: I am frightened of...
5. Explain that this will be learners' topic sentence.
6. Ask learners: Why does this frighten or scare you?
7. Instruct learners to **think before they write**.
8. Instruct learners to **turn and talk** and share their ideas.
9. Call on 3-5 learners to tell you about one fact they know. They must say: **It scares me because...**
10. Explain that learners will now use the writing frame to 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 **read their writing**.
4. Help learners complete the writing frame.
5. Help learners **say words slowly like a tortoise** and **use resources**.
6. **Encourage learners.**

I am frightened of spidas. It
scares me because they are ugly.
Also, I am scared it will bit
me.

WEEK 9: TUESDAY: GROUP GUIDED & INDEPENDENT READING (15 MINUTES)
GROUP GUIDED READING (SMALL GROUP)

GROUP	GROUP 2
TEXT	Joan and the moon (Fiction) If the reader does not match the needs of learners in the group, choose a text that is more appropriate for the learners in the reading group: - Below average readers: Sentences from Phonics Flashcard Set 5. - Above average readers: Select text from Anthology 2. Use your tracker.
SIGHT WORDS	Review any sight words that appear in the chosen text.

WHOLE CLASS (for learners not in the reading group)

Choose one of the following options:

- Individual reading
- Read in pairs
- Complete occupational worksheet 9

WEEK 9: WEDNESDAY: DAILY ACTIVITIES (10 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	Listen, listen	<i>Put your hand behind your ear</i>
	Is something there?	<i>Point to the door</i>
	Hear it tiptoe to your chair?	<i>Tiptoe in place</i>
	Don't speak a word.	<i>Finger to lips</i>
	Don't say "ah-choo!"	<i>Shake your head 'no'</i>
	Don't move about.	<i>Sit very still with arms close to sides</i>
	Or it might get YOU!	<i>Shout "you" and jump up with arms extended)</i>
THEME VOCABULARY	nightmare, dream, cupboard, slam	
QUESTION OF THE DAY		
Question	What happens when you have nightmares?	
Graph	3 COLUMN GRAPH	
Options	I call for my mother / My heart beats fast / I am not scared	
Follow up questions		
Question	How many learners call for their mother when they have nightmares?	
Answer	___ learners call for their mother when they have nightmares.	
Question	How many learners' hearts beat fast when they have nightmares?	
Answer	___ learners' hearts beat fast when they have nightmares.	
Question	How many learners are not scared when they have nightmares?	
Answer	___ learners are not scared when they have nightmares.	
Question	What happens to most learners when they have nightmares?	
Answer	Most learners ____.	
Question	What happens to fewest learners when they have nightmares?	
Answer	Fewest learners ____.	
Question	What happens when you have nightmares?	
Answer	I call for my mother when I have nightmares.	
Answer	My heart beats fast when I have nightmares.	
Answer	I am not scared when I have nightmares.	
READING	Practice reading the sight words for the week.	

WEEK 9: WEDNESDAY: PHONEMIC AWARENESS & PHONICS (5 minutes)	
SOUND	Revise: /th/, /wh/
FLASHCARDS	<th>, <wh> (Grapheme cards) whisk, wheel (Phonics Flashcard Set 7)
ACTIVITY	REVISE SOUNDS 1. Show the <th> card and ask: What sound do these letters make when they are placed next to each other? (/th/) 2. Use 'Me, then you' to model how to say the sound and repeat 3 times. 3. Show the card and use 'Me, then you' to teach the mnemonic: <they were thirsty>. Repeat 3 times. 4. Ask: What words have these sounds? (<i>think, moth, them</i>) 5. Ask individual learners to use the words they suggested in a sentence. 6. Show the <wh> grapheme card and ask: What sound do these letters make when they are placed next to each other? (/wh/) 7. Use 'Me, then you' to model how to say the sound and repeat 3 times. 8. Show the card and use 'Me, then you' to teach the mnemonic: <the shabby ship shook>. Repeat 3 times. 9. Show the card and use 'Me, then you' to teach the mnemonic: <whip with a whisk>. Repeat 3 times. 10. Display the grapheme cards on the phonics display board. PRACTISE AND APPLY: Differentiate sounds 1. Show the flashcard whisk. Use 'Me, then you' and read the word whisk. 2. Use 'Me, then you' and sound out the word (segmenting using robot arms). Example: whisk = /wh/ + /i/ + /s/ + /k/ 3. Blend the word (using blending hands). Example: /wh/ + /i/ + /s/ + /k/ = whisk 4. Count the sounds in the word. (<i>4 sounds</i>) 5. Say the whole word. 6. Repeat with the word 'wheel' (<i>3 sounds</i>). 7. Display the word with the target sounds on the phonics display board and tell learners to copy it into their exercise books.

WEEK 9: WEDNESDAY: GROUP GUIDED & INDEPENDENT READING (15 MINUTES)	
GROUP GUIDED READING (SMALL GROUP)	
GROUP	GROUP 3
TEXT	Joan and the moon (Fiction) If the reader does not match the needs of learners in the group, choose a text that is more appropriate for the learners in the reading group: • Below average readers: Sentences from Phonics Flashcard Set 5. • Above average readers: Select text from Anthology 2. Use your tracker.
SIGHT WORDS	Review any sight words that appear in the chosen text.
WHOLE CLASS (for learners not in the reading group)	
Choose one of the following options: • Individual reading • Read in pairs • Complete occupational worksheet 9	

WEEK 9: THURSDAY: SHARED READING (15 minutes)	
TITLE	<u>There's a monster in my cupboard</u>
ACTIVITY	FIRST READ
COMPREHENSION STRATEGY	Visualise
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	Think aloud: First Read
John and Robert!' called John's mother. 'Put that Nintendo away and get into bed now!' 'Okay, but I just want to finish this game!' John called back. 'Switch the game off now!' said his mother. 'You can carry on playing tomorrow.' 'Okay,' said John, as he pretended to turn the Nintendo off. 'Goodnight!' said his mother, as she switched off the light and shut the door.	I can visualise John hiding the Nintendo under his sheets when his mother comes in to say goodnight.
As soon as his mother had shut the door, John began playing again. Robert fell asleep quickly. John played and played, late into the night.	I can visualise John playing in the dark. He is so focused on his game, he doesn't even see that Robert is asleep.
John kept playing until he heard a strange noise. Scratch! Bump! Scratch! Scratch! 'What was that?' John asked nervously. But Robert didn't respond – he was still asleep. John sat up in bed. His eyes searched the dark room as he tried to see what was making the scary sounds. He realised that they were coming from his cupboard.	I can visualise John looking up from his game. He looks around his room to see where the sound is coming from. The room is dark. I can visualise John's heart starting to beat fast!
The cupboard was shaking. Something was bumping against the door. Scratch! Bump! Scratch! Scratch! 'A monster!' John whispered. 'Who's there?' he asked, in a shaky voice.	I can visualise John watching the cupboard shake. I can feel the way his heart is beating faster and faster. I can hear his voice shake and crack. I can visualise the expression on his face: his mouth is open wide and he is sweating!
The cupboard door began to open. John jumped up in fear and slammed the door shut. With a pounding heart, he pushed a chair against the cupboard door. 'I hope I can go back to sleep now,' he thought. Just as he climbed back into bed, there was another bump against the door. This time it was an even louder bump. Scratch! Bump! Scratch! Scratch! 'Oh no!' he thought. 'What am I going to do now?'	I can visualise John running to the cupboard. He is so scared he is trying to move very fast! He is getting more and more scared – visualising the monster who will climb out from the cupboard, with big claws and big teeth, and eat him!

Gripped by fear, he decided to wake Robert up. 'Robert! There's something in the cupboard! I think it's a monster! Or maybe a dinosaur!' he whispered. 'You must have had a nightmare!' Robert said sleepily. 'I'm tired! Let me sleep!' he said, turning over in his bed. 'It wasn't a nightmare! There were noises coming from the cupboard! The door even opened!' John said. 'Don't be silly, John. You are just dreaming about that Nintendo game!' Robert said, rolling his eyes. 'If you're not scared, then open the door!' John said.	I can visualise John shaking Robert and saying, 'Wake up! Wake up!' in a soft and shaking voice. I can visualise Robert pushing John's arm away.
Robert sighed and picked up his backpack. He scratched around in it and found his torch. He walked confidently towards the cupboard. But then, a loud noise came from the cupboard. Scratch! Bump! Scratch! Scratch! Robert stopped and turned around. Robert's heart began to beat quickly. 'See!' John said. 'I told you!' 'Let's open the cupboard to see it!' Robert whispered. 'Come on!' he beckoned to John.	I can visualise Robert when he hears the noise: he freezes! He turns around, his mouth open, looking terrified!
John and Robert tiptoed to the cupboard. John opened the door slightly, while Robert shined the torch through the crack. Something was trying to push the door open. Suddenly the torch revealed two glowing, green eyes. The two boys jumped in fright. 'What could it be?' whispered Robert, pushing the door closed.	I can visualise the two glowing green eyes! Both the boys must be visualising a terrifying monster, which green eyes who will come attack them soon!
The bumping and scratching got louder. Scratch! Bump! Scratch! Scratch! Robert took a deep breath and pulled the door open again. A creature jumped out and streaked past them. 'What was that?' John screamed. 'Your cat!' shrieked Robert. John and Robert looked at each other and they both began to laugh.	I can visualise the cat jumping in the air. I can visualise John and Robert screaming. They think it is a monster! But then, they realise it is just a cat. I can visualise them shaking their heads, and covering their eyes. They feel silly for thinking it was a monster! I can visualise their loud giggles!
Follow up questions	Possible responses
What did John think was in the cupboard?	He thought there was a monster in the cupboard.
Whose two green eyes were inside the cupboard?	The glowing, green eyes really belonged to John's cat!
Why question	Possible responses
Why did John think there was a monster in his cupboard?	• He heard sounds coming from his cupboard. • The game made him scared. He thought the noise must be a monster like in his game. • The door to the cupboard was opening. • There was bumping and scratching coming from the cupboard. • There were two green eyes in the cupboard. • It was dark in the room and he got scared! • He didn't realise his cat could be in the cupboard!

WEEK 9: THURSDAY: WRITING (30 minutes)	
TOPIC	Write a paragraph about something that makes you feel frightened.
TASK	PLANNING & DRAFTING
WRITING FRAME	When I feel scared... I can visualise... I wonder...?
Modelling: 1. Explain that today, learners will add sentences to their paragraphs. Remind learners that we wrote our topic sentence and two supporting sentences on Tuesday. Today, we will add two more supporting sentences. Then we will add a conclusion sentence. 2. Explain that a conclusion sentence summarises the paragraph. Explain that sometimes, a conclusion sentence can make us think about or ask questions about the topic of the paragraph. 3. Read the new writing frame to learners. 4. Remind learners that they will continue with the same topic as Tuesday. Remind learners that you were writing about my fear of heights. 5. Use modelling to show learners that you think before you write. 6. Explain some ideas you have for filling in the writing frame, like: When I am up high, I stay away from the edge. I have to take deep breaths because my heart beats fast. I can visualise myself falling down far! 7. Explain which words you will write. Draw a line for each word. 8. Use modelling to complete the writing frame, like: When I feel scared my heart beats fast. I can visualise myself falling through the air towards the ground! I wonder where my fear of heights comes from? 9. Say words slowly like a tortoise and write the sounds you know. 10. Use resources, like sight words and theme vocabulary words. 11. Erase your example from the board. Explain this was just an example, but learners must write their own ideas. Oral Instructions: 1. Remind learners on Tuesday, we began to write about something that frightens or scares us. 2. Instruct learners to think about the topic they chose on Tuesday! They must continue writing the same topic because a paragraph is a group of sentences all about the same topic. 3. Ask learners: What happens when you feel scared? 4. Explain that learners should come up with their own ideas – they should not copy your ideas. 5. Instruct learners to think before they write. 6. Instruct learners to turn and talk and share their ideas with a partner. 7. Call on 2-3 learners to tell you about one thing that happens when they feel scared. They must say: When I feel scared... 8. Ask learners: What is something you wonder about your fear? 9. Instruct learners to think before they write. 10. Explain that this sentence will be the concluding sentence. 11. Call on 2-3 learners to tell you about how they felt. They must say: I wonder... 12. Explain that learners will now use the writing frame to draw and write their own ideas.	

Writing:

1. **Hand out learner books.** Instruct learners to find their writing from Tuesday. Remind learners that they will add to what they wrote to complete their whole paragraph.
2. As learners are writing, walk around the room and complete **mini conferences**.
3. Ask learners to **read their writing**.
4. Help learners complete the writing frame.
5. Help learners **say words slowly like a tortoise and use resources**.
6. **Encourage learners.**

I am frightened of spidas. It
scares me because they are ugly.
Also, I am scared it will bit
me.

When I feel scared I skreem.
I can visualise a spida biting
me. I wonder if spidas are
scared of me?

WEEK 9: THURSDAY: GROUP GUIDED & INDEPENDENT READING (15 MINUTES)	
GROUP GUIDED READING (SMALL GROUP)	
GROUP	GROUP 4
TEXT	Joan and the moon (Fiction) If the reader does not match the needs of learners in the group, choose a text that is more appropriate for the learners in the reading group: - Below average readers: Sentences from Phonics Flashcard Set 5. - Above average readers: Select text from Anthology 2. Use your tracker.
SIGHT WORDS	Review any sight words that appear in the chosen text.
WHOLE CLASS (for learners not in the reading group)	
Choose one of the following options: - Individual reading - Read in pairs - Complete occupational worksheet 9	

WEEK 9: FRIDAY: DAILY ACTIVITIES (10 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	Listen, listen	<i>Put your hand behind your ear</i>
	Is something there?	<i>Point to the door</i>
	Hear it tiptoe to your chair?	<i>Tiptoe in place</i>
	Don't speak a word.	<i>Finger to lips</i>
	Don't say "ah-choo!"	<i>Shake your head 'no'</i>
	Don't move about.	<i>Sit very still with arms close to sides</i>
	Or it might get YOU!	<i>Shout "you" and jump up with arms extended)</i>
THEME VOCABULARY	scratch, terrified, relaxed, shaky	
QUESTION OF THE DAY		
Question	How would you feel if you heard scratching coming from your cupboard?	
Graph	3 COLUMN GRAPH	
Options	terrified / frightened / relaxed	
Follow up questions		
Question	How many learners would feel terrified if they heard scratching coming from their cupboard?	
Answer	___ learners would feel terrified if they heard scratching coming from their cupboard.	
Question	How many learners would feel frightened if they heard scratching coming from their cupboard?	
Answer	___ learners would feel frightened if they heard scratching coming from their cupboard.	
Question	How many learners would feel relaxed if they heard scratching coming from their cupboard?	
Answer	___ learners would feel relaxed if they heard scratching coming from their cupboard.	
Question	How would most learners feel if they heard scratching coming from their cupboard?	
Answer	Most learners would feel ___ if they heard scratching coming from their cupboard.	
Question	How would fewest learners feel if their heard scratching coming from their cupboard?	
Answer	Fewest learners would feel ___ if they heard scratching coming from their cupboard.	
Question	How would you feel if you heard scratching coming from your cupboard?	
Answer	I would feel terrified if I heard scratching coming from my cupboard.	
Answer	I would feel frightened if I heard scratching coming from my cupboard.	
Answer	I would feel relaxed if I heard scratching coming from my cupboard.	
READING	Practice reading the sight words for the week.	

WEEK 9: FRIDAY: PHONEMIC AWARENESS & PHONICS (5 minutes)	
SOUND	/ch/, /sh/, /th/, /wh/
WORDS	chair, chip, chin, ship, shop, dish, moth, think, them, whisk, wheel
SIGHT WORDS	Select sight words from week 9 for this spelling test
ACTIVITY	1. Tell learners to write the numbers 1 to 10 in their exercise books for the spelling test. 2. Explain that you are going to say some words with the sounds they have practised this week. Tell them to write each word after you say it. 3. Choose only 10 words from the list. Say each word on the list slowly and give learners a chance to write it before you say the next word. 4. Write the words on the board and ask learners to check their work and make any corrections. Or refer learners to the words on the phonics display board and ask learners to check their work. 5. Ask learners to read the words back to you. Informally assess their ability to encode and decode the words.

WEEK 9: FRIDAY: LANGUAGE USE (30 minutes)

TOPIC

PAST PROGRESSIVE TENSE

ACTIVITY

EXPLANATION

1. Explain that today, learners will learn about **the past progressive tense**.
2. Explain that we use this tense when we are talking about something we did in the past.
3. When we use the past progressive tense, we must think about verbs
4. Remember: a verb is an action word!

I DO (Teacher models)

1. Today we will learn about the past progressive tense. This is how we talk about something that already happened in the past.
2. Explain that we use the past tense of helping verb 'to be' **PLUS** the participle of the verb (the verb with an -ing ending) to form the past progressive tense.
3. Remind learners of the past tense of the verb 'to be':
 - a. **I was**
 - b. **You were**
 - c. **He / she was**
 - d. **We were**
 - e. **They were**
4. Write the following on the board:
 - a. They go home.
 - b. She feels sad.
 - c. He reads a book.
 - d. I walk quickly.
 - e. They sleep in bed.
 - f. We write cards.
 - g. She learns maths.
 - h. You laugh loudly.
5. Explain that we will need to change these all into past progressive tense. That means we will need to add the verb 'to be'. Then they will need to change the other verb in the sentence to have an -ing ending.
6. Use modelling to complete the first two for learners:
 - a. They **were going** home.
 - b. She **was feeling** sad.

WE DO (Teacher and learners do together):

1. Ask learners: How do we change the rest into past progressive tense?
2. Complete the rest together with the learners:
 - a. He **was reading** a book.
 - b. I **was walking** quickly.
 - c. They **were sleeping** in bed.
 - d. We were writing cards.
 - e. She was learning maths.
 - f. You were laughing loudly.
3. Explain that now, these sentences show that these things already were happening in the past!
4. Ask learners: What are some verbs that you know?
5. Make a list of verbs on the board, like: walk, write, run, read, drink, eat, search, feel, play, etc.

YOU DO (Learners do independently):

1. Hand out learners' books.
2. Instruct learners to choose three verbs.
3. Instruct learners to write sentences using the past progressive tense
4. As learners are working, walk around the room and complete **mini conferences**.
5. Ask learners to **read their sentences** to you.
6. Help learners correctly use **past progressive tense**.
7. **Encourage learners.**

SHARING:

1. When there are 5 minutes remaining, call learners back together.
2. Call on a few learners to share a sentence in the past progressive tense.
3. Write the sentence on the board. Correct any mistakes in the sentence.
4. Make sure learners understand how to use the past progressive tense!

WEEK 9: FRIDAY: GROUP GUIDED & INDEPENDENT READING (15 MINUTES)**GROUP GUIDED READING (SMALL GROUP)**

GROUP	GROUP 5
TEXT	Joan and the moon (Fiction) If the reader does not match the needs of learners in the group, choose a text that is more appropriate for the learners in the reading group: • Below average readers: Sentences from Phonics Flashcard Set 5. • Above average readers: Select text from Anthology 2. Use your tracker.
SIGHT WORDS	Review any sight words that appear in the chosen text.

WHOLE CLASS (for learners not in the reading group)

Choose one of the following options:

- Individual reading
- Read in pairs
- Complete occupational worksheet 9

WEEK 9: FRIDAY: END OF WEEK LEARNING REVIEW

Note: There is no formal time allocated for this activity. Please try to fit it in to your classroom routine at the end of each week.

1. Settle learners on the carpet at the end of the day.
2. Conduct the weekly language review session. You may choose to combine HL and FAL learning in this review.
3. Remember to allow learners to 'Turn and Talk' and discuss their answers with a partner. Then, select a few learners to share their answers with the class.
4. Use the following prompting questions to guide the language part of your discussion:
 - a. **What was our language theme for the week?**
 - b. **Which stories did we read together?**
 - c. **What were your favourite new words of the week?**
 - d. **What did you learn from the stories we read?**
 - e. **What did we write about this week?**
 - f. **How did your own writing improve this week?**
 - g. **How did your own reading improve this**
 - h. **What are you most proud of this week?**
5. Finally, tell learners to think about two things that they are going to tell their families about what they learnt or how they improved at school this week.

Please note: This process of self-review and reflection is a critically important part of learning.

Please do not skip this weekly activity.

GRADE 3 – TERM 2

WEEK 10

THEME:
FACT OR FICTION?

‘Limits, like fear, is often an illusion.’

– Michael Jordan

WEEK 10: CLASSROOM PREPARATION

1. At the start of each week, ensure that your classroom is neat and tidy.
2. Update your DISPLAY BOARDS, by removing items that are no longer relevant, and storing them carefully.
3. Then, prepare the flashcard words and theme word illustrations that you will need.
4. Find and prepare items for your theme wall and table that will be of interest to learners, for instance: any scary prop – a toy spider, a witch hat, a toy snake, picture of someone who looks scared, picture of a scary place – a dark forest, underneath the bed, cardboard cutout of green, glowing eyes.
5. Do some research on the internet to prepare for the theme. For example: what are normal childhood fears and how to help learners overcome their fears.
6. Make sure all learner exercise books and DBE Workbooks are marked, and neatly packed where they belong.
7. Make sure all your big books, graded readers and classroom library books are in good order.
8. Adjust your group guided reading groups if necessary.
9. Plan your informal and formal assessment activities for the week.

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, 75 & 76
Activity 2	DBE Workbook 1: Let's write, page 77
Activity 3	DBE Workbook 1: Let's talk, page 77
Activity 4	Draw a picture of yourself having a scary dream.

TERM 2: WEEK 10		
OVERVIEW		
THEME	Things that frighten us!	
THEME VOCABULARY	frightened, shake, shriek, whisper, creature, suddenly, monster, attack, torch, tiptoe, glowing, bump	
PHONICS	Revision: there, again, over, even, while, both	
BIG BOOK	There's a monster in my cupboard	
SIGHT WORDS	there, again, over, even, while, both	
READER	Joan and the moon	
WRITING FRAME	Topic: Write a paragraph about something that makes you feel frightened.	
	Tuesday	Thursday
	Editing	Publishing & Presenting

TERM 2: WEEK 10		
INTRODUCE THE THEME		
PICTURE	The front cover of the Big Book: <u>There's a monster in my cupboard</u>	
SHOW	Show learners the picture on the front cover of the story	
SAY	- Ask learners: What is John scared of? - Listen to learner responses. Help learners revise some of the theme vocabulary from WEEK 3. - Remind learners that John thinks that there is a monster in his cupboard. - Explain that this week, we will be thinking more about this that frighten us.	
TEACH	Teach learners the sight words for the week. - Learners copy down the sight words into their books. - Learners practice reading the sight words at home.	

WEEK 10: MONDAY: DAILY ACTIVITIES (10 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	When I'm not feeling fine	<i>Shake your head 'no'</i>
	I keep this in my mind	<i>Put your finger to your head</i>
	I can take a breath or two	<i>Put your hand on your chest</i>
	I take a deep breath in	<i>Breath in</i>
	I take a slow breath out	<i>Breath out slowly</i>
	This lets some of my fear out	<i>Give a thumbs up</i>
THEME VOCABULARY	frightened, shake, shriek, whisper	
QUESTION OF THE DAY		
Question	What happens when you feel frightened?	
Graph	3 COLUMN GRAPH	
Options	I shriek / I shake / I whisper	
Follow up questions		
Question	How many learners shriek when they feel frightened?	
Answer	___ learners shriek when they feel frightened.	
Question	How many learners shake when they feel frightened?	
Answer	___ learners shake when they feel frightened.	
Question	How many learners whisper when they feel frightened?	
Answer	___ learners whisper when they feel frightened.	
Question	What happens to most learners when they feel frightened?	
Answer	Most learners ___ when they feel frightened.	
Question	What happens to fewest learners when they feel frightened?	
Answer	Fewest learners ___ when they feel frightened.	
Question	What happens to you when you feel frightened?	
Answer	I shriek when I feel frightened.	
Answer	I shake when I feel frightened.	
Answer	I whisper when I feel frightened.	
READING	Practice reading the sight words for the week.	

WEEK 10: MONDAY: PHONEMIC AWARENESS & PHONICS (5 minutes)	
REVISE SOUNDS	Revise one or two of the sounds that you taught this past term which your learners found challenging.
GRAPHEME CARDS AND FLASHCARDS	Display the grapheme cards of the sound and mnemonic from the Grapheme Card Pack. Refer to the specific phonic words with target sound from the Phonics Flashcard Sets.
ACTIVITY	REVIEW 1. Show the specific grapheme card you want to revise and ask: What sound do these letters make when they are placed next to each other? (<i>learners give the answer</i>). Repeat 3 times. 2. What words have this sound (in the beginning, middle or at the end)? (<i>assist learners to make a list of the words and write the words on the board</i>) 3. Show the mnemonic grapheme card with the sound and use 'Me, then you' to model how to read it. PRACTISE AND APPLY 1. Show the flashcard of the word with the target sound and use 'Me, then you' and model how to read the word. 2. Use 'Me, then you' and sound out the word (segmenting using robot arms). Example: stream = /st/ + /r/ + /ea/ + /m/ 3. Blend the word (using blending hands). Example: /st/ + /r/ + /ea/ + /m/ = stream 4. Count the sounds in the word. Then say the whole word. 5. Repeat with the other words that have the same sound. 6. Display the words with the target sounds on the phonics display board. Tell learners to copy these into their exercise books and use them in a sentence. 7. Work with the learners to build a unique sentence with the words you have identified. Write the sentence on the board. 8. Emphasise the words in the sentence with the target sounds you are revising. 9. Use 'Me, then you' to model how to read the sentence. Provide opportunities for the learners to read the sentence aloud.

WEEK 10: MONDAY: GROUP GUIDED & INDEPENDENT READING (15 MINUTES)	
GROUP GUIDED READING (SMALL GROUP)	
GROUP	GROUP 1
TEXT	Joan and the moon (Fiction) If the reader does not match the needs of learners in the group, choose a text that is more appropriate for the learners in the reading group: • Below average readers: Sentences from Phonics Flashcard Set 5. • Above average readers: Select text from Anthology 2. Use your tracker.
SIGHT WORDS	Review any sight words that appear in the chosen text.
WHOLE CLASS (for learners not in the reading group)	
Choose one of the following options: • Individual reading • Read in pairs • Complete occupational worksheet 10	

WEEK 10: TUESDAY: SHARED READING (15 minutes)	
TITLE	<u>There's a monster in my cupboard</u>
ACTIVITY	SECOND READ
COMPREHENSION STRATEGY	I wonder... Visualise
PURPOSE	By modelling how to think/wonder about a text, we teach learners two things. Firstly, we teach learners that good readers do not just read the words, they always think about what they are reading. Secondly, we show learners the kinds of thoughts that we have about a text. By doing this, we show learners how to think creatively and critically about a text. In time, learners will start to do this themselves. 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	Think aloud: Second Read
'John and Robert!' called John's mother. 'Put that Nintendo away and get into bed now!' 'Okay, but I just want to finish this game!' John called back. 'Switch the game off now!' said his mother. 'You can carry on playing tomorrow.' 'Okay,' said John, as he pretended to turn the Nintendo off. 'Goodnight!' said his mother, as she switched off the light and shut the door.	I wonder what game John is playing? I wonder what creatures are in the game John is playing?
As soon as his mother had shut the door, John began playing again. Robert fell asleep quickly. John played and played, late into the night.	–
John kept playing until he heard a strange noise. Scratch! Bump! Scratch! Scratch! 'What was that?' John asked nervously. But Robert didn't respond – he was still asleep. John sat up in bed. His eyes searched the dark room as he tried to see what was making the scary sounds. He realised that they were coming from his cupboard.	I can visualise John staring at his cupboard. He has been playing and playing video games. I can visualise the scary creatures that are sometimes in video games. I think John is visualizing the scary creatures from his Nintendo inside his own cupboard!
The cupboard was shaking. Something was bumping against the door. Scratch! Bump! Scratch! Scratch! 'A monster!' John whispered. 'Who's there?' he asked, in a shaky voice.	I can visualise John sitting alone in the dark. He must be visualising the creatures from his Nintendo coming out of the cupboard to attack him!
The cupboard door began to open. John jumped up in fear and slammed the door shut. With a pounding heart, he pushed a chair against the cupboard door. 'I hope I can go back to sleep now,' he thought. Just as he climbed back into bed, there was another bump against the door. This time it was an even louder bump. Scratch! Bump! Scratch! Scratch! 'Oh no!' he thought. 'What am I going to do now?'	I can visualise John running to the cupboard. He must be thinking that he can't let the creatures come out of the cupboard! I can visualise him covering his eyes and hiding under the blankets as he listens to the noises (Bump! Scratch!) get louder and louder.

Gripped by fear, he decided to wake Robert up. 'Robert! There's something in the cupboard! I think it's a monster! Or maybe a dinosaur!' he whispered. 'You must have had a nightmare!' Robert said sleepily. 'I'm tired! Let me sleep!' he said, turning over in his bed. 'It wasn't a nightmare! There were noises coming from the cupboard! The door even opened!' John said. 'Don't be silly, John. You are just dreaming about that Nintendo game!' Robert said, rolling his eyes. 'If you're not scared, then open the door!' John said.	I can visualise Robert feeling annoyed and rolling his eyes when John shakes him awake.
Robert sighed and picked up his backpack. He scratched around in it and found his torch. He walked confidently towards the cupboard. But then, a loud noise came from the cupboard. Scratch! Bump! Scratch! Scratch! Robert stopped and turned around. Robert's heart began to beat quickly. 'See!' John said. 'I told you!'	Now, Robert must be visualising scary creatures in the cupboard just like John. They don't know what is in the cupboard, so I think they must be visualising the scary creatures from the video game they played for so long.
'Let's open the cupboard to see it!' Robert whispered. 'Come on!' he beckoned to John.	
John and Robert tiptoed to the cupboard. John opened the door slightly, while Robert shined the torch through the crack. Something was trying to push the door open. Suddenly the torch revealed two glowing, green eyes. The two boys jumped in fright. 'What could it be?' whispered Robert, pushing the door closed.	
The bumping and scratching got louder. Scratch! Bump! Scratch! Scratch! Robert took a deep breath and pulled the door open again. A creature jumped out and streaked past them. 'What was that?' John screamed. 'Your cat!' shrieked Robert. John and Robert looked at each other and they both began to laugh.	Oh! I now that they see the cat, they can visualise the poor cat being stuck in the cupboard, bumping and scratching to get out! I can visualise them laughing at themselves for thinking there could be Nintendo monsters in the cupboard!
Follow up questions	Possible responses
What does John hear?	He hears bumping and scratching coming from his cupboard.
What is John doing when he hears bumping and scratching?	He is playing Nintendo in the dark.

Why question	Possible responses
Why did John feel scared?	• Because there are sounds coming from his cupboard. • Because he thinks the sounds are coming from a monster. • Because he thinks the monsters or creatures from his video game are inside the cupboard. • Because he doesn't know what is inside his cupboard! It is scary when we hear something and we don't know what it is!
Formulating questions	
• Teach the learners some simple question words, together with their meanings. For example: what, who, when, where, how. • Next ask learners to think about the story, and to try and formulate their own question. • Tell learners to 'turn and talk' and ask each other their questions. • Ask a few learners to share their questions with the whole class. • Correct any errors with the form or content of the questions. • Praise learners for their efforts and remind them that we must always ask questions about everything that we read or hear.	

WEEK 10: TUESDAY: WRITING (30 minutes)

TOPIC	Write a paragraph about something that makes you feel frightened.
TASK	EDITING

Write the following **checklist** on the chalkboard OR photocopy for learners.

I used capital letters.	
I used punctuation (.!?)	
I read my sentences out loud.	
I checked my spelling. (I circled words I need help with)	

Getting Ready:

Write your sentences from Tuesday on the board. **Hide** 3-4 mistakes in your sentences, like:

- I am frightened of **hites**. It **scare** me because I feel like I will **fall also**, I worry that someone else will trip and fall a long way down!

Modelling:

- Explain that today, learners will **edit** their paragraphs.
- Read the **checklist** out loud to learners.
- Use **modelling** to read each of your example sentences out loud to learners.
- After reading each sentence, instruct learners to look for **mistakes**.
- Fix each mistake on the chalkboard with learners. Explain each mistake, like:
 - I am frightened of **hites heights** (*We must check for spelling. Sometimes, reading sentences out loud helps us find words that haven't been spelled right! But if we don't know how to spell a word, we can circle it.*)
 - It **scares** me because (*Scare must have an 's' at the end. When we read our sentences out loud, we can sometimes hear when something like this sounds wrong!*)
 - I will **fall, aAlso**, I worry (*We must not have sentences that go on too long! We must remember punctuation and capitalisation. We can use the writing frame to help us remember where a new sentence is supposed to begin!*)

Oral Instructions:

- Tell learners that they will:
 - Read their writing **out loud** to a partner.
 - Help their partner look for and fix mistakes.
 - Read the checklist and make sure all items have been completed.

Writing:

- Hand out learner books** with completed paragraphs from Monday and Tuesday. Instruct learners to find their writing from Monday and Tuesday.
- Instruct learners to **turn and talk**.
- Instruct learners to find and fix their mistakes with a partner
- As learners talk and fix mistakes, walk around the room and complete **mini conferences**.
- Ask learners to **read their writing**.
- Help learners who are struggling to find and fix their mistakes.
- Instruct any learners who finish early to add more details or sentences to their paragraphs.
- Encourage learners.

I am frightened of spider^{er}s. It^{They}
scare~~s~~ me because they are ugly.
Also, I am scared it^{they} will bite~~it~~ bite
me.

When I feel scared I scream^{scream} (skreem).
I can visualise^u a spider^{er} biting
me. I wonder if spider^{er}s are
scared of me?

WEEK 10: TUESDAY: GROUP GUIDED & INDEPENDENT READING (15 MINUTES)
GROUP GUIDED READING (SMALL GROUP)

GROUP	GROUP 2
TEXT	Joan and the moon (Fiction) If the reader does not match the needs of learners in the group, choose a text that is more appropriate for the learners in the reading group: - Below average readers: Sentences from Phonics Flashcard Set 5. - Above average readers: Select text from Anthology 2. Use your tracker.
SIGHT WORDS	Review any sight words that appear in the chosen text.

WHOLE CLASS (for learners not in the reading group)

Choose one of the following options:

- Individual reading
- Read in pairs
- Complete occupational worksheet 10

WEEK 10: WEDNESDAY: DAILY ACTIVITIES (10 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	When I'm not feeling fine	Shake your head 'no'
	I keep this in my mind	Put your finger to your head
	I can take a breath or two	Put your hand on your chest
	I take a deep breath in	Breath in
	I take a slow breath out	Breath out slowly
	This lets some of my fear out	Give a thumbs up
THEME VOCABULARY	creature, suddenly, monster, attack	
QUESTION OF THE DAY		
Question	Which creature makes you feel most terrified?	
Graph	3 COLUMN GRAPH	
Options	a monster / a lion / a snake	
Follow up questions		
Question	How many learners think a monster makes them feel most terrified?	
Answer	___ learners think a monster makes them feel most terrified.	
Question	How many learners think a lion makes them feel most terrified?	
Answer	___ learners think a lion makes them feel most terrified.	
Question	How many learners think a snake makes them feel most terrified?	
Answer	___ learners think a snake makes them feel most terrified.	
Question	Which creature makes most learners feel most terrified?	
Answer	A ___ makes most learners feel most terrified.	
Question	Which creature makes fewest learners feel most terrified?	
Answer	A ___ makes fewest learners feel most terrified.	
Question	Which creature makes you feel most terrified?	
Answer	A monster makes me feel most terrified.	
Answer	A lion makes me feel most terrified.	
Answer	A snake makes me feel most terrified.	
READING	Practice reading the sight words for the week.	

WEEK 10: WEDNESDAY: PHONEMIC AWARENESS & PHONICS (5 minutes)

REVISE SOUNDS	Revise one or two of the sounds that you taught this past term which your learners found challenging.
GRAPHEME CARDS AND FLASHCARDS	Display the grapheme cards of the sound and mnemonic from the Grapheme Card Pack. Refer to the specific phonic words with target sound from the Phonics Flashcard Sets.
ACTIVITY	REVISION 1. Show the specific grapheme card you want to revise and ask: What sound do these letters make when they are placed next to each other? (<i>learners give the answer</i>). Repeat 3 times. 2. What words have this sound (in the beginning, middle or at the end)? (<i>assist learners to make a list of the words and write the words on the board</i>) 3. Show the mnemonic grapheme card with the sound and use 'Me, then you' to model how to read it. PRACTISE AND APPLY 1. Show the flashcard of the word with the target sound and use 'Me, then you' and model how to read the word. 2. Use 'Me, then you' and sound out the word (segmenting using robot arms). Example: stream = /st/ + /r/ + /ea/ + /m/ 3. Blend the word (using blending hands). Example: /st/ + /r/ + /ea/ + /m/ = stream 4. Count the sounds in the word. Then say the whole word. 5. Repeat with the other words that have the same sound. 6. Display the words with the target sounds on the phonics display board. Tell learners to copy these into their exercise books and use them in a sentence. 7. Work with the learners to build a unique sentence with the words you have identified. Write the sentence on the board. 8. Emphasise the words in the sentence with the target sounds you are revising. 9. Use 'Me, then you' to model how to read the sentence. Provide opportunities for the learners to read the sentence aloud.

WEEK 10: WEDNESDAY: GROUP GUIDED & INDEPENDENT READING (15 MINUTES)**GROUP GUIDED READING (SMALL GROUP)**

GROUP	GROUP 3
TEXT	Joan and the moon (Fiction) If the reader does not match the needs of learners in the group, choose a text that is more appropriate for the learners in the reading group: • Below average readers: Sentences from Phonics Flashcard Set 5. • Above average readers: Select text from Anthology 2. Use your tracker.
SIGHT WORDS	Review any sight words that appear in the chosen text.

WHOLE CLASS (for learners not in the reading group)

Choose one of the following options:

- Individual reading
- Read in pairs
- Complete occupational worksheet 10

WEEK 10: THURSDAY: SHARED READING (15 minutes)	
TITLE	<u>There's a monster in my cupboard</u>
ACTIVITY	STORY ILLUSTRATION
COMPREHENSION STRATEGY	Summarise
PURPOSE	To give learners a chance to summarize and reflect on the text. Asking a young learner to summarise the main points of a story is the best way to check their understanding.
POST-READING ACTIVITY	
Modelling: 1. Explain that today, learners will visualise what happens in the story. They will draw a picture to show what they visualise about the story. Then, they will add one or two sentences to explain what they visualised. 2. Use modelling to show learners how to think before you write. 3. Use modelling to explain an example summary to learners, like: John thinks he hears a monster in the cupboard because he hears bumping and scratching! But, he really hears his cat who is stuck in the cupboard! 4. Use modelling to draw a picture of your summary on the board. 5. Use modelling to add a sentence or two, like: John hears bumping and scratching. 6. Say words slowly like a tortoise and write the sounds you know. 7. Use resources (sight words, theme vocabulary words) to add labels, like: scared, bump 8. Erase your example from the board. Explain this was just an example, but learners must write their own ideas. Oral Instructions: 1. Instruct learners to think about the story and to visualise the important parts of the story. 2. Ask learners: What do you visualise is happening in John's mind? What do you visualise that John is thinking about? 3. Tell learners they must draw a picture to show what they visualised. Then, they must try to write a 1-2 sentences about their drawing. 4. Instruct learners to think before they write. 5. Explain that learners should come up with their own drawing and sentence – they should not copy your idea! Writing: 1. Hand out learner books. 2. As learners write, walk around the room and complete mini conferences. 3. Instruct learners to read their writing to you. 4. Help learners complete a label. 5. Ask learners to tell you about their picture. Make sure learners have drawn an important event from the story! Turn and Talk: 1. When there are 2-3 minutes left, instruct learners to put their pencils away. 2. Instruct learners to turn and talk with a partner about their paragraphs. <i>Hang up learner drawings at learner eye-level around the room. This helps learners have conversations using the new theme vocabulary.</i>	

WEEK 10: THURSDAY: WRITING (30 minutes)

TOPIC	Write a paragraph about something that makes you feel frightened.
WRITING FRAME	I am frightened of... It scares me because ... Also, I... When I feel scared... I can visualise... I wonder...?
TASK	PUBLISHING and SHARING

Getting Ready:

Write your sentences from Tuesday on the board. **Hide** 3-4 mistakes in your sentences, like:

- I am frightened of **hites heights**

Modelling:

1. Explain that today, we will **publish** our work so that people can read it.
2. Remind learners that when we **publish**, we rewrite our sentences without mistakes.
3. Explain that learners must look at the corrections they made with their partners yesterday.
4. Explain that learners can **illustrate** (add pictures) their work if they have time.
5. Use **modelling** to show learners how to publish. You must rewrite your sentence and fix your mistake, like: I am frightened of heights.

Writing:

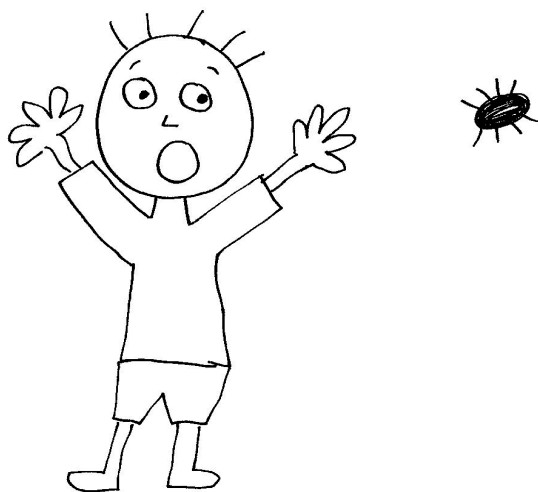
1. Hand out learner books.
2. Instruct learners to find their **drafts** from Tuesday and Thursday and their **editing checklist**.
3. Instruct learners to begin **publishing**.
4. Remind learner to fix their mistakes as they **publish**. They can also add or change their ideas if they think they can make something sound better!
5. Walk around the room and complete **mini conferences**.
6. Help learners to correct their mistakes.
7. Instruct learners who finish early to add more to their writing, or to do silent reading from the DBE Workbook or a book from the reading corner.
8. As you walk around, **encourage writers**.

Turn and Talk:

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

Hang up learner drawings at learner eye-level around the room. This helps learners have conversations using the new theme vocabulary.

I am frightened of spiders. They scare me because they are ugly. Also, I am scared they will bite me. When I feel scared I scream. I can visualise a spider biting me. I wonder if spiders are scared of me?



WEEK 10: THURSDAY: GROUP GUIDED & INDEPENDENT READING (15 MINUTES)	
GROUP GUIDED READING (SMALL GROUP)	
GROUP	GROUP 4
TEXT	Joan and the moon (Fiction) If the reader does not match the needs of learners in the group, choose a text that is more appropriate for the learners in the reading group: - Below average readers: Sentences from Phonics Flashcard Set 5. - Above average readers: Select text from Anthology 2. Use your tracker.
SIGHT WORDS	Review any sight words that appear in the chosen text.
WHOLE CLASS (for learners not in the reading group)	
Choose one of the following options: - Individual reading - Read in pairs - Complete occupational worksheet 10	

WEEK 10: FRIDAY: DAILY ACTIVITIES (10 minutes)		
GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	When I'm not feeling fine	Shake your head 'no'
	I keep this in my mind	Put your finger to your head
	I can take a breath or two	Put your hand on your chest
	I take a deep breath in	Breath in
	I take a slow breath out	Breath out slowly
	This lets some of my fear out	Give a thumbs up
THEME VOCABULARY	torch, tiptoe, glowing, bump	
QUESTION OF THE DAY		
Question	What would you do if you saw glowing eyes and heard bumping in your cupboard?	
Graph	3 COLUMN GRAPH	
Options	tiptoe closer to the cupboard / slam the door closed / run away	
Follow up questions		
Question	How many learners would tiptoe closer to the cupboard if they saw glowing eyes and heard bumping in their cupboard?	
Answer	___ learners would tiptoe closer to the cupboard if they saw glowing eyes and heard bumping in their cupboard.	
Question	How many learners would slam the door closed if they saw glowing eyes and heard bumping in their cupboard?	
Answer	___ learners would slam the door closed if they saw glowing eyes and heard bumping in their cupboard.	
Question	How many learners would run away if they saw glowing eyes and heard bumping in their cupboard?	
Answer	___ learners would run away if they saw glowing eyes and heard bumping in their cupboard.	
Question	What would most learners do if they saw glowing eyes and heard bumping in their cupboard?	
Answer	Most learners would ___ if they saw glowing eyes and heard bumping in their cupboard.	
Question	What would fewest learners do if they saw glowing eyes and heard bumping in their cupboard?	
Answer	Fewest learners would ___ if they saw glowing eyes and heard bumping in their cupboard.	
Question	What would you do if you saw glowing eyes and heard bumping in your cupboard?	
Answer	I would tiptoe closer to the cupboard.	
Answer	I would slam the door closed.	
Answer	I would run away.	
READING	Practice reading the sight words for the week.	

WEEK 10: FRIDAY: PHONEMIC AWARENESS & PHONICS (5 minutes)	
SOUND	Choose the sounds you have revised this week.
WORDS	Select all the words that you focused on this week.
SIGHT WORDS	Select sight words from the term.
ACTIVITY	1. Tell learners to write the numbers 1 to 10 in their exercise books for the spelling test. 2. Explain that you are going to say some words with the sounds they have practised this week. Tell them to write each word after you say it. 3. Choose only 10 words from the list. Say each word on the list slowly and give learners a chance to write it before you say the next word. 4. Write the words on the board and ask learners to check their work and make any corrections. Or refer learners to the words on the phonics display board and ask learners to check their work. 5. Ask learners to read the words back to you. Informally assess their ability to encode and decode the words.

WEEK 10: FRIDAY: LANGUAGE USE (30 minutes)

TOPIC	Present and future tense
-------	--------------------------

ACTIVITY

EXPLANATION

1. Explain that today, we will learn about the **simple present tense**.
2. Remind learners that the present tense is what is happening now.
3. We will also learn about the simple future tense.
4. Remind learners that the future tense tells about something that will happen.
5. Remind learners that verbs change to tell us the tense.
6. Remind learners that a **verb** is an action word.

I DO (Teacher models)

1. Explain that today, we will look at some verbs. We will think about how to use these verbs in the present tense and the future tense.
2. Ask learners: What are some action words (verbs) you can think of in English?
3. Make a list on the chalkboard with the verbs suggested by learners, like:
 - walk
 - watch
 - read
 - run
 - sit
4. Explain that each of these words is in the simple present tense. We can say: I walk, I watch, I read, I run, I sit. If we use the words in that way, it means we are doing those things right now.
5. Then, explain that we will change each of these words to the simple future tense.
6. Explain that we add 'will' before the verb to show that something hasn't happened yet, but will happen in the future.
7. **Model** changing the verbs for learners, like:
 - walk – will walk
 - watch – will watch
 - read – will read
 - run – will run
 - sit – will sit

WE DO (Teacher and learners do together):

1. Ask learners to list more verbs, like:
 - talk
 - look
 - jump
 - play
 - write
 - hug
 - see
 - speak

2. Go through each item on the list, and let learners try to change the word to the future tense. Help learners decide the right answers, like:
- talk – will talk
 - look – will look
 - jump – will jump
 - play – will play
 - write – will write
 - hug – will hug
 - see – will see
 - speak – will speak

YOU DO (Learners do independently):

1. **Hand out learners' books.**
2. Instruct learners to choose three verbs from the board.
3. Instruct learners to write a sentence with each of the verbs they have chosen. They must write their sentences in the present tense.
4. Then, explain that learners must write each of the sentences in the future tense.
5. Instruct learners who have extra time to write more sentences.

TURN AND TALK (Sharing):

1. When there are 5 minutes remaining, call learners back together.
2. Instruct learners to **turn and talk** and read their sentences to a partner.
3. Instruct learners to help their partner fix any mistakes with present and future tense as they read.

WEEK 10: FRIDAY: GROUP GUIDED & INDEPENDENT READING (15 MINUTES)

GROUP GUIDED READING (SMALL GROUP)

GROUP	GROUP 5
TEXT	Joan and the moon (Fiction) If the reader does not match the needs of learners in the group, choose a text that is more appropriate for the learners in the reading group: • Below average readers: Sentences from Phonics Flashcard Set 5. • Above average readers: Select text from Anthology 2. Use your tracker.
SIGHT WORDS	Review any sight words that appear in the chosen text.

WHOLE CLASS (for learners not in the reading group)

Choose one of the following options:

- Individual reading
- Read in pairs
- Complete occupational worksheet 10

WEEK 10: FRIDAY: END OF WEEK LEARNING REVIEW

Note: There is no formal time allocated for this activity. Please try to fit it in to your classroom routine at the end of each week.

1. Settle learners on the carpet at the end of the day.
2. Conduct the weekly language review session. You may choose to combine HL and FAL learning in this review.
3. Remember to allow learners to 'Turn and Talk' and discuss their answers with a partner. Then, select a few learners to share their answers with the class.
4. Use the following prompting questions to guide the language part of your discussion:
 - a. **What was our language theme for the week?**
 - b. **Which stories did we read together?**
 - c. **What were your favourite new words of the week?**
 - d. **What did you learn from the stories we read?**
 - e. **What did we write about this week?**
 - f. **How did your own writing improve this week?**
 - g. **How did your own reading improve this**
 - h. **What are you most proud of this week?**
5. Finally, tell learners to think about two things that they are going to tell their families about what they learnt or how they improved at school this week.

Please note: This process of self-review and reflection is a critically important part of learning.

Please do not skip this weekly activity.