



GRADE

1

TEACHER'S
GUIDE

Platinum

English First Additional
Language

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Platinum English First Additional Language Grade 1 Teacher's Guide

Maskew Miller Learning

10 Freedom Way, Milnerton, Cape Town, 7441

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Section A: Introduction

Dear teacher

As you step into your classroom every day, you're not simply entering a space filled with desks and textbooks. You are entering a place where futures are shaped and possibilities are born. You hold the power to inspire, guide, and nurture future leaders, innovators, and changemakers. By sharing your passion, you are doing far more than just teaching; you are planting the seeds of kindness, courage, respect, and *Ubuntu* in every young heart.



The challenges of teaching, especially in under-resourced areas, can be overwhelming. But with each challenge you face, you are making a real difference. You are showing your learners that their potential is limitless and that they are seen, valued, and capable of achieving greatness.

Our teaching resources are aimed to support you. Designed with CAPS objectives in mind, they focus on inclusivity and on creating a learning environment in which every child is represented. The images, stories, and lessons reflect the diversity of our local context, helping every learner feel a sense of belonging in your classroom.

And we have not forgotten about you. Your well-being is just as important as the success of your learners. We have included self-care tools to keep you motivated and healthy because we know that when you feel good, your classroom thrives.

As South Africa continues to progress with the Basic Education Law Amendment Act (BELA), signed into law in 2024, the mission to create a more equitable and inclusive education system grows stronger. Your role in this mission is vital, and an understanding of both CAPS and BELA will ensure that your classroom is a place where learners are well-prepared for success.

You are a powerful force for positive change, and the impact you make in your classroom is greater than you may realise. As you teach, know that you are not just guiding your learners; you are shaping the future of our communities, our country, and our world.

Thank you for everything you do!

Using the Series

Welcome to our Foundation Phase Teacher's Guide, a valuable resource designed to support educators using our Grades 1, 2, and 3 educational series. This guide provides practical insights and resources aimed at enhancing your instructional strategies and enriching learners' educational experiences.

This Teacher's Guide provides weekly guidelines. Each week is structured as follows:

- **Content, concepts and skills:** The general learning objective of the week is presented as per the syllabus.
- **The Learning and Teaching Support Materials:** The Learning and Teaching Support Materials (LTSM) resources that the teacher needs to prepare or collect for the week are listed. The teacher is encouraged to collect or recycle material as teaching aids to keep costs as low as possible.
- **Teaching activities:** Teaching guidelines are provided per lesson in an easy step-by-step manner.
- **Assessment:** The teacher is given guidelines on how to perform informal assessment.
- **Activities and answers:** Activities and answers are provided.
- **Worksheets:** Worksheets are included at the end of each term. In addition, the rubrics at the end of this Teacher's Guide can be used to assess skills at the end of this Teacher's Guide.
- **Support for learners with special needs or learning difficulties:** Advice is given on how to support learners who are faster learners and need enrichment. The course also provides suggestions and support for struggling learners who need extra help.

In view of this, this Teacher's Guide encourages ongoing reflection and growth, fostering a collaborative learning environment where teachers can continuously improve their pedagogical skills and impact learner achievement in a positive way. As such, we invite you to navigate your way through this guide, leveraging its insights and resources to enhance your teaching effectiveness and create transformative learning experiences in your classroom. Together, let's empower our learners to succeed academically and beyond.

Diversity, equity and inclusion

We invite you to think about your own classroom. Picture the learners sitting in front of you, each with their own story, experiences, and challenges. Remember a time when one of your learners struggled, perhaps with a difficult concept or something outside of school that affected their learning. What did you do in that moment? How did you reach out to make them feel seen, and to guide them through the difficulty?



Your classrooms are diverse, not simply in terms of your learners’ respective racial, social and economic backgrounds, but also in terms of their needs and abilities. Our country continues to face deep inequalities, yet it is in the classroom that change happens. As a teacher, you play a vital role in ensuring the success of each learner.

Inclusivity and diversity are at the core of CAPS. Teachers are not simply tasked with teaching the curriculum, but also with recognising the unique potential in each learner. We understand this is not always easy. The challenges in many schools are real, and, as a teacher, you are at the forefront of addressing them.

That is why our learning and teaching resources are designed to support you. They reflect local context. When undertaking the learning, classroom and homework exercises, activities, and assessments, learners will be familiar with the world that is presented. These materials take into account the range of experiences and abilities in your classroom, giving you the tools to be inclusive and to support every learner, regardless of their background.

Categories of diversity

In this series, we focus on **ten key categories of diversity**, each carefully selected to ensure a broad and inclusive representation of different identities, perspectives, and experiences.

Table 1: Types of diversity

Diversity category	Definition	Coverage in the book
1. Cultural and ethnic diversity	This refers to representing various cultural and ethnic backgrounds, ensuring learners are exposed to different perspectives and traditions.	We have included characters, authors, and historical figures from diverse cultural backgrounds. Stories and examples incorporate a range of traditions, customs, and languages. This helps learners appreciate cultural richness and discourages stereotypes by offering balanced views on historical and contemporary issues.
2. Gender diversity	Gender diversity refers to the representation of all genders and includes discussions around gender roles, non-binary identities, and gender fluidity.	You will notice equal representation of all genders in the texts, illustrations, and examples. We’ve included non-binary and gender-fluid characters, along with activities that challenge traditional gender roles. For instance, both boys and girls are shown engaging in diverse career paths, from helping in the kitchen to science and arts, thereby promoting gender equality.
3. Socio-economic diversity	This involves representing people from different economic backgrounds and discussing issues of economic inequality.	We feature characters from a variety of socio-economic contexts, highlighting challenges such as access to education, healthcare, and resources. This enables learners to engage with real-life examples and discussions that reflect diverse economic situations, making the content relatable to all.
4. Linguistic diversity	Linguistic diversity means including multiple languages and respecting the various dialects spoken by different communities.	You will find content that features multiple languages and encourages learners to respect different dialects. We’ve also included examples that highlight the importance of translation and interpretation, especially in a global village, thereby preparing learners to be more inclusive in their communication.

5. Disability and accessibility	This focuses on the representation of people with disabilities and addressing barriers to accessibility.	Characters with disabilities have been included, ensuring their representation in stories and activities. We also discuss issues of accessibility, whether physical, technological, or societal, and use inclusive, person-first language. This creates a more accepting environment for all learners and encourages empathy and understanding.
6. Sexual orientation and LGBTQ+ inclusion	LGBTQ+ stands for Lesbian, Gay, Bisexual, Transgender, Queer or Questioning, and others. The “+” represents inclusivity of other sexual orientations, gender identities, and expressions beyond those explicitly listed, such as non-binary, pansexual, asexual, and gender-fluid individuals. This term is used to encompass a broad spectrum of sexual and gender identities, promoting acceptance and inclusion for all.	LGBTQ+ family structures are represented throughout the books, offering a diverse perspective. We’ve included examples and scenarios that explore LGBTQ+ issues and rights, as well as discussions on anti-discrimination, thereby helping learners understand and respect diversity in sexual orientation.
7. Religious and spiritual diversity	This involves representing a variety of religious beliefs and promoting respect for different spiritual practices.	Our books contain content that introduces learners to various religions and spiritual practices. We’ve also encouraged interfaith dialogue to help foster respect and understanding across different belief systems. Secular perspectives are included as well, ensuring all belief systems are respected and represented fairly.
8. Age diversity	Age diversity entails including people from different age groups and discussing issues related to ageing.	In the books, you’ll find characters and examples ranging from young children to the elderly. We’ve highlighted the importance of intergenerational relationships. We have also included a focus on age-related topics such as retirement and ageism. This helps learners understand the value of every age group in society.
9. Geographic diversity	Geographic diversity represents people and issues from various regions and environments, both global and local.	The books include content from different regions around the world, addressing both global issues and local contexts that are relevant to learners. We’ve also balanced examples from urban and rural settings, showcasing the unique challenges and benefits of each environment.
10. Cognitive and learning diversity	This refers to addressing different learning styles, abilities, and cognitive differences, such as neurodiversity.	We have embraced cognitive and learning diversity by incorporating varied teaching methods that cater to different learning styles. Activities are designed to accommodate a wide range of learning needs, promoting an inclusive learning environment. We have also added quick pre-assessments for you to consider.

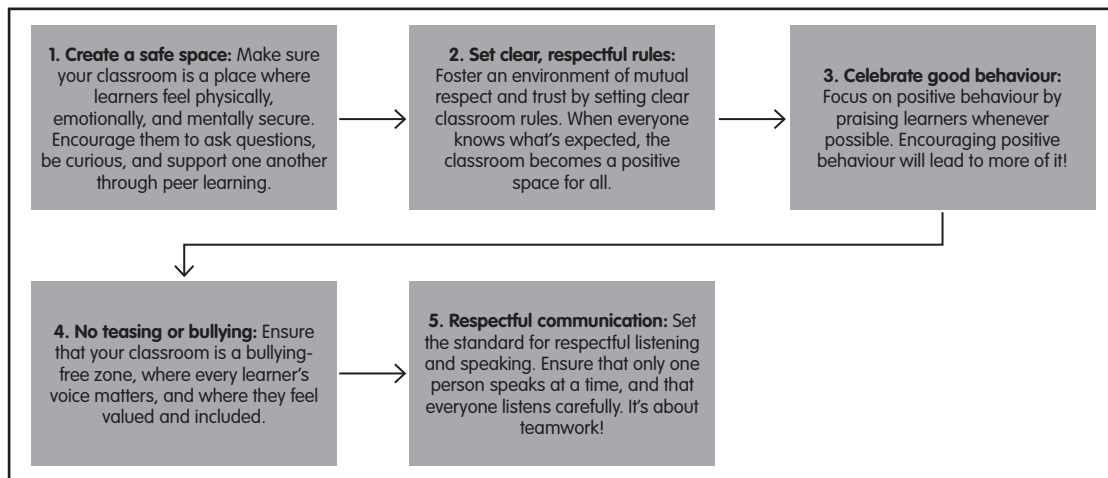
Creating an inclusive and diverse classroom

This Teacher's Guide is designed with inclusivity, diversity, and equity in mind. It provides resources that help you to create inclusive learning environments and systems to cover the ten key categories of diversity in Table 1.

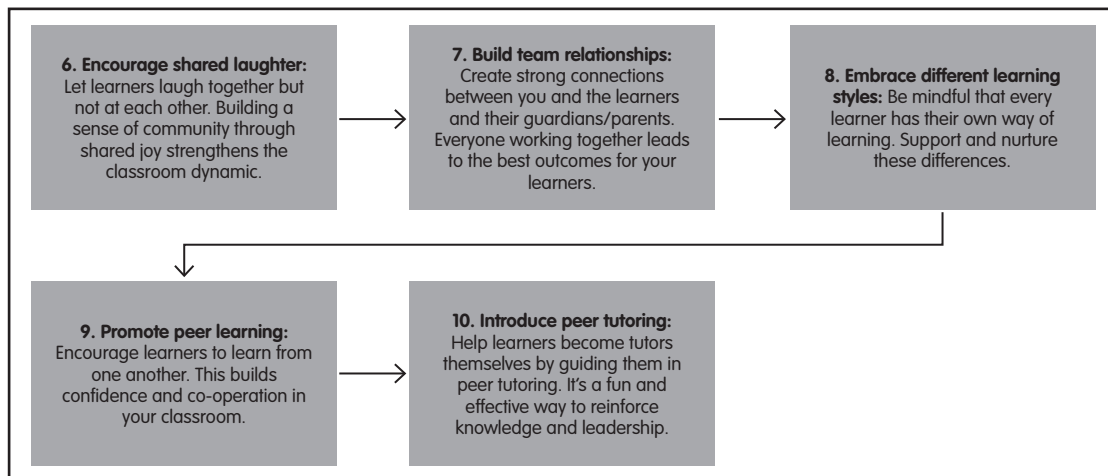
Diversity in the classroom

As a teacher, your role is to ensure that your classroom is a space where learning, laughter, and respect all come together. Here are ten strategies that you can use to keep things fun, safe, and positive for your learners:

Strategies 1–5: Building a positive and inclusive classroom environment



Strategies 6–10: Fostering collaboration and celebrating diversity in the classroom



Celebrating every learner's uniqueness

It is important for learners to see themselves and their diverse experiences reflected in the classroom. This means showing diversity in physical appearance, language, identity, culture, religion, gender, sexual orientation (including

LGBTQ+), age, and cognitive ability. Our books feature characters from different backgrounds to reflect these varied experiences. We carefully select images, artwork, and content that represent the different people, environments, and realities that make up South Africa and beyond.

We encourage you to do the same in your classroom. Use storytelling to highlight diverse backgrounds, show images of rural and urban settings, and talk about people with different physical and cognitive abilities, and identities, including LGBTQ+. Discuss various religions, ages, and gender diversity, and explore the different economic situations your learners may encounter. Take time to teach about our connections with other countries and people across Africa and the world. By doing this, you will help every learner feel valued, and part of the larger global community.

Being mindful of bias and privilege

Here is an example of how to address potential bias in a classroom setting.

Ms Adams was teaching a lesson on cultures and traditions. Her learners came from a variety of backgrounds, and she was excited to see how the discussion would unfold. As the lesson began, she asked her learners to share a tradition or belief from their own families.

Lebo, a confident girl, spoke first, describing her family's Christian Christmas traditions. Several other learners followed, discussing similar holidays. But when it was Amina's turn, she hesitated. Amina's family practised Islam, and she shared her experience of celebrating Eid. Almost immediately, a few learners began whispering to one another, and one learner, unaware of the impact of his words, muttered, "That's not a real holiday."

Ms Adams quickly sensed the tension in the room. She had an important choice to make. Ignoring the comment might mean letting bias take root, while addressing it offered a chance to teach a valuable lesson.

Ms Adams paused the discussion and asked the class to reflect. "What does it mean when we dismiss someone's beliefs or traditions? How would you feel if the roles were reversed, and your special day was called 'not real'?" The classroom grew quiet as the learners began to think about their comments.

She then explained the importance of understanding and respecting different beliefs, using Amina's experience as a teaching moment. Ms Adams didn't scold or shame the learners but instead guided them through a discussion on why it's important to honour all cultures, even when they are unfamiliar. The class reflected on how bias, both old and new, can shape their views of others, often without them realising it.

Lessons from Ms Adams' class

Bias and assumptions can appear unintentionally

Even without intending harm, learners may make comments that reflect unconscious biases. It's important to pause and address these moments with care and awareness.

Every voice matters

Ms Adams ensured that Amina's voice and experience were valued by the entire class. By fostering an inclusive discussion, she emphasised that everyone's background deserves respect.

Encourage self-reflection

Instead of lecturing, Ms Adams invited her learners to think about how they would feel if they were in Amina's shoes. This helped the learners understand the importance of empathy and self-awareness in their actions.

Create a space for dialogue

When bias or prejudice surfaces, it's not enough to silence it. Opening the floor for discussion helps learners understand why certain words or actions can be harmful, giving them the tools to challenge these attitudes in the future.

Learning through challenge

Discomfort can be a powerful teacher. Ms Adams used a difficult moment to encourage her learners to question their assumptions, showing them that classrooms are places for growth, not just knowledge.

Promote curiosity and openness

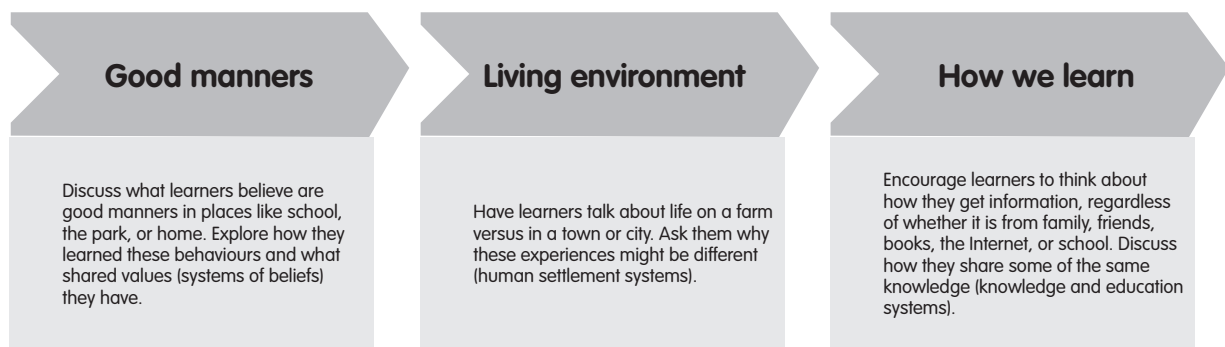
Encourage students to ask questions and learn about traditions different from their own. This fosters a culture of curiosity, openness, and understanding, helping to break down barriers and build respect for diversity.

Thinking about systems

Systems are made up of different parts that work together to achieve something. In your classroom, a system might be how learners follow rules, how they learn from you, or how they play and share with one another. Systems also exist in families and communities, where people support one another and work together.

Understanding systems helps learners to see how different parts, such as people, places, and rules, connect and interact. This is a key skill for building critical thinking, and it can start early by using learners' own experiences.

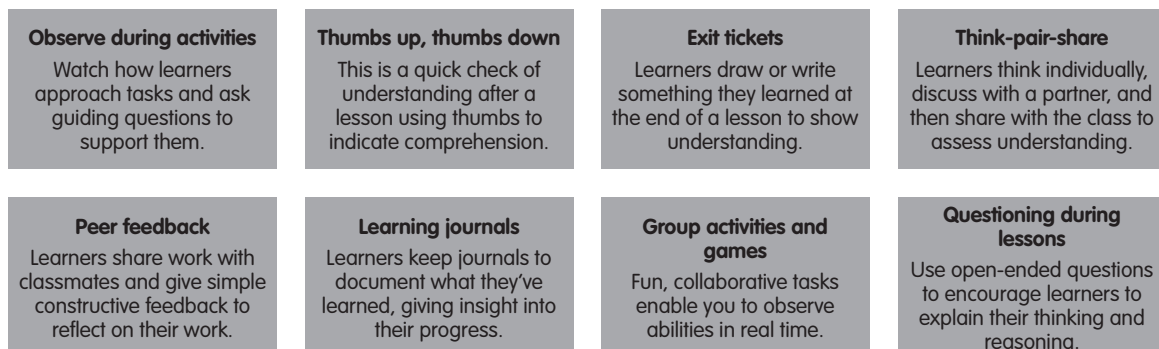
In our Foundation Phase books, we introduce systems thinking by showing different living conditions, social realities, and diverse people. This includes concepts such as *Ubuntu* and represents learners of different races, genders, and family structures, giving you a way to introduce learners to more complex thinking. Here are some simple activities to help your learners to think about systems:



Assessments

Assessment includes various methods to measure learners' progress and understanding. Regular assessments help you to see how well learners grasp concepts and apply their skills. In the Foundation Phase, continuous assessment allows for ongoing monitoring of learner progress and teaching effectiveness. This enables you to evaluate your teaching methods and learner growth, helping you to make informed, daily instructional decisions.

Assessment for Learning is naturally integrated into your teaching process, where fun, engaging, and supportive methods encourage active participation from learners. It helps to identify where learners need more support and guides your instruction to meet their needs. Activities should be assessed informally during daily lessons.



Assessment as Learning requires learners to reflect on their progress, encouraging them to take responsibility for their own learning. Through this, they actively assess their own understanding, which promotes deeper learning and self-awareness.

<p>K-W-L (Know-what to know-Learnt) charts</p> <p>Learners fill out what they know, want to know, and later what they've learned to connect prior knowledge with new concepts</p>	<p>Concept Mapping</p> <p>Learners create maps showing what they know and add new information as learning progresses.</p>	<p>Brainstorming</p> <p>This activates prior knowledge by having learners brainstorm ideas related to a new topic.</p>	<p>Exit Tickets</p> <p>Learners explain how new information connects to something they already knew.</p>
<p>Story Completion</p> <p>Provide a story start and let learners finish it using prior knowledge.</p>	<p>What's Missing?</p> <p>Present incomplete ideas or pictures and have learners fill in gaps using what they know.</p>	<p>Interactive Discussions</p> <p>Begin lessons by asking learners to relate the new topic to previous experiences or knowledge.</p>	<p>Learning Journals</p> <p>Learners reflect weekly on how new information connects to what they already know.</p>

Assessment of Learning provides you with evidence of learner achievement at specific points in time, helping you gauge overall progress and make informed decisions about their progression.

<p>End-of-Term tests</p> <p>Formal tests to evaluate mastery of content.</p>	<p>Quizzes</p> <p>Short tests to check understanding after lessons.</p>	<p>Written Assignments</p> <p>Tasks to assess understanding through writing.</p>	<p>Projects</p> <p>Creative tasks to demonstrate knowledge.</p>
<p>Assessment of prior learning</p> <p>One-on-one assessments to gauge reading fluency.</p>	<p>Performance Tasks</p> <p>Applying knowledge in real-life scenarios.</p>	<p>Portfolios</p> <p>Collection of work to track progress over time.</p>	<p>Oral Presentations</p> <p>Learners present their understanding verbally.</p>

The CAPS document provides suggestions for Assessment of Learning activities in the Foundation Phase. Each activity should be made up of several parts, each one dealing with different aspects of language.

Assessment activities can be aligned to work being completed in English First Additional Language.

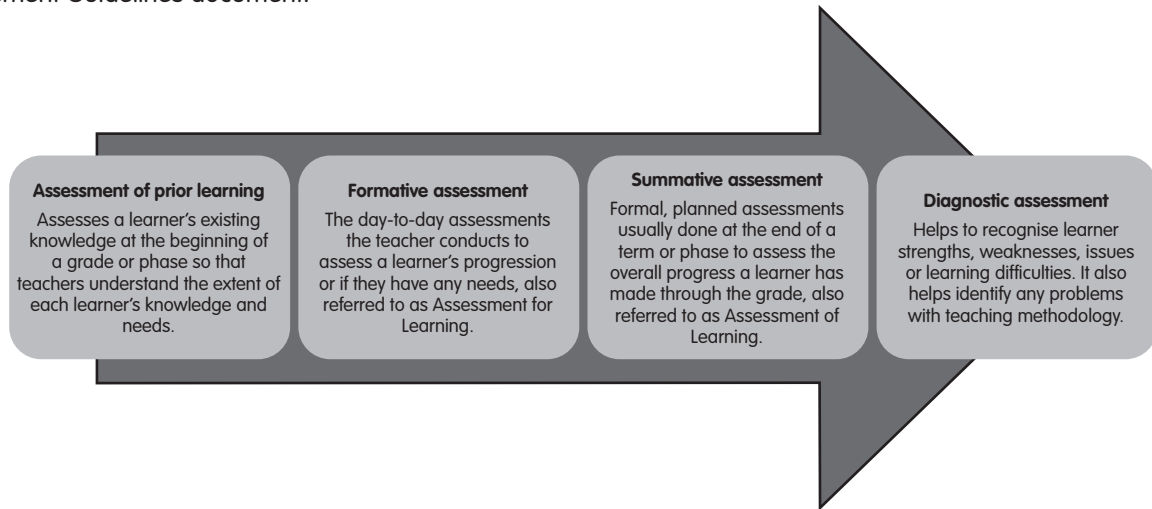
The following Assessment of Learning activities are required for each term.

Grade	Subject	Term 1	Term 2	Term 3	Term 4	Total
1	FAL	1	1	1	1	4
2	FAL	1	1	1	1	4
3	FAL	1	1	1	1	4

The **National Curriculum Statement (NCS)** outlines Literacy, Numeracy, and Life Skills as the three key areas in which Foundation Phase learners must be assessed. The Department of Education provides a **Foundation Phase Assessment Guidelines Framework** to support teachers in developing and implementing CAPS-aligned practices. This series uses **Variation Theory** in its content design, helping you and your learners meet the principles and purposes of assessment set by the NCS.

Types of assessments for Foundation Phase

The Department recognises four types of assessments for Foundation Phase, which are documented in the NCS Assessment Guidelines document:



Reading assessment in the Foundation Phase

Use the Early Grade Reading Assessment (EGRA) national benchmarks for English First Additional Language (EFAL) to guide your reading assessment

What is a reading benchmark in EFAL?

A reading benchmark is the minimum *oral reading fluency level* that a learner must reach by the end of each grade. For example, at the end of Grade 2, learners should be able to read at least 20 English words in a passage/text accurately and fluently in one minute. The minimum number of words per grade is listed in the infographic below.

Please note: These benchmarks are the lowest or minimum fluency levels a learner must achieve to be able to cope in the higher grades. The learner needs to read for meaning and understanding at the end of every grade. They should, ideally, attain the appropriate reading level benchmarks given in the infographic and aim to read at a higher level.

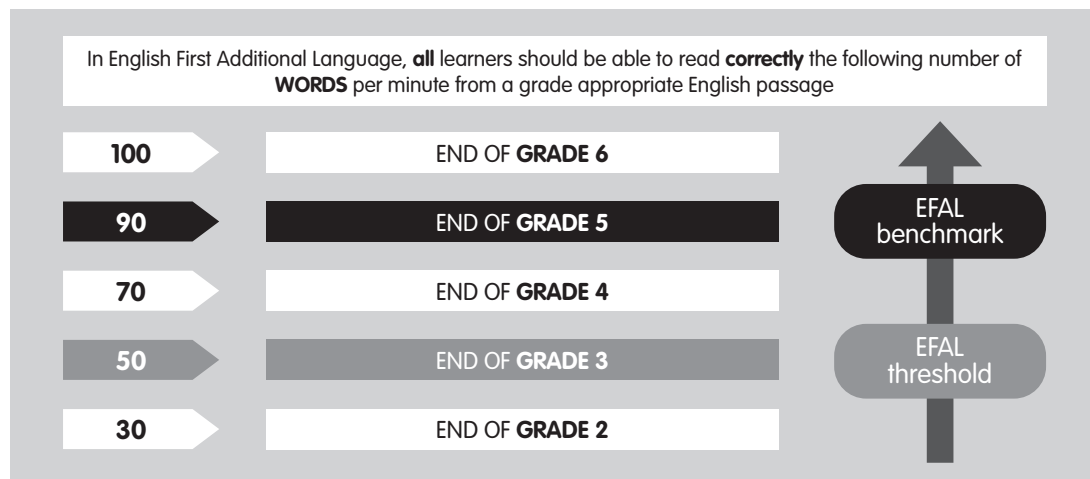


Figure 1: Grade-specific minimum benchmarks for early grade reading in EFAL

What is oral reading fluency?

It is the number of words a learner can read aloud when reading a grade appropriate text. The learner needs to read accurately, at an appropriate speed and with expression. It is important to refer to the oral reading fluency benchmarks for EFAL when you are assessing the learners. Compare how many words per minute a learner can read against the national benchmark to see if the learner meets the minimum requirements for the grade.

When should you assess oral reading fluency?

Regularly assess oral reading fluency to track all the learner's reading level and progress. Use the EGRA for EFAL as early as **Grade 1** to establish how many letter sounds and words the learner can recognise by the end of Grade 1.

In **Grade 2 and 3**, use the EGRA as a baseline between Terms 1 and 2, and as an endline between Terms 3 and 4 to determine the reading levels of each learner. Assess the learners on all the EGRA reading components (letter sounds, word recognition, passage reading and comprehension). Get a baseline score for each level at the beginning of the year. The EGRA will help you to track each learner's reading fluency levels. It will help you identify learners who need support and help you to organise the Group Guided Reading (GGR) groups. Assess the learners again in the middle of the year and at the end of the year.

How can assessing oral reading fluency benefit the teacher?

Assessing oral reading fluency is a useful diagnostic assessment tool that assists with the teaching and learning of reading. It helps teachers understand learners' reading levels and their reading support needs. Regular assessment helps teachers re-evaluate learner's reading fluency levels and adjust their support needs.

How to guide learners who are not meeting the threshold/remediation?

The teaching guidelines in this teachers guide have ideas and strategies for supporting learners who read below the minimum national benchmark. Some are:

- **Your classroom:** Label common items and turn your classroom into a print-rich space. Create vocabulary walls with words from the theme, and sight words for learners to expand their reading vocabulary and practise reading.
- **Before reading:** Talk about the title and illustrations to identify the learners' background knowledge and get the learners engaged with the text. Mediate, discuss and make flashcards of new words to assess prior knowledge.
- **During reading:** Read the text with the learners (echo and chorus reading). Thereafter, learners can read the text in pairs and on their own in the GGR sessions. Paired reading is an excellent reading support strategy. Paired reading can include parents and learner, teacher and learner, or learner and learner as a buddy system. In the GGR session, every learner must read one or two pages aloud to the teacher, on their own.
- **After reading:** Learners should be encouraged to re-read the text in pairs, groups and independently. Repeated reading helps to improve reading speed and accuracy. Learners read the same passage three more times, each time striving to read more fluently, with fewer errors and hesitations while adding expression. After reading should also include oral and written activities.

Using the EGRA as a Reading Assessment for Grade 1

It should be a practice as early as Grade 1 to use these reading components of the Early Grade Reading Assessment (EGRA) to track and monitor every learner's letter sound recognition and word recognition skills at the end of Terms 3 and 4 in Grade 1. The EGRA will enable you, the teacher, to pace your EFAL phonic programme accordingly and use various word recognition strategies to enable learners to read words accurately and fluently.

Approaches to teaching reading

There are three main approaches to teaching reading:

- the decoding approach
- the look-and-say approach
- the whole language approach.

Although each of the three approaches emphasises a particular aspect of the reading process, they all have the same goal: to develop independent readers who understand what they are reading using a variety of strategies to understand unfamiliar words.

The decoding approach

Decoding means knowing how the sounds of letters (**phonemes**) are represented by letters (**graphemes**), then using this knowledge to read words and sentences accurately and fluently. This is an important skill that learners need to be taught in the Foundation Phase because it supports language development and literacy. The grapheme frieze should be used as a support tool to teach learners how to decode words and sounds.

The look-and-say approach

The **look-and-say approach** emphasises word recognition. This approach gets its name from what learners do: they look at a word (often written on a flashcard), they listen to the teacher read it and they then say it aloud as a whole word.

A limited number of words are introduced at a time. Learners practise the words until they can recognise and say them with ease. Once the words are part of the learners' sight vocabulary, they practise reading them in the Graded Readers that only contain words that have already been learned. The look-and-say approach is often used as part of a reading programme to increase learners' **sight vocabulary** (familiar words that they can read with ease).

The whole-language approach

The **whole-language approach** emphasises understanding and making meaning of written words. The approach uses texts that communicate information and/or tell a story. Even the first, simple reading books work like real texts.

Learners learn strategies for making meaning from the words on the page. These strategies include looking at a picture to help make an informed guess about an unfamiliar word and using the context and the sentence structure to check that their guess makes sense. Other strategies include learning about embedded phonics, developing sight vocabulary through flashcards, and reading and using the same words in various contexts.

It is also advisable to ask comprehension questions to test whether learners have made sense of what they have heard and read.

Implementing language development and phonics in the Foundation Phase

Language development

An engaging activity like the "I spy" game is excellent for developing language skills for learners in Foundation Phase. It helps them build connections between the objects around them while practising important skills like spelling and description. Learners take turns identifying objects, describing them, and eventually spelling the word, making this a fun and interactive way to strengthen language development.

Language development in the Foundation Phase consists of listening, speaking, reading and writing activities. The following diagram shows how all the different components of reading are interrelated and how to integrate them to provide for proficiency in language development.

It is important to understand that these components are *not taught in a specific order, but are integrated in the classroom and work together at ALL stages of reading development.*

Figure 2 below shows the interrelationship between these components and oral language proficiency.

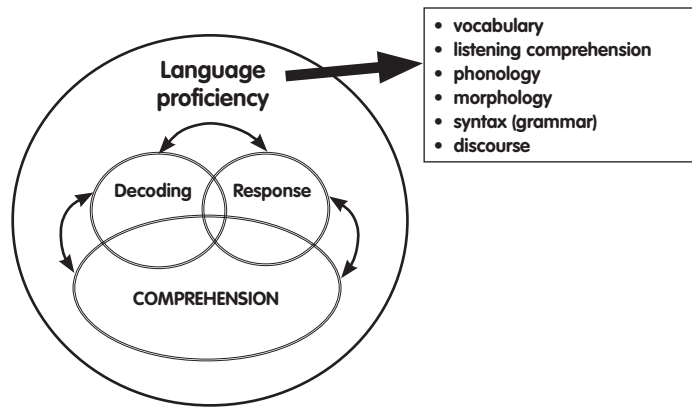


Figure 2: The components of reading embedded in language

Decoding

Decoding is the ability to translate a word from print to speech using prior knowledge of sound-symbol (letter) correspondences. Decoding is an integral part of learning to read. This series supports decoding by providing material that can be used for Shared and Independent Reading, including the Core Reader, the grapheme frieze and flashcards.

Comprehension and response

Foundation Phase learners should be encouraged to complete activities that test comprehension and invite response. This helps to develop critical thinking and problem-solving skills, as well as preparing learners for the challenges of reading more complex texts. Questions should be asked during the reading of the Big Books, the Anthology and the Core Reader. The flashcards and posters can also be used for comprehension and response type activities.

- 1. Listening** to language being used effectively is important. It provides a model for learners to refine and improve their expression and pronunciation. It teaches them to think and process information as they listen while developing their own ideas. There are opportunities in this course to tell or read stories and you are encouraged to use some of your own material whenever you feel it is appropriate. Reading stories to learners and then asking them questions about what they have just heard helps to assess comprehension skills. It also strengthens the ability to sit still and concentrate on the spoken word.
- 2. Speaking** activities are given prominence in this course. They allow learners to explore and express ideas, viewpoints and opinions confidently and assertively. They provide opportunities for them to consider, evaluate, refine and discuss matters sensibly showing respect for other people's views without necessarily agreeing with them. The activities should be used to help learners develop concise expression, improve coherence and clarity, practise deferring to and negotiating with others, thereby developing skills that empower them to operate effectively in the world of work later on. The flashcards and grapheme frieze can be used as tools to initiate simple speaking activities.

- 3. Reading** is a vital learning medium and a means through which lifelong growth and development can be achieved. A competent reader can access, re-visit, revise and reflect on information because it is in print or digital form. It is essential for you to foster a love of reading in the learners. Using the **phonic stream** in the course helps to boost the development of reading skills.

Alongside the ability to read is the important skill of comprehension. As the facilitator, you need to direct learners to extract meaning from the text, enabling them to progress from understanding simple literal questions, to achieving depth of understanding through inferential, evaluative and creative questions and through analysing and synthesising material.

- 4. Writing** activities are provided to help the learners communicate ideas through narrative, creative, argumentative and expository texts, as well as by reporting, summarising and retelling events or experiences. Learners must develop a vast range of writing skills. The ability to write notes, lists, instructions and friendly or formal letters of various kinds is also important. Such skills are developed and spread across the course. They are enhanced through language and grammar exercises using verbs, nouns, adjectives, conjunctions and so on to improve general expression. As an educator, you should feel free to expand on the type of writing that you feel needs emphasis at a particular time to suit the needs of your class. The handwriting charts can be used as a tool to help learners practise correct letter formation.

Resources for language development

The CAPS curriculum states that the following skills should be developed when teaching both English Home Language and First Additional Language: listening and speaking, reading and phonics, writing and handwriting and that there should be a minimum of five themes used per grade.

This series incorporates these skills and five themes into its programme, using the following components:

- 1. Core Readers:** The Core Readers integrate all the phonics from the grade and provide activities and exercises that build vocabulary and provide opportunities for both writing practice and oral work. The Core Readers are decodable. In addition, they are sequenced to progressively incorporate words that are consistent with the letters and corresponding phonemes being taught. There is one Core Reader per grade, which includes stories and material for each term.
- 2. Anthologies:** Each grade has an Anthology containing folk tales, fables, stories, poems and rhymes that can be read by the educator to the class. There are 20 stories for each term. These Anthologies help to create a love of reading and the written word. The contents are cross-cultural, helping learners to respect and understand diversity. The Anthologies can form part of Shared Reading activities, as well as listening and speaking activities. The Anthologies are designed to be read aloud by educators to learners.
- 3. Graded Readers:** The Graded Readers contain several graded stories that increase in complexity and length as the learners learn to read. Each set of Graded Readers is divided into five levels. Each level has eight books and in total there are forty books, which means there are ten books per term, providing learners with the opportunity to read and speak phonics as they learn them. The Graded Readers contain words that are frequently used and that are recommended by the DBE. Each Reader starts with simpler stories that are appropriate for the beginning of the year. As the reading skills of the learners improve, so do the lengths and complexity of each text. Graded Readers can be used for both Independent Reading and Group Guided Reading.
- 4. The Big Books:** The Big Book Reader is a large-format reader aimed at the educator, containing large-sized print and attractive images. The educator will use this book during Shared Reading activities.

Shared Reading is critically important for the development of a learner's reading skills as it enables a group of learners to experience many of the benefits that are part of storybook reading. The teacher reads the book aloud, so that all the learners who are being read to can see and appreciate the print and pictures. The teacher reads the text several times over several days. Throughout the process, the learners are actively involved in the reading as the teacher pauses to ask learners questions or to predict what will happen next. Learners might be asked to read some of the words or part of the text as they become familiar with the words and phrases.

The repeated reading serves many purposes. First, reading is for enjoyment. Second, it is for building comprehension. Third, language and vocabulary are developed. Fourth, the Reader focuses on decoding and word-identification skills.

There is a series of eight Big Books per grade that allows the teacher to demonstrate and/or teach certain text features in context, including: print organisation from top to bottom and from left to right, as well as teaching learners to interpret punctuation marks.

The Big Books are clearly laid out to demonstrate features such as headings, sub-headings, illustrations, captions, tables, layout, etc. This helps learners to strengthen their literacy skills, including:

- word-attack skills such as blending and segmenting
- word-attack skills for long words in agglutinative languages, such as syllabification (i.e. breaking words down into syllables). Agglutinative languages, like many African languages, form words by stringing together morphemes, each of which has a meaning of its own.
- comprehension skills such as visualisation, inference, evaluation and making connections, etc.

5. Phoneme/grapheme frieze: A phoneme/grapheme frieze is a visual teaching aid used in the Foundation Phase to help learners understand the relationship between sounds (phonemes) and their written representations (graphemes). The Platinum Series includes a foldable frieze that displays a series of phonemes alongside their corresponding graphemes in a visually attractive way. For example, it might show the letter "b" with the sound /b/ and a picture of something that starts with that sound, like a *bat*. This helps learners make connections between spoken and written language and assists in the development of reading and writing skills. The frieze should be displayed prominently in the classroom for easy reference and frequent interaction. There are also 25 cards per term with 100 cards per grade to help with phonemes.

6. Posters: Posters are a useful resource for teachers. There are eight posters per grade that can be used: as a listening and speaking resource to supporting learning and teaching

- for group discussion of various themes
- to identify and discuss people, animals and objects
- for group discussion of specific scenarios
- to predict what will happen next.

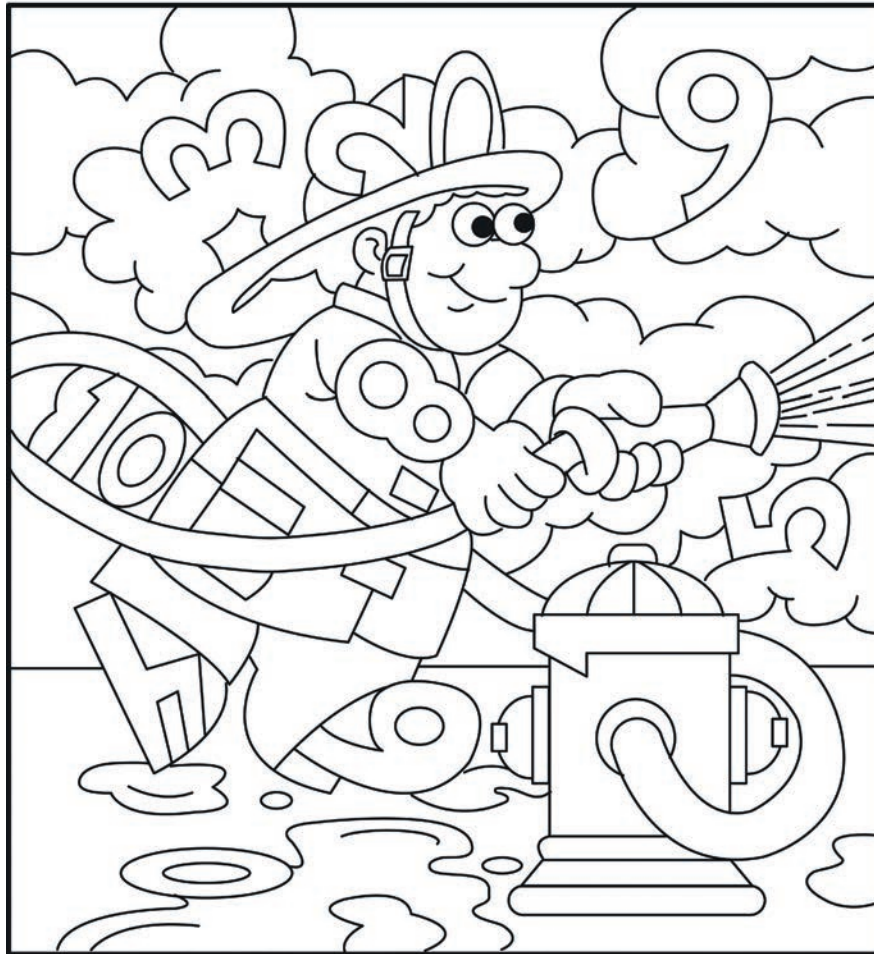
7. Handwriting charts: Handwriting charts are visual tools designed to support the development of writing skills in learners. They provide a clear, structured reference for forming upper- and lower-case letters and numbers correctly. The contains four-non language specific handwriting charts per grade.

Other resources: The DBE Rainbow Workbooks can be effectively integrated with all the above components to enhance learning. The teacher can, for instance, use the Rainbow Workbooks as a follow-up activity after reading a Reader to reinforce key vocabulary and concepts. By combining the other components with the Rainbow Workbook activities, teachers can create a comprehensive and engaging learning experience that caters to different styles of learning and promotes a deeper understanding of the language skills.

Letter symbol and number symbol recognition

To assess learners' ability to recognise letters, numbers and combinations, start with simple activities such as letter or number hunts. For example, have learners find hidden letters and numbers in a drawing or artwork. Word-search puzzles that include pictures are also useful. As learners become confident in recognising letters and numbers, increase the complexity with tasks such as identifying and correcting case errors or misspelled words. The "I spy" game can also be adapted for older learners, by having them spell the full word and provide a definition or use it in a sentence.

Hidden picture.
Find all the numbers from 0 to 10



Phonic exercises

Phonic activities help learners understand the relationship between letters and sounds. Practise sounding out letters and words using fun resources such as letter cut-outs, flashcards, and posters. Phonic exercises can be done individually, in pairs, or in groups, keeping learners engaged through varied, playful learning.



Phonics in fours

This peer-led activity involves groups of three or four learners. Each group has word flashcards. One learner holds up a card, and another sounds out the letters to read the word aloud. The rest of the group then writes the word in their exercise books. This encourages both reading and writing practice while working collaboratively.



Letter jumble

In this teacher or peer-led activity, learners use letter cut-outs or shapes to form specific sounds. For example, to create the sound “ooh,” learners combine letters like “oo”, a “u”, or an “e”. After forming the sound, they can spell words like *tool*, *pool*, *clue*, and *blue* using the same sound. For a creative twist, learners can draw the object they’ve written about, combining phonics with art.



Types of reading activities

Reading activities comprise five strategies:

- 1. Awareness of environmental print:** Encourage learners to become aware of print around them. The grapheme frieze and posters should be displayed and learners should be encouraged to become aware of examples of print in their home environments, including, for example, advertisements, posters and magazines.
- 2. Shared Reading** is a whole-class activity using the Anthologies and Big Books alongside any other suitable material sourced by the educator. Follow the instructions in the Big Books to encourage learners to engage with the stories and answer comprehension questions about the stories. Answering comprehension questions can be used as part of informal assessment.

The benefits of Shared Reading

- Learners are exposed to the language used in books. This is especially important in First Additional Language learning as learners need to hear English used in a natural context to develop their own ability to use it.
- Shared Reading develops learners’ English language skills and their vocabulary.
- By having stories read to them, learners develop their knowledge of how books and stories work. For example, they learn that books always have a title, and that most books used in South African schools are always read from the left-hand page first, and from the top to bottom on each page.
- As you read to your learners, you are modelling how to read well. For example, you are modelling how to read with expression and when to pause.
- The same Shared Reading book or material needs to be used over two sessions so learners become familiar with the text.

Shared Reading: Session 1

1. Introduce the book to the learners. Use their Home Language, if necessary.
2. Talk about the title and the picture on the front cover.
3. Read the text to the learners. Translate into their Home Language after you have read the English, if you need to.
4. While you read and after you have read the text, ask questions that encourage the learners to engage with the text and link it to their lives. For example: "Zinzi goes to the shops with her mother and father. Do you go to the shops? Who goes with you to the shops?" At the beginning of the year, you may need to ask these questions in the learners' Home Language and allow them to answer in their Home Language too. Allow this but keep encouraging them to use English and use more English yourself as the year progresses.

Shared Reading: Session 2

1. Re-read the text using only English.
2. As you do this, check the learners' understanding by asking simple questions in their Home Language. For example: "Where was he hiding?"
3. Draw the learners' attention to particular words in the text, especially if these are words that appear in the next reader the learners will read.
4. Where possible, encourage the learners to join in reading parts of the story with you. Repeated passages are useful for this. For example, "I'll huff, and I'll puff, and I'll blow your house down" in *The Three Little Pigs*.

Group Guided Reading is a small group activity in which the educator works with a small group listening to reading aloud. The reading material for Group Guided Reading should be at a lower level than the material used for Shared Reading. The Graded Readers can be used for this, as they progress through the words and phonics that should be taught each term.

3. **Group Guided Reading** is a method of teaching reading in which the teacher works with a group of readers at the same reading level.

Preparing for successful Group Guided Reading

- For **Group Guided Reading**, divide the learners into groups at the beginning of the term.
- Seat the learners in the group around you at a table or on the floor in a circle on a mat or cushions.
- Make sure that each learner has a reader or there is one reader between two learners.
- Sit on a low chair so that you are closer to the learners' level.
- Allow time for the learners to ask and answer questions about the story.
- Group Guided Reading should take place every day and each Group Guided Reading session should be 15 minutes long. You should work with a different group each day.
- Groups that are not reading with you can do Paired or Independent Reading, or post-reading activities such as completing worksheets from the DBE Rainbow Workbooks. The educator can check in advance and decide which activity to use from these workbooks and have it prepared before his/her Group Guided Reading class starts.

4. **Paired Reading:** is when learners read aloud together in pairs. Learners can work together using the Graded Readers used in their Group Guided Reading session as well as the flashcards.

Preparing for successful Paired Reading

- At the beginning of Term 1, explain to learners what you want them to do during Paired Reading sessions. You may need to repeat this a few times until learners are familiar with what is expected of them.
- Mostly put the learners into pairs but sometimes allow learners to choose their own partners.

- Mixed-ability pairs work well because stronger readers can help weaker readers.
- Similar-ability pairs also work well for stronger readers because they can help each other.
- Avoid pairing two weaker readers together.
- Make sure that the learners are sitting side by side as they read. They can share a book, or both can have a copy of the same book.

5. Independent Reading is when learners read on their own. Learners can use the Graded Readers and any other reading material for their enjoyment.

Preparing for successful Independent Reading

- Create a special place in your classroom where the learners can enjoy reading books on their own.
- Make sure that you have storybooks and information books that appeal to learners.
- Put the books where learners can reach them easily on low shelves or in boxes.
- Encourage learners to read when they have completed their classwork.

6. Drop All and Read (DAAR) should be daily or at least two to three times a week. This should be done for about 10 minutes before other schoolday activities start or at the end of the school day. Graded Readers should be used for DAAR.

Additional support

You can find plenty of ideas for language, spelling, writing, and phonics activities online or through peer groups of teachers. Those working in similar settings can offer insights into what resources are most effective and any common challenges learners might face. Implementing these fun and interactive activities will help create a strong foundation in literacy for your learners.

Differentiation activities

Differentiation activities provide support for learners who need help, as well as extra work for learners who are more capable. The DBE Rainbow Workbooks provide additional activities for both Home Language and First Additional Language for all grades.

Remedial work

Remedial work for English Home Language and First Additional Language in the Foundation Phase should be engaging, interactive, and tailored to address specific areas in which learners may be struggling.

Here are some suggestions:

- **Phonics and word recognition:** Use the flashcards, posters and frieze with common sight words and phonic patterns. Create a word wall in the classroom where learners can add new words they learn.
- **Sound games:** Play games like “I spy” that focus on letter sounds, with sounds or rhyming word games.
- **Vocabulary building:** Create simple picture dictionaries with illustrations and labels. Encourage learners to make their own by drawing and labelling new words.
- **Storytelling and retelling:** Use the Big Books to read stories aloud and have learners retell them in their own words. This helps with comprehension and vocabulary usage.
- **Reading comprehension:** Use the guided reading sessions to work in small groups and read the levelled readers

together. Ask questions about the text to check comprehension and encourage discussion.

- **Story sequencing:** Provide pictures or sentences from a text and have learners arrange them in the correct order to reinforce understanding.
- **Writing skills:** Offer sentence starters to help learners begin writing sentences. For example, “I see a ____” or “My favourite animal is ____.”
- **Show and tell:** Have regular show-and-tell sessions where learners can bring items and describe them. This practice helps with vocabulary and sentence formation.
- **Role-playing:** Engage learners in role-playing activities in which they practise speaking and listening in various scenarios.
- **Spelling games:** Use games like “Hangman” or “Spelling Bee” to make spelling practice fun. Incorporate words they are currently learning.
- **Letter-formation practice:** Provide practice sheets for learners to trace and write letters and simple words to improve their handwriting skills.
- **Listening activities:** Play listening games in which learners follow oral directions or listen to short stories and answer questions about them.
- **Command games:** Use games such as “Simon says” that involve following directions, to enhance listening and comprehension skills.
- **Individual reading sessions:** Plan one-on-one reading sessions to focus on specific challenges a learner might have.
- **Worksheets:** Create individualised worksheets that target areas in which the learner needs extra practice.
- **Educational apps and games:** Make use of age-appropriate educational apps and games that focus on English language skills.

Extension work

Extension work for English Home Language and English First Additional Language in the Foundation Phase should aim to deepen learners’ understanding and expand their skills, while keeping the activities engaging and age-appropriate.

Here are some ideas for extension activities:

- **Word families:** Introduce word families (e.g. *-at*, *-an*) and have learners create and write new words within each family.
- **Spelling puzzles:** Create crosswords or word-search puzzles that focus on more complex spelling patterns or vocabulary.
- **Themed vocabulary lists:** Introduce themed vocabulary related to topics of interest (e.g. *animals*, *food*, *seasons*). Have learners use these words in sentences or short stories.
- **Vocabulary journals:** Encourage learners to keep a vocabulary journal in which they write new words, their meanings, and as well as using them in sentences.
- **Character and plot analysis:** After reading a story, discuss the main characters and plot. Ask learners to describe characters, their traits, and the sequence of events.
- **Illustrated stories:** Combine writing with drawing by having learners create illustrated stories. This helps them plan and organise their thoughts before writing.
- **Activities:** Read longer and more complex stories or passages aloud. Ask questions that require more detailed responses to assess comprehension.
- **Classroom book creation:** Have learners work together to write and illustrate a class book. Each learner can contribute a few simple sentences, and the book can be bound and shared with others.
- **Educational software:** Use educational apps and software that offer advanced language games and activities. Many apps provide personalised learning paths based on student progress.

Quick Assessments for differently abled learners

As learners progress through Grades R–3, it is common to notice a wide range of abilities and learning styles within the classroom. While many learners develop their skills at different rates, some may show signs of learning or physical disabilities that could affect their academic progress. Early identification of these challenges is crucial, as timely intervention can provide the support learners need to succeed.

Leah’s journey

Leah was a bright and imaginative Grade 2 learner, full of curiosity and creativity. She loved to draw and build things with her hands, often losing herself in her artwork for hours. Despite her clear talents, Leah struggled in many areas at school. She found it difficult to stay focused during lessons, especially when the classroom was noisy or busy. She often felt overwhelmed by changes in routine, such as a substitute teacher or a new seating arrangement, and she became anxious when asked to participate in group activities.

Her teacher noticed that Leah preferred to work alone and rarely played with her classmates during break times. When it came to following verbal instructions, she sometimes seemed confused or frustrated, even when the instructions were repeated. Though she excelled in creative tasks, Leah had trouble expressing her ideas during class discussions and often avoided eye contact, making it hard for her teachers to engage with her.

As the school year went on, Leah’s guardian and teacher became increasingly concerned. While her academic performance in subjects like art was strong, her struggles with communication, social interaction, and handling sensory overload were becoming more noticeable. Her guardian wondered why Leah found it so hard to cope with things that seemed easy for other learners her age.

After several meetings with her teachers, Leah was referred for an evaluation. It was during this process that Leah and her family learned she had Autism Spectrum Disorder (ASD). For years, Leah had been dealing with difficulties related to sensory sensitivity, communication, and social interaction without knowing why.

With this newfound understanding, Leah’s teacher and guardian worked together to create a more supportive environment for her. In the classroom, her teacher used visual schedules to help her manage changes in routine and provided a quiet space where she could go when she felt overwhelmed. Leah was also given extra time to process verbal instructions and was allowed to work in smaller groups or independently when needed.

Understanding her autism not only helped Leah but also empowered her teacher to tailor support in a way that played to her strengths. Over time, Leah became more confident in class. She learned strategies to cope with sensory challenges and began to feel more comfortable in social situations. With the right support, Leah was able to thrive, proving that a diagnosis isn’t a barrier to success, but a key to unlocking the right tools for growth.

This story highlights the importance of the early recognition of autism and any other learning disorders or disabilities, allowing for the right interventions that can help learners like Leah overcome challenges and achieve their full potential.

The checklists and tables at the back of this Teacher’s Guide are tools to help you observe potential learning difficulties in learners.

Variation Theory: A pedagogical approach

Variation theory is a pedagogical approach that focuses on how learners discern and understand critical aspects of a concept by experiencing **variations** in what is being taught. The core idea is that learners grasp a concept more deeply when they are exposed to multiple examples and non-examples that highlight the differences and similarities within a particular subject.

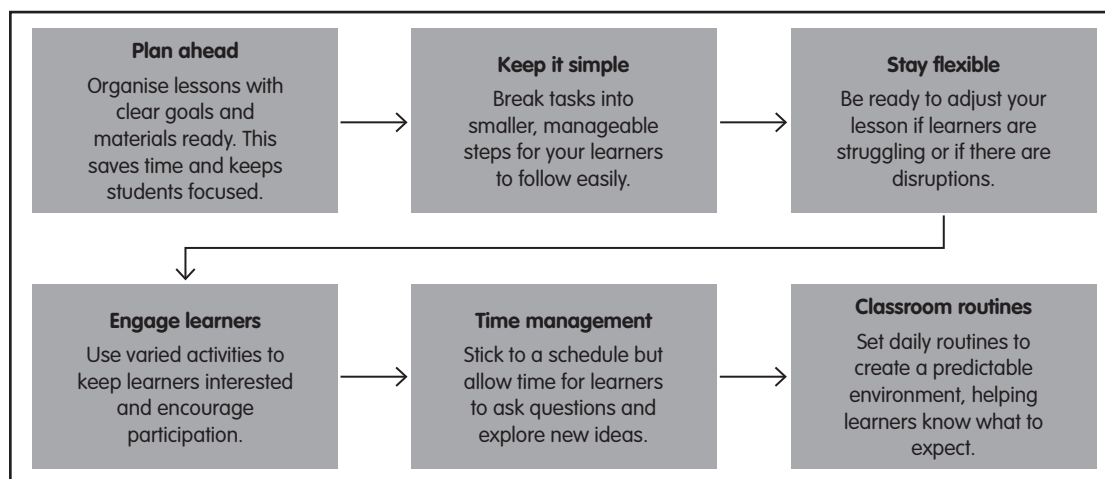
The basic idea of **Variation Theory** is that learners learn better when they see differences and similarities in what is being taught. It suggests that learners cannot fully understand something unless they see it in different ways or situations. By showing both what the concept is and what it is not, learners can focus on what really matters.

In simple terms, **to learn a concept well, learners need to see what changes and what stays the same.** This helps them notice the important parts of the idea. As teachers, you can help by showing different examples that highlight these differences, making it easier for learners to understand deeply.

Key aspects of Variation Theory in teaching and learning include:

1. **Focusing on critical features:** The teacher identifies the essential characteristics of the concept and presents variations that emphasise those features.
2. **Patterns of variation:** The teacher uses different patterns to help learners see what varies and what remains constant. These patterns include:
 - **Contrast:** Presenting opposing examples to highlight differences.
 - **Generalisation:** Showing variations within the concept to grasp the broader application.
 - **Separation:** Presenting each feature in isolation to focus on its importance.
 - **Fusion:** Combining critical features to see how they interact within the concept.
3. **Discernment:** By experiencing varied examples, learners can discern what aspects are important and develop a deeper understanding of the concept.

Effective lesson management



Teacher wellness

Teaching is a high stress career for many professionals. Not only is it a demanding career, with many resourcing challenges, it can also present many dangers in a country with high levels of crime and violence. For these reasons, it is imperative that you have systems in place to take care of yourself, decompress and process experiences and concerns.

Mindfulness and meditation

Take a few minutes each day to relax by practising mindfulness. Breathing exercises and calming your thoughts can help reduce stress. Free resources for meditation are available online and can be done in your classroom during quiet moments.

Build supportive communities

Join or create a group of fellow teachers for support and learning. Sharing experiences with others can help you manage the challenges of teaching and offer new perspectives.

Healthy lifestyle

Maintain a balanced diet, stay physically active, and look after your voice. Simple daily habits like staying hydrated, eating nutritious meals, and exercising regularly will keep your energy levels up and protect your health.

Mental and emotional health

Teaching young, vulnerable children can be emotionally demanding. It's important to have a safe space or outlet where you can talk about your responsibilities and process the mental load of your role.

Using creative and sensory practices in learning

Incorporating creative activities into daily classroom routines can engage learners and enhance their perception of the learning environment. Music, for example, is used globally to create a positive atmosphere, regulate mood, and support academic development. Research shows that music aids brain processing, speech, and learning retention. If using music, ensure it does not negatively impact learners with sensory or auditory disorders. Involve learners in music selection to make it an inclusive experience.

Movement, singing, and chanting can motivate learners and help with retention through repetition, rhyme, and physical activity. These activities add variety to daily routines and make learning enjoyable.

Alternative environments

Introducing different environments or changing the classroom setup can stimulate learning. Occasionally holding lessons outside or reconfiguring the classroom space can help. If off-campus excursions are not feasible, simple classroom changes, like altering seating arrangements or displaying new materials can keep the environment dynamic.

Excursions, when possible, provide experiential learning opportunities. Always ensure compliance with your school's guidelines when planning trips. If excursions are not an option, ask parents or the community to contribute objects related to topics being studied to make learning more engaging.

Classroom management

Managing large classrooms, common in many schools, can be challenging. Establishing co-operative classroom guidelines helps foster a respectful, inclusive learning community. Involving learners in setting and learning goals promotes ownership of rules and expectations.

Effective classroom management strategies include:

- **Setting boundaries:** Clearly communicate rules and boundaries from the start and continually reinforce them.
- **Routine and structure:** Maintaining consistent routines helps manage large classes.
- **Peer work:** Pairing or grouping learners fosters peer teaching, collaboration, and shared responsibility.
- **Visual and audio aids:** Use visual aids (posters, hand signals) and audio cues (music, clapping) to reinforce instructions.
- **Differentiated instruction:** Tailor lessons to meet the varying needs of learners in the class.

Multi-grade class management

In multi-grade classes, where different grades are taught together, it's essential to understand each learner's abilities. Start lessons with activities that involve all learners and assign tasks based on their individual skill levels. Use pair or group work to enable learners to collaborate, whether they have similar or different ability levels. Scaffold tasks to ensure learners of all abilities remain engaged and can contribute meaningfully.

Supporting various learning styles

In any classroom, whether with 15, 20, or 40+ learners, there will be a range of learning styles, and ways in which learners absorb, process, understand, and remember information. To create an inclusive learning environment, it's essential to identify and support each learner's learning style and adapt your teaching methods to meet their needs.

According to the VARK system, learning styles are grouped into four main categories:

- **Visual/Spatial learning:** This is the most common style. These learners excel when information is presented visually, such as through diagrams, charts, and observation.
- **Auditory learning:** These learners process information best by hearing, speaking, and listening. Discussions and verbal explanations help them understand new concepts.
- **Reading and writing learning:** Learners in this category thrive by reading and writing. They excel in processing written information and have strong theoretical skills.
- **Kinesthetic/Tactile learning:** These learners prefer to learn by doing. They process information through touch, movement, and hands-on experiences, excelling in practical tasks.

Section B: Teaching Guidelines

Term 1

Themes	About me		Weeks 1 and 2
	At school		Weeks 3 and 4
	Healthy habits		Weeks 5 and 6
	The weather		Weeks 7 and 8
	Special days		Weeks 9 and 10
Language Skill	Content, Concepts and Skills	Week	Learning and Teaching Support Materials (LTSM)
Listening and Speaking	Builds an oral vocabulary using topics chosen by the teacher (e.g. things I can do, the Weather)	1–10	Poster 1 Anthology Graded Reader
	Responds physically to two simple oral instructions (e.g. Put the blue balls in the bag. Now put the red balls in the bag.)	1–4	
	Responds to greetings and farewells, and makes simple requests using formulaic phrases (e.g. May I go to the toilet?)	2–10	
	Memorises and performs action rhymes, simple poems and songs	1–10	
	Plays simple language games	5–10	
	Understands short, simple stories told and read; talks about the pictures	1–10	
	Acts out simple stories using some of the dialogue	1–4	
	Responds to simple, literal questions about a text with short answers	1–10	
	Identifies a person, animal or object from a simple, oral description (e.g. matching a description to a picture)	1–10	
	Understands and responds to simple questions such as: What ...? How many ...? (e.g. What is your name?)	1–10	
	Expresses self in simple ways by using short phrases (e.g. My name is _____.)	1–10	
Phonics	Develops phonemic awareness in the FAL through rhymes and songs (e.g. <i>the cat in a hat, his name is Pat</i>)	1–10	Core Reader Theme vocabulary flashcards – Teacher-made resources
	Identifies some rhyming words	1–10	
	Recognises initial sounds in familiar words (e.g. <i>p in Pat</i>)	7–10	
	Segments oral sentences into individual words by clapping on each word	1–10 1–10	
	Claps out the syllables in familiar words	1–10	

Reading and Viewing	Environmental print Begins to read some simple labels (in the FAL (and HL) of objects in the classroom and wider environment (e.g. <i>way in/out, open</i>)	1–4	Big Book 1 Big Book 2
	Emergent reading Transfers some of the knowledge and skills acquired in the HL to reading in the FAL, such as book handling skills, basic concepts of print (e.g. concepts of words and letters, reading from left to right and top to bottom of a page) Recognises a few high frequency sight words (e.g. <i>the, and, you, he, she, we, they, can</i>)	1–10	
		3–10	
	Shared Reading as a class with the teacher Listens to a very simple story or non-fiction text read by the teacher from an enlarged text such as a Big Book or illustrated poster	1–10	
	Talks about illustrations in the Big Book or poster using the HL, where necessary	1–10	
	Learns some oral vocabulary in the FAL from the pictures	1–10	
	Answers some simple oral questions about the text	1–10	
	After repeated readings, joins in, where appropriate Through exposure to print, starts to develop a sight vocabulary of a few high frequency words (e.g. <i>the, and, you, he, she, we, they, can</i>)	1–10	
	Acts out the story	1–10	
	Draws pictures capturing the main idea of story or non-fiction text	1–10	
Writing	Uses handwriting skills already taught in HL	1–10	Handwriting Chart 1
	Draws and labels pictures with the help of teacher Reads back what is written	3, 9	
Language Structure and Use	Begins to develop understanding and ability to use language structures in the context of meaningful spoken language	1–10	All resources as this is integrated into the other skills
	Understands some imperatives (e.g. <i>Don't run.</i>)	1–10	
	Understands and begins to use personal pronouns (e.g. <i>I, you, we, they</i>)	1–10	
	Understands and begins to use the modals "can" and "may" (e.g. <i>I can skip.</i>)	1–10	

Weekly plan

- 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.
 - Weekly time allocations are based on CAPS recommendations.
- The weekly plan is based on the CAPS maximum time for FAL: 3 hours per week.

Monday		Tuesday		Wednesday		Thursday		Friday	
Daily Listening & Speaking	6	Daily Listening & Speaking	6	Daily Listening & Speaking	6	Daily Listening & Speaking	6	Daily Listening & Speaking	6
		Listening & Speaking	15	Listening & Speaking	15				
Reading aloud or Storytelling	15					Reading aloud or Storytelling	15		
Shared Reading	15	Shared Reading	15	Shared Reading	15	Shared Reading	15	Shared Reading	15
								Writing	15
Total: 3 hours per week									

Teaching new vocabulary

Use the Point and Say method to introduce new vocabulary.

1. Point to a picture while saying the word slowly and clearly: "This is a cat. Can you say 'cat?'"
2. Ask learners to repeat the word aloud together.
3. Use Home Language explanations, own pictures, gestures and actions to show what a word means. Also ask learners to show you.
4. Make a sentence with the word. Get learners to make sentences.

tips

Theme: About me

Weeks 1 & 2

What you will need:		
Name labels	One for each learner to stick to desk	
Anthology	Story 1: Rhymes about me	
Big Book 1	Story 1: Thivu can fly	
Core Reader	The A B C D E F G song	
Graded Reader	Reader 1 Level 1: Good morning Reader 3 Level 1: My new school	
Handwriting Chart		
DBE Workbook	Grade 1, Term 1 page 3	
Poster 1	Greetings	
Teacher-made resources	Alphabet Chart and Poster: Head and shoulders action rhyme poster	
High frequency and sight words	Phonic words	Theme vocabulary
the, of, and, a, to, in, is, you, that, it, he, was, for, on, are, as, with, his, they, I, at, be, this, have, from	b -all c -at r -at h -at i -ug	walk, run, hop, jump, climb, fly insect, drum, mango, quail, umbrella, yam
	s -un r -un h -op t -op	greet, happily, every day
		special, nice, kind, true, laugh, joke, cares, shares

Daily activities

Greetings	Greet learners and have them respond. Give them a chance to practise as a class, and by using Turn and Talk: a) Good morning. b) Good morning. Get learners to Turn and Talk with someone new every day.
Song or game	Teach the ABC Song . Refer to the Play and Learn.
Question of the day	Have groups of learners answer the following question once a week: a) What is your name? b) My name is _____.
Theme vocabulary	Every day you will have an opportunity to select two to three theme words from the table above and teach or review these using explanations, actions, pictures, as well as using the words in sentences.

Themed vocabulary wall

Build a themed word wall for your class.

- Add flashcards of words every time you teach new vocabulary.
- Refer to the word wall when you review vocabulary.
- Play a vocabulary game with learners to help you re-arrange the words in alphabetical order.

tips

Week 1

Language Skill and Activity	Teaching Guidelines	Learning And Teaching Support Material (LTMS)
Listening and Speaking 5 x 6 mins 2 x 15 mins	Lessons 1–5 Refer to the Daily activities table for guidelines. Lessons 2 and 3: Focused Activity Teach/revise greetings in English. Refer to Activity 1. Use the DBE Grade 1, Term 1 on page 3 as you practise greetings.	Poster 1: Greetings DBE Book 1
Listening and Speaking Phonics Focused Activity: Reading Aloud 2 x 15 mins	Lesson 1 <ul style="list-style-type: none"> • Pre-reading: Have learners predict what the poem is about from the pictures and the title. Discuss words from the rhymes, such as “Hello. How are you? I’m fine.” Point to the pictures and discuss. • During reading: Read the rhyme aloud, referring to the pictures to make meaning clear. Phonics: Say “Hello” and “How”. Let learners say what sound they begin with. Point this out on the Alphabet Chart. • Post-reading: Ask questions to support meaning. For example, ask: When do you say, “good morning?”? What can you say if you are not well? Lesson 4 <ul style="list-style-type: none"> • Pre-reading: Explain key vocabulary using Point and Say (see the Tip box). Discuss the pictures. • During reading: Read the rhyme aloud, referring to pictures to make meaning clear. Phonics: Say <i>nose</i> and <i>toes</i>. Let learners say what sound they begin with. • Post-reading: Ask questions to support meaning. For example, say: What do you do with your eyes, nose, ears, mouth? Sing the rhyme a few times, with learners doing the actions. • Vary the song by having them sing it softly, loudly, happily, and so on. 	Anthology Story 1: Rhymes about me – first two rhymes
Shared Reading Phonics 5 x 15 mins	Lesson 1 <ul style="list-style-type: none"> • Pre-read: Use the cover of the Big Book and do a Picture Walk and Talk using prompting questions. Learners say what they see and predict what the story might be about. Refer to Activity 2. • Introduce key vocabulary words from the story, for example, <i>walk, run, hop, jump, climb, fly</i>. • First read-through: Read the story aloud, pointing to the pictures as you go. Ask learners questions like, Where is the path? Can you point to the sun? Lesson 2 <ul style="list-style-type: none"> • Review vocabulary: Show the pictures again and ask learners to recall the words (for example, ask: What do they do on the path?). • Second read-through: Read the story again, pausing to ask questions, such as, What did Thivu see on the path? Encourage learners to join in as you read, especially when repeating the action words. Have learners point to different objects or characters as you read (for example, say, Show me the frogs). • Post-reading: Ask simple questions based on the text and the pictures. Refer to Activity 2. 	Big Book 1 Story 1: Thivu can fly Teacher-made poster Alphabet Chart Core Reader Text 1: The A B C D E F G song

	<p>Lesson 3</p> <ul style="list-style-type: none"> • Revise the alphabet using the Core Reader Text 1: The A B C D E F G song and the Alphabet poster you have made. Refer to Activity box 3. • Third read-through: As you read, pause to emphasise the beginning sounds in key words (for example, /h/ and /s/). Emphasise the sight word "I" as you read. • Post-reading: Have learners listen to the first sound in key words, for example, <i>hop</i> – /h/ <i>sun</i> – /s/. Blend simple words from the story (for example, /r/-/u/-/n/ = run). <p>Lesson 4</p> <ul style="list-style-type: none"> • Practise saying the repeated action words (for example, <i>run, run, run</i> or <i>jump, jump, jump</i>) with learners. Have different groups repeat them after you. • Fourth read-through: Read the story, encouraging learners to join in with the repeated lines (for example, <i>Hop, hop, hop</i> and <i>Fly, fly, fly</i>). Let learners point out objects and characters in the illustrations. • Post-reading: Ask questions about the sequence of events to check understanding. For example, ask: "What did Thivu do after he climbed to the top?" <p>Lesson 5</p> <ul style="list-style-type: none"> • Review key events in the story. What happened when the boy saw the frogs? • Fifth read-through: Read the story again. Encourage learners to join in and use gestures or actions to express the story, such as mimicking hopping like a frog or jumping over water. After reading, select a scene for a few learners to act out. Call out the action word and learners respond with the action. • Post-reading: Ask learners to draw a picture of their favourite part of the story. Refer to Activity 4. 	
Writing 1 x 15 mins	<p>Lesson 5</p> <ul style="list-style-type: none"> • Learners complete the writing task from Shared Reading Lesson 5. • Help them write their names on the drawings. Refer to Activity 4. 	Handwriting Chart 1
Independent Reading	<p>Days 4 & 5</p> <ul style="list-style-type: none"> • Let learners who finish the writing task early read Good morning. • Find time for other learners to read this during the week. • Some guiding questions to ask are: What do you say when you greet someone in the morning?; What do you say when you greet someone at night? • Learners can read the playground words and Greeting from page 3 of the DBE. This was done as a class as a listening and speaking activity in an earlier lesson. 	Graded Reader 1, Level 1: Good morning DBE Book 1
Enrichment activities	<ul style="list-style-type: none"> • Use Activities 1–4 as enrichment activities to help the learners to consolidate prior knowledge. • Use an Observation Book to record your findings. • Plan some remedial work for those learners who are struggling. 	Observation Book

Turn and Talk and Share

Teach learners to turn to each other when you say Turn and Talk.

- They take turns to use the language you have modelled or to answer your question.
- A few learner pairs can share with the class.

Activity 1

Listening and Speaking – Practise greetings

1. Discuss the Greetings poster.
2. Explain when we use each greeting.
3. Greet learners using the different greetings and have them respond. Start with “Good morning” but do the other greetings in Lessons 2 and 3.
4. Have learners greet each other using Turn and Talk.
5. Tell learners that you will practise during the next few weeks, choosing different greetings which they must respond to appropriately.

Assessment Checklist (Observation)

- Do learners know that they must respond to the greeting?
- Can learners respond appropriately to a greeting?
- Can learners take turns when they Turn and Talk?



Activity 2

Reading – Big Book 1 Story 1: Thivu can fly

Pre-reading questions and answers.

The title of this story is **Thivu can fly**. Look at the picture.

1. Who is talking? (The boy in the picture)
2. Do you think he really can fly? (No. Maybe in an aeroplane)

Post-reading questions and answers

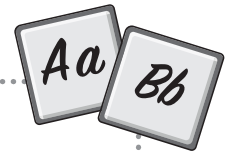
1. Who is walking on the path? (The boy and his dad)
2. Is it a sunny day? (Yes)
3. Who hops? (The frogs, the boy)

Assessment Checklist (Observation)

- Can learners respond to your questions?
- Can learners attempt answers in their Home Language?
- Can learners attempt answers in English, even one-word answers?



Activity 3



Phonics – Core Reader Text 1: Alphabet Chart

1. Revise the alphabet by singing the **Alphabet Song**.
2. Point to the Alphabet Chart as you sing the song.
3. Sing the song again and have learners point to the letters in the Core Reader text and the Alphabet Chart as they sing.
4. Call out words, and have learners point to the picture. Make sentences with the following words to make sure learners know the meanings: *insect, drum, mango, quail, umbrella, yam*.
5. Call out words from the chart with beginning sounds from words in the story, for example, *water, pot, sun, rat, hat, jug*. Have learners identify the beginning sounds. They will do this later again with the words from the story (*walk, path, sun, run, hop, jump*).

Assessment Checklist (Observation)

- Can learners open their books to the correct page, with your guidance?
- Can learners point correctly to the pictures in Step 4?
- Can learners identify the beginning sounds of words?

Activity 4



Writing – Big Book 1 Story 1: Thivu can fly

1. Ask learners what their favourite part of the story is, allowing them to reply in their Home Language, if necessary. Ask why it is their favourite part.
2. Have them draw this part of the story.
3. Walk around the classroom and help as learners draw, reminding them about what they said they liked.
4. Have them write their names below the story, copying from the name labels on their desks.
5. Remind them how to hold the pencil, and let them write their names, starting on the left-hand side below the drawing and trying to keep on the line.
6. Refer them to the Handwriting Chart, if necessary.

Assessment Checklist (Observation)

- Can learners hold the pencil correctly when drawing?
- Can learners write on the line?
- Can learners shape the letters correctly when writing their names?



Play and Learn

1. Teach the **ABC song**, pointing to your Alphabet Chart or Phonetics Frieze as you teach.
2. Sing it with the class and different groups for the rest of the week.

A B C D E F G

H I J K L M N O P

Q R S

T U V

W X Y and Z

Now I know my ABC

Next time, won't you sing along with me?

Differentiation

Support: Learners say the letters of the song, very slowly, while pointing to the chart or frieze.

Extension: Find the song on the Internet and play it for the class. Have learners sing along.

[The **ABC Song** was first copyrighted in 1835 by Boston music publisher Charles Bradlee.]

Week 2

Listening Skill and Activity	Teaching Guidelines	Learning and Teaching Support Material
Listening and Speaking 5 x 6 mins 2 x 15 mins	Lessons 1–5 <ul style="list-style-type: none"> Refer to the Daily activities table for guidelines. Lessons 2 and 3: Focused Activity <ul style="list-style-type: none"> Sing the Alphabet Song, pointing to the Alphabet Chart. Count with learners how many animals there are on the Alphabet Chart. Call on different learners to count. All learners count and point in their books. Count how many kinds of food are on the chart. All learners count and point in their books. 	Poster 1: Greetings Teacher-made poster: Head and shoulders action rhyme Teacher-made Alphabet Chart Core Reader Text 1: The A B C D E F G song
Listening and Speaking and Phonics: Focused Activity: Reading Aloud 2 x 15 mins	Lesson 1 <ul style="list-style-type: none"> Pre-reading: Explain the importance of greetings. Discuss words from the rhymes, for example, <i>greet, happily, every day</i>. Point to the pictures and discuss. During reading: Read the rhyme aloud, referring to the pictures to make the meaning clear. Phonics: Say “happily” and “him”. Let learners say what sound they begin with. Point to them on the Alphabet Chart. Post-reading: Let learners act out the rhyme in pairs, using their own names. Lesson 4 <ul style="list-style-type: none"> Pre-reading: Explain the theme vocabulary, for example, <i>special, nice, kind, true, laugh, joke, cares, shares</i>. Discuss the pictures. During reading: Read the poem aloud, referring to the pictures to make the meaning clear. Phonics: Rhyming words. Refer to Activity 1. Post-reading: Ask questions to help meaning. For example, ask: What do the writer, and the friend do together?; What do they like?; What makes the friend kind? 	Anthology Story 1: Rhymes about me – last two rhymes
Shared Reading and Phonics 5 x 15 mins	Lesson 1 <ul style="list-style-type: none"> Call out action words from the story and let learners respond by doing actions or by miming the actions. Introduce two to three new words for classroom commands such as <i>sit, stand, come</i> or <i>close the door</i>. Demonstrate the actions for learners to copy. Play a game with different actions, for example, <i>jump, hop, walk, run, fly; sit, stand; close the door</i>. Have groups of learners respond. Lesson 2 <ul style="list-style-type: none"> Refer to Activity 2. 	Big Book 1 Story 1: Thivu can fly Core Reader Alphabet Chart

	<p>Lesson 3</p> <ul style="list-style-type: none"> • Read sentences from the story, asking learners to listen for specific sounds or words. For example, <i>We walk in the sun. I run to my friends. I hop like the frogs. I climb to the top.</i> • Ask them to repeat words with target sounds w, s, r, h, t. • Segment selected words with learners, for example, s/u/n and r/u/n, as well as h/o/p and t/o/p/. Call out random pairs of words from the story and have learners identify the rhyming pairs. • Learners complete a phonics worksheet. Refer to Activity 3. <p>Lesson 4</p> <ul style="list-style-type: none"> • Discuss how the story ended. Read the story again and pause before the last page and ask, What if something different happened?; What could it be? • Discuss different ways the story could end. • Learners draw the ending. Refer to Activity 4. <p>Lesson 5</p> <ul style="list-style-type: none"> • Continue with Lesson 5 of Week 1 so that you can observe more learners. Remind learners of the story. • Call out an action word from the story (<i>walk, hop, run, jump, climb, fly</i>) and have learners respond with the action. Let them respond row by row or group by group so that you can observe easily. 	
Writing 1 x 15 mins	<p>Lesson 5</p> <ul style="list-style-type: none"> • Learners write their favourite animal from the Alphabet Chart. They write its name below their drawing. 	Handwriting Chart 1 Core Reader Text 1: Alphabet Chart
Independent Reading	<p>Days 4 & 5</p> <ul style="list-style-type: none"> • Let pairs of learners who finish the writing task early read My new school. Find time for other learners to read during the week. • Some guiding questions to ask are: Who brings Mbali to school?; Who brings you to school?; Who do you see in the classroom? 	Graded Reader 3, Level 1: My new school
Enrichment activities	<ul style="list-style-type: none"> • Use Activities 1–4 as enrichment activities to help the learners to consolidate prior knowledge. • Use an Observation Book to record your findings. 	Observation Book

Turn and Talk and Share

To encourage interaction and practice, regularly organise the learners into pairs.

- Give them a question or topic to discuss.
- Walk around, observe and listen.



tips

Activity 1



Listening and Speaking and Phonics – Anthology Story 1: My friend is special

Listen and respond

1. Select pairs of words from the rhyme, **My friend is special**.
2. Some of the pairs will rhyme and some will not, for example, *nice* and *mice* or *true* and *friend*.
3. Say these pairs of words aloud to the class and let learners say if they rhyme. You can also say some other pairs of words to give enough practice.

Suggested answers:

nice, mice, true, blue, cares, shares, run, fun.

Assessment Checklist (Observation)

- Do learners listen to the pairs of words?
- Can learners say which pairs of words in Step 3 rhyme?
- Can learners say which pairs of words in Step 3 do not rhyme?

Activity 2

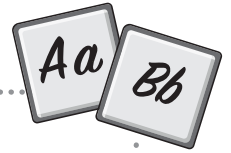


Reading – Big Book 1 Story 1: Thivu can fly

1. Retelling a story is an important skill.
2. Let learners take turns retelling a page of the story using the illustrations as a guide.
3. Encourage the use of key vocabulary, for example, *walk*, *run*, *hop*, *jump*, *climb*, *fly* and the repeated lines or words such as *I run, run, run* in their retelling.
4. Prompt them by referring to the pictures and asking about key actions, things and characters in the pictures. For example, ask: What are they doing? Who is this? What is this?
4. Use Turn and Talk to give pairs of learners practice in retelling the story.
5. Have a few pairs share their retellings.

Assessment Checklist (Observation)

- Can learners respond to questions using the key vocabulary?
- Can learners attempt retelling the story in their Home Language?
- Can learners attempt retelling the story in English?



Activity 3

Reading and Phonics

1. Print a copy of the worksheet for each learner. (You can also use a similar activity from the DBE workbook that practises beginning sounds.)
2. Revise the words learners will find on the worksheet.
3. Hand out the worksheet and give instructions. Demonstrate on the board with a simple word and a picture card.
4. Let learners follow the instructions. Go around the classroom and make sure learners are doing the correct thing.
5. Have learners complete the worksheet. First, they say the word, then identify the beginning sound. Learners circle the correct letter from the choices given.
6. Go over the answers with learners to reinforce the concept of beginning sounds and give further oral practice if needed.

Assessment Checklist (Observation)

- Can learners handle the worksheet correctly or open their workbooks to the correct page, with your guidance?
- Can learners say the word correctly?
- Can learners circle the correct letter from the choices given?

Activity 4



Writing

1. Discuss possible endings for the story. For example, *He gets on the back of a big bird and flies. He runs around flapping his arms as if he is flying.*
2. Have learners draw a new ending to the story.
3. Help learners write a short caption for it.
4. Model words and sentences on the board.

Suggested answers

1. Walk around the classroom and help as learners draw and copy.
2. Remind them how to hold the pencil.
3. They should start the caption on the left-hand side, beneath the drawing.
4. They keep on the line.

Assessment Checklist (Observation)

- Can learners hold their pencils correctly when drawing?
- Can learners write on the line?
- Can learners shape the letters correctly?

Theme: At school

Weeks 3 & 4

What you will need		
Anthology	Story 2: New school in the village	
Big Book 1	Story 2: Late for school	
Core Reader	Text 2: A song for school	
Core Reader	Text 1: Alphabet Chart	
Graded Reader	Reader 3: My new school Reader 4 Level 1: Late for school	
Handwriting Chart 1		
DBE Workbook	Grade 1, Term 2, page 42	
Poster 1	Greetings	
Teacher-made resources	Poster: A song for school action rhyme	
High frequency words	Phonic words	Theme vocabulary
the, of, and, a, to, in, is, you, that, it, he, was, for, on, are, as, with, his, they, I, at, be, this, have, from	clap, stamp	clap, jump, stamp, school, read, book, write, pen, count, one, ten
to, is, are, they	z – zip, zap c – click, clack s – splish, splash j – jingle, jangle s – scritch, scratch b – brush, brush h – hiss, hiss ch – chitter, chatter cl – clink, clank	uniform, schoolbag, classroom, late, busy, quiet, principal, children

Daily activities

Greetings	<p>Briefly revise the Greetings poster.</p> <p>Greet learners with a greeting from the poster.</p> <p>Learners practise greeting using Turn and Talk.</p> <p>a) Hello.</p> <p>b) Hello.</p> <p>Get learners to Turn and Talk with someone new every day.</p>
Song or game	<p>Teach A song for school action rhyme, then sing it with the class and with groups for the rest of the week:</p> <p><i>Clap, clap, clap, we go to school, (Clap hands three times)</i></p> <p><i>Jump, jump, jump, it's super cool! (Jump up and down)</i></p> <p><i>Clap, clap, clap, I read a book. (Mime opening a book)</i></p> <p><i>Clap, clap, clap, I write with a pen, (Pretend to write)</i></p> <p><i>Stamp, stamp, stamp, count one to ten! (Count on fingers)</i></p> <p><i>Clap, clap, clap, we learn and play. (Turn around on the spot)</i></p>
Question of the day	<p>Have groups of learners answer the following question once a week:</p> <p>a) Do you like school? Why?</p> <p>b) I like school because _____.</p>
Theme vocabulary	<p>Each day you will get an opportunity to select two to three theme words from the table and teach or review these using explanations, actions, pictures or using them in a sentence.</p>

Week 3

Language Skill and Activity	Teaching Guidelines	Learning and Teaching Support Materials (LTSM)
<p>Listening and Speaking and Phonics 5 x 6 mins 2 x 15 mins Pre-reading: Discuss the picture from the DBE Grade 1, Term 2 page 42, 43. Have the learners share what they can see and what is happening in the picture.</p>	<p>Lessons 1–5</p> <ul style="list-style-type: none"> Refer to the Daily activities table for guidelines. <p>Lesson 2: Focused Activity on Core Reader Text 2</p> <ul style="list-style-type: none"> Pre-reading: Discuss what happens at school and have learners respond to action words such as <i>clap, jump, and stamp</i>. Explain the pictures and theme vocabulary, such as <i>book, pen, write, count, one, ten</i>. Have learners point to the same objects in the classroom. Read the rhyme, once or twice, discussing key words and ideas, and demonstrating the actions. Make two sounds from the rhyme and have learners decide if it is same or different, for example, <i>clap</i> and <i>clap</i> or <i>clap</i> and <i>stamp</i> or <i>stamp</i> and <i>stamp</i>. <p>Lesson 3: Focused Activity on Core Reader Text 2</p> <ul style="list-style-type: none"> Teach A song for school action rhyme from the poster with the class saying and doing it with you. Give different learners a chance to lead the rhyme. Refer to the Play and Learn box for a fun activity using this rhyme. 	<p>Poster 1: Greetings Core Reader Text 2: A song for school action rhyme</p> <p>Teacher-made poster A song for school action rhyme</p> <p>DBE Book 1</p>
<p>Listening and Speaking Focused Activity: Reading Aloud 2 x 15 mins</p>	<p>Lesson 1</p> <ul style="list-style-type: none"> Pre-reading: Discuss the title and the idea of going to a new school in the learners' Home Language. Is this something to be excited about? Discuss theme vocabulary such as <i>uniform, schoolbag, school and classroom</i>. Use the Home Language if necessary. Have the learners use the words in sentences. Discuss the pictures in the story. As you turn the pages, ask learners to say what they see and what they think will happen next. <p>Lessons 1 & 4</p> <ul style="list-style-type: none"> During reading: Read the story aloud, referring, where necessary, to pictures to make the meaning clear. Explain difficult words as you go. Ask questions to help learners think about the story. For example, at the end of page 3, ask: What do you think will happen next? Ask learners if they liked the story. Why/why not? 	<p>Anthology Story 2: New school in the village</p>
<p>Shared Reading and Phonics 5 x 15 mins</p>	<p>Lesson 1</p> <ul style="list-style-type: none"> Pre-reading: Ask learners to describe what they see on the cover and predict what the story might be about. Do a Picture Walk and Talk by asking questions to prompt further prediction. For example, ask: Who do you think is late for school?; Why do you think he is late for school? Vocabulary preview: Teach theme vocabulary words such as <i>late, busy, family, quiet, principal, tyre</i>. First read-through: Read the story aloud, pointing to the pictures as you go. Emphasise the vocabulary words as you read. Post-reading: Refer to Activity 1. 	<p>Big Book 1 Story 2: Late for school</p>

	<p>Lesson 2</p> <ul style="list-style-type: none"> Review the vocabulary from the story. Refer to the pictures again and ask learners to recall the words. For example, ask: What is the mother doing? Second read-through: Read the story again, pausing to ask questions about the pictures and story, such as, What is Jan's sister doing? Have learners point to different objects or characters as you read. Say, for example, Show me where the baby is. Encourage learners to join in as you read, to repeat sound effects, such as <i>jingle jangle</i>. Clap out repeated words, such as <i>hiss, hiss</i> and <i>jingle jangle</i> with learners to help develop their phonemic awareness. Post-reading: Ask a few simple questions with support from the pictures. For example, ask: What did Jan's family do before they got into the car? Refer to Activity 2 <p>Lesson 3</p> <ul style="list-style-type: none"> Review the phonic sounds in key words from the story. Examples are /s/ in <i>sister</i>, /b/ in <i>busy</i>. Third read-through: As you read, pause to emphasise the sounds in key words. For example, listen to the first sound in <i>school</i> – /s/. Emphasise the sight words (<i>to, is, are, they</i>) as you read. Post-reading: Practise blending and segmenting simple words from the story, such as /c/-/a/-/r/ = <i>car</i>. Refer to Activity 3. <p>Lesson 4</p> <ul style="list-style-type: none"> Review: Practise saying the repeated action words or phrases, such as <i>jingle jangle, scritch scratch</i> with learners. Have different groups repeat them after you. Fourth read-through: Read the story, encouraging learners to join in with the repeated phrases such as <i>jingle jangle, scritch scratch</i>. Let learners point out objects and characters such as the <i>car, keys, stove, school, mother, principal</i>, in the illustrations. Post-reading: Ask questions about the sequence of events to check understanding. For example, ask: What did Jan's family do after they got out of the car? Have learners copy a repeating sentence from the board, such as: They are late. <p>Lesson 5</p> <ul style="list-style-type: none"> Review: Ask learners to recall key events in the story, such as what happened when Jan's family was busy in the morning? Fifth read-through: Read the story again. Encourage learners to join in and use gestures or actions such as mimicking brushing hair or fixing the tyre to express the story. Post-reading: Learners draw and share their favourite part of the story. Help them to write a caption beneath their drawing. 	
<p>Writing 1 x 15 mins</p>	<p>Lesson 5</p> <ul style="list-style-type: none"> Read A song for school action rhyme again. Discuss the actions. Learners draw. Refer to Activity 4. 	<p>Handwriting Chart 1 Core Reader Text 2: A song for school</p>

Independent Reading	Days 4 & 5 <ul style="list-style-type: none"> • Let learners who finish the writing task early read My new school. Find time for other learners to read it during the week. • Some guiding questions to ask are: Who is going to the big school?; Who is in the small class?; Where is the tall teacher?; Who has a new friend? • Learners can read through the classroom words found on pages 42 and 43 of the DBE. 	Graded Reader 3, Level 1: My new school DBE Book 1
Assessment	<ul style="list-style-type: none"> • Informal Assessment of learners' mainly oral English skills is included in Activities 1–4. • Use Activity 1 as part of the Formal Assessment. • Observe learners throughout the week to note whether they are mastering the skills in the checklists. Use an Observation Book to note your findings. • Plan some remedial work for those learners who are struggling. 	

Draw and Share

Drawing is a good way to get ideas onto paper. First discuss ideas with learners. Give them time to draw. Prompt them with questions and ideas.



Reading for meaning 1

Help activate learners' background knowledge about a text by relating the text to learners' experiences, e.g. relate Jan is late in the BB text to being late or getting ready in the morning.



Concepts of print

Remind learners about book orientation as you read different texts with them. Ask questions such as, Where is the front of the book and where is the back of the book?; Where does the story begin and where does it end?



	<p>Lesson 5</p> <ul style="list-style-type: none"> • Review what happened at the end of the story. How did the story end? • Ask: What if something different happened? What could it be? Encourage creative responses. Let learners brainstorm different ways the story could end. 	
<p>Writing 1 x 15 mins</p>	<p>Lesson 5</p> <ul style="list-style-type: none"> • Discuss the pictures and the uniforms from the A song for school action rhyme. Learners draw their new school uniform. • With your help, let them copy a caption from the board: <i>My new school uniform.</i> 	<p>Handwriting Chart 1 Core Reader Text 2: A song for school</p>
<p>Independent Reading</p>	<p>Days 4 & 5</p> <ul style="list-style-type: none"> • Let learners who finish the writing task early read Late for school. Find time for other learners to read it during the week. • Some guiding questions to ask are: Who is late for school?; Who is not late for school?; What happens if you are late for school? 	<p>Graded Reader 4, Level 1: Late for school</p>
<p>Assessment</p>	<ul style="list-style-type: none"> • Informal Assessment of learners' mainly oral English skills is included in Activities 1–4. • Use Activity 2 as part of the Formal Assessment. • Observe learners throughout the week to establish whether they have mastered the skills in the checklists. Use an Observation Book to record your findings. • Plan some remedial work for those learners who are struggling. 	

Activity 1



Listening and Speaking – Anthology Story 2: New school in the village

1. Ask questions to help learners understand the story further. Ask: Who is going to school?; Where is the new school?; How does she feel at the beginning of the story?; How does she feel at the end?; What helped her?
2. Call on different learners to retell the story, helping one another. Assist with sentence structure and prompting questions.
3. Organise learners into groups and have them retell the story to one another.

Assessment Checklist (Observation)

- Do learners respond correctly to the questions, with simple vocabulary?
- Can learners recall the details of the story?
- Do learners tell the story in the correct sequence?



Activity 2

Reading – Big Book 1 Story 2: Late for school

1. Let different learners take turns “reading” (retelling) a page of the story using the illustrations as a guide. Encourage the use of theme vocabulary.
2. Encourage them to include the repeated words/phrases in their retelling.
3. Have learners retell the story to each other using Turn and Talk and Share. Help them with the correct sequence of events, using prompting questions.
4. Have learners do the worksheet for the story.
5. Walk around the classroom to assist learners.

Differentiation

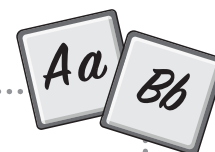
Support: Help learners sequence the story by providing visual aids, like story sequence cards, to help them follow along and answer the questions. Photocopy the pictures from the story, paste them onto cards, and give them to learners. They can then arrange the cards in sequence.

Extension: Ask them to work in pairs and make up their own story about being late for school. Call on them to share with the class. They can also add what someone who is late might feel.

Assessment Checklist (Observation)

- Can learners retell the story correctly?
- Can learners use the theme vocabulary?
- Can learners complete the worksheet correctly?

Activity 3



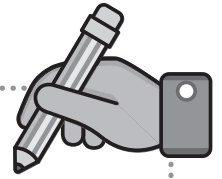
Phonics – Big Book 1 Story 2: Late for school

1. Play a phonics game: **Call out a Word.** Have learners say the beginning sound.
2. Have them point to the matching letter on the Alphabet Chart in their Core Readers.
3. If you have the space, call on two or three learners at a time to touch objects in the classroom that have the same beginning sound. If the word is *baby*, then they can, for example, touch a *book*.

Assessment Checklist (Observation)

- Can learners identify the beginning sounds of words?
- Can learners open their books to the correct page, with your guidance?
- Can learners point correctly to the pictures in Step 2?

Activity 4



Writing

1. Learners talk about the school uniform, using the relevant vocabulary.
2. Learners draw themselves in their school uniform.
3. Write this caption on the board: *My new school uniform*.
4. Learners write the caption under their drawing.

Suggested answers

1. Walk around the classroom and help as learners draw and copy.
2. Remind them how to hold the pencil, and to start at the left-hand side below the drawing and to keep on the line.

Assessment Checklist (Observation)

- Can learners hold the pencil correctly when drawing?
- Can learners write on the line?
- Can learners shape the letters correctly when writing their names?

Theme: Healthy habits

Weeks 5 & 6

What you will need		
Anthology	Story 3: Lebo runs a race	
Big Book 2	Story 1: Slow and strong food	
Core Reader	Text 3: Good habits, bad habits Text 4: Anna grows her own food	
Core Reader	Text 1: Alphabet Chart	
Graded Reader	Reader 5 Level 1: Brush your teeth Reader 6 Level 1: Slow and strong food	
Handwriting Chart	DBE Grade 1, Term 2, Page 67 (work on tracing carefully over the lines)	
DBE Workbook	Grade 1, Term 2, Pages 62–65; Term 3, Pages 4, 5; Term 4, Pages 57, 59, 72.	
Poster 2	Steps to brush your teeth	
High frequency words	Phonic words	Theme vocabulary
the, of, and, a, to, in, is, you, that, it, he, was, for, on, are, as, with, his, they, I, at, be, this, have, from		healthy, unhealthy, pap, spinach, chips, sweets fizzy, snack, habit, good, bad
are, of, and you	s-ome s-o s-off	race, practises, runs, exercises, win, runner
	f-ood f-ast	food, strong, slow, energy, lots, fast, sleepy
	ant (apple), bed (burger), car (carrot), dog (doughnut), face (food), sit (sun), tap (tomato)	apple, carrot, banana, spinach, doughnut, ice cream, burger
		toothpaste, toothbrush, tap, water, brush, teeth

Daily activities

Greetings	Greet learners with a greeting from the poster. Learners practise greeting using Turn and Talk. a) Good afternoon [name]. b) Good afternoon [name]. Get learners to Turn and Talk with someone new every day.
Song or game	Teach the Healthy food, unhealthy food action rhyme, then sing it with the class and with groups for the rest of the week. Refer to the Play and Learn box.
Question of the day	Have groups of learners answer the following question once a week: a) What food do you like? b) I like _____ and _____.
Theme vocabulary	Every day you will get an opportunity to select two to three theme words from the table and teach or review these using explanations, actions, pictures and using them in sentences.

Week 5

Language Skill and Activity	Teaching Guidelines	Learning and Teaching Support Materials (LTSM) Resources
<p>Listening and Speaking and Phonics 5 x 6 mins 2 x 15 mins</p>	<p>Lessons 1–5 Refer to the Daily activities table for guidelines.</p> <p>Lesson 2: Focused Activity on Core Reader Text 3</p> <ul style="list-style-type: none"> • Pre-reading: Discuss: What are good habits? What are bad habits? • Look at the picture of healthy foods on pages 62, 63 of the DBE Grade 1, Term 2. Ask the learners to identify the foods and clap the names out with you. • Discuss the pictures and theme vocabulary, such as <i>healthy, snack, fizzy, habit, good, bad</i>. Explain what the tick and cross mean. • Read the text, once or twice, discussing key words and ideas and using the pictures to make meaning clear. For example, say: Look at this picture. What do you see? (A girl brushing her teeth.) What is she wearing? (Her pyjamas.) Is this a good thing to do? (Yes.) • Post-reading: Read out a sentence and have learners give it a “Thumbs up” if it is a good habit and a “Thumbs down” if it is a bad habit. • Clap out words with learners to practise phonemic awareness. <p>Lesson 3: Focused Activity on Core Reader Text 3</p> <ul style="list-style-type: none"> • Read the text again to learners. Ask questions about the meaning of theme vocabulary. • Practise beginning sounds in selected words, such as /l/ in <i>late, lunch</i>; /b/ in <i>before, bed</i>; /a/ in <i>apple, Amo</i>. As you read, pause to emphasise the sounds in these key words. For example, say: Listen to the first sound in late – /l/. • Discuss: Which child has good habits? (Amo) Which child has bad habits? (Tim) Which of these things do you do? 	<p>Core Reader Text 3: Good habits, bad habits</p> <p>DBE Book 1</p>
<p>Listening and Speaking Focused Activity: Reading Aloud 2 x 15 mins</p>	<p>Lesson 1</p> <ul style="list-style-type: none"> • Pre-reading: In the learners’ Home Language, discuss the title and the idea of running a race. Find out if they have done this or if it is something they would like to do. • Explain theme vocabulary including using the words in sentences such as <i>race, run, runner, practises, exercises</i>. Use the Home Language if necessary. Have the learners use the words in sentences. • Discuss the pictures in the story. As you turn the pages, ask learners to say what they see and what they think will happen next. Give them sentence starters, if necessary, such as <i>I think Lebo ____</i>. <p>Lessons 1 & 4</p> <ul style="list-style-type: none"> • During reading: Read the story aloud, referring, where necessary, to pictures to make the meaning clear. Explain difficult words such as <i>racetrack, Sports Day, Ready, Steady, Go</i>, as you work through the text. • Ask questions to help learners think about the story. For example, at the end of page 3, ask: What do you think will happen next?; Will Lebo get better?; Will Lebo run the race? • Ask learners if they liked the story. Why/why not? 	<p>Anthology Story 3: Lebo runs a race</p>

<p>Shared Reading and Phonics 5 x 15 mins</p>	<p>Lesson 1: Make predictions</p> <ul style="list-style-type: none"> • Pre-reading: Discuss the cover and learner predictions. Do a Picture Walk and Talk, ask prompting questions to predict further. For example, ask: What is this? Is this healthy food?; Why should we eat healthy food? Connect the content to their daily experiences with food. • Vocabulary preview: Teach theme vocabulary words, such as <i>strong, slow, energy, fast, sleepy</i>. • First read-through: Read the story aloud, pointing to the pictures as you go. Emphasise the vocabulary words as you read. • Post-reading: Ask simple questions about the text, such as What is this?; What is it doing/saying? • Refer to Activity 1. <p>Lesson 2</p> <ul style="list-style-type: none"> • Review the theme vocabulary from the story. Refer to the pictures again and ask learners to recall the words. For example, ask: Is the carrot strong food or slow food? • Second read-through: Read the story again, pausing to ask questions about the pictures and story, such as, What is the carrot doing? Have learners point to different objects or characters as you read. For example, say: Show me the banana. • Encourage learners to join in as you read, especially during the repeated words (<i>Strong, so strong, Slow, so slow</i>.) Clap out words such as <i>carrot, banana</i>, and <i>spinach</i> with learners to develop their phonemic awareness. • Post-reading: Ask a few simple questions with support from the pictures. Ask: What is the carrot/banana doing?; Can a carrot/banana really do that? • Refer to Activity 2. <p>Lesson 3</p> <ul style="list-style-type: none"> • Review the phonics sounds in key words from the story, such as /s/ in <i>some, so, soft, /f/ in food, fast, /l/ in lots</i>. • Use DBE Grade 1, Term 3 pages 4 and 5 to revise /s/. Work through Term 4 pages 57 and 59 to revise the /f/ sound, and page 72 for the /l/ sound. • Third read-through: As you read, pause to emphasise the sounds in key words. For example, say: Listen to the first sound in <i>some</i> – /s/. Emphasise the sight words as you read (<i>are, of, and, you</i>) • Post-reading: Practise identifying the beginning sounds and blending and segmenting simple words from the story, such as /l/-/o/-/t/-/s/ = lots. Refer to Activity 3. <p>Lesson 4</p> <ul style="list-style-type: none"> • Review: Practise saying the repeated words or phrases such as <i>Strong, so strong, Slow, so slow</i>, with learners. Have different groups repeat them after you. • Fourth read-through: Read the story, encourage learners to join in with the repeated lines, such as <i>Strong, so strong, Slow, so slow</i>. • Let learners point out objects and characters, such as the <i>carrot, banana, spinach, apple, ice cream, doughnut</i> in the illustrations. • Post-reading: Ask questions about who speaks first. For example, ask: Does the banana speak before the carrot?; Who speaks after the banana? • Have learners copy a repeating sentence from the board, such as <i>I am strong</i>. 	<p>Big Book 2 Story 1: Slow and strong food</p> <p>Core Reader Text 1: Alphabet Chart</p> <p>DBE Book 2</p>
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	<p>Lesson 5</p> <ul style="list-style-type: none"> • Review: Ask learners to recall the order in which the characters speak. For example, ask: <i>What happened after the carrot spoke?</i> • Fifth read through: Read the story again. Encourage learners to join in and use gestures or actions such as such as mimicking lifting weights or running a race or feeling sleepy to express the story. • Post-reading: Learners draw and share. Refer to Activity 4. 	
<p>Writing 1 x 15 mins</p>	<p>Lesson 5</p> <ul style="list-style-type: none"> • Have learners complete their drawings and one-word caption from Shared Reading Lesson 5. • Refer to Activity 4 	Handwriting Chart 1
<p>Independent Reading</p>	<p>Days 4 & 5</p> <ul style="list-style-type: none"> • Let learners who finish the writing task early read Brush your teeth. Find time for other learners to read this during the week. • Some guiding questions to ask: Name all the characters who brush their teeth; When do they brush their teeth?; What do they use to brush their teeth? • Learners read the names of the fruit found on pages 62 and 63 of the DBE. 	<p>Graded Reader 5, Level 1: Brush your teeth</p> <p>DBE Book 1</p>
<p>Assessment</p>	<ul style="list-style-type: none"> • Informal Assessment of learners' mainly oral English skills is contained in Activities 1–4. • Use Activity 2 as part of the Formal Assessment. • Observe learners throughout the week to note whether they have mastered the skills in the checklists. Use an Observation Book to record your findings. • Plan some support work for those learners who are struggling. 	

Encourage interaction with pictures

To help learners make meaning of text, point to pictures as you talk about them. Ask questions about the pictures and let learners point to the pictures. They can point in your copy of the text or their own copies if they have them, such as the Core Reader or the Graded Reader.

tips

Reading for meaning 2

Whenever you introduce a new text, discuss how the story connects to the learners' own lives or experiences in their community. Ask prompting questions to help them make the connection. Use Turn and Talk to help them engage.

tips

Activity 1



Listening and Speaking – Big Book 2 Story 1: Slow and strong food

1. After you have read the story with learners, ask simple questions.
Ask learners to identify objects or characters in the pictures. For example, ask: What is this?; What is it doing?; Is the carrot strong or slow?; Is the doughnut strong or slow?
2. Make sure that most learners have a chance to answer.
3. Use Turn and Talk and Share and have learners discuss which food you must eat if you want to do well in a running race.

Assessment Checklist (Observation)

- Can learners identify the characters correctly using English vocabulary?
- Can learners correctly answer whether the characters are strong or slow?
- Can learners correctly say which food is good to eat before a running race?

Activity 2



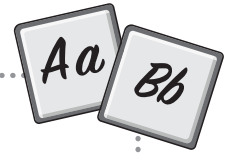
Reading – Big Book 2 Story 1: Slow and strong food

1. Prepare a few simple, yet clear comprehension questions about each part of the story.
2. Pair up learners so they can Turn and Talk.
3. Show the first picture from the story and ask the first simple question, such as:
Who is in this picture?; What is happening here?; Where is this?; Is this strong or slow?
4. Let the pairs Turn and Talk to discuss their answers. Walk around and listen, offering help if they struggle with vocabulary or ideas. Encourage use of the Home Language.
5. Now let a few pairs share their answers. Keep it simple and praise all attempts to participate, focusing on positive reinforcement.
6. Continue with other pictures in the same way, asking questions such as:
Where is this?; What is happening here?; Who is in the picture?; How does the carrot feel?; How does the doughnut feel?
7. Summarise the main points of the story, using simple language and gestures.
8. Encourage the learners to say one thing they liked about the story.

Assessment Checklist (Observation)

- Can learners identify the characters?
- Can learners say where the characters are?
- Can learners say how the characters feel?

Activity 3



Phonics – Big Book 2 Story 1: Slow and strong food

1. Review the phonic sounds in key words from the story using flashcards, e.g. /s/ in *some*, *so*, *soft*, /f/ in *food*, *fast*, /l/ in *lots*.
2. As you read aloud the story, pause to emphasise the sounds in key words. For example, say: "Listen to the first sound in *some* – /s/." Emphasise the sight words as you read: *are*, *of*, and *you*.
3. Practise identifying the beginning sounds, blending and segmenting simple words from the story, e.g. /l/-/o/-/t/-/s/ = lots.

Differentiation

Extension: Have learners find the picture on the Alphabet Chart, in the Core Reader, that starts with that sound and have them place their finger on the picture.

Support: Give learners two flashcards with the letters "s" and "f", for example. They should hold up the correct letter when you say the word.

Assessment Checklist (Observation)

- Can learners correctly identify the beginning sounds of words in Steps 1 and 3?
- Can learners correctly blend sounds to make words in Step 3?
- Can learners correctly segment words into sounds in Step 3?

Activity 4



Writing

1. Learners choose their favourite character from the story.
2. They draw the character.
3. Write the names of all the characters on the board, pointing to each one and reading it aloud.
4. Learners choose the correct word from the board and copy the caption below their drawing.
5. Remind them how to hold the pencil, starting at the left-hand side beneath the drawing and keeping on the line.

Assessment Checklist (Observation)

- Can learners write on the line?
- Do learners choose the correct character name to write beneath their drawing?
- Can learners shape the letters correctly when writing the character names?

Play and Learn



1. Teach learners this action rhyme on food. Let them mime the actions. Teach the vocabulary: *healthy, unhealthy, pap, spinach, chips, sweets.*

Healthy food, unhealthy food

Healthy food let's clap our hands!

(Clap hands)

Pap and spinach from our land.

(Pretend to scoop pap and pick spinach)

Unhealthy food let's shake our heads!

(Shake head "no")

Chips and sweets, eat less instead.

(Pretend to eat and then push away)

2. Do this rhyme throughout the theme on healthy and unhealthy habits.
3. Vary the activity by letting learners respond row by row or group by group.

Week 6

Language Skill and Activity	Teaching Guidelines	Resources
<p>Listening and Speaking 5 x 6 mins 2 x 15 mins</p>	<p>Lessons 1–5</p> <ul style="list-style-type: none"> Refer to the Daily activities table for guidelines. <p>Lesson 2</p> <ul style="list-style-type: none"> Read the text with the class again. Talk about the girl (Amo) brushing her teeth to introduce the poster. Introduce the poster and new vocabulary, e.g. <i>toothpaste, toothbrush, tap, water, brush, teeth</i> using Point and Say. Point to each picture and read out the step, e.g. "Open the tap." Have learners repeat it after you. Mime the step as you say it. Let learners mime with you. <p>Lesson 3: Focused Activity</p> <ul style="list-style-type: none"> Use the brushing teeth poster again and read out the steps while learners mime. Read the first three steps out of order and get learners to correct this. Do more steps like this so that they can put all the steps in order. Read the chart on good and bad habits with the class again. Practise blending key words in the sentences, e.g. <i>b-e-d = bed, l-a-te = late. l-u-n-ch = lunch</i>. Practise segmenting words, e.g. <i>bed = b-e-d</i>. 	<p>Poster 2: Steps to brush your teeth</p> <p>Core Reader Text 3: Good habits, bad habits</p>
<p>Listening and Speaking Focused Activity: Storytelling 2 x 15 mins</p>	<p>Lesson 1</p> <ul style="list-style-type: none"> During reading: Read the story aloud again. Ask prompting questions at the end of each page to help learners understand the story, e.g. Why does Lebo practise?; Why does he eat the right food? (He wants to run a race and win. He wants to run on Sports Day.) What does Lebo do when he sees the doughnut? (He eats it all.) How does he feel afterwards? (He has a sore stomach.) <p>Lesson 4</p> <ul style="list-style-type: none"> Post-reading: Learners retell the story. Refer to Activity 1. 	<p>Anthology Story 3: Lebo runs a race</p>
<p>Shared Reading and Phonics 5 x 15 mins</p>	<p>Lesson 1</p> <ul style="list-style-type: none"> Review vocabulary: Review words from the story such as <i>strong, slow, energy, fast, sleepy</i>. Read out new sentences that use the theme vocabulary, e.g. "My car is fast."; "I go to bed when I am sleepy." Expand vocabulary: Teach new vocabulary from the theme, e.g. <i>soft, energy, doughnut, ice cream, burger, healthy, unhealthy</i>. Ask learners to find things in the pictures that match the new words. Have them make sentences with these new words. <p>Lesson 2</p> <p>Learners retell the story. Refer to Activity 2.</p>	<p>Big Book 2 Story 1: Slow and strong food</p>

	<p>Lesson 3</p> <ul style="list-style-type: none"> • Tell learners they will listen for the beginning sounds of words. • Read sentences from the story and ask for the beginning sounds, e.g. "I like some food. Some. What is the beginning sound?" (s). "I like soft food. Food. What is the beginning sound?" (f) • Engage learners by asking them to repeat words with target sounds, e.g. <i>soft, some, food, fast</i>. Refer to Activity 3. <p>Lesson 4</p> <ul style="list-style-type: none"> • Acting Out: Invite a few learners to act out a scene from the story, using some of the dialogue and mimicking the actions. • Then divide the class into groups and have each group pretend to be one of the characters in the story. • They should act out the picture with relevant gestures, expressions and words the characters use. Go around the classroom and help where necessary. <p>Lesson 5</p> <ul style="list-style-type: none"> • Review the story and how the food affected each character. For example, ask: Is the carrot strong?; What kind of food is this? Is it healthy or unhealthy? • Ask: What food do you eat? Slow food or strong food?; What happens to you when you eat strong food?; What happens when you eat slow food?; What will happen to you in class if you eat food that makes you sleepy? Encourage many different answers. 	Core Reader Text 1: Alphabet Chart
Writing 1 x 15 mins	<p>Lesson 5</p> <ul style="list-style-type: none"> • Learners copy a sentence. Refer to Activity 4. 	Handwriting Chart 1 Core Reader Text 3: Good habits, bad habits
Independent Reading	<p>Day 5</p> <ul style="list-style-type: none"> • Let learners who finish the writing task early read Slow and strong food. Find time for other learners to read it during the week. • Learners read Core Reader 4 on their own, and can take it home to read to their families. • Learners read the sentences on page 64 before working in pairs to read the questions and answers on page 65 of the DBE book. 	Graded Reader 6, Level 1: Slow and strong food Core Reader Text 4: Anna grows her own food DBE Book 1
Assessment	<ul style="list-style-type: none"> • Informal Assessment of learners' mainly oral English skills is contained in Activities 1–4. • Use Activity 2 as part of the Formal Assessment. • Observe learners throughout the week and note whether they have mastered the skills in the checklists. Use an Observation Book to record your findings. • Plan some support work for those learners who are struggling. 	

Activity 1



Listening and Speaking – Anthology Story 3: Lebo runs a race

1. Ask questions to help learners understand the sequence of the story: Who is running the race?; What happens at the beginning of the story?; What happens in the middle of the story?; How does Lebo feel?; Who helped him?; What happens at the end of the story?; How does Lebo feel at the end of the story?
2. Call on different learners to retell the story, helping each other. Assist with sentence structure and prompting questions.
3. Use Turn and Talk and have learners retell the story to each other. Have pairs share with the rest of the class.

Assessment Checklist (Observation):

- Can learners recall story details?
- Can learners correctly answer simple questions using basic English vocabulary?
- Can learners correctly say what happened first and last?

Activity 2



Reading – Big Book 2 Story 1: Strong and slow food

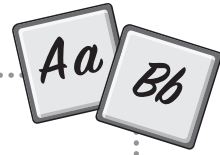
This is a repeat of Activity 2 from Week 1 so that you can observe more learners. Let those that you have already assessed, read their Graded Reader for the week.

1. Prepare a few simple, clear comprehension questions about each part of the story.
2. Pair up learners so they can Turn and Talk.
3. Show the first picture from the story and ask the first simple question, such as: Who is in this picture?; What is happening here?; Where is this?; Is this strong or slow?
4. Let the pairs Turn and Talk to discuss their answers. Walk around and listen, offering help if they struggle with vocabulary or ideas. Encourage use of their Home Language.
5. Now let a few pairs share their answers. Keep it simple and praise all attempts to participate, using positive reinforcement.
6. Continue with other pictures in the same way, asking questions such as: Where is this?; What is happening here?; Who is in the picture?; How does the carrot feel?; How does the doughnut feel?
7. Summarise the main points of the story, using simple language and gestures.
8. Encourage the learners to say one thing they liked about the story.

Assessment Checklist (Observation)

- Can learners identify the characters?
- Can learners say where the characters are?
- Can learners say how the characters feel?

Activity 3



Phonics: Big Book 2 Story 1: Strong and slow food

Play a phonics game.

1. Call out a word whose beginning sound is the same as a word in the story, e.g. *ant (apple)*, *bed (burger)*, *dog (doughnut)*, *car (carrot)*, *sit (sun)*, *tap (tomato)*, *face (food)*. Do not choose words that start with blends or digraphs.
2. Have learners say the beginning sound.
3. Learners can find these sounds in the pictures in the Big Book story, e.g. *dog*. They can also find the doughnut in the picture.
4. Have them point to the matching letter on the Alphabet Chart in their Core Readers.

Assessment Checklist (Observation)

- Can learners correctly identify the beginning sounds of words in Step 2?
- Can learners point to the correct Big Book picture in Step 3?
- Can learners point to the correct letter on the Alphabet Chart in Step 4?

Activity 4



Writing

1. Learners discuss Amo's good habits.
2. Learners choose their favourite one.
3. Let them copy this sentence from the Core Reader into their books. Go around and help.

Assessment Checklist (Observation)

- Can learners write on the line?
- Can learners choose a sentence that shows a good habit?
- Can learners shape the letters correctly when writing the sentence?

Theme: The weather

Weeks 7 & 8

What you will need		
Anthology	Story 4: The legend of Sun and Rain	
Big Book 2	Story 2: Healthy happy day: Oops, my hat!	
Core Reader	Text 1: Alphabet Chart	
Core Reader	Text 5: Good weather, bad weather	
Graded Reader	Reader 7 Level 1: Oops, my hat! Reader 8 Level 1: Good food meets great weather	
Handwriting Chart 1		
Poster 1	Greetings	
DBE Workbook	Grade 1, Term 3, page 36, 37	
Teacher-made resources	<p>The Weather Chart to stick on symbols and labels: <i>sun, cloud, rain, wind</i>. Add others for your area.</p> <p>Audio recordings of weather sounds, e.g. <i>thunder, rain, wind</i> for learners to identify.</p> <p>Sentence cards for Oops, my hat!</p> <p>First, the girl's hat blew off in the wind. Second, her umbrella blew inside out. Third, her ice lolly melted in the sun. Fourth, she can't find her boots. Lastly, she can't go outside.</p>	
High frequency words	Phonic words	Theme vocabulary
the, of, and, a, to, in, is, you, that, it, he, was, for, on, are, as, with, his, they, I, at, be, this, have, from	whoosh shhhhh splish, splash hat wind, windy rain, rainy sun, sunny drip, drop plip, plop	summer, autumn, winter, spring, warm, cold, bright, might, flowers, bloom
and, it, the, is		wind, windy, wet, rainy, sunny, hot, lolly, snow, cold, freezing, misty, outside
		rain, sun, warm, wet, water, fire, flames, rainbow, friendship, wind, weather

Daily activities

Greetings	<ul style="list-style-type: none"> Greet learners with a greeting from the poster. Learners practise greeting using Turn and Talk. <ol style="list-style-type: none"> Hello [name]. How are you? Hello [name]. I am fine. How are you? <p>Get learners to Turn and Talk with someone new every day.</p>
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Song or game	Teach the Weather action rhyme , then sing it with the class and with groups for the rest of the week. Afterwards, discuss the weather of the day and put the appropriate symbol onto the Weather Chart. Refer to the Play and Learn box.
Question of the day	Have groups of learners answer the following question once a week: a) What is your favourite weather? Why? b) I like _____ because _____.
Theme vocabulary	Each day you will get an opportunity to select two to three theme words from the table above and teach or review these using explanations, actions, pictures and using them in a sentence.

Week 7

Language skill and activity	Teaching guidelines	Resources
<p>Listening and Speaking and Phonics 5 x 6 mins 2 x 15 mins</p>	<p>Lessons 1–5</p> <ul style="list-style-type: none"> Refer to Daily activities table for guidelines. <p>Lesson 2: Focused Activity on Core Reader Text 5</p> <ul style="list-style-type: none"> Pre-reading: Discuss the Weather Chart and ask what it shows. Explain key vocabulary: <i>sun, cloud, rain, wind, weather</i>. Use Point and Say to explain each symbol. Connect to learners' own experience. Compare the charts, asking which one is good weather, which one is bad weather and why. Which week has mainly bad weather? <p>Lesson 3: Focused Activity on Core Reader Text 5</p> <ul style="list-style-type: none"> Refer to Activity 1. 	<p>Poster 1: Greetings</p> <p>Core Reader Text 5: Good weather, bad weather</p>
<p>Listening and Speaking Focused Activity: Reading Aloud 2 x 15 mins</p>	<p>Lesson 1</p> <ul style="list-style-type: none"> Pre-reading: In the learners' Home Language, discuss the title. Explain that a legend is a story from very long ago. Ask: Do you know a story from very long ago, perhaps told by grandparents? Explain how Sun, Rain, Fire and Wind are like people in this story. Discuss theme vocabulary including using the words in sentences: <i>rain, sun, warm, wet, water, fire, flames, rainbow, friendship</i>. Have the learners use the words in sentences. Do the Picture Walk and Talk, asking learners to say what they see and what they think will happen next. <p>Lessons 1 & 4</p> <ul style="list-style-type: none"> During reading: Read the story aloud, referring to pictures as you go. Explain difficult words and phrases, e.g. <i>warm the earth, enjoying themselves, kind, gentle rain, happy, burst into flames, angry, rainbow, friendship, working together</i>. Ask questions to help learners think about the story, e.g. At the end of page 15, ask: "What do you think will happen next?" Ask learners if they liked the story. Why/why not? 	<p>Anthology Story 4: The legend of Sun and Rain</p>
<p>Shared Reading and Phonics 5 x 15 mins</p>	<p>Lesson 1</p> <ul style="list-style-type: none"> Pre-reading: Discuss the cover and learners' predictions about what the story might be about. Connect the content to their experiences, for example, wearing hats in different weather. Do a Picture Walk and Talk and ask prompting questions to predict further: What is the weather like here?; Do you like this weather? Vocabulary preview: Teach key vocabulary words, e.g. <i>hat, windy, rainy, sunny, fly</i>. First read-through: Read the story aloud, pointing to the pictures as you go. Emphasise the vocabulary words as you read. Encourage learners to think about different weather and what happens to the girl's hat. Post-reading: Ask learners to identify objects and characters in the pictures. For example: Where is the hat?; What is the weather like? 	<p>Big Book 2 Story 2: Oops, my hat!</p> <p>Sentence cards for sequencing: Oops, my hat!</p>

	<p>Lesson 2</p> <ul style="list-style-type: none"> • Vocabulary review: Review the key vocabulary from the story. Refer to the pictures again and ask learners to recall the words, e.g. What happens when it is windy? • Second read-through: Read the story again, pausing to ask questions about the pictures and story, such as: Why is the girl's hat flying away? Have learners point to different objects or characters as you read. For example: Show me where the umbrella is. • Encourage learners to join in as you read, especially during the sound effects, e.g. <i>whoosh whoosh, shhhh, splish splash, drip drop and plip plop</i>. Clap out these sound effect words. • Post-reading: Ask a few simple questions with support from the pictures: What does the girl do when the wind blows her hat away? <p>Lesson 3</p> <ul style="list-style-type: none"> • Phonics review: Review the phonic sounds in key words from the story, e.g. /h/ in <i>hat</i>, /w/ in <i>windy</i>. • Third read-through: As you read, pause to emphasise the sounds in key words. For example, say: Listen to the first sound in hat – /h/. Emphasise the sight words as you read: <i>to, is, are, they</i>. • Post-reading: Practise beginning sounds, blending and segmenting simple words from the story, e.g. /h/-/a/-/t/ = <i>hat</i> and <i>hat</i> /h/a/t/. • Refer to Activity 3. <p>Lesson 4</p> <ul style="list-style-type: none"> • Review: Practise saying the repeated action words or phrases with learners, e.g. <i>whoosh, splish splash, drip drop, plip plop, hot, hot, hot</i>, ooh. Have different groups repeat them after you. • Fourth read-through: Read the story, encouraging learners to join in with the repeated lines you practised. • Let learners point out objects and characters in the illustrations, e.g. <i>girl, hat, umbrella, raincoat, lolly, scarf, boots, coat</i>. • Post-reading: Refer to Activity 2. <p>Lesson 5</p> <ul style="list-style-type: none"> • Review: Ask learners to recall key events in the story, that is, all the things that happened to the girl. Prompt with questions, e.g. What happened to the girl's hat in the wind? • Fifth read-through: Read the story again. Encourage learners to join in and use gestures or actions to express the story, such as catching the hat, holding onto the umbrella in the wind. • Post-reading: Refer to Activity 2.] 	
<p>Writing 1 x 15 mins</p>	<p>Lesson 5: Complete activity</p> <ul style="list-style-type: none"> • Learners complete the activity from Shared Reading lesson 5. Refer to Activity 4. 	<p>Handwriting Chart 1</p>
<p>Independent Reading</p>	<p>Days 4 and 5 Further reading</p> <ul style="list-style-type: none"> • Let learners who finish the writing task early read Oops, my hat! • Find time for other learners to read it during the week. 	<p>Graded Reader 7, Level 1: Oops, my hat!</p>

Assessment	<p>Informal Assessment of learners' mainly oral English skills is contained in Activities 1–4.</p> <p>Use Activity 4 as part of the Formal Assessment.</p> <p>Observe learners throughout the week to note whether they are mastering the skills in the checklists. Use an Observation Book to record your findings.</p> <p>Plan some support work for those learners who are struggling.</p>	
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Independent Reading



It is very important that learners experience looking at pictures and paging through books on their own. Choose books from the Graded Reader set, your classroom/school library or any other source of books.

1. Learners tell you the story from the pictures.
2. When “reading” in pairs, they tell each other the story.
3. When learners feel like readers, it will encourage them to read more and more.

Use of the DBE workbook



The workbook offers many activities that can help to consolidate the skills you teach. Select a worksheet that supports or extends what you have taught and have different groups of learners do these worksheets.

Activity 1



Listening and Speaking – Core Reader Text 5: Good weather, bad weather

1. "Read" the Weather Chart again to learners. Ask questions about the meaning of key vocabulary: *sun, cloud, rain, wind, weather*. Have learners make sentences.
2. Give different learners a chance to say their favourite weather and to point to the symbol for it on your chart.
3. Now have learners point to their favourite weather on the Weather Chart in the Core Reader.
4. Compare their favourite weather to the weekly Weather Chart that you have been building.

Assessment Checklist (Observation)

- Can learners make sentences with the key vocabulary?
- Do learners say what their favourite weather is using relevant vocabulary?
- Do learners correctly point to the symbol for their favourite weather on the chart in the Core Reader?

Activity 2



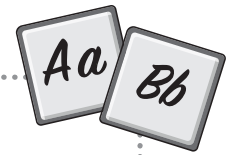
Reading – Big Book 2 Story 2: Oops, my hat!

1. Ask questions about the sequence of events in the story. For example, What happened first? (The girl's hat blew off.) What happened second? (Her umbrella blew inside out.) What happened third? (Her ice lolly is melting in the sun.) What happened fourth? (She can't find her boots.) What happened last? (She can't go outside.)
2. Put your sentence cards up in order, as learners give the answers. Read the sentences aloud as you put them up.
3. Have groups of learners read the sentence cards aloud.
4. Have learners close their eyes and swap the order of two sentence cards around.
5. Let the pairs Turn and Talk to discuss the sequence and if it is correct or not. Walk around and listen, offering help if they struggle with vocabulary or ideas. Encourage use of Home Language.
6. End with sentence cards in the correct order and read through this again.

Assessment Checklist (Observation)

- Can learners give the sequence of events correctly?
- Can learners use the key vocabulary?
- Can learners say when you have put the sequence out of order?

Activity 3



Phonics – Big Book 2 Story 2: Oops, my hat!

Practise beginning sounds, blending and segmenting simple words from the story, e.g. *h-a-t* and */h/-/a/-/t/ = hat* and *hat = /h/a/t/* using flashcards and the chalkboard.

Differentiation

Extension: Have learners find the picture on the Alphabet Chart, in the Core Reader, that starts with the target sound by placing their finger on the picture.

Support: Give learners two flashcards with the letters “h” and “t”, for example. They should hold up the correct letter when you say the word *hat*.

Assessment checklist (observation)

- Can learners correctly identify the beginning sounds of words?
- Can learners correctly blend sounds to make words?
- Can learners correctly segment words into sounds?

Activity 4



Writing – Big Book 2 Story 2: Oops, my hat!

1. Learners choose a favourite scene from the story.
2. Have them draw it.
3. Write the weather words on the board.
4. Help them write a one-word caption below the drawing, describing the weather. They can copy from the board.
5. Remind them how to hold the pencil, starting at the left-hand side below the drawing and keeping on the line.
6. Refer them to the Handwriting Chart if necessary.

Assessment Checklist (Observation)

- Can learners write on the line?
- Can learners choose the correct weather word to write below their drawing?
- Can learners shape the letters correctly when writing the weather words?

Play and Learn



1. Teach learners this action rhyme on weather. Let them mime the actions. Teach the vocabulary: *summer, autumn, winter, spring, warm, cold, bright, might, flowers, bloom*.

Weather

Summer days, warm and bright,

The sun shines with all its might. (*Pretend to feel the sun, hands up high*)

Autumn leaves, red and brown,

Watch them fall and spin around. (*Twirl like leaves gently falling down*)

Winter wind, cold and strong,

Wrap up warm, it won't last long. (*Hug yourself, shiver along*)

Springtime rain, soft and light,

Flowers bloom, what a sight! (*Pretend to sprinkle rain, and then show a flower*)

2. Do this rhyme throughout the theme on weather.
3. Vary the activity by letting learners respond, row by row or group by group.