

CAPS

maskew miller  
learning 



GRADE

3

TEACHER'S  
GUIDE

# Platinum

English Home Language

B. Pitt • D. Djan • G. Nkosi • S. Mahomed

## Platinum English Home Language Grade 3 Teacher's Guide

Maskew Miller Learning  
10 Freedom Way, Milnerton, Cape Town, 7441

© Maskew Miller Learning (Pty) Ltd 2025

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means (electronic, mechanical, photocopying, recording or otherwise) without the prior written permission of the copyright holder.

To request permission to reproduce or adapt any part of this publication, please contact the Rights and Permissions team on 021 532 6000 or email [rightsgranting@mml.co.za](mailto:rightsgranting@mml.co.za).  
To report copyright infringement, please email [copyright@mml.co.za](mailto:copyright@mml.co.za).

ISBN 978-1-779-83269-6  
ePDF ISBN 978-1-834-98987-7

Publisher: Melany Porter  
Managing Editors: Amy Wilkes and Natasha Jacobs  
Edited by Rachel Bey-Miller and Clarice Smuts  
Proofread by Jenny Mansfield and Lisa Pillay  
Cover design by MML Visual Design  
Cover artwork by MML Visual Design  
Book design by MML Visual Design  
Artwork by MML Visual Design  
Typeset by Straive  
Printed by

### **Acknowledgements**

The authors and publisher thank the following for the use of images:  
pv, pvi, pxviii, © Maskew Miller Learning

# Contents

<b>Dear Teacher</b> .....	<b>v</b>
<b>Introduction</b> .....	<b>vi</b>
Diversity, equity and inclusion .....	vi
Differently abled learners .....	xi
Effective lesson management .....	xii
Pedagogical approach .....	xii
Teacher wellness .....	xiii
Using creative and sensory practices in learning .....	xiii
Alternative environments .....	xiii
Classroom management .....	xiv
Multi-grade class management .....	xiv
Supporting various learning styles .....	xiv
<b>English Home Language in the Foundation Phase: Grade 3</b> .....	<b>xv</b>
Overview and teaching times .....	xv
Language development in the Foundation Phase .....	xvi
The importance of language across subjects .....	xviii
Resources for language development .....	xviii
Approaches to teaching reading .....	xx
Implementing language development and phonics activities in the Foundation Phase .....	xxiv
Differentiation activities .....	xxv
<b>Assessment in the Foundation Phase</b> .....	<b>xxvii</b>
Types of assessment .....	xxvii
CAPS guidelines .....	xxix
How to use the rubrics .....	xxx
Early Grade Reading Assessment [EGRA] .....	xxxii
National reading benchmarks and EGRA .....	xxxii
<b>Teaching Guidelines</b> .....	<b>1</b>
Term 1 .....	1
Week 1: All about me .....	5
Week 2: My friends .....	14
Week 3: My friends .....	22
Week 4: My life .....	29
Week 5: My life .....	37
Week 6: Good choices .....	44
Week 7: Good choices .....	52
Week 8: The world around me .....	59
Week 9: The world around me .....	68
Week 10: Revision .....	76
Worksheets 1–5 .....	83

Term 2 . . . . .	91
Week 1: Save the planet . . . . .	94
Week 2: Save the planet . . . . .	102
Week 3: Animal antics . . . . .	110
Week 4: Animal antics . . . . .	118
Week 5: Amazing nature . . . . .	126
Week 6: Amazing nature . . . . .	134
Week 7: Heroes. . . . .	141
Week 8: Heroes . . . . .	150
Week 9: Then and now . . . . .	159
Week 10: Then and now . . . . .	169
Worksheets 6–12. . . . .	177
 Term 3 . . . . .	 185
Week 1: Festive fun . . . . .	188
Week 2: Festive fun . . . . .	194
Week 3: Wonders of our world . . . . .	201
Week 4: Wonders of our world . . . . .	207
Week 5: Let's talk . . . . .	214
Week 6: Let's talk . . . . .	221
Week 7: Animal talk . . . . .	228
Week 8: Animal talk . . . . .	234
Week 9: Music, art and dance . . . . .	241
Week 10: Music, art and dance . . . . .	248
Worksheets 13–17 . . . . .	255
 Term 4 . . . . .	 260
Week 1: Technology . . . . .	263
Week 2: Technology . . . . .	270
Week 3: Dreams and goals . . . . .	278
Week 4: Dreams and goals . . . . .	287
Week 5: Bright ideas. . . . .	296
Week 6: Bright ideas. . . . .	304
Week 7: Imagine. . . . .	311
Week 8: Imagine. . . . .	320
Week 9: Time and space . . . . .	329
Week 10: Time and space. . . . .	337
Worksheets 18–22. . . . .	347

# Dear Teacher

As you step into your classroom each 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 incredible power to inspire, guide and nurture the future leaders, innovators and changemakers of our nation. 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.



We understand that it's not always easy. The challenges of teaching, especially in under-resourced areas, can sometimes feel 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 here to support you. Designed with CAPS objectives in mind, they focus on inclusivity and on creating a learning environment where every child can see themselves 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 help you stay motivated and healthy because we know that, when you feel good, your classroom thrives. Your happiness influences not just your teaching but also the relationships you build with your learners, who look to you for hope and inspiration.

As South Africa continues to progress with the Basic Education Law Amendments 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. Understanding both CAPS and BELA ensures 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 notice. As you teach, know that you are not just guiding your learners; you are shaping the future of our communities, our country and the world.

Thank you for everything you do!

# Introduction

Welcome to this Platinum Teacher's Guide for English Home Language in the Foundation Phase.

This Guide is designed to support educators in nurturing young learners as they embark on their journey to mastering English. In it, you will find a comprehensive collection of strategies, lesson plans, and resources tailored to the needs of early childhood education.

Our aim is to provide you with practical tools and engaging activities that will not only enhance language acquisition but also foster a love for learning in your learners.

The Teacher's Guide provides a comprehensive overview and lesson plans for each week. It will help you to prepare for each day. This will help to create a dynamic and supportive classroom environment, where every child can thrive in their language development.

## Diversity, equity and inclusion

Think about your own classroom. Picture the learners sitting in front of you, each with their own story, experiences and challenges. Your classroom is filled with this kind of diversity, not just in background, but also in needs and abilities. Our country continues to face deep inequalities, whether economic, racial or social, and these challenges often appear in your classroom. Yet it is here, in the heart of the classroom, that change happens. As a teacher, you play a vital role in ensuring each child can succeed, no matter where they come from or what obstacles they face.



CAPS places inclusivity and diversity at its core. It is not just about teaching the curriculum, but about recognising the unique potential in each learner and helping them succeed. 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.

Our teaching resources are designed to support you in this task. They reflect the local context, showing learners a world that they recognise. These materials consider the range of experiences and abilities in your classroom, giving you the tools to be inclusive and support every learner, regardless of their background.

By using these resources, you are not just teaching the subject matter; you are meeting your learners where they are, recognising their struggles, and helping them overcome the barriers they face. In doing so, you are shaping a brighter future for every child, for your community and for South Africa.

## Types of diversity

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

Table 1: Types of diversity

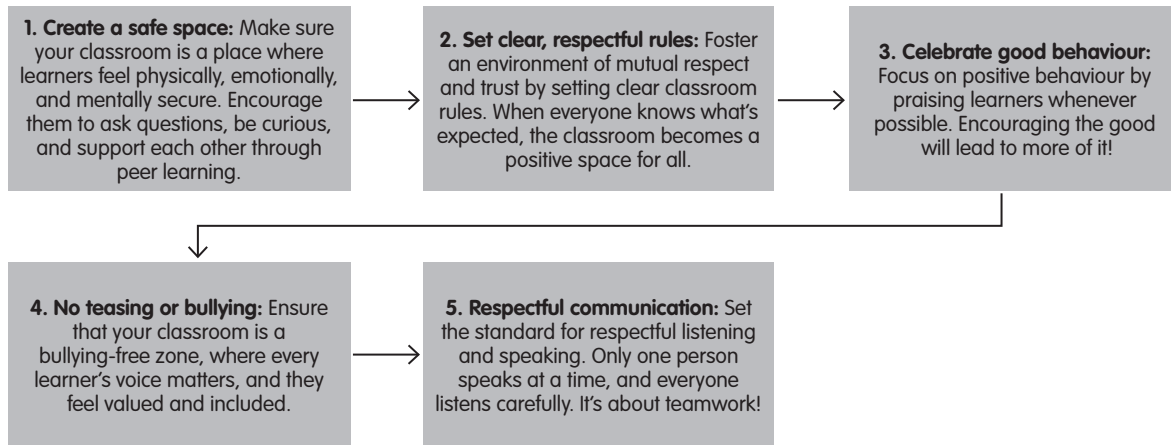
Diversity category	Definition	Coverage in the Learning and Teaching Support Materials (LTSM)
<b>1. Cultural and ethnic diversity</b>	This refers to representing various cultural and ethnic backgrounds, ensuring learners are exposed to different perspectives and traditions.	We have included characters, authors and historical figures from diverse cultural backgrounds. Stories and examples incorporate a range of traditions and customs. This helps learners appreciate cultural richness and discourages stereotypes, by offering balanced views on historical and contemporary issues.
<b>2. Gender diversity</b>	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 text, illustrations and examples, 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, robotics and arts, promoting gender equality.
<b>3. Socio-economic diversity</b>	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 like access to education, healthcare and resources. This allows learners to engage with real-life examples and discussions that reflect diverse economic situations, making the content relatable to all.
<b>4. Linguistic diversity</b>	Linguistic diversity means including multiple languages and respecting the various dialects spoken by different communities.	You will find content that encourages learners to respect different dialects. We've also included examples that highlight the importance of translation and interpretation, especially in a global village, preparing learners to be more inclusive in their communication.
<b>5. Disability and accessibility</b>	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.

<p><b>6. Sexual orientation and LGBTQ+ inclusion</b></p>	<p>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.</p>	<p>LGBTQ+ family structures are represented in 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, helping learners understand and respect diversity in sexual orientation.</p>
<p><b>7. Religious and spiritual diversity</b></p>	<p>This involves representing a variety of religious beliefs and promoting respect for different spiritual practices.</p>	<p>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.</p>
<p><b>8. Age diversity</b></p>	<p>Age diversity involves including people from different age groups and discussing issues related to aging.</p>	<p>In the books, you'll find characters and examples ranging from young children to the elderly. We've highlighted the importance of intergenerational relationships, as well as discussed age-related topics like retirement and ageism. This helps learners understand the value of every age group in society.</p>
<p><b>9. Geographic diversity</b></p>	<p>Geographic diversity represents people and issues from various regions and environments, both global and local.</p>	<p>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.</p>
<p><b>10. Cognitive and learning diversity</b></p>	<p>This refers to addressing different learning styles, abilities and cognitive differences, such as neurodiversity.</p>	<p>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.</p>

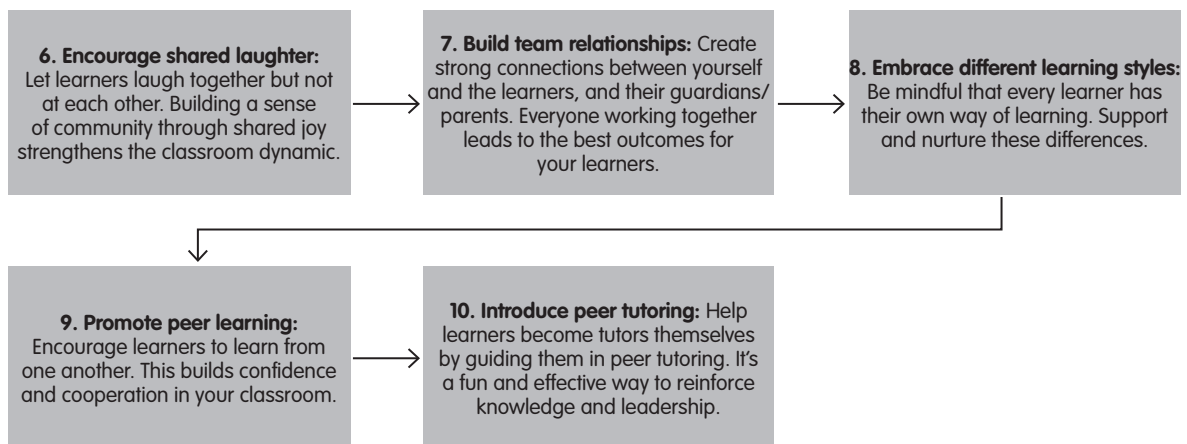
## Creating an inclusive and diverse classroom

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



### Celebrate 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, languages, identities, cultures, religion, gender, sexual orientation (including LGBTQ+), ages and cognitive abilities. 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 abilities, 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 help every learner feel seen, valued, and part of the larger global community.

### Be mindful of bias and privilege

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 al-Fitr. 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 realised that 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.

Ms Adams 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.

### 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 learners 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.

## 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 1 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 Creative Arts 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 children her age.

After several meetings with her teachers, Leah was referred for an evaluation. It was during this process that Leah and her family learnt 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.

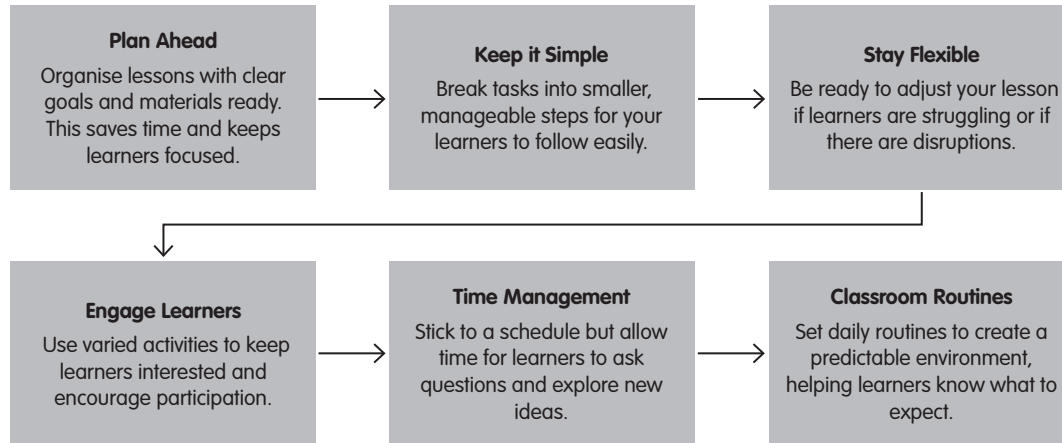
With this newfound understanding, Leah’s teacher and guardian worked together to create a more supportive environment for her. In the classroom, her teacher used visual schedules to help her manage changes in routine and provided a quiet space where she could go when she felt overwhelmed. Leah was also 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 learnt 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 recognising the signs of a learning disorder early, allowing for the right interventions to help learners like Leah overcome challenges and achieve their full potential.

## Effective lesson management

The diagram below summarises the steps of effective lesson management.



## 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 to notice the important parts of the idea. As teachers, we 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. **Focus 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.

## 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 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 your 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 by involving 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 cooperative classroom guidelines helps foster a respectful, inclusive learning community. Involving learners in setting behaviour and learning goals promotes ownership of the 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 is 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 allow 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. These are 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:** 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.

# English Home Language in the Foundation Phase: Grade 3

## Overview and teaching times

In the Foundation Phase, a minimum of seven hours and a maximum of eight hours per week are allocated for English Home Language.

The syllabus is divided into five sections: Listening and Speaking, Phonics, Reading, Writing and Handwriting.

The time allocations per week for each section are shown in the table below.

English Home Language	Grade 3
Listening and Speaking	4 × 15 mins
Phonics	5 × 15 mins
Reading	
Shared Reading	5 × 15 mins
Group Guided Reading	2 hours 30 mins (2 groups per day) 5 × a week
Independent/paired Reading	Daily
Writing	3 × 20 mins
Handwriting	4 × 15 mins

This Platinum Teacher's Guide suggests that you follow the same learning programme every week. This will help you plan your week more easily. Once the learners know the routine, they can prepare for the next activity.

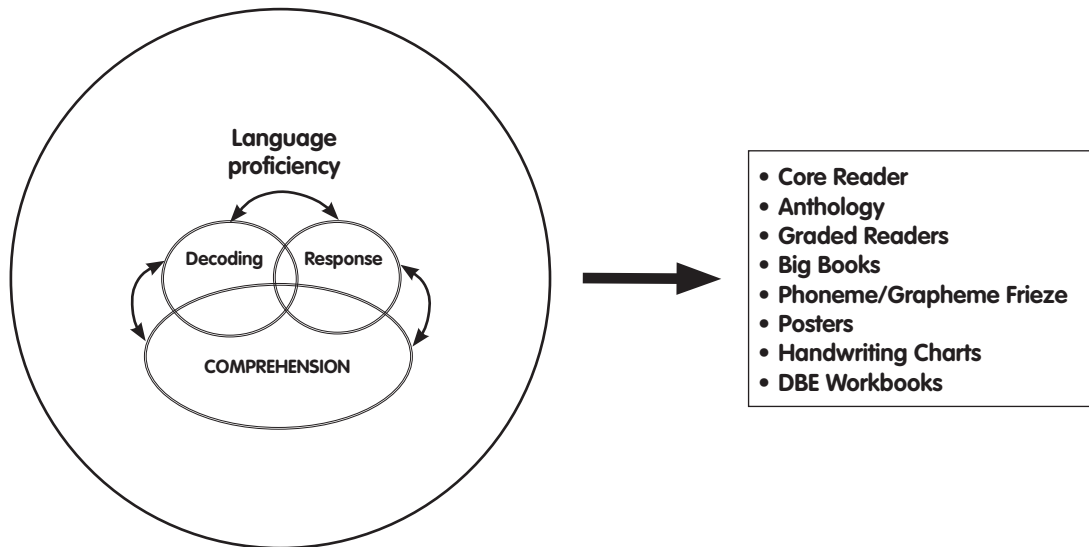
The suggested learning programme below allows for the maximum of eight hours per week of Home Language instruction.

L & S = Listening and Speaking      SR = Shared Reading      GGR = Group Guided Reading

Monday		Tuesday		Wednesday		Thursday		Friday	
L & S	15	L & S	15			L & S	15	L & S	15
Phonics	15	Phonics	15	Phonics	15	Phonics	15	Phonics	15
SR	15	SR	15	SR	15	SR	15	SR	15
GGR	30	GGR	30	GGR	30	GGR	30	GGR	30
		Handwriting	15	Handwriting	15	Handwriting	15	Handwriting	15
		Writing	20	Writing	20	Writing	20		
<b>Total: 8 hours per week</b>									

## Language development in the Foundation Phase

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 can be integrated to provide for proficiency in language development.



**Figure 1:** *The components of reading embedded in language*

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

### Decoding

Decoding is the ability to translate a word from print to speech by using prior knowledge of sound-symbol (letter) correspondences. Decoding is an integral part of learning to read. The Platinum series supports decoding with materials that can be used for shared and independent reading. (Also refer to the section, Approaches to teaching reading.)

### Comprehension and response

Foundation Phase learners should be encouraged in their language development by using activities that incorporate comprehension and invite responses. This helps to develop critical thinking and problem-solving skills as well as preparing learners for the challenges of reading more complex text. 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.

### Listening

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 series 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.

## Speaking

Speaking activities are given prominence in the Platinum series. 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 their coherence and clarity, and practise deferring to and negotiating with others. This will help them develop skills that empower them to operate effectively in the world of work later on. The phoneme/grapheme frieze and posters can be used as tools to initiate simple speaking activities.

## Reading

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

Alongside the ability to read, is the important skill of comprehension. As the educator, 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.



## Writing

Writing activities are provided to help the learners communicate ideas through summarising and retelling events or experiences, as well as promoting their narrative, creative, argumentative and expository skills. There exists a vast range of writing skills to be developed. 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 Platinum series. 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 to be emphasised 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.

## The importance of language across subjects

Meet Lily, a bright and curious Grade 1 learner who loves coming to school. However, despite her enthusiasm, she faces challenges in almost every subject. During language lessons, Lily often asks to go to the bathroom, afraid her teacher will call on her to read aloud to the class. In Mathematics, she struggles with word problems, finding them hard to follow. In Coding and Robotics, she can't keep up with the written instructions for activities, and in Life Skills, she misses important information because she can't read the text. It soon becomes clear to her teachers that the real issue isn't with the subjects themselves, but with Lily's difficulty in reading. She struggles to understand questions, follow instructions, and take in new information across all her subjects.

If you think about your own learners, you'll see that Lily is not alone. Many young learners in your class may also struggle to read. These learners, like Lily, face difficulties across various subjects, not because they lack interest or ability, but because they haven't yet developed the reading skills needed to fully engage with their work. This common challenge highlights the importance of prioritising reading development in the Foundation Phase, ensuring every learner gets the support they need to thrive.

## Resources for language development

The Platinum Teacher's Guide provides weekly teaching guidelines. Each week is structured as follows:

- **Content, concepts and skills:** The general learning objective for the week is presented as per the syllabus.
- **LTSM:** The 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.
- **Links to other subjects:** Ideas are given on how to link the week's language content to Mathematics, Life Skills and Coding and Robotics.
- **Teaching guidelines:** Step-by-step guidelines are provided per lesson, allowing for thorough preparation and smooth delivery of lessons.
- **Activities and answers:** Activities and answers are provided, along with ways in which the teacher can use the activities for informal assessment.
- **Worksheets:** Worksheets are included at the end of each term.
- **Support for learners with special needs:** Suggestions are made for both faster learners who need enrichment and those who need learning support.
- **Rubrics:** Rubrics are provided that can be used to assess the four main language skills.

The CAPS curriculum states that the following skills should be developed when teaching English HL: Listening and Speaking, Reading and Phonics, Writing and Handwriting.

The Platinum series incorporates all these skills into the programme, using the components: The Core Reader, the Anthology, the Graded Readers, the Big Books, the Phoneme/Grapheme frieze, the Posters and the Handwriting charts.

## Core Reader

The Core Reader integrates all the phonics learnt in the grade. It includes activities and exercises that build vocabulary and also provide opportunities for both writing practice and oral work. The Core Reader is decodable and is sequenced to progressively incorporate words that are consistent with the letters and corresponding phonemes being taught.

## Anthology

The Anthology consists of 20 stories, 5 per term. The aim of the Anthology is to create a love of reading and the written word. The stories include folk tales, fables, stories, non-fiction and poems. The contents are cross-cultural, helping learners to respect and understand diversity. The Anthology is designed to be read aloud by educators. It can be used for Shared Reading and Listening and Speaking activities.

## Graded Readers

The Graded Readers contain 40 graded stories (10 per term) that increase in complexity and length as the learners learn to read. The Graded Readers are divided into 5 levels, with 8 books per level. The readers start with simple stories that are appropriate for the beginning of the year. As the reading skills of the learners improve, so do the length and complexity of the stories.

The Graded Readers contain words that are frequently used. The Readers can be used for both Independent reading and Group guided reading.

## Big Books

A Big Book is a 'large format' reader. It has large print and attractive images. You can use these books for Shared reading activities.

Shared reading is critically important for the development of reading skills, as it allows a group of learners to experience many of the benefits of storybook reading. The teacher reads the book aloud so that all the learners can see and appreciate the print and pictures. The same story is read several times over a number of days. Throughout the process, the learners are actively involved in the reading, as the teacher pauses to ask questions and predictions of what will happen next. As they become familiar with the words and phrases, learners can be asked to read part of the story.

Repeated reading serves many purposes:

- Reading is for enjoyment.
- It builds comprehension.
- Language and vocabulary are developed.
- The reader might focus on decoding and word identification skills.

The Platinum series has eight Big Books per grade. These allow the teacher to demonstrate and/or teach certain text features in context, including print organisation from top to bottom and left to right, and teaching learners to interpret punctuation marks.

The Big Books are clearly laid out in order 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
- Comprehension skills, such as visualisation, inference, evaluation and making connections, etc.

## 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 to make connections between spoken and written language, and assists in reading and writing development. The frieze should be displayed prominently in the classroom for easy reference and frequent interaction. There are also 35 cards per grade.

## Posters

These are a useful resource for teachers. There are eight posters per grade that can be used:

- As a Listening and Speaking resource to support 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.

## 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 lowercase letters and numbers correctly.

## Flashcards

One hundred flashcards are provided, consisting of high-frequency words and new words that the learners will encounter in the other components. The purpose of these flashcards is to encourage reading with understanding. The flashcards also have dots and lines to assist the learner with segmenting and blending words.

## Other recommended resources

The **DBE Rainbow Workbooks** can be effectively integrated with all the components above to enhance learning. The teacher can, for instance, use the workbooks as a follow-up activity after reading a reader to reinforce key vocabulary and concepts. By combining the Platinum components with the 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 various language skills.

## Approaches to teaching reading

Each of the approaches to teaching reading emphasises a particular aspect of the reading process. The three main approaches are:

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

All the approaches have the same goal: to develop independent readers who understand what they are reading, and use 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 phoneme/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. The approach gets its name from what learners do: look at a word (often written on a flashcard), listen to the teacher read it and 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, which contain only words that have already been learnt. The look-and-say approach is often used as part of a reading programme to increase the learners' sight word 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. This 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.

Asking comprehension questions tests whether learners have made sense of what they have heard and read.

### Types of reading activities

Reading activities consist of five strategies:

1. Awareness of environmental print
2. Shared reading
3. Group guided reading
4. Paired reading
5. Independent reading.

## 1. Awareness of environmental print

This involves encouraging learners to become aware of print around them. The phoneme/grapheme frieze and posters should be displayed and the learners should be encouraged to become aware of print around them, for example, advertisements, posters, signs and magazines.

## 2. Shared reading

Shared reading should be a whole-class activity, using the Anthology and Big Books alongside any other suitable material. Follow the instructions in the Big Books to encourage learners to engage with the stories and answer comprehension questions about the stories. Answering the comprehension questions can contribute to informal assessment.

There are many benefits of Shared reading, the most important of which are:

- Learners are exposed to the language used in books.
- Shared reading develops learners' English language skills and their vocabulary.
- Through 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, are always read from the left-hand page first, and from 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 needs to be used with the learners over two sessions so that they become familiar with the text.

### Session 1

1. Introduce the book to the learners.
2. Talk about the title and the picture on the front cover together.
3. Read the story to the learners.
4. While you read and after you have read the story, ask questions that encourage the learners to engage with the story 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?"

### Session 2

1. Reread the story.
2. As you do this, check the learners' understanding by asking simple questions. 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 learn to read.
4. Where possible, encourage the learners to join in reading parts of the story with you. Repeated passages are useful for this.

"(Teacher) Do we like ice cream?"

(Learners) Yes, we do!

(Teacher) Do we like tomato sauce?"

(Learners) Yes, we do!

(Teacher) Do we like ... (pause) tomato sauce ice cream?"

(Learners) No, we do not!"

### 3. Group guided reading

This is a small-group activity where you work with a small group, listening to them read aloud. 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.

#### Preparing for success

Divide the learners into groups at the beginning of the term.

- Seat the learners around you in a circle at a table or on the floor, mat or cushions.
- Make sure that each learner has a Reader or that 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 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 Workbooks. Check in advance and decide which activity to use from the DBE workbooks and have it prepared before the Group guided reading (GGR) class starts.

### 4. Paired reading

Learners work together, using the Graded Readers (reading the same story as in their Group guided reading session). They can also use flashcards.

#### Preparing for success

- 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.
- 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 have a copy of the same book.

### 5. Independent reading

Learners can use the Graded Readers or any other reading material for their enjoyment.

#### Preparing for success

- Create a reading corner, 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 for them to choose from.
- 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.
- Model a culture of reading for enjoyment and encourage learners to choose a book to read if they arrive early at school.

# Implementing language development and phonics activities in the Foundation Phase

## 1. Language development

An engaging activity like the game 'I spy', is excellent for developing language skills in the Foundation Phase. It helps learners to 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.

## 2. Letter symbol and number symbol recognition

To assess learners' ability to recognise letters, numbers and combinations, start with simple activities like letter or number hunts. For example, learners can 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 misspelt words.

The 'I spy' game can also be adapted for older learners, where they spell the full word and provide a definition or use it in a sentence.

## 3. Phonics exercises

Phonics activities help learners understand the relationship between letters and sounds. Practise sounding out letters and words using fun resources, like letter cut-outs, flashcards and posters. Phonics 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 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 whilst 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 '-oo' learners initially combine two '-o's, forming words like 'tool' and 'pool'. As they progress, they learn another way of forming the '-oo-' sound, namely, combining '-u' and '-e' to make words like 'blue' and 'clue'.

### Additional support

You can find plenty of ideas for language, spelling, writing and phonics activities online or through teacher peer groups. Those working in similar settings can offer insights into what resources are most effective and any common challenges learners might face.

## Differentiation activities

Differentiation activities provide support for learners who need help, and extra work for learners who are more capable. Apart from the differentiation activities provided each week in this Teacher's Guide, there are plenty of activities that are indicated for use in the DBE Rainbow Workbooks for English Home Language.

## Remedial work

Remedial work should be engaging, interactive and tailored to address specific areas where learners may need support. Here are some suggestions:

- **Phonics and word recognition:** Use the posters and frieze with common sight words and phonics patterns. Create a word wall in the classroom where learners can add new words they learn.
- **Sound games:** Play games that focus on letter sounds, such as 'I spy' 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 the learners retell them in their own words. This helps with comprehension and vocabulary usage.
- **Reading comprehension:** Use the group guided reading sessions to work in small groups and read the Graded Readers together. Ask questions about the text to check comprehension and encourage discussion.
- **Story sequencing:** Provide pictures or sentences from a story 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 a \_\_\_.'
- **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 where they can 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 where learners follow oral directions or listen to short stories and answer questions about them.
- **Command games:** Use games that involve following directions, such as 'Simon says', 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 where 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 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.

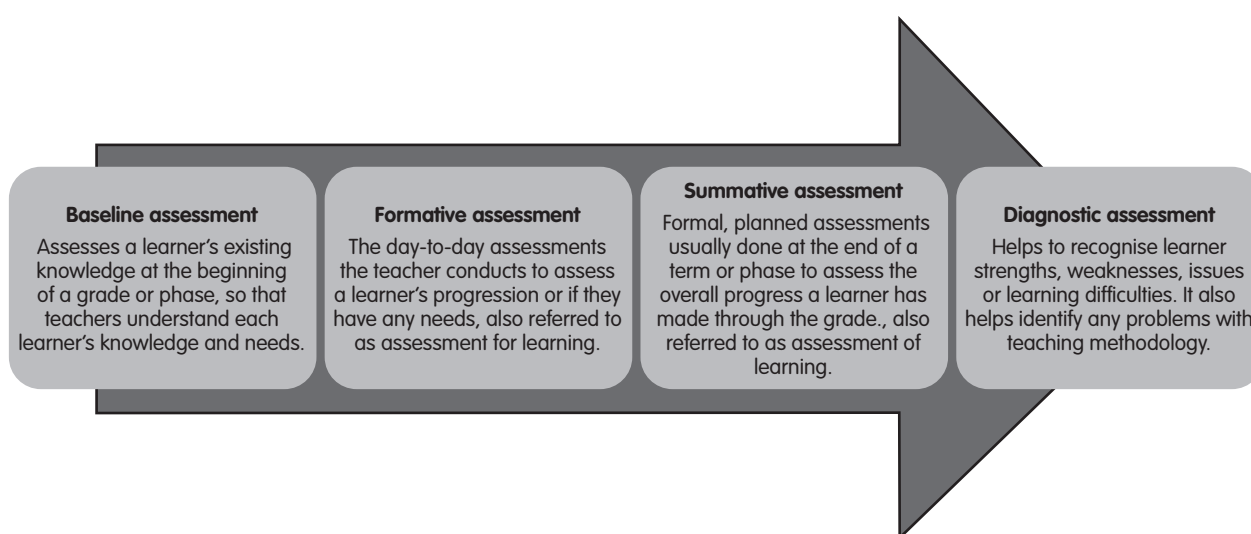
- **Word families:** Introduce word families (e.g., '-at' and '-an') and have learners create and write new words within each family.
- **Spelling puzzles:** Create crossword or word search puzzles that focus on more complex spelling patterns or vocabulary.
- **Themed vocabulary lists:** Introduce themed vocabulary related to topics of interest, e.g., animals, sports, seasons. Have learners use these words in sentences or short stories.
- **Vocabulary journals:** Encourage learners to keep a vocabulary journal, where they write new words and their meanings and then use the words in sentences.
- **Character and plot analysis:** After reading a story, discuss the main characters and plot. Ask learners to describe the 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.
- **Class Big Book creation:** Have learners work together to write and illustrate a class Big 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 the learner's progress.

# Assessment in the Foundation Phase

Assessment includes various methods to measure your 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 the ongoing monitoring of learner progress and teaching effectiveness. This enables you to evaluate your teaching methods and learner growth, helping you make informed, daily instructional decisions.

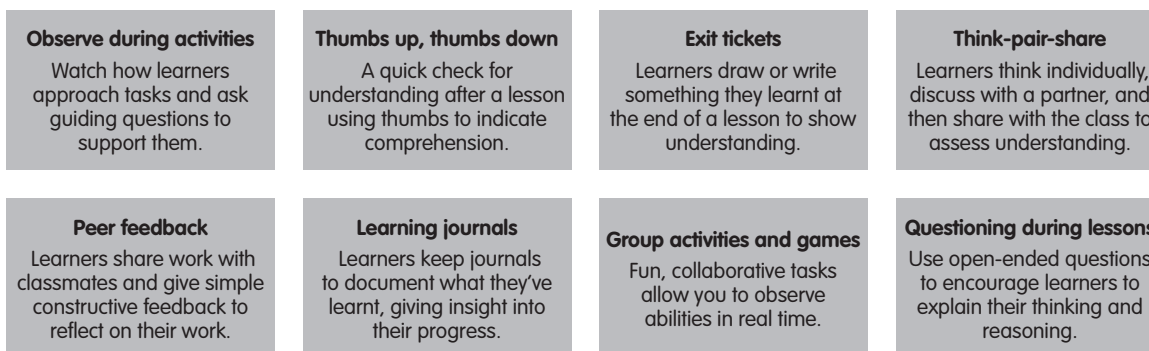
## Types of assessment

The DBE recognises four types of assessments for the Foundation Phase, documented in the National Curriculum Statement (NCS) Assessment Guidelines document.



## Assessment for learning

These assessments should be naturally integrated into your teaching process, where fun, engaging and supportive methods encourage active participation from learners. Assessment for learning helps identify where learners need more support and guides your instruction to meet their needs.



## Assessment as learning

This involves learners reflecting on their own progress, which encourages them to take responsibility for their own learning. Through this, they actively assess their own understanding, which promotes deeper learning and self-awareness.

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

## Assessment of learning

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

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

## CAPS guidelines

The NCS outlines Literacy, Numeracy and Life Skills as the three key areas that must be assessed for Foundation Phase learners. The Department of Basic 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.

One assessment task per term is required for language in the Foundation Phase. Each assessment activity should be made up of a number of parts, dealing with different aspects of language. Assessment activities can be aligned to work being completed in Numeracy and Life Skills.

The following rubric can be used for formal assessment in Reading and adapted as needed for other aspects of teaching English in Grade 3.

<b>1 = Not achieved</b>	<b>2 = Partially achieved</b>	<b>3 = Satisfactory achievement</b>	<b>4 = Excellent achievement</b>
Struggles to recognise basic sight words. Poor sound-symbol relationships.	Slow to recognise high-frequency words. Manages to decode and encode some words.	Knows high-frequency words. Uses phonics knowledge to identify unfamiliar words.	Can recognise words in context. Uses phonics skills effectively. Can recognise unfamiliar words beyond grade level.
Repetitions and reversals occur often.	Reads familiar words fluently but stops at unfamiliar words.	Tries to read fluently with few mistakes. Tries to read at an average speed, with very few repetitions and omissions (30–40 words per minute).	Reads familiar and unfamiliar texts fluently. Reads at a rate of 50–60 words per minute.
Very soft volume, lacks confidence.	Audible. Reads simple, familiar short texts fluently.	Conscious of voice modulation, tries to be expressive and uses appropriate gestures.	An expressive reader. Varies voice and tone. Uses gestures, body language appropriately. Arouses the listener's attention.
Makes meaning from visual cues, e.g., illustrations.	Makes meaning from visual cues and simple print text. Can make predictions from the title and cover.	Can recall the main ideas of the story. Able to sequence events in the story.	Understands text very well. Discusses plot, setting and characters. Expresses own views and opinions.

## How to use the rubrics

The rubrics serve as a structured tool to continuously assess and support learners' literacy development in the Foundation Phase, ensuring a comprehensive approach to their literacy growth.

- Regularly observe and document learners' language skills during language activities and assessments.
- Provide feedback, based on the rubric criteria, to help learners improve.
- Adjust the rubric criteria, based on the specific needs of your learners, as you progress through the syllabus.
- Share the rubric with learners and parents to clarify assessment expectations and goals.

### Generic rubrics

<b>Generic Rubric: Listening and Speaking</b>					
Name of learner: Grade: Term:	1 Needs support	2 Needs improvement	3 Satisfactory	4 Good	5 Excellent
Description of assessment activity	Unable to complete activity.	Completes activity but with difficulty.	Completes activity with some understanding and with reasonable attempt at fluency.	Completes activity with understanding and good attempt at fluency.	Completes activity correctly with excellent fluency and confidence.
<i>Add assessments as required</i>					

<b>Generic Rubric: Phonics</b>					
Name of learner: Grade: Term:	1 Needs support	2 Needs improvement	3 Satisfactory	4 Good	5 Excellent
Description of assessment activity	Unable to identify the majority of letter sounds and blends.	Struggles to identify or produce letter sounds and blends.	Identifies some letter sounds and blends with frequent errors.	Identifies most letter sounds and blends with minor errors.	Can accurately identify and produce all letter sounds and blends.
<i>Add assessments as required</i>					

<b>Generic Rubric: Reading and comprehension</b>					
Name of learner: Grade: Term:	1 Needs support	2 Needs improvement	3 Satisfactory	4 Good	5 Excellent
Description of assessment activity.	Unable to read text without help and has little understanding. Cannot answer questions.	Reads text with many errors that impact understanding. Struggles to answer questions and demonstrate understanding.	Reads text with several errors that occasionally affect understanding. Answers some questions with partial understanding or minimal inference.	Reads text with a few errors that do not impede understanding. Answers most questions correctly with some inferences.	Reads text with minimal errors. Accurately answers detailed questions about the text and can infer meaning.
<i>Add assessments as required</i>					

<b>Generic Rubric: Writing and handwriting</b>					
Name of learner: Grade: Term:	1 Needs support	2 Needs improvement	3 Satisfactory	4 Good	5 Excellent
Description of assessment activity.	Unable to trace and copy letters. Cannot complete simple sentences without help.	Able to write some letters and numbers correctly with help. Struggles to complete simple sentences.	Can write letters and numbers observing directionality. Can write simple sentences but with errors.	Can write letters and numbers paying attention to formation and direction. Can manage simple sentences without help.	Able to write letters and numbers neatly, accurately and correctly with good formation and penmanship. Can write several sentences to create a paragraph.
<i>Add assessments as required</i>					

## 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.
- The weekly plan is based on the CAPS maximum time for Home Language: 8 hours per week.

<b>Monday</b>		<b>Tuesday</b>		<b>Wednesday</b>		<b>Thursday</b>		<b>Friday</b>	
Listening and Speaking	15	Listening and Speaking	15			Listening and Speaking	15	Listening and Speaking	15
Phonics	15	Phonics	15	Phonics	15	Phonics	15	Phonics	15
Shared Reading	15	Shared Reading	15	Shared Reading	15	Shared Reading	15	Shared Reading	15
Group Reading	30	Group Reading	30	Group Reading	30	Group Reading	30	Group Reading	30
		Handwriting	15	Handwriting	15	Handwriting	15	Handwriting	15
		Writing	20	Writing	20	Writing	20		
<b>Total: 8 hours per week</b>									

## Early Grade Reading Assessment (EGRA)

The Early Grade Reading Assessment (EGRA) is a standardised assessment tool, designed to measure the reading competencies of learners in Grades 1 to 3. EGRA helps to identify areas that require support for improved reading proficiency.

The primary objectives of EGRA are to:

- Provide a reliable measure of skills that contribute to reading acquisition.
- Identify basic literacy skills that can be measured consistently to understand the reading process.
- Help teachers and schools identify areas where learners may need additional support to develop reading skills.

It is important to note that the point of EGRA is not to memorise the assessment tasks. The focus should be on proper instruction, not specifically coaching learners to do these assessment tasks.

### EGRA Toolkit

The DBE has developed an EGRA Toolkit for use by education professionals, practitioners and donors. This toolkit summarises a large body of research in an accessible manner, supporting the effective implementation of EGRA.

#### How is EGRA conducted?

EGRA assessments are conducted by teachers in a structured format, typically taking about 15 minutes per learner.

#### What you will need:

- The EGRA tool
- A stopwatch or minute timer
- The learner assessment booklet for recording each learner's performance

#### When will you assess the learner reading skills?

This is to establish a baseline and to monitor progression in reading over time:

1. Beginning of the year (end of first term or the beginning of second term) to establish their level of reading-baseline
2. Mid-year (end of second term or the beginning of third term) to assess if there has been improvement or deterioration.
3. End of the year to evaluate if learners have achieved the expected levels of fluency and comprehension for the grade.

## National reading benchmarks and EGRA

South Africa's national reading benchmarks set standardised milestones for learners in Grades 1 to 3. The ultimate goal is to ensure that learners can read for meaning by age ten. The benchmarks help educators monitor learners' progress, measure reading sub-skills and identify those who need early intervention.

### Benchmarks for Grade 3

Further details of milestones to be reached in English Home Language are provided on page 4 (Term 1), page 93 (Term 2), page 187 (Term 3) and page 262 (Term 4).

Note that for writing, milestones for Grade 3 include at least three written activities per week, and by the end of Term 4, two paragraphs of more than ten sentences with a title using correct punctuation, spelling and grammar.

# Teaching guidelines

## Term 1

<b>Themes</b>	All about me		Week 1
	My friends		Weeks 2 and 3
	My life		Weeks 4 and 5
	Good choices		Weeks 6 and 7
	The world around me		Weeks 8 and 9
	Revision		Week 10
<b>Language Skills</b>	<b>Content, concepts and skills</b>	<b>Weeks</b>	<b>Learning and Teaching Support Materials (LTSM)</b>
<b>Listening and Speaking</b>	<ul style="list-style-type: none"> <li>Talks about personal experiences. For example, tells news expressing feelings and opinions.</li> <li>Listens without interrupting, showing respect for the speaker and taking turns to speak.</li> <li>Uses appropriate language when speaking to friends and adults, recognising the way the class uses slang. For example, telling parents how the ball came to break the window and then telling friends about the same incident.</li> </ul>	Daily activities in all areas of Language and other subjects	
	<ul style="list-style-type: none"> <li>Listens to a complex sequence of instructions (at least four) and responds appropriately.</li> <li>Listens for the main idea and for detail in stories and answers higher-order questions. Example: "Do you think the title is the best one for this story? Why?"</li> <li>Asks questions for clarification and comments on what was heard. Example: "Did that really happen? Then what did you do?"</li> <li>Expresses feelings about a text and gives reasons. Example: "I really feel that the author could have given a happier ending to the story. The dolphin tried so hard to escape."</li> </ul>	1-5	Anthology: Stories 1-3 Poster 1 Big Book 1 Core Reader: Stories 1, 2 and 3 Graded Reader Level 1: Readers 1-5 Flashcards Handwriting charts
	<ul style="list-style-type: none"> <li>Participates in discussions, asking questions and showing sensitivity to the feelings of others.</li> <li>Answers questions and gives reasons for the answers, Example: "Yes, I think the title tells the reader what the story is about."</li> </ul>	6-10	Anthology: Stories 4 and 5 Poster 2 Big Book 2 Core Reader: Stories 4 and 5 Graded Reader Level 1: Readers 6-8; Level 2: Reader 1

<b>Phonics</b>	<ul style="list-style-type: none"> <li>• Revises the single sounds and the consonant and vowel digraphs taught in Grade 2. Discusses the role of letters of the alphabet in different words, drawing attention to the different sound the same letter or letters represent. Example: 'a' as in 'apple' and 'a' as in 'zebra'; 'g' as in 'gate' and 'g' as in 'giant'.</li> <li>• Simultaneously works on word building and aural recognition activities. Uses opportunities to revise the phonics being used in other language activities. Examples: shared reading and shared writing.</li> <li>• Use the phonics to inform the spelling programme for the year.</li> <li>• Identifies letter-sound and letter-name relationships of all single letters.</li> <li>• Recognises consonant digraphs (sh-, -sh, ch-, -ch, th-, -th and wh-) at the beginnings and ends of words (sh-irt, ch-irp, th-ink, wh-en, wi-sh, ri-ch, bo-th).</li> <li>• Recognises vowel digraphs taught in Grade 2, such as 'oo', 'ee', 'ea' 'ai', 'oa' and 'ay'.</li> <li>• Recognises that some sounds are represented by a number of different spelling choices (play, pain, plate, feet, read, key, boat, blow, note, tiger, like, sigh and fly).</li> <li>• Recognises the silent 'e' or split digraphs in words such as same, bite and note.</li> <li>• Recognises and uses rhyming words, such as blow, flow and glow.</li> <li>• Builds three-, four- and five-letter words using the consonant and vowel digraphs taught this term.</li> <li>• Sorts letters and words into alphabetical order.</li> <li>• Spells words correctly using phonic knowledge.</li> <li>• Learns to spell ten words a week taken from phonics lessons and sight words.</li> <li>• Writes three short sentences dictated by the teacher.</li> </ul>		Flashcards Frieze Core Reader
<b>Shared Reading</b>	<ul style="list-style-type: none"> <li>• Each session will have a learning focus from the following: concepts of print, text features, phonics, language patterns, word identification strategies and comprehension at a range of levels – literal, reorganisation, inferential, evaluation and appreciation questions.</li> <li>• Models the five-finger strategy where each finger represents a strategy the reader can use to systemically figure out how to read an unknown word and its meaning. Learners check by asking whether the word they solve sounds right, looks right and makes sense. Start teaching children this process when they encounter unknown words.</li> <li>• Uses visual clues to talk about a graphical text, for example, looks at a photograph and discusses what it is about, where it was taken and so on.</li> <li>• Reads enlarged texts, such as poems, big books, posters and electronic texts as a whole class with the teacher (shared reading).</li> </ul>	1-10	Big Book 1 Big Book 2

	<ul style="list-style-type: none"> <li>• Reads books as a whole with the teacher (shared reading) and describes the main idea and main characters.</li> <li>• Reads instructions in the classroom.</li> <li>• Reads different poems around a topic and discusses these (both in terms of form and meanings).</li> <li>• Answers higher-order questions before, during and after a shared text. Example: "What do you think will happen next? Why do you say this?"</li> <li>• Recognises inverted commas to show direct speech in written stories.</li> <li>• Recognises apostrophes showing both possession and contractions, such as Siphó's book, can't wait.</li> </ul>		
<b>Group Guided Reading</b>	<ul style="list-style-type: none"> <li>• Reads both silently and out loud from own book in a guided reading group with the teacher, that is, the whole group reads the same story on the instructional reading level of the group.</li> <li>• Uses phonics, contextual and structural analysis decoding skills when reading both silently and aloud.</li> <li>• Uses self-correcting strategies when reading: re-reading, pausing and practising a word before saying it aloud.</li> <li>• Monitors self when reading, for both word recognition and comprehension.</li> <li>• Shows an understanding of punctuation (full stops, question marks, exclamation marks, inverted commas) when reading aloud.</li> <li>• Builds a sight vocabulary.</li> </ul>	1-10	Graded Readers Level 1: Readers 1-8 Level 2: Reader 1
<b>Paired and Independent Reading</b>	<ul style="list-style-type: none"> <li>• Reads independently: picture books and simple story books.</li> <li>• Plays reading games and completes crosswords to reinforce reading and vocabulary skills, such as Snap and Memory.</li> </ul>	1-10	Graded Readers Level 1: Readers 1-8 Level 2: Reader 1 Core Reader Library books
<b>Handwriting</b>	<ul style="list-style-type: none"> <li>• Forms all lower and upper-case letters in joined script or cursive writing and begins to join various letters to form words in the selected joined script or cursive writing.</li> <li>• Copies and writes at least two letters of a joined script or cursive writing.</li> <li>• Uses handwriting tools effectively: pencil, eraser, ruler.</li> <li>• Copies and writes short words and short sentences in the joined script or cursive writing.</li> <li>• Spaces words correctly in lines.</li> <li>• Writes a sentence legibly and correctly in both print script, and in joined script or cursive writing.</li> </ul>	1-10	Handwriting chart

<b>Shared, Group and Independent Writing</b>	<ul style="list-style-type: none"> <li>• Draws pictures and writes sentences to show understanding of a story.</li> <li>• Writes instructions, for example to a friend.</li> <li>• Contributes ideas, words and sentences for a class story (shared writing).</li> <li>• Uses a picture to choose a topic to write about.</li> <li>• Talks to a partner to begin planning writing.</li> <li>• Asks questions to help define the writing task.</li> <li>• Writes at least one paragraph of eight sentences, such as own news, a creative story or a description of an incident/experiment.</li> <li>• Writes and illustrates sentences (six to eight sentences) on a topic to contribute to a book for the class library.</li> <li>• Writes words to form a sentence using capital letters, full stops, question marks, commas, exclamation marks and inverted commas.</li> <li>• Uses phonic knowledge and spelling rules to write unfamiliar words.</li> <li>• Uses present, past and future tenses correctly.</li> <li>• Uses subject-verb agreement correctly, such as, I want/ She wants.</li> <li>• Builds own word bank and personal dictionary using the initial letters of words, such as apple, book, cat and so on.</li> </ul>	1-10	Graded Readers Core Reader Big Books 1 and 2 Library books
--	--	------	---

## Reading norms for Grade 3 (Term 1)

Refer to page xxxii for more information about EGRA and South Africa’s national reading benchmarks.

Phonics	Know all the initial letter sounds and vowel and consonant blends, and most common digraphs
Sight words	Recognise at least <b>200 sight words</b>
Reading fluency	Read at least <b>100 words per minute</b>
Spelling	Spell <b>15 words per week</b> and dictation
Number of books to be read	Read at least <b>20 to 25</b> story books

# Week 1: All about me

Recommended Resources			
<ul style="list-style-type: none"> <li>• Poster 1: <i>My Body, My Feelings</i></li> <li>• Handwriting chart</li> <li>• Table or desk to display items for the theme</li> <li>• Alphabet frieze and flashcards</li> <li>• Anthology: <i>The Day I was Born</i>, Core Reader: <i>Feel It, name it, claim it!</i> Big Book 1 Story 1: <i>Explain my name</i>, Graded Reader Level 1, Reader 1: <i>Explain my name</i></li> <li>• Paper, felt-tipped pen</li> <li>• DBE Rainbow Workbook</li> </ul>			
High-frequency words	Phonic words	Vocabulary words	Flashcards
if, long, much, full, grow	think, showed, what, which, without, they, such, breath, painful, boy, head, how, about	unique, blurt, delight, explore, blissful, fearful	drought, name, explain

Skill	<b>Listening and Speaking</b> 4 x 15 = 60 minutes/4 lessons x 15 minutes
Teaching guidelines	<p><b>Lesson 1</b></p> <ul style="list-style-type: none"> <li>• Ask learners to talk in pairs about:               <ul style="list-style-type: none"> <li>○ Their favourite part of their recent December holidays.</li> <li>○ One thing they want to achieve or learn to do in their first term of Grade 3. This could be an academic and/or a personal goal.</li> </ul> </li> </ul> <p><b>Lesson 2</b></p> <ul style="list-style-type: none"> <li>• Look at Poster 1.</li> <li>• Mention different feelings (happy, sad, angry, surprised, excited, disappointed, nervous, irritated, annoyed, proud). As you mention them, encourage learners to use exaggerated facial expressions and body language to model each feeling.</li> </ul> <p><b>Lesson 3</b></p> <ul style="list-style-type: none"> <li>• Ask learners to work in pairs.</li> <li>• Learners must take turns to say sentences about their feelings to each other.</li> <li>• Learners expand their feelings vocabulary by verbally completing the sentences. They must use each of the feeling words used in the previous lesson (happy, sad angry). Example: I feel (insert emotion like happy, nervous, excited, irritated) when ...</li> </ul> <p><b>Lesson 4</b></p> <ul style="list-style-type: none"> <li>• Introduce the related flashcard word (drought) and sentence.</li> <li>• Read the Anthology story titled <i>The day I was born</i>.</li> <li>• Read through Activity 1 with the learners.</li> <li>• Learners complete Activity 1.</li> </ul>
Skill	<b>Phonics</b> 5 x 15 = 75 minutes/5 lessons x 15 minutes
Teaching guidelines	<p><b>Lesson 1</b></p> <ul style="list-style-type: none"> <li>• Revise Grade 2 phonics (single-letter sounds and consonant and vowel digraphs) using flashcards.</li> <li>• Ask learners to come up with more examples of words, for example, in the vowel digraphs ar, ay, star, bar, car, jar, pay, say, today, relay.</li> <li>• Ask learners to think of more examples of words that contain the consonant digraphs taught in Grade 2, for example -ch, ch digraphs such, much, bunch, lunch, chair, chat.</li> <li>• Write the words on the board as the learners participate in whole-class phonic awareness by telling you words.</li> </ul>

	<p><b>Lesson 2</b></p> <ul style="list-style-type: none"> <li>• Play the secret word game: Choose any objects or pictures of things in the classroom. Learners must use the first letter of each item or picture to decode the secret word. For example, if the items or pictures were a pencil, an eraser, an apple and a ruler, the learners create the word 'pear' using the first single letter of each object.</li> <li>• Learners can work in pairs to select objects or pictures and play the secret word game with each other.</li> </ul> <p><b>Lesson 3</b></p> <ul style="list-style-type: none"> <li>• Instruct learners to think of words containing the consonant digraph -ch, for example, lunch, touch, crutch and bunch.</li> <li>• Learners draw pictures of each word.</li> </ul> <p><b>Lesson 4</b></p> <ul style="list-style-type: none"> <li>• Read the Core Reader poem, <i>Feel It, name it, claim it!</i></li> <li>• Instruct learners to choose three to five words with vowel digraphs from the poem and draw a picture of each.</li> </ul> <p><b>Lesson 5</b></p> <ul style="list-style-type: none"> <li>• Revise vowel and consonant digraphs with the class, using examples.</li> <li>• There are 20 vowel digraphs and 14 consonant digraphs embedded in the poem. These are based on the phonics they learnt in Grade 2.</li> <li>• Activity 2: Challenge the learners to identify and write down as many vowel and consonant digraphs as they can find in the poem.</li> </ul>
<b>Skill</b>	<p><b>Shared Reading (S/R)</b> 5 x 15 = 75 minutes/5 lessons x 15 minutes</p>
<b>Teaching guidelines</b>	<p><b>Lesson 1</b></p> <ul style="list-style-type: none"> <li>• Page through Big Book 1 Story 1 <i>Explain my name</i>.</li> <li>• Ask learners to guess what the story is about by looking at the pictures.</li> <li>• Write down learners' predictions on chart paper and keep it to discuss again at the end of the week.</li> </ul> <p><b>Lesson 2</b></p> <ul style="list-style-type: none"> <li>• Introduce the related flashcard words (name. explain) and sentence.</li> <li>• Read Big Book 1 Story 1 <i>Explain my name</i> to learners.</li> <li>• Ask learners to discuss the answers to the following questions with a partner:       <ol style="list-style-type: none"> <li>1. Are names important? Why? [Yes. They help identify people and avoid confusion.]</li> <li>2. What does the writer mean in the first four lines of the poem? [Your name is really important. Your name gives information about who you are, where you come from and what you will become one day.]</li> <li>3. Do you agree with what the writer says about names in the first four lines of the poem? Why or why not? [Open-ended]</li> </ol> </li> </ul> <p><b>Lesson 3</b></p> <ul style="list-style-type: none"> <li>• Reread the Big Book 1, Story 1, <i>Explain my name</i>.</li> <li>• Ask learners to talk about the following in groups of 4 or 5:       <ol style="list-style-type: none"> <li>1. How do you think people choose names for their children? [After ancestors/grandparents or other family members/famous/important people/they may like the sound or meaning of the name/on advice from a priest or elder and so on.]</li> <li>2. What things do people need to consider when choosing a name for a baby? [Open-ended]</li> <li>3. Would you change your name if you could? Why, or why not? [Open-ended]</li> <li>4. Is there a story behind your name?           <ul style="list-style-type: none"> <li>○ Who gave you your name?</li> <li>○ Does your name have a meaning?</li> <li>○ Do you have a nickname?</li> </ul> </li> </ol> </li> </ul> <p>Learners complete Activity 3.</p>

	<p><b>Lesson 4</b></p> <ul style="list-style-type: none"> <li>Recap the main points of the story: Big Book 1, Story 1, <i>Explain my name</i>.</li> <li>Ask learners to discuss the answers to the following questions with a partner and then share their answers with the class: <ul style="list-style-type: none"> <li>Are names to be celebrated? [Open-ended]</li> <li>Do you think names really say something about someone's future? [Open-ended]</li> <li>Why would someone not like their name? [Examples: They may consider the name old-fashioned, may not like the sound of it and so on.]</li> </ul> </li> </ul> <p><b>Lesson 5</b></p> <ul style="list-style-type: none"> <li>Put learners into groups of 4 or 5.</li> <li>Each person in the group must recall one main point about names from the story.</li> <li>Ask learners to discuss the following questions in the group, and then share their answers with the class: <ul style="list-style-type: none"> <li>Can a name be connected to someone's personality?</li> <li>If you were to change your name, what would it be, and why?</li> <li>In your opinion, should a child be given more than one first name?</li> </ul> </li> <li>Learners can share their ideas with the class.</li> </ul>
<b>Skill</b>	<p><b>Group Guided Reading (GGR)</b></p> <p>The teacher works with two groups each day, spending 15 minutes with each group. Each group works with the teacher twice a week.  2 lessons x 15 minutes repeated for 5 groups  OR  2 lessons x 15 minutes repeated for 4 groups, with an extra lesson 3 to consolidate sight words</p>
<b>Teaching guidelines</b>	<p><b>Lesson 1</b></p> <ul style="list-style-type: none"> <li>Go through the week's high-frequency words.</li> <li>Read the Graded Reader Level 1 Story 1: <i>Explain my name</i>.</li> <li>Allow the learners to read aloud from their own book in a guided reading group with you. In other words, the whole group reads the same story.</li> </ul> <p><b>Lesson 2</b></p> <ul style="list-style-type: none"> <li>Go through phonic and vocabulary words with the learners.</li> <li>Allow learners to sound out phonic and vocabulary words that they struggle with.</li> <li>Tell learners to create a personal dictionary of spelling and vocabulary words. This could be an A5 book where they label each page with a letter of the alphabet.</li> <li>Ask learners to write this week's vocabulary words in their personal dictionaries.</li> </ul> <p><b>Lesson 3</b></p> <ul style="list-style-type: none"> <li>Read Graded Reader Level 1 Story 1: <i>Explain my name</i> again.</li> <li>Ask learners to take turns to read passages from the reader out loud.</li> <li>Post reading: Ask learners to talk with a partner about the different names they have encountered in the text, and their meanings.</li> <li>Learners can also discuss the meanings of other names that they know.</li> </ul>
<b>Skill</b>	<p><b>Paired and Independent Reading</b></p>
<b>Teaching guidelines</b>	<p><b>Lesson 1</b></p> <ul style="list-style-type: none"> <li>Write the following instructions on the board: <ul style="list-style-type: none"> <li>The daily routine with regard to lessons (content, time allocated to each subject and topic)</li> <li>What the learners will need, such as a workbook, a ruler and a felt-tipped pen.</li> <li>Who is responsible for different roles in the classroom. Examples: worksheet handouts, board erasers, assistant, messenger and so on. Adapt this to your classroom context.</li> </ul> </li> </ul>

	<p><b>Lesson 2</b></p> <ul style="list-style-type: none"> <li>• Read the story titled <i>Feel it, name it, claim it!</i> (Core Reader).</li> <li>• Ask post-reading questions: <ul style="list-style-type: none"> <li>○ Do you think it was wrong for Lloyd to express what he was feeling?</li> <li>○ What poor choices do you think Lloyd was making when he expressed his feelings?</li> <li>○ How can you make sure that you express your feelings in a way that is respectful and helpful?</li> </ul> </li> </ul> <p><b>Lesson 3</b></p> <ul style="list-style-type: none"> <li>• Learners reread the text independently in pairs.</li> <li>• Let the learners take turns to read one page of familiar text to a partner, who listens respectfully.</li> <li>• The partner then takes a turn to read while the first reader listens respectfully.</li> </ul>
<b>Skill</b>	<p><b>Handwriting</b></p> <p>4 lessons x 15 minutes = 60 minutes</p>
<b>Teaching guidelines</b>	<p><b>Lesson 1</b></p> <ul style="list-style-type: none"> <li>• Teacher models writing the letter ‘a’ multiple times onto writing lines in joined script, in upper and lower case, on the board.</li> <li>• Instruct learners to do the same, following the correct direction onto writing lines.</li> <li>• Teacher writes the following sentence on the board in joined script: Anathi saw the bat eating ants.</li> <li>• Encourage learners to try writing the sentence on their own at least four times.</li> </ul> <p><b>Lesson 2</b></p> <ul style="list-style-type: none"> <li>• Teacher models writing the letter ‘b’ multiple times onto writing lines in joined script, in upper and lower case, on the board.</li> <li>• Instruct learners to do the same, following the correct direction onto writing lines.</li> <li>• Teacher writes the following sentence on the board in joined script: Bonolo blows up the big balloon.</li> <li>• Encourage learners to try writing the above sentence on their own at least four times.</li> </ul> <p><b>Lesson 3</b></p> <ul style="list-style-type: none"> <li>• Teacher writes the following words in joined script, or cursive, on the board for learners to copy and write:</li> <li>• Anathi; saw; ants; cat; Bonolo; big; bun; bit.</li> </ul> <p><b>Lesson 4</b></p> <ul style="list-style-type: none"> <li>• Revise writing the letters a and b in joined script.</li> <li>• Remind learners to use their handwriting tools effectively: pencil, eraser, ruler.</li> </ul>
<b>Skill</b>	<p><b>Writing</b></p> <p>3 lessons x 20 minutes = 60 minutes</p>
<b>Teaching guidelines</b>	<p><b>Lesson 1</b></p> <ul style="list-style-type: none"> <li>• Activity 4: Learners write about their holiday news. They use this framework: <ul style="list-style-type: none"> <li>○ What did you do?</li> <li>○ What did you watch?</li> <li>○ Where did you go?</li> <li>○ Who were you with?</li> <li>○ What was the most enjoyable part of your holiday?</li> </ul> </li> <li>• Learners complete DBE Rainbow Workbook Vol 1 pages 4–5.</li> <li>• They can draw a picture at the end of their write-up.</li> <li>• Encourage learners to edit their writing – they can check spelling, punctuation and grammar.</li> <li>• Use a small jotter to create a personal dictionary for each learner. Write the alphabet at the top of each page to make a dictionary for each learner.</li> </ul>

	<p><b>Lesson 2</b></p> <ul style="list-style-type: none"> <li>Instruct learners to draw a sequence of 4 or more pictures with sentences or captions to show understanding of the story in the Core Reader: <i>Feel it, name it, claim it!</i></li> </ul> <p><b>Lesson 3</b></p> <ul style="list-style-type: none"> <li>Model writing about yourself and drawing a self-portrait.</li> <li>(Examples: full name; nickname; age; birthday; what you want to be in 20 years' time; your favourite: food, movie, series, place to visit, music, artist/band, colour.)</li> <li>Instruct learners to write about themselves using the same model and draw a self-portrait.</li> </ul>
--	--

<b>Continuous assessment</b>
<p><b>Listening and Speaking</b></p> <ul style="list-style-type: none"> <li>Listens without interrupting, showing respect for the speaker and taking turns to speak.</li> <li>Expresses feelings about a text and gives reasons, for example, "I really feel that the author could have given a happier ending to the story. The dolphin tried so hard to escape."</li> <li>Participates in discussions, asking questions and showing sensitivity to the feelings of others.</li> </ul>
<p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>Recognises that some sounds are represented by a number of different choices (play, pain, plate, feet, read, key, boat, blow, note, tiger, like, sigh, fly).</li> <li>Recognises and uses rhyming words, such as blow, flow and glow.</li> <li>Builds three-, four- and five-letter words using the consonant and vowel digraphs taught this term.</li> </ul>
<p><b>Shared Reading</b></p> <ul style="list-style-type: none"> <li>Reads enlarged texts, such as poems, big books, posters and electronic texts, as a whole class with the teacher.</li> <li>Reads instructions in the classroom.</li> </ul>
<p><b>Group Guided Reading</b></p> <ul style="list-style-type: none"> <li>Reads both silently and aloud from own book in a guided reading group with the teacher, that is, the whole group reads same story based on the instructional reading level of the group.</li> <li>Uses phonics, contextual and structural analysis decoding skills when reading.</li> <li>Shows an understanding of punctuation (full stops, question marks, exclamation marks, inverted commas) when reading aloud.</li> <li>Monitors self when reading, for both word recognition and comprehension.</li> </ul>
<p><b>Paired and Independent Reading</b></p> <ul style="list-style-type: none"> <li>Reads to a partner from prepared or known texts to develop fluency (Graded Reader).</li> </ul>
<p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>Uses handwriting tools effectively: pencil, eraser, ruler.</li> <li>Spaces words correctly in lines.</li> </ul>
<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Draws pictures and writes sentences to show understanding of a story.</li> <li>Writes instructions, for example to a friend.</li> <li>Contributes ideas, words and sentences for a class story (Shared Writing).</li> <li>Uses subject-verb agreement correctly, for example, I want/She wants.</li> <li>Builds own word bank and personal dictionary using initial sound of words, such as apple, book, cat, and so on.</li> </ul>

## Activity 1



### Listening and speaking

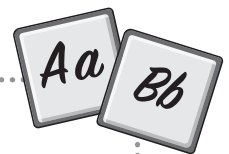
Follow this sequence of instructions correctly.

1. Write your name on the top left-hand corner of the page.
2. Write your surname on the top right-hand corner of the page.
3. Draw a cake in the centre of the page.
4. Write the day and month of your birthday above the picture of the cake.
5. Write your age in words below the picture of the cake.
6. Write the place (city, town or country) where you were born in the bottom centre of the page.

### Informal assessment

Your teacher will check that you follow the instructions correctly.

## Activity 2



### Phonics

Find these sounds in the poem called *Feel It, name it, claim it!*

ai, ay, ee, ea, oo, oa

-ch, ch-, -sh, sh-, wh-, -th, th-

### Suggested answers

#### Vowel digraphs:

always, say, painful, feelings, playing, seek, heart, head, instead, way, learn, need, deeply, cheerful, fearful, okay, mean, day, took, breath

#### Consonant digraphs:

Thing, that, showed, when, what, without, which, they, thinking, then, them, sch, mch, breath

### Informal assessment

Your teacher will check that you can identify the sounds in words.

## Activity 3



### Reading

Read the first four lines of the Graded Reader 1 Level 1 *Explain my name* poem again.

1. Do you agree with what the writer says about names? Why, or why not?
2. Is there a story behind your name?
3. Who gave you your name?
4. Does your name have a meaning?
5. Do you have a nickname?

### Suggested answers

1. Yes, because names are special as they are used to identify us our whole lives.
2. Yes, my name means blessed as my parents felt blessed to have me.
3. My granny gave me my name.
4. My name means peace.
5. My nickname is Beans.

### Vocabulary focus (Core Reader Story: *Feel it, name it, claim it!*)



What word on Page 1 means something unusual and special in some way?

The word blurt on Page 2 means to say something without thinking. Why do you think it is important to think before we speak?

### Informal assessment

Your teacher will check that you understand what you read.

## Activity 4



### Writing

- Write about your holiday news. Answer these questions:
  - What did you do?
  - What did you watch?
  - Where did you go?
  - Who were you with?
  - What was the most enjoyable part of your holiday?
- Draw a picture of the most enjoyable part of your holiday.

### Informal assessment

Your teacher will check that you can write about an event or news.

## Links to other subjects

**Life Skills:** Learners do a study on how certain cultures in Africa come up with names for their children or have traditions when naming their children. For example, in Ghana, there is a designated traditional name for a girl and boy for every day of the week. So if a child is born on:

**Monday:** Adwoa, Kwadwo (girl, boy)

**Tuesday:** Abena, Kwabena

**Wednesday:** Akua, Kwaku

**Thursday:** Yaa, Yaw

**Friday:** Afia, Kofi

**Saturday:** Ama, Kwame

**Sunday:** Akosua, Akwasi

**Mathematics:** Play a name letter number addition code game. Here is the code:

A = 8	B = 11	C = 32	D = 14
E = 40	F = 2	G = 49	H = 4
I = 22	J = 90	K = 6	L = 57
M = 34	N = 9	O = 16	P = 88
Q = 76	R = 8	S = 76	T = 5
U = 65	V = 44	W = 3	X = 124
Y = 37	Z = 432		

Work out what number your whole name is. Write down your name and surname. Look at the chart to see the number for each letter in your name. Then add up all the numbers to find out what the total number is.

For example, the name Sipho Njalo would be:

(SIPHO 76+22+88+4+16 = 206) (NJALO 9+90+8+57+16 = 180)

So the value of Sipho's name and surname is 206+180 = 386.



## Play and learn

### Differentiation activity

**Note:** This integrated activity can be used for continuous assessment.

An acrostic is a poem in which the first letter of each line spells out a word or message when you read it downwards.

### Example

#### SPRING

Sunny and bright days

Pretty flowers and plants

Riding my bike

Insects galore

New beginnings

Green grass grows

### Challenge

Write an acrostic poem using your first name. Think of words to describe yourself using the spelling of your name.

### Examples

THABISA	LUAN	ZIKHONA
Tall	Like a lion	Zesty and fun
Happy and joyful girl	Unique and kind	Indeed very smart
Always playing games	Always reading	Kind and caring
Beautiful	Needs ice-cream everyday!	Happy
Interesting		Optimistic
Strong		Never unfriendly
Appreciates life		A lot of energy

# Week 2: My friends

Recommended Resources			
<ul style="list-style-type: none"> <li>• Handwriting chart</li> <li>• Alphabet frieze and flashcards</li> <li>• Worksheet 1 (Baseline assessment)</li> <li>• Anthology Story 2: <i>Finding friends</i>, Core Reader Story 2: <i>Friend buffet</i>, Graded Reader Level 1 Story 2: <i>The rainbow of feelings</i></li> <li>• Paper, felt-tipped pen</li> <li>• DBE Rainbow Workbook</li> </ul>			
High-frequency words	Phonic words	Vocabulary words	Flashcards
if, long, much, full, grow	wash, she, shoe, flash, shoulder, sharing, shy, shade, pitched, cheering, reached, cheese, hear, food	happiness, curiosity, disbelief, worry, anxious	influencer, buffet, online

Skill	Listening and Speaking 4 x 15 = 60 minutes/4 lessons x 15 minutes
Teaching guidelines	<p><b>Lesson 1</b></p> <ul style="list-style-type: none"> <li>• Talk about good qualities.</li> <li>• Ask:               <ul style="list-style-type: none"> <li>○ What is the best or kindest thing you've done for a friend?</li> <li>○ What is the best or kindest thing a friend has done for you?</li> <li>○ In what ways can you be there for your friends when they need you?</li> </ul> </li> </ul> <p><b>Lesson 2</b></p> <ul style="list-style-type: none"> <li>• Read the Anthology story called <i>Finding friends</i> aloud to learners.</li> <li>• Ask these questions for Activity 1:               <ul style="list-style-type: none"> <li>○ Where did you find your friends?</li> <li>○ Do friends have to like the same things? Why, or why not?</li> </ul> </li> </ul> <p><b>Lesson 3</b></p> <ul style="list-style-type: none"> <li>• Introduce the related flashcard word (influencer) and sentence.</li> <li>• Read the Anthology story called <i>Finding friends</i> again.</li> <li>• Ask learners to answer the questions in Worksheet 1 as part of their baseline assessment.</li> </ul> <p><b>Lesson 4</b></p> <ul style="list-style-type: none"> <li>• Recap: Ask learners to briefly state what the story is about.               <ul style="list-style-type: none"> <li>○ Ask learners to imagine someone came to them for advice on how to make friends.</li> <li>○ Why do you think this person is struggling to make friends?</li> <li>○ What advice would you give to the person?</li> </ul> </li> <li>• Discuss this popular quote and ask learners what it means to them: <i>Some friends are for a season, others are for a reason and others are for a lifetime.</i></li> </ul>
Skill	Phonics 5 x 15 = 75 minutes/5 lessons x 15 minutes
Teaching guidelines	<p><b>Lesson 1</b></p> <ul style="list-style-type: none"> <li>• Revise Grade 2 phonics (single-letter sounds and consonant and vowel digraphs) using flashcards.</li> <li>• Write all single letters on the board.</li> <li>• Work with learners to help them identify their letter-sound and letter-name relationships.</li> </ul>

	<p><b>Lesson 2</b></p> <ul style="list-style-type: none"> <li>• Introduce learners to the <b>Break and make game</b>:       <ol style="list-style-type: none"> <li>1. Draw three columns on the board: Column 1 – Beginnings, Column 2 – Middles, Column 3 – Ends.</li> <li>2. Column 1 will have the single consonant sounds (cl, l, tr, s, ch), Column 2 will have the vowel digraph (e.g. ea), and Column 3 will have the single-letter endings (f, d, n, t, m).</li> </ol> </li> <li>• Show learners how to build words using the phonic sounds from each column. Examples: tread, lead, lean, cheat.</li> </ul> <p><b>Lesson 3</b></p> <ul style="list-style-type: none"> <li>• Play the <b>Break and make game</b> using s, l, n, c, b and t in Column 1, the vowel digraph oo in Column 2, and k, t and n in Column 3.</li> <li>• Write the words on the board so that the learners participate in whole class phonic awareness by telling you words, such as soon, book, look, noon and so on).</li> </ul> <p><b>Lesson 4</b></p> <ul style="list-style-type: none"> <li>• Divide the class into two groups to play the <b>Break and make game</b>.       <ul style="list-style-type: none"> <li>○ Group 1 uses various consonant digraphs as beginnings and endings, and the vowel digraphs oa and ai as the middles.</li> <li>○ Group 2 uses various consonant digraphs as beginnings and endings, and phonic sounds with the vowel digraphs ee and ay as the middles.</li> </ul> </li> </ul> <p><b>Lesson 5</b></p> <ul style="list-style-type: none"> <li>• For Activity 2, instruct the groups to draw pictures and label the words they have built.</li> </ul>
<b>Skill</b>	<p><b>Shared Reading (S/R)</b> 5 x 15 = 75 minutes/5 lessons x 15 minutes</p>
<b>Teaching guidelines</b>	<p><b>Lesson 1</b></p> <ul style="list-style-type: none"> <li>• Ask learners to close their eyes. They must imagine they were stuck on a deserted island without food or water.</li> <li>• While their eyes are closed, read this to the class: “When you were discovered three days later, your family were so happy that they threw a party for you with all sorts of yummy treats.</li> <li>• On the party table there was every kind of delicious food you could imagine: cakes with caramel, icing sugar and strawberries, pizza, ice cream, koeksisters, milk tart, samp and beans, malva pudding, vetkoek and so on.</li> <li>• Imagine you had two hours to eat everything you could. Imagine picking up the first thing, slowly putting it in your mouth and chewing. Your insides are suddenly full of energy as the food goes down to your empty stomach. You take another bite, and another, and another and smile in satisfaction as you swallow. Now open your eyes.”</li> <li>• Show learners the cover of the book <i>Friend buffet</i>.</li> <li>• Ask these pre-reading questions:       <ul style="list-style-type: none"> <li>○ What is a buffet?</li> <li>○ If you went to a buffet, which two things would you choose to eat? Which things would you choose not to eat?</li> </ul> </li> </ul> <p><b>Lesson 2</b></p> <ul style="list-style-type: none"> <li>• Introduce the related flashcard words (buffet, online) and sentences.</li> <li>• Read the story in the Core Reader called <i>Friend buffet</i>.</li> <li>• During the story ask learners how the use and choice of words in the story feed their imagination. For example, when Grandpa describes the type of food at the buffet, it can have a physical effect on the reader (cause your mouth to water). Discuss the power of print and the selection of words.</li> <li>• Ask learners this post-reading question: Was Grandpa right? Do you think choosing friends is like eating at a buffet?</li> </ul>

	<p><b>Lesson 3</b></p> <ul style="list-style-type: none"> <li>• Reread the story called <i>Friend buffet</i>.</li> <li>• Learners do Activity 3: <ul style="list-style-type: none"> <li>○ How do you choose your friends?</li> <li>○ What qualities do you look for in a good friend?</li> </ul> </li> </ul> <p><b>Lesson 4</b></p> <ul style="list-style-type: none"> <li>• Introduce vocabulary related to friendship: kind-hearted, fun-loving, generous, compassionate, trustworthy, honest, loyal, supportive.</li> <li>• Go over the definitions of each word, providing example sentences.</li> <li>• Remind learners what an adjective is. (An adjective describes a noun. A noun is a person, place or thing.)</li> <li>• Tell learners to think of adjectives to describe a good friend (kind, generous, caring) and adjectives to describe a bad friend (unkind, selfish, dishonest).</li> <li>• Write the words on the board so that learners can copy the words in their class workbooks.</li> <li>• Encourage learners to make use of the dictionary to find interesting adjectives.</li> <li>• Ask learners to make their own sentences together with a partner.</li> </ul> <p><b>Lesson 5</b></p> <ul style="list-style-type: none"> <li>• Ask learners if they can think of a time when a friend displayed the specific qualities mentioned in the vocabulary in Lesson 4.</li> <li>• You can share a specific example in your life to encourage the learners to also think of specific instances when these qualities were displayed.</li> <li>• Ask learners to discuss this question with a partner: ‘Why is friendship important in our lives?’ Learners can share their views with the class.</li> </ul>
<p><b>Skill</b></p>	<p><b>Group Guided Reading (GGR)</b></p> <p>The teacher works with two groups each day, spending 15 minutes with each group. Each group works with the teacher twice a week. 2 lessons x 15 minutes repeated for 5 groups OR 2 lessons x 15 minutes repeated for 4 groups, with an extra lesson 3 to consolidate sight words</p>
<p><b>Teaching guidelines</b></p>	<p><b>Lesson 1</b></p> <ul style="list-style-type: none"> <li>• Go through the week’s high-frequency words.</li> <li>• Read the Graded Reader Level 1 Book 2 <i>The rainbow of feelings</i>.</li> <li>• Allow the learners to read aloud from their own book in a guided reading group with you in which the whole group reads the same story.</li> <li>• Allow learners to sound out phonic words that they struggle with.</li> </ul> <p><b>Lesson 2</b></p> <ul style="list-style-type: none"> <li>• Again, read the story aloud with the learners in a guided reading group.</li> <li>• Help learners use phonics, context clues and sight words when reading.</li> <li>• Help learners monitor self when reading for both word recognition and comprehension.</li> </ul> <p><b>Lesson 3</b></p> <ul style="list-style-type: none"> <li>• Read the Core Reader <i>Friend buffet</i> story to the group, focusing on punctuation and correct pronunciation.</li> <li>• Learners can take turns reading passages out loud from the Core Reader, modelling your reading.</li> </ul>

Skill	Paired and Independent Reading
Teaching guidelines	<p><b>Lesson 1</b></p> <ul style="list-style-type: none"> <li>• Write the following instructions on the board: <ul style="list-style-type: none"> <li>○ The daily routine with regard to lessons (content, time allocated to each subject and topic)</li> <li>○ What the learners need, such as workbooks, ruler, felt-tipped pens</li> <li>○ Who is responsible for different roles in the classroom. Examples: worksheet handouts, board erasers, assistant, messenger and so on. Adapt this to your classroom context.</li> </ul> </li> <li>• Instruct learners to page through the Graded Reader <i>The rainbow of feelings</i> and talk about how the graphics give visual clues of what the story is about.</li> </ul> <p><b>Lesson 2</b></p> <ul style="list-style-type: none"> <li>• Instruct learners to reread the text (Graded Reader Level 1, Book 2 <i>The rainbow of feelings</i>) independently.</li> <li>• Ask learners to answer the following questions with a partner: <ul style="list-style-type: none"> <li>○ Do you have friends who you can share your feelings with?</li> <li>○ Do you think sharing your feelings is a strength or weakness?</li> <li>○ Are there good ways and bad ways of sharing your feelings?</li> </ul> </li> </ul> <p><b>Lesson 3</b></p> <ul style="list-style-type: none"> <li>• Place learners in pairs to reread the Graded Reader Level 1, Book 2 <i>The rainbow of feelings</i>.</li> <li>• Let the learners take turns to read one page of familiar text to a partner, who listens respectfully.</li> <li>• The partner then takes a turn to read while the first reader listens respectfully.</li> <li>• While this is happening, have each learner read a portion of the story to you as part of their independent reading baseline assessment.</li> </ul>
Skill	<p><b>Handwriting</b> 4 lessons x 15 minutes = 60 minutes</p>
Teaching guidelines	<p><b>Lesson 1</b></p> <ul style="list-style-type: none"> <li>• Teacher models writing the letter ‘c’ multiple times onto writing lines in joined script, in upper and lower case, on the board.</li> <li>• Instruct learners to do the same, following the correct direction onto writing lines.</li> <li>• Teacher writes the following words in joined script on the board: cat; Clint; cold; cloud.</li> <li>• Encourage them to try writing the words on their own at least four times.</li> </ul> <p><b>Lesson 2</b></p> <ul style="list-style-type: none"> <li>• Teacher models writing the letter ‘d’ multiple times in joined script, in upper and lower case, on the board onto writing lines.</li> <li>• Instruct learners to do the same, following the correct direction onto writing lines.</li> <li>• Teacher writes the following words in joined script on the board: Duma; drink; draw; door.</li> <li>• Encourage them to try writing the words on their own at least four times.</li> </ul> <p><b>Lesson 3</b></p> <ul style="list-style-type: none"> <li>• Teacher models writing the letter ‘e’ multiple times in joined script, in upper and lower case, on the board onto writing lines.</li> <li>• Instruct learners to do the same, following the correct direction onto writing lines.</li> <li>• Teacher writes the following words in joined script on the board: Esther; egg; eleven; east.</li> <li>• Encourage them to try writing the above words on their own at least four times.</li> </ul> <p><b>Lesson 4</b></p> <ul style="list-style-type: none"> <li>• Revise writing the letters c, d and e multiple times in joined script.</li> <li>• Write the following words for learners to copy: cat; Clint; cold; cloud; Duma; drink; draw; door; Esther; egg; eleven; east.</li> <li>• Instruct learners to rewrite these words at least three times.</li> </ul>

Skill	<b>Writing</b> 3 lessons x 20 minutes = 60 minutes
<b>Teaching guidelines</b>	<p><b>Lesson 1</b></p> <ul style="list-style-type: none"> <li>• Instruct learners to write their weekend news. They must sequence the events using words such as first, next and finally.</li> <li>• Learners can read their sentences to a partner.</li> </ul> <p><b>Lesson 2</b></p> <ul style="list-style-type: none"> <li>• Do Activity 4 in which learners write a letter to a friend:</li> <li>• Tell your friend why you like them as a friend, why they are special to you, and thank them for something they have done for you.</li> <li>• Model the writing by providing a structure:</li> </ul> <p>(Your address and date)            10 Bird Street            Durban            4001            3 January 20__</p> <p>Dear _____</p> <p>You have been my friend since _____ [Examples: this year, last year, Grade 1]            We became friends because _____ [Examples: we both like dogs, we play netball together, we are in the same class, we live near each other]            This is what makes you special:            You are _____ [three qualities, for example, kind, funny and joyful].            Thank you for _____ [Examples: giving me hugs when I need them, helping me with homework, playing with me, sharing with me, making me laugh].</p> <p>Your friend            _____ (Your name)</p> <ul style="list-style-type: none"> <li>• Learners complete DBE Rainbow Workbook Vol 1 page 19.</li> </ul> <p><b>Lesson 3</b></p> <ul style="list-style-type: none"> <li>• Give learners more time to complete their letters and draw a picture of their friend.</li> <li>• Ask learners to read and edit their letter carefully, checking grammar, spelling, punctuation and letter format.</li> </ul>

<b>Continuous assessment</b>
<p><b>Listening and Speaking</b></p> <ul style="list-style-type: none"> <li>• Listens without interrupting, showing respect for the speaker and taking turns to speak.</li> <li>• Expresses feelings about a text and gives reasons, for example, "I really feel that the author could have given a happier ending to the story. The dolphin tried so hard to escape."</li> <li>• Participates in discussions, asking questions and showing sensitivity to the feelings of others.</li> </ul>
<p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>• Recognises that some sounds are represented by a number of different choices (play, pain, plate, feet, read, key, boat, blow, note, tiger, like, sigh, fly).</li> <li>• Recognises and uses rhyming words, such as blow, flow and glow.</li> <li>• Builds three-, four- and five-letter words using the consonant and vowel digraphs taught this term.</li> </ul>

**Shared Reading**

- Reads enlarged texts, such as poems, big books, posters and electronic texts as a whole class with the teacher.
- Reads instructions in the classroom.

**Group Guided Reading**

- Reads both silently and aloud from own book in a guided reading group with the teacher. In other words, the whole group reads the same story based on the instructional reading level of the group.
- Uses phonics, contextual and structural analysis decoding skills when reading.
- Shows an understanding of punctuation (full stops, question marks, exclamation marks, inverted commas) when reading aloud.
- Monitors self when reading, for both word recognition and comprehension.

**Paired and Independent Reading**

- Reads to a partner from prepared or known texts to develop fluency (Graded Reader).

**Handwriting**

- Uses handwriting tools effectively: pencil, eraser, ruler.
- Spaces words correctly in lines.

**Writing**

- Draws pictures and writes sentences to show understanding of a story.
- Writes instructions, for instance to a friend.
- Contributes ideas, words and sentences for a class story (shared writing).
- Uses subject-verb agreement correctly, for example, I want/she wants.
- Builds own word bank and personal dictionary using initial sound of words such as apple, book, cat and so on.

**Activity 1****Listening and speaking**

1. Where did you find your friends?
2. Do friends have to like the same things? Why, or why not?

**Suggested answers**

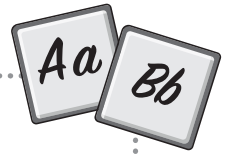
1. At school, at clubs for hobbies (for example, soccer, netball, crafts) and so on.
2. Personal opinion, for example, "Yes, so that you can play the same games together." or "No, everyone is different which adds value to a friendship."

**Informal assessment**

Your teacher will check that you can listen without interrupting, show respect for the speaker and take turns to speak.



## Activity 2



### Phonics

Build words using phonic sounds with the vowel digraphs ee and ay.

Beginnings	Middles	Ends
w	ee	k
d	ay	t
s		d
l		
str		
spr		

### Suggested answers

week, seek, leek

stray, spray, day, say, lay

### Informal assessment

Your teacher will check that you can build words with ee and ay sounds.

## Activity 3



### Reading

Read *Friend buffet* in your Core Reader again.

How do you choose your friends?

What qualities do you look for in a friend?

### Suggested answers

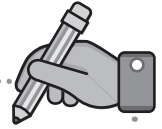
Answers will vary.

Qualities: be kind, generous, caring, stand up for me when people are mean to me, share, funny, fun.

### Informal assessment

Your teacher will check that you understood what you read.

## Activity 4



### Writing

Write a letter to one of your friends telling them why you like them as a friend, why they are special and thanking them for something they have done for you.

**Note:** The layout and content of the letter are given in Writing: Lesson 2.

### Informal assessment

Your teacher will check that you can write a letter.

## Links to other subjects

**Life Skills:** How to treat your friends: things to do and not to do.

**Mathematics:** Story sums, for example:

Sonto invited 213 friends to his 9th birthday party. 17 people did not attend. 84 were very late and missed the beginning of the party when Sonto's favourite band was playing. How many people attended the party from the beginning? ( $213 - 17 - 84 = 112$ ). 112 friends attended the party from the beginning.

## Play and learn



### Differentiation activity

"Choosing friends is like eating at a buffet."

Grandpa compared choosing friends to eating at a buffet. This is called a simile. A simile is when someone compares two things in an interesting way. You can use the words 'like' or 'as'.

Here are other examples:

Bongi was fast like a cheetah.

Christabel was hungry like a wolf.

The food was as cold as ice.

Her bag was as light as a feather.

Can you make up your own comparison or simile for the following sentence and give a reason why?

Going to school is like ...

# Week 3: My friends

Recommended resources			
<ul style="list-style-type: none"> <li>Alphabet frieze and flashcards</li> <li>Core Reader Story 2: <i>Friend buffet</i>, Worksheet 2 (baseline assessment) Big Book 1 Story 2: <i>A Special Day</i>, Graded Reader Level 1 Book 3: <i>Say sorry!</i></li> <li>Paper, felt-tipped pen, board</li> <li>DBE Rainbow Workbook</li> </ul>			
High-frequency words	Phonic words	Vocabulary words	Flashcards
about, got, six, kind	dream, food, eating, hear, cheese, chocolate, mouth, whipped, explain, year, when, with	apologise, laugh, perfume, around, pretend	decorate, spade

Skill	Listening and Speaking
	4 x 15 = 60 minutes/4 lessons x 15 minutes
Teaching guidelines	<p><b>Lesson 1</b></p> <ul style="list-style-type: none"> <li>Introduce the learners to a role-playing game called <i>Friendship dilemmas</i>. Explain that a dilemma is a problem. The role play will be in the form of a talk show in which you act as the host. You can use simple props like a wig, scarf, glasses, toy microphone and so on.</li> <li>Explain to the learners that they will be the audience of 'experts'. You will present two cases to the experts and they must discuss how they would resolve the issues.</li> <li>Case 1: Mandisa, Lelo and Kai are best friends. In the past two weeks, however, Mandisa feels that Lelo has been mean to her. She tells Kai that Lelo has been mean and rude and that she doesn't want to be Lelo's friend anymore. Mandisa tells Kai that she must also end the friendship with Lelo, but Kai does not want to. Kai knows that Lelo has been mean to Mandisa, but he does not want to end their friendship. He wants to support and keep both his best friends. What should Kai do?</li> <li>Discuss with the learners (experts) how they think Kai should resolve this friendship hurdle.</li> </ul> <p><b>Lesson 2</b></p> <ul style="list-style-type: none"> <li><i>Friendship dilemmas</i>: Case 2: Bandile has invited 24 people to his pizza party. He ordered enough pizzas so that everyone could share one pizza with another person. How many pizzas did he have to order? [Answer: 12]</li> <li>Dean arrived late to the party. He also brought his three younger cousins who were not invited to the party. There was not enough pizza to feed his younger cousins. Dean was upset with Bandile for not having enough pizza for his three cousins. He ignored Bandile in class the whole week. Should Bandile feel bad for not having enough and apologise to his friend Dean?</li> <li>Discuss with learners (experts) what they think Bandile should do.</li> </ul> <p><b>Lesson 3</b></p> <ul style="list-style-type: none"> <li>Activity 1: Learners work in pairs. Instruct each learner to think of a friendship dilemma they have faced. Encourage them to share it with their partner and how they were able to resolve the problem.</li> <li>If not able to solve the problem, learners should explain why.</li> </ul> <p><b>Lesson 4</b></p> <ul style="list-style-type: none"> <li>Ask learners to discuss the following questions with a partner:               <ul style="list-style-type: none"> <li>Who do you speak to when you have a disagreement with your friends?</li> <li>Is it a bad thing to disagree with friends?</li> <li>What are important things to remember when we have disagreements or arguments with friends? [Talk about it, ask for forgiveness, use kind words and actions and so on]</li> </ul> </li> <li>Learners can share their ideas with the class.</li> </ul>

<b>Skill</b>	<b>Phonics</b> 5 x 15 = 75 minutes/5 lessons x 15 minutes
<b>Teaching guidelines</b>	<p><b>Lesson 1</b></p> <ul style="list-style-type: none"> <li>• Read the Core Reader Story 2: <i>Friend buffet</i>.</li> <li>• Tell learners to recognise and identify all the consonant digraphs in the story [that, choosing, she, what, shouted, child, when, there, such, chocolate, cheese, with, should, mouth, thought, thing, why, those]</li> <li>• Write the words on the board as the learners participate in whole class phonic awareness by telling you words.</li> </ul> <p><b>Lesson 2</b></p> <ul style="list-style-type: none"> <li>• Instruct learners to draw pictures and label five of the consonant digraphs identified in Lesson 1.</li> <li>• Activity 2: Learners draw pictures and label three things with the ch sound in the Core Reader story called <i>Friend buffet</i>.</li> </ul> <p><b>Lesson 3</b></p> <ul style="list-style-type: none"> <li>• Tell learners to recognise and identify all the vowel digraphs in the story [always, say, eating, shout, deaf, hear, hard, again, year, treat, breakfast, food, dream, toast, pear, cream, mouth, head, explain, sort, mean, good, tease].</li> <li>• Write the words on the board as the learners participate in whole class phonic awareness by telling you words.</li> </ul> <p><b>Lesson 4</b></p> <ul style="list-style-type: none"> <li>• Draw pictures and label five of the vowel digraphs identified in Lesson 3.</li> </ul> <p><b>Lesson 5</b></p> <ul style="list-style-type: none"> <li>• Complete the Phonics section of Worksheet 2 as part of their baseline assessment.</li> </ul>
<b>Skill</b>	<b>Shared Reading (S/R)</b> 5 x 15 = 75 minutes/5 lessons x 15 minutes
<b>Teaching guidelines</b>	<p><b>Lesson 1</b></p> <ul style="list-style-type: none"> <li>• Page through Big Book 1 Story 2: <i>A special day</i> with the whole class.</li> <li>• Ask learners what they notice about the text features.</li> <li>• Read the story. Ask learners about the main character and the main idea.</li> </ul> <p><b>Lesson 2</b></p> <ul style="list-style-type: none"> <li>• Introduce the related flashcard words (decorate, spade) and sentences.</li> <li>• Read <i>A special day</i> using expression, and varying voice, speed and tone as a whole class with the learners.</li> <li>• Use book language, such as word, sentence, page, author and title.</li> </ul> <p><b>Lesson 3</b></p> <ul style="list-style-type: none"> <li>• Ask learners to join in reading <i>A special day</i> with you.</li> <li>• Instruct learners to answer the comprehension questions based on <i>A special day</i> in Worksheet 2 as part of their baseline assessment.</li> </ul> <p><b>Lesson 4</b></p> <ul style="list-style-type: none"> <li>• In the story called <i>A special day</i>, Daisy made a friend at the beach through working together to save the crabs from the seagulls.</li> <li>• Ask learners to say how they make friends and the story behind how those friendships started.</li> </ul> <p><b>Lesson 5</b></p> <ul style="list-style-type: none"> <li>• In the story called <i>A special day</i>, Daisy and the boy focused on doing one thing they were confident at doing to achieve their goal of saving the crabs. The boy shooed the seagulls away, while Daisy picked up the crabs and put them in a bucket.</li> <li>• Ask: <ul style="list-style-type: none"> <li>○ What sorts of things are you confident at doing when you and your friends want to do something?</li> <li>○ What qualities are your strongest in your friendships? Are you very kind, positive, optimistic, fearless, wise or something else?</li> </ul> </li> <li>• Encourage learners to listen respectfully to each other without interrupting.</li> </ul>

<b>Skill</b>	<p><b>Group Guided Reading (GGR)</b>  The teacher works with two groups each day, spending 15 minutes with each group. Each group works with the teacher twice a week.  2 lessons x 15 minutes repeated for 5 groups  OR  2 lessons x 15 minutes repeated for 4 groups, with an extra lesson 3 to consolidate sight words</p>
<b>Teaching guidelines</b>	<p><b>Lesson 1</b></p> <ul style="list-style-type: none"> <li>Go through the week's high-frequency words.</li> <li>Read the Graded Reader Level 1 Book 3: <i>Say sorry!</i></li> <li>Allow the learners to read aloud from their own book in a guided reading group with you. In other words, the whole group reads the same story.</li> <li>Allow learners to sound out phonic words that they struggle with.</li> </ul> <p><b>Lesson 2</b></p> <ul style="list-style-type: none"> <li>Read the story again aloud with the learners in a guided reading group.</li> <li>Help learners use phonics, context clues and sight words when reading.</li> <li>Help learners monitor self when reading for both word recognition and comprehension.</li> <li>Activity 3: Ask: <ul style="list-style-type: none"> <li>What do you think people mean when they say a joke is expensive?</li> <li>Is a joke a joke if the person you are targeting does not find it funny?</li> <li>What can you do when you make an expensive joke?</li> </ul> </li> </ul> <p><b>Lesson 3</b></p> <ul style="list-style-type: none"> <li>Ask learners to take turns reading passages from the story.</li> <li>Encourage learners to read in a way that shows their awareness of the punctuation used by the writer, for example pauses at full stops and commas and changes in tone when reading questions and exclamations.</li> </ul>
<b>Skill</b>	<p><b>Paired and Independent Reading</b></p>
<b>Teaching guidelines</b>	<p><b>Lesson 1</b></p> <ul style="list-style-type: none"> <li>Learners reread the Graded Reader Level 1 Book 3: <i>Say sorry!</i> independently.</li> <li>Instruct learners to take note of apostrophes showing contractions in the story. Examples: Let's, I'm, don't, can't, I'll, it's</li> <li>Ask learners to give examples of apostrophes used to show belonging, such as Elvis's book, Miss Goba's car and so on.</li> </ul> <p><b>Lesson 2</b></p> <ul style="list-style-type: none"> <li>Learners reread the Graded Reader Level 1 Book 3: <i>Say sorry!</i> in pairs.</li> <li>Let the learners take turns to read one page of familiar text to a partner, who listens respectfully.</li> <li>The partner then takes a turn to read while the first reader listens respectfully.</li> <li>Instruct the pairs to recognise inverted commas that show direct speech in the story. Example from the text: "Oh Elvis! You need to find a way to say sorry! And then find a way to be funny without being mean."</li> </ul>
<b>Skill</b>	<p><b>Handwriting</b>  4 lessons x 15 minutes = 60 minutes</p>
<b>Teaching guidelines</b>	<p><b>Lesson 1</b></p> <ul style="list-style-type: none"> <li>Model writing the letter 'f' multiple times in joined script, in upper and lower case, onto writing lines on the board.</li> <li>Instruct learners to do the same, following the correct direction onto writing lines.</li> <li>Write the following words in joined script on the board:  Fund; found; fat; fowl.</li> <li>Encourage them to try writing the words on their own at least four times.</li> </ul>

	<p><b>Lesson 2</b></p> <ul style="list-style-type: none"> <li>• Model writing the letter 'g' multiple times in joined script, in upper and lower case, onto writing lines on the board.</li> <li>• Instruct learners to do the same, following the correct direction onto writing lines.</li> <li>• Write the following words in joined script on the board: Gary; greet; gigantic; goat.</li> <li>• Encourage learners to write the words on their own at least four times.</li> </ul> <p><b>Lesson 3</b></p> <ul style="list-style-type: none"> <li>• Model writing the letter 'h' multiple times in joined script, in upper and lower case, onto writing lines on the board.</li> <li>• Instruct learners to do the same, following the correct direction onto writing lines.</li> <li>• Write the following words in joined script on the board: Hlomla; has; happy; hare.</li> <li>• Encourage learners to write the words on their own at least four times.</li> </ul> <p><b>Lesson 4</b></p> <ul style="list-style-type: none"> <li>• Revise writing the letters f, g and h in joined script.</li> <li>• Write the following words for learners to copy: Fundu; found; fat; fowl; Gary; greet; gigantic; goat; Hlomla; has; happy; hare.</li> <li>• Remind learners to use their handwriting tools effectively: pencil, eraser, ruler.</li> </ul>
<b>Skill</b>	<p><b>Writing</b></p> <p>3 lessons x 20 minutes = 60 minutes</p>
<b>Teaching guidelines</b>	<p><b>Lesson 1</b></p> <ul style="list-style-type: none"> <li>• Ask learners what or who makes them laugh. Write an example of a joke you find funny and why you find it so funny.</li> <li>• Remind them to be aware of their use of capital letters, full stops, question marks, commas, exclamation marks and inverted commas.</li> </ul> <p><b>Lesson 2</b></p> <ul style="list-style-type: none"> <li>• Activity 4: Tell learners to write about a time when they laughed so much. What happened? Where were they? Who was with them?</li> <li>• Remind them to be aware of their use of capital letters, full stops, question marks, commas, exclamation marks and inverted commas.</li> <li>• Learners complete DBE Rainbow Workbook Vol 1 page 21.</li> </ul> <p><b>Lesson 3</b></p> <ul style="list-style-type: none"> <li>• Instruct learners to write one paragraph of at least eight lines, using the framework outlined in the writing component of Worksheet 2, as part of their baseline assessment.</li> </ul>

<b>Continuous assessment</b>	
<b>Listening and Speaking</b>	
<ul style="list-style-type: none"> <li>• Listens without interrupting, showing respect for the speaker and taking turns to speak.</li> <li>• Expresses feelings about a text and gives reasons, such as, "I really feel that the author could have written a happier ending to the story. The dolphin tried so hard to escape."</li> <li>• Participates in discussions, asking questions and showing sensitivity to the feelings of others.</li> </ul>	
<b>Phonics</b>	
<ul style="list-style-type: none"> <li>• Recognises that some sounds are represented by a number of different choices (play, pain, plate, feet, read, key, boat, blow, note, tiger, like, sigh, fly)</li> <li>• Recognises and uses rhyming words, such as blow, flow and glow.</li> <li>• Builds three-, four- and five-letter words using the consonant and vowel digraphs taught this term.</li> </ul>	
<b>Shared Reading</b>	
<ul style="list-style-type: none"> <li>• Reads enlarged texts, such as poems, big books, posters and electronic texts, as a whole class with the teacher (shared reading).</li> <li>• Reads instructions in the classroom.</li> </ul>	

**Group Guided Reading**

- Reads both silently and aloud from own book in a guided reading group with the teacher, that is, the whole group reads same story based on the instructional reading level of the group.
- Uses phonics, contextual and structural analysis decoding skills when reading.
- Shows an understanding of punctuation (full stops, question marks, exclamation marks, inverted commas) when reading aloud.
- Monitors self when reading, for both word recognition and comprehension.

**Paired and Independent Reading**

- Reads to a partner from prepared or known texts to develop fluency (Graded Reader).

**Handwriting**

- Uses handwriting tools effectively: pencil, eraser, ruler.
- Spaces words correctly in lines.

**Writing**

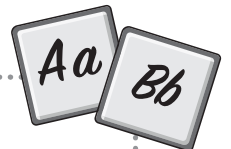
- Draws pictures and writes sentences to show understanding of a story.
- Writes instructions, to a friend for example.
- Contributes ideas, words and sentences for a class story (shared writing).
- Uses subject-verb agreement correctly, such as I want/She wants.
- Builds own word bank and personal dictionary using initial sound of words, such as apple, book, cat and so on.

**Activity 1****Listening and speaking**

In pairs, think of a friendship dilemma you have faced. If you feel brave and comfortable enough, share it with your partner and explain how or if you were able to resolve the problem.

**Informal assessment**

Your teacher will check that you can listen without interrupting, show respect for the speaker, take turns to speak and express your feelings.

**Activity 2****Phonics**

Draw pictures and label three things with the **ch** sound found in the Core Reader story called *Friend buffet*.

**Suggested answers**

chocolate muffins, cheese sticks, French toast

**Informal assessment**

Your teacher will check that you can find words with ch sounds.

### Activity 3



#### Reading

Read Graded Reader Level 1 Book 3: *Say sorry!* What do you think people mean when they say a joke is expensive? Is a joke a joke if the person you are targeting does not find it funny? What can you do when you make an expensive joke?

Your teacher will check that you understood what you read.

What did Elvis need to learn?

#### Suggested answers

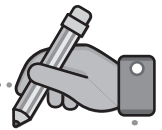
An expensive joke is one where the person whom the joke is made about does not find it funny but hurtful. It is not a joke if the targeted person does not find it funny. Apologise to the person.

Elvis needed to find a way to say sorry and then find a way to be funny without being mean.

#### Informal assessment

Your teacher will check that you understood what you read.

### Activity 4



#### Writing

Write about a time when you laughed so much.

- What happened?
- Where were you?
- Who was with you?

#### Informal assessment

Your teacher will check that you can write about something that happened.

## Links to other subjects

**Life Skills:** Discuss friendship and peer pressure.

**Mathematics:** Story sum:

- Thinus took part in a school rugby tournament. There were five matches.
- The score for each match was: 15 – 6, 18 – 11, 23 – 7, 9 – 11, and 8 – 38.
- How many goals were scored in total throughout the tournament? [148 goals were scored.]

## Play and learn



Instruct the learners to create a Friendship Recipe.

They will need to give measurements and provide adjectives in brackets of what qualities a friend should have.

Then they must write a short method using the ingredients to create the best friendship.

Structure it like a normal recipe with a list of ingredients followed by the method.

They must also draw a picture of the finished product.

### Example

#### *Friendship Recipe*

##### Ingredients

- 1 cup of strawberries (sweetness)
- 2 tablespoons of sprinkles (creativity and kindness)
- 1 litre of warm milk (care and comfort)
- 3 cups of wheat flour (humour)
- 1 tablespoon of vanilla extract (honesty)
- 2 eggs (loyalty)

##### Method

1. Beat the eggs and add the warm milk.
2. Add the wheat flour slowly and mix continuously.
3. Add the vanilla extract and the strawberries.
4. Bake for 25 minutes in a 180-degree preheated oven.
5. Once baked, leave to cool and add the sprinkles.

# Week 4: My life

Recommended resources			
<ul style="list-style-type: none"> <li>• Handwriting chart</li> <li>• Crayon or felt-tipped pen to write a heading on A3 paper for the display table: <i>My favourite things</i></li> <li>• Core Reader Story 3 <i>One thing to Mars</i>, Big Book 1 Story 3 <i>My favourite things</i>, Graded Reader Level 1 Book 4 <i>A special day</i>, Graded Reader Level 1 Book 5 <i>My favourite things</i></li> <li>• Three differently coloured pieces of cardboard to make cue cards for the Phonics puzzle game</li> <li>• Large piece of cardboard for collage activity in the Play and Learn section</li> <li>• Two blank pieces of paper: one for survey grid (Mathematics link) and the other for the Class Favourites journal/book that class will put together.</li> <li>• A felt-tipped pen, board to write on, paper</li> <li>• Flashcards</li> <li>• DBE Rainbow Workbook</li> </ul>			
High-frequency words	Phonic words	Vocabulary words	Flashcards
take, game, mind, stay, time, would, could kind	brain, stars, break, choose, year, dear, thing, play, without, book	challenge, favourite, unique, important, unicorn	object, favourite

Skill	Listening and Speaking 4 x 15 = 60 minutes/4 lessons x 15 minutes
Teaching guidelines	<p><b>Lesson 1</b></p> <ul style="list-style-type: none"> <li>• Ask learners what pretend games they like to play with their family and friends.</li> <li>• Explain what imagination means.</li> <li>• Ask learners what they think people use their imaginations for.</li> <li>• Instruct learners to bring any small object from home that says something about them or that is special to them. For example, a toy or gadget, a picture, an ornament, a ball.</li> <li>• They are to bring the object to school to present on Thursday (Lesson 3). Tell learners they will present a short talk on the importance of that object to them (Lesson 4).</li> </ul> <p><b>Lesson 2</b></p> <ul style="list-style-type: none"> <li>• Instruct learners to talk in pairs about the following:               <ul style="list-style-type: none"> <li>○ Think of something in your classroom that is very important, for example the board, the clock, and so on.</li> <li>○ Talk about the object and why it is important.</li> <li>○ Discuss what challenges the class will face without the object.</li> <li>○ What alternative objects they could use to replace the object.</li> </ul> </li> </ul> <p><b>Lesson 3</b></p> <ul style="list-style-type: none"> <li>• Introduce the related flashcard word (favourite) and sentence.</li> <li>• Read Core Reader Story 3 <i>One thing to Mars</i>.</li> <li>• Ask learners what one thing they would take if they were going to live on Mars for a year. Ask why they chose that object.</li> <li>• Ask learners: Bella thought that people are more important to her than things. What is more important to you? People or things? Why?</li> </ul> <p><b>Lesson 4</b></p> <ul style="list-style-type: none"> <li>• Activity 1: Tell learners to present their object to the class as a short oral presentation based on the instructions in Lesson 1.</li> <li>• Give them time to talk about what it says about them or why it is so special to them.</li> </ul>

<b>Skill</b>	<b>Phonics</b> 5 x 15 = 75 minutes/5 lessons x 15 minutes
<b>Teaching guidelines</b>	<p><b>Lesson 1</b></p> <ul style="list-style-type: none"> <li>• Explain that some sounds are represented by a number of different spelling choices.</li> <li>• Give examples: play, pain, plate, feet, read, key, boat, blow, note, tiger, like, sigh, fly.</li> <li>• Tell learners to find more examples in the Core Reader Story 3 <i>One thing to Mars</i>. These would include game and brain, break and take, choose and shoes.</li> <li>• Write the words on the board and model how each word is pronounced. The learners must repeat out loud as they hear you say each word. Do this so that learners participate in whole class phonic awareness by repeating your words.</li> </ul> <p><b>Lesson 2</b></p> <ul style="list-style-type: none"> <li>• Remind learners of what silent 'e' or split digraphs are.</li> <li>• Write a list of the following words on the board: slim, us, cod, not, tub</li> <li>• Ask learners what the words will become after adding the 'e'.</li> <li>• Pronounce the new words for them to repeat after you.</li> <li>• Discuss the difference in the meaning of the words once an e has been added.</li> <li>• Encourage learners to provide other examples of words that are transformed in sound and meaning by adding the 'e'. Examples: pin, kit, shin.</li> </ul> <p><b>Lesson 3</b></p> <ul style="list-style-type: none"> <li>• Ask learners to identify rhyming words in the Core Reader Story 3 <i>One thing to Mars</i>.</li> <li>• Write the words on the board as learners call them out.</li> <li>• Challenge learners to find at least one other word that rhymes with the pair of words. For example, in the story there are stars and Mars. A third rhyming word would be bars. Another one could be cars.</li> </ul> <p><b>Lesson 4</b></p> <ul style="list-style-type: none"> <li>• Activity 2: Play a Phonics puzzle game. <ul style="list-style-type: none"> <li>◦ Make cue cards containing the consonant digraphs sh-, -sh, ch-, -ch, th-, -th, wh-.</li> <li>◦ Have different coloured cue cards with the vowel digraphs oo, ee, ea, ai, oa and ay.</li> <li>◦ Use a third colour to write several single consonants and single vowels like w, k, a, e, t, m and so on.</li> <li>◦ Instruct learners to work in pairs and use the cue cards to build as many three-, four- and five-letter words that they can.</li> </ul> </li> </ul> <p><b>Lesson 5</b></p> <ul style="list-style-type: none"> <li>• Give learners the chance to learn and practise the spelling of ten words. (See high-frequency and phonics words in the table for this week.) Learners can say the words out loud to a partner, and then include them in their personal dictionaries.</li> </ul>
<b>Skill</b>	<b>Shared Reading (S/R)</b> 5 x 15 = 75 minutes/5 lessons x 15 minutes
<b>Teaching guidelines</b>	<p><b>Lesson 1</b></p> <ul style="list-style-type: none"> <li>• Introduce the related flashcard words (object) and sentence.</li> <li>• Read the Big Book 1 Reader 5 Poem: <i>My favourite things</i> as a whole class.</li> <li>• Use expression, varying voice, speed and tone when reading.</li> <li>• Get learners to describe the main characters and main idea.</li> <li>• Use book language, such as word, sentence, rhyme, page, author/poet and title.</li> </ul> <p><b>Lesson 2</b></p> <ul style="list-style-type: none"> <li>• Reread the <i>My favourite things</i> poem with the whole class.</li> <li>• Ask learners to join in reading it with you.</li> <li>• Point out the capital letters, question marks, exclamation marks and full stops while reading.</li> <li>• While reading, discuss what is happening on each page in the poem to develop vocabulary and comprehension.</li> </ul>

	<p><b>Lesson 3</b></p> <ul style="list-style-type: none"> <li>• Reread the poem with the class.</li> <li>• Ask learners higher-order questions relating to the poem: <ul style="list-style-type: none"> <li>○ Why do you think it is good for us to know what we like?</li> <li>○ Is it important to know what we DON'T like? Why? Why not?</li> </ul> </li> <li>• Ask learners what their favourite thing to do is and why.</li> <li>• Let learners complete Activity 3.</li> </ul> <p><b>Lesson 4</b></p> <ul style="list-style-type: none"> <li>• Ask individual learners to read the sections of the poem out aloud.</li> <li>• Discuss text features, such as stanzas and punctuation.</li> <li>• Discuss the language patterns, such as the rhyme.</li> </ul> <p><b>Lesson 5</b></p> <ul style="list-style-type: none"> <li>• Ask: <ul style="list-style-type: none"> <li>○ Is it important to know what our favourite things are? Why?</li> <li>○ Do all members in a family or group of friends have the same favourite things? Discuss your answer.</li> </ul> </li> <li>• Ask learners to discuss these questions with a partner.</li> </ul>
<b>Skill</b>	<p><b>Group Guided Reading (GGR)</b>  The teacher works with two groups each day, spending 15 minutes with each group. Each group works with the teacher twice a week.  2 lessons x 15 minutes repeated for 5 groups  OR  2 lessons x 15 minutes repeated for 4 groups, with an extra lesson 3 to consolidate sight words</p>
<b>Teaching guidelines</b>	<p><b>Lesson 1</b></p> <ul style="list-style-type: none"> <li>• Instruct learners to read Graded Reader Level 1 Book 4 <i>A special day</i> silently from their own book in a guided reading group.</li> <li>• Encourage them to use phonics, contextual and structural analysis decoding skills when reading silently.</li> </ul> <p><b>Lesson 2</b></p> <ul style="list-style-type: none"> <li>• Instruct learners to read Graded Reader Level 1 Book 4 <i>A special day</i> out loud from their own book in a guided reading group with you.</li> <li>• Encourage them to use phonics, contextual and structural analysis decoding skills when reading aloud.</li> <li>• Tell learners to use self-correcting strategies when reading: rereading, pausing and practising a word before saying it aloud. Tell them to also monitor themselves when reading, for both word recognition and comprehension.</li> </ul> <p><b>Informal assessment:</b></p> <ul style="list-style-type: none"> <li>• Listen to ascertain whether they have an understanding of punctuation (full stops, question marks, exclamation marks, inverted commas) when reading aloud.</li> </ul> <p><b>Lesson 3</b></p> <ul style="list-style-type: none"> <li>• Ask learners to take turns to read sections of the Graded Reader Level 1 Book 4 <i>A special day</i> story out loud.</li> <li>• Check if learners are able to show an awareness of the punctuation used while reading.</li> </ul>

Skill	Paired and Independent Reading
<b>Teaching guidelines</b>	<p><b>Lesson 1</b></p> <ul style="list-style-type: none"> <li>• Tell learners to reread the Graded Reader Level 1 Book 5 <i>My favourite things</i> independently.</li> <li>• Before doing so, model the five-finger strategy where each finger represents a strategy the reader can use to systematically work out how to read an unknown word and its meaning: <ul style="list-style-type: none"> <li>○ Thumb: Leave the word out and read to the end of the sentence.</li> <li>○ First finger: Look at the pictures and the heading.</li> <li>○ Second finger: Ask yourself if there are any parts of the word that you recognise.</li> <li>○ Ring finger: Sound the word out.</li> <li>○ Little finger: Ask your teacher what the word means.</li> </ul> </li> </ul> <p><b>Lesson 2</b></p> <ul style="list-style-type: none"> <li>• Paired learners to reread the Graded Reader Level 1 Book 5 <i>My favourite things</i>.</li> <li>• Let the learners take turns to read one page of familiar text to a partner, who listens respectfully.</li> <li>• The partner then takes a turn to read while the first reader listens respectfully.</li> <li>• Instruct the pairs to identify inverted commas that show direct speech in the story, as well as apostrophes showing both possession and contractions, such as Mila's book, can't.</li> </ul> <p><b>Lesson 3</b></p> <ul style="list-style-type: none"> <li>• Learners can read to each other in pairs from the Graded Reader Level 1 Book 4 <i>A special day</i>.</li> <li>• They must read with an awareness of punctuation.</li> </ul>
Skill	Handwriting
<b>Teaching guidelines</b>	<p>4 lessons x 15 minutes = 60 minutes</p> <p><b>Lesson 1</b></p> <ul style="list-style-type: none"> <li>• Model writing the letter 'i' multiple times in joined script, in upper and lower case, onto writing lines on the board.</li> <li>• Instruct learners to do the same, following the correct direction onto writing lines.</li> <li>• Write the following words in joined script on the board: Ingo; icy; icicles; ice-cream.</li> <li>• Encourage them to try writing the words on their own at least four times.</li> </ul> <p><b>Lesson 2</b></p> <ul style="list-style-type: none"> <li>• Model writing the letter 'j' multiple times in joined script, in upper and lower case, onto writing lines on the board.</li> <li>• Instruct learners to do the same, following the correct direction onto writing lines.</li> <li>• Write the following words in joined script on the board: Jay; joy; jolly; jungle.</li> <li>• Encourage them to try writing the words on their own at least four times.</li> </ul> <p><b>Lesson 3</b></p> <ul style="list-style-type: none"> <li>• Model writing the letter 'k' multiple times in joined script, in upper and lower case, onto writing lines on the board.</li> <li>• Instruct learners to do the same, following the correct direction onto writing lines.</li> <li>• Write the following words in joined script on the board: Kevin; kite; king; kind.</li> <li>• Encourage them to try writing the words on their own at least four times.</li> </ul>

	<p><b>Lesson 4</b></p> <ul style="list-style-type: none"> <li>• Revise writing the letters l, j and k multiple times in joined script.</li> <li>• Teacher writes the following sentence for learners to copy and write, both in print script and joined, script or cursive: King Kevin joyfully jumps as he eats ice-cream.</li> <li>• Remind learners to use their handwriting tools effectively: pencil, eraser, ruler. Also remind them to space their words correctly.</li> </ul>
<b>Skill</b>	<p><b>Writing</b></p> <p>3 lessons x 20 minutes = 60 minutes</p>
<b>Teaching guidelines</b>	<p><b>Lesson 1</b></p> <ul style="list-style-type: none"> <li>• Lead the class in writing a shared story about children going to a favourite-things party where each brings their favourite thing and puts it in a box. Everyone is blindfolded and has to choose another item from the box. <ul style="list-style-type: none"> <li>○ What happens when they choose someone else's favourite thing?</li> <li>○ What do they do?</li> <li>○ Will they be happy with it?</li> </ul> </li> <li>• Split the class into small groups where each group contributes part of the story.</li> <li>• Write the story on the board.</li> <li>• Learners complete DBE Rainbow Workbook Vol 1 pages 26–27.</li> </ul> <p><b>Lesson 2</b></p> <ul style="list-style-type: none"> <li>• Model writing about your favourite day from morning to evening.</li> <li>• Write keywords on the board, such as favourite, book, tool, joy, snack.</li> <li>• Instruct learners to add these words to their word bank or personal dictionary.</li> </ul> <p><b>Lesson 3</b></p> <ul style="list-style-type: none"> <li>• Activity 4: Instruct learners to draft a paragraph of at least eight sentences about what their favourite day would look like from morning until evening. Example: Sleep in, have pancakes for breakfast, have a playdate with a friend where they do different activities, have pizza for lunch, listen and dance to music, play with pet, go to bed.</li> <li>• Remind learners to make good use of punctuation.</li> <li>• Learners can edit their writing with a partner, paying special attention to spelling, punctuation and grammar.</li> </ul>

How do you explain imagination to a child? Imagination is often associated with creativity. It is the ability to see the world in new ways and develop original ideas.



tips

<b>Continuous assessment</b>
<p><b>Listening and Speaking</b></p> <ul style="list-style-type: none"> <li>• Listens without interrupting, showing respect for the speaker and taking turns to speak.</li> <li>• Expresses feelings about a text and gives reasons, such as, "I really feel that the author could have written a happier ending to the story. The dolphin tried so hard to escape."</li> <li>• Participates in discussions, asking questions and showing sensitivity to the feelings of others.</li> </ul>
<p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>• Recognises that some sounds are represented by a number of different choices (play, pain, plate, feet, read, key, boat, blow, note, tiger, like, sigh, fly).</li> <li>• Recognises and uses rhyming words, such as blow, flow and glow.</li> <li>• Builds three-, four- and five-letter words using the consonant and vowel digraphs taught this term.</li> </ul>
<p><b>Shared Reading</b></p> <ul style="list-style-type: none"> <li>• Reads enlarged texts, such as poems, big books, posters and electronic texts, as a whole class with the teacher.</li> <li>• Reads instructions in the classroom.</li> </ul>
<p><b>Group Guided Reading</b></p> <ul style="list-style-type: none"> <li>• Reads both silently and aloud from own book in a guided reading group with the teacher, that is, the whole group reads same story based on the instructional reading level of the group.</li> <li>• Uses phonics, contextual and structural analysis decoding skills when reading.</li> <li>• Shows an understanding of punctuation (full stops, question marks, exclamation marks, inverted commas) when reading aloud.</li> <li>• Monitors self when reading, for both word recognition and comprehension.</li> </ul>
<p><b>Paired and Independent Reading</b></p> <ul style="list-style-type: none"> <li>• Reads to a partner from prepared or known texts to develop fluency (Graded Reader).</li> </ul>
<p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>• Uses handwriting tools effectively: pencil, eraser, ruler.</li> <li>• Spaces words correctly in lines.</li> </ul>
<p><b>Writing</b></p> <p>Draws pictures and writes sentences to show understanding of a story.</p> <p>Writes instructions, to a friend for example.</p> <p>Contributes ideas, words and sentences for a class story (shared writing).</p> <p>Uses subject-verb agreement correctly, such as I want/She wants.</p> <p>Builds own word bank and personal dictionary using initial sound of words, such as apple, book, cat and so on.</p>

## Activity 1

### Listening and speaking

Bring an object or picture, toy, ornament, ball, gadget or anything that says something about you or is special to you. Present the special thing in a short oral presentation in front of the class.

### Suggested answers

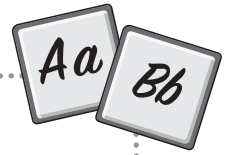
Learners build confidence by developing their public speaking skills, as well as their ability to be vulnerable and share something personal to them with the whole class.

### Informal assessment

Your teacher will check that you are able to express your feelings and gives reasons.



## Activity 2



### Phonics

Play a phonics puzzle game with cue cards containing sounds. In pairs, create three-, four- and five-letter words using the cue cards.

### Suggested answers

S-ay (three-letter word using two cue cards)

Sh-y (three-letter word using two cue cards)

B-ea-r (four-letter word using three cue cards)

Sh-oo-k (five-letter word using three cue cards)

### Informal assessment

Your teacher will check that you are able to create three-, four- and five-letter words using the cue cards.

## Activity 3



### Reading

Read *One thing to Mars* in your Core Reader. What is your favourite thing? What would you take to Mars? Draw two or three pictures and write captions, which are short sentences that describe the pictures.

### Informal assessment

Your teacher will check that you can write sentences that describe pictures.

## Activity 4



### Writing

Write a paragraph of at least eight sentences about what your favourite day would look like from morning until evening.

### Example:

My perfect day would be to wake up whenever I want to, maybe at 9:30 in the morning. I would have pancakes for breakfast with some ice cream and banana. I would take a bath and dress up in my favourite outfit, which is a shirt and purple shorts.

My best friend Khaya and I will have a playdate at his house. My mom will drop me off at Khaya's house. We will play music and dance. We will have pizza for lunch and play with Khaya's dog, Rudy.

In the evening, my mom will fetch me and we will watch funny animal videos at home. I will read two pages of my book, say my prayers and then go to bed at 8:30 p.m.

### Informal assessment

Your teacher will check that you can write at least eight sentences.

## Links to other subjects

### Week 4

**Life Skills:** Create a *Class favourite things* journal.

- Give each learner a blank sheet of A4 paper to draw pictures and write about what their favourite things are.

Collect the sheets of paper.

- Use an A3 coloured cardboard to make a front cover titled *Class Favourite Things* and staple all the pages together to create a book that can be kept in the class.
- Use this book to celebrate diversity and similarities within the class.

**Mathematics:** Data collection on the class's favourite things.

Give each learner a piece of paper with a simple survey grid where they record their classmates' favourite colour, animal, food and sport.

Each child tallies the responses based on the answers.

- You and learners collectively create a class-wide bar graph labelled with the titles and categories based on the class's answers.

## Play and learn



### Differentiation activity

#### Favourites collage

Provide magazines and print-outs of pictures, or have the class draw images that represent their favourite things. Learners cut out the images and stick them onto a large poster. They can work in pairs or small groups to create a collage with captions.

Display these posters around the classroom.

# Week 5: My life

Recommended resources			
<ul style="list-style-type: none"> <li>Handwriting chart</li> <li>Anthology Story 3 <i>Mkulu the storyteller</i>, Big Book Story 3 <i>My favourite things</i>, Graded Reader Level 1 Book 4 <i>A special day</i>, Graded Reader Level 1 Book 5 <i>My favourite things</i></li> <li>Flashcards</li> <li>Phonics puzzle game cue cards</li> <li>Felt-tipped pen, paper, board</li> <li>DBE Rainbow Workbook</li> </ul>			
High-frequency words	Phonic words	Vocabulary words	Flashcards
never, seven, if, bring, light	wear, she, with, boat, stay, swooping, eat, need, sea, they, train, rain, feet	afraid, carefully, scuttle, pincers, moat	crunchy, ostrich, always

Skill	Listening and Speaking 4 x 15 = 60 minutes/4 lessons x 15 minutes
Teaching guidelines	<p><b>Lesson 1</b></p> <ul style="list-style-type: none"> <li>Activity 1: Instruct learners to share a story or stories an adult family member likes to tell about something that happened in the past. [Examples: What they used to do for special occasions; an event that stood out in their life that they often mention, how things were in the past such as school, etc.]</li> <li>Ask learners questions for clarification as they share with the class. [Examples: "How did that happen? Are you certain it happened that way?"]</li> <li>If you feel comfortable, share with the class a story that someone older than you likes to tell you.</li> </ul> <p><b>Lesson 2</b></p> <ul style="list-style-type: none"> <li>Introduce the related flashcard words (ostrich, always) and sentences.</li> <li>Read the Anthology Story 3: <i>Mkhulu, the storyteller</i>.</li> <li>Instruct learners to summarise the story in pairs in four sections:               <ul style="list-style-type: none"> <li>What happened first (beginning)?</li> <li>Then what happened (middle)?</li> <li>What happened last (end)?</li> <li>What was the main idea of the story?</li> </ul> </li> </ul> <p><b>Lesson 3</b></p> <ul style="list-style-type: none"> <li>Reread the Anthology Story 3: <i>Mkhulu, the storyteller</i>.</li> <li>Ask learners:               <ul style="list-style-type: none"> <li>Why do you think Gogo keeps on saying "hmph"?</li> <li>Why do you think Mkhulu's stories are so long?</li> <li>Do you think he gets the facts wrong on purpose?</li> </ul> </li> <li>Ask learners:               <ul style="list-style-type: none"> <li>How does the story make you feel?</li> <li>Did you like how the writer ended the story? Why or why not?</li> <li>If you were to end it differently, how would you do that?</li> </ul> </li> </ul> <p><b>Lesson 4</b></p> <ul style="list-style-type: none"> <li>Ask learners to solve this Mathematics word problem:               <ul style="list-style-type: none"> <li>The year is 2025. Gogo and Mkhulu have been married for 46 years. In which year did they get married? [Answer: 1979]</li> <li>Ask learners to explain how they worked out the answer.</li> </ul> </li> </ul>

<b>Skill</b>	<b>Phonics</b> 5 x 15 = 75 minutes/5 lessons x 15 minutes
<b>Teaching guidelines</b>	<p><b>Lesson 1</b></p> <ul style="list-style-type: none"> <li>• Introduce the related flashcard word (crunchy) and sentences.</li> <li>• Read Big Book 1 Story 3: <i>My favourite things</i>.</li> <li>• Remind learners about sounds that are represented by a number of different spelling choices.</li> <li>• Write examples from the text on the board. Examples: play and train, heat and feet.</li> <li>• Model how each word is pronounced. The learners must repeat out loud as they hear you say each word.</li> </ul> <p><b>Lesson 2</b></p> <ul style="list-style-type: none"> <li>• Tell learners to listen carefully to you reading the story again.</li> <li>• Tell them that each time they hear a word with a silent 'e' or split digraph, they are to put their hands on their heads. Examples: game, squeeze, like, Mike, rice, nice.</li> </ul> <p><b>Lesson 3</b></p> <ul style="list-style-type: none"> <li>• Ask learners to identify rhyming words in the Big Book 1 Story 3: <i>My favourite things</i>.</li> <li>• Write the words on the board as learners call them out.</li> <li>• Challenge learners to find at least one other word that rhymes with the pair of words. For example, in the story there is like and Mike. A third rhyming word could be bike. Another could be strike.</li> </ul> <p><b>Lesson 4</b></p> <ul style="list-style-type: none"> <li>• Activity 2: Learners play the Phonics puzzle game in pairs. (See Week 4 Phonics activity.)</li> </ul> <p><b>Lesson 5</b></p> <ul style="list-style-type: none"> <li>• Instruct learners to learn this week's ten spelling words taken from sight words and phonics lessons.</li> <li>• They can practise saying the words aloud with a partner.</li> </ul>
<b>Skill</b>	<b>Shared Reading (S/R)</b> 5 x 15 = 75 minutes/5 lessons x 15 minutes
<b>Teaching guidelines</b>	<p><b>Lesson 1</b></p> <ul style="list-style-type: none"> <li>• Read Graded Reader Level 1 Book 4: <i>A special day</i> as a whole class.</li> <li>• Use expression and vary voice, speed and tone.</li> <li>• Get learners to describe the main characters and the main idea.</li> <li>• Use book language, such as word, sentence, page, author and title.</li> </ul> <p><b>Lesson 2</b></p> <ul style="list-style-type: none"> <li>• Reread the story with the whole class.</li> <li>• Ask learners to join in reading it with you.</li> <li>• While reading, point out the capital letters, question marks, exclamation marks and full stops.</li> <li>• Remind learners how to recognise inverted commas to show direct speech in written stories.</li> <li>• Ask them to identify places in the story where inverted commas are used.</li> <li>• While reading, discuss what is happening on each page in the story to develop vocabulary and comprehension.</li> </ul> <p><b>Lesson 3</b></p> <ul style="list-style-type: none"> <li>• Activity 3: Ask learners the following questions related to the story: <ul style="list-style-type: none"> <li>○ What evidence can you find in the story that shows that Daisy was not happy about the seagulls eating the crabs?</li> <li>○ What do you think would have happened if the boy had not come to help her?</li> <li>○ What does what Daisy and the boy did, say about teamwork?</li> </ul> </li> </ul> <p><b>Lesson 4</b></p> <ul style="list-style-type: none"> <li>• Briefly recap with the learners what happened in the story.</li> <li>• Discuss the text features in the story, such as the illustrations, the use of direct speech and punctuation.</li> </ul>

	<p><b>Lesson 5</b></p> <ul style="list-style-type: none"> <li>• Discuss the language patterns of the story, such as word choices and the use of short sentences.</li> <li>• Ask learners to talk about the following with a partner: <ul style="list-style-type: none"> <li>○ How did Daisy and Shafiek differ from each other?</li> <li>○ What did they have in common?</li> </ul> </li> </ul>
<b>Skill</b>	<p><b>Group Guided Reading (GGR)</b></p> <p>The teacher works with two groups each day, spending 15 minutes with each group. Each group works with the teacher twice a week.</p> <p>2 lessons x 15 minutes repeated for 5 groups</p> <p>OR</p> <p>2 lessons x 15 minutes repeated for 4 groups, with an extra lesson 3 to consolidate sight words</p>
<b>Teaching guidelines</b>	<p><b>Lesson 1</b></p> <ul style="list-style-type: none"> <li>• Instruct learners to read Graded Reader Level 1 Book 5: <i>My favourite things</i> silently from their own book in a guided reading group.</li> <li>• Encourage them to use phonics, contextual and structural analysis decoding skills when reading silently.</li> </ul> <p><b>Lesson 2</b></p> <ul style="list-style-type: none"> <li>• Instruct learners to read Graded Reader Level 1 Book 4: <i>A special day</i> out loud from their own book in a guided reading group with you.</li> <li>• Encourage them to use phonics, contextual and structural analysis decoding skills when reading aloud.</li> <li>• Tell learners to use self-correcting strategies when reading: rereading, pausing and practising a word before saying it aloud.</li> <li>• Tell them to also monitor themselves when reading, for both word recognition and comprehension.</li> </ul> <p><b>Lesson 3</b></p> <ul style="list-style-type: none"> <li>• <b>Informal assessment:</b> Listen to learners reading passages aloud to ascertain whether they have an understanding of punctuation (full stops, question marks, exclamation marks, inverted commas) when reading aloud.</li> </ul>
<b>Skill</b>	<p><b>Paired and Independent Reading</b></p>
<b>Teaching guidelines</b>	<p><b>Lesson 1</b></p> <ul style="list-style-type: none"> <li>• Tell learners to reread Graded Reader Level 1 Book 4 <i>A special day</i> independently.</li> <li>• Before doing so, model the five-finger strategy where each finger represents a strategy the reader can use to systematically work out how to read an unknown word and its meaning: <ul style="list-style-type: none"> <li>○ Thumb: Leave the word out and read to the end of the sentence.</li> <li>○ First finger: Look at the pictures and the heading.</li> <li>○ Second finger: Ask yourself if there are any parts of the word that you recognise.</li> <li>○ Ring finger: Sound the word out.</li> <li>○ Little finger: Ask your teacher what the word means.</li> </ul> </li> </ul> <p><b>Lesson 2</b></p> <ul style="list-style-type: none"> <li>• Learners reread Graded Reader Level 1 Book 4: <i>A special day</i> in pairs.</li> <li>• Let the learners take turns to read one page of familiar text to a partner, who listens respectfully.</li> <li>• The partner then takes a turn to read while the first reader listens respectfully.</li> <li>• Instruct the pairs to identify inverted commas that show direct speech in the story, as well as those showing possession and contractions, such as Mila's book, I can't do that.</li> </ul> <p><b>Lesson 3</b></p> <ul style="list-style-type: none"> <li>• Ask learners to read Graded Reader Level 1 Book 5: <i>My favourite things</i> independently.</li> <li>• Learners can enter new words from the reader into their personal dictionaries.</li> </ul>

<b>Skill</b>	<b>Handwriting</b> 4 lessons x 15 minutes = 60 minutes
<b>Teaching guidelines</b>	<p><b>Lesson 1</b></p> <ul style="list-style-type: none"> <li>• Model writing the letter 'l' multiple times in joined script in upper and lower case onto writing lines on the board</li> <li>• Instruct learners to do the same, following the correct direction onto writing lines.</li> <li>• Write the following words in joined script on the board: loud; lion; loud; look.</li> <li>• Encourage them to try writing the words on their own at least four times.</li> </ul> <p><b>Lesson 2</b></p> <ul style="list-style-type: none"> <li>• Model writing the letter 'm' multiple times in joined script in upper and lower case onto writing lines on the board</li> <li>• Instruct learners to do the same, following the correct direction onto writing lines.</li> <li>• Write the following words in joined script on the board: Mimi; munch; malva; meal.</li> <li>• Encourage them to try writing the words on their own at least four times.</li> </ul> <p><b>Lesson 3</b></p> <ul style="list-style-type: none"> <li>• Model writing the letter 'n' multiple times in joined script, in upper and lower case, onto writing lines on the board</li> <li>• Instruct learners to do the same, following the correct direction onto writing lines.</li> <li>• Write the following words in joined script on the board: Nelly; nine; noon; nice.</li> <li>• Encourage them to try writing the words on their own at least four times.</li> </ul> <p><b>Lesson 4</b></p> <ul style="list-style-type: none"> <li>• Revise writing the letters m, n and o in joined script.</li> <li>• Write the following sentence for learners to copy: Nelly looks at Mimi munching her nice meal loudly.</li> <li>• Remind learners to use their handwriting tools effectively: pencil, eraser, ruler.</li> <li>• Remind learners to space their words correctly.</li> </ul>
<b>Skill</b>	<b>Writing</b> 3 lessons x 20 minutes = 60 minutes
<b>Teaching guidelines</b>	<p><b>Lesson 1</b></p> <ul style="list-style-type: none"> <li>• Activity 1: Get learners to write about their weekend news.</li> <li>• Tell them that they must write at least one paragraph of eight sentences and be mindful of using the correct punctuation.</li> <li>• Learners can read their paragraphs out to a partner for feedback.</li> <li>• Learners edit their paragraphs.</li> <li>• Learners complete DBE Rainbow Workbook Vol 1 pages 28–29.</li> </ul> <p><b>Lesson 2</b></p> <ul style="list-style-type: none"> <li>• Lead the learners in writing a creative story, with contributions from the whole class on either: <i>The life of a crab</i> or <i>The life of a seagull</i>.</li> </ul> <p><b>Lesson 3</b></p> <ul style="list-style-type: none"> <li>• Ask learners to write a paragraph of eight sentences on this topic: <i>A special day</i>.</li> <li>• They can write about any special day they have experienced, such as a birthday party, a Christmas/Easter/Diwali/Eid celebration, or a visit to a new mall.</li> <li>• Ask learners to check their writing carefully, paying attention to sentence construction, spelling and punctuation.</li> </ul>