



GRADE

2

TEACHER'S
GUIDE

Platinum

English First Additional
Language

V. Francis • D. Avery • F. Beal

Platinum English First Additional Language Grade 2 Teacher's Guide

Maskew Miller Learning

10 Freedom Way, Milnerton, Cape Town, 7441

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ISBN 978-1-834-95814-9

ePDF ISBN 978-1-834-98323-3

Publisher: Lucille Kemp

Managing Editor: Nell Labuschagne, Marika Truter

Edited by Tracy Wiles

Cover design by MML Visual Design

Cover artwork by MML Visual Design, Angie Bowring

Book design by MML Visual Design

Artwork by MML Visual Design

Typeset by Straive, Nazley Samsodien

Printed by

Acknowledgements

The authors and publisher thank the following for the use of images:

Shutterstock:

p v. Colorfuel Studio, p vi. Wat cartoon, p xx. Lynnda H, p xxi. Jsabirova, p152. moondes, p 152. AlekseyVanin

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Introduction

Dear Teacher

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



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

That is why 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 keep you motivated and healthy because we know that when you feel good, your classroom thrives.

As South Africa continues to progress with the Basic Education Law 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, and understanding of both CAPS and BELA will ensure that your classroom is a place where learners are well-prepared for success.

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

Thank you for everything you do!

Using the Series

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

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

Content, concepts and skills: The general learning objective of the week is presented as per the syllabus.

The Learning and Teaching Support Materials (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.

Teaching activities: Teaching guidelines are provided per lesson in an easy step-by-step manner.

Assessment: The teacher is given guidelines on how to perform informal assessment.

Activities and answers: Activities and answers are provided.

Worksheets: Worksheets are included at the end of each term. In addition, there are rubrics that can be used to assess skills at the end of this Teacher's Guide.

Support for learners with special needs or learning difficulties: Advice is given on how to support learners who are faster learners and need enrichment. The course also provides suggestions and support for struggling learners who need extra help.

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

Diversity, equity and inclusion

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



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

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

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

Categories of diversity

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

Table 1: Types of diversity

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

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

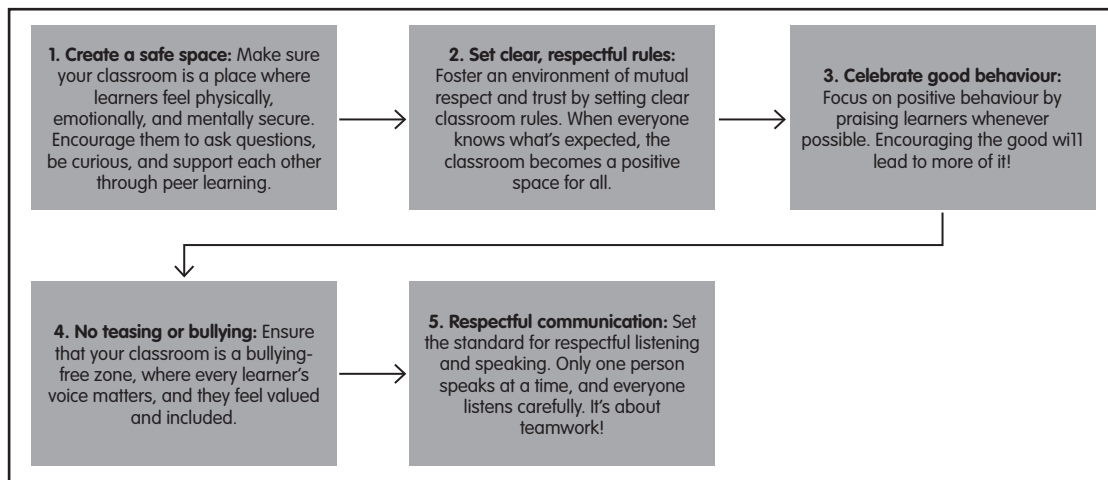
Creating an inclusive and diverse classroom

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

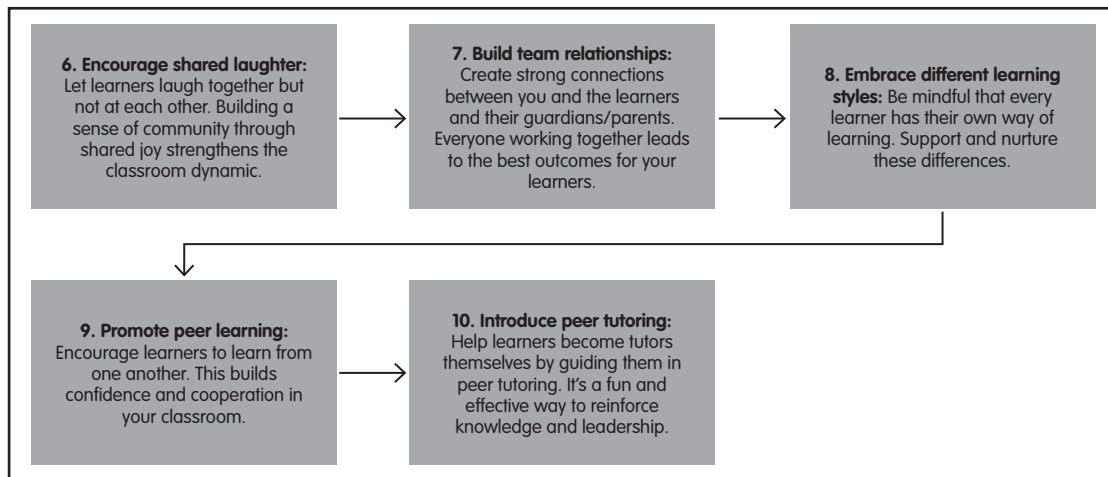
Diversity in the classroom

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

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



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



Celebrating every learner's uniqueness

It is important for learners to see themselves and their diverse experiences reflected in the classroom. This means showing diversity in physical appearance, 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 will help every learner feel valued, and part of the larger global community.

Being 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. Almost immediately, a few learners began whispering to one another, and one learner, unaware of the impact of his words, muttered, "That's not a real holiday."

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

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

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

Lessons from Ms Adams' class

Bias and assumptions can appear unintentionally

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

Every voice matters

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

Encourage self-reflection

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

Create a space for dialogue

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

Learning through challenge

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

Promote curiosity and openness

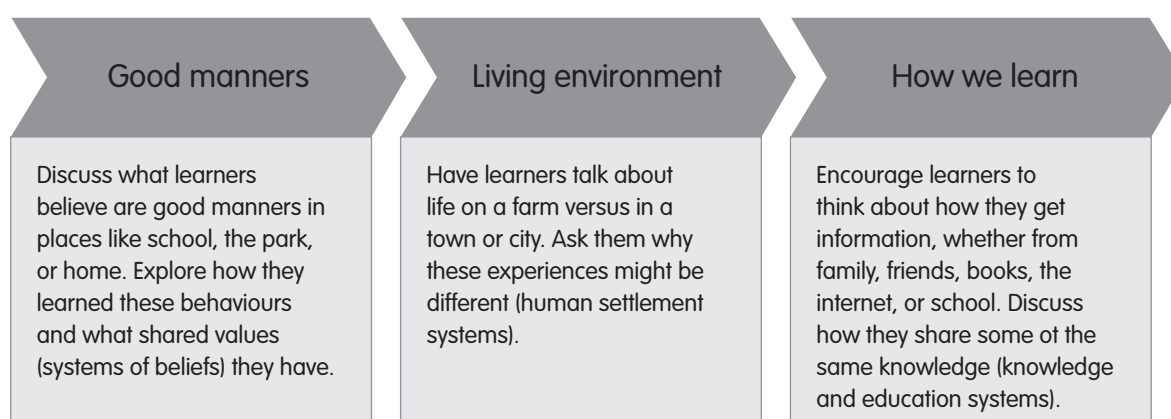
Encourage students to ask questions and learn about traditions different from their own. This fosters a culture of curiosity, openness, and understanding, helping to break down barriers and build respect for diversity.

Thinking about systems

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

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

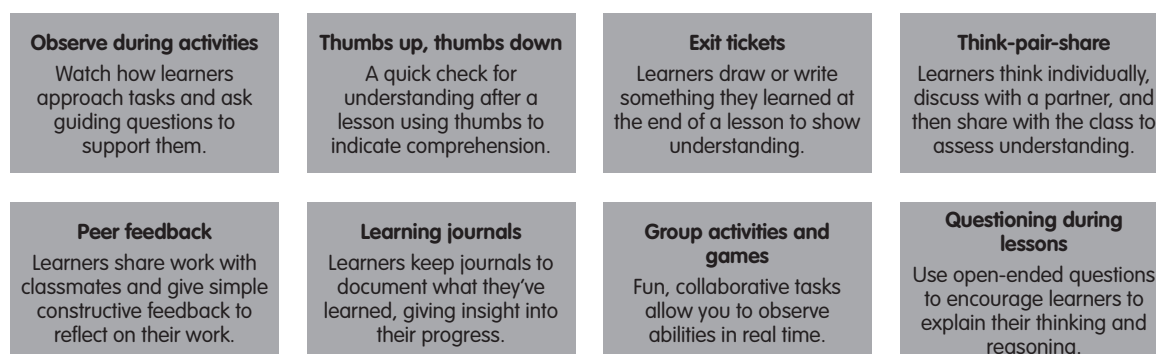
In our Foundation Phase books, we introduce systems thinking by showing different living conditions, social realities, and diverse people. This includes concepts such as *Ubuntu* and represents learners of different races, genders, and family structures, giving you a way to introduce learners to more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



Assessments

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

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



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

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

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

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

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

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

The following assessment of learning activities are required for each term.

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

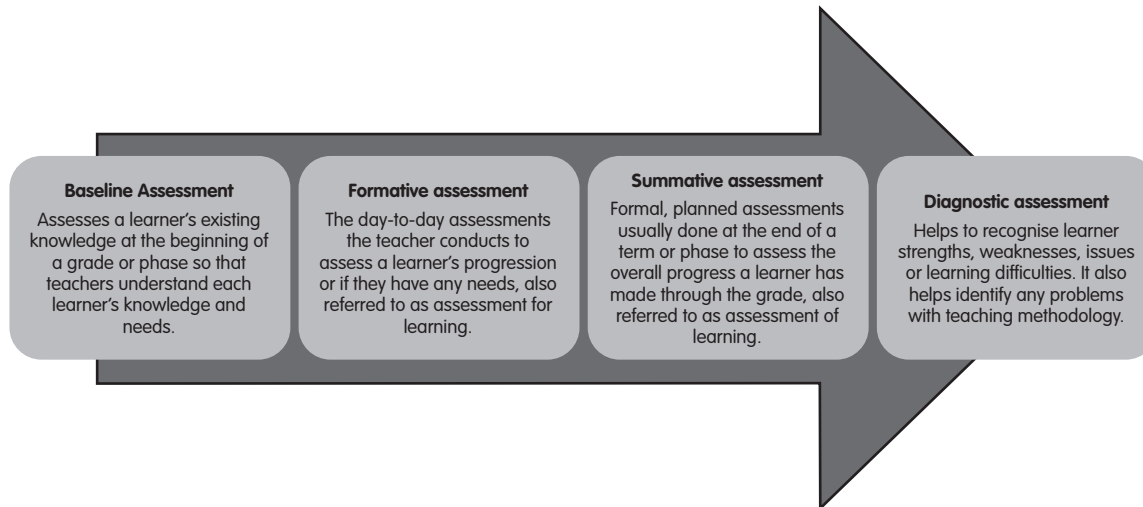
The following rubric at the back of the book can be used for Assessment of Learning in reading and can be adapted as needed for other aspects of teaching English in the Foundation Phase.

1 = Not achieved	2 = Partially achieved	3 = Satisfactory achievement	4 = Excellent achievement
Struggles to recognise basic sight words Poor sound-symbol relationships	Slow in recognising high frequency words Manages to decode and encode some words	Knows high frequency words Uses phonic knowledge to identify unfamiliar words	Can recognise words in context Uses phonic 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, lacks confidence	Audible – reads simple, familiar short texts fluently	Conscious of voice modulation, tries to be expressive and uses appropriate gestures	An expressive reader Variation in voice and tone Uses gestures, body language appropriately Arouses attention of listener
Makes meaning from visual cues, e.g. Illustrations	Makes meaning from visual cues and simple print text Can make predictions from title and cover	Can recall the main ideas of the story Can sequence events in the story	Understands text very well Discusses plot, setting, characters Expresses own views and opinions

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

Types of assessments for Foundation Phase

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



Reading assessment in the Foundation Phase

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

What is a reading benchmark in EFAL?

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

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

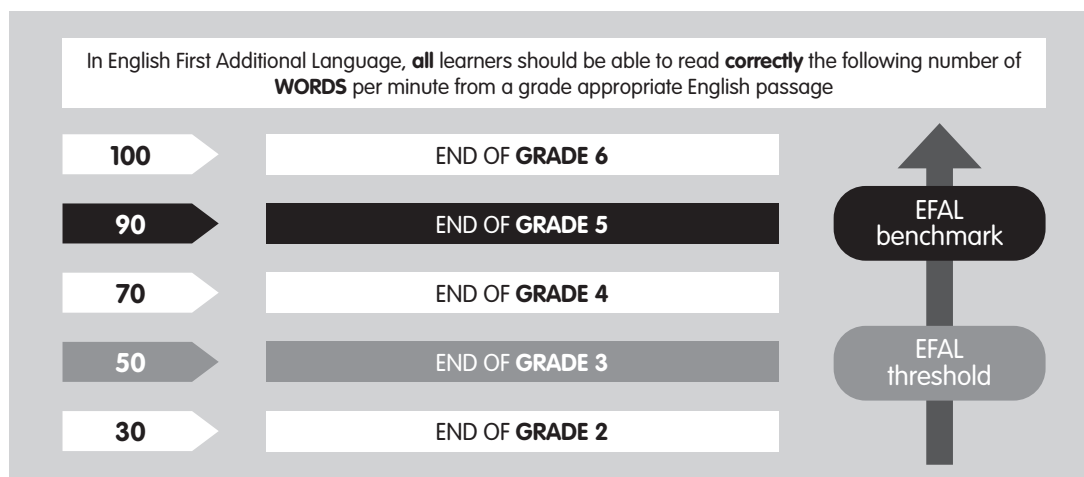


Figure 1: Grade-specific minimum benchmarks for early grade reading in EFAL

What is oral reading fluency?

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

When should you assess oral reading fluency?

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

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

How can assessing oral reading fluency benefit the teacher?

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

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

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

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

Approaches to teaching reading

There are three main approaches to teaching reading:

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

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

The decoding approach

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

The look-and-say approach

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

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

The whole-language approach

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

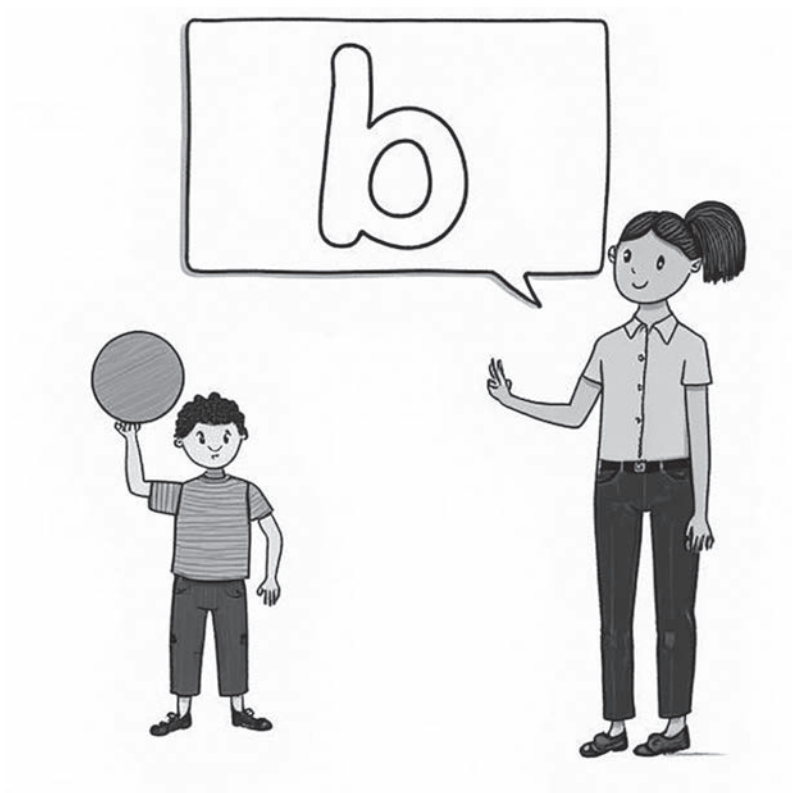
Learners learn strategies for making meaning from the words on the page. These strategies include looking at a picture to help make an informed guess about an unfamiliar word and using the context and the sentence structure to check that their guess makes sense. Other strategies include learning about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

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

Implementing language development and phonics activities in the Foundation Phase

Language development

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



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

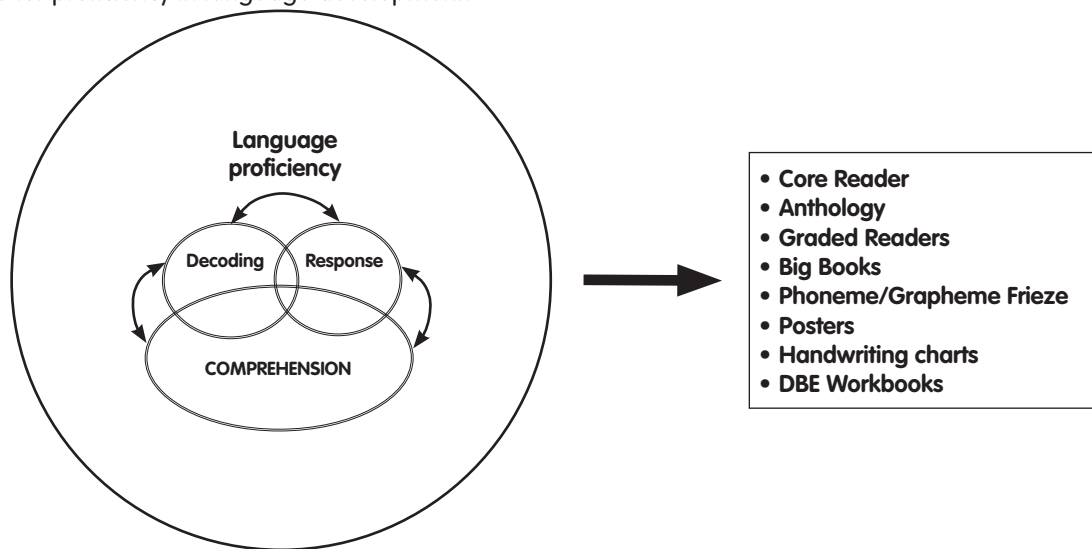


Figure 2: The components of reading embedded in language

Decoding

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

Comprehension and response

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

Listening to language being used effectively is important. It provides a model for learners to refine and improve their **expression** and **pronunciation**. It teaches them to think and process information as they listen while developing their own ideas. There are opportunities in this course to tell or read stories and you are encouraged to use some of your own material whenever you feel it is appropriate. Reading stories to learners and then asking them questions about what they have just heard helps to assess comprehension skills. It also strengthens the ability to sit still and concentrate on the spoken word.

Speaking activities are given prominence in this course. They allow learners to explore and express ideas, viewpoints and opinions confidently and assertively. They provide opportunities for them to consider, evaluate, refine and discuss matters sensibly showing respect for other people's views without necessarily agreeing with them. The activities should be used to help learners develop concise expression, improve coherence and clarity, practise deferring to and negotiating with others, thereby developing skills that empower them to operate effectively in the world of work later on. The posters and grapheme frieze can be used as tools to initiate simple speaking activities.

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

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

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

Resources for language development

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

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

Core Readers: The Core Readers integrate all the phonics from the grade and provide activities and exercises that build vocabulary and provide opportunities for both writing practice and oral work. The Core Readers are decodable. In addition, they are sequenced to progressively incorporate words that are consistent with the letters and corresponding phonemes being taught. There is one Core Reader per grade, which includes stories and material for each term.

Anthologies: Each grade has an Anthology containing folk tales, fables, stories, poems and rhymes that can be read by the educator to the class. There are 20 stories for each term. These Anthologies help to create a love of reading and the written word. The contents are cross-cultural, helping learners to respect and understand diversity. The Anthologies can form part of Shared Reading activities, as well as listening and speaking activities. The Anthologies are designed to be read aloud by educators to learners.

Graded Readers: The Graded Readers contain several graded stories that increase in complexity and length as the learners learn to read. Each set of Graded Readers is divided into five levels. Each level has eight books and in total there are forty books, which means there are ten books per term, providing learners with the opportunity to read and speak phonics as they learn them. The Graded Readers contain words that are frequently used and that are recommended by the DBE. Each Reader starts with simpler stories that are appropriate for the beginning of the year. As the reading skills of the learners improve, so do the lengths and complexity of each story. Graded Readers can be used for both Independent reading and Group-guided reading.

The Big Books: The Big Book Reader is a large-format reader aimed at the educator, containing large-sized print and attractive images. The educator will use this book during Shared Reading activities.

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

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

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

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

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

Phoneme/grapheme frieze: A phoneme/grapheme frieze is a visual teaching aid used in the Foundation Phase to help learners understand the relationship between sounds (phonemes) and their written representations (graphemes). The Platinum Series includes a foldable frieze that displays a series of phonemes alongside their corresponding graphemes in a visually attractive way. For example, it might show the letter 'b' with the sound /b/ and a picture of something that starts with that sound, like a *bat*. This helps learners make connections between spoken and written

language and assists in the development of Reading and writing skills. The frieze should be displayed prominently in the classroom for easy reference and frequent interaction. There are also 25 cards per term with 100 cards per grade to help with phonemes.

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

- as a listening and speaking resource to supporting learning and teaching
- for group discussion of various themes
- to identify and discuss people, animals and objects
- for group discussion of specific scenarios
- to predict what will happen next.

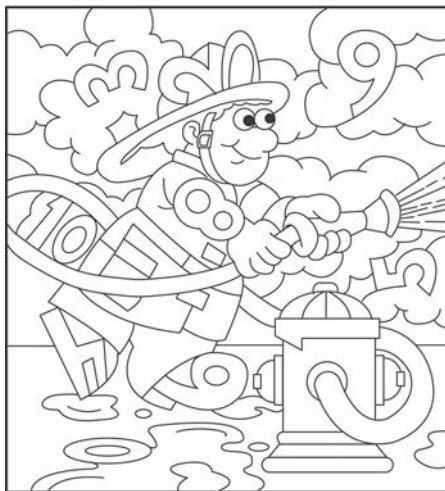
Handwriting charts: Handwriting charts are visual tools designed to support the development of writing skills in learners. They provide a clear, structured reference for forming uppercase and lowercase letters and numbers correctly. The Platinum Series contains four-non language specific handwriting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

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

Letter symbol and number symbol recognition

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

Hidden picture.
Find all the numbers from 0 to 10



Phonics exercises

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



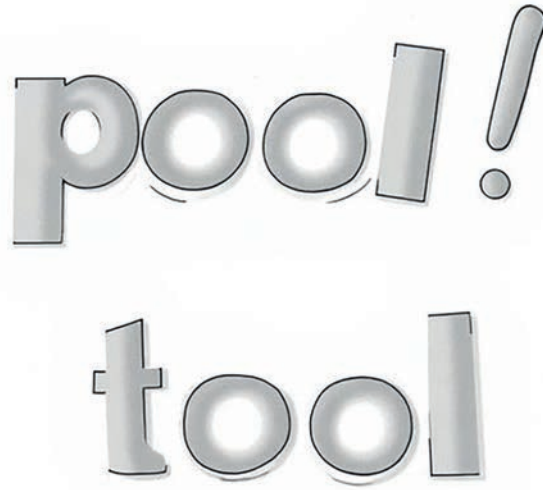
Phonics in fours

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



Letter jumble

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



Types of reading activities

Reading activities consist of the five strategies:

Awareness of environmental print: Encourage learners to become aware of print around them. The grapheme frieze and posters should be displayed and learners should be encouraged to become aware of print around them in their home environment for example advertisements, posters and magazines.

Shared Reading should be a whole-class activity using the Anthologies and Big Books alongside any other suitable material sourced by the educator. Follow the instructions in the Big Books to encourage learners to engage with the stories and answer comprehension questions about the stories. Answering comprehension questions can be used as part of informal assessment.

There are many benefits of Shared Reading. Here are the most important ones:

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

Session 1

Introduce the book to the learners. Use their Home Language, if necessary.

Talk about the title and the picture on the front cover.

Read the story to the learners. Translate into their Home Language after you have read the English, if you need to.

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?" At the beginning of the year, you may need to ask these questions in the learners' Home Language and allow them to answer in their Home Language too. Allow this but keep encouraging them to use English and use more English yourself as the year progresses.

Session 2

Re-read the story using only English.

As you do this, check the learners' understanding by asking simple questions in their Home Language. For example: "Where was he hiding?"

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.

Where possible, encourage the learners to join in reading parts of the story with you. Repeated passages are useful for this. For example, "I'll huff, and I'll puff, and I'll blow your house down" in **The Three Little Pigs**.

Group-guided reading is a small group activity in which the educator works with a small group listening to their reading aloud. Group-guided reading should be at a lower level than 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 Group-guided reading

For **Group-guided reading**, divide the learners into groups at the beginning of the term.

Seat the learners in the group around you at a table or on the floor in a circle on a mat or cushions.

Make sure that each learner has a Reader or there is one Reader between two learners.

Sit on a low chair so that you are closer to the learners' level.

Allow time for the learners to ask and answer questions about the story.

Group-guided reading should take place every day and each Group-guided reading session should be 15 minutes long. You should work with a different group each day.

Groups that are not reading with you can do Paired or Independent reading, or post-reading activities such as completing worksheets from the DBE Rainbow Workbooks. The educator can check in advance and decide which activity to use from these workbooks and have it prepared before their Group-guided reading class starts.

Paired reading: Learners can work together using the Graded Readers used in their Group-guided reading session as well as teacher-made flashcards.

Preparing for successful Paired reading

At the beginning of Term 1, explain to learners what you want them to do during Paired reading sessions. You may need to repeat this a few times until learners are familiar with what is expected of them during Paired reading sessions.

Mostly put the learners into pairs but sometimes allow learners to choose their own partners.

Mixed-ability pairs work well because stronger readers can help weaker readers. Similar-ability pairs also work well for stronger readers because they can help each other.

Avoid pairing two weaker readers together.

Make sure that the learners are sitting side by side as they read. They can share a book, or both can have a copy of the same book.

Independent reading: Learners can use the Graded Readers and any other reading material for their enjoyment.

Preparing for successful Independent reading

Create a special place in your classroom where the learners can enjoy reading books on their own.

Make sure that you have storybooks and information books that appeal to learners 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.

Additional support

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

Differentiation activities

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

Remedial work

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

Here are some suggestions:

Phonics and word recognition: Use the 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 like 'I Spy' that focus on letter sounds, with sounds or rhyming word games.

Vocabulary building: Create simple picture dictionaries with illustrations and labels. Encourage learners to make their own by drawing and labelling new words.

Storytelling and retelling: Use the Big Books to read stories aloud and have learners retell them in their own words. This helps with comprehension and vocabulary usage.

Reading comprehension: Use the guided reading sessions to work in small groups and read the levelled readers together. Ask questions about the text to check comprehension and encourage discussion.

Story sequencing: Provide pictures or sentences from a 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 ____."

Show and tell: Have regular show-and-tell sessions where learners can bring items and describe them. This practice helps with vocabulary and sentence formation.

Role-playing: Engage learners in role-playing activities in which they 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 such as 'Simon says' that involve following directions, to enhance listening and comprehension skills.

Individual reading sessions: Plan one-on-one reading sessions to focus on specific challenges a learner might have.

Worksheets: Create individualised worksheets that target areas in which the learner needs extra practice.

Educational apps and games: Make use of age-appropriate educational apps and games that focus on English language skills.

Extension work

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

Here are some ideas for extension activities:

Word families: Introduce word families (e.g. -at, -an) and have learners create and write new words within each family.

Spelling puzzles: Create crosswords or word-search puzzles that focus on more complex spelling patterns or vocabulary.

Themed vocabulary lists: Introduce themed vocabulary related to topics of interest (e.g. animals, food, seasons). Have learners use these words in sentences or short stories.

Vocabulary journals: Encourage learners to keep a vocabulary journal where they write new words, their meanings, and use them in sentences.

Character and plot analysis: After reading a story, discuss the main characters and plot. Ask learners to describe characters, their traits, and the sequence of events.

Illustrated stories: Combine writing with drawing by having learners create illustrated stories. This helps them plan and organise their thoughts before writing.

Activities: Read longer and more complex stories or passages aloud. Ask questions that require more detailed responses to assess comprehension.

Classroom book creation: Have learners work together to write and illustrate a class book. Each learner can contribute a few simple sentences, and the book can be bound and shared with others.

Educational software: Use educational apps and software that offer advanced language games and activities. Many apps provide personalised learning paths based on student progress.

Quick Assessments for differently abled learners

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

Leah’s journey

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

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

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

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

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

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

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

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

Pedagogical approach

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

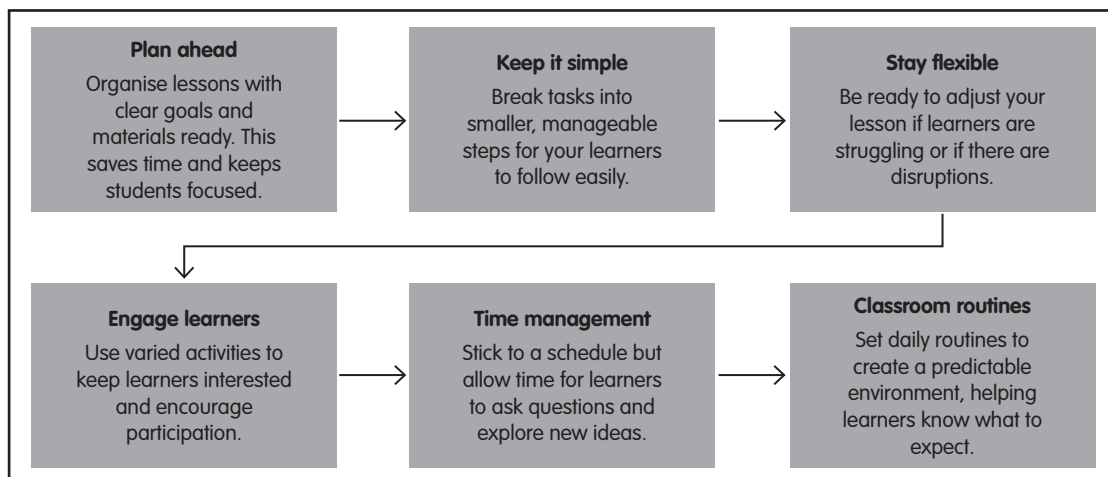
The basic idea of **Variation Theory** is that learners learn better when they see differences and similarities in what is being taught. It suggests that learners cannot fully understand something unless they see it in different ways or situations. By showing both what the concept is and what it is not,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

In simple terms, **to learn a concept well, learners need to see what changes and what stays the same.** This helps them notice the important parts of the idea. As teachers, 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.

Effective lesson management



Teacher wellness

Teaching is a high stress career for many professionals. Not only is it a demanding career, with many resourcing challenges, it can also present many dangers in a country with high levels of crime and violence. For these reasons it is imperative that you have systems in place to take care of yourself, decompress and process their 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's essential to understand each learner's abilities. Start lessons with activities that involve all learners and assign tasks based on their individual skill levels. Use pair or group work to 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:** This is the most common style. These learners excel when information is presented visually, such as through diagrams, charts, and observation.
- **Auditory learning:** These learners process information best by hearing, speaking, and listening. Discussions and verbal explanations help them understand new concepts.
- **Reading and writing learning:** Learners in this category thrive by reading and writing. They excel in processing written information and have strong theoretical skills.
- **Kinesthetic/Tactile learning:** These learners prefer to learn by doing. They process information through touch, movement, and hands-on experiences, excelling in practical tasks.

Teaching guidelines

Term 1

Themes	What we need to live		Week 1 & 2
	Myself and others		Week 3 & 4
	Everyone is special		Week 5 & 6
	Healthy living		Week 7 & 8
	Special days		Week 9 & 10
Language skills	Content, concepts and skills	Week	Learning and teaching support materials
Listening and speaking	Continues to build an oral vocabulary using topics chosen by the teacher (e.g. the Seasons, Feelings).	1–10	<ul style="list-style-type: none"> • Anthology • Big Books • Core Reader • Graded Readers • Posters • Teacher-made flashcards
	Builds some conceptual vocabulary (e.g. time, sequence).	1–10	
	Follows a short sequence of instructions (e.g. Draw a circle. Colour it red.).	1–10	
	Gives simple instructions.	1–10	
	Understands and responds to simple questions such as “Which ...?” and “Whose ...?” (e.g. Whose book is this?).	1–10	
	Asks simple formulaic questions (e.g. What is your name?).	1–10	
	Makes simple requests and statements (e.g. Can I go out, please? I feel sick.).	1–10	
	Identifies an object from a simple, oral description.	1–10	
	Talks about objects in a picture.	1–10	
	Listens to stories and recounts.	1–10	
	Answers simple, literal questions about the story (e.g. Who ate the porridge?).	1–10	
	Acts out the story using some of the dialogue.	1–10	
	Retells the story, with help from the teacher.	1–10	
	Recounts a short sequence of simple experiences or events.	1–10	
	Memorises and performs simple poems, action rhymes and songs.	1–10	
Plays language games.			
Phonics	Phonemic awareness.	1–10	<ul style="list-style-type: none"> • Core readers • Teacher-made flashcards
	Distinguishes aurally between sounds that are often confused (e.g. ‘a’ and ‘e’, ‘ee’ and ‘i’).	1–10	
	Phonics.	1–2	
	Identifies letter-sound relationships of single letters starting with those that are the same in the HL and FAL.	1–2	
	Identifies letter-sound relationships that are different from those in the HL.	1–2	

	Builds up and breaks down three-letter words using sounds learnt (e.g. p-e-n, p-en, pen).	1-10	
	Recognises common endings in words (e.g. 'ed', 'ing', 'y' and 's').	1-10	
	Groups common words into word families (e.g. bin, pin, tin).	1-10	
	Recognises common consonant digraphs such as sh, ch and th at the beginning and end of words.	1-10	
	Builds up and breaks down simple words beginning with some common consonant blends (e.g. fl-at, sl-ip, cl-ap, pl-um; br-im, cr-op, dr-ip, gr-ab, tr-ip).	1-10	
	Recognises at least three vowel digraphs (e.g. 'oo' as in boot, 'ee' as in feet).	3-10	
Shared reading	Reads a short written fiction or non-fiction text (a Big Book or other enlarged text) with the teacher, using the pictures to develop vocabulary, the title for prediction and answering short, oral questions about the text.	1-10	• Big Book
	Makes sense of a short written text with pictures (e.g. by sequencing pictures or matching a caption/sentence to a picture).	1-10	
	Relates a text that is read to own experience.	1-10	
	Retells part of a story or summarises a non-fiction text with help from the teacher (2-3 sentences).	1-10	
Group-guided reading	Reads aloud from own book in a guided reading group with the teacher, i.e. whole group reads the same story.	1-10	• Graded Readers • Teacher-made flashcards
	Uses the reading strategies taught in the HL to make sense of text and monitor self when reading (phonics, context clues, structural analysis, sight words).	1-10	
	Uses diagrams and illustrations in text to aid understanding.	1-10	
	Reads with increasing fluency and expression.	1-10	
	Shows an understanding of punctuation when reading aloud.	1-10	
Paired reading and Independent reading	Continues to build sight vocabulary (e.g. have, some, when, them, very).		
	Reads own writing and others' writing.	1-10	• Graded Readers • Core Reader
	Independently reads books read in Guided Reading sessions and simple caption books and picture story books in the FAL from the classroom reading corner.	1-10	
Writing	Uses children's picture dictionaries (monolingual and bilingual) to find out the meaning of unknown words.	1-10	
	Uses handwriting skills taught in HL.	1-10	• Graded Reader • Core Reader
	Writes lists with headings.	1-10	
	Chooses and copies a caption which accurately describes a picture.	1-10	
	With help, writes a caption for a picture, and reads back what is written (e.g. The red car is big.)	1-10	
Completes sentences by filling in missing words. Writes sentences using a frame (e.g. I like _____. I do not like _____).	1-10		

	Writes sentences using words containing the phonic sounds and common sight words already taught.	1–10	
	Writes familiar words and sentences from dictation.	1–10	
	Puts jumbled sentences in the right order to make a paragraph and copies it.	1–10	
	Writes a paragraph of at least three sentences on a familiar topic.	1–10	
	Writes some short, simple texts already taught in HL e.g. a message on a get well card.	1–10	
	Using skills taught in HL, organises information into a simple graphic form (chart... or time line).	1–10	
	With help, uses some nouns and pronouns (I, you, he, she, it, etc.) correctly in writing.	1–10	
	With help begins to use simple present, present progressive and past tenses correctly in writing.	1–10	
	With help forms the plurals of familiar words.	1–10	
	With help, spells common words correctly, using a children's dictionary where necessary.	1–10	
	Uses punctuation already taught in HL (capital letters and full stops) Builds own word bank and personal dictionary.	1–10	
Language usage	Begins to develop understanding and ability to use language structures in the context of meaningful spoken and written language.	1–10	
	Begins to use some of the grammatical forms exposed to in Grade 1 (simple present and present progressive tenses, modals 'can' and 'may', negative and plural forms, pronouns, prepositions, adjectives and adverbs).	1–10	
	Understands and begins to use the simple past tense (e.g. I washed my face.).	1–10	
	Understands and begins to use some irregular past tense forms (e.g. went).	1–10	
	Understands and begins to use time connectors (e.g. first, next, then).	1–10	
	Understands and begins to use question forms (e.g. When did you ...?).	1–10	
	Understands and begins to use some pronouns (e.g. me, him, her).	1–10	
	Understands and begins to use a greater range of adjectives and adverbs.	1–10	
	Understands and begins to use the verb 'to be' (e.g. She is happy.).	1–10	
	Understands 1 000–2 000 words in context by the end of Grade 2.	1–10	

Weekly plan

- The learning programme follows the same routine every week.
This makes it easy for teachers and learners to follow.
Learners can prepare for the next activity once they know the routine.
- The weekly plan is based on the CAPS maximum time for FAL of 3.5 hours per week.

Daily Time	Monday	Tuesday	Wednesday	Thursday	Friday	Weekly time
2	Daily Listening and speaking					10
10		Focused listening and speaking		Focused listening and speaking		20
5	Phonics		Phonics	Phonics		15
15	Shared reading		Shared reading			30
15	Group-guided reading	Group-guided reading	Group-guided reading	Group-guided reading	Group-guided reading	75
15				Writing	Writing	30
Total: 3.5 hours per week (maximum weekly time allocation)						180

What we need to live

Week 1 & 2

What you will need		
Recommended resources	Anthology	Story 1: Going camping
	Big Book 1	Story 1 : Three goats build houses
	Core Reader	Text: An odd day
	Graded Reader	Level 1, Story 1: We need these things to live Level 1, Story 2: Three goats build houses
	Phonic frieze	Related to What we need to live
	DBE Workbook	Term 1, pages 5, 8, 15, 17, 18; Term 4, pages 50, 51
	Teacher-made resources	Poster: What we need to live Theme-related flashcards
High-frequency and sight words	Phonics	Theme vocabulary
to, very, good, air, water, food, sleep	mum, tap, water, wash, apple, food, says, sun, pet, dog, day, good, goat, built, big, come, house, homes, lion, little	homes, grass, house, small, big, mud, sticks, building, bricks, strong, odd, empty, comfy, fresh, camping, trip, torches, snacks, sleeping bags, pillows, warm jackets, tent, cave, breathe, air, clean air, dirty air, clean water, dirty water, strong, weak, sleep, shelter

Daily activities

Greetings	Start with a greeting. Demonstrate how to say good morning to each other and then let the learners greet each other: Good morning [name]. How are you? Good morning [name]. I'm fine. How are you?
Rhymes/Songs/Chants	Teach an action rhyme to expose the learners to the vocabulary of the theme.
Question of the day	Have groups of learners answer the following question once per week: What house do you like? I like ____.
Key vocabulary	Every day you will have an opportunity to select theme words from the table above and teach or review these using explanations, actions, pictures, as well as using the words in sentences. Read the sight word wall and the theme vocabulary wall each day with the learners. Point out any additions.

Skills	Teaching guidelines	Learning and teaching support materials
Listening and speaking 5 x 2 = 10 minutes	Lesson 1 to 5 Daily activities in table above for guidelines.	<ul style="list-style-type: none"> • Theme vocabulary flashcards
Listening and speaking 2 x 10 = 20 minutes	Lesson 1: Focused listening and speaking (integrated with reading and phonics) Pre-reading: Learners predict the story from the title and the pictures. Use questions to prompt them, e.g. What would happen if we had no fresh air and clean water? What do you see in this picture? Learners give definitions of words, e.g. odd, empty, comfy, fresh mean. Learners use the words in sentences. Learners review the alphabet from flashcards and an alphabet chart. During reading: Learners listen as you read and model expression and fluency. Learners pay attention as you point to characters and objects in pictures to help understanding. Learners answer the questions you ask at the end of selected pages, e.g. What do you think will happen next? Learners do a word hunt in which they find the phonics words that you call out in the text (you can tell them on which page to find the words). Post-reading: Learners read the story in pairs. Learners do the post-reading activity on p. 2.	<ul style="list-style-type: none"> • Core Reader, Text 1: An odd day • Phonics flashcards
	Lesson 2: Focused listening and speaking Pre-reading: Learners review key vocabulary, sight words and phonics words from flashcards. Learners recall key events in the story. Prompt them with questions, e.g. What is the first thing that Chu finds odd? (The trees are still.) What happens when Mum opens the tap? (No water comes out.) What is wrong with the fridge? (The fridge is empty.) What is wrong with the air? (The air feels heavy.) During reading: Learners read the story, emphasising the words you have reviewed Learners identify objects and characters that you point out in the pictures, e.g. (Point to the trees.) Ask the learners, where is the apple? Post-reading: Learners discuss questions from the Core Reader, Text 1: An odd day, e.g. What did Chu and her family miss when everything felt odd? (Air, water, food, warmth and sleep). Learners answer questions you ask using the turn, talk and share method, e.g. What is most important: water, air or food? (They are all important. We cannot survive if any one of them is missing but air is the most important.)	<ul style="list-style-type: none"> • Core Reader, Text 1: An odd day • Activity 1: Listening and speaking

<p>Phonics 3 x 5 =15 minutes</p>	<p>Lesson 1: Introduce the beginning sounds Sing the alphabet song with the class, pointing to an alphabet chart. Review beginning sounds using these words from Core Reader, Text 1: An odd day: mum, tap, water, wash, apple, food, says, sun, pet, dog. Review like this: Hold up a letter card, say the sound, say it with the class, let learners say it. Then hold up the word card. Say each word slowly, emphasising the beginning sound. The learners say the words with you, then say the words on their own. Have different groups or rows of learners say the words as you show the flashcards again.</p> <p>Lesson 2: Revise the beginning sounds Use flashcards to revise beginning sounds. Call out a word from the list in Lesson 1 and have learners find it in Core Reader, Text 1: An odd day. Walk around the class and observe.</p> <p>Lesson 3: Consolidate the beginning sounds The learners complete Activity 2: Phonics. Do a word hunt: Give clues to words with the target sound, e.g. What do we open to get water out?' (A tap) What is a round fruit and can be green or red? (An apple) Ask the learners to repeat the words and to find them in their books.</p>	<ul style="list-style-type: none"> • Core Reader, Text 1: An odd day • Phonics flashcards with target phonics words
<p>Shared reading 2 x 15 = 30 minutes</p>	<p>Lesson 1: Read 1 Pre-reading: Learners discuss the cover and predict the story. Learners do a picture walk and talk and answer prompting questions to predict further, e.g. What do you think this story is about? Who are the main characters? Learners connect the content to their daily experiences with moving or building a home. Learners do a preview of key vocabulary words, e.g. homes, grass, mud, sticks, bricks, build, big, small.</p> <p>During reading: Learners listen as you read the story and show the pictures to them. Emphasise the key vocabulary words as you read.</p> <p>Post-reading: Learners complete the post-reading questions on p. 12. Learners refer to Activity 1: Listening and speaking for a comprehension activity.</p> <hr/> <p>Lesson 2: Read 2 Pre-reading: Learners review the key vocabulary from the story by answering your questions, e.g. Is the first house a strong house? Learners review target phonics sounds (single letters) and words from flashcards. Learners develop their phonics awareness by clapping out words with you, e.g. Gogo, grandchildren, middle, smallest, goat, big.</p>	<ul style="list-style-type: none"> • Big Book 1: Story 1: Three goats build houses

	<p>During reading: Learners listen as you read the story again and answer your questions about the pictures and the story, e.g. What is the lion doing? Which one is the middle goat? Emphasise words with your target phonics sound and the sight words (to very, and good) as you read. Encourage the learners to join in as you read, especially during the repeated words, e.g. No! I will not!</p> <p>Post-reading: Learners do Activity 3: Reading.</p>	
<p>Group-guided reading</p> <p>5 X 15 = 75 minutes</p>	<p>Lessons 1 to 5: Repeat and adapt the daily lessons for each group. Work with two groups daily.</p> <p>Pre-reading: Learners discuss the title and the cover. Learners follow your prompts to make predictions, e.g. What are the things we need to live? Do all people need the same things? Learners follow as you lead a picture walk and talk. Learners learn new theme words: breathe, air, clean air, dirty air, clean water, dirty water, strong, weak, sleep, shelter.</p> <p>During reading: Learners listen as you read the first two pages to them modelling expression and fluency. Learners read text silently on their own, at their own pace. Learners read to each other in pairs, taking turns to read one paragraph or sentence at a time. Help them as they read.</p> <p>Post-reading: Learners answer oral questions to help comprehension, e.g. What air makes us strong? (Clean air) What air makes us weak? (Dirty air) What do we use water for? (We use water for drinking, cooking, washing and for watering our plants.) Encourage answers in full sentences.</p>	<ul style="list-style-type: none"> Graded Reader, Level 1, Story 1: We need these things to live Teacher-made flashcards from theme vocabulary
<p>Independent reading and Paired reading</p>	<p>Learners take their books home to read to their families. Learners take turns to read in pairs when there is time in class. To review, ask the learners to recall any facts that they remember. Learners can read page 15 from DBE. This can be done in pairs and then individually.</p>	<ul style="list-style-type: none"> Graded Reader, Level 1, Story 1: We need these things to live <p>or</p> <ul style="list-style-type: none"> Core Reader, Text 1: An odd day DBE Book 1
<p>Writing</p> <p>2 x 15 = 30 minutes</p>	<p>Lesson 1: Revise the alphabet Sing the alphabet song with learners while they clap and dance to the beat. Have the learners 'write' letters in the air using their index fingers. Call out letters or words and ask the learners to trace them in the air. Show a letter card and stick it on the board. Ask the learners to think of words that start with that letter. Write the words next to the letter. Do a few like this.</p> <p>Lesson 2: Complete sentences For Activity 4: Writing, the learners complete the sentences.</p>	<ul style="list-style-type: none"> Core Reader, Text 1: An odd day Activity 4: Writing Worksheet 1: Complete the sentences

Assessment	<p>Baseline Assessment</p> <p>Informal assessment of learners' oral skills and readiness for Grade 2 are found in Activities 1 to 4.</p> <p>Observe learners throughout the week to determine whether they have mastered the skills on the checklists.</p> <p>Use an Observation book to record your findings.</p> <p>Plan some remedial work for learners who are struggling.</p>	<ul style="list-style-type: none"> • Activities 1 to 4 • Observation book
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TEACHER TIP

Use the baseline assessment to assess the learners' reading fluency and comprehension.

Set up five groups for Group-guided reading.



tips

TEACHER TIP

To effectively organise reading groups, let the other groups do one of the following activities while you read with one group:

- Complete the Worksheet 1 activity.
- Do independent or Paired reading of the Core Reader, Text 1: Three goats build houses.
- Draw a picture and write a caption of one of the events from Core Reader, Text 1: Three goats build houses.
- Do an activity from the DBE workbook. Read through the words from pages 5 and 8, focusing on the sounds in the words.



tips

Activity 1

Listening and speaking

Ask questions, including yes/no questions, about the text, e.g.

Who told the goats to build their houses? (Gogo goat)

Were there three little goats? (Yes)

What did the smallest goat use to build his house? (The smallest goat built his house out of grass.)

Assessment checklist: Oral and observation

Can learners respond to questions about the story?

Can learners use some English vocabulary?

Can learners use English sentence structure?



Activity 2



Phonics

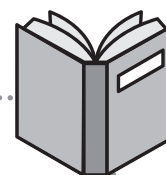
1. Write these words from the Core Reader, Text 1: Three goats build houses with the beginning letters missing. Write the beginning letters in a jumble in a box next to the list: m, t, w, a, f, s, p, d.
2. The learners copy and complete the words.
3. The learners read the words.

Suggested answers: mum, tap, water, apple, food, sun, pet, dog

Assessment checklist: Oral and written

- Can learners identify the beginning letter?
- Can learners match the beginning letter to the correct word?
- Can learners decode and read the words?

Activity 3



Reading

After reading Big Book 1, Story 1: Three goats build houses, ask simple questions with support from the pictures.

Who tells them to build their own homes? (Their grandmother)

What is this house made of? (Grass)

Which goat is this? (The smallest goat)

What is this house made of? (sticks) Which goat is this? (The middle goat)

What is this house made of? (bricks) Which goat is this? (The biggest goat)

What does the lion do? (He tries to blow the house down.)

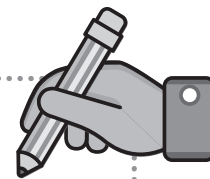
What does he do at the end? (He puffs up like a balloon, rolls all the way home and gives up forever.)

What happens to the three little goats at the end? (They all live together in the big goat's strong brick house.)

Assessment checklist: Oral and observation

- Can learners answer simple literal questions?
- Can learners use the illustrations to aid understanding?
- Can learners identify objects and characters in the pictures?

Activity 4



Writing and handwriting

Say the following to introduce the writing activity:

Chu feels happy for the things they have. "We have air, water, food, warmth, and sleep," she said with a smile.

Tell learners they will write about what makes them happy and thankful each day. Write the following sentence starters on the board:

I am happy for...

I feel thankful for ...

Write some words they can use to complete the sentence, e.g. air, water, food, sleep, the sun.

Assessment checklist: Oral and observation

Can learners complete two sentences with missing words?

Can learners follow instructions?

Play and learn



Learners sing the song with teacher. Learners clap hands to the rhythm and do the actions:

We need clean air, breathe it in, (breathe deeply)

We need clean water, splash, splash, splash! (pretend to splash water)

We need good food, yum, yum, yum, (rub tummy)

We need the sun to keep us warm! (stretch arms up to the sun)

We need strong homes, safe and snug, (hug yourself tight)

Warm clothes to wear, snug like a bug, (pretend to put on a coat)

All these things help us grow, (stretch arms wide)

So we can live and succeed, you know! (point to yourself and then others)

Skill	Teaching guidelines	Learning and teaching support materials
Daily listening and speaking 5 x 2 = 10 minutes	Lesson 1 to 5 Daily activities in table above for guidelines.	<ul style="list-style-type: none"> • Theme vocabulary flashcards
Listening and speaking (L/S) 2 x 10 = 20 minutes	<p>Lesson 1: Focused listening and speaking: Reading aloud</p> <p>Pre-reading: Discuss the title, have learners predict the story and do a picture walk with them. Ask questions to prompt predictions, e.g. Where are they going camping? Who do you think is going camping? Teach key vocabulary, e.g. torches, snacks, sleeping bags, pillows, jackets, tent, cave, waterfall.</p> <p>During reading: Read aloud and model expression and fluency. Refer to characters and objects in the pictures to help understanding, e.g. Who is this? What is this? (cave) Where is Themba’s dad searching? (in the car) Pause at the end of selected pages and ask questions about what they think will happen next, e.g. What do you think they will find further on?</p> <p>Post-reading: Learners discuss which part of the story they liked best. Learners discuss the post-reading questions on p. 5.</p> <p>Lesson 2: Focused listening and speaking: Reading aloud</p> <p>Pre-reading: Review key vocabulary, sight words and phonics words using flashcards. Ask the learners to recall key events in the story. Prompt with questions, e.g. What happened first? What happened next? Help the learners to start their answers with first, next, after that, at the end.</p> <p>During reading: Read the story aloud again, referring to pictures and explaining key ideas in the story. Ask prompting questions at the end of each page to help learners understand the story, e.g. Why didn’t they take a tent? (They were going to sleep in a cave.) What did they find after they found the cave? (A waterfall)</p> <p>Post-reading: Learners complete Activity 1: Listening and speaking.</p>	<ul style="list-style-type: none"> • Anthology, Story 1: Going camping • Phonics flashcards
Phonics 3 x 5 = 15 minutes	<p>Lesson 1: Introduce beginning sounds</p> <p>Sing the alphabet song with the class, pointing to an alphabet chart. Review beginning sounds using other suitable words from Core Reader, Text 1: An odd day. You can repeat some of the words you used in Week 1. Do not choose words that begin with blends and digraphs. Review like this: Hold up a letter card, say the sound, say it with the class, let learners say it.</p>	<ul style="list-style-type: none"> • Core Reader, Text 1: An odd day • Phonics flashcards with target phonics words

	<p>Say each word slowly, emphasising the beginning sound. The learners say the words with you, then say the words on their own.</p> <p>Lesson 2: Revise the beginning sounds Use the flashcards to revise beginning sounds in words you taught in Lesson 1. Call out a word and have the learners find it in the Core Reader text. Go around the class and observe. Write the words on the board if learners have difficulty.</p> <p>Lesson 3: Consolidate the beginning sounds Learners complete Activity 3: Phonics. Let the learners do a word hunt. Give clues to the words with the target sound, e.g. What do we see in the sky in the day? (Sun) Ask the learners to repeat the words and find them in their books. Learners can revise beginning sounds by looking at the /t/ and /p/ words on pages 17 and 18 from DBE.</p>	
<p>Shared reading 2 x 15 = 30 minutes</p>	<p>Lesson 1: Read 3 Pre-reading: Review theme vocabulary and phonics words using flashcards. Recap the story with learners, asking questions about what happened first, next, and so on. During reading: Read the story again. Encourage the learners to join in and use gestures or actions to express the story, e.g. miming the smallest goat running or the lion blowing a house down and roaring. Post-reading: Learners complete Activity 2: Reading.</p>	<ul style="list-style-type: none"> • Big Book 1: Story 1: Three goats build houses • Activity 2: Reading
	<p>Lesson 2: Read 3 Pre-reading: Briefly review the story in Big Book 1: Story 1: Three goats build houses. During reading: Read the story again. Encourage the learners to join in and use gestures or actions for certain scenes, e.g. blowing down the house, goats saying, "I will not". Post-reading: Learners act out the lion blowing down the grass house, then the stick house, then the brick house. Use some of the dialogue and mime the actions. Divide the class into groups and have each group act out a different scene with relevant gestures, expressions and words. Go around and help.</p>	<ul style="list-style-type: none"> • Big Book 1: Story 1: Three goats build houses.
<p>Group-guided reading 5 X 15 = 75 minutes</p>	<p>Lessons 1 to 5: Repeat and adapt Group-guided reading lessons for each group. Work with two groups daily. Pre-reading: Learners discuss the title and the cover. Encourage predictions, e.g. What do you see? Do you know this story? What do you know about it? Review key vocabulary from this story.</p>	<ul style="list-style-type: none"> • Graded Reader, Level 1, Story 2: Three goats build houses • Teacher-made flashcards from theme vocabulary

	<p>During reading: Learners listen while you read the first two pages to the learners. Emphasise sight words for this theme. Learners read text silently, at their own pace. Learners read in pairs, taking turns to read one paragraph or sentence at a time.</p> <p>Post-reading: Learners answer oral questions to help comprehension, e.g. What did the smallest goat build his house with? (He built it with grass.) What did the lion do? (He blew the house down.) Encourage answers in full sentences.</p>	
Independent reading and Paired reading	<p>Read on your own or with a partner. Learners take their books home to read to their families. Learners take turns to read in pairs when there is time in class. To review, ask the learners to mention any facts that they remember. Learners can work in pairs to read the words on page 50 and 51 from DBE.</p>	<ul style="list-style-type: none"> • Graded Reader Level 1 Story 2: Three goats build houses or • Core Reader, Text 1: An odd day • DBE Book 2
Writing 2 x 15 = 30 minutes	<p>Lesson 1: Revise the alphabet Sing the alphabet song with learners while they clap and dance to the beat. Have learners 'write' letters in the air using their index fingers. Call out letters or words and ask the learners to trace them in the air. Show a letter card and stick it on the board. Ask the learners to think of words that start with that letter. Write them next to the letter. Do a few like this.</p>	<ul style="list-style-type: none"> • Letter cards
	<p>Lesson 2: Write sentences Learners complete the sentences for Activity 4: Writing.</p>	<ul style="list-style-type: none"> • Big Book 1, Story 1: Three goats build houses • Activity 4: Writing • Worksheet 1: Complete the sentences
Assessment	<p>Baseline Assessment Informal assessment of learners' oral skills and readiness for Grade 2 are in Activities 1 to 4. Observe learners throughout the week to determine whether they have mastered the skills on the checklists. Use an Observation book to record your findings. Plan remedial work for those learners who are struggling.</p>	<ul style="list-style-type: none"> • Activities 1 to 4 • Observation book

Activity 1



Listening and speaking

Anthology, Story 1: Going camping

Divide the class into pairs. Ask the questions orally. Have learners turn and talk about each question.

How does the story start? (It starts with the dads deciding to take the boys on a camping trip.)

Who are the two main characters? (Themba and Jannie)

What did the dads do when they arrived at the camping place? (They made a fire and made lunch.)

What did the boys do? (They went to look for the cave.)

What did they find after the cave? (They found the waterfall.)

What did they do at the waterfall? (They splashed in the water.)

What happened when they got back to the cave and their dads? (Their dads were looking for water.)

How did the story end? (Their dads thought they might have to go home as they did not have water. Jannie and Themba showed them the waterfall.)

Use the SHARE strategy for learners to tell their answers to the class.

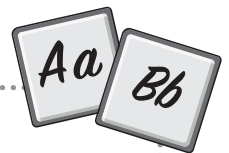
Assessment checklist: Oral and observation

Can learners respond to questions about the story?

Can learners use some English vocabulary?

Can learners use English sentence structure?

Activity 2



Phonics

Flashcard challenge

Hold up a flashcard with a letter (uppercase or lowercase) and ask the learners to say the letter sound and a word that begins with that letter.

Differentiation

Extension: Challenge advanced learners to write short sentences with words that start with the letters.

Remediation: Use picture flashcards to help the learners associate letters with common objects.

Assessment checklist: Oral and observation

Can learners distinguish aurally between the long and short sound in the vowel digraphs oo?

Can learners make their own words?

Can learners decode and read the words in texts?



Activity 3

Reading

Big Book 1, Story 1: Three goats build houses

To prepare for this activity, write the answer to each of the questions below on a separate strip. Make the strips large enough for the class to read.

Place the sentence strips on the board in jumbled order. Read Big Book 1, Story 1: Three goats build houses again. Learners discuss the answers in pairs before answering orally.

Put the sentence strips in the order that the questions are answered.

1. Who told the goats to build their own homes? (Gogo Goat told the three goats to build their own homes.)
2. What did the smallest goat build his house out of? (The smallest goat built his house out of grass.)
3. What did the lion do when the goat refused to let him in? (The lion blew the smallest goat's house down.)
4. Where did the smallest and middle goats run to after their houses were blown down? (They ran to their big sister's house.)
5. What did the biggest goat build her house out of? (The biggest goat built her house out of bricks.)
6. What happened when the lion tried to blow down the brick house? (The lion blew very hard, but the brick house did not fall down.)

Assessment checklist: Oral and observation

Can learners answer simple literal questions?

Can learners use relevant vocabulary?

Can learners follow instructions?



Activity 4

Writing and handwriting

Big Book 1, Story 1: Three goats build houses

After completing Activity 3: Reading, the learners complete Worksheet 1: Complete the sentences.

Suggested answers to the worksheet:

1. What did the smallest goat use to build his house? (The smallest goat built his house out of grass.)
2. Where did the smallest and middle goats run to after their houses were blown down? (They ran to their big sister's house.)
3. What did the biggest goat build her house out of? (The biggest goat built her house out of bricks.)
4. What happened when the lion tried to blow down the brick house? (The lion could not blow the house down.)

Assessment checklist: Oral and observation

Can learners complete three sentences with missing words?

Can learners follow instructions?

Myself and others

Week 3 & 4

What you will need		
Recommended resources	Big Book 1	Story 2: Sindiwe and her mean sisters
	Core Reader	Text 2: We help each other
	Graded Reader	Level 1, Story 3: Help, my house is on fire Level 1, Story 4: Sindiwe and her mean sisters
	Teacher-made flashcards & Phonic frieze	Related to Me, Myself and others
	DBE Workbook	Term 1, pages 8, 9; Term 4, page 53
High-frequency and sight words	Phonics words	Theme vocabulary
lived, new, most, our, sister	ee: bee, Bree, sweet, see, free, week, tree, green, agreed ai: snail, Zaid, painting, trail, chain, afraid, hailstorm, wail, rain, hail	sisters, aunt, youngest, older, mean, cross, village, chief, friends, busy, bee, slow, snail, stuck, chain, hive, help, fix, rely, tangled, break, scared, bullied, alone, ignored, hurt, shyly, parents, shy, boy, fire, smoke, room, flames, screamed, fire station, grandson, fire fighters, fire truck, neighbours, grateful

Daily activities

Greetings	Start with a greeting. Vary your greetings and questions to suit your learners, e.g. Good morning! You look happy today. Tell me what happened! Good morning, [name]. Are you feeling better today? Good morning, [name]. How did your sister do in the dance competition?
Rhymes/Songs/Chants	Teach an action rhyme to expose the learners to the vocabulary of the theme. Refer to Play and learn.
Question of the day	Have groups of learners answer the following question once per week: How do you help others? I _____.
Key vocabulary	Every day you will have an opportunity to select theme words from the table above and teach or review these using explanations, actions, pictures, as well as using the words in sentences. Read the sight word wall and the theme vocabulary wall each day with the learners.

Skill	Teaching guidelines	Learning and teaching support materials
Listening and speaking 5 x 2 = 10 minutes	Lessons 1 to 5 Daily activities Daily activities in table above for guidelines.	<ul style="list-style-type: none"> • Theme vocabulary flashcards
Listening and speaking 2 x 10 = 20 minutes	Lesson 1: Focused listening and speaking (integrated with reading and phonics) Pre-reading: Learners predict the story from the title and the pictures. Use questions to prompt them, e.g. Can a bee and a snail be friends? What do you think they do together? What do you see in this picture? Learners give definitions of words, e.g. busy, stuck, tangled and break. Learners use the words in sentences. Learners review the alphabet from flashcards and an alphabet chart. During reading: Learners listen as you read the story and model expression and fluency. Learners pay attention as you point to characters and objects in pictures to help understanding. Learners answer the questions you ask at the end of selected pages, e.g. Who is this? What is she doing? What do you think will happen next? Learners do a word hunt to find the phonics words that you call out in the text (you can tell them on which page to find the words). Post-reading: Learners read the story in pairs. Learners act out the words, e.g. tangled, break, rush. Learners do the post-reading activity on p. 4.	<ul style="list-style-type: none"> • Core Reader, Text 2: We help each other • Phonics flashcards • Flashcards with images and words from the story: ee words: Bree, bee, see, free • ai words: Zaid, snail, trail, afraid, wail, hail
	Lesson 2: Focused listening and speaking Pre-reading: Learners review key vocabulary, sight words and phonics words from flashcards. Learners recall key events in the story. Prompt them with questions, e.g. What did Bree and Zaid like doing? During reading: Learners listen as you read the story again, emphasising the words you have reviewed. Learners identify objects and characters that you point out in the pictures, e.g. (Point to the bee.) Where are the tangled vines? Post-reading: Learners discuss questions from Core Reader, Text 2: We help each other, e.g. What is the most important part of this story? (How the friends helped each other) Learners answer questions you ask using the Turn, talk and share method, e.g. What have you done to help your friend?	<ul style="list-style-type: none"> • Core Reader, Text 2: We help each other

Phonics 3 x 5 =15 minutes	Lesson 1: Introduce the ee sound Sing the alphabet song with the class, pointing to an alphabet chart. Use the words from Core Reader, Text 2: We help each other to review the sounds: bee, Bree, sweet, see, free, week, tree, green, agreed. Read this sentence, emphasising the ee sounds: In a beautiful garden, there lived a busy bee named Bree. Show the ee flashcard. Ask the learners if they can hear the ee sound in bee and Bree. Review like this: Hold up a letter card, e.g. ee. First say the sound with the class, then let the learners say the sound without you. Then hold up the word card, e.g. Bree, and say the word on the card.	<ul style="list-style-type: none"> • Core Reader, Text 2: We help each other • Phonics flashcards with target phonics words
	Lesson 2: Revise the ee sound Use flashcards to revise beginning sounds. Say the words. The learners clap for each part of the word (two claps) while repeating after you. Write the words on the board and blend as you read, sweeping your fingers beneath the words to show a blending movement. Call out a word from the list in Lesson 1 and have learners find it in Core Reader, 2: We help each other. Walk around the class and observe. Use the exercise on page 53 from DBE to revise the ee sound.	<ul style="list-style-type: none"> • DBE Book 2
	Lesson 3: Consolidate the ee sound The learners complete Activity 2: Phonics. Do a Word hunt: Give clues to words with the target sound, e.g. Who is busy? (The bees) What colour were the leaves? (Green) Ask the learners to repeat the words and to find them in their books.	
Shared reading 2 x 15 = 30 minutes	Lesson 1: Read 1 Pre-reading: Learners discuss the cover and predict the story. Learners do a picture walk and talk and answer prompting questions to predict further, e.g. What do you think the story is about? Who do you think the three sisters are? Who do you think will be the main character in the story and why? Learners do a preview of key vocabulary words, e.g. sisters, aunt, youngest, older, mean, cross, village, chief, friends. During reading: Learners listen as you read the story and show the pictures to them. Emphasise the key vocabulary words as you read. Post-reading: Learners complete the post-reading questions on p. 24. Learners refer to Activity 1: Listening and speaking for a comprehension activity.	<ul style="list-style-type: none"> • Big Book 1: Story 2: Sindiwe and her mean sisters
	Lesson 2: Read 2 Pre-reading: Learners review the key vocabulary from the story by answering your questions, e.g. Who is mean? Who was the youngest sister? Learners review target phonics sounds and words from flashcards. Learners develop their phonics awareness by clapping out words with you, e.g. sisters, older, aunt, village, feast, beautiful, fish	<ul style="list-style-type: none"> • Big Book 1: Story 2: Sindiwe and her mean sisters • Teacher-made flashcards from theme vocabulary • Activity 2: Phonics

	<p>During reading: Learners listen as you read the story again and answer your questions about the pictures and the story, e.g. Where is Sindi? Are the two sisters happy or angry? Emphasise words with your target phonics sound and the sight words, as you read.</p> <p>Post-reading: Learners do Activity 3: Reading.</p>	
<p>Group-guided reading 5 x 15 = 75 minutes</p>	<p>Lessons 1 to 5 Repeat and adapt the daily lessons for each group. Work with one group daily.</p> <p>Pre-reading: Learners discuss the title and the cover. Learners follow your prompts to make predictions, e.g. Whose house is on fire? What do you think will happen to the house? Will everyone be safe? Learners follow as you lead a picture walk and talk. Learners learn new theme words: fire, smoke, room, flames, screamed, fire station, grandson, fire fighters, fire truck, neighbours, grateful.</p> <p>During reading: Learners listen as you read the first two pages to them, modelling expression and fluency. Learners read on their own, at their own pace. Learners read to each other in pairs, taking turns to read one paragraph or sentence at a time. Help them as they read.</p> <p>Post-reading: Learners answer oral questions to help comprehension, e.g. Why is the narrator’s sister screaming? (Their house was on fire.) Who saved the dogs? (Thivu, the neighbour’s grandson.) Who called the fire brigade? (Gogo, from next door) Could they live in their house after the fire was put out? (No) What happened to the children? (They first lived with Gogo, then their dad found them a new house.) Encourage answers in full sentences.</p>	<ul style="list-style-type: none"> • Graded Reader, Level 1, Story 3: Help, my house is on fire • Teacher-made flashcards from theme vocabulary
<p>Independent reading and Paired reading</p>	<p>Learners take their books home to read to their families. Learners take turns to read in pairs when there is time in class. To review, ask the learners to recall any facts that they remember. Read the sentences on page 8 from DBE in pairs. Sing the song on page 9 from DBE in pairs.</p>	<ul style="list-style-type: none"> • Graded Reader, Level 1, Story 3: Help, my house is on fire <p>or</p> <ul style="list-style-type: none"> • Core Reader, Text 2: We help each other • DBE Book 1

Writing 2 x 15 = 30 minutes	Lesson 1: Write ee words Review ee words with flashcards. Learners do the written part of Activity 2: Phonics.	<ul style="list-style-type: none"> • Core Reader, Text 2: We help each other • Activity 2: Phonics
	Lesson 2: Complete sentences For Activity 4: Writing, the learners complete sentences for a shared writing activity.	<ul style="list-style-type: none"> • Activity 4: Writing and handwriting
Assessment	Baseline Assessment Informal assessment of learners' oral skills and readiness for Grade 2 are in Activities 1 to 4. Use Activity 1: Listening and speaking as part of the Formal Assessment. Observe learners throughout the week to determine whether they have mastered the skills on the checklists. Use an Observation book to record your findings. Plan some remedial work for learners who are struggling.	<ul style="list-style-type: none"> • Activities 1 to 4

TEACHER TIP

While you read with one group, let the other groups do independent or Paired reading of the Core Reader, Text 2: We help each other.

Encourage them to take books home from the school library or the classroom.



tips

TEACHER TIP

Use flashcards to review sight words and high-frequency words.

Make time to read this list with the learners every day, pointing to each word as you read.



tips

Activity 1



Listening and speaking

Big Book 1, Story 2: Sindiwe and her mean sisters.

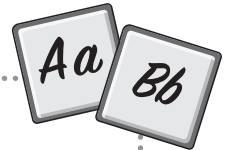
Ask the following oral questions. Allow as many learners as possible to answer the questions.

1. Who was the youngest sister? (Sindiwe, also called Sindi)
2. Where did the sisters want to go? (They wanted to go to the feast.)
3. What did the older sisters say about Sindi's dresses? (They said her dresses were plain.)
4. Who helped Sindi by the river? (A big fish helped her.)
5. What did the fish give Sindi? (He gave her beautiful clothes.)

Assessment checklist: Oral and observation

- Can learners respond to questions about the story?
- Can learners use some English vocabulary?
- Can learners use English sentence structure?

Activity 2



Phonics

Read a sentence with ee words aloud, e.g. I can see a busy bee named Bree.

Ask the learners to say what the ee words are (see, bee, Bree).

Write ee word sentences on the board leaving out the ee words.

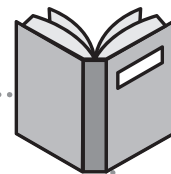
1. Bree is a busy _____. (bee)
2. They can _____ the green leaves. (see)

Practise the sentences orally, where the learners select the correct word card to complete each sentence.

Let the learners copy and complete each sentence in their books.

Assessment checklist: Oral and observation

- Can learners identify the ee words?
- Can learners decode and read the words in texts?



Activity 3

Reading

Big Book 1, Story 2: Sindiwe and her mean sisters

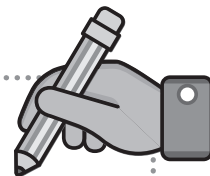
Ask the following comprehension questions:

1. Who were the three sisters living with? (They were living with their aunt.)
2. Where did everyone go for the feast? (They went to the village where the chief was hosting the feast.)
3. What did the older sisters say about Sindi's dresses? (They said Sindi's dresses were too plain.)
4. Where did Sindi sit when she was feeling sad? (She sat under a big tree by the river.)
5. What did the fish give Sindi? (The fish gave Sindi beautiful clothes, including a skirt, blouse, necklace and hat.)
6. What happened when Sindi arrived at the feast? (Everyone turned to look at her, and her sisters stamped their feet in jealousy.)

Assessment checklist: Oral and observation

Can learners answer simple literal questions?

Can learners use relevant vocabulary?



Activity 4

Writing and handwriting

Core Reader, Text 2: We help each other

Write the following incomplete sentences on the board:

My friend helped me by ...

I helped my friend by ...

Ask the learners to remind you of how they helped a friend.

Assessment checklist: Oral and observation

Can learners make sentences that are relevant?

Can learners shape the letters?



Play and learn

Learners sing the song with teacher. Learners clap their hands to the rhythm of this chant:

Family and friends, we stand so tall,

We help each other, big or small!

We help each other, every day,

Together, we grow the Mzansi way!

Let the learners repeat the chant two or three times with different actions each time, e.g. clicking their fingers.

Skill	Teaching guidelines	Learning and teaching support materials
Daily listening and speaking 5 x 2 = 10 minutes	Lessons 1 to 5 Daily activities Daily activities in table above for guidelines.	<ul style="list-style-type: none"> • Theme vocabulary flashcards
Listening and speaking 2 x 10 = 20 minutes	Lesson 1: Focused listening and speaking (integrated with reading and phonics) Pre-reading: Learners predict the story from the title and the pictures. Use questions to prompt their predictions, e.g. How do you think Ahmed feels on his first day at a new school? (He felt shy and nervous.) What can he do to make friends? (Allow for different suggestions, e.g. He can introduce himself.) Learners give definitions of words, e.g. scared, bullied, alone, ignored, hurt, parents, shy, boy. Learners use the words in sentences. Learners review the alphabet from flashcards and an alphabet chart. During reading: Learners listen as you read the story. Model expression and fluency. Learners pay attention as you point to characters and objects in pictures. Learners answer the questions you ask at the end of selected pages, e.g. Who is this? (Ahmed) What is this? (A football) What is the name of the girl that Ahmed helps? (Sarah) Post-reading: Learners discuss which part of the story they liked best. Learners discuss the post-reading questions on p. 9.	<ul style="list-style-type: none"> • Anthology, Story 2: A kind boy • Phonics flashcards • Activity 1: Listening and speaking
	Lesson 2: Focused listening and speaking Pre-reading: Learners review key vocabulary, sight words and phonics words from flashcards. Learners recall key events in the story. Prompt them with questions, e.g. What happened on the first day? (The children in the class giggled.) How did Ahmed feel? (He was embarrassed, his cheeks turned red.) What happened at lunch break? (The boys ignored him.) What happened with Sarah? (Some mean children were teasing her about her glasses.) What did Ahmed do? (He stopped the bullies from teasing her.) What happened at the end of the story? (Ahmed and Sarah became friends.)	
	During reading: Learners read the story, emphasising the words you have reviewed. Learners identify objects and characters that you point out in the pictures, e.g. How do we know that Ahmed was nervous? (He had butterflies in his stomach.) How do we know that Mark was a big bully? (He called Ahmed skinny.) What did Ahmed do that was kind? (He helped Sarah.) Does Ahmed like the new school at the end of the story? (Yes) Post-reading: Learners complete Activity 1: Listening and speaking.	

<p>Phonics 3 x 5 =15 minutes</p>	<p>Lesson 1: Introduce the ai sound Sing the alphabet song with the class, pointing to an alphabet chart. Use the words from Core Reader, Text 2: Friends help each other, to review the sounds: Zaid, snail, trail, afraid, wail, hail. Read this sentence, emphasising the ai sounds: "We can always rely on each other," Zaid exclaimed. "Just like a rainbow always follows the rain and hail." Say each word slowly, emphasising the ai sound. The learners first say the words with you, then say the words on their own.</p> <p>Lesson 2: Revise the ai sound Use flashcards to revise ai words and beginning sounds. Say the words. The learners clap for each part of the word (two claps) while repeating after you. Write the words on the board and blend as you read, sweeping your fingers beneath the words to show a blending movement. Call out a word from the list in Lesson 1 and have learners find it in Core Reader, 2: We help each other. Walk around the class and observe.</p> <p>Lesson 3: Consolidate the ai sound The learners complete Activity 2: Phonics. Do a Word hunt: Give clues to words with the target sound, e.g. Who is tangled in the vine? (Zaid) What is another word for a loud cry? (wail) What looks like ice? (hail) Ask the learners to repeat the words and to find them in their books.</p>	<ul style="list-style-type: none"> • Core Reader, Text 2: We help each other • Phonics flashcards with words that have the ai sounds • Activity 2: Phonics
<p>Shared reading 2 x 15 = 30 minutes</p>	<p>Lesson 1: Read 3 Pre-reading: Learners discuss the cover and predict the story. Learners recap the story by doing a picture walk and talk and answer prompting questions, e.g. What happened first? What happened next?</p>	<ul style="list-style-type: none"> • Big Book 1, Story 2: Sindiwe and her mean sisters
	<p>During reading: Learners listen as you read the story again. Encourage the learners to join in and use gestures or actions to express the story, e.g. miming the sisters stamping their feet, Sindi catching the clothes falling from the tree.</p> <p>Post-reading: Learners do Activity 3: Reading.</p> <p>Lesson 2: Read 3 Pre-reading: Use the book to briefly review the story. During reading: Learners listen as you read the story again. Post-reading: Invite a few learners to act out some of the scenes, e.g. the three sisters talking about the feast, Sindi sitting sadly under a tree, Sindi talking with the big fish whispering in her ear, Sindi catching the clothes, Sindi putting on the clothes at home, Sindi walking to the feast with all the animals walking behind, Sindi at the feast. Encourage the use of some of the dialogue and miming the actions. Divide the class into groups and have each group act out a different scene (as listed above). Go around and help.</p>	

<p>Group-guided reading 5 x 15 = 75 minutes</p>	<p>Lessons 1 to 5 Repeat and adapt the daily lessons for each group. Work with one group daily.</p> <p>Pre-reading: Learners discuss the title and the cover. Learners use your prompts to make predictions, e.g. What do you see? Do you know this story? What do you know about it? Learners learn new theme words: sisters, aunt, youngest, older, mean, cross, village, chief, friends.</p> <p>During reading: Learners listen as you read the first two pages to them, modelling expression and fluency. Emphasise sight words for this theme. Learners read text silently, at their own pace. Learners read to each other in pairs, taking turns to read one paragraph or sentence at a time.</p>	<ul style="list-style-type: none"> • Graded Reader, Level 1, Story 4: Sindiwe and her mean sisters • Teacher-made flashcards from theme vocabulary
	<p>Post-reading: Learners answer oral questions to help comprehension, e.g. How many sisters are there? (There were three sisters: Sindiwe and her two sisters.) Who was the youngest? (Sindiwe was the youngest.) Which sisters were mean? (Sindiwe's two older sisters.) Why was Sindi sad? (She wanted to go to the feast but she had no nice clothes to wear.) Who helped her? (A fish from the river helped her.) How did the fish help her? (The fish turned the leaves on the tree into beautiful clothes.) What did Sindi do then? (Sindi picked up the clothes and went home, then she walked to the feast in her new clothes.) How did the story end? (Everyone turned to look at her, because she was the most beautiful one there, and her sisters stamped their feet in jealousy.)</p>	
<p>Independent reading and Paired reading</p>	<p>Learners take their books home to read to their families. Learners take turns to read in pairs when there is time in class. To review, ask the learners to recall any facts that they remember.</p>	<ul style="list-style-type: none"> • Graded Reader, Level 1, Story 4: Sindiwe and her mean sisters <p>or</p> <ul style="list-style-type: none"> • Core Reader, Text 2: We help each other
<p>Writing 2 x 15 = 30 minutes</p>	<p>Lesson 1: Write ai words Review ai words with flashcards. Learners do the written part of Activity 2: Phonics.</p> <p>Lesson 2: Complete sentences to make a summary For Activity 4: Writing, the learners complete the sentences for a shared writing activity.</p>	<ul style="list-style-type: none"> • Activity 4: Writing (Each learner should have a die for Activity 4)
<p>Assessment</p>	<p>Baseline Assessment Informal assessment of learners' oral skills and readiness for Grade 2 are in Activities 1 to 4. Use Activity 2: Phonics as part of the Formal Assessment. Observe learners throughout the week to determine whether they have mastered the skills on the checklists. Use an Observation book to record your findings. Plan some remedial work for learners who are struggling.</p>	<ul style="list-style-type: none"> • Activities 1–4

Activity 1



Listening and speaking

Anthology, Story 2: A kind boy

Divide the class into pairs. Ask the following questions orally:

Use the Turn, talk and share method for learners to share their answers with the class.

1. What happened on the first day? (Ahmed started his first day at a new school. Some children whispered and giggled when he introduced himself.)
2. How did Ahmed feel? (He felt embarrassed.)
3. What happened at lunch break? (The boys would not play with him. They said he was too skinny to be any good at football. They ignored him.)
4. What happened with Sarah? (Some children teased her about her glasses.)
5. What did Ahmed do? (He stopped the bullies from teasing her.)
6. What happened at the end of the story? (Ahmed and Sarah became friends.)

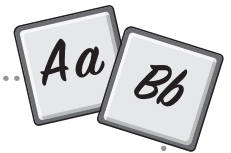
Assessment checklist: Oral and observation

Can learners respond to questions about the story?

Can learners use some English vocabulary?

Can learners use English sentence structure?

Activity 2



Phonics

Write these sentences containing ai words on the board but leave out the ai words.

1. Zaid is a slow _____. (snail)
2. He gets tangled in a ____ of vines. (chain)

Do oral practice where learners select the correct word card to complete each sentence.

Let learners copy and complete each sentence in their books.

Assessment checklist: Oral and observation

Can learners identify the ai words?

Can learners complete the sentences with the correct words?

Can learners decode and read the words in texts?



Activity 3

Reading

Big Book 1, Story 2: Sindiwe and her mean sisters

Let learners complete these sentences orally to make a summary of the story. Learners work in pairs to give answers.

1. Once upon a time, there were three sisters who lived with their _____. (aunt)
2. Sindiwe was the _____ sister, and her two older sisters were very vain and mean. (youngest)
3. The mean sisters would stamp their _____ when they were cross. (feet)
4. One day, they heard about a huge _____ hosted by the chief in the village. (feast)
5. The two older sisters were excited to show off their beautiful _____. (dresses)
6. Sindiwe wanted to go to the feast, but her sisters said her dresses were too _____. (plain)
7. Feeling sad, Sindiwe sat under a big _____ by the river. (tree)
8. She met a big _____ that asked why she was so sad. (fish)
9. The fish helped Sindiwe by turning green leaves into beautiful _____. (clothes)
10. At the feast, Sindiwe was the most _____ girl, and her vain sisters stamped their feet! (beautiful)

Assessment checklist: Oral and observation

Can learners answer simple literal questions?

Can learners use relevant vocabulary?

Differentiation

Remediation: Use sentence flashcards and have learners work in pairs or groups to identify the missing word in each sentence.

Extension: Challenge advanced learners to share what they think Sindi would have done if the fish had not come to help her.

Activity 4

Writing and handwriting

Learners do Worksheet 2: Sindiwe and her mean sisters, to consolidate Activity 3: Reading.

Learners can use each word only once and must cross the word out once used.

Worksheet answers:

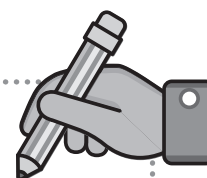
- | | | | | |
|-------------|----------|------------|---------|---------------|
| 1. aunt | 3. feet | 5. dresses | 7. tree | 9. clothes |
| 2. youngest | 4. feast | 6. plain | 8. fish | 10. beautiful |

Assessment checklist: Oral and observation

Can learners complete the sentences with missing words?

Can learners choose the correct words?

Can learners spell the words correctly?



Everyone is special

Week 5 & 6

What you will need		
Recommended resources	Anthology	Story 3: Wonder white
	Big Book 2	Story 1: The girl with the mismatched socks
	Core Reader	Text 3: We are all special Text 4: Special Sphindile
	Graded Reader	Level 1, Story 5: My tennis hero Level 1, Story 6: The girl with the mismatched socks
	Teacher-made flashcards & Phonic frieze	Related to Everyone is special
	DBE Workbook	Term 1, pages 7, 10, 15, 18
High-frequency and sight words	phonics words	Theme vocabulary
things, going, we, friends, same, under, morning, your, too, both, today, name	oa: boast, toad, croak, oak igh: high, right, bright, sunlight	different, matching, mismatched, special, unique, brave, celebrate, score, match, boast, croak, shade, oak, wonder, princess, apple of her father's eye, wonder, vanilla, to put the cherry on top, party, celebration, clever, wheelchair ramp, wider, space, excited, friendly, wonderful, amazing, tennis, player, coach

Daily activities

Greetings	Start with a greeting. Vary your greetings and questions to suit your learners.
Rhymes/Songs/Chants	Teach an action rhyme to expose the learners to the vocabulary of the theme. Refer to Play and learn.
Question of the day	Have groups of learners answer the following question once per week: What makes you special? I am special because _____.
Key vocabulary	Every day you will have an opportunity to select theme words from the table above and teach or review these using explanations, actions, pictures, as well as using the words in sentences. Read the sight word wall and the theme vocabulary wall each day with the learners.

Skill	Teaching guidelines	Learning and teaching support materials
Listening and speaking 5 x 2 = 10 minutes	Lessons 1 to 5 Daily activities Daily activities in table above for guidelines	<ul style="list-style-type: none"> • Theme vocabulary flashcards
Focused listening and speaking 2 x 10 = 20 minutes	Lesson 1: Focused listening and speaking (integrated with reading and phonics) Pre-reading: Learners predict the story from the title and the pictures. Use questions to prompt their predictions, e.g. What is this story about? What games do these two boys play together? What do you enjoy doing with your friends? What do you see in this picture? Learners give definitions of words, e.g. special, score, match, boast Learners use the words in sentences. During reading: Learners listen as you read the story and model expression and fluency. Learners pay attention as you point to characters and objects in pictures. Learners answer the questions you ask at the end of selected pages, e.g. Who is this? What is he doing? What do you think will happen next? Learners do a word hunt to find the phonics words that you call out in the text (you can tell them on which page to find the words). Post-reading: Learners read the story in pairs. Learners act out the words, e.g. hop like a toad and croak like a frog. Learners do the post-reading activity on p. 6.	<ul style="list-style-type: none"> • Core Reader, Text 3: We are all special • Phonics flashcards
	Lesson 2: Focused listening and speaking Pre-reading: Learners review key vocabulary, sight words and phonics words from flashcards. Learners recall key events in the story. Prompt them with questions, e.g. Where were the two boys going? (To the park) What did they want to do there? (They wanted to play soccer.) Why did they feel excited? (About going to the park/wearing red shoes/wearing matching shoes/scoring a goal.) What can they do that is different? (Shaka can sit in the sun and Jabu needs to sit in the shade.) What do they like that is the same? (They both like soccer, red shoes and apples.) Where do they sit? (Under the oak tree.) During reading: Learners listen as you read the story, emphasising the words you have reviewed. Learners identify objects and characters that you point out in the pictures, e.g. (Point to the red shoes) Where is the football?	<ul style="list-style-type: none"> • Core Reader, Text 3: We are all special

	<p>Post-reading: Learners discuss questions from Core Reader, Text 3: We are all special, e.g. What is most important about this story? (How the friends were different and the same.) Learners answer questions you ask using the Turn, talk and share method, e.g. Who do you play with, and what do you like about it?</p>	
<p>Phonics 3 x 5 =15 minutes</p>	<p>Lesson 1: Introduce the oa sound Sing the alphabet song with the class, pointing to an alphabet chart. Use the words from Core Reader, Text 3: We are all special to review the sounds: boast, toad, croak, oak. Read these sentences, emphasising the oa sounds: Mom says we must not boast. If we score goals, I mean. Show the oa flashcard. Review like this: First say the sound with the class, then let the learners say the sound without you. Then hold up the word card, e.g. boast, and say the word on the card. Say each word slowly, emphasising the oa sound. The learners first say the words with you, then say the words on their own.</p> <p>Lesson 2: Revise the oa sound Use the flashcards to revise oa words and beginning sounds. Write the words on the board and blend as you read, sweeping your fingers beneath the words to show a blending movement. Call out a word from the list in Lesson 1 and have the learners find it in Core Reader, Text 3: We are all special.</p> <p>Lesson 3: Consolidate the oa sound Learners do Activity 2: Phonics. Do a word hunt: Give clues to words with the target sound, e.g. What are they going to score? (goal) What sound does the frog make? (croak) What is another word for showing off? (boast) What kind of tree did the boys sit under? (oak) Ask the learners to repeat the words and to find them in their books.</p>	<ul style="list-style-type: none"> • Core Reader, Text 3: We are all special • Phonics flashcards with words that have the oa sounds
<p>Shared reading 2 x 15 = 30 minutes</p>	<p>Lesson 1: Read 1 Pre-reading: Learners discuss the cover and predict the story. Learners recap the story by doing a picture walk, talk and answer prompting questions, e.g. Look at Mohau’s socks. Do they look the same? (No) How do you think she feels about her socks? (She likes them.) Learners connect the content to their daily experiences with having some clothing that makes them feel special. Learners do a preview of key vocabulary words, e.g. different, matching, mismatched, special, unique, brave, celebrate. During reading: Learners listen as you read the story and show the pictures to them. Emphasise the key vocabulary words as you read. Post-reading: Learners complete the post-reading questions on p. 8. Learners refer to Activity 1: Listening and speaking for a comprehension activity.</p>	<ul style="list-style-type: none"> • Big Book 2, Story 1: The girl with the mismatched socks

	<p>Lesson 2: Read 2</p> <p>Pre-reading: Learners review the key vocabulary from the story by answering your questions, e.g. What were Mohau's socks like? (They were mismatched.) Was Mohau afraid to be different? (No) What was she? (She was brave.) Learners review target phonics sounds (oa) and words from flashcards. Learners develop their phonics awareness by clapping out words with you, e.g. matching, different, today, not.</p> <p>During reading: Learners listen as you read the story again and answer your questions about the pictures and the story, e.g. Look closely at Mohau's socks. What do you see? (The socks do not match. The learners can describe the differences they see.) Emphasise words with your target phonics sound oa and the sight words, e.g. morning, your, too, both, today, name, things, as you read. Encourage the learners to join in as you read, especially during the repeated words, e.g. "It's okay to be different!"</p> <p>Post-reading: Learners do Activity 2: Phonics 1. How did the girls in the class react to Mohau's socks at first, and how did their feelings change by the end of the story? (First they laughed, then they realised it was okay to be different and also wore mismatched socks.) 2. Have you ever felt like Mohau because you were different in some way? How did you handle it?</p>	
<p>Group-guided reading 5 x 15 = 75 minutes</p>	<p>Lessons 1 to 5 Repeat and adapt the daily lessons for each group. Work with one group daily.</p> <p>Pre-reading: Learners discuss the title and the cover. Learners follow your prompts to make predictions, e.g. Who is the girl on the cover? Is she the tennis hero? Who do you think is the tennis hero? (Learners' own answers) Learners follow as you lead a picture walk and talk. Learners learn new theme words: clever, wheelchair, ramp, wider, space, excited, friendly, wonderful, amazing, tennis, player, coach, Wimbledon. Learners learn that Wimbledon is the oldest tennis championship in the world and that it takes place in England in June/July.</p>	<ul style="list-style-type: none"> • Graded Reader, Level 1, Story 5: My tennis hero • Teacher-made flashcards from theme vocabulary

	<p>During reading: Learners listen as you read the first two pages to them, modelling expression and fluency. Learners read text silently, at their own pace. Learners read to each other in pairs, taking turns to read one paragraph or sentence at a time.</p> <p>Post-reading: Learners answer questions orally to help comprehension, e.g. Who is the new girl? (Tumi) How does she get around? (In a wheelchair) What did the school do to help? (They built a ramp, made the door to the toilets wider, made space for her in class.) What is she good at? (Tennis, maths, telling stories) Who is her hero? (Kgothatso Montjane, who won Wimbledon in a wheelchair.)</p>	
Independent reading and Paired	<p>Learners take their books home to read to their families. Learners take turns to read in pairs when there is time in class. To review, ask the learners to recall any facts that they remember. Read the sentences on page 7 from DBE about what different people do.</p>	<ul style="list-style-type: none"> • Graded Reader, Level 1, Story 5: My tennis hero <p>or</p> <ul style="list-style-type: none"> • Core Reader, Text 3: We are all special • DBE Book 1
Writing 2 x 15 = 30 minutes	<p>Lesson 1: Write oa words Review oa words with flashcards. Learners complete the written part of Activity 2: Phonics.</p> <p>Lesson 2: Complete sentences For Activity 4: Writing, the learners complete the sentences for a shared writing activity.</p>	<ul style="list-style-type: none"> • Activity 2: Phonics • Activity 4: Writing
Assessment	<p>Informal assessment of learners' oral skills and readiness for Grade 2 are in Activities 1 to 4. Observe learners throughout the week to determine whether they have mastered the skills on the checklists. Use an Observation book to record your findings. Plan remedial work for learners who are struggling.</p>	<ul style="list-style-type: none"> • Activities 1–4

TEACHER TIP

Learners should start a personal word book. Help them to label the pages with the letters of the alphabet. From time to time, have learners copy words into their personal word books and draw pictures.



tips

TEACHER TIP

tips

When you are doing Shared reading and reading aloud, have learners gathered on the mat around you. Make sure that they can all see the pictures when you ask questions about the story.

Activity 1



Listening and speaking

Big Book 2, Story 1: The girl with the mismatched socks

Ask the following recall questions, e.g.

Why did Mohau wear mismatched socks?

How did her friends react at first?

What did Mohau's mother tell her?

How did Mohau's friends behave at the end?

Use the Turn, talk and share method for the following questions:

Have you ever felt different? How did it make you feel?

Assessment checklist: Oral and observation

Can learners respond to questions about the story?

Can learners use some English vocabulary?

Can learners use English sentence structure?

Differentiation

Remediation: Use pictures from the story and ask learners to match simple descriptions to them, e.g.

Find the picture where Mohau is sad. Where is Mohau's mom?

Extension: Challenge advanced learners to write two sentences about the story.

Activity 2



Phonics

Write oa sentences on the board but leave out the oa words. Put the word cards with the answers on the board but not in the correct order. Sentences you can write are:

The boys sit under the ____ tree. (oak)

Mom told them not to boast about scoring _____. (goals)

Read the sentences together and get the learners to answer the questions orally.

Let the learners copy and complete each sentence in their books.

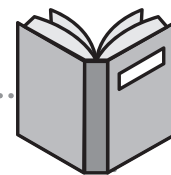
Assessment checklist: Oral and observation

Can learners identify the oa words?

Can learners complete the sentences with the correct words?

Can learners decode and read the words in texts?

Activity 3



Reading

Big Book 2, Story 1: The girl with the mismatched socks

Put the sentence cards below on the board but not in the correct order.

Read the cards to the learners.

Ask learners to arrange the cards in the correct order.

Sentence cards you can use are:

Card 1: Mohau introduces herself to the class.

Card 2: Her friends ask why her socks are different.

Card 3: Mohau feels sad after her friends' comments.

Card 4: Mohau's mom tells her it's okay to be different.

Card 5: Her friends apologise the next day.

Card 6: The girls all wear mismatched socks and celebrate being unique.

After the cards have been sequenced, read the cards aloud.

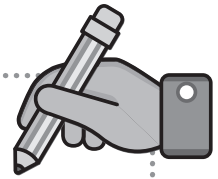
Variation: Divide the class into groups of six and give each group their own set of sentence cards to arrange in sequence. Walk around and help.

Assessment checklist: Oral and observation

Can learners read the sentences?

Can learners give the correct order for at least the beginning and end of the story?

Activity 4



Writing and handwriting

Introduce the writing activity by reminding the learners about what they discussed in pairs (Focused listening and speaking, Lesson 2). They answered the questions: Who do you play with, and what do you like about it?

Write the following sentences on the board:

At the park, I like to ...

I play with ...

It is fun because ...

Complete the sentences on the board with ideas from the class.

Ask the learners to write their own sentences. Allow some learners to only write one sentence, while others may write two or three sentences.

Assessment checklist: Oral and observation

Can learners complete two sentences?

Can learners make sentences that are relevant?

Can learners shape the letters?

Play and learn



Learners sing the song with teacher. Learners clap their hands to the rhythm of this chant:

Family and friends, we stand so tall,

We help each other, big or small!

We help each other, every day,

Together, we grow the Mzansi way!

Let the learners repeat the chant two or three times with different actions each time, e.g. after clapping, the learners can click their fingers or dance.

Skill	Teaching guidelines	Learning and teaching support materials
Listening and speaking 5 x 2 = 10 minutes	Lessons 1 to 5 Daily activities Daily activities in table above for guidelines.	<ul style="list-style-type: none"> • Theme vocabulary flashcards
Listening and speaking 2 x 10 = 20 minutes	<p>Lesson 1: Focused listening and speaking (integrated with reading and phonics)</p> <p>Pre-reading: Learners predict the story from the title and the pictures. Use questions to prompt their predictions, e.g. Who is Wonder White? Why do you think she is called Wonder White? Show me Wonder White in this picture. What is she wearing? What is she eating? Learners give definitions of words, e.g. wonder, princess, apple of her father's eye, wonder, vanilla, put the cherry on top, party, celebration.</p> <p>During reading: Learners listen as you read the story and model expression and fluency. Learners pay attention as you point to characters and objects in pictures to help understanding. Learners answer the questions you ask at the end of selected pages, e.g. Who is this? (Wonder White) What is she wearing? (A white dress and shoes.) What is this? (Ice-cream) What kind of ice-cream (Vanilla) What kind of party do you think it will be? Learners do a word hunt to find the phonics words that you call out in the text (you can tell them on which page to find the words).</p> <p>Post-reading: Learners discuss the post-reading questions on p. 14 Learners discuss which part of the story they liked best. Learners sing the song from the story.</p> <hr/> <p>Lesson 2: Focused listening and speaking</p> <p>Pre-reading: Learners review key vocabulary, sight words and phonics words from flashcards. Learners recall key events in the story. Prompt them with questions, e.g. How does the story start?</p> <p>During reading: Learners listen as you read the story, emphasising the words you have reviewed. Learners answer the questions you ask at the end of selected pages, e.g. Why did people call Kamogelo Wonder White? (Because of her white hair.) What clothes did Kamogelo wear? (She wore white shoes and white dresses.)</p> <p>Post-reading: Learners do Activity 1: Listening and speaking.</p>	<ul style="list-style-type: none"> • Anthology, Story 3: Wonder White

<p>Phonics 3 x 5 =15 minutes</p>	<p>Lesson 1: Introduce the igh sound Sing the alphabet song with the class, pointing to an alphabet chart. Use the words from Core Reader, Text 3: We are all special to review the igh sound: high, bright, sunlight. Read this sentence, emphasising the igh sound: "We must not kick the ball too high," said Jabu. Ask the learners if they can hear the igh sound in high. Show the igh flashcard. First say the sound with the class, then let the learners say the sound without you. Then hold up the word card, e.g. high, and say the word on the card. Say each word slowly, emphasising the igh sound. The learners first say the words with you, then on their own.</p> <p>Lesson 2: Revise the igh sound Use the flashcards to revise igh words and beginning sounds. Write the words on the board and blend as you read, sweeping your fingers beneath the words to show a blending movement. Call out a word from the list in Lesson 1 and have the learners find the word in Core Reader, Text 3: We are all special. Walk around the class and observe.</p> <p>Lesson 3: Consolidate the igh sound Learners do Activity 2: Phonics. Do a word hunt: Give clues to words with the target sound, e.g. What do we see in the sky that gives us light? What is the word for something that is very tall in the air? (high) What do you say when the sun is shining strongly? (bright) What do you say when it is dark and there is no sun? (night)</p>	<ul style="list-style-type: none"> • Core Reader, Text 3: We are all special • Phonics flashcards with words that have the igh sound
<p>Shared reading 2 x 15 = 30 minutes</p>	<p>Lesson 1: Read 3 Pre-reading: Learners discuss the cover and predict the story. Learners recap the story by doing a picture walk and talk and answer prompting questions, e.g. What happened first? What happened next? During reading: Learners listen as you read the story again. Encourage the learners to join in and use gestures or actions to express the story, e.g. miming Mohau waving to the class, Mohau pointing at her socks and smiling. Post-reading: Learners refer to Activity 1: Listening and speaking for a comprehension activity.</p> <p>Lesson 2: Read 3 Pre-reading: Use the book to briefly review the story. During reading: Learners listen as you read the story again. Encourage the learners to join in and use gestures or actions for certain scenes, e.g. repeating "It's okay to be different" each time the word mismatched is mentioned.</p>	<ul style="list-style-type: none"> • Big Book 2, Story 1: The girl with the mismatched socks

	<p>Post-reading: Invite a few learners to act out some of the scenes, e.g. Mohau walking into the class, talking with her Mom, talking with her friends at the end of the story. Encourage the use of some of the dialogue and miming the actions. Divide the class into groups and have each group act out a different scene (as listed above) using relevant gestures, expressions and words. Go around and help.</p>	
<p>Group-guided reading 5 x 15 = 75 minutes</p>	<p>Lessons 1 to 5 Repeat and adapt the daily lessons for each group. Work with one group daily.</p> <p>Pre-reading: Learners discuss the title and the cover. Learners follow your prompts to make predictions, e.g. What do you see? Do you know this story? What do you know about it? Learners review theme words from Big Book 2: Story 1: The girl with the mismatched socks. Learners review target phonics sounds oa and igh, and words from flashcards.</p> <p>During reading: Learners listen as you read the first two pages to them, modelling expression and fluency. Learners read text silently, at their own pace. Learners read to each other in pairs, taking turns to read one paragraph or sentence at a time.</p> <p>Post-reading: Learners answer questions orally to help comprehension, e.g. How does the story start? What is the name of the main character in the story? Who does Mohau talk to? What do they say? How does this make her feel? What does her Mom say? What happens the next day in class? How does the story end?</p>	<ul style="list-style-type: none"> • Big Book 2: Story 1: The girl with the mismatched socks • Graded Reader, Level 1, Story 6: The girl with the mismatched socks • Teacher-made flashcards from theme vocabulary
<p>Independent reading and Paired reading</p>	<p>Learners take their books home to read to their families. Learners take turns to read in pairs when there is time in class. To review, ask the learners to recall any facts that they remember. Learners independently read through Special Sphindile. Learners can take the books home to read to their families. Read through the questions and answers on page 18 from DBE. This is an reading activity suited to Paired reading.</p>	<ul style="list-style-type: none"> • Graded Reader, Level 1, Story 6: The girl with the mismatched socks <p>or</p> <ul style="list-style-type: none"> • Core Reader, Text 3: We are all special • Core Reader, Text 4: Special Sphindile • DBE Book 1

Writing 2 x 15 = 30 minutes	Lesson 1: Write igh words Review igh words with flashcards. Learners complete the written part of Activity 2: Phonics.	<ul style="list-style-type: none"> • Activity 2: Phonics • Activity 4: Writing
	Lesson 2: Complete sentences For Activity 4: Writing, the learners complete the sentences for a shared writing activity.	
Assessment	Informal assessment of the learners' English skills are in Activities 1 to 4. Use Activity 2: Phonics as part of the Formal Assessment. Observe learners throughout the week to determine whether they have mastered the skills on the checklists. Use an Observation book to record your findings. Plan remedial work for learners who are struggling.	<ul style="list-style-type: none"> • Activities 1 to 4

Activity 1



Listening and speaking

Sing the song from Anthology Story 3: Wonder White.

Divide the class into pairs. Ask the following question:

What do you know about Wonder White?

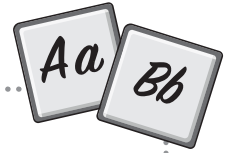
Allow the discussion in both Home Language and English, as it is a complex question. Help the learners to share in English.

Assessment checklist: Oral and observation

Can learners use some English vocabulary?

Can learners use English sentence structure?

Activity 2



Phonics

Put igh sentence cards on the board but leave out the igh words. Put the word cards with the answers on the board but not in the correct order.

Sentence cards you can use are:

"I like the _____ sun," said Shaka. (bright)

"Oh yes, that's _____," said Shaka. (right)

Practise orally first, where the learners select the correct word card to complete each sentence.

Let the learners copy and complete each sentence in their books.

Differentiation

Remediation: Work with small groups to help them break down the words (e.g. h-igh), focusing on blending the sounds together slowly.

Extension: Ask more advanced learners to write their own sentences using words such as high, bright, sunlight, and to share their sentences with the class.

Assessment checklist: Oral and observation

Can learners identify the igh words?

Can learners complete the sentences with the correct words?

Can learners decode and read the words in texts?

Activity 3



Reading

Big Book 2, Story 1: The girl with the mismatched socks

Let learners complete these sentences orally to make a summary of the story. Write the words on the board in the wrong order. Learners work in pairs to give answers.

In the beginning, Mohau introduces herself to the class, and her socks are _____. (mismatched)

Her friends asked her why her socks are _____. (different)

Mohau felt _____ when her friends didn't like her socks. (sad)

Mohau's mother told her that she was _____ and _____. (special, unique)

At the end, her friends said they loved how _____ and different she was. (brave)

On that day they all wore mismatched socks to _____ people as they are. (celebrate)

Assessment checklist: Oral and observation

Can learners answer simple literal questions?

Can learners use relevant vocabulary?

Can learners follow instructions?

Activity 4



Writing and handwriting

Learners do Worksheet 3: The girl with the mismatched socks, which is a consolidation of Activity 3: Reading. Learners must understand each sentence before choosing a word.

Learners can use each word only once.

Learners must read the summary aloud after filling in all the blanks to check if it tells the story correctly.

Worksheet answers:

1. Mohau, mismatched
2. Lebone, Leoni
3. sad
4. mother, unique
5. Lebone, Leoni
6. socks, different

Assessment checklist: Oral and observation

Can learners complete the sentences with missing words?

Can learners spell the words correctly?

Support: Use the phonics words on DBE Workbook Term 1 pages 10 and 15 to revise and consolidate sounds with the learners.