



Grade R Language Improvement Programme

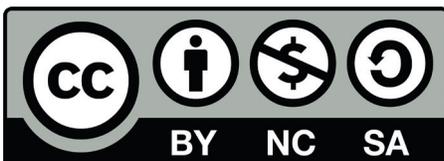
Activity Guide

Term 3



English





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★ Contents

Foreword from the Head of Department 4

INTRODUCTION

 The Term 3 Activity Guide..... 5

 Teaching Home Language in the Grade R daily programme 6

 The Home Language two-week cycle 7

 Programme activities are CAPS aligned..... 9

DAVID’S NEW BIKE?

 Story 11

 Song and vocabulary from the story 12

 Week 1 13

 Week 2 20

SPOT GOES TO THE SHOP

 Story 27

 Song and vocabulary from the story 28

 Week 1 29

 Week 2 36

THE LITTLE TADPOLE

 Story 43

 Song and vocabulary from the story 44

 Week 1 45

 Week 2 52

TEMO AND THE PLANT THIEVES

 Story 58

 Song and vocabulary from the story 59

 Week 1 60

 Week 2 67

GRANDPA FAROUK’S GARDEN

 Story 74

 Song and vocabulary from the story 75

 Week 1 76

 Week 2 83

ASSESSMENTS

 Term 3: Exemplar record of continuous assessment (checklist) 91

 Term 3: Listening and speaking rubric 1 and 2 92

 Term 3: Phonics, reading and viewing rubric 1 to 3..... 93

 Term 3: Emergent writing and handwriting rubric 1 to 3..... 94

How to make playdough and a little book 95

Activity pages 96



★ Foreword from the Head of Department



GAUTENG PROVINCE
EDUCATION
REPUBLIC OF SOUTH AFRICA

GGT 2030
GROWING GAUTENG TOGETHER

Dear Teacher/Practitioner

Welcome to the training of the Grade R teachers/practitioners. The Gauteng Department of Education (GDE) has prioritized Early Childhood Development as its Strategic Goal 1. This is to ensure that we can lay a solid foundation and seamless transitioning of learners to Grade 1.

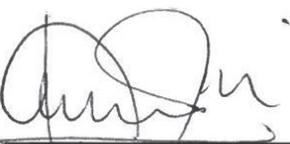
The Grade R Mathematics and Language Improvement Project has been developed to provide the much-needed classroom based support for the Grade R teachers/practitioners in Gauteng. It is about classroom practices with exciting techniques and methodology most appropriate for Grade R Teaching and Learning. This is in response to a study that reported that 65% of children across South Africa have not mastered the skills required to be able to succeed in Literacy and Numeracy when entering Grade 1. This project is intended to support the Grade R practitioners/teachers to address this challenge.

The Department's expectation is that you are ready to learn and be a more empowered Grade R teacher/practitioner. Your commitment to the training process and thereafter the implementation of lessons learnt in your classroom will contribute to the improvement of Grade R learner readiness for Grade 1.

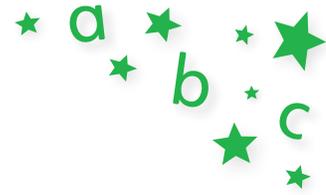
We trust that this intervention will help enhance your potential, innovation and creativity as you lay an important foundation for learning of our children. This project would not have been possible without the support of our partners. The GDE is grateful for the support of the GEDT, Zenex Foundation and USAID who contributed to this initiative.

I trust you will learn a great deal from this training programme and improve the learning experience of the young children in your care.

Yours Sincerely


MR EDWARD MOSUWE
HEAD OF DEPARTMENT
DATE: 3/6/2020

★ Introduction



The Term 3 Activity Guide

The Home Language Term 3 Activity Guide offers a structure for teaching Home Language in the third term of Grade R. The activities are based on stories and structured according to a two-week teaching cycle for each story.

Look out for the following:

- ★ a list of what you need to prepare for each two-week story cycle
- ★ a two-week cycle that maps out activities for every day
- ★ a continuous assessment page which is based on the term's activities and can be used to record each learner's progress during the term
- ★ assessment rubrics
- ★ photocopiable activity pages, little books and letter templates.

Resources

Here is an overview of the stories, related themes and focus letters/sounds for Term 3.

| Story | Theme | Focus letters/sounds |
|-----------------------------------|---------------------|-----------------------|
| David's new bike | Transport | d and a |
| Spot goes to the shop | Jobs people do | m and o |
| The little tadpole | Water | h and i |
| Temo and the plant thieves | Vegetables | g and u |
| Grandpa Farouk's garden | Healthy environment | l and e |

You will need to build up your own resources over time to teach the programme. Some are given to you as part of the programme, some you need to collect and some you can make yourselves. We suggest that you plan your lessons at the beginning of each week and prepare all the materials you will need in advance. Make sure everything is set up before you start your lessons, so you can make the most of your time with learners.

Language resource pack

With each Term Activity Guide you will receive a resource pack containing:

- ★ puppets for each story
- ★ sequence pictures for each story
- ★ a Big Book for each story
- ★ games and puzzles (which will need to be cut up and prepared).



Resources to collect or buy

- ★ props and costumes related to the story to use during storytelling, pretend play and role play
- ★ printed materials connected to each story: picture books, shopping flyers, magazines, maps and posters
- ★ objects or picture cards for the vocabulary list for each story
- ★ objects for letter boxes, a sock made into a puppet, a small bag, cloths, cheap fly swatters, a pot, a basket, a large spoon, a small mirror
- ★ playdough, playdough mats
- ★ jumbo wax crayons, paints and paintbrushes, scissors, glue, kokis and markers, Prestik
- ★ A4 paper, coloured paper, cardboard and flipchart paper
- ★ scrap materials for art and construction activities: paper plates, buttons, seeds, sticks, pebbles, bottle tops, egg boxes, glass jars, different colour finger paints, plastic eyes (optional), tin foil, styrofoam trays, fabric, toothpicks, tissue paper, macaroni
- ★ items for letter template activities: orange peels.

Preparation for each story

- ★ Collect props for storytelling, role play and pretend play.
- ★ Photocopy the activity pages for each learner.
- ★ Prepare the games and puzzles and store in a packet or container.
- ★ Make playdough and playdough mats (recipe included with the activity pages).
- ★ Photocopy and fold a little book for each learner (instructions in the activity pages).
- ★ Make two letter boxes for each story: Fill empty ice-cream containers with objects (or pictures of objects) that start with a specific sound. For example, the **s** box will contain objects whose names begin with the sound /s/. Use the word lists to help you choose items for the boxes. Label each letter box using the letter templates. It is a good idea to trace the templates onto felt, foam or sandpaper so that learners can feel the shape of the letter.

Teaching Home Language in the Grade R daily programme

The Home Language focus time includes whole class and small group activities every day. Activities are organised in different ways:

- ★ The teacher leads from the front of the class.
- ★ The teacher sits with a small group to guide and engage carefully with learners.
- ★ The teacher explains an activity and asks learners to work more independently in groups.

The two-week cycle on the next page maps out activities for every day, for two weeks. The activities are designed to build on and reinforce the language of the story, and develop important literacy concepts within a meaningful story context. The structure is repeated for each two-week cycle. This routine becomes familiar and benefits both teachers and learners. Teachers become confident to teach in this way and learners feel secure when they know what is expected of them.

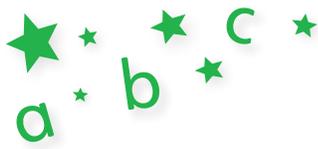




The Home Language two-week cycle

Week 1

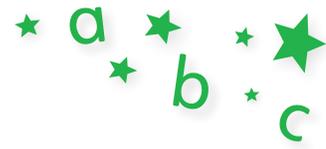
| Whole class activities | Monday | Tuesday | Wednesday | Thursday | Friday |
|------------------------------------|---|---|---|---|---|
| Story-based activities | Storytelling and building vocabulary | Storytelling and singing | Storytelling and role play | Sequencing pictures | Make, draw and write |
| | Learners hear the story for the first time while learning new vocabulary. | Learners listen to the story again and sing a song related to the story. | Learners take on different roles and use the story language themselves, while the story is narrated. | Learners retell the story by using pictures. | Learners represent their ideas about the story by making an object, drawing a picture or participating in shared writing. |
| Letter and sound activities | Introducing a sound from the story | Forming the letter | Letter boxes | Listening for focus sounds | Blending and segmenting |
| | Learners are introduced to a focus sound linked to words from the story. | Learners form the focus letter using different materials which give them a rich sensory experience. | Learners see, hold and talk about objects and pictures that start with the focus sound. | Learners identify focus sounds in words. | Learners blend sounds to make words and break up words into sounds. |
| Small group activities | Monday | Tuesday | Wednesday | Thursday | Friday |
| | Stella indicates which small group activities are teacher-guided each day. | | | | |
| The blue group | Activity 1: Drawing and emergent writing  | Activity 2: Puzzles and games | Activity 3: Independent reading | Activity 4: Fine motor skills and handwriting | Activity 5: Pretend play |
| | Learners record their ideas through drawing and emergent writing. | Learners do puzzles and play language games. | Learners read independently and enjoy books and other printed material. | Learners do fine motor activities and practise forming letters. | Learners build on the story language and theme through pretend play. |
| The green group | Activity 5: Pretend play | Activity 1: Drawing and emergent writing  | Activity 2: Puzzles and games | Activity 3: Independent reading | Activity 4: Fine motor skills and handwriting |
| The yellow group | Activity 4: Fine motor skills and handwriting | Activity 5: Pretend play | Activity 1: Drawing and emergent writing  | Activity 2: Puzzles and games | Activity 3: Independent reading |
| The red group | Activity 3: Independent reading | Activity 4: Fine motor skills and handwriting | Activity 5: Pretend play | Activity 1: Drawing and emergent writing  | Activity 2: Puzzles and games |
| The purple group | Activity 2: Puzzles and games | Activity 3: Independent reading | Activity 4: Fine motor skills and handwriting | Activity 5: Pretend play | Activity 1: Drawing and emergent writing  |



Week 2

| Whole class activities | Monday | Tuesday | Wednesday | Thursday | Friday |
|--|--|--|--|--|--|
| Story-based activities | More sequencing pictures Learners consolidate their story knowledge by sequencing pictures more independently. | Shared reading – Big Book Learners listen to a familiar story being read as the teacher models the reading process. | Learning to listen Learners listen carefully and follow verbal instructions. | Read and do Learners interpret written and picture cues. | Make, draw and write Learners represent their ideas about the story by making an object, drawing a picture or participating in shared writing. |
| Letter and sound activities | Introducing a sound from the story Learners are introduced to a focus sound linked to words from the story. | Forming the letter Learners form the focus letter using different materials which give them a rich sensory experience. | Letter boxes Learners see, hold and talk about objects and pictures that start with the focus sound. | Listening for focus sounds Learners identify focus sounds in words. | Blending and segmenting Learners blend sounds to make words and break up words into sounds. |
| Small group activities | Monday | Tuesday | Wednesday | Thursday | Friday |
| Stella indicates which small group activities are teacher-guided each day. | | | | | |
| The blue group | Activity 1: Drawing and emergent writing Learners record their ideas through drawing and emergent writing. | Activity 2: Puzzles and games  Learners do puzzles and play language games. | Activity 3: Independent reading Learners read independently and enjoy books and other printed material. | Activity 4: Fine motor skills and handwriting Learners do fine motor activities and practise forming letters. | Activity 5: Pretend play Learners build on the story language and theme through pretend play. |
| The green group | Activity 5: Pretend play | Activity 1: Drawing and emergent writing | Activity 2: Puzzles and games  | Activity 3: Independent reading | Activity 4: Fine motor skills and handwriting |
| The yellow group | Activity 4: Fine motor skills and handwriting | Activity 5: Pretend play | Activity 1: Drawing and emergent writing | Activity 2: Puzzles and games  | Activity 3: Independent reading |
| The red group | Activity 3: Independent reading | Activity 4: Fine motor skills and handwriting | Activity 5: Pretend play | Activity 1: Drawing and emergent writing | Activity 2: Puzzles and games  |
| The purple group | Activity 2: Puzzles and games  | Activity 3: Independent reading | Activity 4: Fine motor skills and handwriting | Activity 5: Pretend play | Activity 1: Drawing and emergent writing |

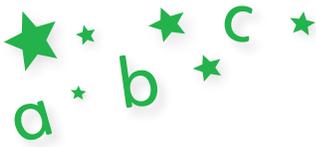




Programme activities are CAPS aligned

This table shows how the activities of the two-week cycle build specific CAPS language skills, and shows how you can use these activities to assess learner progress against CAPS assessment criteria.

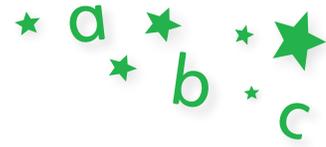
| Two-week cycle | Whole class story-based activities | CAPS language skills | Assessment checklist | Assessment rubric |
|--------------------------|--------------------------------------|---|---|--|
| | | | (derived from the CAPS assessment criteria) | |
| Week 1: Monday | Storytelling and building vocabulary | Listening and speaking | Listens to short stories with enjoyment and joins in choruses at the appropriate time Asks questions | |
| Tuesday | Storytelling and singing | Listening and speaking | Sings simple songs and does actions (with help) | |
| Wednesday | Storytelling and role play | Reading and viewing | Acts out part of a story, song or rhyme | |
| Thursday | Sequencing pictures | Listening and speaking | | Listening and Speaking Rubric 1: Tells stories and retells stories in own words |
| Friday | Make, draw and write | Listening and speaking Emergent writing | Contributes ideas by means of drawings and contributes sentences to a class piece of writing Draws or paints pictures to convey messages | |
| Week 2: Monday | More sequencing pictures | Listening and speaking Reading and viewing | | Listening and Speaking Rubric 2: Arranges a set of pictures in such a way that they form a story and a logical sequence of events when verbalised and relates the story created |
| Tuesday | Shared reading – Big Book | Reading and viewing | “Reads” enlarged texts such as poems, Big Books and posters as a whole class with the teacher | |
| Wednesday | Learning to listen | Listening and speaking | Listens to simple instructions and acts on them | |
| Thursday | Read and do | Reading and viewing | Recognises own name and some names of other learners | |
| Friday | Make, draw and write | Listening and speaking Emergent writing | Contributes ideas by means of drawings and contributes sentences to a class piece of writing Draws or paints pictures to convey messages | |



| Two-week cycle | Whole class letters and sounds activities | CAPS language skills | Assessment checklist | Assessment rubric |
|--------------------------------|---|--|--|--|
| Week 1 and 2: Monday | Introducing a letter from the story | Phonics | | Phonics, Reading and Viewing Rubric 1: Recognises aurally and visually some consonants and vowels |
| Tuesday | Forming the letter | Handwriting | Forms letters in various ways using finger-painting, paintbrushes, wax crayons, etc. starting at the right point and following the correct direction | Emergent Writing and Handwriting Rubric 1: Develops small muscle skills and fine motor skills |
| Wednesday | Letter boxes | Phonics | Recognises aurally and visually some initial consonants and vowels especially at the beginning of a word | Phonics, Reading and Viewing Rubric 1: Recognises aurally and visually some consonants and vowels |
| Thursday | Listening for focus sounds | Phonics | | Phonics, Reading and Viewing Rubric 2: Begins to recognise that words are made up of sounds: gives the beginning sound of own name |
| Friday | Blending and segmenting | Phonics | Divides multisyllabic words into syllables: uses clapping or drum beats on each syllable in the word or identifies the number of syllables (claps) in the names of the learners in the class | |
| Two-week cycle | Small group activities | CAPS language skills | Assessment checklist | Assessment rubric |
| Week 1 and 2: Monday | Drawing and emergent writing | Emergent writing | Makes an attempt to write letters using squiggles, scribbles, etc. and "reads" own writing: "reads" what squiggles say Holds crayons correctly using an acceptable pencil grip | Emergent Writing and Handwriting Rubric 2: Draws pictures capturing main idea of the stories, songs or rhymes Rubric 3: Understands that writing and drawing are different: pretend writing represented using squiggles |
| Tuesday | Puzzles and games | Phonics Listening and speaking | Uses language to think and reason: matches things that go together and compares things that are different | Phonics, Reading and Viewing Rubric 1: Recognises aurally and visually some consonants and vowels |
| Wednesday | Independent reading | Reading and viewing | "Reads" independently books for pleasure in the library or classroom reading corner Holds the book the right way up and turns pages correctly | Phonics, Reading and Viewing Rubric 3: Makes up own story by "reading" the pictures |
| Thursday | Fine motor skills and handwriting | Handwriting | Forms letters in various ways using finger-painting, paintbrushes, wax crayons, etc. starting at the right point and following the correct direction Copies known letters in own name to represent writing: copies own name Develops fine motor control using scissors to cut out bold outlined pictures, shapes, etc. | Emergent Writing and Handwriting Rubric 1: Develops small muscle skills and fine motor skills |
| Friday | Pretend play | Listening and speaking Emergent writing | Role-plays writing in play situations: takes a telephone message, writes a traffic fine, etc. Copies print from the environment while playing | |



★ David's new bike



Story

David was a happy boy who loved to play with his friends. But there was one thing he wished for more than anything in the world – he wished he had a bicycle of his own. David's friends had bicycles and when they rode to school together, David stood and waved to them wishing he could ride with them.

The time came for David to celebrate his birthday. He hoped that this year his mother and father would buy him a bicycle as a birthday present. On the morning of his birthday his mother and father called him: "Happy birthday, David! Come and see what we have for you!" David ran into the room and guess what he saw – a shiny red bike with a big blue bow on it. He was so excited. "Thank you, Mom! Thank you, Dad!" he said. "A bicycle is exactly what I wished for. Now I can ride to school with my friends."

David was very happy. He put on his helmet and got onto his shiny new bike. But oh dear, he fell right over and onto the ground. David tried again, and fell off again. He didn't know how to ride a bike.

David pushed the bike into his room and put it next to his bed. Every day he polished it so that it shone. "I wish I could ride it," he thought.

"David, come and ride with us," his friends called. But David stayed inside. He felt shy and did not want to tell anyone his secret, that he could not ride a bike.

Every evening David waited for it to be dark and then he pushed his bicycle into the garden where no one could see him. He tried and tried to ride his bike, but poor David kept falling and hurting himself.

One evening, David's friend Anne saw him in the garden. Anne was a kind friend and she wanted to help David.

"David!" she called. "Let me help you." So Anne held the bike and ran behind him. David fell once, he fell twice, and then he did not fall again.

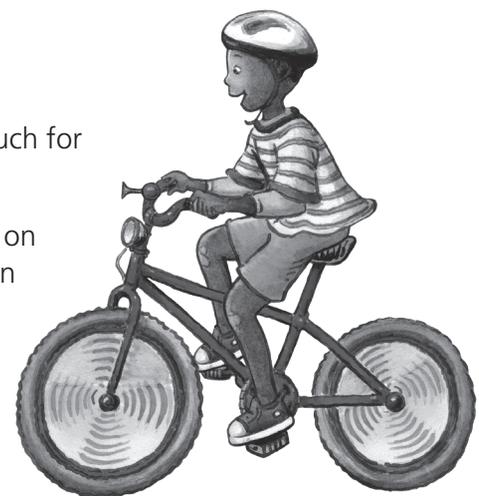
"I can ride! I can ride!" David shouted as he went faster.

"Yippee!" shouted Anne.

"Yippee!" yelled David as he rode around the garden. "Thank you so much for your help, Anne!"

The next day when David's friends called him, he was ready to join them on his new bicycle. David was so glad that he had kept on trying to ride even though he fell down so many times. Now he could have fun with his friends and join them when they rode to school.

And that is the end of the story.





Song

I like to ride my bicycle
 I ride it every day
 I ride it when I go to school
 Or when I want to play
 I pedal all around the town
 I pedal round and round and round
 I pedal uphill and don't you know
 I can even pedal fast
 I can pedal slow

I like to ride my bicycle
 I ride it everywhere
 Anywhere you need to go
 A bike can take you there
 I pedal up, I pedal down
 I pedal round and round and round
 And I always stop to say, hello
 But if I'm late for dinner I can go, go, go
 I can go, go, go

I like to ride my bicycle
 It's easy as can be
 I like to ride my bicycle
 And you can ride with me



(Sing to a tune that can be downloaded here: <https://youtu.be/-FST-CqbqUY> or use your own tune.)

Vocabulary from the story

| Key-words: | bicycle/bike | friends | wish | ride/rode | birthday | helmet |
|--------------|--------------|---------|-----------|-----------|----------|--------|
| Extra words: | wave | polish | fall/fell | secret | shiny | bow |
| | present | room | help | dark | kind | try |





You will need:

- Story: *David's new bicycle*
- Puppets: David, Anne, David's bicycle, a helmet, a birthday bow
- Props: A bicycle helmet, a piece of ribbon tied into a bow
- Objects or picture cards for some of the words from the vocabulary list



Week 1 Day 1

Whole class activities

Say the rhyme *I wriggle my fingers* to bring learners to the mat for story time.

Storytelling and building vocabulary

1 Before you tell the story

- 1.1 Tell learners the title of the story and introduce the characters using the puppets.
- 1.2 Relate the story to learners' lives: "*Does anyone have a bicycle? Have you ever tried to ride a bicycle? Do you think it is easy to learn to ride a bicycle? Who knows what the short word for bicycle is (bike)?*"
- 1.3 Say: "*Before we begin, I want to tell you the meaning of some new words which we will find in the story.*" Discuss the keywords from the vocabulary list, and show learners an object or a picture to show them what a word means. For example, show them a helmet or colourful ribbon tied into a bow.

2 While you tell the story

- 2.1 Tell the story in a lively way and use different voices. Do actions and make use of the puppets and props.
- 2.2 Ask learners to predict what happens next in the story and involve them through open-ended questions, such as: "*What do you think David's mom and dad got him for his birthday? Will David learn to ride his bicycle?*"

3 After you tell the story

- 3.1 Ask learners: "*What did you like about the story? What didn't you like? What was your best part? What questions do you have about the story? Have you ever tried to do something difficult and succeeded?*"

Introducing a sound from the story

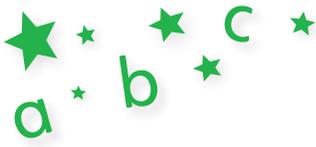
- 1 Ask learners to sit on the mat and listen carefully to you. Say these words from the story: "*David, dad, day. Can you hear the focus sound: **David, dad, day?** Yes, you are right! They all have the sound /d/.*"
- 2 Listen carefully, here are some more words with /d/: dog, donkey, desk, dig. (Emphasise the focus sound as you say these words.)
- 3 Say the sound /d/ clearly and tell learners to watch your mouth.
- 4 Ask learners to say the sound /d/: "**d-d-d**". Make this fun: Say it softly, loudly, to the wall, to the ceiling and to each other. Make sure learners are saying the sound of the letter and not the letter name, **d** ("dee").

Small group activities

Explain that learners will be working in small groups each day. Explain and show how each activity is done and explain the daily rotation. Explain the tidy-up process.

I wiggle my fingers

I wiggle my fingers
I wiggle my toes
I wiggle my shoulders
I wiggle my nose
And now (clap on now)
All the wiggles are out of me
And I am as quiet as I can be!



You will need:

- Puppets for the story
- Music and props or pictures for the song



Week 1 Day 2

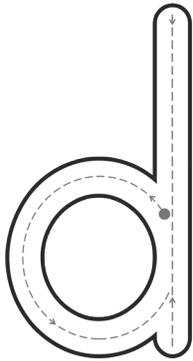
Whole class activities

Storytelling and singing

- 1 Begin by reminding learners of the meaning of words that you introduced on Day 1.
- 2 Retell the story using the puppets. Ask questions as you tell the story. Encourage learners to predict what will happen next.
- 3 Tell learners you are going to teach them a new song to go with the story.
- 4 Say a few lines of the song clearly and slowly, and then ask learners to join in and sing together with you. It may be difficult for learners to remember all the words, so teach the song in parts.
- 5 Have pictures or props or do actions to help learners understand the language of the song.
- 6 Teach learners the actions for the song and have fun singing in more than one language.

Forming the letter

- 1 Remind learners of the focus sound. Ask learners if anyone's name starts with /d/ or if they can think of any other words that start with the sound /d/.
- 2 Teach learners an action associated with the sound. For example: Learners can dance to the rhythm: "d-d-d".
- 3 Show learners how to write the letter **d**. Praise their attempts, then write a large letter on the board or in the air while saying the following: "Start at the dot, go round, then all the way up and all the way down."
- 4 Let learners practise the letter formation in the air, on the carpet, on each other's backs or on their hands. They can also try using their bodies to make the letter.
- 5 Once you have modelled how to write the letter, go outside and encourage learners to use a stick to write the letter in the sand and walk on it.
- 6 Encourage learners to say the sound the letter makes as they write the letter.



Small group activities

Remind learners about the small group activities, the rules for each activity and the tidy-up process.





You will need:

- Puppets and props for the story
- A letter box containing objects or pictures of objects that start with **d**: dummy, dinosaur, dustpan, drum, donkey, doll, dog, dice, doughnut

Week 1 Day 3

Whole class activities

Storytelling and role play

- 1 Sing the song.
- 2 Ask learners if they can remember the meaning of words from the vocabulary list. For example: Show them objects that are shiny and dull. Ask them which ones are shiny. Ask them if they can remember the word for something that you don't tell anyone else (a secret) or something that you really hope will come true (a wish).
- 3 Choose learners to play the characters in the story.
- 4 Talk about each character in the story. Tell learners who they are going to be in the role play and show them the props that will be used to tell the story.
- 5 Explain to learners that you (the teacher) are going to be the storyteller, also known as the narrator. The acting learners are going to act out everything you say. Help them to organise where they are going to stand.
- 6 Start telling the story and encourage learners to do the actions to match your words while the rest of the class watches the role play.
- 7 If there is time, you may want to repeat the role play with different learners.

Stella says:



Use the lid of the letter box, with the felt or foam letter shape on it to show learners how to feel the letters. Many learners benefit by feeling and touching as it helps them to remember the shapes of letters.



Letter boxes

- 1 Ask learners to sit on the mat and show them the objects and pictures in the letter box one at a time. Ask them for the names of the objects. If there are learners who speak different languages, ask them to tell the class what they call the object in their home language. Then give the word in the language of instruction. Let them hold the objects or pictures and pass them around.
- 2 Ask questions about the objects: "Have you seen one of these? What do we use this for? What colour is it? How does it feel?"
- 3 Say the names of the objects while emphasising the focus sound. Ask learners if they can hear the focus sound.
- 4 Ask learners to say the name of each object and emphasise the focus sound when they say the words.
- 5 Once learners have practised the new sound, show them the letter on the letter box. Let some learners trace over the letter on the lid with their fingers.
- 6 Now, combine objects from two or more letter boxes and spread them on the floor or table.
- 7 Ask learners to find objects that have one of the focus sounds. For example: "Can you find something that starts with the sound /d/?" The learner must name the object, say the focus sound and place the object in the correct letter box.

Small group activities

Remind learners about the small group activities, the rules for each activity and the tidy-up process.



You will need:

- Big sequence pictures
- Focus letters stuck on sticks or sucker sticks
- Picture cards or objects from letter boxes to match the focus letter

Week 1 Day 4

Whole class activities

Sequencing pictures

- 1 Sing the song again.
- 2 Introduce new words from the vocabulary list.
- 3 Choose one of the sequence pictures and hold it up. Ask learners what they see, then talk about the picture in detail.
- 4 Once you have discussed each picture, stick it on the board so learners can see it. Make sure the pictures are not in sequence at this stage of the activity.
- 5 After talking about all the pictures, ask learners: "Are the pictures in the correct order?"
- 6 Ask learners to point out the picture for the beginning of the story. Work together to arrange the sequence of the pictures so the story makes sense.
- 7 Keep learners actively involved in this process. Ask questions like: "What happened next? Who can remember the next part of the story?"
- 8 When the pictures are in the correct order, invite a few learners to retell the story in the correct sequence.

Stella says:



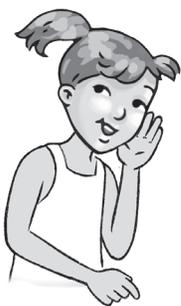
These are useful questions to ask about each picture:

- "Who can you see?" (characters)
- "What is he/she/it doing?" (verbs and actions)
- "What else can you see?" (looking again)
- "Where is the ...?" (naming places/position)
- "Why do you think ...?" (creative thinking, expressing opinions)



Listening for focus sounds

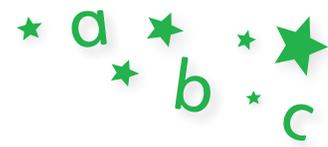
- 1 Give each learner a picture card or an object from a letter box that matches one of the focus letters stuck onto a sucker stick.
- 2 Explain to learners that you are going to hold up a sucker stick with a focus letter. The learners that have a picture or an object with that focus letter must stand up and make a train behind you. They must say the name of the picture or object and emphasise the focus sound.
- 3 The train stops at the station and the teacher places the stick with the letter on a table. Each learner places their picture or object next to the letter.
- 4 Repeat this process using another focus sound.



Small group activities

Remind learners about the small group activities, the rules for each activity and the tidy-up process.





You will need:

- Flipchart paper, marker, crayons, a map
- A list of multisyllabic words relating to the story: helmet, secret, present, garden, morning, together, bicycle, birthday
- Two chairs

Week 1 Day 5

Whole class activities

Make, draw and write

- 1 Ask learners if anyone has used a map before. Show them the map and talk about what we use maps for.
- 2 Explain that you would like them to help you draw a road map from the school to a shop/park/church nearby.
- 3 Draw an outline of the school and the school gate, and then ask learners which way you should turn when you leave the school. Draw a road leading to the nearby shop/park/church. Ask learners if they see anything on the way and draw trees, traffic lights, houses on the side of the road.



Blending and segmenting (syllables)

- 1 Place two chairs on the mat and ask learners to sit on the mat facing the chairs.
- 2 Say one of the words from the list of multisyllabic words and model how to break it into syllables, for example: **hel | met**.
- 3 Select two learners to sit on the chairs facing the other learners. Whisper in one learner's ear that they must say "birth". The other learner must say "day".
- 4 Ask each learner to say their syllable out loud. The other learners must put the syllables together to make the word ("birthday").
- 5 Then ask the learners: "Say 'birthday' without saying 'birth'." Point to the learners sitting on the chairs and ask them to say the words "birth" and "day". Ask the learner saying "birth" to keep quiet. Ask: "What is left? Yes, 'day'!" Then do this activity the other way around: "What is 'birthday' without 'day' (birth)?" Continue this activity with other two-syllable words.



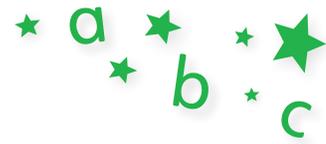
Small group activities

Remind learners about the small group activities, the rules for each activity and the tidy-up process.



Small group activities for Week 1

| You will need | Activities |
|--|---|
| <ul style="list-style-type: none"> A blank A4 page for each learner Jumbo wax crayons <div data-bbox="222 657 557 905"> <p>David's new bike</p> </div> <div data-bbox="197 917 557 1182"> <p><i>At this time of the year, learners might be more confident to try to write themselves. Don't worry if some learners write a long string of letters without spaces.</i></p> </div> | <p>Activity 1: Drawing and emergent writing</p> <ol style="list-style-type: none"> Write the title of the story at the top of each learner's blank page before the lesson. Ask learners to point to the words of the title as you read them together. Ask learners what part of the story they liked best. Give some suggestions. Encourage learners to draw their favourite part of the story. Make a comment or ask each learner to tell you about their drawing. Ask learners if they would like to write something about their picture or if they would like you to write for them. If learners would like you to write for them, keep them involved by asking them to say the words slowly as you write them down. Think aloud as you write their sentence. Write exactly what learners tell you, word for word, or ask learners if they agree before making any changes to their wording. Remember to write neatly and clearly. When you have finished writing, encourage learners to read the sentence with you. Point to each word as you read and acknowledge their efforts. |
| <ul style="list-style-type: none"> Two Racing car game boards Two sets of letter and picture cards Two dice and counters <div data-bbox="197 1350 557 1748"> <p><i>If learners are finding it challenging to play the games independently, it might be a good idea to invite some parents to come in and help with this small group activity. Play the games together with the parents before the school day, so they feel confident to work with the learners.</i></p> </div> | <p>Activity 2: Puzzles and games</p> <ol style="list-style-type: none"> Place the game board on the mat/table and put the picture cards in a pile, facing downwards. Spread the letter cards around so the learners can see them. Explain the rules of the game to the learners: <ul style="list-style-type: none"> Each learner has a turn to throw the dice and move the counter the correct number of spaces. After moving the counter, the learner picks up a picture card from the pile, names the picture and says the focus sound. The learner then puts the picture card next to the correct letter card. The game is over when the first learner reaches the flag and is the winner. <div data-bbox="907 1615 1251 1873"> </div> |



| You will need | Activities |
|--|---|
| <ul style="list-style-type: none"> Books, magazines, folded little books, Big Books and leaflets  | <p>Activity 3: Independent reading</p> <ol style="list-style-type: none"> Lead the group to the book corner or give the group a pile of books. Open a book and page through it while demonstrating to learners how to handle the pages and the book carefully. Show learners some of the pictures and then encourage them to each choose something to enjoy reading. To begin with, you may need to help learners to choose a book, magazine or leaflet that they would like to read. Visit the corner to observe and encourage the learners' reading. |
| <ul style="list-style-type: none"> A photocopy of the Bicycle activity page Pasta, sticks, tin foil, glue and scissors  | <p>Activity 4: Fine motor skills and handwriting</p> <ol style="list-style-type: none"> Explain to learners that they must stick pasta or sticks and tin foil to decorate the bicycle. Once they are finished, they can draw David on the bicycle and Anne pushing the bike.  |
| <ul style="list-style-type: none"> Props: tools, a bicycle pump, bicycle to wash and polish, petrol pump made from an old box, telephone for bookings for car service, big boxes as pretend cars, sign for the garage, a road map or map book | <p>Activity 5: Pretend play</p> <ol style="list-style-type: none"> Lead the group to the pretend play corner and show them the new props. Explain to them that they are going to pretend to work at a garage/petrol station and be petrol attendants, car mechanics, drivers, receptionists to take bookings. Visit the corner at least once to observe and encourage the learners' pretend play.  |



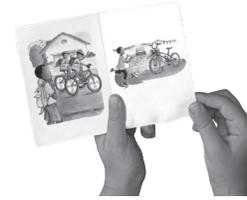
You will need:

- Big sequence pictures
- Photocopied and folded little book for each learner

Week 2 Day 1

Whole class activities

More sequencing pictures



- 1 Begin with learners sitting on the mat. Choose learners to stand in front of the class, each holding one of the colour sequence pictures (not in the correct order).
- 2 Ask learners if the pictures are in the correct order. Ask them to point out the picture which should be at the beginning of the story.
- 3 Together as a group, ask learners who are holding the pictures to move around until the story makes sense. Ask questions such as: *"Who can remember what happened next?"*
- 4 Once you have sequenced the story, learners must move to their tables.
- 5 Give each learner a little book. Encourage them to look at the cover and read the title of the story with them.
- 6 Take learners on a picture walk through the little book, helping them to notice that the pictures in the book are the same as the sequence pictures.
- 7 If there is time, learners can "read" their little book to a partner in the class. Encourage learners to take the books home to read with their families.



Introducing a sound from the story

- 1 Ask learners to sit on the mat and listen carefully to you. Say these words from the story: *"Anne, and. Can you hear the focus sound: Anne, and? Now listen to these words from the story: ran, can, thank, happy. Can you hear the focus sound in these words? Ran, can, thank, happy. Yes, you are right! The focus sound is /a/."*
- 2 *"Listen carefully, here are some more words with /a/: apple, ant, ambulance, accident, animal, angry."* (Emphasise the focus sound as you say these words.)
- 3 Say the sound /a/ clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound /a/: **"a-a-a"**. Make this fun: Say it softly, loudly, to the wall, to the ceiling and to each other. Make sure learners are saying the sound of the letter and not the letter name, **a** ("ay").

Small group activities

Explain that learners will be working in small groups each day. Explain and show how each activity is done and explain the daily rotation. Explain the tidy-up process.





You will need:

- Big Book: *David's new bike*
- Water in containers and a paintbrush for each learner

Week 2 Day 2

Whole class activities

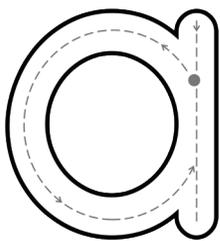
Shared reading – Big Book

- 1 Encourage learners to look at the cover picture and talk about what they see and recognise.
- 2 Read the title of the story to the class. Point to each word as you read. Read it again and ask learners to read with you.
- 3 Take learners on a picture walk through the book, discussing the pictures and encouraging learners to ask questions.
- 4 Point out the page numbers and talk about what number will come next.
- 5 When you have “walked” through the whole book, go back to the beginning and read the title again. Then turn the pages and read each sentence in a clear and natural voice. Point to each word as you read.
- 6 Read the book again and encourage learners to “read” with you.



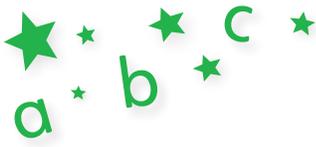
Forming the letter

- 1 Remind learners of the focus sound. Ask learners if anyone’s name starts with /a/ or if they can think of any other words that start with the sound /a/.
- 2 Teach learners an action associated with the sound. For example: Learners can tickle a partner’s hand while saying: “**a, a, a ants**”.
- 3 Show learners how to write the letter **a**. Praise their attempts, then write a large letter on the board or in the air while saying the following: “*Start at the dot, go round, then up and down.*”
- 4 Let learners practise the letter formation in the air, on the carpet, on each other’s backs or on their hands. They can also try using their bodies to make the letter.
- 5 Once you have modelled how to write the letter, go outside and give each learner a container with water and a paintbrush. Learners can paint a letter many times in water on the paving.
- 6 Encourage learners to say the sound the letter makes as they write the letter.



Small group activities

Remind learners about the small group activities, the rules for each activity and the tidy-up process.



You will need:

- Recorded sounds of different kinds of transport
- Pictures of different kinds of transport
- A small mirror
- Apples cut into pieces
- A letter box containing objects or pictures of objects that start with **a**: apple, avocado, ambulance, map of Africa, ant

Week 2 Day 3

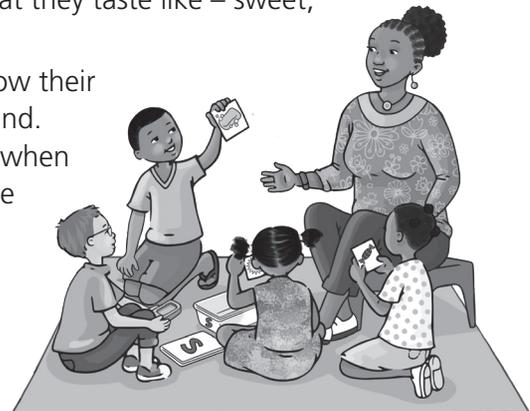
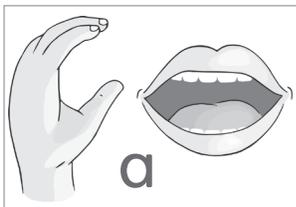
Whole class activities

Learning to listen

- 1 Seat learners in a circle and ask them to close their eyes and listen carefully to the sounds around them. Ask them if they can hear any cars, the bell on a bicycle, motorbikes, trucks.
- 2 Learners must listen carefully as you play sounds from your phone of a car, train, donkey, horse, bicycle bell, plane, ship horn, police siren, motorbike. Learners must say the name of the transport.
- 3 Extend this activity by placing pictures of different kinds of transport in the middle of the circle.
- 4 A learner must take a card from the pile and then make the sound and action of the transport. The other learners have to guess what is on the card. The learner who guesses first has a chance to go in the middle and take a card.
- 5 To make this easier for shy learners, they can do the activity in pairs.

Letter boxes

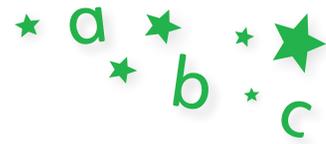
- 1 Ask learners to sit on the mat and show them the objects and pictures in the letter box one at a time. Let them hold the objects or pictures and pass them around.
- 2 Ask learners to say the name of each object or picture and emphasise the focus sound when they say the words.
- 3 Give each learner a piece of apple. They must say the focus sound 'a' for apple and then taste their apples and see what they taste like – sweet, crunchy, juicy.
- 4 Use a mirror so that learners can see how their mouths move when they make the sound. Show them how to shape their mouth when they say 'a', and how to form the shape of the letter with their hands.
- 5 Once learners have practised the new sound, show them the letter on the letter box. Let some learners trace over the letter on the lid with their fingers.



Small group activities

Remind learners about the small group activities, the rules for each activity and the tidy-up process.





You will need:

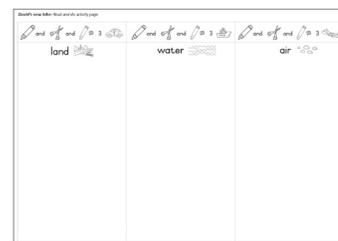
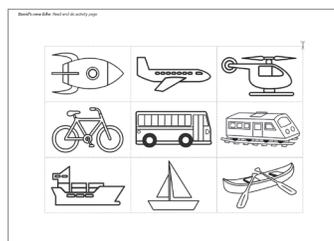
- A photocopy of the **Read and do activity pages 1 and 2** for each learner
- Jumbo wax crayons
- Scissors and glue
- Focus letters stuck on sticks or sucker sticks
- Picture cards or objects from letter boxes to match the focus letter

Week 2 Day 4

Whole class activities

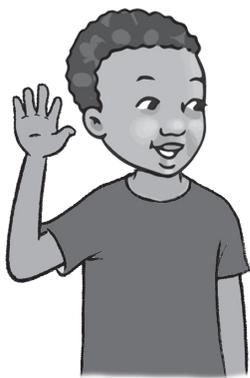
Read and do

- 1 Give each learner a **Read and do activity page 1** with three columns and a **Read and do activity page 2** with pictures of different types of transport.
- 2 Ask learners to look at all the different types of transport and talk about whether they travel on land, on water or in the air. For example: buses need wheels to travel on land, rockets have powerful engines to travel through the air and sailing boats can float so they sail on the water.
- 3 Tell learners to look at the **Read and do activity page 1** with columns and talk about what they see (symbols, pictures and words). Show them where it says "land", "water" and "air". (Point to the pictures of roads, water and clouds next to the words.)
- 4 Explain to learners that they are now going to do a fun activity called "read and do". They must "read" each heading and do what it says.
- 5 Read the first heading together. Tell learners to colour in and cut out the bicycle. Ask them where they think they should stick the bicycle (under the heading: land).
- 6 Tell learners to find other pictures of land transport to colour in, cut out and paste. Ask if any of the learners can "read" the next heading. They must colour in, cut out and paste the types of transport that travel on water.
- 7 Learners must continue in this way until every picture has been pasted in the correct column.



Listening for focus sounds

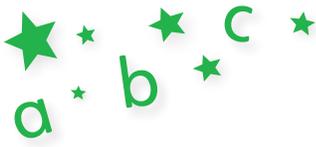
- 1 Give each learner a picture card or an object from a letter box that matches one of the focus letters stuck onto a sucker stick.
- 2 Explain to learners that you are going to hold up a sucker stick with a focus letter. The learners that have a picture or an object with that focus letter must stand up and make a train behind you. They must say the name of the picture or object and emphasise the focus sound.
- 3 The train stops at the station and the teacher places the stick with the letter on a table. Each learner places their picture or object next to the letter.
- 4 Repeat this process using another focus sound.



Small group activities

Remind learners about the small group activities, the rules for each activity and the tidy-up process.





You will need:

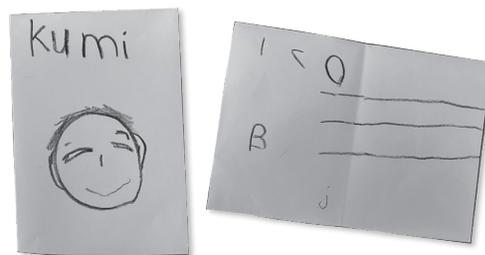
- An A5 piece of paper or card for each learner
- Jumbo wax crayons
- A list of multisyllabic words relating to the story: helmet, secret, present, garden, morning, together, bicycle, birthday
- Two chairs

Week 2 Day 5

Whole class activities

Make, draw and write

- 1 Show learners your passport or ID card/book, and explain to them that when you travel to another country, you need to have a passport to be able to enter the country. Ask if any learners have travelled to another country, and if they have a passport.
- 2 Page through your passport or ID document, and show learners where your name is printed, where your photo appears, your date of birth and where it says which country you are from.
- 3 Explain to learners that they are going to make their own passport or ID document.
- 4 Give each learner an A5 piece of paper or card. Learners must fold the paper in half, draw a picture of themselves and write their name on the front of the folded piece of paper.
- 5 Encourage them to “write” some details like their name, age and the country they are from. Explain that they do not need to write words like grown-ups do, but can just make it look like writing.



Blending and segmenting (syllables)

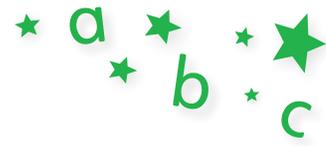
- 1 Place two chairs on the mat and ask learners to sit on the mat facing the chairs.
- 2 Say one of the words from the list of multisyllabic words and model how to break it into syllables, for example: **hel | met**.
- 3 Select two learners to sit on the chairs facing the other learners. Whisper in one learner's ear that they must say “birth”. The other learner must say “day”.
- 4 Ask each learner to say their syllable out loud. The other learners must put the syllables together to make the word (“birthday”).
- 5 Then ask the learners: “Say ‘birthday’ without saying ‘birth’.” Point to the learners sitting on the chairs and ask them to say the words “birth” and “day”. Ask the learner saying “birth” to keep quiet. Ask: “What is left? Yes, ‘day’!” Then do this activity the other way around: “What is ‘birthday’ without ‘day’ (birth)?” Continue this activity with other two-syllable words.



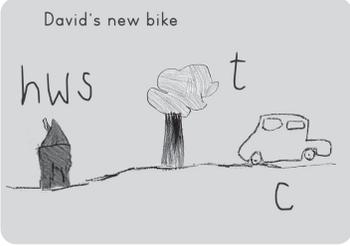
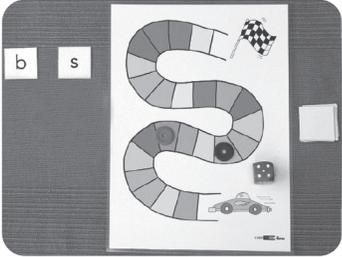
Small group activities

Remind learners about the small group activities, the rules for each activity and the tidy-up process.





Small group activities for Week 2

| You will need | Activities |
|---|---|
| <ul style="list-style-type: none"> A blank A4 page for each learner Jumbo wax crayons  | <p>Activity 1: Drawing and emergent writing</p> <ol style="list-style-type: none"> 1 Explain to learners that they must pretend that they are going on a trip on their bicycle. They must decide where they are going to ride to (the park, the shops, a friend's house, school, church). 2 They must draw the road or path from their home to the place they are going to, and draw things that they see on the way. |
| <ul style="list-style-type: none"> Two Racing car game boards Two sets of letter and picture cards Two dice and counters  <p><i>If learners are finding it challenging to play the games independently, it might be a good idea to invite some parents to come in and help with this small group activity. Play the games together with the parents before the school day, so they feel confident to work with the learners.</i></p> | <p>Activity 2: Puzzles and games</p> <ol style="list-style-type: none"> 1 Place the game board on the mat/table and put the picture cards in a pile, facing downwards. Spread the letter cards around so the learners can see them. 2 Explain the rules of the game to the learners <ul style="list-style-type: none"> • Each learner has a turn to throw the dice and move the counter the correct number of spaces. • After moving the counter, the learner picks up a picture card from the pile, names the picture and says the focus sound. • The learner then puts the picture card next to the correct letter card. • The game is over when the first learner reaches the flag and is the winner.  |
| <ul style="list-style-type: none"> Books, magazines, folded little books, Big Books and leaflets  | <p>Activity 3: Independent reading</p> <ol style="list-style-type: none"> 1 Lead the group to the book corner or give the group a pile of books. 2 Open a book and page through it while demonstrating to learners how to handle the pages and the book carefully. Show learners some of the pictures and then encourage them to each choose something to enjoy reading. 3 To begin with, you may need to help learners to choose a book, magazine or leaflet that they would like to read. 4 Visit the corner to observe and encourage the learners' reading. |



You will need

- A photocopy of the **Transport activity page** and a styrofoam tray for each learner, drawing pins, toothpicks, wax crayons, Prestik

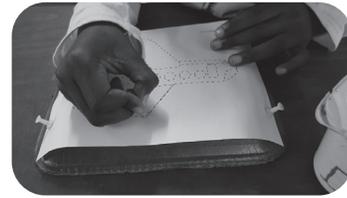
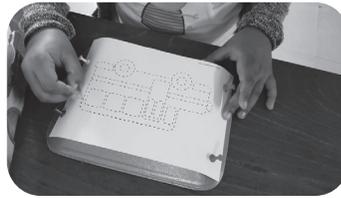


- Props: tools, a bicycle pump, bicycle to wash and polish, petrol pump made from an old box, telephone for bookings for car service, big boxes as pretend cars, sign for the garage, a road map or map book

Activities

Activity 4: Fine motor skills and handwriting

- 1 Attach the stencil onto the back of the styrofoam tray for each learner, using a drawing pin or Prestik.
- 2 Show them how to prick through the tray on each dot on the stencil.
- 3 When they have finished, they can colour in their picture.



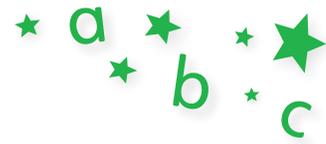
Activity 5: Pretend play

- 1 Remind learners about the props in the pretend play corner and encourage them to continue from Week 1 when they pretended to be working at or visiting a garage/petrol station. Visit the corner at least once to observe and encourage the learners' game.





★ Spot goes to the shop



Story

Sam and Zinzi live with their mother and father, Mr and Mrs Madiswa, and their dog Spot. Everybody loves Spot. Just down the road from their house is a spaza shop. This is Mr Ibrahim's shop.

One Saturday, the children's mother said: "Zinzi and Sam, please go to the shop. I need some bread, eggs, butter, milk and jam." Zinzi and Sam love to go to the shop for their mother so they said: "Yes, Mommy." First, they wrote a shopping list, then their mother gave them some money, and then off they went!

Spot ran after them. He loves to go to the shop too! He especially loves to go when Mr Ibrahim has made pies. The shopkeeper, Mr Ibrahim, said: "Good day, Zinzi and Sam. And how are you, Spot?" The children said: "Good day to you, Mr Ibrahim." Spot wagged his tail. Then the children read their shopping list. They asked: "Please can we have a loaf of bread, six eggs, butter, milk and jam?"



Mr Ibrahim put everything in a packet and he also put one of his special pies in the packet for them. They gave him the money and said: "Thank you very much, Mr Ibrahim. We love your pies!" And they waved goodbye.

Zinzi and Sam walked home, but they were talking so much that they did not notice that Spot was not with them. When they got home, their mother said: "Zinzi! Sam! Where is Spot?" Oh my! Spot had not followed them home. The children were very worried. Where do you think Spot is?

Just then there was a knock on the door. Zinzi opened the door and there was Musa. He was carrying Spot! They all said: "Oh thank you, Musa. You are a real friend!" Musa told them that he had found Spot in the shop, eating the crumbs on the floor.

Zinzi and Sam picked up Spot and gave him a big hug.

And that is the end of the story.





Song

Sam and Zinzi went shopping, went shopping, went shopping;
Sam and Zinzi went shopping to buy their Mama's food.

Spot, the doggie, went with them, went with them, went with them;
Spot, the doggie, went with them to see what he could find.

When they got back home again, home again, home again;
When they got back home again, Mommy said: "Where is Spot?"

Musa kindly brought Spot back, brought Spot back, brought Spot back;
Musa kindly brought Spot back, they all said: "Thank you, Musa!"

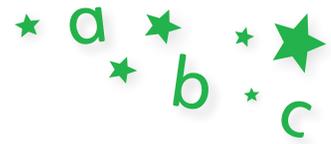
(Sing to the tune of "Mary had a little lamb" or use your own tune.)



Vocabulary from the story

| Key-words: | jam | eggs | butter | bread | milk | crumbs |
|--------------|---------|---------------|--------|------------|---------|--------|
| Extra words: | pie | carry | wave | knock | worried | hug |
| | special | shopping list | friend | spaza shop | money | follow |





You will need:

- Story: *Spot goes to the shop*
- Puppets: Zinzi, Sam, Mrs Madiswa, Spot the dog, Mr Ibrahim and Musa
- Props: a table, a loaf of bread/empty bread packet, an egg box, butter containers, a milk bottle, a jam tin, a hand-written shopping list (written out before the lesson)
- Objects or picture cards for some of the words from the vocabulary list

Week 1 Day 1

Whole class activities

Say the rhyme *I wiggle my fingers* to bring learners to the mat for story time.

I wiggle my fingers

I wiggle my fingers
I wiggle my toes
I wiggle my shoulders
I wiggle my nose
And now (clap on now)
All the wiggles are out of me
And I am as quiet as I can be!

Storytelling and building vocabulary

1 Before you tell the story

- 1.1 Tell learners the title of the story and introduce the characters using the puppets.
- 1.2 Relate the story to learners' lives by asking: "Who has got a dog at home? What is your dog's name? Has your dog ever got lost before?"
- 1.3 Say: "Before we begin, I want to tell you the meaning of some new words which we will find in the story." Discuss the keywords from the vocabulary list, and show learners an object or a picture to show them what a word means. For example: Show them how a slice of bread can be broken into crumbs.

2 While you tell the story

- 2.1 Tell the story in a lively way and use different voices. Do actions and make use of the puppets and props.
- 2.2 Ask learners to predict what happens next in the story and involve them through open-ended questions, such as: "What do you think Mrs Madiswa is going to say when the children get home without Spot? Why didn't Spot notice when the children left? If Musa hadn't brought Spot home, what would Zinzi and Sam have done?"

3 After you tell the story

- 3.1 Ask learners: "What did you like about the story? What didn't you like? What was your best part? What questions do you have about the story?"

Introducing a sound from the story

- 1 Ask learners to sit on the mat and listen carefully to you. Say these words from the story: "money, milk, mother, Ma Madiswa, Mr. Can you hear the focus sound: **money, milk, mother, Ma Madiswa, Mr**? Yes, you are right! They all have the sound /m/."
- 2 "Listen carefully, here are some more words with /m/: monkey, man, meat, moon, mushroom, moth, music, mouse." (Emphasise the focus sound as you say these words.)
- 3 Say the sound /m/ clearly and tell learners to watch your mouth.
- 4 Ask learners to say the sound /m/: "m-m-m". Make this fun: Say it softly, loudly, to the wall, to the ceiling and to each other. Make sure learners are saying the sound of the letter and not the letter name, **m** ("em").

Small group activities

Explain that learners will be working in small groups each day. Explain and show how each activity is done and explain the daily rotation. Explain the tidy-up process.





You will need:

- Puppets for the story
- Music and props or pictures for the song



Week 1 Day 2

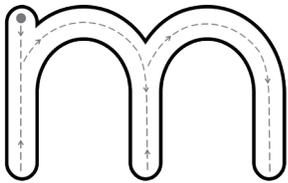
Whole class activities

Storytelling and singing

- 1 Begin by reminding learners of the meaning of words that you introduced on Day 1.
- 2 Retell the story using the puppets. Ask questions as you tell the story. Encourage learners to predict what will happen next.
- 3 Tell learners you are going to teach them a new song to go with the story.
- 4 Say a few lines of the song clearly and slowly, and then ask learners to join in and sing together with you. It may be difficult for learners to remember all the words, so teach the song in parts.
- 5 Have pictures or props or do actions to help learners understand the language of the song.
- 6 Teach learners the actions for the song and have fun singing in more than one language.

Forming the letter

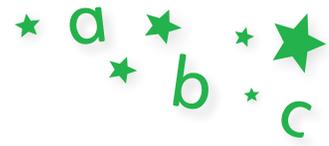
- 1 Remind learners of the focus sound. Ask learners if anyone's name starts with /m/ or if they can think of any other words that start with the sound /m/.
- 2 Teach learners an action associated with the sound. For example: Learners can rub their tummies while saying "m-m-m-m-m".
- 3 Show learners how to write the letter **m**. Praise their attempts, then write a large letter on the board or in the air while saying the following: "Start at the dot, go down, up, over, down, up, over and down again."
- 4 Let learners practise the letter formation in the air, on the carpet, on each other's backs or on their hands. They can also try using their own bodies to make the letter.
- 5 Once you have modelled how to write the letter, go outside and encourage learners to use a stick to write the letter in the sand and walk on it.
- 6 Encourage learners to say the sound the letter makes as they write the letter.



Small group activities

Remind learners about the small group activities, the rules for each activity and the tidy-up process.





You will need:

- Puppets and props for the story
- A letter box containing objects or pictures of objects that start with **m**: mask, mirror, make-up, marbles, monkey, mango, money, medal, map



Week 1 Day 3

Whole class activities

Storytelling and role play

- 1 Sing the song.
- 2 Ask learners if they can remember the meaning of words from the vocabulary list. For example: Ask them to act out these action words: “hug” and “follow”.
- 3 Choose learners to play the characters in the story.
- 4 Talk about each character in the story. Tell learners who they are going to be in the role play and show them the props that will be used to tell the story.
- 5 Explain to learners that you (the teacher) are going to be the storyteller, also known as the narrator. The acting learners are going to act out everything you say. Help them to organise where they are going to stand.
- 6 Start telling the story and encourage learners to do the actions to match your words while the rest of the class watches the role play.
- 7 If there is time, you may want to repeat the role play with different learners.

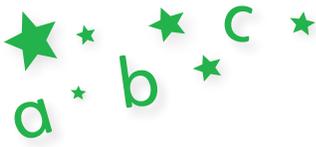
Letter boxes

- 1 Ask learners to sit on the mat and show them the objects and pictures in the letter box one at a time. Ask them for the names of the objects. If there are learners who speak different languages, ask them to tell the class what they call the object in their home language. Then give the word in the language of instruction. Let them hold the objects or pictures and pass them around.
- 2 Ask questions about the objects: “Have you seen one of these? What do we use this for? What colour is it? How does it feel?”
- 3 Say the names of the objects while emphasising the focus sound. Ask learners if they can hear the focus sound.
- 4 Ask learners to say the name of each object and emphasise the focus sound when they say the words.
- 5 Once learners have practised the new sound, show them the letter on the letter box. Let some learners trace over the letter on the lid with their fingers.
- 6 Now, combine objects from two or more letter boxes and spread them on the floor or table.
- 7 Ask learners to find objects that have one of the focus sounds. For example: “Can you find something that starts with the sound /m/?” The learner must name the object, say the focus sound and place the object in the correct letter box.



Small group activities

Remind learners about the small group activities, the rules for each activity and the tidy-up process.



You will need:

- Big sequence pictures

Week 1 Day 4

Whole class activities

Sequencing pictures

- 1 Sing the song again.
- 2 Introduce new words from the vocabulary list.
- 3 Choose one of the sequence pictures and hold it up. Ask learners what they see, then talk about the picture in detail.
- 4 Once you have discussed each picture, stick it on the board so learners can see it. Make sure the pictures are not in sequence at this stage of the activity.
- 5 After talking about all the pictures, ask learners: "Are the pictures in the correct order?"
- 6 Ask learners to point out the picture for the beginning of the story. Work together to arrange the sequence of the pictures so the story makes sense.
- 7 Keep learners actively involved in this process. Ask questions like: "What happened next? Who can remember the next part of the story?"
- 8 When the pictures are in the correct order, invite a few learners to retell the story in the correct sequence.

Stella says:



These are useful questions to ask about each picture:

- "Who can you see?" (characters)
- "What is he/she/it doing?" (verbs and actions)
- "What else can you see?" (looking again)
- "Where is the ...?" (naming places/position)
- "Why do you think ...?" (creative thinking, expressing opinions)



Listening for focus sounds

- 1 Explain to learners that you are going to describe different jobs people do, and they must try and guess the name of the job the person does. You will tell them the focus sound to help them. "Mr Ibrahim sells things. The name of his job starts with the sound /sh/ ... (shopkeeper). I work at a school and help you with your learning. The name of my job starts with the sound /t/ ... (teacher)."
- 2 Here are some more examples: "Someone who:
 - ★ works at a hospital and their job starts with /n/ is a ..." (nurse)
 - ★ works at a hospital and their job starts with /d/ is a ..." (doctor)
 - ★ puts out fires and their job starts with /f/ is a ..." (fireman)
 - ★ fixes water leaks and their job starts with /p/ is a ..." (plumber)
 - ★ helps sick animals and their job starts with /v/ is a ..." (vet)
 - ★ serves at a restaurant and their job starts with /w/ is a ..." (waiter or waitress)
 - ★ looks after our teeth and their job starts with /d/ is a ..." (dentist)
 - ★ grows lots of vegetables to sell and their job starts with /f/ is a ..." (farmer)
 - ★ builds houses and their job starts with /b/ is a ..." (builder)

Stella says:

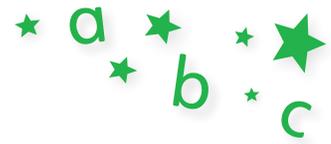


Once you have described different jobs and told learners the focus sound, learners can (if they feel confident), take turns to describe a job and give the focus sound. Other learners can try and guess the name of the job.

Small group activities

Remind learners about the small group activities, the rules for each activity and the tidy-up process.





You will need:

- Flipchart paper, marker, an A4 blank page for each learner and crayons
- A sock puppet made to look like Spot
- A small bag with pictures or objects for any of the multisyllabic words relating to the story: butter, picture of a spaza shop, money, packet, Ma Madiswa, Mr Ibrahim (shopkeeper)

Week 1 Day 5

Whole class activities

Make, draw and write

- 1 Write the title, "My shopping list", at the top of each learner's page before the lesson. Read the title together pointing to each word.
- 2 Talk about what we buy at different kinds of shops and let learners share their shopping experiences.
- 3 Tell learners you are going shopping and need them to help you make a shopping list. Ask them to give suggestions of what to buy.
- 4 Write down the list and draw a simple picture next to each word. Read the list together.
- 5 Explain to learners that they are going to make their own shopping list. (Remove your list so learners don't copy.)
- 6 Learners draw items they want to buy, and "have a go" at "writing" the words using pretend writing or invented spelling.
- 7 Learners can "read" their shopping lists to each other.



Stella says:



As an extension to this activity learners can practise breaking short words up into phonemes. Add some pictures or objects for single syllable words such as: jam, eggs, Spot, Sam, shop. These are more difficult to break up, as learners need to listen for single sounds (phonemes). For example: j-a-m, e-gg-s, S-p-o-t, S-a-m, sh-o-p.

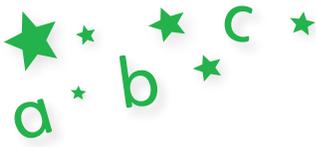
Blending and segmenting (syllables)

- 1 Explain to learners that Spot (the sock puppet) is going to look in the bag with multisyllabic objects or pictures and say a word in a broken-up way (for example: **mon | ey**). You must then try and guess what Spot is saying.
- 2 Once you have done this with a few words, ask if any of the learners would like to wear the sock puppet and look in the bag. They can pretend to be Spot and say the word in a broken-up way. The other learners must guess what they are saying.



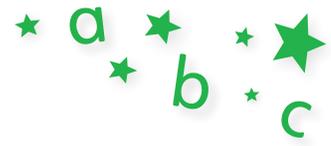
Small group activities

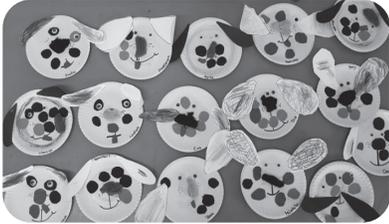
Remind learners about the small group activities, the rules for each activity and the tidy-up process.

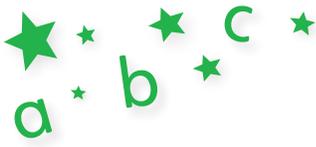


Small group activities for Week 1

| You will need | Activities |
|--|---|
| <ul style="list-style-type: none"> A blank A4 page for each learner Jumbo wax crayons <div data-bbox="225 662 564 890"> <p>Spot goes to the shop</p> <p>Spot the dog likes pies.</p> </div> <div data-bbox="208 915 564 1179"> <p><i>At this time of the year, learners might be more confident to try to write themselves. Don't worry if some learners write a long string of letters without spaces.</i></p> </div> | <p>Activity 1: Drawing and emergent writing</p> <ol style="list-style-type: none"> Write the title of the story at the top of each learner's blank page before the lesson. Ask learners to point to the words of the title as you read them together. Ask learners what part of the story they liked best. Give some suggestions. Encourage learners to draw their favourite part of the story. Make a comment or ask each learner to tell you about their drawing. Ask learners if they would like to write something about their picture or if they would like you to write for them. If learners would like you to write for them, keep them involved by asking them to say the words slowly as you write them down. Think aloud as you write their sentence. Write exactly what learners tell you, word for word, or ask learners if they agree before making any changes to their wording. Remember to write neatly and clearly. When you have finished writing, encourage learners to read the sentence with you. Point to each word as you read and acknowledge their efforts. |
| <ul style="list-style-type: none"> 6 x egg boxes with a letter stuck on the lid of the egg box Letter picture cards for six letters | <p>Activity 2: Puzzles and games</p> <ol style="list-style-type: none"> The letter picture cards must be mixed up and placed on the table face down. Give each learner an egg box. Learners must take turns to pick up a card, say the name of the picture and then place the card in the correct egg box. The learner whose egg box is filled first is the winner. <div data-bbox="694 1456 1466 1673"> </div> |
| <ul style="list-style-type: none"> Books, magazines, folded little books, Big Books and leaflets <div data-bbox="303 1793 477 2010"> </div> | <p>Activity 3: Independent reading</p> <ol style="list-style-type: none"> Lead the group to the book corner or give the group a pile of books. Open a book and page through it while demonstrating to learners how to handle the pages and the book carefully. Show learners some of the pictures and then encourage them to each choose something to enjoy reading. To begin with, you may need to help learners to choose a book, magazine or leaflet that they would like to read. Visit the corner to observe and encourage the learners' reading. |



| You will need | Activities |
|---|--|
| <ul style="list-style-type: none">• Paper plate for each learner with a dog's nose and mouth drawn in the middle• Glue, scissors• Scraps of black, brown and red paper | <p>Activity 4: Fine motor skills and handwriting</p> <ol style="list-style-type: none">1 Give each learner a paper plate and explain to them that they must cut out small circles for the spots on Spot's fur. They must also draw and cut out ears, eyes and a tongue.2 Once they have cut out all these pieces, they must look carefully at Spot's face and stick the eyes, ears, tongue and spots.  |
| <ul style="list-style-type: none">• Props: a table, a collection of empty grocery containers, pretend money, boxes, shopping bags, paper and pencils, old computer or keyboard, telephone | <p>Activity 5: Pretend play</p> <ol style="list-style-type: none">1 Lead the group to the fantasy corner and show learners the new props in the fantasy corner this week. Talk about how Sam and Zinzi went to the shop. Point out the grocery containers, boxes, shopping bags and play money. Say: <i>"Today you are going to play 'going shopping'."</i>2 Now start them off by saying: <i>"Who is going to the shop? Remember, you will need to write a shopping list. Who is going to be the shopkeeper? Looks like you are going to be busy today – I hope you are ready for customers!"</i>3 Visit the corner at least once to observe and encourage the learners' game. For example: If there are too many learners waiting in a queue to see the shopkeeper, you could go up to a group and say: <i>"Hello, I am the shopkeeper's assistant. How can I help you today?"</i>  |



You will need:

- Big sequence pictures
- Photocopied and folded little book for each learner

Week 2 Day 1

Whole class activities

More sequencing pictures



- 1 Begin with learners sitting on the mat. Choose learners to stand in front of the class, each holding one of the colour sequence pictures (not in the correct order).
- 2 Ask learners if the pictures are in the correct order. Ask them to point out the picture which should be at the beginning of the story.
- 3 Together as a group, ask learners who are holding the pictures to move around until the story makes sense. Ask questions such as: “Who can remember what happened next?”
- 4 Once you have sequenced the story, learners must move to their tables.
- 5 Give each learner a little book. Encourage them to look at the cover and read the title of the story with them.
- 6 Take learners on a picture walk through the little book, helping them to notice that the pictures in the book are the same as the sequence pictures.
- 7 If there is time, learners can “read” their little book to a partner in the class. Encourage learners to take the books home to read with their families.



Introducing a sound from the story

- 1 Ask learners to sit on the mat and listen carefully to you. Say these words from the story: “dog, Spot, shop, knock, not. Can you hear the focus sound: *dog, Spot, shop, knock?* Yes, you are right! The focus sound is /o/.”
- 2 “Listen carefully, here are some more words with /o/: on, orange, office, ostrich, octopus.” (Emphasise the focus sound as you say these words.)
- 3 Say the sound /o/ clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound /o/: “o-o-o”. Make this fun: Say it softly, loudly, to the wall, to the ceiling and to each other. Make sure learners are saying the sound of the letter and not the letter name, o (“oh”).

Small group activities

Explain that learners will be working in small groups each day. Explain and show how each activity is done and explain the daily rotation. Explain the tidy-up process.





You will need:

- Big Book: *Spot goes to the shop*
- Water in containers and a paintbrush for each learner

Week 2 Day 2

Whole class activities

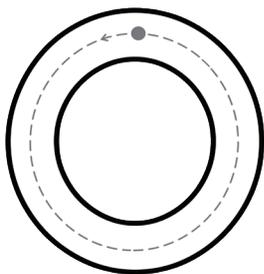
Shared reading – Big Book

- 1 Encourage learners to look at the cover picture and talk about what they see and recognise.
- 2 Read the title of the story to the class. Point to each word as you read. Read it again and ask learners to read with you.
- 3 Take learners on a picture walk through the book, discussing the pictures and encouraging learners to ask questions.
- 4 Point out the page numbers and talk about what number will come next.
- 5 When you have “walked” through the whole book, go back to the beginning and read the title again. Then turn the pages and read each sentence in a clear and natural voice. Point to each word as you read.
- 6 Read the book again and encourage learners to “read” with you.



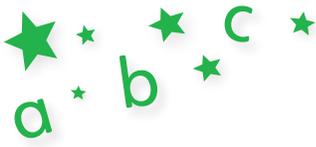
Forming the letter

- 1 Remind learners of the focus sound. Ask learners if anyone’s name starts with /o/ or if they can think of any other words that start with the sound /o/.
- 2 Teach learners an action associated with the sound. For example: Learners can pretend they are turning a light on and say “**o, o, o, on**”.
- 3 Show learners how to write the letter **o**. Praise their attempts, then write a large letter on the board or in the air while saying the following: “*Start at the dot, go around.*”
- 4 Let learners practise the letter formation in the air, on the carpet, on each other’s backs or on their hands. They can also try using their bodies to make the letter.
- 5 Once you have modelled how to write the letter, go outside and give each learner a container with water and a paintbrush. Learners can paint a letter many times in water on the paving.
- 6 Encourage learners to say the sound the letter makes as they write the letter.



Small group activities

Remind learners about the small group activities, the rules for each activity and the tidy-up process.



You will need:

- A few items of food or pictures of food from a shopping brochure
- A small mirror
- Oranges cut up into pieces
- A letter box containing objects or pictures of objects that start with **o** (or objects/pictures of things that are orange. For example: crayon, playdough, buttons, paper, fabric, flower, soap, marble, balloon)

Week 2 Day 3

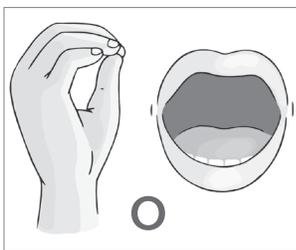
Whole class activities

Learning to listen

- 1 Seat learners in a circle and settle everyone down so that the class is quiet and calm.
- 2 Now pick up four items of food or pictures of food and name each one. After showing learners the items, put them behind your back and ask if anyone can remember what you showed them. Listen to their responses, then repeat the activity with five items.
- 3 Start a story: *"The children went to the shop to buy butter."*
- 4 The next learner in the circle must add another item of food: *"The children went to the shop to buy butter and sugar."*
- 5 The next learner in the circle adds another: *"The children went to the shop to buy butter and sugar and soap ..."* Keep it to a maximum of five items in the list; start again after five learners.

Letter boxes

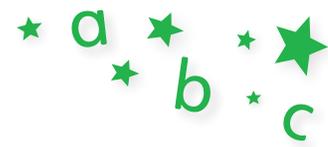
- 1 Ask learners to sit on the mat and show them the objects and pictures in the letter box one at a time. Let them hold the objects or pictures and pass them around.
- 2 Discuss each picture or object, talking about the colour and emphasising the word 'orange' and the sound 'o'. Explain to learners that the word orange is a colour but is also the name of a fruit!
- 3 Say to learners that you are going to describe something in the box and they must guess what it is. Put your hand in the letter box and say: *"I have something that is orange and I use it to wash my body (soap), I have something that is orange and I use it to write my name (crayon)"*.
- 4 Give each learner a piece of orange. They must say the focus sound 'o' for orange and then taste their orange and say what it tastes like – sweet, sour, soft, juicy.
- 5 Use a mirror so that learners can see how their mouths move when they make the sound. Show them how to shape their mouth when they say 'o', and how to form the shape of the letter with their hands.
- 6 Once learners have practised the new sound, show them the letter on the letter box. Let some learners trace over the letter on the lid with their fingers.



Small group activities

Remind learners about the small group activities, the rules for each activity and the tidy-up process.





You will need:

- A photocopy of the **Shopping trolley activity page** for each learner, shopping brochures, scissors, glue

Week 2 Day 4

Whole class activities

Read and do

- 1 Tell learners to look through the shopping brochure.
- 2 Encourage learners to “read” the labels and name the items they see in the brochure.
- 3 Ask learners to look for something specific in the brochure. For example: “Can you find any healthy food? Which food do you need to keep in the fridge? Can you find any pictures of vegetables?”
- 4 Tell learners that they must look through the brochure and choose things they would like to “buy”.
- 5 Explain that they must cut out the items and glue them into their trolley.
- 6 When the group is finished, let them sit in pairs and talk about what is in their trolleys.



Stella says:



Ask your local grocery shop for a shopping brochure for each learner. Shops are often helpful when they understand the educational purpose. It is best if each learner in the class has their own copy of the same brochure.

Stella says:



Once you have described different jobs and told learners the focus sound, learners can (if they feel confident), take turns to describe a job and give the focus sound. Other learners can try and guess the name of the job.

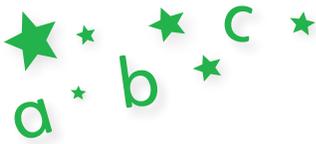
Listening for focus sounds

- 1 Explain to learners that you are going to describe different jobs people do, and guess the name of the job the person does. You will tell them the focus sound to help them. “Mr Ibrahim sells things. The name of his job starts with the sound /sh/ ... (shopkeeper). I work at a school and help you with your learning. The name of my job starts with the sound /t/ ... (teacher).”
- 2 Here are some more examples: “Someone who:
 - ★ works at a hospital and their job starts with /n/ is a ...” (nurse)
 - ★ works at a hospital and their job starts with /d/ is a ...” (doctor)
 - ★ puts out fires and their job starts with /f/ is a ...” (fireman)
 - ★ fixes water leaks and their job starts with /p/ is a ...” (plumber)
 - ★ helps sick animals and their job starts with /v/ is a ...” (vet)
 - ★ serves at a restaurant and their job starts with /w/ is a ...” (waiter or waitress)
 - ★ looks after our teeth and their job starts with /d/ is a ...” (dentist)
 - ★ grows lots of vegetables to sell and their job starts with /f/ is a ...” (farmer)
 - ★ builds houses and their job starts with /b/ is a ...” (builder)



Small group activities

Remind learners about the small group activities, the rules for each activity and the tidy-up process.



You will need:

- A large piece of paper with the heading "Spot's new adventure", a thick black marker
- A list of multisyllabic words relating to the story: butter, spaza, money, packet, children, goodbye, shopping, Ma Madiswa, Mr Ibrahim, shopkeeper, everything, Saturday
- A sock puppet made to look like Spot

Week 2 Day 5

Whole class activities

Make, draw and write

- 1 Say to the learners: "Do you think Spot stayed safely at home after he was brought home? No! Spot loves walking the streets, doesn't he? In fact, Spot went on another adventure the very next day! Where do you think Spot went? What happened to him?"
- 2 Explain to the learners that you are going to write another story about Spot going on an adventure. Say to them: "Let's write our own story. Let's think together. Does the story begin in the day or the night? Where is Spot? Who is he with?" Once learners have shared ideas about the beginning of the story, discuss and agree on what they want to say. Write down their words. You can begin with the words: "Once upon a time" or "One day".
- 3 Say to the learners: "Now that we have written the beginning of our story, who has ideas of what could happen next?" Listen to a few ideas, then negotiate with the learners about the events in the story. Write down the learners' words, then go back and read the story from the beginning.
- 4 Then say: "Now we need to think how the story ended. What next happened to Spot? Who has ideas about what to write for the end of the story?" Write down the learners' words, then finish with the words "The End". Read the story from the beginning, pointing to each word as you read.
- 5 If there is time, you can ask some of the learners to illustrate the story. Stick the story on the wall.



Stella says:



As an extension to this activity learners can practise breaking short words up into phonemes. Add some pictures or objects for single syllable words such as: jam, eggs, Spot, Sam, shop. These are more difficult to break up, as learners need to listen for single sounds (phonemes). For example: j-a-m, e-gg-s, S-p-o-t, S-a-m, sh-o-p.

Blending and segmenting (syllables)

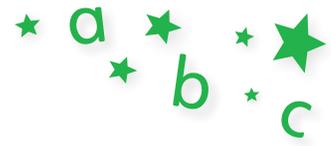
- 1 Explain to learners that Spot (the sock puppet) is going to look in the bag with multisyllabic objects or pictures and say a word in a broken-up way (for example: **mon | ey**). You must then try and guess what Spot is saying.
- 2 Once you have done this with a few words, ask if any of the learners would like to wear the sock puppet and look in the bag. They can pretend to be Spot and say the word in a broken-up way. The other learners must guess what they are saying.



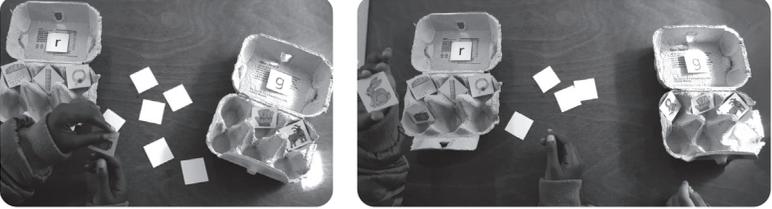
Small group activities

Remind learners about the small group activities, the rules for each activity and the tidy-up process.

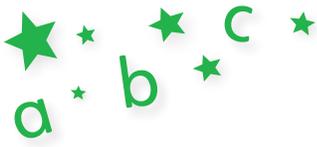




Small group activities for Week 2

| You will need | Activities |
|---|--|
| <ul style="list-style-type: none"> A blank A4 page for each learner Jumbo wax crayons  | <p>Activity 1: Drawing and emergent writing</p> <ol style="list-style-type: none"> Write "My pet" at the top of each learner's blank page before the lesson. Ask learners to point to the words of the title as you read them together. Ask learners: "Do you have a dog like Spot or another kind of pet at home?" Ask learners to draw their pet, or a pet they wish they had. Ask learners if they would like to write something about their picture. Make a comment or ask a question about the drawing, such as: "That's a fat cat!" or "Do you like to swim with your dog? That's a fun thing to do! What a beautiful drawing and such good writing." If they would like you to write for them, keep them involved by asking them to say the words slowly as you write them down. Think aloud as you write the learner's sentence. Write exactly what the learner tells you, word for word. Remember to write neatly and clearly. When you have finished writing, encourage the learner to read the sentence with you. Point to each word as you read and acknowledge their efforts. |
| <ul style="list-style-type: none"> 6 x egg boxes with a letter stuck on the lid of the egg box Letter picture cards for six letters | <p>Activity 2: Puzzles and games</p> <ol style="list-style-type: none"> The letter picture cards must be mixed up and placed on the table face down. Give each learner an egg box. Learners must take turns to pick up a card, say the name of the picture and then place the card in the correct egg box. The learner whose egg box is filled first is the winner.  |
| <ul style="list-style-type: none"> Books, magazines, folded little books, Big Books and leaflets  | <p>Activity 3: Independent reading</p> <ol style="list-style-type: none"> Lead the group to the book corner or give the group a pile of books. Open a book and page through it while demonstrating to learners how to handle the pages and the book carefully. Show learners some of the pictures and then encourage them to each choose something to enjoy reading. To begin with, you may need to help learners to choose a book, magazine or leaflet that they would like to read. Visit the corner to observe and encourage the learners' reading. |

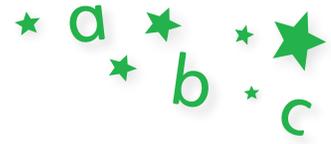




| You will need | Activities |
|--|--|
| <ul style="list-style-type: none"> • An A5 "o" letter template for each learner • Orange paper or fabric, dried orange peel • Glue | <p>Activity 4: Fine motor skills and handwriting</p> <ol style="list-style-type: none"> 1 Give each learner a letter template and items or pictures with the focus sound. 2 They must stick pictures or items of things with the focus sound to fill the space and make the letter. They can also add drawings of things with the focus sound "o".  |
| <ul style="list-style-type: none"> • Props: a table, a collection of empty grocery containers, pretend money, boxes, shopping bags, paper and pencils, old computer or keyboard, telephone, toy hammer, chisel, paintbrush, nails, wood plank | <p>Activity 5: Pretend play</p> <ol style="list-style-type: none"> 1 Remind learners about the props in the pretend play corner and encourage them to continue from Week 1 when they pretended to play "going to the shop". Learners can pretend to be the shopkeeper and shoppers. Someone can also be the bookkeeper or pretend to be a builder or painter with some tools to fix Mr Ibrahim's shop. 2 Visit the corner at least once to observe and encourage the learners' game.  |

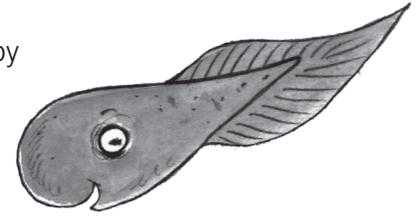


★ The little tadpole



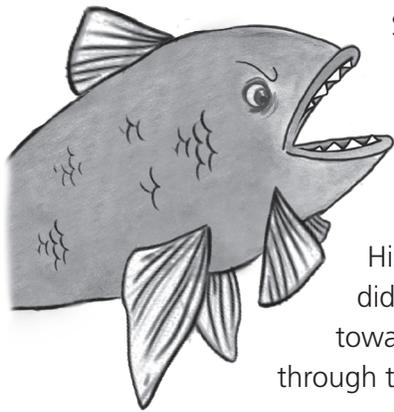
Story

Harry the tadpole lived in a pond with his big brother Freddy. Harry was a happy little tadpole who swam around the pond all day. Harry had a big wish, he wanted to be able to jump just like his big brother Freddy. "I'm a little tadpole round and small, I don't want to be a tadpole at all. I want to jump just like a frog; I want to jump from log to log," sang little Harry.



"Please can you teach me how to jump like you?" Harry asked his brother. Freddy said: "Don't worry, Harry, soon you will be able to jump like me. Look, your back legs have grown!" Harry was very pleased with his back legs and asked: "Please can you teach me how to jump with my back legs?" Freddy said: "Don't worry, Harry, soon you will be able to jump like me. Wait until your front legs grow!"

So Harry waited and waited and after a while he saw that his front legs had grown. "Look! I have front legs now, please can you teach me how to jump like you?" he asked excitedly. "Soon you will be able to jump like me," said Freddy, "just wait until your long tail is almost gone."



So Harry swam around singing his song waiting for his tail to go away. One day, while he was floating in the pond, a great big fish with a huge mouth and sharp teeth came swimming towards him. Harry was terrified. He knew that this great big fish wanted to eat him! Harry swam through the water as fast as he could.

His front legs and his back legs felt very strong and he realised that his tail didn't get in the way anymore. Harry swam with all his might, away from the fish towards the side of the pond. And then, without even realising it, he was moving through the air and had landed on a rock.

'Well done, Harry!' cheered Freddy and he hopped up and down excitedly. "You have just learned how to jump! You are now a frog just like me." Harry was very happy; his wish had come true!

And that is the end of the story.





Song

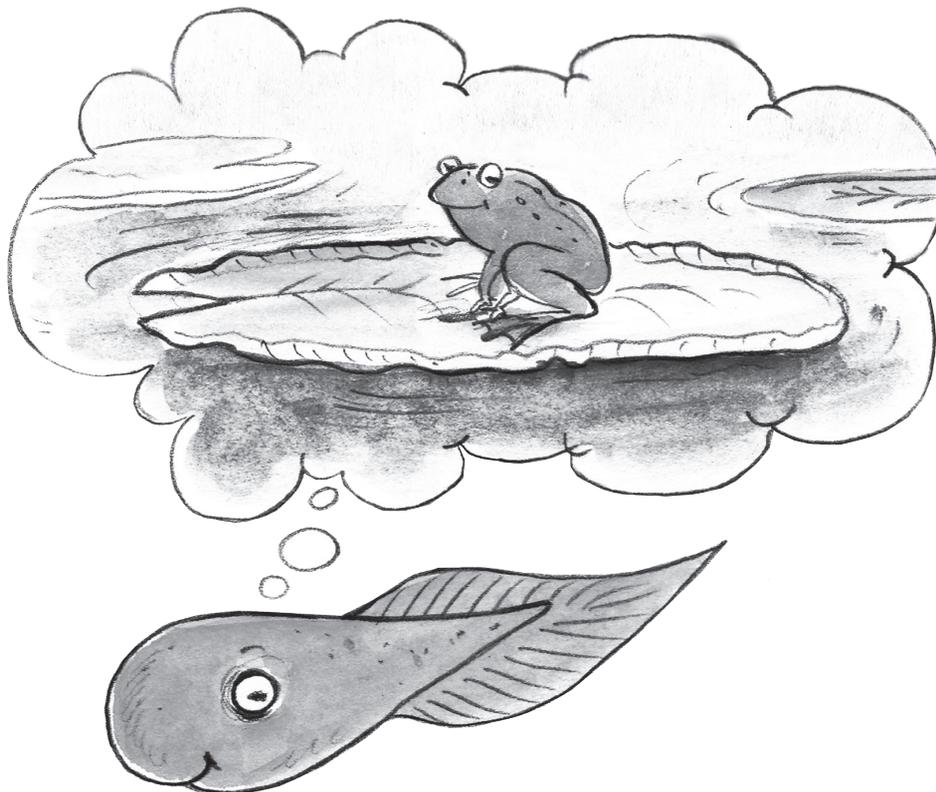
I'm a little tadpole round and small,
 I don't want to be a tadpole at all.
 I want to jump just like a frog;
 I want to jump from log to log!

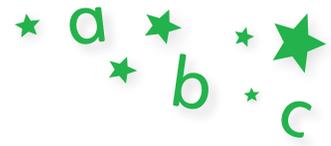
(Sing to the tune of "I'm a little teapot short and stout" or use your own tune.)



Vocabulary from the story

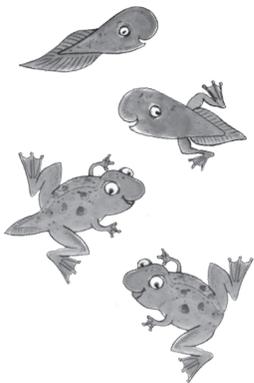
| | | | | | | |
|-------------------|-------------|----------------|-------------|-------------|-------------|--------------|
| Key-words: | frog | tadpole | pond | jump | back | front |
| Extra words: | tail | sharp | round | grow | wish | brother |
| | rock | log | float | swim | terrified | teeth |





You will need:

- Story: *The little tadpole*
- Puppets: Harry, Harry with back legs, Harry with front and back legs, Freddy, fish, rock
- Props: a rock, green paper cut out in the shape of a lily pad, blue fabric for the pond
- Objects or picture cards for some of the words from the vocabulary list



Week 1 Day 1

Whole class activities

Say the rhyme *I wriggle my fingers* to bring learners to the mat for story time.

I wiggle my fingers

I wiggle my fingers
I wiggle my toes
I wiggle my shoulders
I wiggle my nose
And now (clap on now)
All the wiggles are out of me
And I am as quiet as I can be!

Storytelling and building vocabulary

1 Before you tell the story

- 1.1 Tell learners the title of the story and introduce the characters using the puppets.
- 1.2 Relate the story to learners' lives: *Have you ever seen a tadpole? Where does a tadpole come from? Have you seen a frog? Where do we find tadpoles and frogs? Can you croak like a frog? Do you know how a frog swims?*
- 1.3 Say: *"Before we begin, I want to tell you the meaning of some new words which we will find in the story."* Discuss the keywords from the vocabulary list, and show learners an object or a picture to show them what a word means. For example: Show them pictures of ponds. If you can, collect tadpoles in a jar to show learners what real tadpoles look like.

2 While you tell the story

- 2.1 Tell the story in a lively way and use different voices. Do actions and make use of the puppets and props.
- 2.2 Ask learners to predict what happens next in the story and involve them through open-ended questions, such as: *"How do you think Harry felt when he saw the big fish? What do you think will happen next?"*

3 After you tell the story

- 3.1 Ask learners: *"What did you like about the story? What didn't you like? What was your best part? What questions do you have about the story? Are there things that your big brother or sister can do that you want to do? Do you feel proud of doing something that you can do now that you couldn't do when you were little?"*

Introducing a sound from the story

- 1 Ask learners to sit on the mat and listen carefully to you. Say these words from the story: *"Harry, happy, huge. Can you hear the focus sound: **Harry, happy, huge?** Yes, you are right! They all have the sound /h/"*
- 2 *"Listen carefully, here are some more words with /h/: hand, heart, hair, hat, helicopter."* (Emphasise the focus sound as you say these words.)
- 3 Say the sound /h/ clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound /h/: *"h-h-h"*. Make this fun: Say it softly, loudly, to the wall, to the ceiling and to each other. Make sure learners are saying the sound of the letter and not the letter name, **h** ("aitch").

Small group activities

Explain that learners will be working in small groups each day. Explain and show how each activity is done and explain the daily rotation. Explain the tidy-up process.



You will need:

- Puppets for the story
- Music and props or pictures for the song



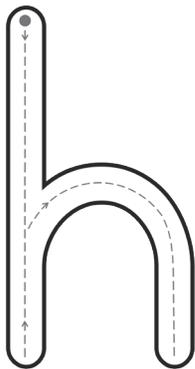
Week 1 Day 2

Whole class activities

Storytelling and singing

- 1 Begin by reminding learners of the meaning of words that you introduced on Day 1.
- 2 Retell the story using the puppets. Ask questions as you tell the story. Encourage learners to predict what will happen next.
- 3 Tell learners you are going to teach them a new song to go with the story.
- 4 Say a few lines of the song clearly and slowly, and then ask learners to join in and sing together with you. It may be difficult for learners to remember all the words, so teach the song in parts.
- 5 Have pictures or props or do actions to help learners understand the language of the song.
- 6 Teach learners the actions for the song and have fun singing in more than one language.

Forming the letter

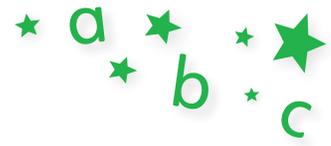


- 1 Remind learners of the focus sound. Ask learners if anyone's name starts with /h/ or if they can think of any other words that start with the sound /h/.
- 2 Teach learners an action associated with the sound. For example: Learners can hop on one foot saying "h-h-h-h".
- 3 Show learners how to write the letter **h**. Praise their attempts, then write a large letter on the board or in the air while saying the following: "Start at the dot, go down, half way up, over and down."
- 4 Let learners practise the letter formation in the air, on the carpet, on each other's backs or on their hands. They can also try using their own bodies to make the letter.
- 5 Once you have modelled how to write the letter, go outside and encourage learners to use a stick to write the letter in the sand and walk on it.
- 6 Encourage learners to say the sound the letter makes as they write the letter.

Small group activities

Remind learners about the small group activities, the rules for each activity and the tidy-up process.





You will need:

- Puppets and props for the story
- A letter box containing objects or pictures of objects that start with **h**: hairdryer, hand cream, hippo, hand, heart, hair, hat, hamburger, helicopter, hammer, hook, horse



Week 1 Day 3

Whole class activities

Storytelling and role play

- 1 Sing the song.
- 2 Ask learners if they can remember the meaning of words from the vocabulary list. For example: Ask them to act out these action words: "jump" and "swim". You can also show them how something light (a leaf) floats on water.
- 3 Choose learners to play the characters in the story.
- 4 Talk about each character in the story. Tell learners who they are going to be in the role play and show them the props that will be used to tell the story.
- 5 Explain to learners that you (the teacher) are going to be the storyteller, also known as the narrator. The acting learners are going to act out everything you say. Help them to organise where they are going to stand.
- 6 Start telling the story and encourage learners to do the actions to match your words while the rest of the class watches the role play.
- 7 If there is time, you may want to repeat the role play with different learners.

Letter boxes

- 1 Ask learners to sit on the mat and show them the objects and pictures in the letter box one at a time. Ask them for the names of the objects. If there are learners who speak different languages, ask them to tell the class what they call the object in their home language. Then give the word in the language of instruction. Let them hold the objects or pictures and pass them around.
- 2 Ask questions about the objects: "Have you seen one of these? What do we use this for? What colour is it? How does it feel?"
- 3 Say the names of the objects while emphasising the focus sound. Ask learners if they can hear the focus sound.
- 4 Ask learners to say the name of each object and emphasise the focus sound when they say the words.
- 5 Once learners have practised the new sound, show them the letter on the letter box. Let some learners trace over the letter on the lid with their fingers.
- 6 Now, combine objects from two or more letter boxes and spread them on the floor or table.
- 7 Ask learners to find objects that have one of the focus sounds. For example: "Can you find something that starts with the sound /h/?" The learner must name the object, say the focus sound and place the object in the correct letter box.



Small group activities

Remind learners about the small group activities, the rules for each activity and the tidy-up process.





You will need:

- Big sequence pictures

Week 1 Day 4

Whole class activities

Sequencing pictures

- 1 Sing the song again.
- 2 Introduce new words from the vocabulary list.
- 3 Choose one of the sequence pictures and hold it up. Ask learners what they see, then talk about the picture in detail.
- 4 Once you have discussed each picture, stick it on the board so learners can see it. Make sure the pictures are not in sequence at this stage of the activity.
- 5 After talking about all the pictures, ask learners: "Are the pictures in the correct order?"
- 6 Ask learners to point out the picture for the beginning of the story. Work together to arrange the sequence of the pictures so the story makes sense.
- 7 Keep learners actively involved in this process. Ask questions like: "What happened next? Who can remember the next part of the story?"
- 8 When the pictures are in the correct order, invite a few learners to retell the story in the correct sequence.

Stella says:



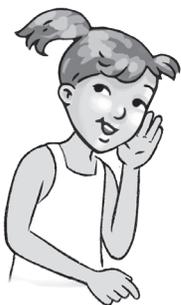
These are useful questions to ask about each picture:

- "Who can you see?" (characters)
- "What is he/she/it doing?" (verbs and actions)
- "What else can you see?" (looking again)
- "Where is the ...?" (naming places/position)
- "Why do you think ...?" (creative thinking, expressing opinions)



Listening for focus sounds

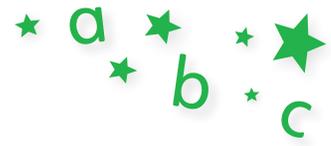
- 1 This game is best played outside with open space. Learners need to "swim" around until they hear you croak or whistle. When they hear your signal, they must get into a group with the five closest learners to them.
- 2 Once learners are in their groups, give each group a different sound, and each learner in the group must think of a word that starts with that sound. Once they all have a word, they must all jump up and down. Listen to their words, check that they are correct and give them a point.
- 3 After the group has given their words, learners must "swim" around again but stay in their groups. When you give a signal, learners must stop "swimming" and you must give each group a different sound. The game can continue until a group scores five points.



Small group activities

Remind learners about the small group activities, the rules for each activity and the tidy-up process.





You will need:

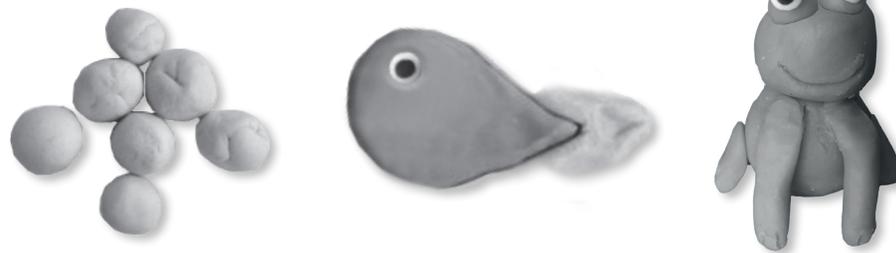
- A large piece of paper
- Thick kokis
- Playdough for each learner
- A4 blank paper
- Jumbo wax crayons
- A list of multisyllabic words relating to the story: tadpole, little, swimming, terrified, floating, shorter, flying

Week 1 Day 5

Whole class activities

Make, draw and write

- 1 Talk to learners about the frog life cycle and remind them how Harry hatched from an egg, became a tadpole and then grew into a frog.
- 2 Draw a picture of eggs, a tadpole and a frog. Ask learners to describe each part of the life cycle as you add labels to the drawing (eggs, tadpole, frog). Draw arrows from one part of the life cycle to the next.
- 3 Explain to learners that they are going to make the eggs, tadpole and frog using playdough.
- 4 Once they have made the life cycle using playdough, they can draw and label the life cycle.



Stella says:

This activity can be done in any language, as the activity focuses on learners learning the skill of breaking words into syllables. To help promote multilingualism and affirm learners' home languages, try the activity with multisyllabic words from other languages.



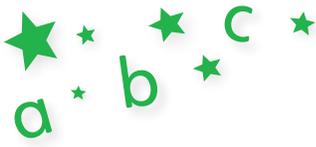
Blending and segmenting (syllables)

- 1 Ask learners to sit on the mat. Say one of the words from the list of multisyllabic words and model how to break it into syllables, for example: **tad | pole**.
- 2 Tell one of the learners that they are going to pretend to be a frog. Ask the frog to jump for each of the syllables: **tad** (one jump) **pole** (one jump). Learners must then put the syllables together to say a word: **tad | pole = tadpole**
- 3 Ask the frog to jump again. This time learners must clap each time the frog jumps.
- 4 Say another word from the list and ask learners to break it into syllables. The frog must jump on each syllable while the class claps.

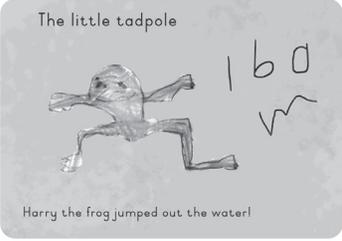


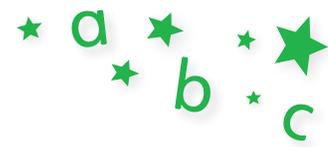
Small group activities

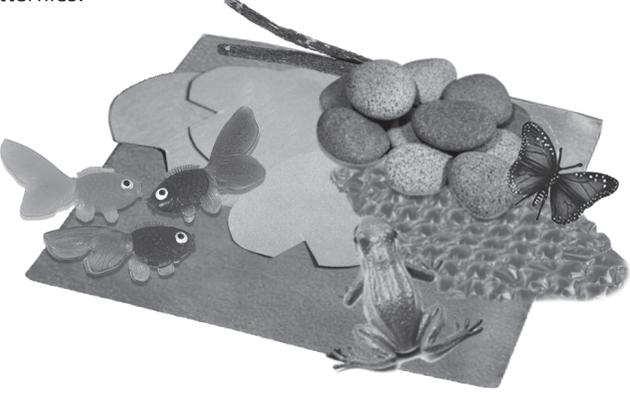
Remind learners about the small group activities, the rules for each activity and the tidy-up process.



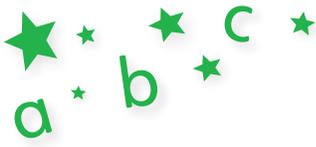
Small group activities for Week 1

| You will need | Activities |
|--|---|
| <ul style="list-style-type: none"> A blank A4 page for each learner Jumbo wax crayons  <p><i>At this time of the year, learners might be more confident to try to write themselves. Don't worry if some learners write a long string of letters without spaces.</i></p> | <p>Activity 1: Drawing and emergent writing</p> <ol style="list-style-type: none"> Write the title of the story at the top of each learner's blank page before the lesson. Ask learners to point to the words of the title as you read them together. Ask learners what part of the story they liked best. Give some suggestions. Encourage learners to draw their favourite part of the story. Make a comment or ask each learner to tell you about their drawing. Ask learners if they would like to write something about their picture or if they would like you to write for them. If learners would like you to write for them, keep them involved by asking them to say the words slowly as you write them down. Think aloud as you write their sentence. Write exactly what learners tell you, word for word, or ask learners if they agree before making any changes to their wording. Remember to write neatly and clearly. When you have finished writing, encourage learners to read the sentence with you. Point to each word as you read and acknowledge their efforts. |
| <ul style="list-style-type: none"> Letter picture cards Cheap fly swatters (you can make this with a paper plate or yoghurt lid stuck on to the end of a stick) | <p>Activity 2: Puzzles and games</p> <ol style="list-style-type: none"> Place the letter picture cards face up on the table. Put the letters face down. Each learner must take a turn to turn over a letter card and say the sound the letter makes. All the learners in the group must try to find a picture that matches the sound and swat it with the fly swatter.  |
| <ul style="list-style-type: none"> Books, magazines, folded little books, Big Books and leaflets  | <p>Activity 3: Independent reading</p> <ol style="list-style-type: none"> Lead the group to the book corner or give the group a pile of books. Open a book and page through it while demonstrating to learners how to handle the pages and the book carefully. Show learners some of the pictures and then encourage them to each choose something to enjoy reading. To begin with, you may need to help learners to choose a book, magazine or leaflet that they would like to read. Visit the corner to observe and encourage the learners' reading. |



| You will need | Activities |
|---|---|
| <ul style="list-style-type: none">• Half a paper plate per learner, black koki, red strip of paper, two green, white and black circles for each learner• Glue and scissors• Green paper or green Jumbo wax crayons | <p>Activity 4: Fine motor skills and handwriting</p> <ol style="list-style-type: none">1 Explain to learners that they are going to make a frog. They must tear up strips of green paper and stick it on the paper plate or use the wax crayon to make it green.2 They can then stick on the eyes, draw a mouth and stick on the paper strip tongue.  |
| <ul style="list-style-type: none">• Green paper cut into circles (lily pads), pebbles, blue felt or material for the water, logs and sticks, playdough or plastic frogs, tiny pebbles with a black dot for the frog eggs or bubble wrap with a black dot, pot plants, plastic butterflies and fish (or pictures cut out of magazines) | <p>Activity 5: Pretend play</p> <ol style="list-style-type: none">1 Lead the group to the pretend play corner and show them the materials for making a pond. Explain to them that they are going to make the pond and then play with the animals that live in and around the pond: frogs, fish, butterflies.  |





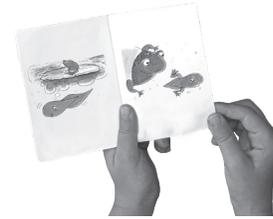
You will need:

- Big sequence pictures
- Photocopied and folded little book for each learner

Week 2 Day 1

Whole class activities

More sequencing pictures



- 1 Begin with learners sitting on the mat. Choose learners to stand in front of the class, each holding one of the colour sequence pictures (not in the correct order).
- 2 Ask learners if the pictures are in the correct order. Ask them to point out the picture which should be at the beginning of the story.
- 3 Together as a group, ask learners who are holding the pictures to move around until the story makes sense. Ask questions such as: *"Who can remember what happened next?"*
- 4 Once you have sequenced the story, learners must move to their tables.
- 5 Give each learner a little book. Encourage them to look at the cover and read the title of the story with them.
- 6 Take learners on a picture walk through the little book, helping them to notice that the pictures in the book are the same as the sequence pictures.
- 7 If there is time, learners can "read" their little book to a partner in the class. Encourage learners to take the books home to read with their families.



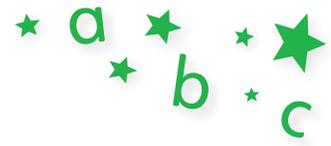
Introducing a sound from the story

- 1 Ask learners to sit on the mat and listen carefully. Say these words from the story: *"in, wish, fish, big. Can you hear the focus sound: in, wish, fish, big? Yes, you are right! The focus sound is /i/."*
- 2 *"Listen carefully, here are some more words with /i/: inside, into, important, itchy, insect, injection."* (Emphasise the focus sound as you say these words.)
- 3 Say the sound /i/ clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound /i/: **"i-i-i"**. Make this fun: Say it softly, loudly, to the wall, to the ceiling and to each other. Make sure learners are saying the sound of the letter and not the letter name, **i** ("I").

Small group activities

Explain that learners will be working in small groups each day. Explain and show how each activity is done and explain the daily rotation. Explain the tidy-up process.





You will need:

- Big Book: *The little tadpole*
- Hoola hoops
- Water in containers and a paintbrush for each learner

Week 2 Day 2

Whole class activities

Shared reading – Big Book

- 1 Encourage learners to look at the cover picture and talk about what they see and recognise.
- 2 Read the title of the story to the class. Point to each word as you read. Read it again and ask learners to read with you.
- 3 Take learners on a picture walk through the book, discussing the pictures and encouraging learners to ask questions.
- 4 Point out the page numbers and talk about what number will come next.
- 5 When you have “walked” through the whole book, go back to the beginning and read the title again. Then turn the pages and read each sentence in a clear and natural voice. Point to each word as you read.
- 6 Read the book again and encourage learners to “read” with you.



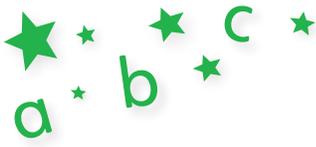
Forming the letter

- 1 Remind learners of the focus sound. Ask learners if anyone’s name starts with /i/ or if they can think of any other words that start with the sound /i/.
- 2 Teach learners an action associated with the sound. For example: Learners can jump into a hoola hoop while saying: “*i, i, i, in*”
- 3 Show learners how to write the letter **i**. Praise their attempts, then write a large letter on the board or in the air while saying the following: “*Start at the dot, go down. Lift and dot.*”
- 4 Let learners practise the letter formation in the air, on the carpet, on each other’s backs or on their hands. They can also try using their bodies to make the letter.
- 5 Once you have modelled how to write the letter, go outside and give each learner a container with water and a paintbrush. Learners can paint a letter many times in water on the paving.
- 6 Encourage learners to say the sound the letter makes as they write the letter.



Small group activities

Remind learners about the small group activities, the rules for each activity and the tidy-up process.



You will need:

- Some glass jars filled with different amounts of water (you can add food colouring to make this activity more interesting)
- Sticks or pencils
- A small mirror
- A letter box containing objects or pictures of things in/inside. For example: a cat in a box, a person in a tent, a cardboard box or hoola hoop that learners can step into, a small box and a pebble to demonstrate putting the pebble 'in' the box

Week 2 Day 3

Whole class activities

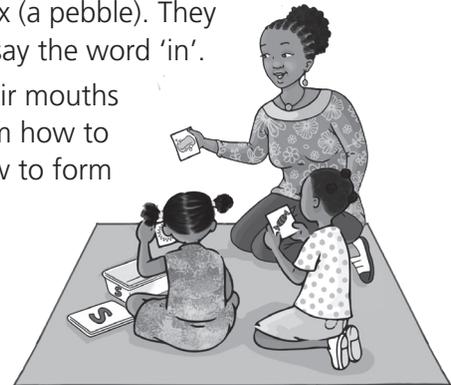
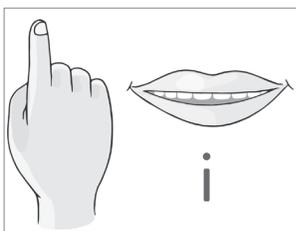
Learning to listen

- 1 Explain to the class that they must listen carefully as you tap each glass jar with a stick or a pencil.
- 2 Ask learners if the sounds are the same or different. Which glass jar makes a high sound, and which makes a low sound?
- 3 Ask if any of the learners would like to try tapping the different glass jars and listen to the sounds they make.
- 4 Try tapping a pattern and ask if one of the learners can copy the pattern.



Letter boxes

- 1 Ask learners to sit on the mat and show them the objects or pictures in the letter box one at a time. Discuss each object or picture, emphasising the word 'in' and the sound 'i'.
- 2 Ask one of the learners to step or jump into a box or hoola hoop and ask learners to say 'i-i-i' in the box. Give a learner a small box and ask them to look inside and see what is in the box (a pebble). They must emphasise the focus sound when they say the word 'in'.
- 3 Use a mirror so that learners can see how their mouths move when they make the sound. Show them how to shape their mouth when they say 'i', and how to form the shape of the letter with their hands.
- 4 Once learners have practised the new sound, show them the letter on the letter box. Let some learners trace over the letter on the lid with their fingers.



Small group activities

Remind learners about the small group activities, the rules for each activity and the tidy-up process.





You will need:

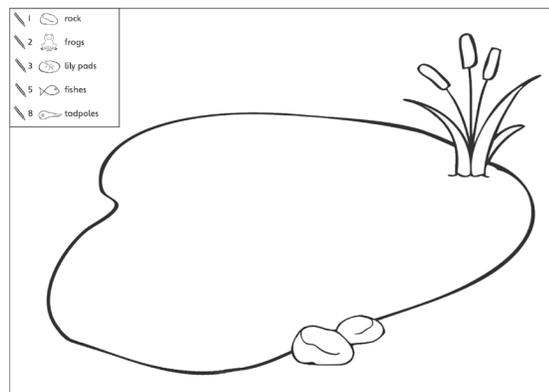
- A photocopy of the **Read and do activity page** for each learner
- Jumbo wax crayons

Week 2 Day 4

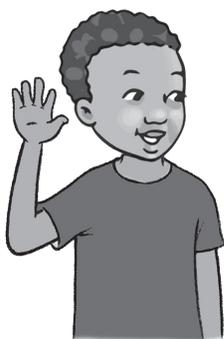
Whole class activities

Read and do

- 1 Tell learners to look at the list on the activity page and talk about what they see (numbers, pictures and words).
- 2 Explain to learners that they are now going to do a fun activity called "read and do". They must read each line and do what it says using the blank space on the page.
- 3 Read the first line together: Draw one rock.
- 4 Ask if any of the learners can "read" what to do next on the list: Draw two frogs.
- 5 Learners must continue in this way with each of the instructions.
- 6 Assist learners if they struggle to read the instructions.



Listening for focus sounds



- 1 This game is best played outside with open space. Learners need to swim around until they hear you croak or whistle. When they hear your signal, they must get into a group with the five closest learners to them.
- 2 Once learners are in their groups, give each group a different sound, and each learner in the group must think of a word that starts with that sound. Once they all have a word, they must all jump up and down. Listen to their words and check that they are correct.
- 3 After the group has given their words, learners must swim around again but stay in their groups. When you give a signal, learners must stop swimming and you must give each group a different sound. The game can continue until a group scores five points.

Small group activities

Remind learners about the small group activities, the rules for each activity and the tidy-up process.



You will need:

- Pictures of polluted water and clean rivers, dams and ponds
- Flipchart paper, black marker
- Jumbo wax crayons
- Plastic bags, pieces of paper
- A list of multisyllabic words relating to the story: tadpole, little, swimming, terrified, floating, shorter, flying

Week 2 Day 5

Whole class activities

Make, draw and write

- 1 Show learners pictures of polluted water and clean rivers, dams and ponds. Ask them if they have seen a clean river or a dirty river. Ask: "Where do you think Harry the tadpole would like to live? Why does he need to live in clean water? What happens to tadpoles and frogs if rivers and dams get polluted? How do rivers, ponds and dams get polluted?"
- 2 Explain to learners that they are going to help you make a poster to tell people what they must do to keep rivers clean for frogs, fish and other animals. Ask learners for suggestions about what to write on the poster. For example: Save frogs – don't throw plastic packets and glass in water; Frogs need clean water just like we do – keep rivers clean. Ask learners what should be done with rubbish and where it should be thrown. Write in clear lowercase print and ask learners to draw pictures to add to the poster. Some learners could tear up paper or cut pieces of plastic bags to stick on the poster.
- 3 When the poster is complete, stick it on the wall near the door of the classroom and encourage learners to "read" it to their parents when they are collected from school.

Stella says:

This activity can be done in any language, as the activity focuses on learners learning the skill of breaking words into syllables. To help promote multilingualism and affirm learners' home languages, try the activity with multisyllabic words from other languages.



Blending and segmenting (syllables)

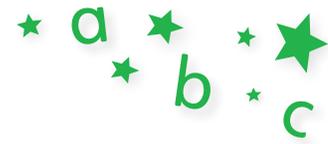
- 1 Ask learners to sit on the mat. Say one of the words from the list of multisyllabic words and model how to break it into syllables, for example: **tad | pole**.
- 2 Tell one of the learners that they are going to pretend to be a frog. Ask the frog to jump for each of the syllables: **tad** (one jump) **pole** (one jump). Learners must then put the syllables together to say a word: **tad | pole = tadpole**
- 3 Ask the frog to jump again. This time learners must clap each time the frog jumps.
- 4 Say another word from the list and ask learners to break it into syllables. The frog must jump on each syllable while the class claps.



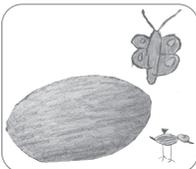
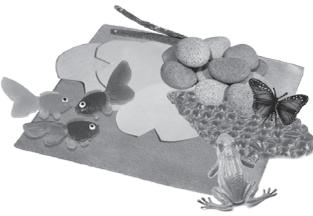
Small group activities

Remind learners about the small group activities, the rules for each activity and the tidy-up process.





Small group activities for Week 2

| You will need | Activities |
|---|---|
| <ul style="list-style-type: none"> A blank A4 page for each learner Jumbo wax crayons Pictures of ponds and creatures that live in and around  | <p>Activity 1: Drawing and emergent writing</p> <ol style="list-style-type: none"> Talk about the creatures that live in and around ponds. What other animal could Harry meet in his pond? (a butterfly, a bee, a lizard, a grasshopper, a snake, a bird) If you have books showing pictures of ponds, give them to learners to page through. Explain to learners that they must draw a picture of a pond and label the creatures. |
| <ul style="list-style-type: none"> Letter picture cards Cheap fly swatters (you can make this with a paper plate or yoghurt lid stuck on to the end of a stick) | <p>Activity 2: Puzzles and games</p> <ol style="list-style-type: none"> Place the letter picture cards face up on the table. Put the letters face down. Each learner must take a turn to turn over a letter card and say the sound the letter makes. All the learners in the group must try to find a picture that matches the sound and swat it with the fly swatter.  |
| <ul style="list-style-type: none"> Books, magazines, folded little books, Big Books and leaflets  | <p>Activity 3: Independent reading</p> <ol style="list-style-type: none"> Lead the group to the book corner or give the group a pile of books. Open a book and page through it while demonstrating to learners how to handle the pages and the book carefully. Show learners some of the pictures and then encourage them to each choose something to enjoy reading. To begin with, you may need to help learners to choose a book, magazine or leaflet that they would like to read. Visit the corner to observe and encourage the learners' reading. |
| <ul style="list-style-type: none"> A photocopy of the Playdough activity page, laminated or placed in a plastic sleeve Playdough | <p>Activity 4: Fine motor skills and handwriting</p> <ol style="list-style-type: none"> Explain to learners that they must cover the patterns with playdough that has been rolled into long worms.  |
| <ul style="list-style-type: none"> Green paper cut into circles (lily pads), pebbles, blue felt or material for the water, logs and sticks, playdough or plastic frogs, tiny pebbles with a black dot for the frog eggs or bubble wrap with a black dot, pot plants, plastic butterflies and fish (or pictures cut out of magazines) | <p>Activity 5: Pretend play</p> <ol style="list-style-type: none"> Remind learners about the props in the pretend play corner and encourage them to continue from Week 1 when they made a pond and then played with the characters, for example frogs, fish, butterflies.  |

★ Temo and the plant thieves

Story

Temo lived in a small house with a yard. One day Temo came back from school feeling very excited. She put on her dungarees, gumboots and a hat and said: "Mommy, Daddy, look!"

"Why are you dressed like that, Temo?" her father asked. "I want to grow my own vegetables," she said excitedly. "That sounds like a very good idea," said her mother. So Temo and her father chose a place in their yard where Temo could start her garden.

Temo and her father worked together in the garden. They used a garden fork to break up the hard ground. This made the soil soft for planting seeds. The next afternoon they planted carrot, tomato, spinach and bean seeds. Every day after that Temo was excited to come home from school and water her garden.

But one day Temo came home and saw the goats were in her garden eating her plants. Temo chased them away. "Mommy! Daddy! The goats were eating my vegetable plants," she cried. "They made such a mess!" Temo thought for a while and then she said: "Let's build a fence around the garden." Her father thought that was a good idea and so they built a fence.

But the trouble didn't stop there. The cows were clever enough to open the garden gate with their horns! "Mommy! Daddy!" she called. "The cows are eating my vegetables!" Her father came and chased the cows away. Temo thought for a while. "Let's lock the gate with a padlock," she said. Her father found a padlock to lock the gate with.

Temo had solved the problem with the goats and the cows, but then she saw that the birds were also eating the plants in her garden. "I know," said Temo. "Let's put a net over the garden and tie it down so that the birds can't get under it." And so, this is what they did.

The plants in Temo's garden grew and soon the vegetables were ready for picking. Temo helped her mother cook a tasty soup of carrots, tomatoes, spinach and beans and the family all enjoyed a meal that had come from Temo's garden. "What a good job you've done, Temo," said her mother. Temo felt very proud.

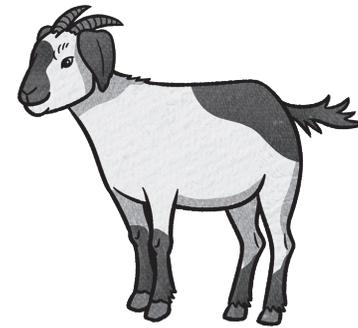
And that is the end of the story.





Song

Carrots, tomatoes, spinach and beans
 Vegetables are good for me
 For my snack and in my lunch
 Veggie sticks are good to munch
 Carrots, tomatoes, spinach and beans
 Vegetables are good for me

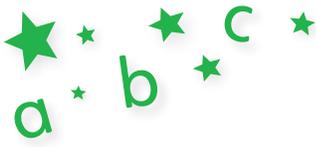


(Sing to the tune of "Twinkle Twinkle little star" or use your own tune.)

Vocabulary from the story

| | | | | | | |
|-------------------|------------------|-------------|-------------|------------------|----------------|-------------|
| Key-words: | vegetable | seed | goat | dungarees | gumboot | soil |
| Extra words: | soup | mess | horn | padlock | carrots | bean |
| | spinach | tomato | fence | cow | net | gate |





You will need:

- Story: *Temo and the plant thieves*
- Puppets: Temo, dungarees and boots, Daddy, goat, cow, watering can, portion of garden and fence
- Props: gumboots, hat, soil, padlock, net, spinach, tomato, bean seeds in packets and fresh spinach, carrots, a tomato and some green beans
- Objects or picture cards for some of the words from the vocabulary list

Week 1 Day 1

Whole class activities

Say the rhyme *I wriggle my fingers* to bring learners to the mat for story time.

I wiggle my fingers

I wiggle my fingers
I wiggle my toes
I wiggle my shoulders
I wiggle my nose
And now (clap on now)
All the wiggles are out of me
And I am as quiet as I can be!

Storytelling and building vocabulary

1 Before you tell the story

- 1.1 Tell learners the title of the story and introduce the characters using the puppets.
- 1.2 Relate the story to learners' lives: *"Have you ever planted something/worked in a garden? Did the plants grow? Did you have any problems with animals coming to eat your plants?"*
- 1.3 Say: *"Before we begin, I want to tell you the meaning of some new words which we will find in the story."* Discuss keywords from the vocabulary list and show learners an object or a picture to show them what a word means. For example: Show them vegetable seeds in packets or seeds that you have dried (for example: pumpkin seeds, mealie seeds). Bring a padlock and key and show learners how to lock and unlock it.

2 While you tell the story

- 2.1 Tell the story in a lively way and use different voices. Do actions and make use of the puppets and props.
- 2.2 Ask learners to predict what happens next in the story and involve them through open-ended questions, such as: *"What do you think Temo has to do first to prepare her garden? Who do you think the plant thieves are? What can Temo do to keep the animals out of the garden?"*

3 After you tell the story

- 3.1 Ask learners: *"What did you like about the story? What didn't you like? What was your best part? What questions do you have about the story?"*

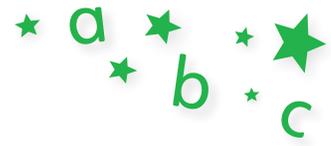
Introducing a sound from the story

- 1 Ask learners to sit on the mat and listen carefully to you. Say these words from the story: *gate, garden, goats, grow, good*. Can you hear the focus sound: **g**ate, **g**arden, **g**oats, **g**row, **g**ood? Yes, you are right! They all have the sound /g/.
- 2 *"Listen carefully, here are some more words with /g/: gloves, girl, glasses, grass, glue."* (Emphasise the focus sound as you say these words.)
- 3 Say the sound /g/ clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound /g/: **"g-g-g"**. Make this fun: Say it softly, loudly, to the wall, to the ceiling and to each other. Make sure learners are saying the sound of the letter and not the letter name, **g** ("gee").

Small group activities

Explain that learners will be working in small groups each day. Explain and show how each activity is done and explain the daily rotation. Explain the tidy-up process.





You will need:

- Puppets for the story
- Music and props or pictures for the song



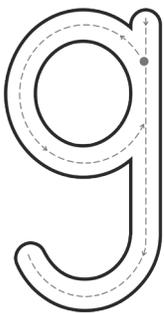
Week 1 Day 2

Whole class activities

Storytelling and singing

- 1 Begin by reminding learners of the meaning of words that you introduced on Day 1.
- 2 Retell the story using the puppets. Ask questions as you tell the story. Encourage learners to predict what will happen next.
- 3 Tell learners you are going to teach them a new song to go with the story.
- 4 Say a few lines of the song clearly and slowly, and then ask learners to join in and sing together with you. It may be difficult for learners to remember all the words, so teach the song in parts.
- 5 Have pictures or props or do actions to help learners understand the language of the song.
- 6 Teach learners the actions for the song and have fun singing in more than one language.

Forming the letter



- 1 Remind learners of the focus sound. Ask learners if anyone's name starts with /g/ or if they can think of any other words that start with the sound /g/.
- 2 Teach learners an action associated with the sound. For example: Learners can pretend to be riding a horse and say "**g-g-g-g gallop**".
- 3 Show learners how to write the letter **g**. Praise their attempts, then write a large letter on the board or in the air while saying the following: "*Start at the dot, go round, up to the top, down and around.*"
- 4 Let learners practise the letter formation in the air, on the carpet, on each other's backs or on their hands. They can also try using their own bodies to make the letter.
- 5 Once you have modelled how to write the letter, go outside and encourage learners to use a stick to write the letter in the sand and walk on it.
- 6 Encourage learners to say the sound the letter makes as they write the letter.

Small group activities

Remind learners about the small group activities, the rules for each activity and the tidy-up process.



You will need:

- Puppets and props for the story
- A letter box containing objects or pictures of objects that start with **g**: gloves, girl, glasses, grasshopper, gorilla, glue, glass, grater, grass, goat



Week 1 Day 3

Whole class activities

Storytelling and role play

- 1 Sing the song.
- 2 Ask learners if they can remember the meaning of words from the vocabulary list. For example: *"Can they name the clothes that Temo wore when she was working in the garden?"* (gumboots, dungarees)
- 3 Choose learners to play the characters in the story.
- 4 Talk about each character in the story. Tell learners who they are going to be in the role play and show them the props that will be used to tell the story.
- 5 Explain to learners that you (the teacher) are going to be the storyteller, also known as the narrator. The acting learners are going to act out everything you say. Help them to organise where they are going to stand.
- 6 Start telling the story and encourage learners to do the actions to match your words while the rest of the class watches the role play.
- 7 If there is time, you may want to repeat the role play with different learners.

Letter boxes

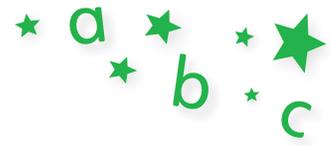
- 1 Ask learners to sit on the mat and show them the objects and pictures in the letter box one at a time. Ask them for the names of the objects. If there are learners who speak different languages, ask them to tell the class what they call the object in their home language. Then give the word in the language of instruction. Let them hold the objects or pictures and pass them around.
- 2 Ask questions about the objects: *"Have you seen one of these? What do we use this for? What colour is it? How does it feel?"*
- 3 Say the names of the objects while emphasising the focus sound. Ask learners if they can hear the focus sound.
- 4 Ask learners to say the name of each object and emphasise the focus sound when they say the words.
- 5 Once learners have practised the new sound, show them the letter on the letter box. Let some learners trace over the letter on the lid with their fingers.
- 6 Now, combine objects from two or more letter boxes and spread them on the floor or table.
- 7 Give some of the learners an object and then say one of the sounds. Ask all the learners who have an object starting with that sound to come forward and put the object in the correct letter box.



Small group activities

Remind learners about the small group activities, the rules for each activity and the tidy-up process.





You will need:

- Big sequence pictures
- Pictures of vegetables or real vegetables
- A pot and wooden spoon

Stella says:



These are useful questions to ask about each picture:

- "Who can you see?" (characters)
- "What is he/she/it doing?" (verbs and actions)
- "What else can you see?" (looking again)
- "Where is the ...?" (naming places/position)
- "Why do you think ...?" (creative thinking, expressing opinions)

Week 1 Day 4

Whole class activities

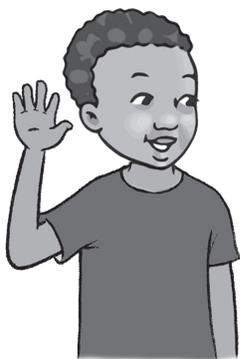
Sequencing pictures

- 1 Sing the song again.
- 2 Introduce new words from the vocabulary list.
- 3 Choose one of the sequence pictures and hold it up. Ask learners what they see, then talk about the picture in detail.
- 4 Once you have discussed each picture, stick it on the board so learners can see it. Make sure the pictures are not in sequence at this stage of the activity.
- 5 After talking about all the pictures, ask learners: "Are the pictures in the correct order?"
- 6 Ask learners to point out the picture for the beginning of the story. Work together to arrange the sequence of the pictures so the story makes sense.
- 7 Keep learners actively involved in this process. Ask questions like: "What happened next? Who can remember the next part of the story?"
- 8 When the pictures are in the correct order, invite a few learners to retell the story in the correct sequence.



Listening for focus sounds

- 1 Seat learners in a circle and tell them you are going shopping to make vegetable soup or stew for lunch. Place a pot for the vegetables and picture cards or real vegetables in the middle of the circle.
- 2 Ask a learner to find a picture of a vegetable that starts with the sound "c" (for example: a carrot) and put it into the pot. Then ask another learner to find something that begins with "p" (for example: potato or pumpkin) and put it into the pot. Continue in this way until all the pictures have been put into the pot.
- 3 Ask learners what else we need to add to make soup, starting with the sound /w/ (water). We can also add something starting with /s/ (stock or salt). Pretend to add water, then cook, stir and taste the soup.
- 4 Ask learners if they can remember what vegetables you used to "make" the soup. If they struggle to remember, give them a clue by saying the first sound of the word. For example: "We added a vegetable that starts with the sound 'l'. Yes, a leek."



Small group activities

Remind learners about the small group activities, the rules for each activity and the tidy-up process.



You will need:

- A photocopy of the **Temo's cow activity page** for each learner
- Sucker sticks or twigs, scissors, glue
- Jumbo wax crayons
- A4 blank page for each learner
- Picture cards of multisyllabic words relating to the story: carrots, spinach, garden, gumboots, dungarees, padlock, tomato (Add more pictures of vegetables from shopping brochures.), a cloth bag
- Chalk or markers, counters, Prestik

Week 1 Day 5

Whole class activities

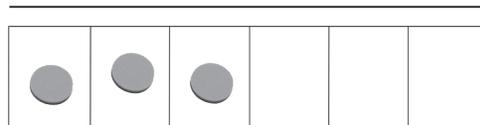
Make, draw and write

- 1 Explain to learners that they are going to make a vegetable garden like the one in the story "Temo and the plant thieves".
- 2 They can begin by drawing the vegetables growing in the garden and the sky above. They can then cut out and stick the picture of the cow next to the vegetable garden. Ask learners: "What do you need to keep the cow from eating their vegetables? Yes, a fence!"
- 3 Learners can then stick twigs or sucker sticks onto the page to make a fence.



Blending and segmenting (syllables)

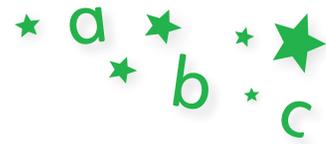
- 1 Draw a **Say-it-and-move-it** board on a piece of flipchart paper or on a board in your classroom.
- 2 Place the picture cards in a cloth bag and ask a learner to select a multisyllabic picture card out of the cloth bag and stick it in the large rectangular space on the **Say-it-and-move-it** board.
- 3 Now ask the learner to name the picture and stretch the word, or say it slowly, to help them to hear each syllable in the word. Give the learner counters and help them to move a counter into a small block each time they say a syllable.



Small group activities

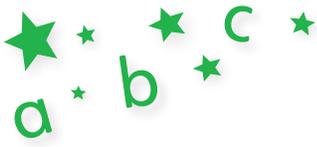
Remind learners about the small group activities, the rules for each activity and the tidy-up process.

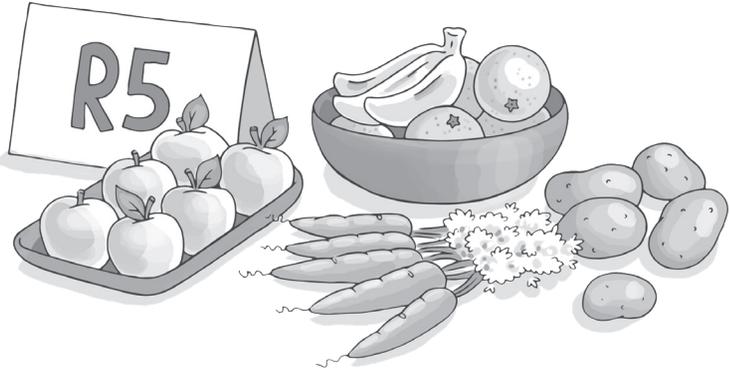




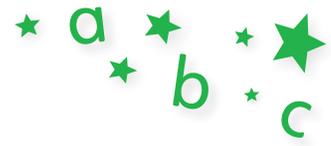
Small group activities for Week 1

| You will need | Activities |
|---|---|
| <ul style="list-style-type: none"> A blank A4 page for each learner Jumbo wax crayons  <p>Temo and the plant thieves c o p n e t</p>  <p><i>At this time of the year, learners might be more confident to try to write themselves. Don't worry if some learners write a long string of letters without spaces.</i></p> | <p>Activity 1: Drawing and emergent writing</p> <ol style="list-style-type: none"> Write the title of the story at the top of each learner's blank page before the lesson. Ask learners to point to the words of the title as you read them together. Ask learners what part of the story they liked best. Give some suggestions. Encourage learners to draw their favourite part of the story. Make a comment or ask each learner to tell you about their drawing. Ask learners if they would like to write something about their picture or if they would like you to write for them. If learners would like you to write for them, keep them involved by asking them to say the words slowly as you write them down. Think aloud as you write their sentence. Write exactly what learners tell you, word for word, or ask learners if they agree before making any changes to their wording. Remember to write neatly and clearly. When you have finished writing, encourage learners to read the sentence with you. Point to each word as you read and acknowledge their efforts. |
| <ul style="list-style-type: none"> Two copies of pictures of beans, carrots, spinach, tomatoes and other vegetables (you can cut these out of a shopping brochure and stick them on card)  <p><i>It is useful to have a coloured dot on the back of one set of cards so the learners know to take one dot card and one plain card to find a pair.</i></p> | <p>Activity 2: Puzzles and games</p> <ol style="list-style-type: none"> Explain to learners that they are going to put the pictures face down, and then pick up two cards. If they match, they can keep the cards. If they don't match, they must put the cards back where they found them.  |
| <ul style="list-style-type: none"> Books, magazines, folded little books, Big Books and leaflets  | <p>Activity 3: Independent reading</p> <ol style="list-style-type: none"> Lead the group to the book corner or give the group a pile of books. Open a book and page through it while demonstrating to learners how to handle the pages and the book carefully. Show learners some of the pictures and then encourage them to each choose something to enjoy reading. To begin with, you may need to help learners to choose a book, magazine or leaflet that they would like to read. Visit the corner to observe and encourage the learners' reading. |



| You will need | Activities |
|---|--|
| <ul style="list-style-type: none"> • A photocopy of the Mealie activity page for each learner • Glue, scissors, yellow and green paper | <p>Activity 4: Fine motor skills and handwriting</p> <ol style="list-style-type: none"> 1 Explain to learners that they must tear yellow and green paper into small squares and glue the paper onto the drawing of the mealie plant.  |
| <ul style="list-style-type: none"> • Props: crates, shopping list, shopping bags, baskets, vegetable trays (styrofoam), scale for weighing fruit and vegetables, sign with "Today's special", sale items – 10% off, Open sign, shopping till or cash register (this can be made out of a box), different pay slips, money, fruit and vegetables, labels for prices, apron for the seller | <p>Activity 5: Pretend play</p> <ol style="list-style-type: none"> 1 Lead the group to the pretend play corner and show them the new props. Explain to them that they are going to pretend to sell vegetables at a market or roadside shop. 2 Visit the corner at least once to observe and encourage learners' pretend play.  |





You will need:

- Big sequence pictures
- Photocopied and folded little book for each learner

Week 2 Day 1

Whole class activities

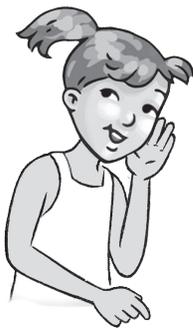
More sequencing pictures



- 1 Begin with learners sitting on the mat. Choose learners to stand in front of the class, each holding one of the colour sequence pictures (not in the correct order).
- 2 Ask learners if the pictures are in the correct order. Ask them to point out the picture which should be at the beginning of the story.
- 3 Together as a group, ask learners who are holding the pictures to move around until the story makes sense. Ask questions such as: *"Who can remember what happened next?"*
- 4 Once you have sequenced the story, learners must move to their tables.
- 5 Give each learner a little book. Encourage them to look at the cover and read the title of the story with them.
- 6 Take learners on a picture walk through the little book, helping them to notice that the pictures in the book are the same as the sequence pictures.
- 7 If there is time, learners can "read" their little book to a partner in the class. Encourage learners to take the books home to read with their families.



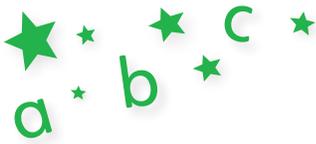
Introducing a sound from the story



- 1 Ask learners to sit on the mat and listen carefully. Say these words from the story: *"under, up, supper, gumboots. Can you hear the focus sound: **u**nder, **u**p, **u**pper, **u**mbrella? Yes, you are right! The focus sound is /u/."*
- 2 *"Listen carefully, here are some more words with /u/: umbrella, us, upstairs, underwear."* (Emphasise the focus sound as you say these words.)
- 3 Say the sound /u/ clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound /u/: **"u-u-u"**. Make this fun: Say it softly, loudly, to the wall, to the ceiling and to each other. Make sure learners are saying the sound of the letter and not the letter name, **u** ("yew").

Small group activities

Explain that learners will be working in small groups each day. Explain and show how each activity is done and explain the daily rotation. Explain the tidy-up process.



You will need:

- Big Book: *Temo and the plant thieves*
- Water in containers and a paintbrush for each learner

Week 2 Day 2

Whole class activities

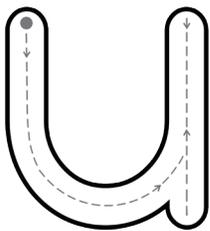
Shared reading – Big Book

- 1 Encourage learners to look at the cover picture and talk about what they see and recognise.
- 2 Read the title of the story to the class. Point to each word as you read. Read it again and ask learners to read with you.
- 3 Take learners on a picture walk through the book, discussing the pictures and encouraging learners to ask questions.
- 4 Point out the page numbers and talk about what number will come next.
- 5 When you have “walked” through the whole book, go back to the beginning and read the title again. Then turn the pages and read each sentence in a clear and natural voice. Point to each word as you read.
- 6 Read the book again and encourage learners to “read” with you.



Forming the letter

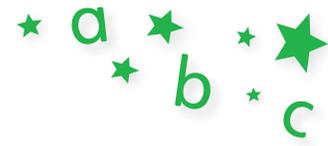
- 1 Remind learners of the focus sound. Ask learners if anyone’s name starts with /u/ or if they can think of any other words that start with the sound /u/.
- 2 Teach learners an action associated with the sound. For example: Learners can hold their arms up in the shape of a **u** and reach up as high as they can while saying: “*u-u-u- up up up*”.
- 3 Show learners how to write the letter **u**. Write a large letter on the board or in the air while saying the following: “*Start at the dot, go down, round, up and down.*”
- 4 Let learners practise the letter formation in the air, on the carpet, on each other’s backs or on their hands. They can also try using their bodies to make the letter.
- 5 Once you have modelled how to write the letter, go outside and give each learner a container with water and a paintbrush. Learners can paint a letter many times in water on the paving.
- 6 Encourage learners to say the sound the letter makes as they write the letter.



Small group activities

Remind learners about the small group activities, the rules for each activity and the tidy-up process.





You will need:

- A small mirror
- A letter box containing objects or pictures of things showing that something or someone is under/underneath. For example: a person standing under an umbrella, a blanket with something underneath

Week 2 Day 3

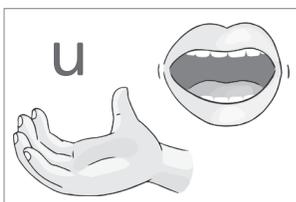
Whole class activities

Learning to listen

- 1 Explain to learners that you are going to tell them something from the story and they must listen carefully to see if it is true or false (not true). If they think what you say is true, they must put their thumbs up and if they think it is false, they must put their thumbs down. For example:
 - ★ The horse went into Temo's vegetable garden. (false)
 - ★ Temo and her dad built a fence around the vegetable garden. (true)
 - ★ Temo picked the fruit in her garden. (false)
 - ★ Temo made a braai with the vegetables. (false)
 - ★ Temo planted beans, carrots, spinach and tomatoes. (true)
 - ★ Temo's mother helped her dig the garden and plant the seeds. (false)
 - ★ The goats made a mess in Temo's vegetable garden. (true)
- 2 Continue the game, but ask learners to think of something from the story that might be true or false.

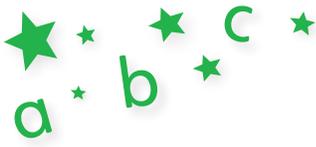
Letter boxes

- 1 Ask learners to sit on the mat and show them the pictures in the letter box one at a time. Discuss each picture or object, emphasising the word 'under/ underneath' and the sound 'u'.
- 2 Ask one of the learners to climb under the table while the other learners say 'u-u-u' under the table. Hide something under a blanket and ask a learner to lift up the blanket and see what is underneath. Emphasise the focus sound as you say the word 'under'.
- 3 Say to learners that you are going to describe something and they must find it. For example: "Can you find the shoes under the table? Can you find the pen under the book?"
- 4 Use a mirror so that learners can see how their mouths move when they make the sound. Show them how to shape their mouth when saying 'u', and how to form the shape of the letter with their hands.
- 5 Once learners have practised the new sound, show them the letter on the letter box. Let some learners trace over the letter on the lid with their fingers.



Small group activities

Remind learners about the small group activities, the rules for each activity and the tidy-up process.



You will need:

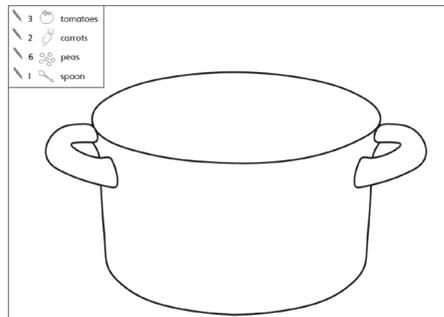
- A photocopy of the **Read and do activity page** for each learner
- Jumbo wax crayons
- Pictures of fruit or real fruit, a basket, a bowl for fruit salad

Week 2 Day 4

Whole class activities

Read and do

- 1 Tell learners to look at the list on the activity page and talk about what they see (numbers, pictures and words).
- 2 Tell learners they are now going to do a fun activity called "read and do". They must read each line and do what it says using the blank space on the page.
- 3 Read the first line together again. Learners must draw three tomatoes.
- 4 Ask if any of the learners can "read" what to do next on the list: They must draw two carrots.
- 5 Learners must continue in this way with each of the instructions.
- 6 Assist learners if they struggle to read the instructions.



Listening for focus sounds

- 1 Seat learners in a circle and tell them you are going shopping to make a fruit salad for dessert. Place a basket for the fruit and picture cards or real fruit in the middle of the circle.
- 2 Ask a learner to find a picture of a fruit that starts with the sound /a/ (for example, an apple) and pretend to chop it and put it into the bowl. Then ask another learner to find something that begins with /p/ (for example, pineapple) and pretend to chop it and put it into the bowl. Continue in this way until all the pictures have been put into the bowl.
- 3 Ask learners what else we would like to add to our fruit salad, starting with the sound /c/ – cream or custard. Pretend to pour some cream or custard and then taste the delicious fruit salad.
- 4 Then ask learners if they can remember what fruit you used to "make" the fruit salad. If they struggle to remember, give them a clue by saying the first sound of the word. For example: "We added a fruit that starts with the sound /p/. Yes, a pineapple."



Small group activities

Remind learners about the small group activities, the rules for each activity and the tidy-up process.





You will need:

- Flipchart paper and a marker
- Picture cards of multisyllabic words relating to the story: carrots, spinach, garden, gumboots, overall, padlock, tomato, vegetables, problem, together (You can add more pictures of vegetables from shopping brochures.), a cloth bag
- A cloth bag, chalk or marker, counters, Prestik

Week 2 Day 5

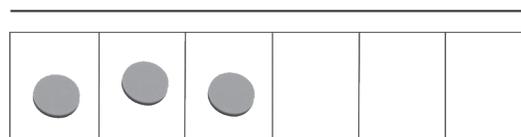
Whole class activities

Make, draw and write

- 1 Ask learners if they can remember what the plants in Temo's garden need to grow (sun, soil, water). Then say: "Who can remember what Temo did first when she was planting her garden? (used a fork to make the soil soft). And then what did she do next?"
- 2 Once you have discussed all the steps in planting vegetables, ask learners to help you write these down so that you can remember them, and share them with other classes.
- 3 Begin by talking about the heading you want to put at the top of the page. For example: How to grow vegetables.
- 4 Then write "Step 1" and ask learners what Temo did first. Continue in this way, listening carefully to what learners say and then agreeing what to write. Say each word as you write it, so that learners can see how their spoken words are written down.

Blending and segmenting (syllables)

- 1 Draw a **Say-it-and-move-it** board on a piece of flipchart paper or on a board in your classroom.
- 2 Place the picture cards in a cloth bag and ask a learner to select a multisyllabic picture card out of the cloth bag and stick it in the large rectangular space on the **Say-it-and-move-it** board.
- 3 Now ask the learner to name the picture and stretch the word, or say it slowly, to help them to hear each syllable in the word. Give the learner counters and help them to move a counter into a small block each time they say a syllable.

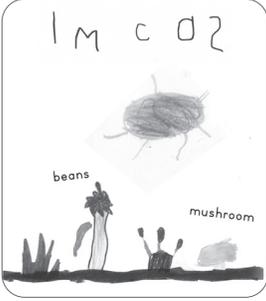


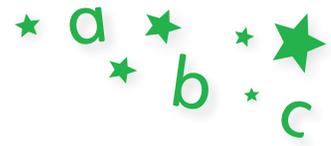
Small group activities

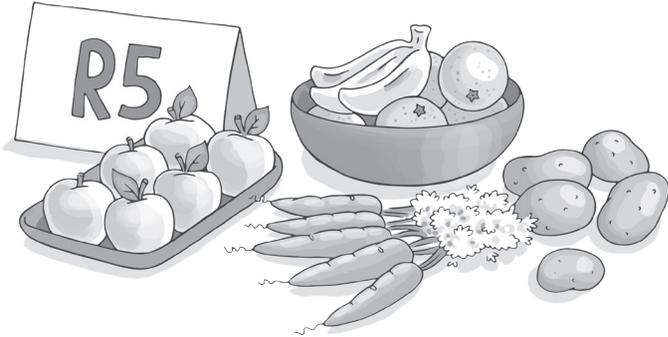
Remind learners about the small group activities, the rules for each activity and the tidy-up process.



Small group activities for Week 2

| You will need | Activities |
|---|---|
| <ul style="list-style-type: none"> A blank A4 page for each learner Jumbo wax crayons  | <p>Activity 1: Drawing and emergent writing</p> <ol style="list-style-type: none"> 1 Explain to learners that they are going to draw a garden with different vegetables growing in the soil. 2 Once they have drawn the vegetables, they can label the different vegetables in the garden or ask you to help write labels for them. |
| <ul style="list-style-type: none"> Large pot with some water, bottle tops with letters written on A large spoon Picture cards to match letter sounds | <p>Activity 2: Puzzles and games</p> <ol style="list-style-type: none"> 1 Place the letter picture cards face up on the table. 2 Explain to learners that they are going to play letter soup. 3 They must take turns to spoon out a letter, say the sound the letter makes and then find a matching picture.  |
| <ul style="list-style-type: none"> Books, magazines, folded little books, Big Books and leaflets  | <p>Activity 3: Independent reading</p> <ol style="list-style-type: none"> 1 Lead the group to the book corner or give the group a pile of books. 2 Open a book and page through it while demonstrating to learners how to handle the pages and the book carefully. Show learners some of the pictures and then encourage them to each choose something to enjoy reading. 3 To begin with, you may need to help learners to choose a book, magazine or leaflet that they would like to read. 4 Visit the corner to observe and encourage the learners' reading. |



| You will need | Activities |
|---|--|
| <ul style="list-style-type: none">• Cardboard or paper plates, glue, scissors, orange paper and green paper (you can use pages of magazines)  | <p>Activity 4: Fine motor skills and handwriting</p> <ol style="list-style-type: none">1 Fold a paper plate, or cut cardboard into a long triangle.2 Explain to learners that they must tear orange paper into small squares and cut green paper into strips. Then they can glue the paper onto the paper plate to make an orange carrot with green leaves. |
| <ul style="list-style-type: none">• Props: crates, shopping list, shopping bags, baskets, vegetable trays (styrofoam), scale for weighing fruit and vegetables, sign with “Today’s special”, sale items – 10% off, Open sign, shopping till or cash register (this can be made out of a box), different pay slips, money, fruit and vegetables, labels for prices, apron for the seller | <p>Activity 5: Pretend play</p> <ol style="list-style-type: none">1 Remind learners about the props in the pretend play corner and encourage them to continue from Week 1 when they pretended to sell vegetables at a market or roadside shop.2 Visit the corner at least once to observe and encourage the learners’ game.  |



★ Grandpa Farouk's garden

Story

Right in the middle of the city, surrounded by houses and busy streets, you'll find Grandpa Farouk's garden. Amir is seven years old and he loves to visit his grandpa every week. He loves the leaves, flowers and trees in his grandpa's garden.



Amir works with his grandpa in the garden all day. He sprinkles compost on the flower beds and helps to water the plants. When they are finished, they enjoy eating the ripe pears growing on the tree. One day Grandpa didn't eat his pear. "What's wrong?" asked Amir. Grandpa showed Amir his pear. There were lots of little marks on the pear where pests had eaten it.

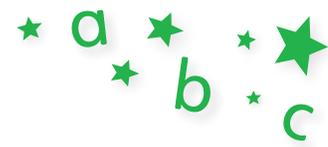
"And look here Amir, some of my plants are dying," said Grandpa. "Why?" asked Amir. "If you look closely, you'll see the pests are eating some of the plants too," said Grandpa. "We need ladybirds!" said Grandpa. "What is a ladybird, Grandpa, and how can they help?" asked Amir. "They are little red and black bugs that eat the pests that kill the plants," answered Grandpa. "Without ladybirds, the garden will die."

"I will help you find ladybirds," said Amir. For a whole week, Amir looked everywhere for ladybirds to collect for Grandpa's garden. He found an empty glass bottle and carefully put all his ladybirds in it. He made holes in the lid so they could breathe. When he counted them, he saw that he had collected ten ladybirds!

The next day, Amir went to visit Grandpa Farouk, and showed him his bottle with ten ladybirds in it. "You've done well, oh my boy, you've done so well!" Grandpa said, smiling happily. Grandpa was very happy. He opened the bottle and the ladybirds flew out. The ladybirds were very hungry! The ladybirds ate the pests, and the garden blossomed. From that day on, Grandpa Farouk's garden grew and grew and grew and made Grandpa and Amir very happy.

And that is the end of the story.





Song

Grandpa Farouk had a beautiful garden,
 A beautiful garden, a beautiful garden.
 Grandpa Farouk had a beautiful garden,
 Full of fruits and flowers.

Amir came along to water the garden,
 Water the garden, water the garden.
 Amir came along to water the garden,
 He liked to help it grow.

The pests came along and ate the plants,
 Ate the plants, ate the plants.
 The pests came along and ate the plants,
 We'll need some ladybirds now!

The ladybirds came and ate the pests,
 Ate the pests, ate the pest,
 The ladybirds came and ate the pests,
 And the garden grew and grew!



(Sing to the tune of "The wheels on the bus" or use your own tune.)

Vocabulary from the story

| Key-words: | garden | grandpa | plants | pests | ladybirds | city |
|--------------|--------|---------|--------|-------|-----------|---------|
| Extra words: | trees | compost | finish | die | collect | blossom |
| | bottle | happy | hungry | pear | flowers | |





You will need:

- Story: *Grandpa Farouk's garden*
- Puppets: Grandpa, Amir, ladybirds in a bottle, plants dying, plants blooming, watering can
- Props: pear, bug net, bottle, ladybird
- Objects or picture cards for some of the words from the vocabulary list



Week 1 Day 1

Whole class activities

Say the rhyme *I wriggle my fingers* to bring learners to the mat for story time.

Storytelling and building vocabulary

1 Before you tell the story

- 1.1 Tell learners the title of the story and introduce the characters using the puppets.
- 1.2 Relate the story to learners' lives: *"Have you or someone in your family got a garden? What grows in this garden? What do you need to do to help the plants to grow? Have you seen a ladybird before? What do ladybirds look like?"*
- 1.3 Say: *"Before we begin, I want to tell you the meaning of some new words which we will find in the story."* Discuss the keywords from the vocabulary list, and show learners an object or a picture to show them what a word means. For example: Show them pictures of plants, flowers and trees growing in gardens. Then show them pictures of a city with a lot of buildings where nothing is growing.

2 While you tell the story

- 2.1 Tell the story in a lively way and use different voices. Do actions and make use of the puppets and props.
- 2.2 Ask learners to predict what happens next in the story and involve them through open-ended questions, such as: *"What do you think grows in Grandpa Farouk's garden? What does Amir love about his grandpa's garden? Why do you think the garden is dying? Where will Amir find ladybirds?"*

3 After you tell the story

- 3.1 Ask learners: *"What did you like about the story? What didn't you like? What was your best part? What questions do you have about the story?"*

Introducing a sound from the story

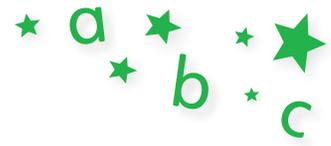
- 1 Ask learners to sit on the mat and listen carefully to you. Say these words from the story: *"leaves, love, look, ladybird. Can you hear the focus sound: leaves, love, look, ladybird? Yes, you are right! They all have the sound /l/."*
- 2 *"Listen carefully, here are some more words that start with /l/: light, lemon, ladder, listen."* (Emphasise the focus sound as you say these words.)
- 3 Say the sound /l/ clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound /l/: **"l-l-l"**. Make this fun: Say it softly, loudly, to the wall, to the ceiling and to each other. Make sure learners are saying the sound of the letter and not the letter name, **l** ("ell").

Small group activities

Explain that learners will be working in small groups each day. Explain and show how each activity is done and explain the daily rotation. Explain the tidy-up process.

I wiggle my fingers

I wiggle my fingers
 I wiggle my toes
 I wiggle my shoulders
 I wiggle my nose
 And now (clap on now)
 All the wiggles are out of me
 And I am as quiet as I can be!



You will need:

- Puppets for the story
- Props or pictures for the song



Week 1 Day 2

Whole class activities

Storytelling and singing

- 1 Begin by reminding learners of the meaning of words that you introduced on Day 1.
- 2 Retell the story using the puppets. Ask questions as you tell the story. Encourage learners to predict what will happen next.
- 3 Tell learners you are going to teach them a new song to go with the story.
- 4 Say a few lines of the song clearly and slowly, and then ask learners to join in and sing together with you. It may be difficult for learners to remember all the words, so teach the song in parts.
- 5 Have pictures or props or do actions to help learners understand the language of the song.
- 6 Teach learners the actions for the song and have fun singing it in more than one language.

Forming the letter

- 1 Remind learners of the focus sound. Ask learners if anyone's name starts with /l/ or if they can think of any other words that start with the sound /l/.
- 2 Teach learners an action associated with the sound. For example: Learners lick their lips or pretend to lick a lollipop and say "lllll".
- 3 Show learners how to write the letter **l**. Write a large letter on the board or in the air while saying the following: "Start at the dot, go down."
- 4 Let learners practise the letter formation in the air, on the carpet, on each other's backs or on their hands. They can also try using their own bodies to make the letter.
- 5 Once you have modelled how to write the letter, go outside and encourage learners to use a stick to write the letter in the sand and walk on it.
- 6 Encourage learners to say the sound the letter makes as they write the letter.



Small group activities

Remind learners about the small group activities, the rules for each activity and the tidy-up process.



You will need:

- Puppets and props for the story
- A letter box containing objects or pictures of objects that start with **I**: lion, leopard, lobster, ladder, laces, ladybird, lamp, lighter, lipstick, lollipop, lizard, lips, leg

Week 1 Day 3

Whole class activities

Storytelling and role play

- 1 Sing the song.
- 2 Ask learners if they can remember the meaning of words from the vocabulary list. For example: Bring some flowers or any plants that are fresh and some that are dry and dead. Ask learners to collect a bunch of flowers that are dying or a bunch that is blooming.
- 3 Choose learners to play the characters in the story.
- 4 Talk about each character in the story. Tell learners who they are going to be in the role play and show them the props that will be used to tell the story.
- 5 Explain to learners that you (the teacher) are going to be the storyteller, also known as the narrator. The acting learners are going to act out everything you say. Help them to organise where they are going to stand.
- 6 Start telling the story and encourage learners to do the actions to match your words while the rest of the class watches the role play.
- 7 If there is time, you may want to repeat the role play with different learners.



Letter boxes

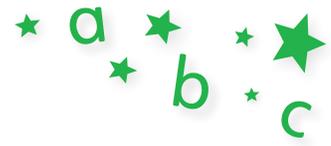
- 1 Ask learners to sit on the mat and show them the objects and pictures in the letter box one at a time. Ask them for the names of the objects. If there are learners who speak different languages, ask them to tell the class what they call the object in their home language. Then give the word in the language of instruction. Let them hold the objects or pictures and pass them around.
- 2 Ask questions about the objects: *"Have you seen one of these? What do we use this for? What colour is it? How does it feel?"*
- 3 Say the names of the objects while emphasising the focus sound. Ask learners if they can hear the focus sound.
- 4 Ask learners to say the name of each object and emphasise the focus sound when they say the words.
- 5 Once learners have practised the new sound, show them the letter on the letter box. Let some learners trace over the letter on the lid with their fingers.
- 6 Now, combine objects from two or more letter boxes and spread them on the floor or table.
- 7 Give some of the learners an object and then say one of the sounds. Ask all the learners who have an object starting with that sound to come forward and put the object in the correct letter box.



Small group activities

Remind learners about the small group activities, the rules for each activity and the tidy-up process.





You will need:

- Big sequence pictures
- Piece of flipchart paper, Prestik
- Pictures of things found in gardens, for example: flowers, ladybirds, butterflies

Stella says:



These are useful questions to ask about each picture:

- "Who can you see?" (characters)
- "What is he/she/it doing?" (verbs and actions)
- "What else can you see?" (looking again)
- "Where is the ...?" (naming places/position)
- "Why do you think ...?" (creative thinking, expressing opinions)

Week 1 Day 4

Whole class activities

Sequencing pictures

- 1 Sing the song again.
- 2 Introduce new words from the vocabulary list.
- 3 Choose one of the sequence pictures and hold it up. Ask learners what they see, then talk about the picture in detail.
- 4 Once you have discussed each picture, stick it on the board so learners can see it. Make sure the pictures are not in sequence at this stage of the activity.
- 5 After talking about all the pictures, ask learners: "Are the pictures in the correct order?"
- 6 Ask learners to point out the picture for the beginning of the story. Work together to arrange the sequence of the pictures so the story makes sense.
- 7 Keep learners actively involved in this process. Ask questions like: "What happened next? Who can remember the next part of the story?"
- 8 When the pictures are in the correct order, invite a few learners to retell the story in the correct sequence.



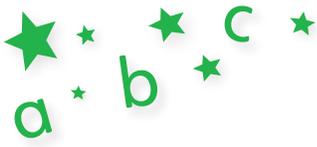
Listening for focus sounds

- 1 Have a selection of different pictures of things found in gardens in the middle of the circle. Explain to learners that they are going to help you make a poster of a beautiful garden.
- 2 Say: "Who can find something for our garden with the focus sound /f/?" A learner can stick a picture of a flower onto the blank flipchart paper. Ask if another learner can find something that begins with /f/ and the learner selects a ladybird and sticks it on the flipchart paper.



Small group activities

Remind learners about the small group activities, the rules for each activity and the tidy-up process.



You will need:

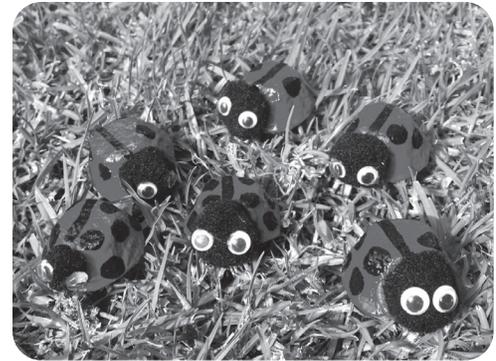
- Pebbles or bottle tops or egg boxes, plastic eyes (this is optional as eyes can also be painted on)
- Red, black and white paint, paintbrushes, glue, scissors, a cloth bag
- Pictures of insects and garden creatures

Week 1 Day 5

Whole class activities

Make, draw and write

- 1 Explain to learners that they are going to make ladybirds using egg boxes, pebbles or bottle tops.
- 2 Talk about their shape (round) and colour (red with black spots). Talk about the ladybird's wings and eyes.
- 3 Learners can paint egg boxes, pebbles or bottle tops red. While the paint is drying, they can paint/draw grass or leaves on a page.
- 4 Once the paint is dry, they can draw spots and draw or stick on eyes. They can then place their completed ladybird on their page with grass or leaves on it.



Blending and segmenting (syllables)

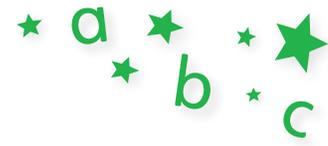
- 1 Show learners the pictures of garden insects and creatures. Ask learners to help you name each picture and stick the pictures on the wall or place them on the carpet so that all the learners can see them.
- 2 Then put the pictures in a bag. Choose a learner, and ask them to take one of the pictures out of the bag. They must try and say the name of the insect or creature slowly, breaking it into syllables.
- 3 The other learners must listen to what they are saying, and blend the syllables together to make the word.



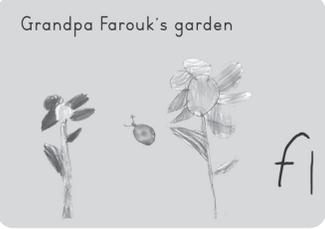
Small group activities

Remind learners about the small group activities, the rules for each activity and the tidy-up process.

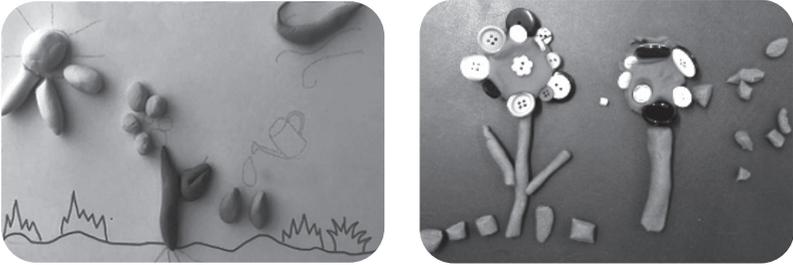




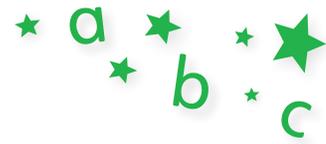
Small group activities for Week 1

| You will need | Activities |
|---|---|
| <ul style="list-style-type: none"> • A blank A4 page for each learner • Jumbo wax crayons <div data-bbox="222 652 552 881"> <p>Grandpa Farouk's garden</p>  </div> <div data-bbox="204 900 565 1170">  <p><i>At this time of the year, learners might be more confident to try to write themselves. Don't worry if some learners write a long string of letters without spaces.</i></p> </div> | <p>Activity 1: Drawing and emergent writing</p> <ol style="list-style-type: none"> 1 Write the title of the story at the top of each learner's blank page before the lesson. 2 Ask learners to point to the words of the title as you read them together. 3 Ask learners what part of the story they liked best. Give some suggestions. 4 Encourage learners to draw their favourite part of the story. 5 Make a comment or ask each learner to tell you about their drawing. 6 Ask learners if they would like to write something about their picture or if they would like you to write for them. 7 If learners would like you to write for them, keep them involved by asking them to say the words slowly as you write them down. Think aloud as you write their sentence. 8 Write exactly what learners tell you, word for word, or ask learners if they agree before making any changes to their wording. Remember to write neatly and clearly. 9 When you have finished writing, encourage learners to read the sentence with you. Point to each word as you read and acknowledge their efforts. |
| <ul style="list-style-type: none"> • Two Letter snake game boards • Two dice, counters <div data-bbox="234 1302 569 1632">  </div> | <p>Activity 2: Puzzles and games</p> <ol style="list-style-type: none"> 1 Explain the rules to the learners: <ul style="list-style-type: none"> • Learners begin by putting their counters on the snake's head. • Learners take turns to throw the dice and move the counter the correct number of spaces. • If they land on a letter, they must say the focus sound and move their counter forward to a picture that starts with that letter. • The first learner to reach the end of the snake is the winner and the game is over. 2 Once learners have played this game a few times, you can introduce a new rule: If they land on a picture, they must name the picture, say the focus sound and then move back to the corresponding letter. |
| <ul style="list-style-type: none"> • Books, magazines, folded little books, Big Books and leaflets <div data-bbox="303 1740 482 1960">  </div> | <p>Activity 3: Independent reading</p> <ol style="list-style-type: none"> 1 Lead the group to the book corner or give the group a pile of books. 2 Open a book and page through it while demonstrating to learners how to handle the pages and the book carefully. Show learners some of the pictures and then encourage them to each choose something to enjoy reading. 3 To begin with, you may need to help learners to choose a book, magazine or leaflet that they would like to read. 4 Visit the corner to observe and encourage the learners' reading. |



| You will need | Activities |
|---|---|
| <ul style="list-style-type: none"> • Playdough, playdough mat • Buttons, seeds, sticks | <p>Activity 4: Fine motor skills and handwriting</p> <ol style="list-style-type: none"> 1 Explain to learners that they are going to use the playdough to make a beautiful garden on the playdough mat.  |
| <ul style="list-style-type: none"> • Props: wheelbarrow, pot plants, spade, gardening fork, gum boots, gloves, recycled items to make different types of pots for plants (for example: plastic bottles), seedlings, packets of seeds, phone for placing orders, watering can, hose pipe, labels for different plants, stickers for prices, calculator, pretend money | <p>Activity 5: Pretend play</p> <ol style="list-style-type: none"> 1 Lead the group to the pretend play corner and show them the new props. 2 Explain to them that they are going to pretend to own or visit a garden centre to buy plants for their garden. 3 Visit the corner at least once to observe and encourage the learners' pretend play.  |





You will need:

- Big sequence pictures
- Photocopied and folded little book for each learner

Week 2 Day 1

Whole class activities

More sequencing pictures



- 1 Begin with learners sitting on the mat. Choose learners to stand in front of the class, each holding one of the colour sequence pictures (not in the correct order).
- 2 Ask learners if the pictures are in the correct order. Ask them to point out the picture which should be at the beginning of the story.
- 3 Together as a group, ask learners who are holding the pictures to move around until the story makes sense. Ask questions such as: “Who can remember what happened next?”
- 4 Once you have sequenced the story, learners must move to their tables.
- 5 Give each learner a little book. Encourage them to look at the cover and read the title of the story with them.
- 6 Take learners on a picture walk through the little book, helping them to notice that the pictures in the book are the same as the sequence pictures.
- 7 If there is time, learners can “read” their little book to a partner in the class. Encourage learners to take the books home to read with their families.

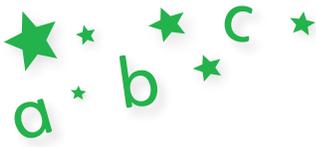


Introducing a sound from the story

- 1 Ask learners to sit on the mat and listen carefully. Say these words from the story: “enjoy, empty, every, bed, red, ten. Can you hear the focus sound: e-e-enjoy, e-e-empty, e-e-every? Yes, you are right! The focus sound is /e/. Now listen to these words bed, red, ten? Can you hear the focus sound?”
- 2 “Listen carefully, here are some more words that start with /e/: elephant, end, egg, engine.” (Emphasise the focus sound as you say these words.)
- 3 Say the sound /e/ clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound /e/: “e-e-e”. Make this fun: Say it softly, loudly, to the wall, to the ceiling and to each other. Make sure learners are saying the sound of the letter and not the letter name, e (“ee”).

Small group activities

Explain that learners will be working in small groups each day. Explain and show how each activity is done and explain the daily rotation. Explain the tidy-up process.



You will need:

- Big Book: *Grandpa Farouk's garden*
- Water in containers and a paintbrush for each learner

Week 2 Day 2

Whole class activities

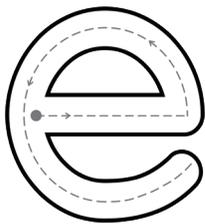
Shared reading – Big Book

- 1 Encourage learners to look at the cover picture and talk about what they see and recognise.
- 2 Read the title of the story to the class. Point to each word as you read. Read it again and ask learners to read with you.
- 3 Take learners on a picture walk through the book, discussing the pictures and encouraging learners to ask questions.
- 4 Point out the page numbers and talk about what number will come next.
- 5 When you have "walked" through the whole book, go back to the beginning and read the title again. Then turn the pages and read each sentence in a clear and natural voice. Point to each word as you read.
- 6 Read the book again and encourage learners to "read" with you.



Forming the letter

- 1 Remind learners of the focus sound. Ask learners if anyone's name starts with /e/ or if they can think of any other words that start with the sound /e/.
- 2 Teach learners an action associated with the sound. For example: Learners can pretend to hold an egg in one hand and crack it while saying "e-e-e-e".
- 3 Show learners how to write the letter **e**. Write a large letter on the board or in the air while saying the following: "Start at the dot, go straight, over and around."
- 4 Let learners practise the letter formation in the air, on the carpet, on each other's backs or on their hands. They can also try using their bodies to make the letter.
- 5 Once you have modelled how to write the letter, go outside and give each learner a container with water and a paintbrush. Learners can paint a letter many times in water on the paving.
- 6 Encourage learners to say the sound the letter makes as they write the letter.



Small group activities

Remind learners about the small group activities, the rules for each activity and the tidy-up process.





You will need:

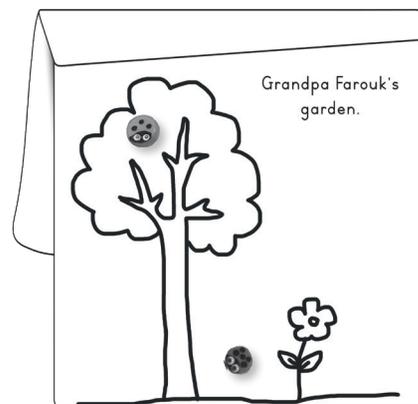
- Flipchart paper and a marker
- Ladybirds made by learners
- Prestik
- A small mirror
- A letter box containing objects or pictures of elephants drinking or rolling in the mud, baby elephants, adults with tusks

Week 2 Day 3

Whole class activities

Learning to listen

- 1 On the flipchart paper, draw a picture of the ground and a large tree with branches and leaves. Draw a flower with a stem and leaves next to the tree.
- 2 Have a selection of ladybirds that learners made. Explain that they must listen carefully and then stick their ladybirds in the correct place with Prestik:
 - ★ on the tree/flower/leaf/branch/ground
 - ★ under the tree/flower/leaf/branch/ground
 - ★ above the tree/flower/leaf/branch/ground
 - ★ next to the tree/flower/leaf/branch
 - ★ at the top of the tree/flower
 - ★ in between the tree and the flower.



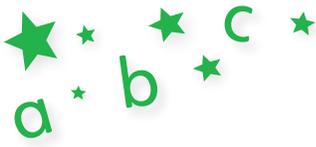
Letter boxes

- 1 Ask learners to sit on the mat and show them the pictures of elephants one at a time.
- 2 Talk about elephants and show the learners their long trunks and big flapping ears. Explain that elephants drink water using their trunks. Learners can pretend to be elephants swaying their trunks and flapping their ears while saying "I'm an e-e-elephant".
- 3 Use a mirror so that learners can see how their mouths move when they make the sound. Show them how to shape their mouth when they say 'e'. Demonstrate the hand signal to remind them of the line they draw when writing the letter 'e'.
- 4 Once learners have practised the new sound, show them the letter on the letter box. Let some learners trace over the letter on the lid with their fingers.



Small group activities

Remind learners about the small group activities, the rules for each activity and the tidy-up process.



You will need:

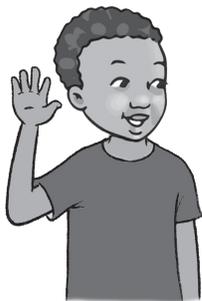
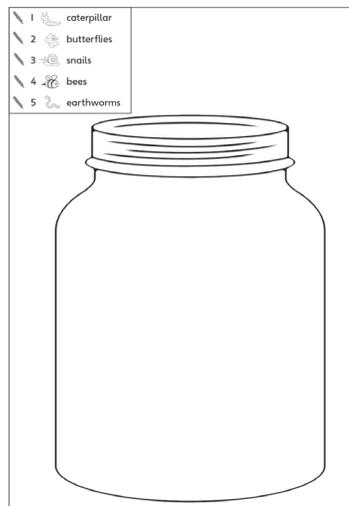
- A photocopy of the **Read and do activity page** for each learner
- Different colour fingerpaints, Jumbo wax crayons or kokis
- Piece of flipchart paper, Prestik
- Pictures of things found in gardens, for example: flowers, ladybirds, butterflies

Week 2 Day 4

Whole class activities

Read and do

- 1 Ask learners what insects and animals can be found in a garden to keep the garden healthy. For example: Butterflies and bees pollinate flowers, spiders eat bugs, earthworms help to make the soil healthy, birds eat caterpillars that eat plants.
- 2 Explain to learners that they are going to follow the “read and do” instructions and use fingerpaints to print insects and animals that keep the garden healthy.
- 3 Once they have made a fingerprint, show them how they can add legs, feelers and eyes with their crayons or kokis.
- 4 Assist learners if they struggle to read the instructions.



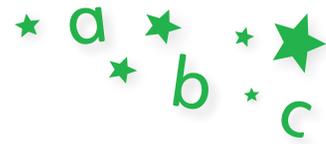
Listening for focus sounds

- 1 Have a selection of different pictures of things found in gardens in the middle of the circle. Explain to learners that they are going to help you make a poster of a beautiful garden.
- 2 Say: “Who can find something for our garden with the focus sound /f/?” A learner can stick a picture of a flower onto the blank flipchart paper. Ask if another learner can find something that begins with /f/ and the learner selects a ladybird and sticks it on the flipchart paper.

Small group activities

Remind learners about the small group activities, the rules for each activity and the tidy-up process.





You will need:

- Piece of flipchart paper, marker
- A small bag with pictures or objects of insects and garden creatures that are multisyllabic words relating to the story.

Week 2 Day 5

Whole class activities

Make, draw and write

- 1 Explain to learners that you would like them to help you write a letter to a local garden centre/neighbour who has a garden. In the letter, you want to explain that the class has been learning about gardens and insects, and you would like to ask if they can donate some plants that the class can plant in pots in the classroom or in a bed on the school grounds.
- 2 Discuss who you could ask for some plants and then talk about how you start a letter: Dear ...
- 3 Ask learners to help you with ideas for what to write next. Listen to their ideas, and then agree what you want to say in the letter. Write neatly in lowercase letters, saying each word as you write.
- 4 If there is time, learners can decorate the letter with pictures of plants.
- 5 Fold the letter and either deliver it to a neighbour, or take it to a local garden centre and ask if they could donate some plants or give you a discount if you buy plants for your class.
- 6 Once you have received the plants, learners can help you write a letter and draw pictures to say thank-you.



Blending and segmenting (syllables)

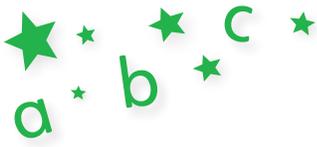
- 1 Show learners the pictures of garden insects and creatures. Ask learners to help you name each picture and stick the pictures on the wall or place them on the carpet so that all the learners can see them.
- 2 Then put the pictures in a bag. Choose a learner, and ask them to take one of the pictures out of the bag. They must try and say the name of the insect or creature slowly, breaking it into syllables.
- 3 The learners must listen to what they are saying, and blend the syllables together to make the word.



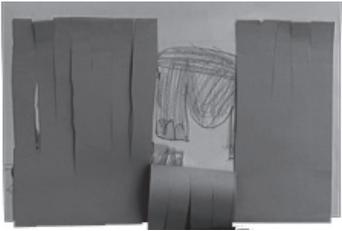
Small group activities

Remind learners about the small group activities, the rules for each activity and the tidy-up process.





Small group activities for Week 2

| You will need | Activities |
|---|---|
| <ul style="list-style-type: none"> • A blank A4 page for each learner • Green paper • Jumbo wax crayons, scissors and glue  | <p>Activity 1: Drawing and emergent writing</p> <ol style="list-style-type: none"> 1 Explain to learners that they are going to draw creatures (insects or animals) that they might find hiding in the grass. For example: a ladybird, worm, bug. 2 Once they have finished their drawing, they can label their picture or ask for help writing the name of the creature. 3 Learners can then cut strips in the green paper and stick it at the bottom of the page, so that it flaps over their picture and looks like grass. 4 They can ask a friend to guess what is hiding in the grass and then lift up the green strips to see if they are correct. |
| <ul style="list-style-type: none"> • Two Letter snake game boards • Two dice, counters  | <p>Activity 2: Puzzles and games</p> <ol style="list-style-type: none"> 1 Explain the rules to the learners: <ul style="list-style-type: none"> • Learners begin by putting their counters on the snake's head. • Learners take turns to throw the dice and move the counter the correct number of spaces. • If they land on a letter, they must say the sound and move their counter forward to a picture that starts with that letter. • The first learner to reach the end of the snake is the winner and the game is over. 2 Once learners have played this game a few times, you can introduce a new rule: If they land on a picture, they must name the picture, say the focus sound and then move back to the corresponding letter |
| <ul style="list-style-type: none"> • Books, magazines, folded little books, Big Books and leaflets  | <p>Activity 3: Independent reading</p> <ol style="list-style-type: none"> 1 Lead the group to the book corner or give the group a pile of books. 2 Open a book and page through it while demonstrating to learners how to handle the pages and the book carefully. Show learners some of the pictures and then encourage them to each choose something to enjoy reading. 3 To begin with, you may need to help learners to choose a book, magazine or leaflet that they would like to read. 4 Visit the corner to observe and encourage the learners' reading. |





| You will need | Activities |
|--|--|
| <ul style="list-style-type: none">• A piece of recycled cardboard for each learner• Jumbo wax crayons, glue• Coloured paper or tissue paper | <p>Activity 4: Fine motor skills and handwriting</p> <ol style="list-style-type: none">1 Explain to learners that they must draw a picture of a big flower on the cardboard. Then they must tear the paper into small pieces and stick it onto the cardboard to make a flower. They can also roll the paper into small balls and then stick it on the cardboard.  |
| <ul style="list-style-type: none">• Props: wheelbarrow, pot plants, spade, gardening fork, gum boots, gloves, recycled items to make different types of pots for plants, (for example: plastic bottles), seedlings, packets of seeds, phone for placing orders, watering can, hose pipe, labels for different plants, stickers for prices, calculator, pretend money | <p>Activity 5: Pretend play</p> <ol style="list-style-type: none">1 Remind learners about the props in the pretend play corner and encourage them to continue from Week 1 when they pretended to be working in or visiting a garden centre.2 Visit the corner at least once to observe and encourage the learners' pretend play.  |



★ Term 3: Exemplar record of continuous assessment (checklist)

| | Listening and Speaking | Phonics, Reading and Viewing | Handwriting and Emergent writing | | | | | | |
|-------------------|--|--|--|--|--|--|--|--|--|
| ✓ Achieved | <p>Listens to a complex string of instructions and acts on them.</p> <p>Listens to longer stories and shows understanding by answering questions related to the story.</p> <p>Sings songs and rhymes and performs actions on own with confidence.</p> <p>Asks questions and asks for explanations or looks to books for explanations.</p> <p>Uses language to think and reason. Matches things that go together, and compares things that are different.</p> | <p>Divides multisyllabic words into syllables.</p> <p>Relates sounds to letters and words and understands that words consist of more than one sound – done orally.</p> <p>Holds the book the right way up and turns pages correctly. Discusses book handling and care.</p> <p>Acts out a story, song or rhyme.</p> <p>Begins to 'read' high frequency words seen in the classroom, at school and in the community.</p> <p>'Reads' books independently for pleasure in the library or classroom reading corner, turning the pages correctly, showing respect for books.</p> <p>Joins in the shared reading of texts with increasing confidence and enjoyment.</p> | <p>Develops fine motor control using scissors to cut out bold outlined pictures, shapes etc.</p> <p>Holds crayons using an acceptable pencil grip, demonstrates left/right hand dominance and writes using a good writing position.</p> <p>Forms letters in various ways using finger painting, paint brushes, wax crayons etc starting at the right point and following the correct direction.</p> <p>Contributes ideas and sentences to a class piece of writing: child dictates as the teacher writes.</p> <p>Draws pictures to convey a message about a personal experience and uses this as a starting point for writing.</p> <p>Makes an attempt to write letters using squiggles, scribbles and 'reads' own writing: 'reads' what squiggles say.</p> <p>Role-plays writing in play situations: makes greeting cards, writes letters etc. Copies print from the environment while playing.</p> | | | | | | |
| • Almost | | | | | | | | | |
| ✗ Not yet | | | | | | | | | |
| Date | | | | | | | | | |
| Names | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |

★ Term 3: Listening and speaking rubric 1 and 2

| Assessment criteria | 1. Not achieved (0 – 29%) | 2. Moderate achievement (30 – 49%) | 3. Adequate achievement (50 – 74%) | 4. Outstanding achievement (75 – 100%) |
|--|--|---|--|---|
| 1 Tells stories and retells stories in own words | Unable to tell stories and retell stories; only able to say a few words. | Limited retelling; only includes some events; order might not be correct; uses short sentences and simple vocabulary. | Able to retell most events in story with beginning, middle and end but very few details; needs prompts such as: “and then”; “what happened next?”; starting to use longer sentences. | Story follows logical sequence and has a beginning, middle and end; characters and setting described in detail; intentions and feelings of characters are described; uses longer and more complex sentences and joining words such as “and then”; “after that”; uses new vocabulary from the story. |
| 2 Arranges a set of pictures in such a way that they form a story and logical sequence of events when verbalised and relates the story created | Unable to arrange a set of cards in a correct sequence. | Arranges a set of cards in the correct sequence, but not able to tell story. | Arranges a set of cards in the correct sequence and able to relate a simple story. | Arranges a set of cards in the correct sequence and able to relate a story with relevant details. |

★ Term 3: Phonics, reading and viewing rubric 1 to 3

| Assessment criteria | 1. Not achieved (0 – 29%) | 2. Moderate achievement (30 – 49%) | 3. Adequate achievement (50 – 74%) | 4. Outstanding achievement (75 – 100%) |
|---|---|--|---|---|
| 1 Recognises aurally and visually some consonants and vowels | Is able to recognise 0 – 3 letters and say the sounds that these letters make. | Is able to recognise 4 – 6 letters and say the sounds that these letters make. | Is able to recognise 7 – 11 letters and say the sounds that these letters make. | Is able to recognise 12 or more letters and say the sounds that these letters make. |
| 2 Begins to recognise that words are made up of sounds: gives the beginning sound of own name and other words | Does not recognise that words are made up of sounds; unable to give the beginning sound of own name or other words. | Able to give beginning sound of own name, but struggles when asked for beginning sound of other words. | Able to give the beginning sound of own name; able to give the beginning sound of some other words. | Consistently able to give the beginning sound of own name and other words. |
| 3 Makes up own story by reading the pictures | Not able to use pictures to predict what the story is about; describes pictures using very limited language. | Uses pictures to predict and describe the story, but with assistance. | Uses pictures to predict what the story is about; might adopt a “reading voice”. | Uses pictures to predict what the story is about; shows an understanding that pictures and words are related, but different; adopts a “reading voice”; points to text when “reading”. |

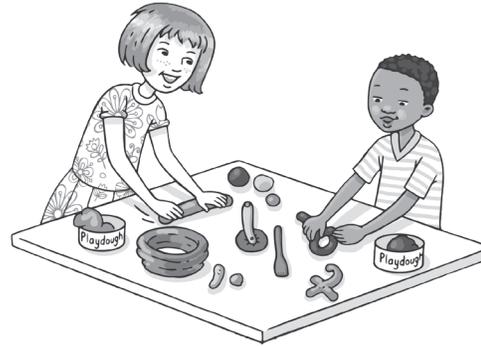
★ Term 3: Emergent writing and handwriting rubric 1 to 3

| Assessment criteria | 1. Not achieved (0 – 29%) | 2. Moderate achievement (30 – 49%) | 3. Adequate achievement (50 – 74%) | 4. Outstanding achievement (75 – 100%) |
|--|--|--|---|--|
| 1 Develops small muscle skills and fine motor skills | Struggles to complete fine motor activities; avoids tasks or becomes frustrated. | Able to complete some fine motor activities, but takes time; output is inaccurate. | Able to complete most fine motor activities; becoming more accurate and working more efficiently. | Completes fine motor activities with confidence, accuracy and ease. |
| 2 Draws pictures capturing main idea of a story | Drawing is not recognisable or only includes scribbles or circles with lines. | Drawing is recognisable, but not related to the story, song or rhyme. | Draws a colourful picture related to a story; drawings of main characters have some of the following: legs, arms, hands, feet, eyes, nose, mouth, ears. | Draws a colourful, detailed picture related to a story; includes main characters with details such as clothes. |
| 3 Understands that writing and drawing are different: pretend writing represented using squiggles | Not able to represent ideas through drawing or writing. | Represents ideas through drawing, but no evidence of pretend writing or scribbles. | Understands that writing and drawing are different: pretends to write using squiggles. | Understands that writing and drawing are different and begins to “write” using a mixture of copied letters and squiggles; may copy letters and numbers from the classroom environment in own writing attempts. |

★ How to make playdough

You will need

- ★ 1 cup flour
- ★ ¼ cup salt
- ★ ½ cup warm water
- ★ 5 drops food colouring



Steps

- 1 Mix together the flour and salt.
- 2 Mix together ½ cup warm water and a few drops of food colouring.
- 3 Slowly pour the water in the flour mixture, stirring as you pour. Stir until combined, then knead with your hands until the flour is completely mixed in. If the dough is too sticky, add more flour until it doesn't stick at all.
- 4 Repeat these steps for whatever colour you want to make.

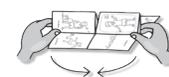
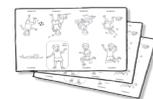


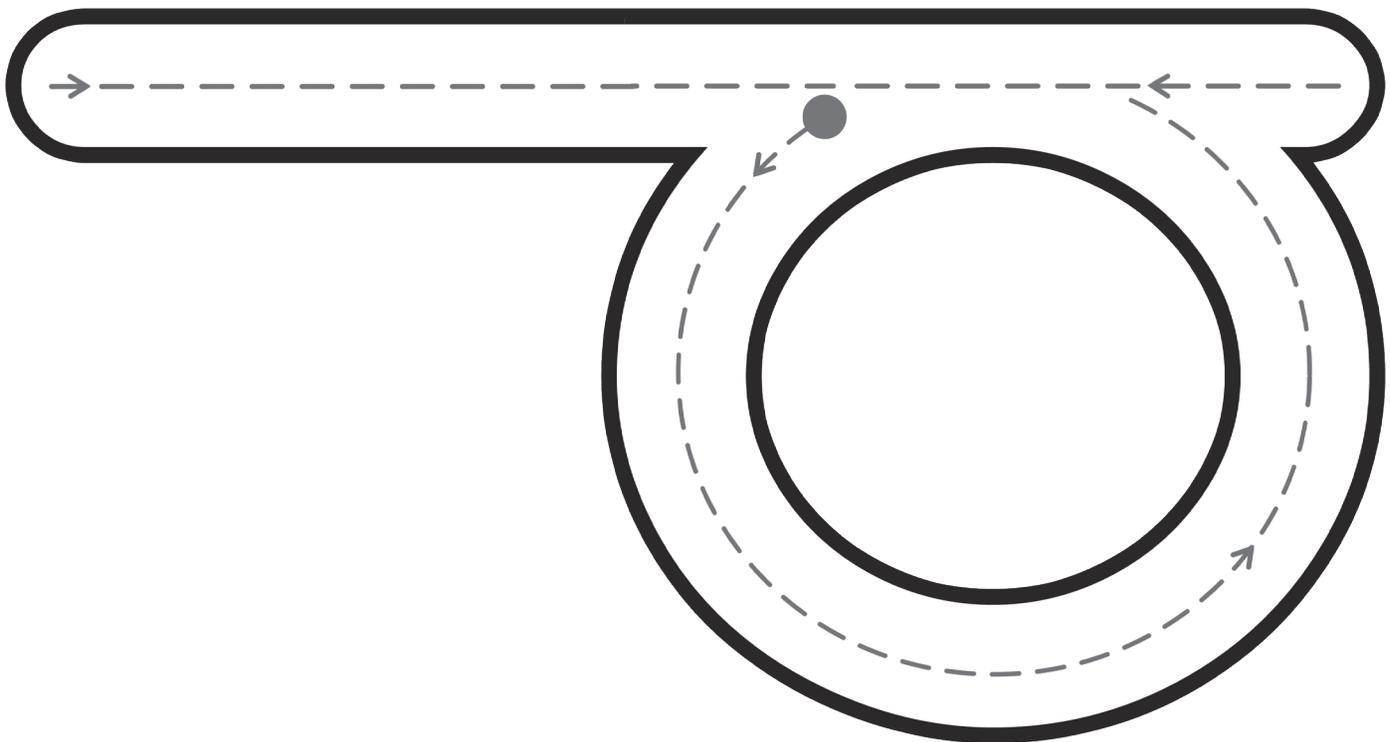
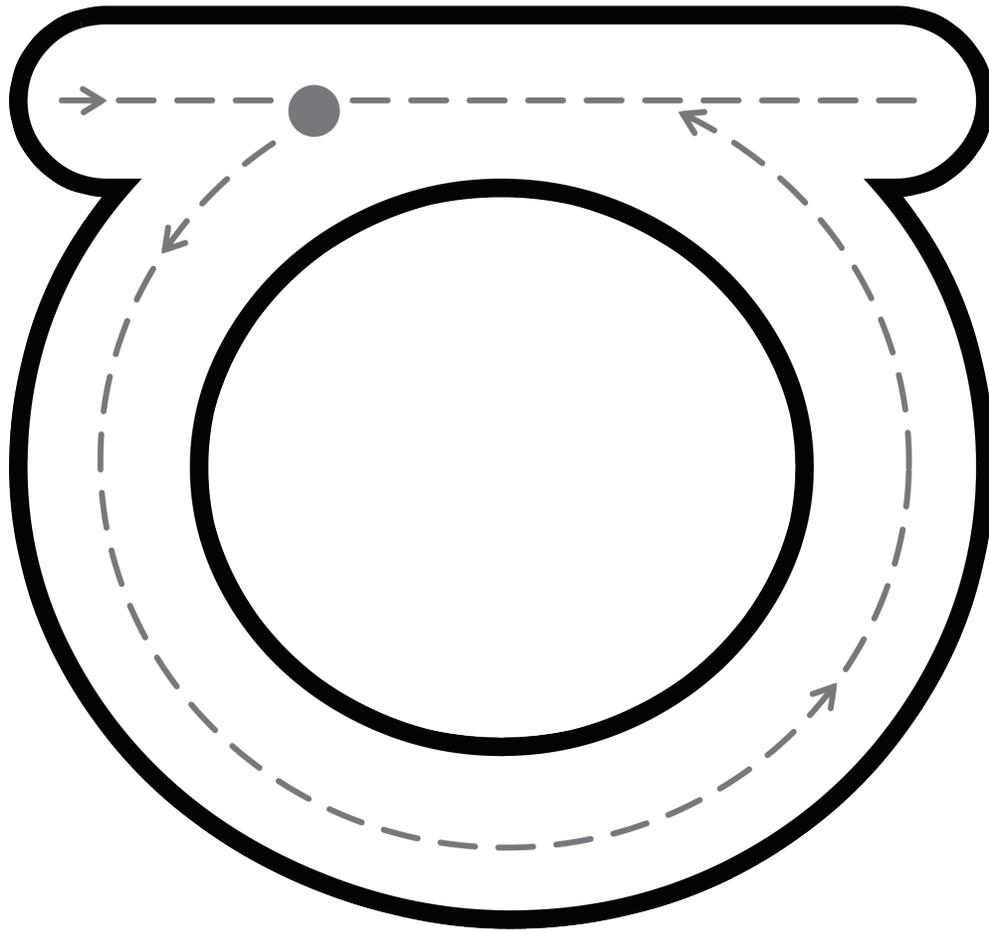
Warm up the playdough by squeezing it in your hands. This is a good exercise for learners' hand muscles. Pack the playdough into plastic bags to keep it fresh and store it in the refrigerator, if possible, or in a cool place.

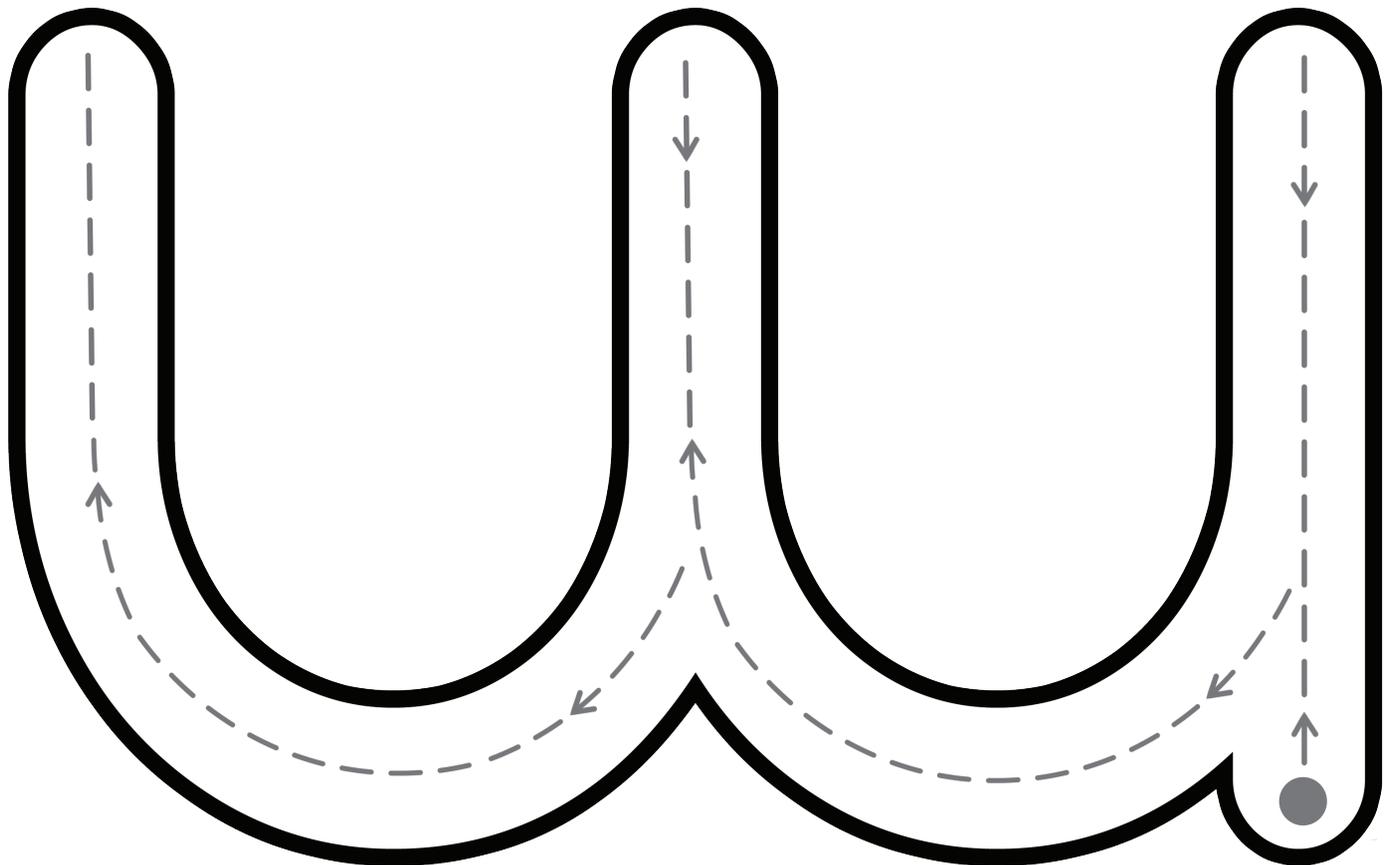
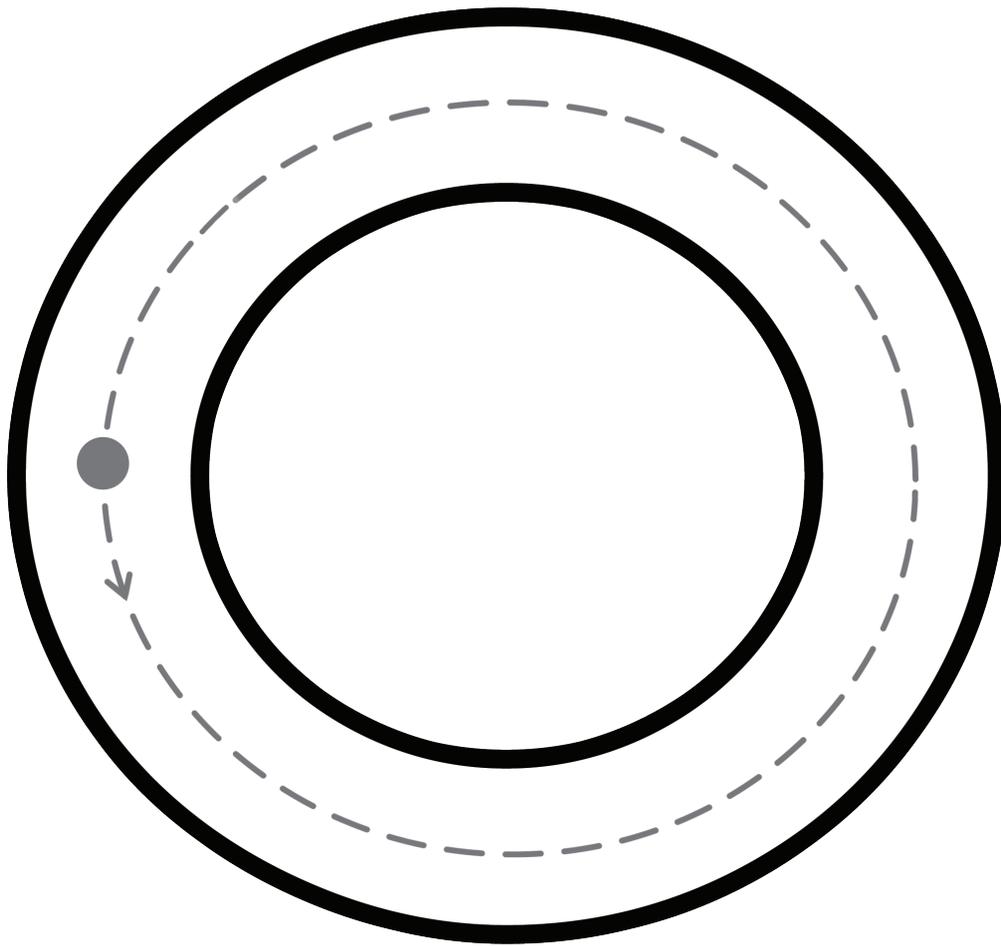
★ How to make a little book

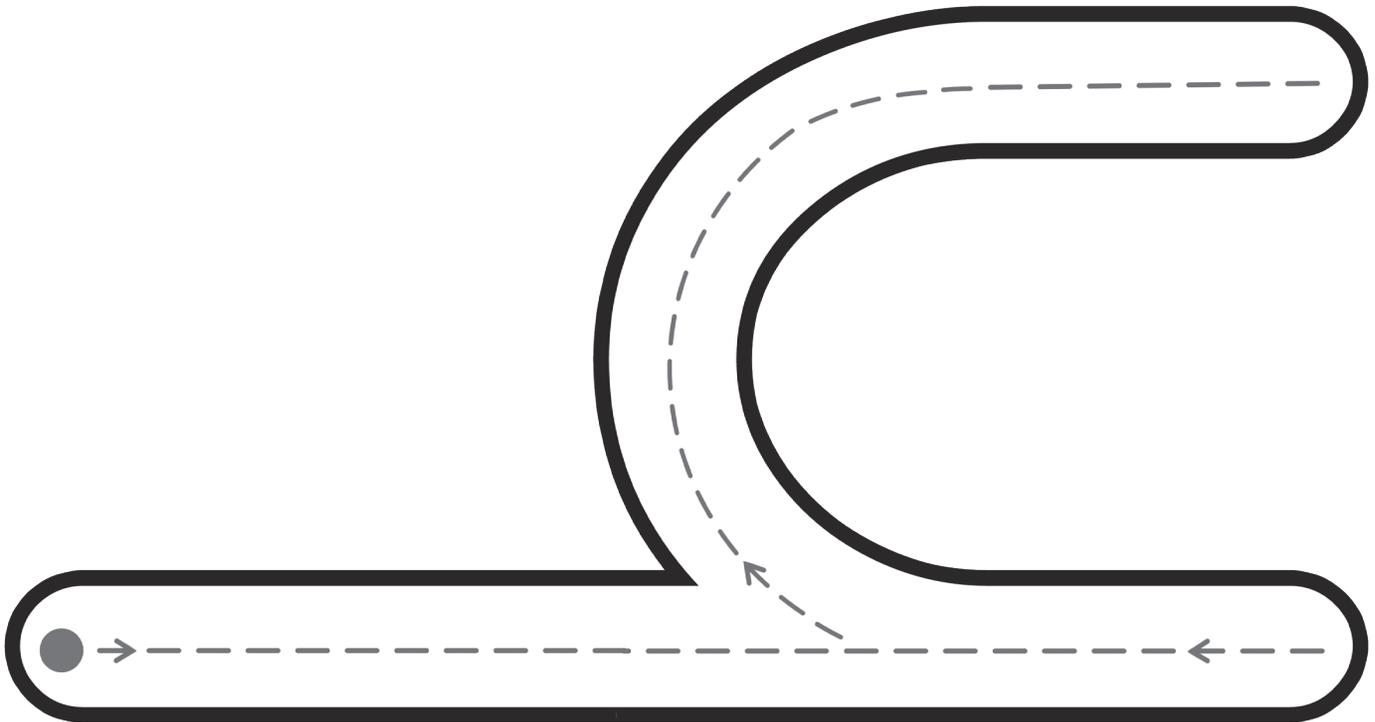
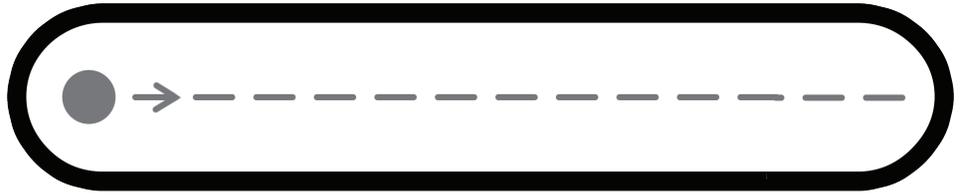
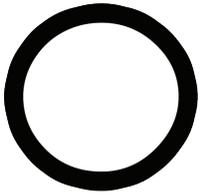
Steps

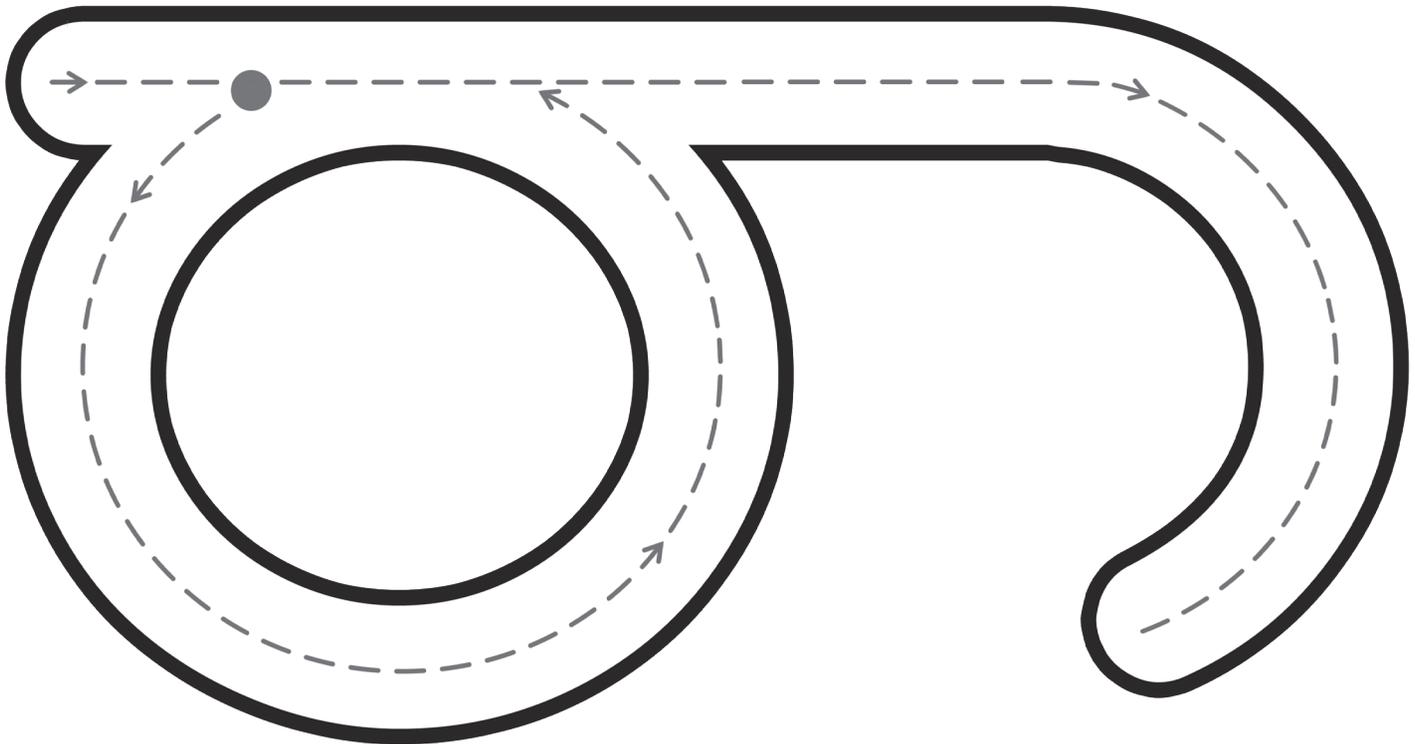
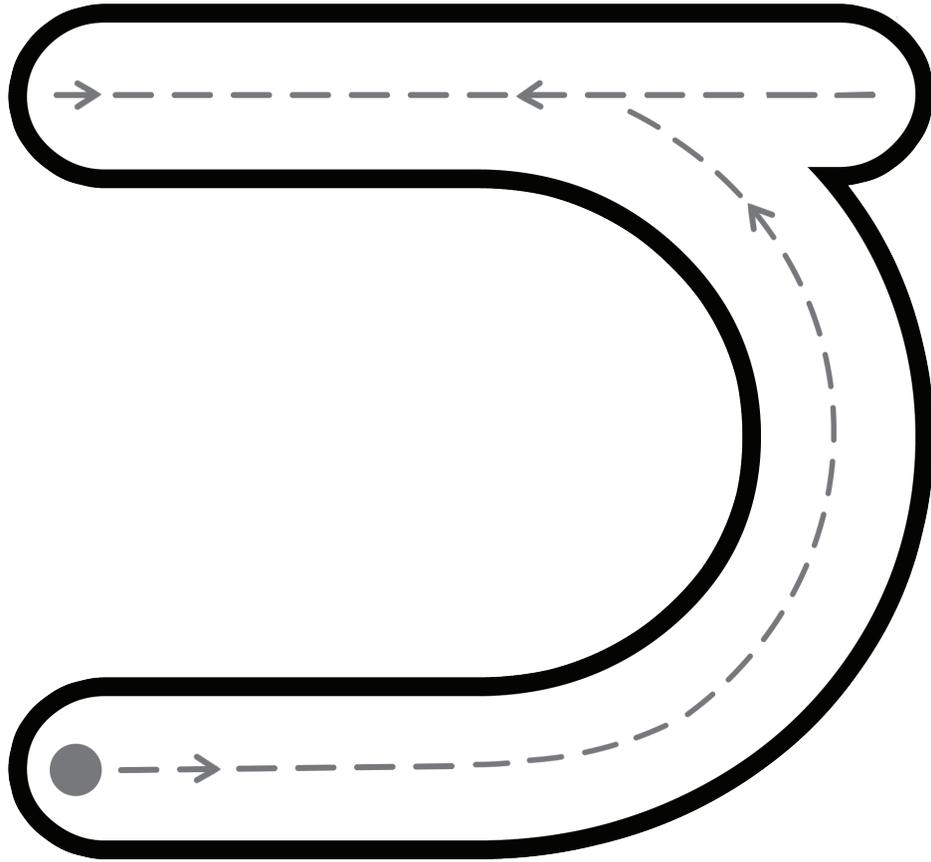
- 1 Make photocopies of the little book you need.
- 2 With the pictures facing up, fold the page into eight sections. Unfold.
- 3 Fold the page in half, down the centre.
- 4 Cut on the middle fold, as indicated on the illustration alongside and by the dotted lines on the page.
- 5 Hold the page between your finger and your thumb on both sides of the page.
- 6 Bring your hands down and together.
- 7 Make a Little book library by storing all your books in a small box – a jelly box works well!

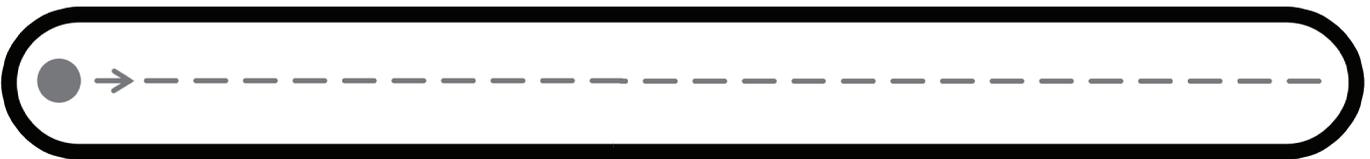
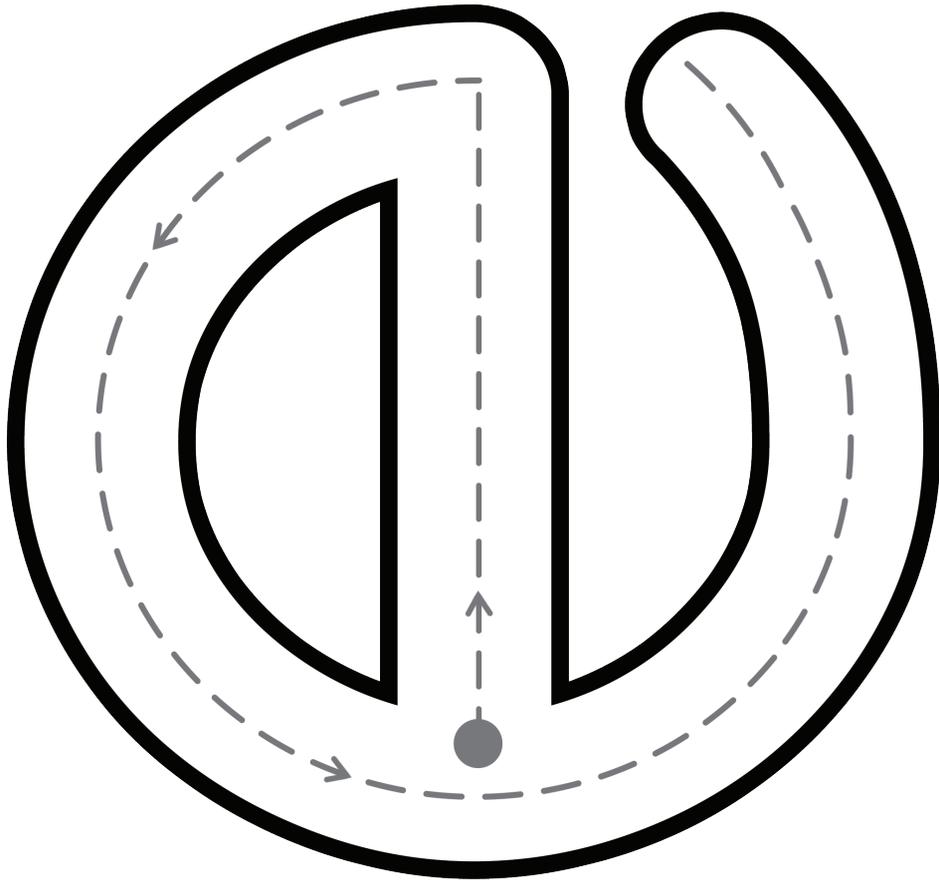














3



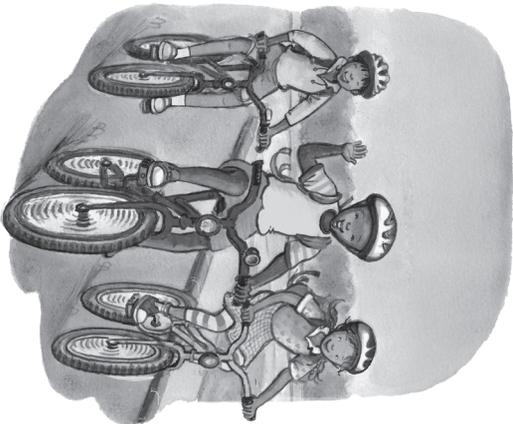
4



5



9



2



1



David's
new bike



This book
belongs to:

.....



3



2



4



1



5



6

Spot goes to the shop



Wordworks
Learning Technology Limited

This book belongs to:

.....



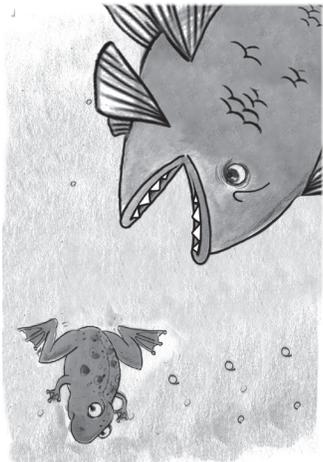
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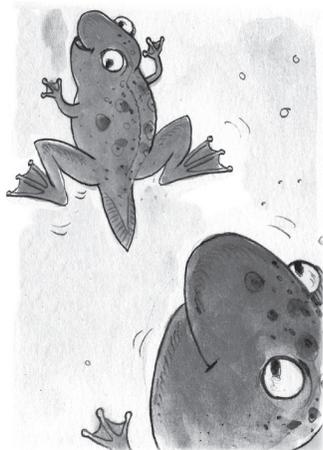
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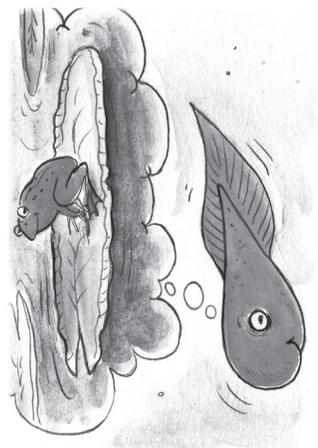
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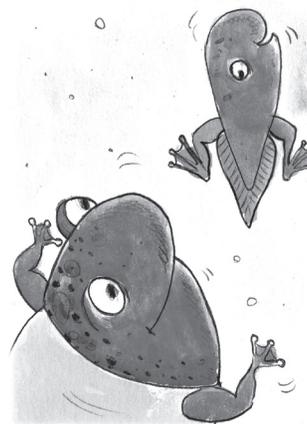
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1



2



The little tadpole

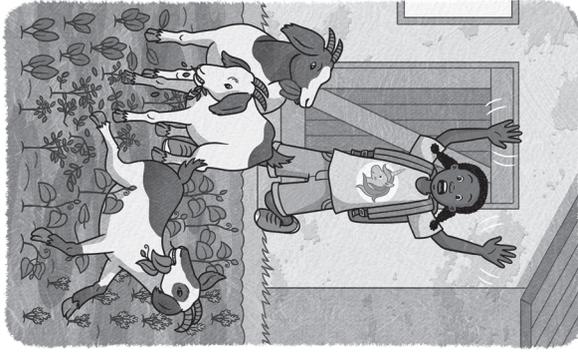


Wordworks
Changing Lives Through Literacy

This book belongs to:

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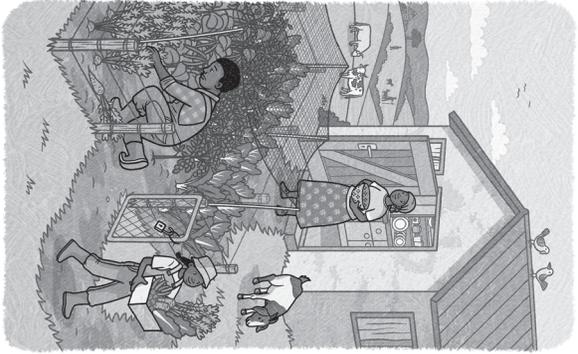




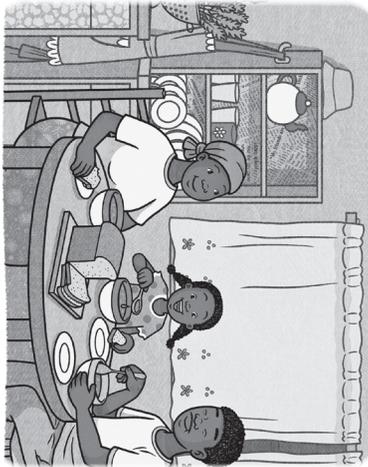
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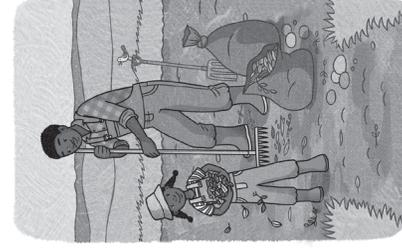
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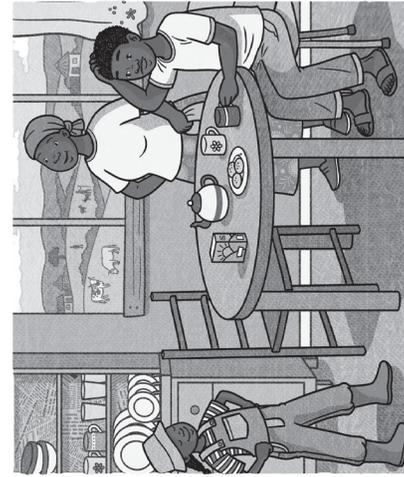
6



2



1



Temo and the plant thieves

This book belongs to:

.....



2



1



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4



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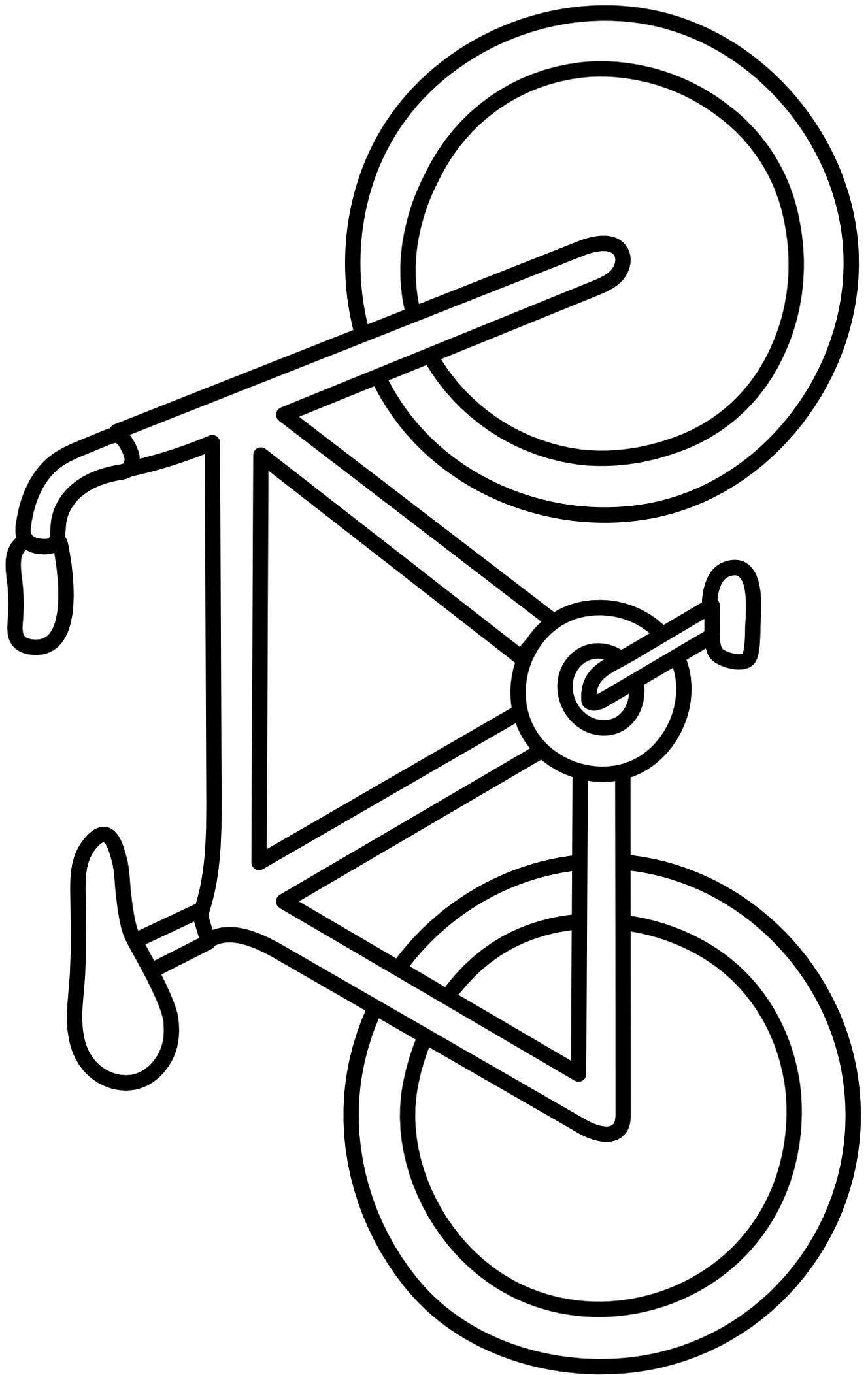
Grandpa Farouk's garden



This book belongs to:

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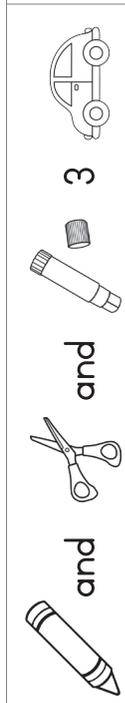


David's new bike: Bicycle activity page





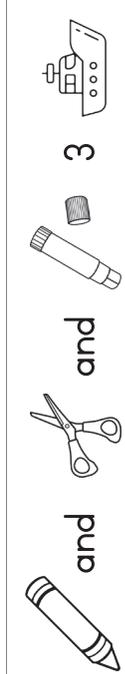
David's new bike: Read and do activity page



3



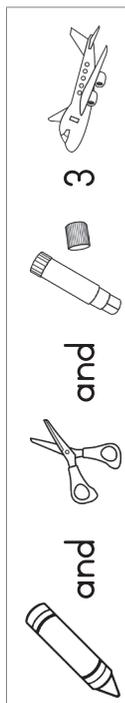
land



3



water



3

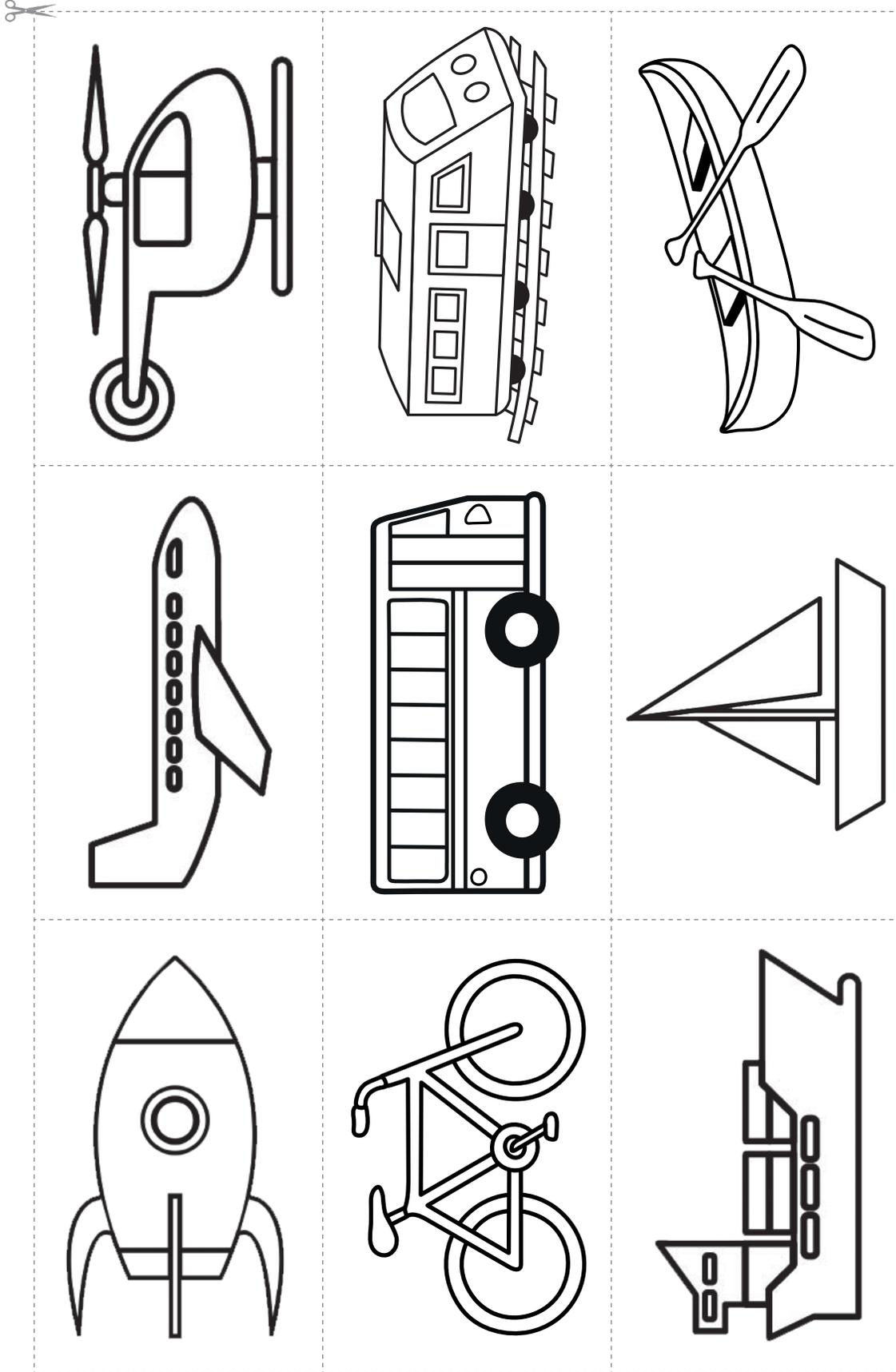


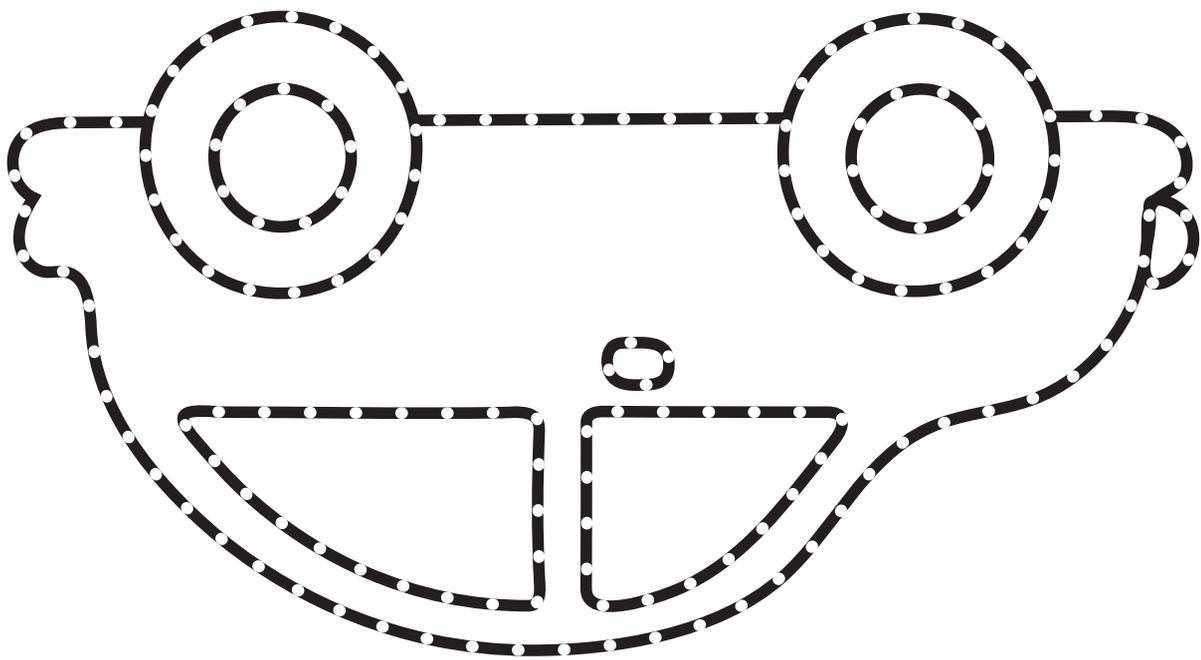
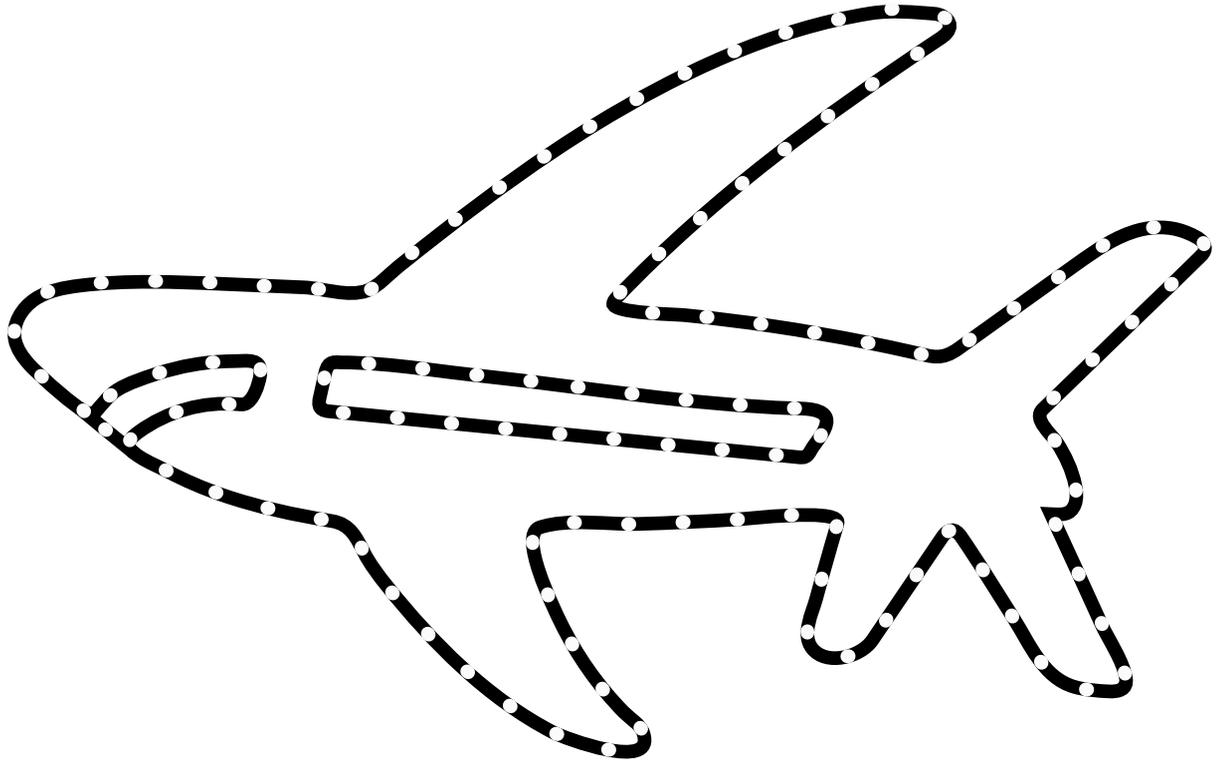
air





David's new bike: Read and do activity page



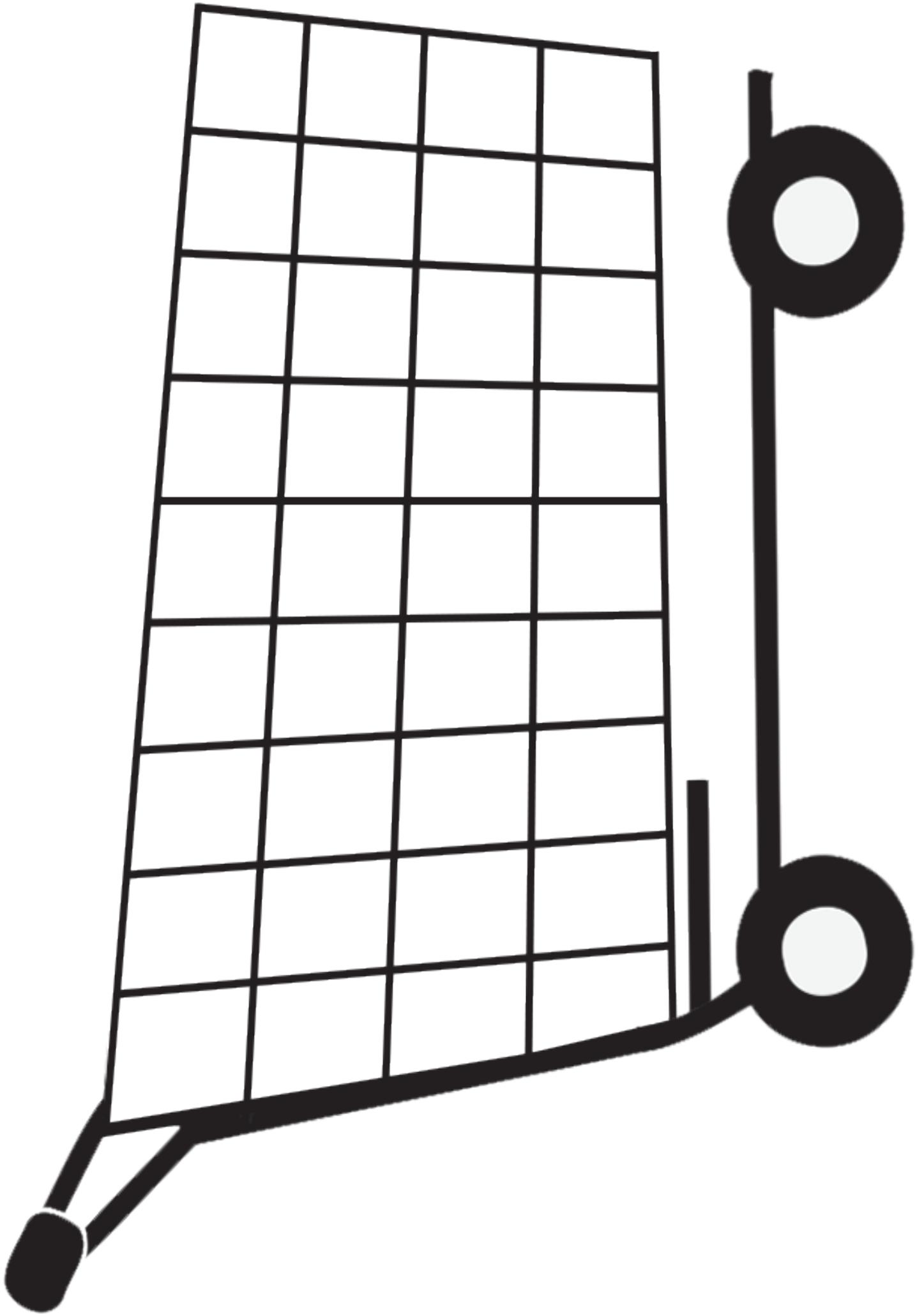


David's new bike: Transport activity page





Spot goes to the shop: Shopping trolley activity page





The little tadpole: Read and do activity page

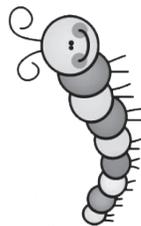
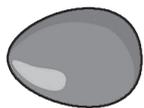
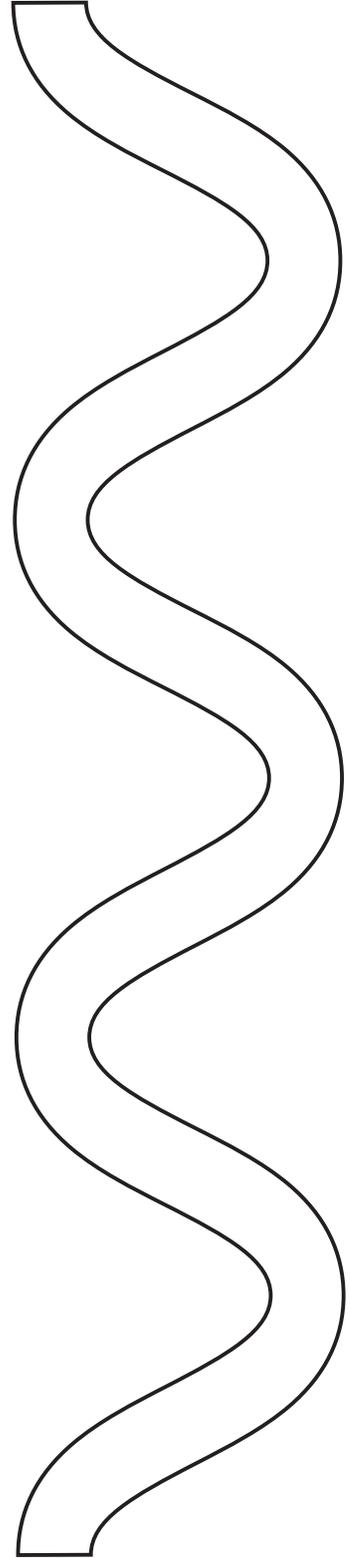
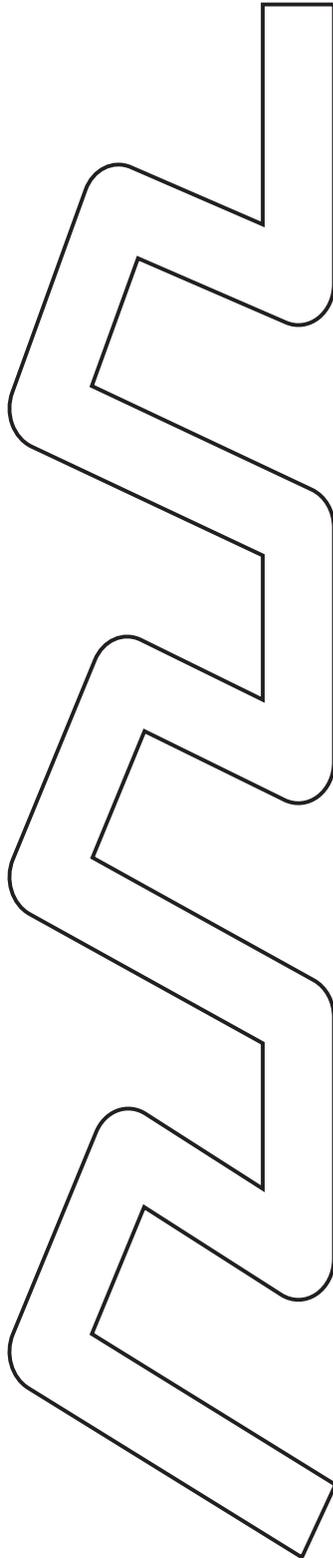
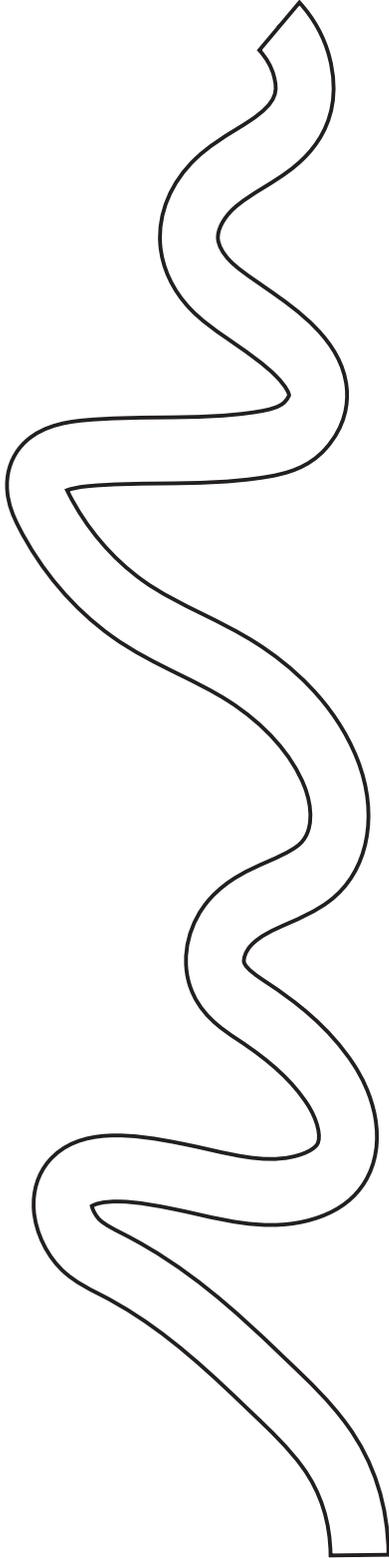
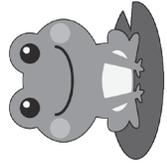
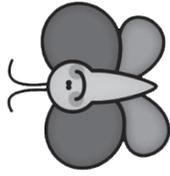
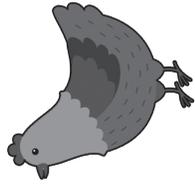


| | | |
|---|---|-----------|
| 1 |  | rock |
| 2 |  | frogs |
| 3 |  | lily pads |
| 5 |  | fishes |
| 8 |  | tadpoles |



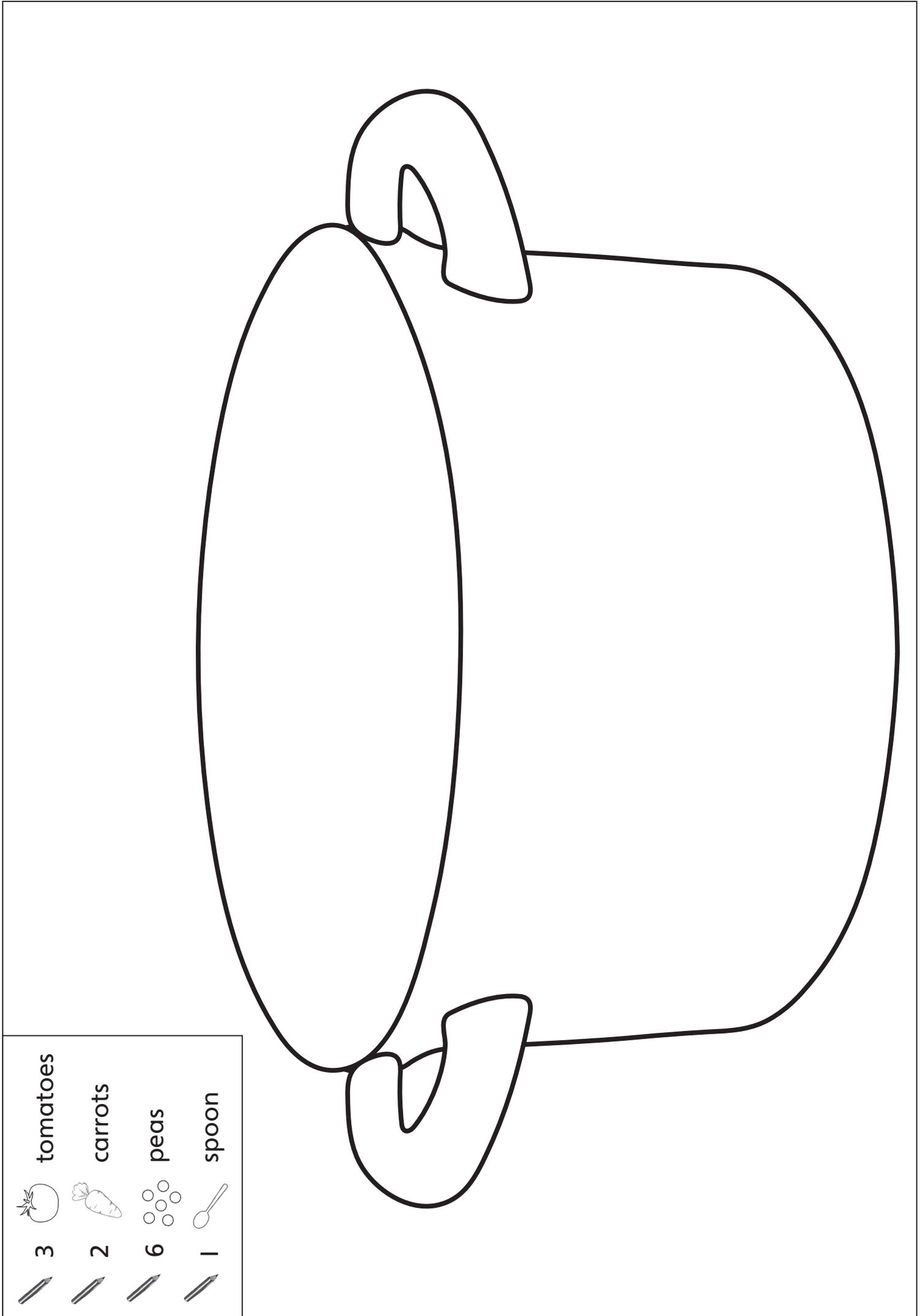


The little tadpole: Playdough activity page





Temo and the plant thieves: Read and Do activity page

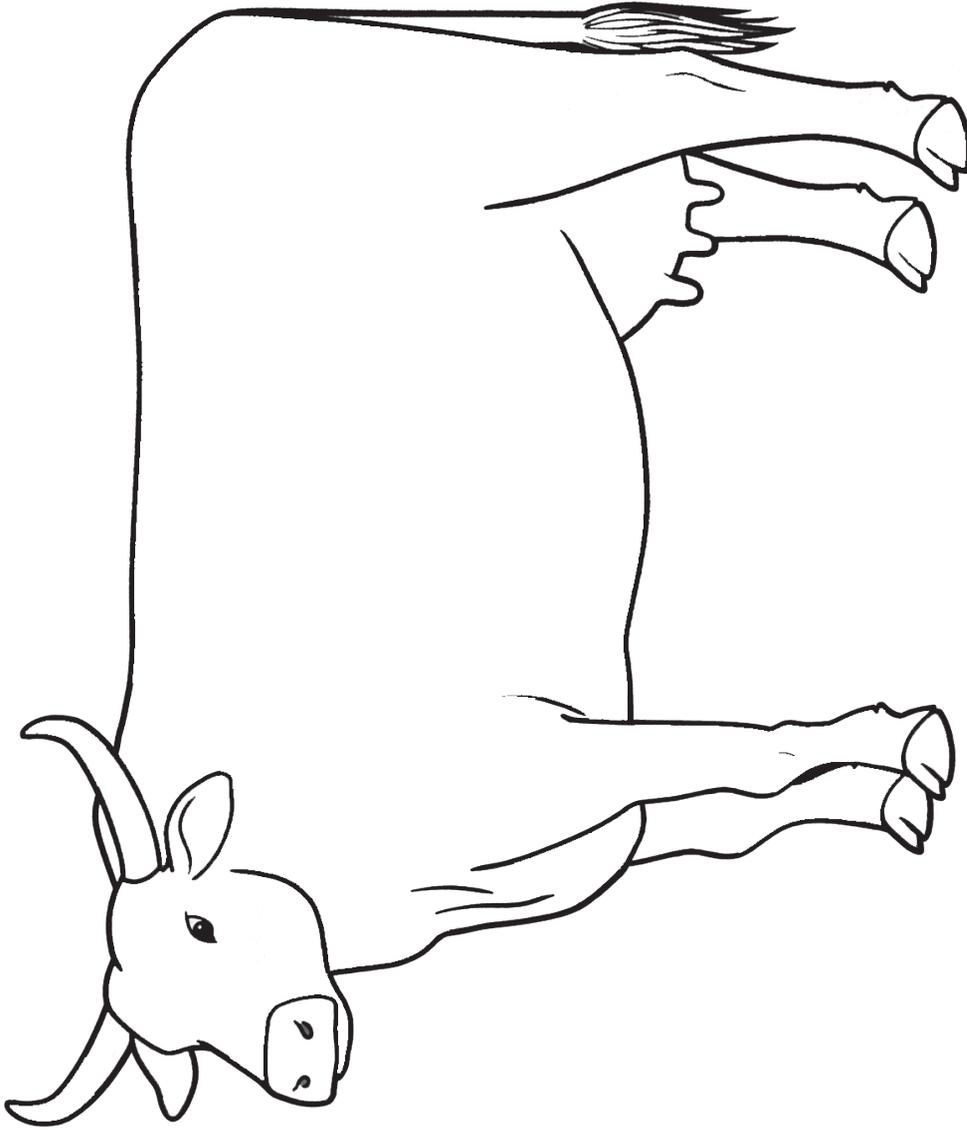


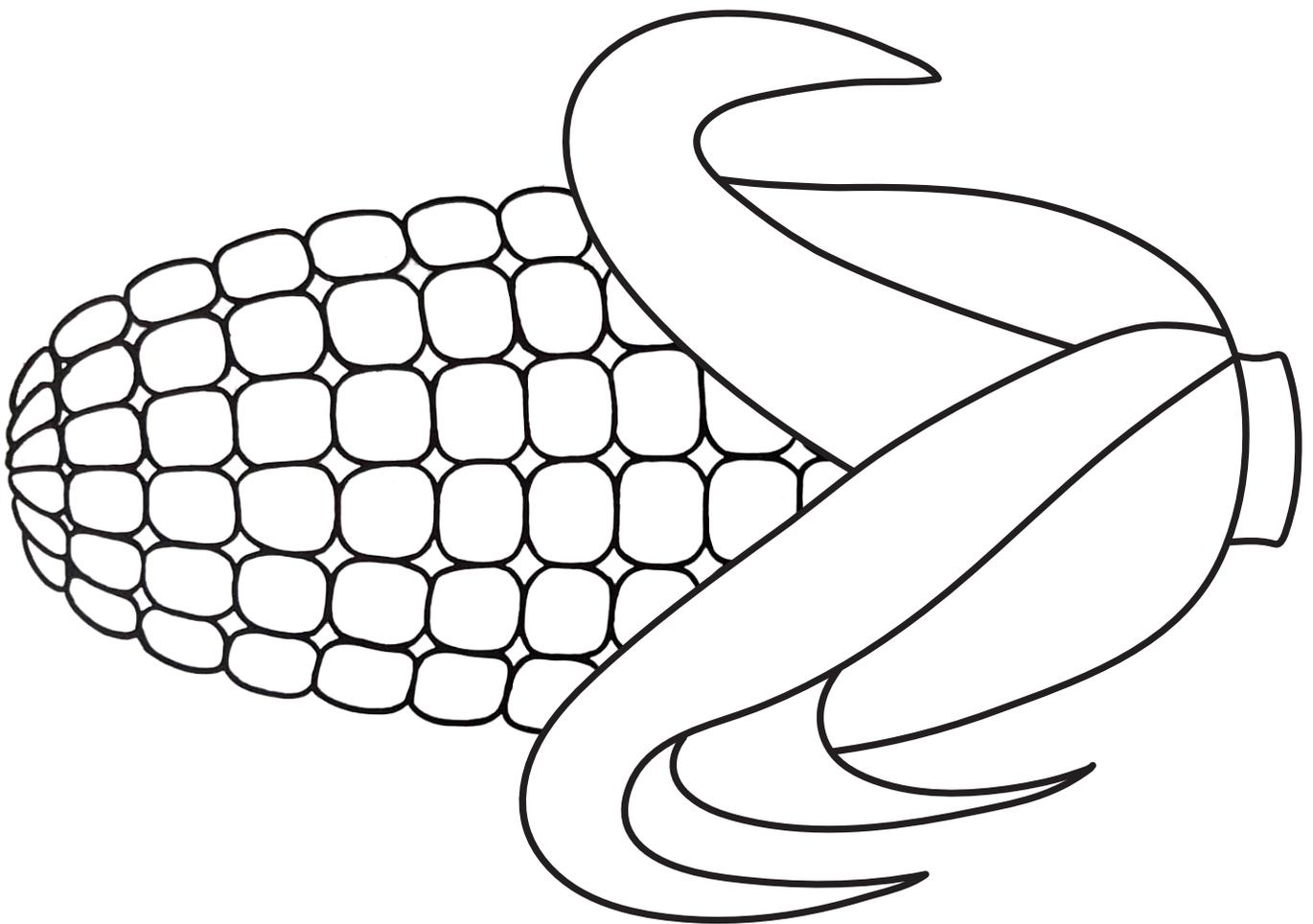
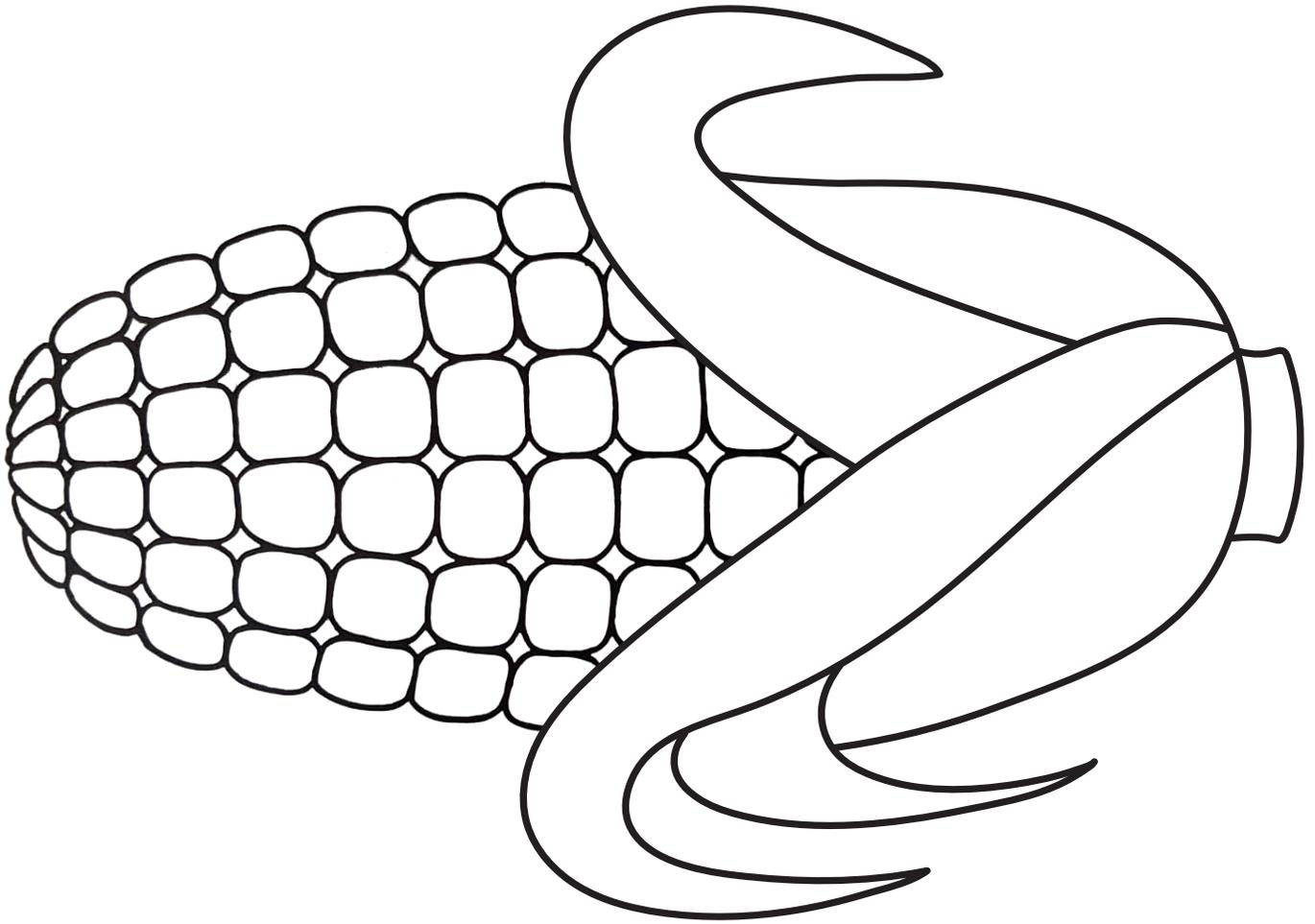
| | | | |
|---|----------|---|----------|
|  | 3 |  | tomatoes |
|  | 2 |  | carrots |
|  | 6 |  | peas |
|  | 1 |  | spoon |





Temo and the plant thieves: Temo's cow activity page







Grandpa Farouk's garden: Read and do activity page

-  1  caterpillar
-  2  butterflies
-  3  snails
-  4  bees
-  5  earthworms

