



Grade R Language Improvement Programme

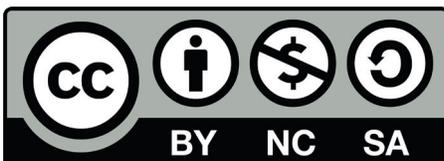
Activity Guide

Term 4



English





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Contents

Foreword from the Head of Department	4
INTRODUCTION	
The Term 4 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
DINA AND HER ANIMALS	
Story	11
Song and vocabulary from the story	12
Week 1	13
Week 2	20
KEEPER AND HIS NURSERY	
Story	27
Song and vocabulary from the story	28
Week 1	29
Week 2	36
BUSHBUCK'S VISITOR	
Story	43
Song and vocabulary from the story	44
Week 1	45
Week 2	52
ZANELE'S STORY	
Story	58
Song and vocabulary from the story	59
Week 1	60
Week 2	67
ASSESSMENTS	
Term 4: Exemplar record of continuous assessment (checklist)	75
Term 4: Listening and speaking rubric 1 and 2.....	76
Term 4: Phonics, reading and viewing rubric 1 to 3.....	77
Term 4: Emergent writing and handwriting rubric 1 to 3.....	78
How to make playdough and a little book	79
Activity pages	80

★ 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.

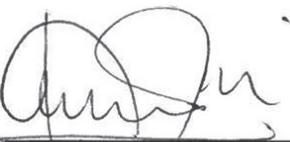
The Grade R Mathematics and Language Improvement Project has been developed to provide the much-needed classroom based support for the Grade R teachers/practitioners in Gauteng. It is about classroom practices with exciting techniques and methodology most appropriate for Grade R Teaching and Learning. 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 4 Activity Guide

The Home Language Term 4 Activity Guide offers a structure for teaching Home Language in the fourth 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 4.

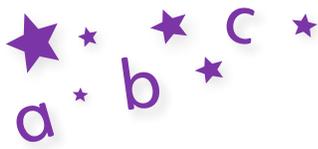
Story	Theme	Focus letters/sounds
Dina and her animals	Birds	d and a
Keeper and his nursery	Wild animals	n and i
Bushbuck's visitor	One wild animal	r and u
Zanele's story	Sport	e and o

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 and posters
- ★ objects or picture cards for the vocabulary list for each story
- ★ objects for letter boxes, a bag, die and counters, South African flag
- ★ playdough or clay
- ★ jumbo wax crayons, paints and paintbrushes, scissors, glue, craft glue, kokis and whiteboard markers
- ★ A4 paper, coloured paper, cardboard and flipchart paper
- ★ scrap materials for art and construction activities: paper plates, bird seed or mixed seeds, plastic and metal bottle tops, egg boxes, jar lids, felt or fabric pieces, empty toilet rolls, plastic forks, hoops, recycled cardboard, newspaper, ice-cream sticks, elastic bands, small pompoms or coloured balls, small yoghurt containers, tissue paper, empty tins, straws, ribbon or string, wool (green, yellow, blue, red and black)
- ★ small objects spelt with consonant-vowel-consonant such as: pen, net, zip, peg, lid, tin, cup.

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.

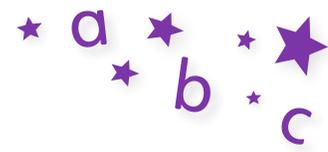
Teaching Home Language in the Grade R daily programme

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.
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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.

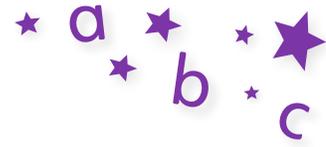
Two-week cycle	Whole class story-based activities	CAPS language skills	Assessment checklist	Assessment rubric
			(derived from the CAPS assessment criteria)	
Week 1: Monday	Storytelling and building vocabulary	Listening and speaking	Listens to short stories with enjoyment and joins in choruses at the 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	



★ Dina and her animals



Story

Dina is a young girl who loves animals very much and animals love her too. She lives with her mother, father and brother in a little village. They have a goat, two chickens and a cat. Dina cares for all their animals. Before and after school, Dina loves to spend time feeding and playing with the animals. She even feeds the wild birds that sit close to her.

One day Dina was playing with her friends at school. She heard children shouting and laughing on the other side of the playground. Dina looked over at them and she saw something terrible. A group of children were throwing stones at some doves who were looking for food on the ground.

"Don't do that!" shouted Dina as she ran towards the children. "Don't do that to the doves! You're hurting them." Dina's friends ran across the playground with her. The unkind children saw them coming and they quickly ran away.

When the frightened doves heard all the noise they tried to fly away. Dina and her friends saw that two of the doves could not fly away because their wings had been hurt.

Dina bent down and gently picked up the doves. The doves were very scared. "Don't be scared," said Dina. "I'll take good care of you and help you get better." Dina decided to take the doves home with her.



At home that night Dina told her mom and dad what had happened at school. They were angry that the children had hurt the doves. Dina put the doves in small boxes where she kept them warm and safe. She fed them and gave them water. After a few days their wings healed and Dina took them outside and let them fly away.

Dina's friends were happy to hear that the two doves were better and could fly. "We're proud of you, Dina," they said. "You're very kind to animals."

"I love animals," Dina told them. "Animals are useful to us and they are our friends. We must protect them and look after them."

And that is the end of the story.





Song

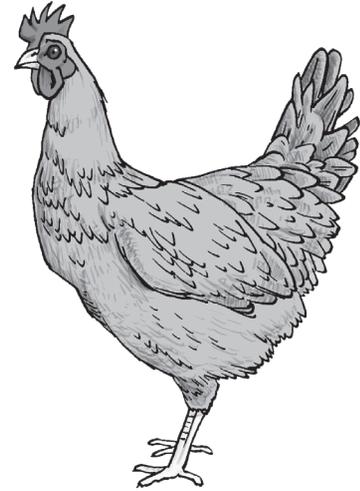
Dina was a kind girl, a kind girl, a kind girl,
Dina was a kind girl, who saved two little doves

She took them home to care for them, care for them, care for them
She took them home to care for them and fed them every day

They soon grew strong and healthy, healthy, healthy
They soon grew strong and healthy and then they flew away

We must care for animals, animals, animals
We must care for animals, they help us in many ways

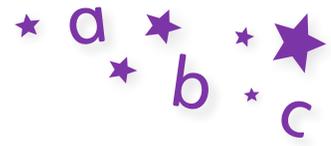
(Sing to the tune of "Mary had a little lamb" or use your own tune.)



Vocabulary from the story

Key-words:	animal	kind	care for	hurt	wild bird	dove
Extra words:	warm	safe	throw	stone	heal	fly
	frightened	scared	protect	wing	angry	gentle





You will need:

- Story: *Dina and her animals*
- Puppets: Dina, animals (goat, cat, chickens), Dina's friends, unkind child, doves
- Props: a box, birdfeed
- 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: *"Have you seen any birds where you live or at school? Do you know what kind of birds they are? Do you have any animals at home that you care for?"*
- 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: If you have a book about birds, you can show them a picture of a dove, and point to its wings and other parts of its body (feathers, beak).

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 Dina felt when she saw the children throwing stones at the doves? What do you think Dina will do to help the doves?"*

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? Do you think Dina was brave? What do you think you would do if you saw children throwing stones at birds?"*

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: *"doves, Dina, dad. Can you hear the focus sound: **doves, Dina, dad?** 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.



You will need:

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



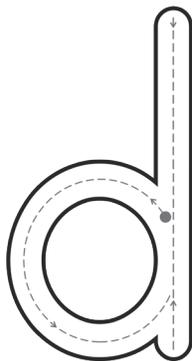
Week 1 Day 2

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

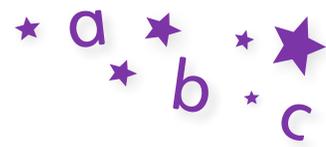


- 1 Remind learners of the focus sound. Ask learners if anyone's name starts with /d/ or if they can think of any other words that start with the sound /d/.
- 2 Teach learners an action associated with the sound. For example: Learners can dance to the rhythm: "d-d-d-d".
- 3 Show learners how to write 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 mat, 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: Ask them if they can remember another word for "frightened" (scared) and what word was used to describe what happened to the birds' wings (they were hurt). Ask learners to show you how they would pick up a bird gently.
- 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
- Picture cards – end sounds

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:



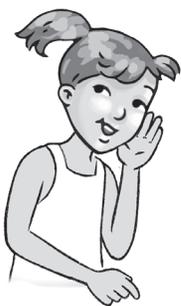
These are useful questions to ask about each picture:

- "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

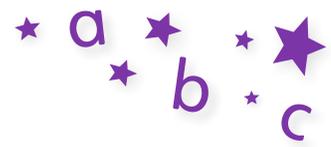
- 1 Ask learners to sit on the mat. Select two pairs of picture cards ending with the same sound. Ask four learners to stand in front of the mat. Give each learner a picture to hold up so all the learners can see. Ask learners to help you name the pictures.
- 2 Say the name of each picture slowly while emphasising the sounds in the words, particularly the end sound.
- 3 Ask learners to help you decide which two pictures end with the same sound. Learners holding these pictures must move and stand next to each other.
- 4 Once learners are familiar with this game, try the following variation: Make sure you have enough pictures so that you can give each learner one. Explain to learners that they must find other learners whose pictures have the same end sound.



Small group activities

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





You will need:

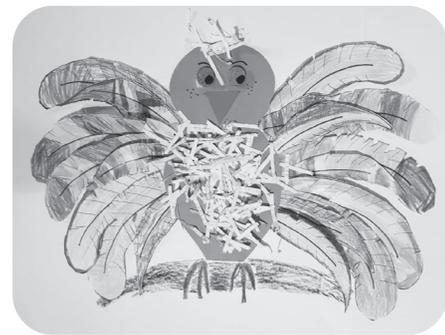
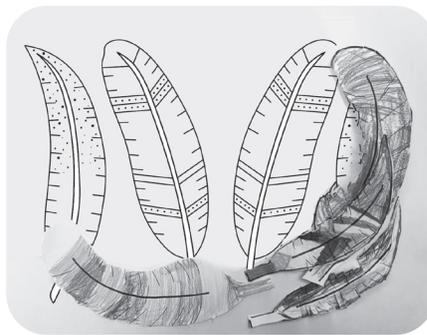
- A photocopy of the **Feather activity page** for each learner, crayons, scissors, flipchart paper, glue
- A list of multisyllabic words relating to the story: chicken, animal, feeding, playing, playground, terrible, shouting, laughing, unkind, throwing, children, protect
- Two chairs

Week 1 Day 5

Whole class activities

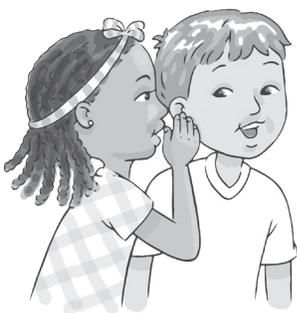
Make, draw and write

- 1 Explain to learners that they are going to help you make a big bird on flipchart paper. Begin by drawing a bird's body and head in the middle of the flipchart paper (you may need to draw two birds).
- 2 Give each learner two different feathers and encourage them to colour them in and cut them out. Then they can use their scissors to carefully cut slits in the edges of the feathers.
- 3 Show learners how to stick the feathers on the birds body on the flipchart to create a left and right wing.



Blending and segmenting (syllables)

- 1 Place two chairs on the mat and ask learners to sit on the mat facing the chairs. Say one of the words from the list of multisyllabic words and model how to break it into syllables, for example: **chil | dren, un | kind**.
- 2 Select two learners to sit on the chairs facing the other learners. Whisper in one learner's ear that they must say "play". The other learner must say "ground".
- 3 Ask each learner to say their syllable out loud. The other learners must put the syllables together to make the word ("playground").
- 4 Then ask the learners: "Say 'playground' without saying 'play'." Point to the learners sitting on the chairs and ask them to say the words "play" and "ground". Ask the learner saying "play" to keep quiet – what is left? Yes, "ground"! Then do this activity the other way around: "Say 'playground' without 'ground' (play)." Continue this activity with other two-syllable words.
- 5 Extend this activity by using different bird names. For example, pea-cock, sparrow, ea-gle, horn-bill, wag-tail, wood-peck-er, fly-catch-er, king-fish-er (with the last few you would need to have three chairs).

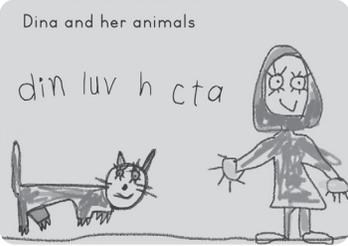
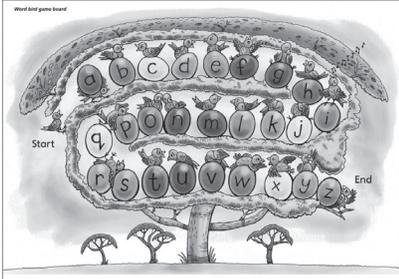


Small group activities

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>Dina and her animals</i> din luv h cta</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 Word bird game boards 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"> Place the game board on the mat with two to three learners seated around it. Explain the rules to the learners: <ul style="list-style-type: none"> Learners put their counters on <i>Start</i>. Each learner takes a turn to throw the die and moves the counter the correct number of spaces on the board. When they land on a letter, they must say the sound that letter makes and name something that begins with that sound. The first learner to reach the <i>End</i> of the board is the winner and the game is over. 
<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

- Bird seed or a mix of seeds
- One egg box per learner



Activities

Activity 4: Fine motor skills and handwriting

- 1 Explain to learners that they must sort the different seeds and grains in the bird food.
- 2 After the activity, you can encourage learners to put out bird seed for wild birds and watch the birds eating the seeds.

- Props: soft toys or pictures of pets, baskets or beds for the animals, blankets, bowls, stethoscope, grooming-brushes, collar, lead, telephone, a doctor's instruments (for example: a thermometer), crayons or pens for injections, an empty pill box, nurse or doctor's clothes, a notebook and pencil

Activity 5: Pretend play

- 1 Lead the group to the pretend play corner and show them the new props. Talk about how we go to the doctor when we are sick. Ask learners if they know the name of a special kind of doctor that sick animals go to (a vet). Explain to them that they are going to pretend to be a vet working at an animal shelter. Animals are often very scared when they go to the vet, so learners must be very gentle and kind to animals who visit the "animal shelter".
- 2 Explain that at the vet, you need to wait in a waiting room with your pet until the receptionist calls your name. You can then explain what is wrong with your pet. The receptionist will write down your name and tell you when it is your turn to see the vet.
- 3 Visit the corner at least once to observe and encourage the learners' pretend play. For example, you could walk up to the receptionist and say: "Hello, my name is Ms Zama. I am here with my tiny kitten. Her name is Baby. She is very sick."





You will need:

- Big sequence pictures
- Photocopied and folded little book for each learner
- A photocopy of the **Black and white sequence pictures** for each learner
- A blank A4 paper for each learner, scissors, glue

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 Ask learners to cut out the black and white pictures, arrange them in the correct order and then glue them on a blank page. Walk around the class and assist where necessary. This activity is useful for assessing the learners' ability to put the main events of the story in the correct order.
- 6 Once learners have completed their sequence pictures, give each learner a little book. If there is time, they should "read" their little book to a partner in the class.
- 7 Learners can take the books or sequence pictures 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: *"animals, angry, at. Can you hear the focus sound: **animals, angry, at?** Yes, you are right! The focus sound is /a/. Now listen to these words from the story: ran, cat, happy, dad. Can you hear the focus sound in these words: **ran, cat, happy, dad?**"*
- 2 *"Listen carefully, here are some more words with /a/: apple, ant, ambulance."* (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: *Dina and her animals*
- Water in containers and a paintbrush for each learner

Week 2 Day 2

Whole class activities

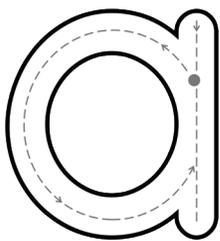
Shared reading – Big Book

- 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 mat, 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:

- Bird calls to play from a phone
- Pictures of different kinds of birds
- Apples cut into pieces
- A small mirror
- Objects or pictures of an apple, avocado, ambulance, map of Africa, ant

Week 2 Day 3

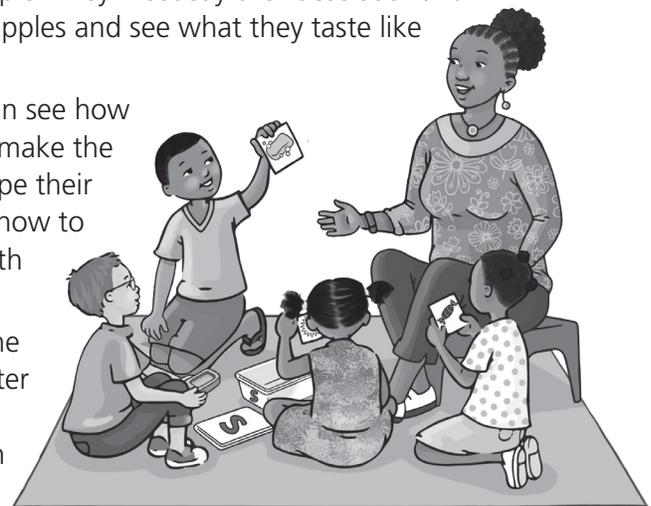
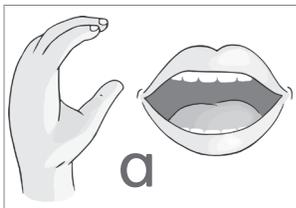
Whole class activities

Learning to listen

- 1 Seat learners in a circle and ask them to close their eyes and listen carefully to see if they can hear any birds outside. Ask learners if they know any bird calls (the sounds that different birds make).
- 2 Learners must listen carefully as you play different bird calls on your phone or make the sounds of different birds. (Start with calls that are likely to be familiar: a duck, a rooster, an owl, a chicken, a hadeda.) Encourage learners to listen carefully and try to say the name of the bird.
- 3 Extend this activity by discussing the pictures of different birds and then placing pictures face down in the middle of the circle.
- 4 A learner must take a card and try to make the sound of the bird and then describe the bird. The other learners have to guess the bird 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:

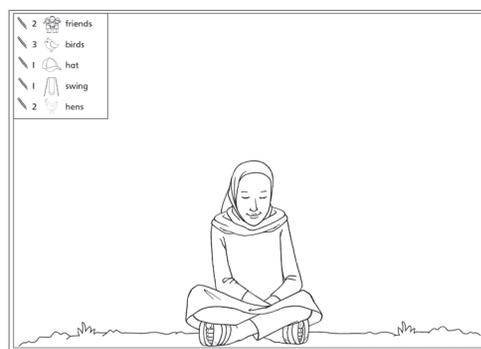
- A photocopy of the **Read and do activity page** for each learner
- Jumbo wax crayons
- Picture cards – end sounds

Week 2 Day 4

Whole class activities

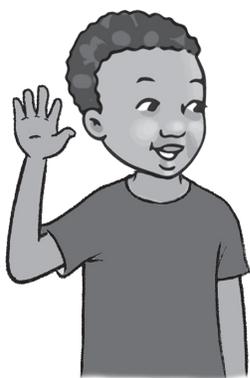
Read and do

- 1 Tell learners to look at the list on the page and to talk about what they see (numbers, pictures and words).
- 2 Remind learners that they are going to “read” each line and then do what it says.
- 3 Try to avoid reading the list with learners, but encourage them to read through the whole list before starting to draw.
- 4 Walk around as learners are working and give support where necessary.
- 5 Remind learners to check the list again after they have finished “reading” and drawing, and to put a tick next to each line when they have finished that task.



Listening for focus sounds

- 1 Ask learners to sit on the mat. Select two pairs of picture cards ending with the same sound. Ask four learners to stand in front of the mat. Give each learner a picture to hold up so all the learners can see. Ask learners to help you name the pictures.
- 2 Say the name of each picture slowly while emphasising the sounds in the words, particularly the end sound.
- 3 Ask learners to help you decide which two pictures end with the same sound. Learners holding these pictures must move and stand next to each other.
- 4 Once learners are familiar with this game, try the following variation: Make sure you have enough pictures so that you can give each learner one. Explain to learners that they must find other learners whose pictures have the same end sound.



Small group activities

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



You will need:

- A piece of flipchart paper
- Jumbo wax crayons
- A list of multisyllabic words relating to the story: chicken, animal, feeding, playing, playground, terrible, shouting, laughing, unkind, throwing, children, protect
- Two chairs



Week 2 Day 5

Whole class activities

Make, draw and write

- 1 Explain to learners that you need their help to make some posters to put around the school to tell people why it is important to be kind to animals and take good care of them.
- 2 Ask them if anyone can remember what Dina said about animals as this could be something you could write on a poster. For example: *"Animals are useful to us and they are our friends. We must protect them and look after them."*
- 3 Ask learners if they would like to write this on the poster or if they have any other ideas. For example: Be kind to animals. Take care of your pets. Do not hurt animals.
- 4 Discuss what people need to do to take good care of animals and then agree on what to write. For example: Make sure pets have fresh water every day, pets need food just like you, don't throw stones at animals or hit animals.
- 5 Make a few posters with the words the learners want you to write. Give learners the posters to illustrate and then stick them up outside the classrooms for others to see.

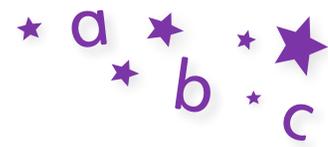
Blending and segmenting (syllables)

- 1 Place two chairs on the mat and ask learners to sit on the mat facing the chairs. Say one of the words from the list of multisyllabic words and model how to break it into syllables, for example: **chil | dren, un | kind.**
- 2 Select two learners to sit on the chairs facing the other learners. Whisper in one learner's ear that they must say "play". The other learner must say "ground".
- 3 Ask each learner to say their syllable out loud. The other learners must put the syllables together to make the word ("playground").
- 4 Then ask the learners: *"Say 'playground' without saying 'play'."* Point to the learners sitting on the chairs and ask them to say the words "play" and "ground". Ask the learner saying "play" to keep quiet – what is left? Yes, "ground"! Then do this activity the other way around: *"Say 'playground' without 'ground' (play)."* Continue this activity with other two-syllable words.
- 5 Extend this activity by using different bird names. For example, pea-cock, sparrow, ea-gle, horn-bill, wag-tail, wood-peck-er, fly-catch-er, king-fish-er (with the last few you would need to have three chairs).

Small group activities

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

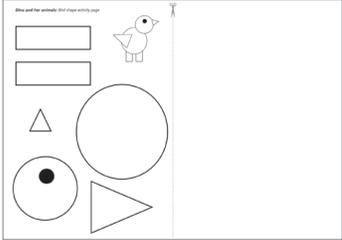




Small group activities for Week 2

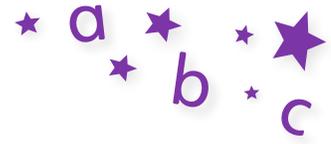
You will need	Activities
<ul style="list-style-type: none"> • A blank A4 page for each learner • Jumbo wax crayons • Pictures of different types of birds 	<p>Activity 1: Drawing and emergent writing</p> <ol style="list-style-type: none"> 1 Explain to learners that they must look carefully at the pictures of different types of birds (different colours, different shapes of beaks, long or short legs, long or short tails). 2 Once they have looked at the pictures of the birds, they must draw and decorate a bird of their choice. Encourage them to try and write labels for different parts of the bird (wings, legs, beak, tail). 
<ul style="list-style-type: none"> • Two Word bird game boards • Two dice and counters  <p><i>To extend this game, put all the letter picture cards face up on the table so that when a learner lands on a letter, they have to find a picture that starts with that letter.</i></p>	<p>Activity 2: Puzzles and games</p> <ol style="list-style-type: none"> 1 Place the game board on the mat with two to three learners seated around it. 2 Explain the rules to the learners: <ul style="list-style-type: none"> • Learners put their counters on <i>Start</i>. • Each learner takes a turn to throw the die and moves the counter the correct number of spaces on the board. • When they land on a letter, they must say the sound that letter makes and name something that begins with that sound. • The first learner to reach the <i>End</i> of the bird is the winner and the game is over.
<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 photocopy of the Bird shape activity page for each learner • Jumbo wax crayons, scissors, glue 	<p>Activity 4: Fine motor skills and handwriting</p> <ol style="list-style-type: none"> 1 Explain to learners that they must colour in and cut out the shapes, and then stick them on the page to make a bird. 2 Ask learners to add the bird's feet and draw the background. 
<ul style="list-style-type: none"> • Props: soft toys or pictures of pets, baskets or beds for the animals, blankets, bowls, stethoscope, grooming-brushes, collar, lead, telephone, a doctor's instruments (for example: a thermometer), crayons or pens for injections, an empty pill box, nurse or doctor's clothes, a notebook and pencil 	<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 at or visiting an animal shelter or vet. Visit the corner at least once to observe and encourage the learners' game. 



★ Keeper and his nursery



Story



This is the story about a kind man called Keeper. Keeper has made a safe place where orphaned baby animals can stay. He calls his place a nursery. The animals who are brought here are wild animals who have no parents to care for them. They are too small to look after themselves, and their lives would be in danger in the wild.

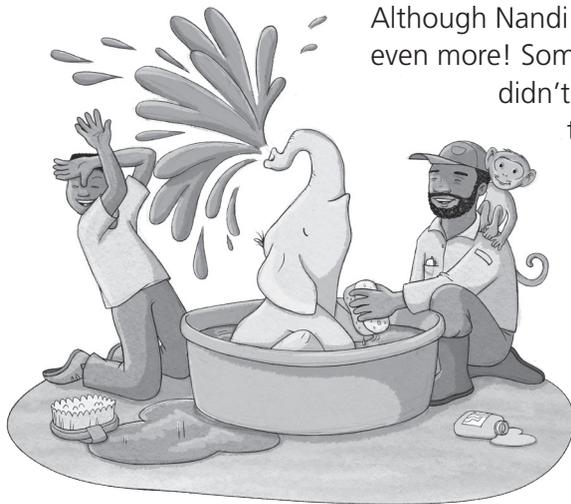
Keeper and his helpers care for the baby animals until they are strong enough to live in the wild again. The helpers watch the animals carefully. They feed them and keep them warm. If the animals are sick, the helpers take care of them and give them medicine.

One day, Keeper got some news. A one-year old elephant was coming to the nursery. She was sick and thin and sad. She had no parents to care for her. The baby elephant was brought to the nursery on the back of a truck. Keeper and a helper gently helped the elephant get off the truck. They decided to name her Nandi.



At first Nandi didn't want to eat and she just lay sleeping under a blanket. Keeper and his helpers didn't give up. They cared for Nandi every day and she began to get stronger. One day, Keeper said: "I think it's time for Nandi to go outside and play with the other animals."

At first Nandi was still a bit tired and slow, but she soon learned to play. Her best friends were the baby giraffe and the new baby rhino. They played with the ball together. Keeper watched them and laughed: "One day you'll all be soccer champions!" he said.



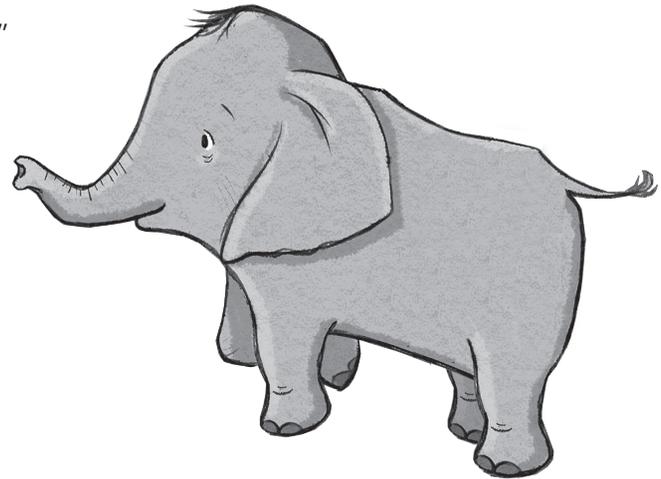
Although Nandi loved playing with her friends, she loved splashing in the water even more! Sometimes she sprayed water at Keeper with her trunk. Keeper didn't mind, he was happy to see that Nandi was learning to use her trunk like other elephants. "Soon Nandi will be able to join the other elephants in the wild again," thought Keeper happily.

And that is the end of the story.



Song

If you should meet an elephant on a summer's day,
 What would you do and what would you say?
 I'd say: "Good morning, Elephant, how do you do?
 I'm glad to meet you, Elephant, I'd like to dance with you!"
(Learners dance in pairs)



If you should meet a rhino on a summer's day,
 What would you do and what would you say?
 I'd say: "Good morning, Rhino, how do you do?
 I'm glad to meet you, Rhino, I'd like to dance with you!"
(Learners dance in pairs)

If you should meet a giraffe on a summer's day,
 What would you do and what would you say?
 I'd say: "Good morning, Giraffe, how do you do?
 I'm glad to meet you, Giraffe, I'd like to dance with you!"
(Learners dance in pairs)

(Sing to the tune of "If you should meet an elephant" or use your own tune.)

Vocabulary from the story

Key-words:	wild animal	parent	orphan	elephant	giraffe	rhino
Extra words:	strong	thin	give up	trunk	splash	spray
	helper	medicine	warm	nursery	tired	slow





You will need:

- Story: *Keeper and his nursery*
- Puppets: Keeper, Nandi the elephant, baby rhino, baby giraffe
- Props: a blanket, a baby's bottle, an empty medicine bottle, a ball
- 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: *"Has anyone ever seen a baby elephant, giraffe or rhino in real life or on television? Have you ever found an animal that is hurt or sick and what did you do to help that animal?"*
- 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. Ask learners if they have ever heard the word "orphan" and explain that this means a person or animal who has no parents.

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 Keeper and the helpers need to do to take care of the baby animals? How did Keeper and the helpers feel when Nandi got stronger? Why didn't Keeper get cross when Nandi sprayed him with water?"*

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? Do you think you would like to work in Keeper's nursery? Why/why not?"*

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: *"Nandi, nursery, name, news. Can you hear the focus sound: **N**andi, **n**ursery, **n**ame, **n**ews? Yes, you are right! They all have the sound /n/."*
- 2 *"Listen carefully, here are some more words with /n/: nose, night, nest, nails."* (Emphasise the focus sound as you say these words.)
- 3 Say the sound /n/ clearly and tell learners to watch your mouth.
- 4 Ask learners to say the sound /n/: **"n-n-n"**. 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, **n** ("en").

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

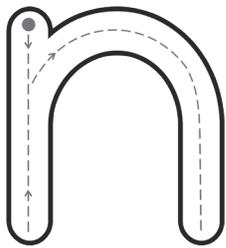
Whole class activities

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

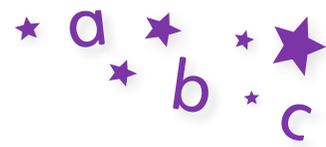
- 1 Remind learners of the focus sound. Ask learners if anyone's name starts with /n/ or if they can think of any other words that start with the sound /n/.
- 2 Teach learners an action associated with the sound. For example: Learners can shake their heads and wave their index finger from side to side, saying "*no-no-no, n-n-n*" in a cross voice.
- 3 Show learners how to write the letter **n**. 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 and down.*"
- 4 Let learners practise the letter formation in the air, on the mat, 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 **n**: nappy, nails, necklace, nose, nest, nail polish, noodles



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: Keeper didn't stop caring for Nandi when she slept and didn't want to eat. What words from the story mean they kept on trying? (They didn't give up.)
- 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
- Picture cards – middle sounds
- Five containers, a vowel letter and picture card to stick on each container

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:



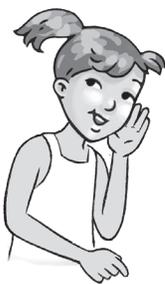
These are useful questions to ask about each picture:

- "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

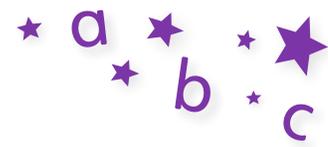
- 1 Give each learner a picture card. Ask them to name the picture and then say the word very slowly. The other learners must try to identify the vowel sound in the middle of the word. For example: The word "dog" has the vowel sound /ɒ/.
- 2 When each learner has had a turn to say the name of their picture and the vowel sound has been identified, show learners the five containers, each containing a vowel letter and picture card. Learners must decide where to put their picture card. For example: If they have a picture of a "dog", they would need to place it in the container with the "o" sound.



Small group activities

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





You will need:

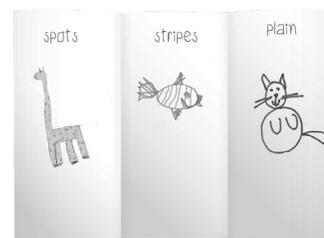
- Flipchart paper
- Pictures of wild animals
- For each learner: an A4 page folded in three, a small strip of recycled cardboard folded in half, two metal or plastic bottle tops, fabric to decorate
- Jumbo wax crayons, scissors, wood or craft glue

Week 1 Day 5

Whole class activities

Make, draw and write

- 1 Show the learners pictures of wild animals and discuss what they look like: Do they have spots (leopards, cheetahs, guinea fowls, giraffes), stripes (tigers, zebras, snakes) or are they plain (lions, elephants, rhinos)?
- 2 Then ask learners to help you sort the animals into groups. Write the words "spots", "stripes" and "plain" on pieces of flipchart paper. Give learners a chance to choose an animal and stick it under the correct heading with Prestik.
- 3 Give each learner an A4 page folded in three. They must try and write the headings on the top of the page: spots, stripes, plain. Then they must draw two animals under each heading.



Stella says:



Words like "snake" only have one syllable, but you can challenge learners to break the word into sounds (phonemes). For example: snake = s-n-a-ke, buck = b-u-ck

Blending and segmenting (syllables and phonemes)

- 1 Each learner needs to first make a crocodile. They must fold the small, narrow piece of card in half and decorate it to make it look like a crocodile. Then they can stick two bottle tops on the inside of the card where the teeth of the crocodile would be.
- 2 Learners can open and close the crocodile's mouth and listen to the click sound made by the "teeth".
- 3 Once they have made their crocodile, they can use it to break words into syllables. For example, croc-o-dile = 3 clicks.
- 4 Show learners pictures of wild animals, name the animals and then encourage them to click for each syllable: wart-hog = 2 clicks, el-e-phant = 3 clicks, mon-key = 2 clicks, rhin-o-cer-ous = 4 clicks, hip-po-pot-a-mus = 5 clicks, snake = 1 click, buck = 1 click.



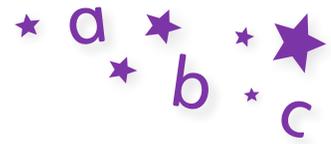
Small group activities

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="197 662 586 898"> </div> <div data-bbox="206 915 569 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"> Picture cards – middle sounds stuck with Prestik around the edges of an A3 piece of paper or card Bottle tops with the vowels written inside the lid (If there are five pictures with an "a", there must be five bottle tops with an "a" written inside the lid.) Tweezers (These can be made from two ice-cream sticks, an elastic band and a pompom between the sticks.) 	<p>Activity 2: Puzzles and games</p> <ol style="list-style-type: none"> Explain to learners that they must use the tweezers to pick up a bottle top letter and see if they can find a picture with that sound in the middle. For example: If they pick up "e", they must find a picture with an /e/ sound such as "bed", "net", "peg" or "hen". Then they must put the lid on top of that picture card. They must continue until all the pictures are covered with a lid. <div data-bbox="894 1483 1272 1755"> </div>
<ul style="list-style-type: none"> Books, magazines, folded little books, Big Books and leaflets <div data-bbox="309 1875 475 2080"> </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">• A photocopy of the Elephant activity page for each learner, newspaper to tear, glue, black kokis	<p>Activity 4: Fine motor skills and handwriting</p> <ol style="list-style-type: none">1 Learners must tear the newspaper into small pieces and then stick them onto their elephant. Once their elephant is complete they can use the black koki to trace over the ear and draw an eye.2 They can decorate the background when finished or they can cut out their elephants and the whole class can make an elephant herd on a piece of flipchart paper. <div data-bbox="720 741 1131 1037"></div> <div data-bbox="1166 741 1501 1037"></div>
<ul style="list-style-type: none">• Props: tray or shallow cardboard box, sand, sticks to make fences, blue bottle top lids for water, stones, leaves or small branches to make leaves, small pieces of fabric for blankets, plastic wild animals or small pictures of animals stuck onto card	<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 make a nursery for orphaned animals. They must make sure there is water and food for the animals, and shade to keep them cool. They must also be careful that there is a fence to keep the lions and other meat-eating animals away from the plant-eating animals. Visit the corner at least once to observe and encourage the learners' pretend play. <div data-bbox="767 1338 1454 1695"></div>





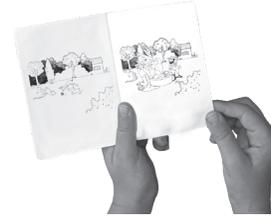
You will need:

- Big sequence pictures
- Photocopied and folded little book for each learner
- A photocopy of the **Black and white sequence pictures** for each learner
- A blank A4 paper for each learner, scissors, glue

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 Ask learners to cut out the black and white pictures, arrange them in the correct order and then glue them on a blank page. Walk around the class and assist where necessary. This activity is useful for assessing the learners' ability to put the main events of the story in the correct order.
- 6 Once learners have completed their sequence pictures, give each learner a little book. If there is time, they should "read" their little book to a partner in the class.
- 7 Learners can take the books or sequence pictures home to read with their families.



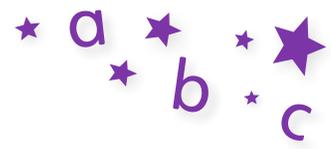
Introducing a sound from the story

- 1 Ask learners to sit on the mat and listen carefully to you. Say these words from the story: *"if, it, in. Can you hear the focus sound: if, it, in? Now listen to these words from the story: sick, give, think. Can you hear the focus sound in these words: sick, give, think? Yes, you are right! The focus sound is /i/."*
- 2 *"Listen carefully, here are some more words with /i/: insect, injection, ink, inside, itchy."* (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** ("eye").

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: *Keeper and his nursery*
- 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 mat, 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
- Objects or pictures of things showing something is 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

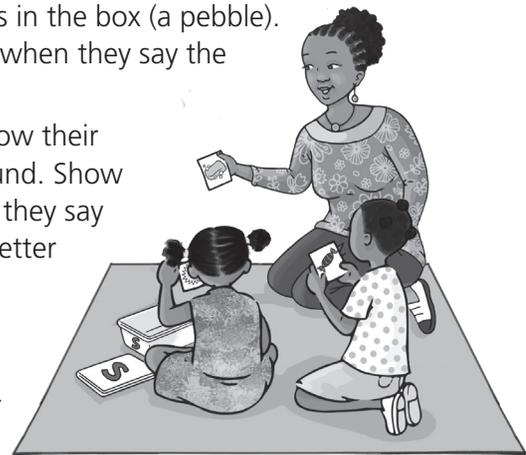
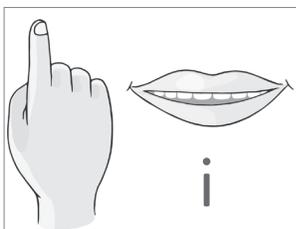
Whole class activities

Learning to listen

- 1 Learners stand in a circle and listen carefully as you give them instructions. If you say "Keeper says", they must do what you say. If you don't say "Keeper says", they must stand still. For example:
 - ★ Keeper says, "Stomp like an elephant."
 - ★ "Slither like a snake."
 - ★ Keeper says, "Stretch like a lion."
 - ★ Keeper says, "Jump like a springbok."
 - ★ "Fly like an eagle."
 - ★ Keeper says, "Chew like a giraffe."
 - ★ Keeper says, "Yawn like a hippo."
- 2 Now say: "I am going to give you some clues and you must try and guess which wild animal I am thinking of."
- 3 Listen carefully to all of the clues before you try and guess. Put your hand on your head if you think you know the answer. For example: "I am looking for an animal that is large and grey with big ears and a long nose."
- 4 Continue with other examples and ask if any of the learners would like to try giving clues.

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:

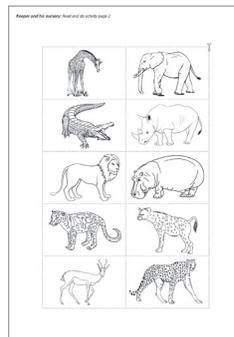
- A photocopy of the **Read and do activity pages 1 and 2**
- Jumbo wax crayons
- Scissors and glue
- Picture cards – middle sounds
- Five containers, a vowel letter and picture card to stick on each container

Week 2 Day 4

Whole class activities

Read and do

- 1 Give each learner a **Read and do activity page 1** with two columns and a **Read and do activity page 2** with animals.
- 2 Ask learners to look at all the animals and talk about what they eat. For example: Lions eat meat so they are called carnivores, giraffes eat leaves and buck eat grass and so they are called herbivores.
- 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 "herbivores" and "carnivores". (Point to the picture of leaves and grass next to the word "herbivores" and the picture of meat next to the word "carnivores".)
- 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 giraffe. Ask them where they think they should stick the giraffe (under the heading: herbivores).
- 6 Tell learners to find other pictures of herbivores 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 animals that are carnivores.
- 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. Ask them to name the picture and then say the word very slowly. The other learners must try to identify the vowel sound in the middle of the word. For example: The word "dog" has the vowel sound /o/.
- 2 When each learner has had a turn to say the name of their picture and the vowel sound has been identified, show learners the five containers, each containing a vowel letter and picture card. Learners must decide where to put their picture card. For example: If they have a picture of a "dog", they would need to place it in the container with the "o" sound.

Small group activities

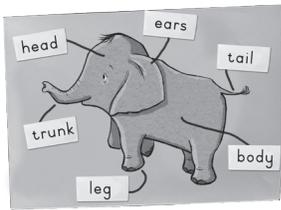
Remind learners about the small group activities, the rules for each activity and the tidy-up process.





You will need:

- Elephant puppet, flipchart paper, scraps of paper/ card for labels, black whiteboard marker
- Jumbo wax crayons
- Pictures of wild animals
- For each learner: a cardboard crocodile made in Week 1



Week 2 Day 5

Whole class activities

Make, draw and write

- 1 Put the elephant puppet or a picture of an elephant in the middle of the large flipchart paper.
- 2 Ask learners to share any interesting facts they know about elephants. You can stimulate the discussion by asking where elephants live (in the bush) and what they eat (leaves, grass).
- 3 Ask learners if they can name the parts of the elephant's body. Choose individual learners to come up and point to the correct part of the body (head, body, tail, leg, trunk, ears).
- 4 Say to the learners that you would like their help labelling the picture of the elephant. Begin by pointing to the tail and drawing a line from the tail to the right-hand side of the picture. Pick up a piece of card and stick it with Prestik on the piece of paper, next to the line you drew from the tail. Now say to the learners: "Who can help me start writing the word 'tail'? Yes, it starts with the sound /t/ and this is the way we write a **t**." Continue writing the rest of the word "tail" without asking the learners to sound out each letter.
- 5 Continue labelling the elephant's head, body, tail, leg, trunk and ears. Each time you write a word, ask the learners to help you listen for the beginning sound and write the corresponding letter. Remember to write in lower case. Don't sound out the whole word as many of these words are difficult to sound out fully. Just focus on the beginning sound and letter.
- 6 Stick up the labelled picture on the wall and watch how learners begin reading the labels.

Blending and segmenting (syllables and phonemes)

- 1 Using their crocodile, learners can break words into syllables. For example: croc-o-dile = 3 clicks.
- 2 Show learners pictures of wild animals, name the animals and then encourage them to click for each syllable: wart-hog = 2 clicks, el-e-phant = 3 clicks, mon-key = 2 clicks, rhin-o-cer-ous = 4 clicks, hip-po-pot-a-mus = 5 clicks, snake = 1 click, buck = 1 click.



Small group activities

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



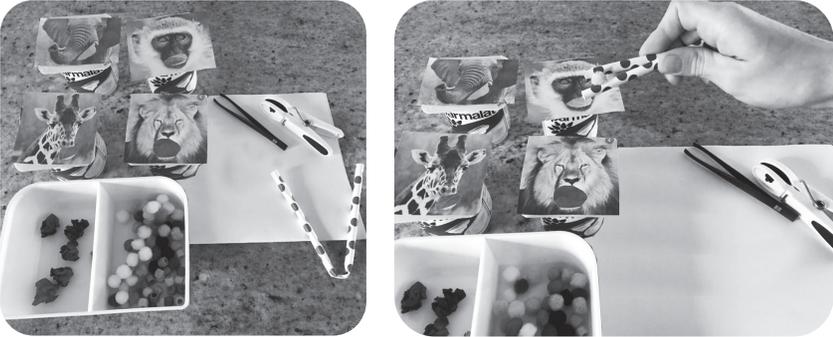


Small group activities for Week 2

You will need	Activities
<ul style="list-style-type: none"> • A blank A4 page for each learner • Pictures of wild animals, plastic wild animals or books with pictures of wild animals • Jumbo wax crayons 	<p>Activity 1: Drawing and emergent writing</p> <ol style="list-style-type: none"> 1 Learners must look at the animals and decide which is their favourite wild animal. 2 They must draw a picture of that animal using the pictures as a guide. They should think about where the animal lives and draw leaves, trees and grass to show where the animal lives and what they would like to eat. <div style="display: flex; justify-content: space-around;">   </div>
<ul style="list-style-type: none"> • Picture cards – middle sounds stuck with Prestik around the edges of an A3 piece of paper or card • Bottle tops with the vowels written inside the lid (If there are five pictures with an “a”, there must be five bottle tops with an “a” written inside the lid.) • Tweezers (These can be made from two ice-cream sticks, an elastic band and a pompom between the sticks.) 	<p>Activity 2: Puzzles and games</p> <ol style="list-style-type: none"> 1 Explain to learners that they must use the tweezers to pick up a bottle top letter and see if they can find a picture with that sound in the middle. For example: If they pick up “e”, they must find a picture with an /e/ sound such as “bed”, “net”, “peg” or “hen”. 2 Then they must put the lid on top of that picture card. They must continue until all the pictures are covered with a lid. 
<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">• Tweezers, small coloured balls or paper rolled up into balls of different colours or pieces of felt/fabric in different colours• Pictures of wild animals' faces with a hole cut out where the mouth is, stuck onto yoghurt cups or small containers	<p>Activity 4: Fine motor skills and handwriting</p> <p>1 Explain to learners that they must use the tweezers to pick up the small balls and feed the animals. The lion eats meat (something red), the giraffe eats leaves (something green), the elephant also eats leaves, the monkey eats fruit (something orange or yellow or purple).</p> 
<ul style="list-style-type: none">• Props: tray or shallow cardboard box, sand, sticks to make fences, blue bottle top lids for water, stones, leaves or small branches to make leaves, plastic wild animals or small pictures of animals stuck onto cardboard	<p>Activity 5: Pretend play</p> <p>1 Remind learners about the props in the pretend play corner and encourage them to continue from Week 1 when they made a nursery for orphaned animals. Visit the corner at least once to observe and encourage the learners' game.</p> 



★ Bushbuck's visitor

Story

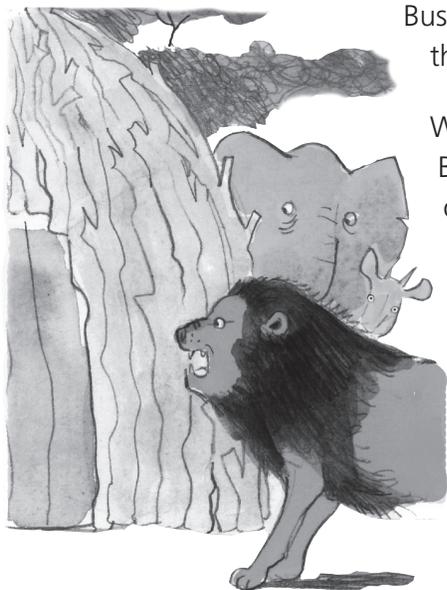
Once upon a time a bushbuck lived in a little house made of sticks. Bushbuck always left his door open when he went out. One day Bushbuck went to the river to drink some water, and he left his door open as always. He was walking back to his house when he noticed that his door was closed. Bushbuck was worried, and he said in his soft Bushbuck voice: "Who is in my house?" He listened and waited. Somebody answered in a deep voice: "Do not open the door or I will eat you!" Bushbuck was very frightened.



Bushbuck ran to find his friend Elephant. He found Elephant standing under a tree, swinging his trunk like this (swing your arms from side to side). Bushbuck said: "Elephant, can you help me?" Elephant replied: "Yes, my friend, what's the matter?" Bushbuck said: "There's someone in my house and he says he's going to eat me." So, Elephant and Bushbuck went back to the house. Elephant walked in his slow Elephant way. Bushbuck ran in his quick, jumpy Bushbuck way. When they got there, Elephant said in his slow Elephant voice: "Who is in Bushbuck's house?" The deep voice answered: "Do not open the door or I will eat you!"

"I don't want to go inside your house," said Elephant feeling scared. "Oh dear!" said Bushbuck. "Who can help us?" Elephant and Bushbuck thought about it and then said: "Let's go and call our brave friend, Lion." They found Lion, lying on a rock in the warm sun. Elephant called to Lion: "Lion, Lion, can you help us?"

Lion said: "Yes, my friend, what's the matter?" Elephant said: "There is somebody in Bushbuck's house and he says he is going to eat us." Lion roared out aloud and then he got up and walked to Bushbuck's house in his proud, lionish way.



When he got to the house, he said in a loud, angry voice: "Who is in Bushbuck's house?" Again, the deep voice said: "Do not open the door or I will eat you!" Lion roared and said: "What? Eat me, the king of the animals?" From inside the house there was a little scuffling noise, like this (make scuffling noise with your feet), and a little giggling noise, like this (make a giggling noise).

Then the door opened slowly and Frog hopped out with a big smile on his face. "Surprise! It's only me. I played a trick on you," said Frog. The animals laughed and Elephant said: "I am the biggest, but Lion, you are the bravest! And you, Frog, you are the smallest and the funniest of us all!" Bushbuck said: "Thank you for your help, my good friends."

And that is the end of the story.



Song

If you should meet a bushbuck walking down the street,
 What would you do? What would you say?
 I'd say: "Good morning, Bushbuck, how do you do?
 I'm pleased to meet you, Bushbuck, and may I dance with you?"
 (Learners dance in pairs.)

If you should meet an elephant walking down the street,
 What would you do? What would you say?
 I'd say: "Good morning, Elephant, how do you do?
 I'm pleased to meet you, Elephant, and may I dance with you?"
 (Learners dance in pairs.)

If you should meet a lion walking down the street,
 What would you do? What would you say?
 I'd say: "Good morning, Lion, how do you do?
 I'm pleased to meet you, Lion, and may I dance with you?"
 (Learners dance in pairs.)

If you should meet a friendly frog walking down the street,
 What would you do? What would you say?
 I'd say: "Good morning, friendly Frog, how do you do?
 I'm pleased to meet you, friendly Frog, and may I dance with you?"
 (Learners dance in pairs.)

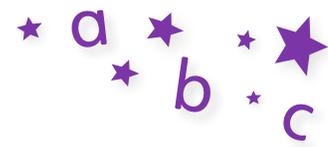
(Sing to the tune of "If you should meet an elephant" or use your own tune.)



Vocabulary from the story

Key-words:	bushbuck	elephant	lion	frog	brave	surprise
Extra words:	open	close	trick	scared	frightened	funny
	giggle	slow	friend	loud	soft (voice)	angry





You will need:

- Story: *Bushbuck's visitor*
- Puppets: Bushbuck, Elephant, Lion, Frog, Bushbuck's house
- Props: masks or headbands for each animal, a large box or a table for Bushbuck's house
- 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: Ask if anybody has seen wild animals in a game reserve or on TV. Talk about the difference between domestic (pet), farm and wild animals.
- 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. Show learners the puppets or pictures of the animals from magazines or books. Talk about the different ways animals move. Ask the learners to walk like a bushbuck (quick, jumpy); like an elephant (waving his trunk); and like a lion with his head up like a king. (Don't introduce the frog at the beginning otherwise the learners will know what happens in the story!)

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: *"Who do you think Elephant and Bushbuck are going to call to help them? Who do you think is inside the house?"*

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? How would you feel if one of your friends played a trick on you like Frog did? Would you be angry or do you think you would laugh once you knew it was a trick?"*

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: *river, ran, roared, rock*. *Can you hear the focus sound: river, ran, roared, rock? Yes, you are right! They all have the sound /r/.*
- 2 *"Listen carefully, here are some more words with /r/: red, rice, ring, rabbit."* (Emphasise the focus sound as you say these words.)
- 3 Say the sound /r/ clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound /r/: **"r-r-r"**. 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, **r** ("ar").

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



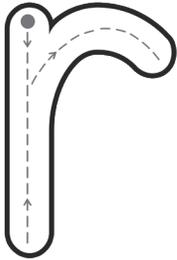
Week 1 Day 2

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

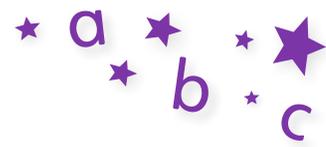


- 1 Remind learners of the focus sound. Ask learners if anyone's name starts with /r/ or if they can think of any other words that start with the sound /r/.
- 2 Teach learners an action associated with the sound. For example: Learners can pretend they are riding a motorbike and turn the handles to rev the engine while saying: "**Rrrr, rrrr, rrrr!**"
- 3 Show learners how to write the letter **r**. 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 and over.*"
- 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 **r**: ring, rice, ruler, rattle, rhino, rabbit, rolling pin, rubber, ruler, ribbon, rose, rope



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 say something to their friend in a **soft** voice like bushbuck, then in a **deep** voice like the frog when he was tricking the animals, then in a **loud, angry** voice like a lion.
- 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 /r/?"* 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 sing a song and they must listen carefully to the end sounds in the words (tune: "Mary had a little lamb").
 - ★ Teacher: "What's the sound that ends these words, ends these words, ends these words? What's the sound that ends these words: goat, feet and heart." (Teacher signals for learners to respond.)
 - ★ Learners say the sound that ends the word, for example: /t/. (Teacher gives thumbs-up sign.)
 - ★ Teacher: "/t/ is the sound that ends these words, ends these words, ends these words! /t/ is the sound that ends these words: goat and feet and heart."
- 2 Use these words for this activity:
 - ★ /k/: cake, snake, sock (more words that end with /k/ – stick, rock, book)
 - ★ /d/: bird, bed, card (more words that end with /d/ – bread, slide, red)
 - ★ /g/: dog, pig, flag (more words that end with /g/ – plug, peg, frog)
 - ★ /l/: ball, wool, nail (more words that end with /l/ – snail, bell, shell)
 - ★ /n/: pen, spoon, stone (more words that end with /n/ – man, sun, ten)
 - ★ /p/: tap, soap, cap (more words that end with /p/ – chip, shop, cup)
 - ★ /t/: cat, goat, plate (more words that end with /t/ – pot, feet, hat)
 - ★ /s/: dress, horse, grass (more words that end with /s/ – bus, house, glass)
 - ★ /m/: drum, jam, comb (more words that end with /m/ – worm, plum, arm)

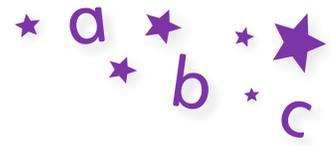
Stella says:



Remember that learners are listening to the end sound of each word regardless of the spelling. For example: 'horse' and 'house' both end with the sound /s/ and 'comb' ends with the sound /m/.

Small group activities

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



You will need:

- Puppets from the story
- Flipchart paper, whiteboard marker
- A list of multisyllabic words relating to the story: bushbuck, elephant, animal, surprise, little, angry, open, worried, scuffling, giggling, river, inside
- Two chairs

Week 1 Day 5

Whole class activities

Make, draw and write

- 1 Say to learners: *"Today we are going to write our own story about one of the animals in the story. Let's choose which animal to write about."* Show learners the pictures of the animals from the story. Once you have chosen which animal to write about, place the picture of the animal in the middle of the paper.
- 2 Use the following questions to guide the story writing process:
 - ★ Ask learners to think of a name for the animal and write down its name.
 - ★ Ask learners for ideas about where the animal lives. Describe this place in a sentence and write it down.
 - ★ Discuss what the animal likes to eat. Once you have agreed, write this down.
 - ★ Ask learners for ideas about something the animal did one day. Choose one of the ideas to write down.
 - ★ Talk about what happened next; write the learners' words.
 - ★ Discuss how they think the story ended; write this sentence.
- 3 Now read the story to the learners using the boxes to help you. If there is time, you can ask some of the learners to illustrate the story. Stick the flipchart paper with the story on the wall.

Stella says:



You can make this easier by cutting up a picture of a bushbuck into two parts so that learners have a visual representation of the two syllables in the word.

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: **el | e | phant, an | gry.**
- 2 Select two learners to sit on the chairs facing the other learners. Whisper in one learner's ear that they must say "bush". The other learner must say "buck".
- 3 Ask each learner to say their syllable out loud. The other learners must put the syllables together to make the word ("bushbuck").
- 4 Then ask the learners: *"Say 'bushbuck' without saying 'bush'."* Point to the learners sitting on the chairs and ask them to say the words "bush" and "buck". Ask the learner saying "bush" to keep quiet – what is left? Yes, "buck"! Then do this activity the other way around: *"What is 'bushbuck' without 'buck' (bush)?"*
- 5 Extend this activity by using different wild animal names. For example: wart-hog, hip-po, rhin-o, spring-bok, bab-oon, monk-ey, leap-ard, cheet-ah, li-on.

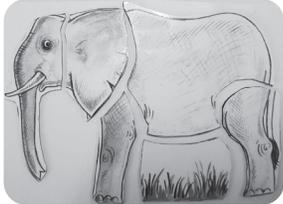


Small group activities

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



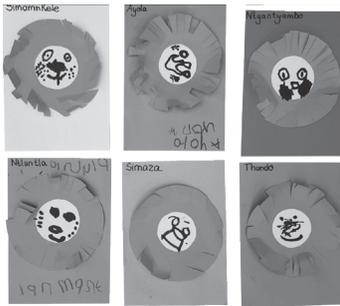
Small group activities for Week 1

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"> Puppet puzzles Story puppets A4 paper Jumbo wax crayons 	<p>Activity 2: Puzzles and games</p> <ol style="list-style-type: none"> Explain to learners that they must first sort the pieces by the colour of each animal, and then put the pieces together to make each animal from the story. Show them some of the body parts of the animals (trunk, legs, ears) and explain that they must look at the puppet to see where the body parts fit together. Once they have completed the animal puzzles, they can choose one animal to draw. 
<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

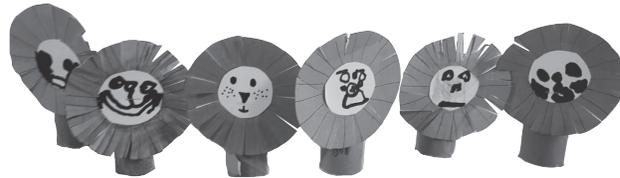
- The lion puppet or a picture of a male lion with a mane
- For each learner: an A5 piece of paper, orange or brown and yellow paper to draw and cut out circles, scissors, black crayons or kokis, either a toilet roll or an A5 piece of paper, circular shapes to trace around



Activities

Activity 4: Fine motor skills and handwriting

- 1 Show learners the lion puppet or a picture of a lion and ask if anyone knows what the fur around a lion's face is called (a mane).
- 2 Explain to the learners that they are going to make a lion's face using the circles of paper.
- 3 They must start by cutting out two circles. They can trace around a tin for a bigger circle, and trace around a toilet roll for a smaller circle. They must stick the smaller circle in the middle of the bigger circle and draw the lion's nose, mouth, eyes and whiskers. Then they can cut around the edge of the bigger circle to make a mane. When they have finished, they can stick the lion on their blank page or you can help them staple it onto a toilet roll.



- Props: torches, pillows, sleeping bags, a pretend campfire with logs and coloured paper in orange, yellow and red to make a fire, pictures of different animal footprints to make tracks around the tent, a blanket or fabric to make a tent, a notebook and pencil to write down the names of the animal noises they hear while they are camping

Activity 5: Pretend play

- 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 go on a night time camp in a game reserve. They must make tents using chairs and blankets. Some learners can pretend to be different animals making noises around the camp, for example, a lion roaring and creeping around, an elephant eating leaves.
- 2 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
- A photocopy of the **Black and white sequence pictures** for each learner
- A blank A4 paper for each learner, scissors, glue

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 Ask learners to cut out the black and white pictures, arrange them in the correct order and then glue them on a blank page. Walk around the class and assist where necessary. This activity is useful for assessing the learners' ability to put the main events of the story in the correct order.
- 6 Once learners have completed their sequence pictures, give each learner a little book. If there is time, they should "read" their little book to a partner in the class.
- 7 Learners can take the books or sequence pictures home to read with their families.



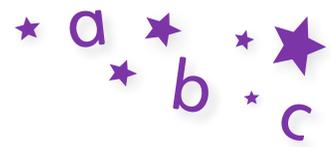
Introducing a sound from the story

- 1 Ask learners to sit on the mat and listen carefully. Say these words from the story: *"under, upon, us. Can you hear the focus sound: **u**nder, **u**pon, **u**s? Yes, you are right! The focus sound is /u/. Now listen to these words from the story: sun, jumpy, trunk, funniest. Can you hear the focus sound in these words: **sun**, **jumpy**, **trunk**, **funniest**?"*
- 2 *"Listen carefully, here are some more words with /u/: umbrella, untidy, uncle, 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: *Bushbuck's visitor*
- Water in containers and a paintbrush for each learner

Week 2 Day 2

Whole class activities

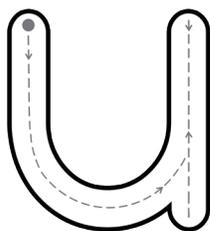
Shared reading – Big Book

- 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: The 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**. 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, round, up and down.*"
- 4 Let learners practise the letter formation in the air, on the mat, 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.



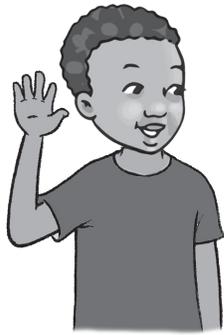
Small group activities

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



You will need:

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



Week 2 Day 3

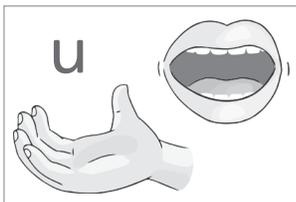
Whole class activities

Learning to listen

- 1 Begin today's listening activity by saying: *"I want you to close your eyes, then I am going to make a sound. I want you to listen carefully and put up your hand if you can tell me what sound it is."*
- 2 Make sounds such as knocking on the table, clapping your hands, ringing a small bell, clicking your fingers, playing a note on a musical instrument. Once you have made the sounds and learners have identified them, make a sequence of five sounds. Then repeat the sequence, but leave one sound out – learners must identify the missing sound.
- 3 Say to learners: *"Now that we have practised listening carefully, I am going to say some words and you must tell me which one is the odd one out. Listen carefully to all the words before you try and guess. Put your hand on your head if you think you know the answer."*
 - ★ bushbuck, frog, chocolate, lion (chocolate is not an animal)
 - ★ heads, books, shoulders, knees (a book is not a body part)
 - ★ dress, jacket, shoes, sugar (sugar is not an item of clothing)
 - ★ shark, bee, whale, dolphin (a bee is not a sea animal)
 - ★ carrot, potato, chair, cabbage (a chair is not a vegetable)

Letter boxes

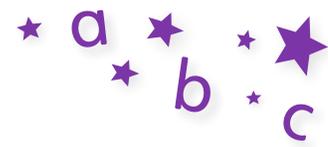
- 1 Ask learners to sit on the mat and show them the pictures in the letter box one at a time. Discuss each picture or object, emphasising the word 'under/ underneath' and the sound 'u'.
- 2 Ask one of the learners to climb under the table while the other learners say 'u-u-u' under the table. Hide something 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:

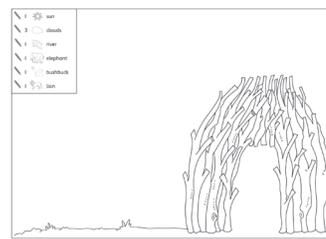
- A photocopy of the **Read and do activity page** for each learner
- Jumbo wax crayons

Week 2 Day 4

Whole class activities

Read and do

- 1 Each learner needs their own activity page. Tell them to look at the list on the page and to talk about what they see (numbers, pictures and words).
- 2 Remind learners that they are going to “read” each line and then do what it says.
- 3 Try to avoid reading the list with learners, but encourage them to read through the whole list before starting to draw.
- 4 Walk around as learners are working and give support where necessary.
- 5 Remind learners to check the list again after they have finished “reading” and drawing, and to put a tick next to each line when they have done that task.



Listening for focus sounds

- 1 Explain to learners that you are going to sing a song and they must listen carefully to the end sounds in the words (*tune: “Mary had a little lamb”*).
 - ★ Teacher: “What’s the sound that ends these words, ends these words, ends these words? What’s the sound that ends these words: goat, feet and heart.” (Teacher signals for learners to respond.)
 - ★ Learners say the sound that ends the word, for example: /t/. (Teacher gives thumbs-up sign.)
 - ★ Teacher: “/t/ is the sound that ends these words, ends these words, ends these words! /t/ is the sound that ends these words: goat and feet and heart.”

Stella says:

Remember that learners are listening to the end sound of each word regardless of the spelling. For example: ‘horse’ and ‘house’ both end with the sound /s/ and ‘comb’ ends with the sound /m/.



- 2 Use these words for this activity:

- ★ /k/: cake, snake, sock (more words that end with /k/ – stick, rock, book)
- ★ /d/: bird, bed, card (more words that end with /d/ – bread, slide, red)
- ★ /g/: dog, pig, flag (more words that end with /g/ – plug, peg, frog)
- ★ /l/: ball, wool, nail (more words that end with /l/ – snail, bell, shell)
- ★ /n/: pen, spoon, stone (more words that end with /n/ – man, sun, ten)
- ★ /p/: tap, soap, cap (more words that end with /p/ – chip, shop, cup)
- ★ /t/: cat, goat, plate (more words that end with /t/ – pot, feet, hat)
- ★ /s/: dress, horse, grass (more words that end with /s/ – bus, house, glass)
- ★ /m/: drum, jam, comb (more words that end with /m/ – worm, plum, arm).

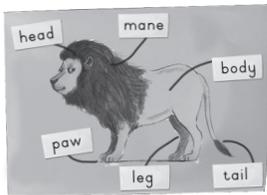
Small group activities

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



You will need:

- Lion puppet, flipchart paper, scraps of paper/ card for labels, black whiteboard marker
- A list of multisyllabic words relating to the story: bushbuck, elephant, animal, surprise, little, angry, open, worried, scuffling, giggling, river, inside
- Two chairs



Week 2 Day 5

Whole class activities

Make, draw and write

- 1 Put the lion puppet or a picture of a lion in the middle of the large page.
- 2 Ask learners to share any interesting facts they know about lions. You can stimulate discussion by asking where lions live (in the bush in Africa) and what they eat (zebra, impala and other animals). Introduce new words like a pride of lions, mammal, cub, and so on. You can also show them that a male and female lion look different and the female lion is called a lioness.
- 3 Ask learners if they can name the parts of the lion's body. Choose individual learners to come up and point to the correct part of the body (head, mane, body, tail, leg, paw).
- 4 Say to the learners that you would like their help labelling the picture of the lion. Begin by pointing to the tail and drawing a line from the tail to the right-hand side of the picture. Pick up a piece of card and stick it with Prestik on the piece of paper, next to the line you drew from the tail. Now say to the learners: "Who can help me start writing the word 'tail'? Yes, it starts with the sound /t/ and this is the way we write a **t**." Continue writing the rest of the word "tail" without asking learners to sound out each letter.
- 5 Continue labelling the lion's head, mane, body, leg and paw. Each time you write a word, ask learners to help you listen for the beginning sound and write the corresponding letter. Remember to write in lower case. Don't sound out the whole word as many of these words are difficult to sound out fully. Just focus on the beginning sound and letter.
- 6 Stick up the labelled picture on the wall and watch how learners begin reading the labels.

Stella says:

You can make this easier by cutting up a picture of a bushbuck into two parts so that learners have a visual representation of the two syllables in the word.

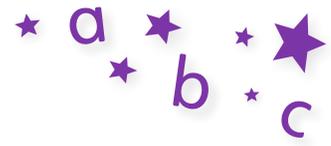


Blending and segmenting (syllables)

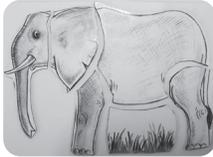
- 1 Ask learners to sit on the mat. Say one of the words from the list of multisyllabic words and model how to break it into syllables, for example: **el | e | phant, an | gry**.
- 2 Select two learners to sit on the chairs facing the other learners. Whisper in one learner's ear that they must say "bush". The other learner must say "buck".
- 3 Ask each learner to say their syllable out loud. The other learners must put the syllables together to make the word ("bushbuck").
- 4 Then ask the learners: "Say 'bushbuck' without saying 'bush'." Point to the learners sitting on the chairs and ask them to say the words "bush" and "buck". Ask the learner saying "bush" to keep quiet – what is left? Yes, "buck"! Then do this activity the other way around: "What is 'bushbuck' without 'buck' (bush)?" 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 Give each learner an A4 page folded in half with a door cut in the middle of the front that can be opened. 2 Explain to them that they must first decorate Bushbuck's hut from the outside and then they must draw an animal inside the hut. Encourage them to make a speech bubble and "write" what the animal is saying. Ask them if they would like you to write for them. 3 Make a class book using all the different pages. Learners can read through the book during Independent reading time. Learners will enjoy reading their own and other learners' stories.
<ul style="list-style-type: none"> • Puppet puzzles • Story puppets • A4 paper • Jumbo wax crayons 	<p>Activity 2: Puzzles and games</p> <ol style="list-style-type: none"> 1 Explain to learners that they must first sort the pieces by colour, and then put the pieces together to make each animal from the story. Show them some of the body parts of the animals (trunk, legs, ears) and explain that they must look at the puppet to see where the body parts fit together. 2 Once they have completed the animal puzzles, they can choose one animal to draw.
<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.
<ul style="list-style-type: none"> • An A5 page for each learner, orange and yellow paint, plastic forks, a black whiteboard marker or koki 	<p>Activity 4: Fine motor skills and handwriting</p> <ol style="list-style-type: none"> 1 Explain to learners that they are going to paint a lion's face and use a plastic fork to make the lion's mane. They must begin by painting a yellow circle, and then putting some orange paint around the circle. They can use a fork to spread the paint and to make a mane for the lion. Learners who finish quickly could add the body of the lion. 
<ul style="list-style-type: none"> • Props: torches, pillows, sleeping bags, a pretend campfire with logs and coloured paper, pictures of different animal footprints to make tracks around the tent, a blanket or fabric to make a tent, a notebook and pencil to write down the names of the animal noises they hear while they are camping 	<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 going on a night time camp in a game reserve. 2 Visit the corner at least once to observe and encourage the learners' game. 



★ Zanele's story

Story

Our story today is about Zanele Situ who loves to play sports for her country, South Africa. Zanele moves around and plays sports in a wheelchair because she can't walk anymore. Listen to Zanele as she tells us her story.

Hello, my name is Zanele. I was born in a small town called Matatiele. I was a happy little girl, but when I was eleven years old, my body started to feel tired and sick and then one day I found that my legs couldn't move and I couldn't walk anymore. My mom and dad were very worried and I felt scared. They took me to the hospital.

The doctors at the hospital looked at my body. They did special tests to see if they could find out why I couldn't walk. I was very tired and slept for hours and hours every day. I had to stay in hospital for three years!

One day the doctors told my mom and dad: "We are very sorry, but Zanele has got tuberculosis or TB in her spine. She will never walk again and must move around in a wheelchair."

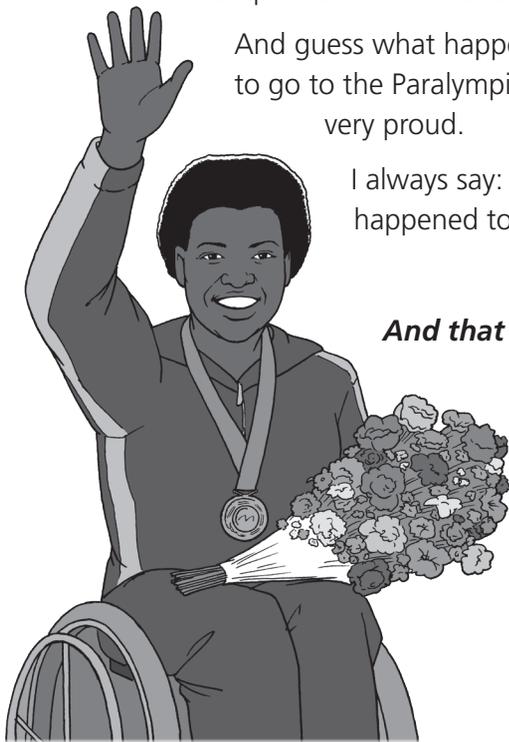
Can you imagine never being able to walk again? I loved to play sports so much. What was I going to do? My mom and dad took me to a special school where there were lots of children like me. It was a very busy school and the teachers helped us to do our best. I was taught to play sports, even though I was in a wheelchair all the time. I loved throwing the heavy shot put ball as far as I could and hurling the flat discus further than anyone else. But throwing the long javelin pole was my favourite sport and I became very good at it.

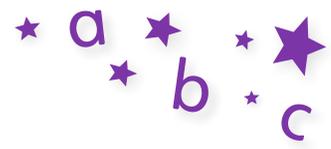
I wanted to get better and better at the sports that I loved so much. I practised very hard every day. I went to competitions and got many medals and prizes. I wanted to be good enough to go to the most important sports competition in the world, the Paralympics!

And guess what happened? Yes, after lots of years of hard work I was told that I was going to go to the Paralympics! I went and I did very well. I won a gold medal. I was happy and very proud.

I always say: Don't be scared to try your best and never give up. Just look what happened to me!

And that is the end of the story.





Song

Play the national anthem to the learners and let them sing along.

Vocabulary from the story

Key-words:	wheelchair	sports	practise	medal	proud	hospital
Extra words:	doctor	worried	scared	tired	tests	walk
	prize	competition	Paralympics	move	spine	special





You will need:

- Story: *Zanele's story*
- Puppets: Zanele (as a little girl, a young adult and an adult), an empty wheelchair, the doctor
- Props: a medal, a South African flag, a tissue box for a bed
- 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: *"Do you know any famous sportsmen or sportswomen? What sports do they play? Do you know anyone who got a medal for doing well in sports? Have you heard about the Olympics or Paralympics?"*
- 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 a medal or a picture of someone on a podium receiving a medal. Explain that medals are prizes you get when there is a competition to see who is the best at a sport.

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 made the school a special place for Zanele? How do you think she felt when the doctor told her she would be in a wheelchair for the rest of her life?"*

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?"*

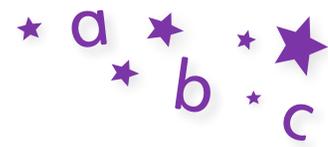
Introducing a sound from the story

- 1 Ask learners to sit on the mat and listen carefully to you. Say this word from the story: *"every. Can you hear the focus sound: **e**very? Now listen to these words from the story: Zanele, bed, legs, special, best. Can you hear the focus sound in these words: Zanele, bed, legs, special, best? Yes, you are right! They all have the sound /e/."*
- 2 *"Listen carefully, here are some more words with /e/: egg, elephant, end, 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:

- Puppets for the story
- A recording of the South African national anthem and props or pictures for the song (a picture of a South African flag or a real flag)



Week 1 Day 2

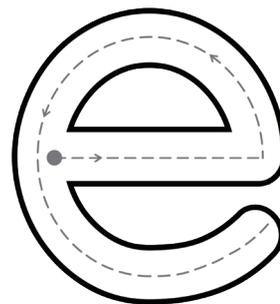
Whole class activities

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. This is a special song and they must stand up straight and feel very proud when they sing.
- 4 Play a recording of the national anthem and encourage learners to join in and sing along.
- 5 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 /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. Praise their attempts, then 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 mat, 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 small mirror
- Pictures of elephants: elephants drinking or rolling in the mud, baby elephants, adults with tusks



Week 1 Day 3

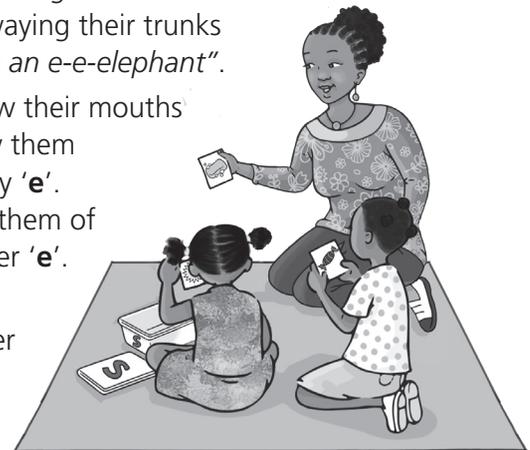
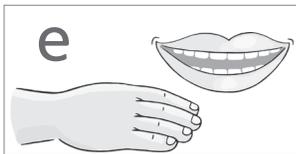
Whole class activities

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: "How did Zanele feel when she was in hospital?" (tired and sick) "How did Zanele and her parents feel when the doctors were doing tests?" (worried and scared) "How did Zanele feel when she won a gold medal?" (happy and proud)
- 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

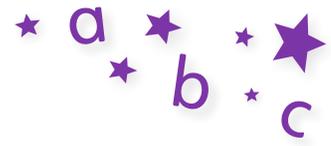
- 1 Ask learners to sit on the mat and show them the pictures of elephants one at a time.
- 2 Talk about elephants and show the learners their long trunks and big flapping ears. Explain that elephants drink water using their trunks. Learners can pretend to be elephants swaying their trunks and flapping 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:

- Big sequence pictures
- Picture cards – middle sounds
- Five Olympic rings made from tins covered with coloured paper (Olympic colours: black, red, green, yellow, blue) with a vowel letter and picture card stuck on the front of each tin

Stella says:



These are useful questions to ask about each picture:

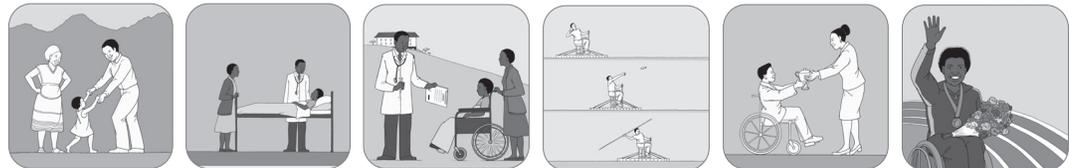
- "Who can you see?" (characters)
- "What is he/she/it doing?" (verbs and actions)
- "What else can you see?" (looking again)
- "Where is the ...?" (naming places/position)
- "Why do you think ...?" (creative thinking, expressing opinions)

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 Give each learner a picture card. They must name their picture and then say the word very slowly. The other learners must try to identify the vowel sound in the middle of the word. For example: The word "dog" has the vowel sound /ɒ/.
- 2 When each learner has had a turn to say the name of a picture and the vowel sound has been identified, show learners the Olympic ring tins. Explain that they must look at the vowel written on each tin and decide where to put their picture card. For example: If they have a picture of a "dog", they would need to place it in the tin with the "o" sound.



Small group activities

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



You will need:

- Playdough or clay for each learner to make three medals (gold, silver and bronze), jam jar lid, drinking straw, paint (gold, silver and bronze), ribbon or string
- Picture cards – middle sounds
- Bag or pillowcase, objects spelt with a consonant-vowel-consonant: pen, pin, peg, plastic dog or cat, lid, tin, jam, net, cup, zip

Week 1 Day 5

Whole class activities

Make, draw and write

- 1 Each learner will need a ball of Playdough or clay. Explain that they are going to make medals out of Playdough or clay.
- 2 They must begin by rolling the Playdough or clay flat. They can use the jam jar lid to cut out circles and the straw to make a hole at the top of the medal.
- 3 The medals can be left in the sun to dry and then learners can paint the medals and thread the ribbon or string through the holes.



Blending and segmenting (syllables and phonemes)

- 1 Put the picture cards or objects into a bag or pillowcase.
- 2 Start the activity by putting your hand in the bag, choosing something and sounding out for the learners to guess. For example: *"I have a c-a-t in my hand. What is it?"*
- 3 The first learner to guess can then have a go and with your help, choose the next card or object for the teacher to sound out.
- 4 Once you have taken out eight cards or objects, stick the cards on the wall or put them on the mat so that learners can see them. Then say: *"I am looking for the c-a-t to put away. Who can find it for me?"*
- 5 Put each card or object back in the bag. Then ask learners if anyone would like to try choosing something and saying the sounds in the word so that others can guess what they have in their hand.

Stella says:

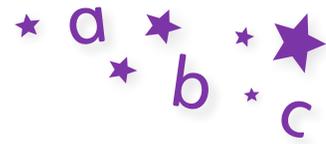
Learners might struggle with this at first as it is difficult to hear the individual sounds (phonemes) in words.



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   <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. 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, matching letters for each picture written inside different sized lids of jars or bottles Large piece of card with outlines of the bottle lids drawn on the card 	<p>Activity 2: Puzzles and games</p> <ol style="list-style-type: none"> Explain to learners that they must pick up a lid, say the sound of the letter and then see if they can find the picture in the matching circle on the card. Once they find the matching picture, they must put the lid over the picture until all the pictures are covered. 
<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

- Olympic rings cut out of card or paper plates, glue and scissors
- Coloured paper (black, red, green, yellow, blue) that learners can tear and stick onto the rings

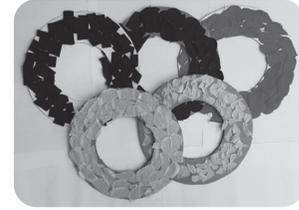


The Olympic rings stand for the five continents of the world: Europe, Asia, Africa, the Americas and Oceania.

Activities

Activity 4: Fine motor skills and handwriting

- 1 Give each learner a ring and a sheet of coloured paper. Explain that they must tear the paper and stick it onto the Olympic ring.
- 2 Once they are finished, they can sort into the five Olympic ring colours and stick the Olympic ring symbol on the wall in the classroom.

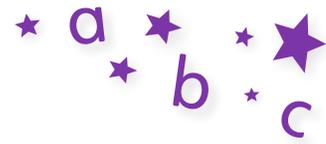


- Props: telephone, till, different sports items such as balls, clothes, shoes, rackets/bats or hockey sticks, sports magazines (often given free), pictures of sports items and clothes

Activity 5: Pretend play

- 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 work at or visit a sports shop and sell or buy sports equipment.
- 2 Visit the corner at least once to observe and encourage learners' pretend play.





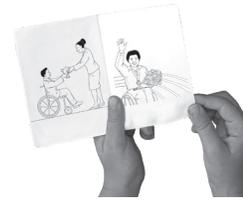
You will need:

- Big sequence pictures
- Photocopied and folded little book for each learner
- A photocopy of the **Black and white sequence pictures** for each learner
- A blank A4 paper for each learner, scissors, glue

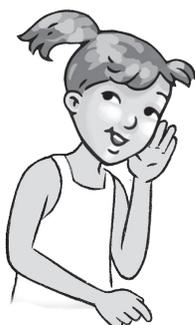
Week 2 Day 1

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 Ask learners to cut out the black and white pictures, arrange them in the correct order and then glue them on a blank page. Walk around the class and assist where necessary. This activity is useful for assessing the learners' ability to put the main events of the story in the correct order.
- 6 Once learners have completed their sequence pictures, give each learner a little book. If there is time, they should "read" their little book to a partner in the class.
- 7 Learners can take the books or sequence pictures 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: *"mom, body, hospital, doctor, sorry. Can you hear the focus sound: mom, body, hospital, doctor, sorry? Yes, you are right! The focus sound is /o/."*
- 2 *"Listen carefully, here are some more words with /o/: orange, on, 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: *Zanele's story*
- Water in containers and a paintbrush for each learner

Week 2 Day 2

Whole class activities

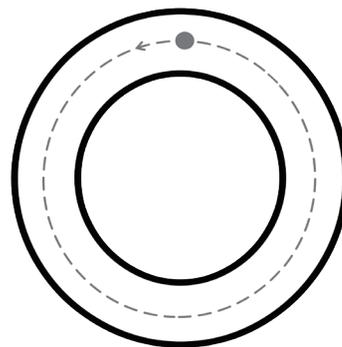
Shared reading – Big Book

- 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 mat, 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 recording of the long version of Zanele's story read by Sindiwe Magona (you can download it here: <https://youtube.com/watch?v=xioDIWKHFJs>)
- A small mirror
- Oranges cut up into pieces, objects or pictures of things that are orange (crayon, playdough, buttons, paper, fabric, flower, soap, marble, balloon)

Week 2 Day 3

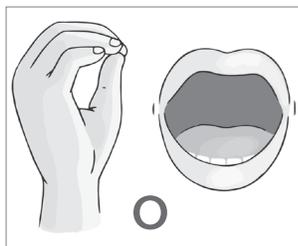
Whole class activities

Learning to listen

- 1 Seat learners in a circle and ask them to close their eyes and listen carefully to the sounds around them. Tell learners to rub their ears to get ready for careful listening.
- 2 Explain that you are going to play them a recording of a long version of Zanele's story in English. They must listen carefully and see how much they remember from the story you told them.
- 3 Play the recording and praise learners for good listening.
- 4 When the story is finished, ask learners what they liked most about the long version of the story.
- 5 Tell learners that they can ask their parents to download the story and listen at home.

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 the orange fruit. 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 **Read and do activity page** for each learner
- Jumbo wax crayons
- Picture cards – middle sounds
- Five Olympic rings made from tins covered with coloured paper (Olympic colours: black, red, green, yellow, blue) with a vowel letter and picture card stuck on the front of each tin

Week 2 Day 4

Whole class activities

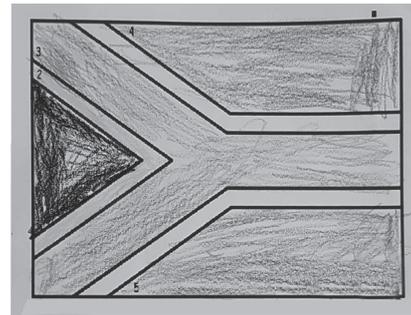
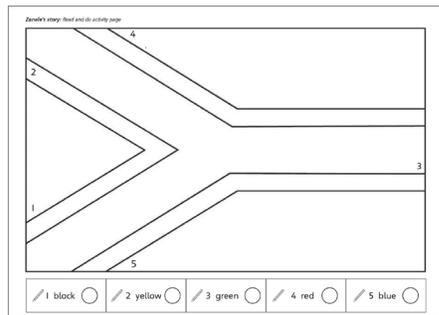
Read and do

- 1 Ask learners if they recognize the picture on their **Read and Do activity page**. It is a picture of the South African flag and they are going to colour it in. Ask them to look at the table at the bottom of the page and talk about what they see (numbers, pictures and words).
- 2 Remind learners that they are going to “read” each block and then do what it says.
- 3 This is a “colour by number” activity. Read the first block with learners and ask them to colour the circle in black. Then look at the second block and colour the circle in yellow. Take learners through each block and ask them to colour in the circles. Once they have done that, explain that wherever they see the number 1 on the flag, they must colour in black, wherever they see a number 2, they must colour in yellow. The learners must continue until the whole flag has been coloured in.
- 4 Walk around as learners are working and give support where necessary.
- 5 Remind learners to check the table again after they have finished “reading” and colouring in, and to put a tick in each block when they have done that task.

Stella says:



If you have learners from other countries in your class, ask them if they have a national flag that they can bring to class, or find a picture of the flag to show the other learners in the class.



Listening for focus sounds

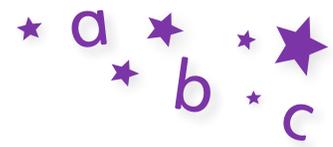
- 1 Give each learner a picture card. They must name their picture and then say the word very slowly. The other learners must try to identify the vowel sound in the middle of the word. For example: The word “dog” has the vowel sound /o/.
- 2 When each learner has had a turn to say the name of a picture and the vowel sound has been identified, show learners the Olympic ring tins. Explain that they must look at the vowel written on each tin and decide where to put their picture card. For example: If they have a picture of a “dog”, they would need to place it in the tin with the “o” sound.



Small group activities

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





You will need:

- A piece of flipchart paper, whiteboard marker or a thick koki
- Pictures or video clips of people doing different types of sport
- Jumbo wax crayons
- Picture cards – middle sounds
- Bag or pillowcase, objects spelt with a consonant-vowel-consonant: pen, pin, peg, plastic dog or cat, lid, tin, jam, net, cup, zip

Week 2 Day 5

Whole class activities

Make, draw and write

- 1 Show learners pictures or video clips of people doing different types of sport. Ask them which sport they enjoy watching or which sport they would like to learn.
- 2 Talk about a sporting competition that you could have at your school. Discuss which sport you could do and what you would need for the competition. Here are some ideas: throwing bean bags into a bucket, walking across a plank, seeing how far you can jump.
- 3 Ask learners to help you write an invitation to the principal to come to the competition and present the medals. Talk about how you start a letter or invitation: "Dear Please come to our sporting competition." Discuss what you need to write on the invitation: name of event, date, time and place.
- 4 Choose two learners to deliver the letter and ask the principal to respond in writing. Read her response to the class.
- 5 Make arrangements for the sports day and ask the principal to present each learner with a medal. (You can use the playdough medals each learner made.)

Blending and segmenting (syllables and phonemes)

- 1 Put the picture cards or objects into a bag or pillowcase.
- 2 Start the activity by putting your hand in the bag, choosing something and sounding out for the learners to guess. For example: "I have a c-a-t in my hand. What is it?"
- 3 The first learner to guess can then have a go and with your help, choose the next item for the teacher to sound out.
- 4 Once you have taken out eight cards or items, stick the cards on the wall or put them on the mat so that learners can see them. Then say: "I am looking for the c-a-t to put away. Who can find it for me?"
- 5 Put each object back in the bag. Then ask learners if anyone would like to try choosing something and saying the sounds in the word so that others can guess what they have in their hand.

Stella says:

Learners might struggle with this at first as it is difficult to hear the individual sounds (phonemes) in words.



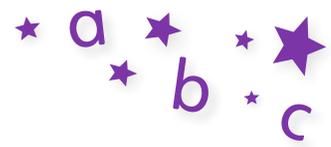
Small group activities

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 • Pictures of different types of sport to discuss (or video clips if possible), for example: gymnastics, swimming, soccer, rugby, hockey, javelin, cycling, running, horse riding, tennis 	<p>Activity 1: Drawing and emergent writing</p> <ol style="list-style-type: none"> 1 Learners must look at the pictures of different sports and decide which sport they would like to learn. 2 They must draw a picture of themselves doing that sport and try to write the name of the sport underneath their picture. 
<ul style="list-style-type: none"> • Letter picture cards, matching letters for each picture written inside lids of jars or bottles • Large piece of card with outlines of the bottle lids drawn on the card 	<p>Activity 2: Puzzles and games</p> <ol style="list-style-type: none"> 1 Explain to learners that they must pick up a lid, say the sound of the letter and then see if they can find the picture in the matching circle on the card. 2 Once they find the matching picture, they must put the lid over the picture until all the pictures are covered. 
<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">Olympic rings cut out of card, glue and scissors, wool in the colours of the Olympic rings	<p>Activity 4: Fine motor skills and handwriting</p> <ol style="list-style-type: none">1 Give each learner in the first group a ring and explain that they must wind the wool through the hole in the centre and around the ring. They continue doing this until the time for small group activities is up. The next day, the learners in the next group continue winding wool around the same rings.2 At the end of the week, the completed rings can be arranged in the Olympic symbol and stuck on the wall in the classroom. <div data-bbox="779 741 1413 970"></div>
<ul style="list-style-type: none">Props: telephone, till, different sports items such as balls, clothes, shoes, rackets/bats or hockey sticks, sports magazines (often given free), pictures of sports items and clothes	<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 at or visiting a sportshop to buy and sell sporting equipment and clothes.2 Visit the corner at least once to observe and encourage the learners' game. <div data-bbox="791 1218 1378 1608"></div>

★ Term 4: 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 4: 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 4: 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 – 5 letters and say the sounds that these letters make.	Is able to recognise 6 – 9 letters and say the sounds that these letters make.	Is able to recognise 10 – 17 letters and say the sounds that these letters make.	Is able to recognise 18 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 4: 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.

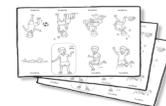


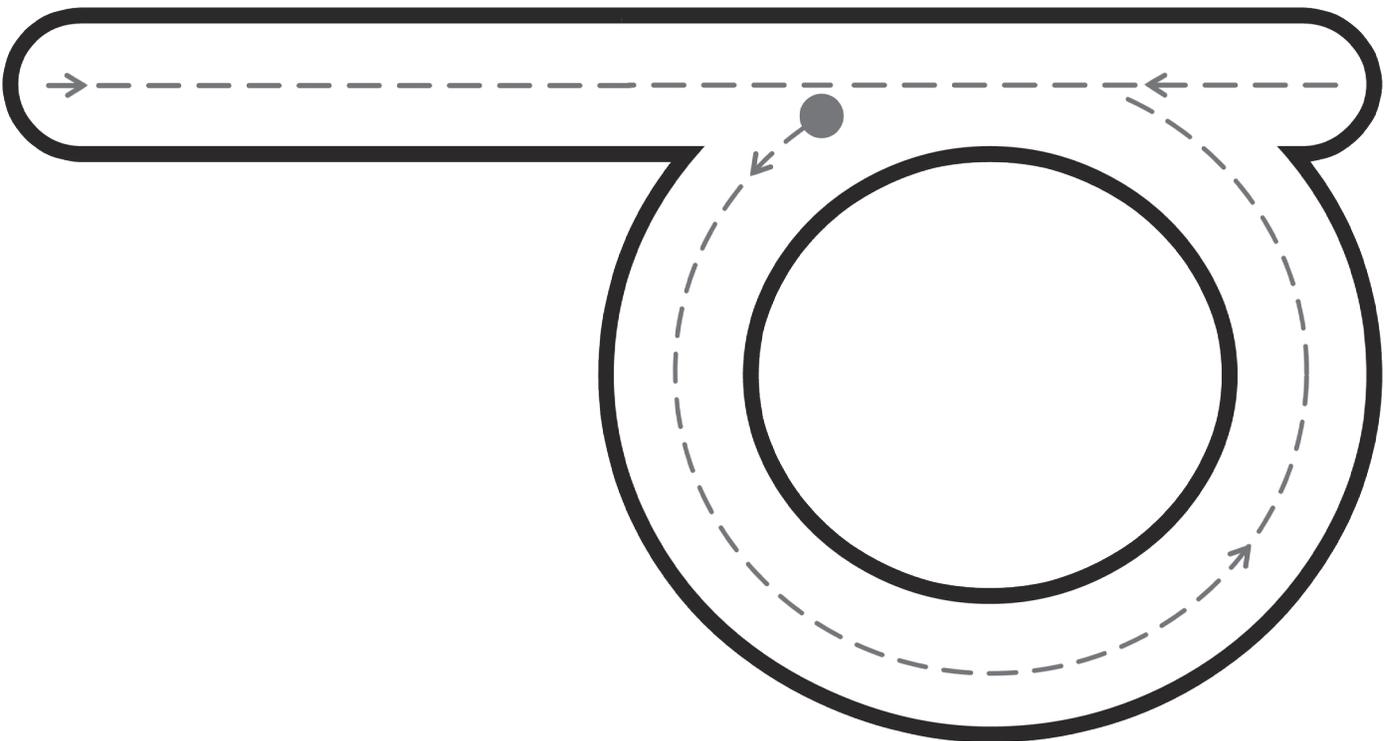
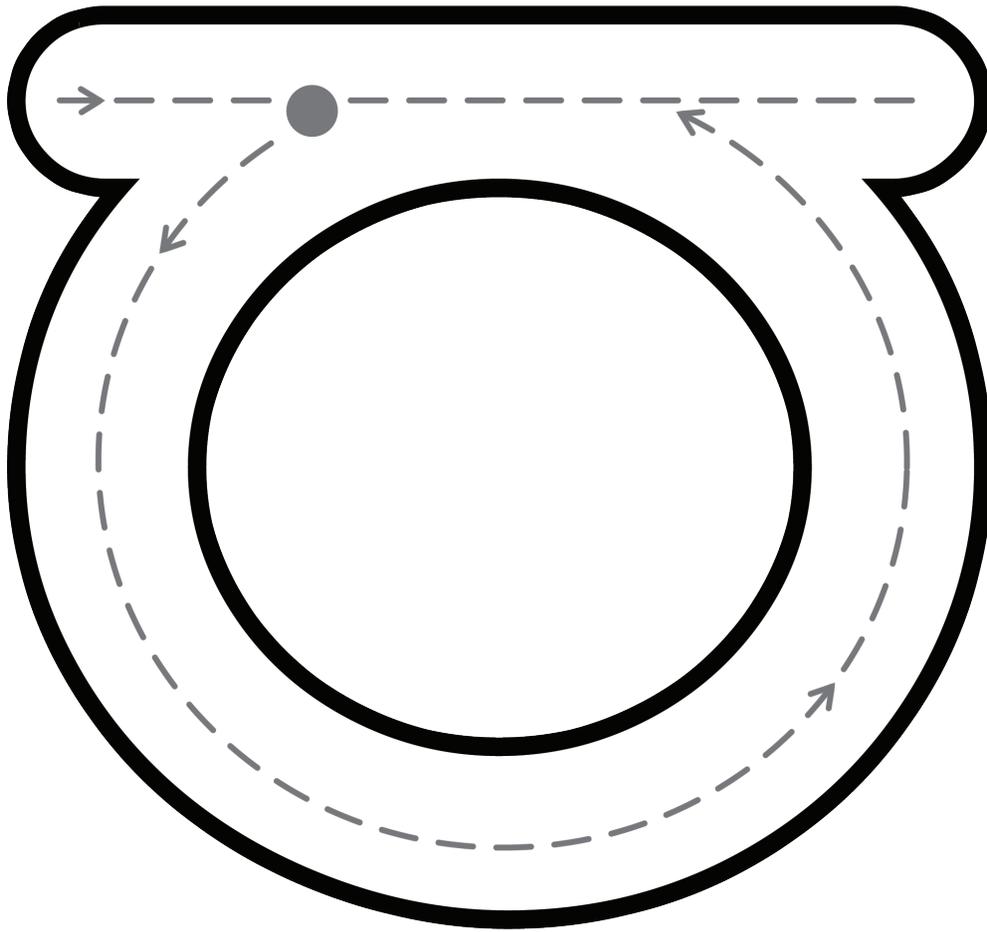
Warm up the playdough by squeezing it in your hands. This is a good exercise for learners' hand muscles. Pack the playdough into plastic bags to keep it fresh and store it in the refrigerator, if possible, or in a cool place.

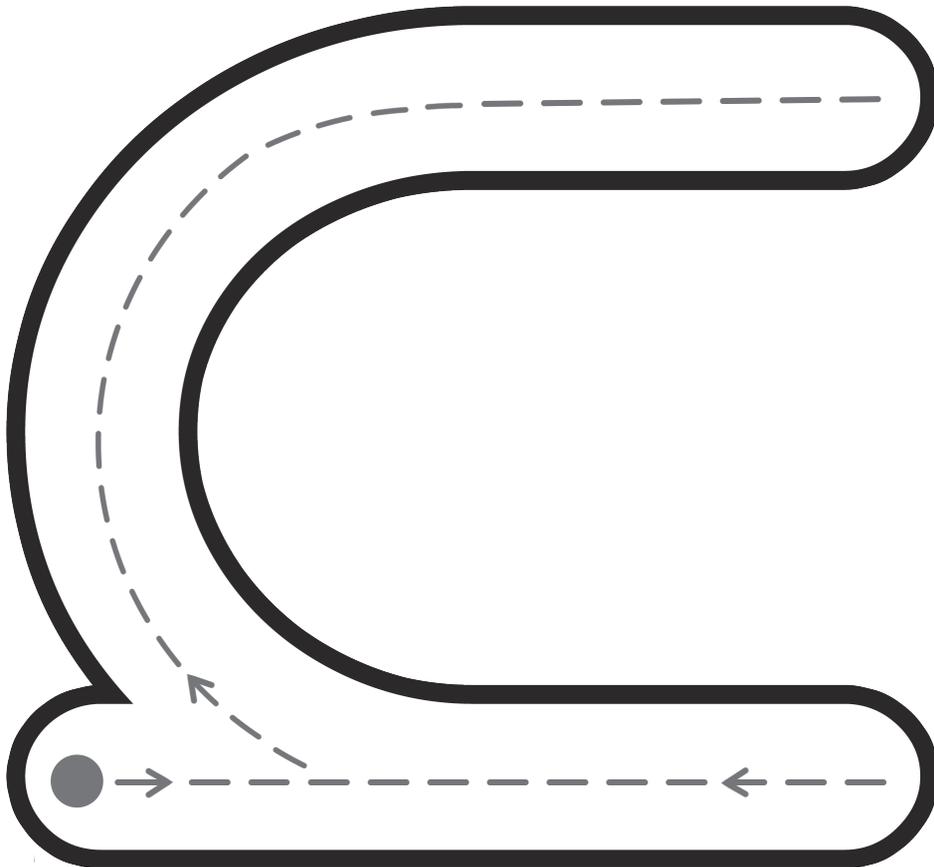
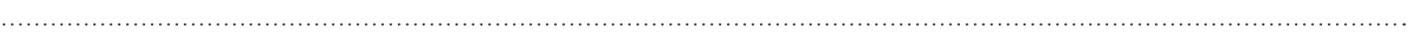
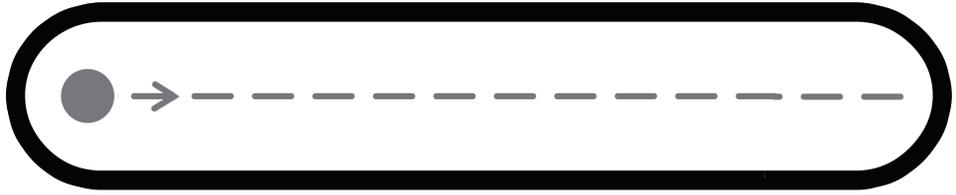
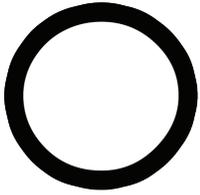
★ How to make a little book

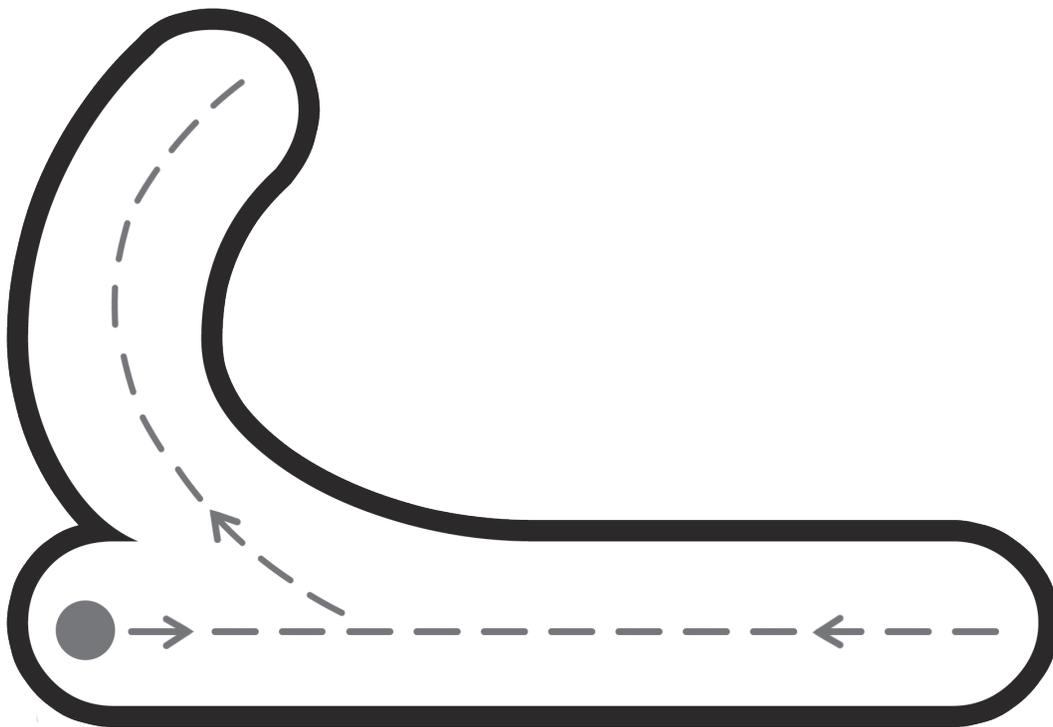
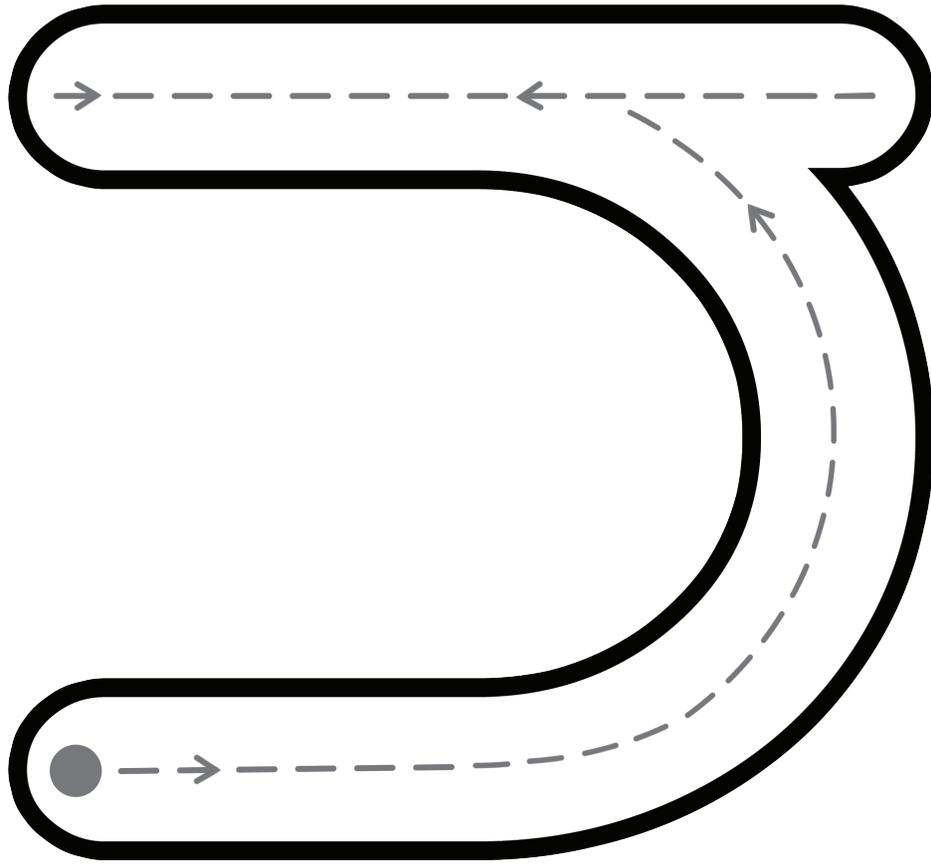
Steps

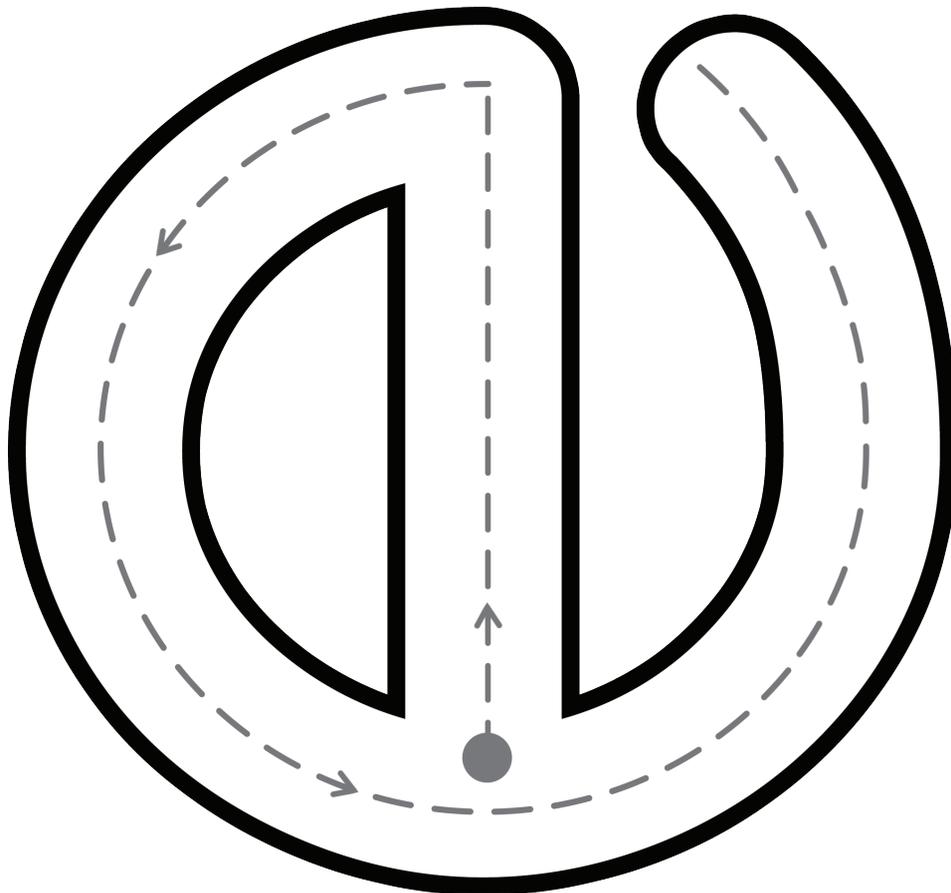
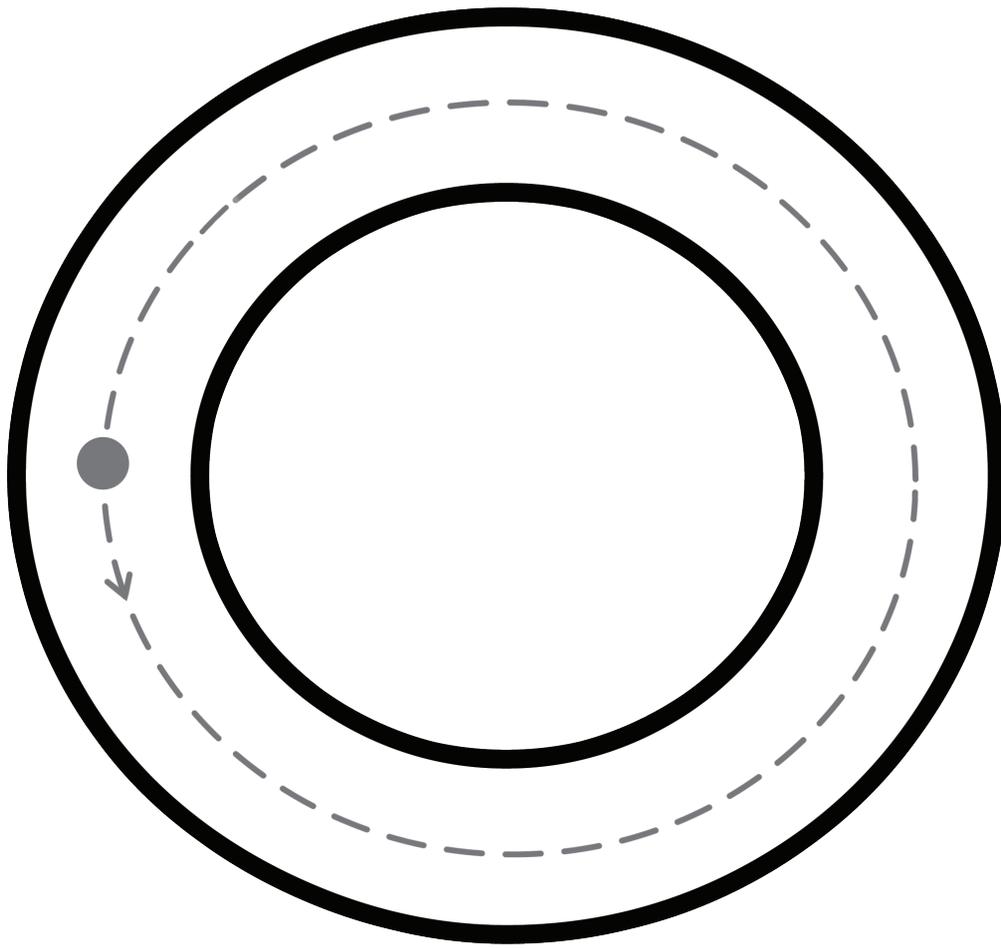
- 1 Make photocopies of the little book you need.
- 2 With the pictures facing up, fold the page into eight sections. Unfold.
- 3 Fold the page in half, down the centre.
- 4 Cut on the middle fold, as indicated on the illustration alongside and by the dotted lines on the page.
- 5 Hold the page between 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!

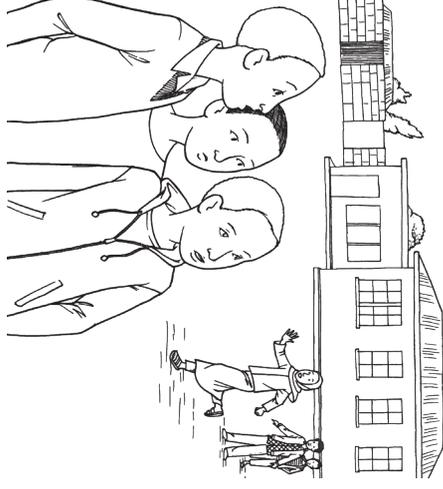








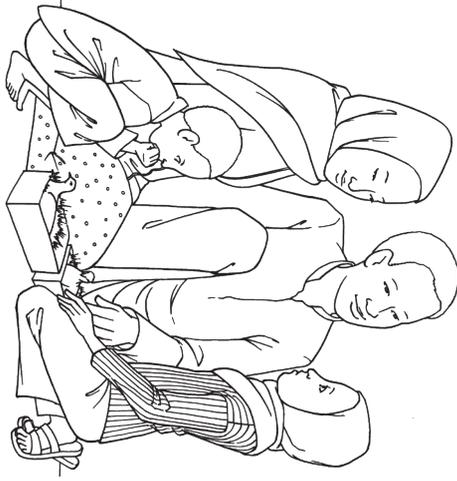




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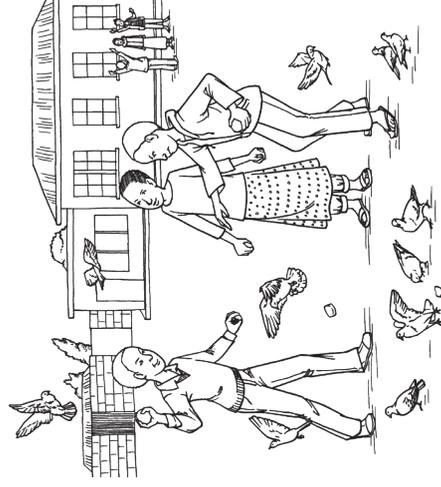
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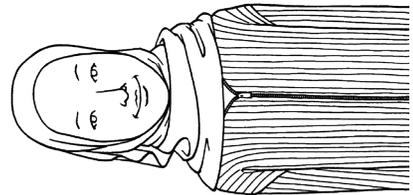


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1

Dina and her animals



African Storybook.org

Wordworks
COURTESY OF THE UNIVERSITY OF TORONTO

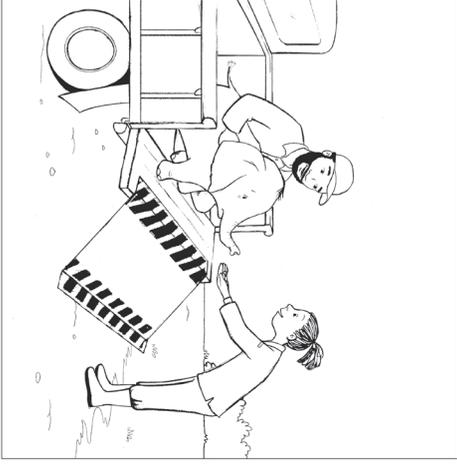
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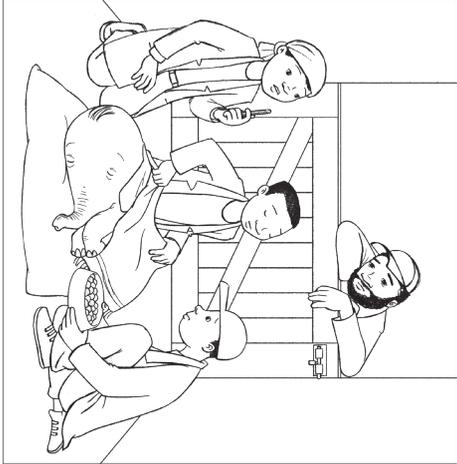




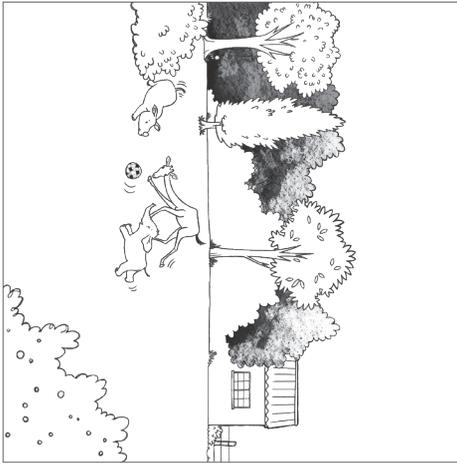
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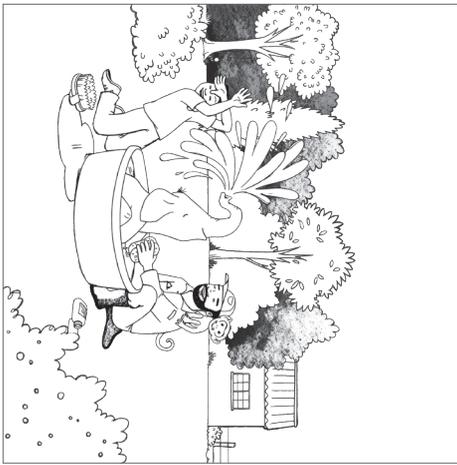
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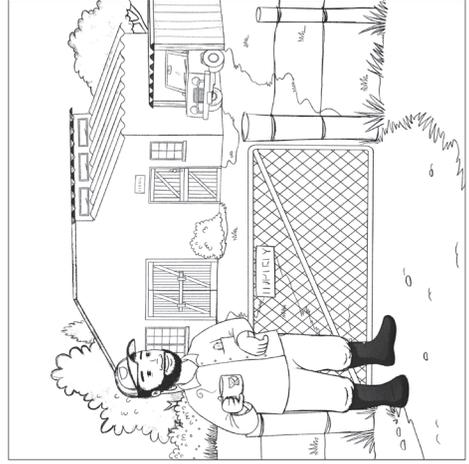
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2



1



Keeper and his nursery

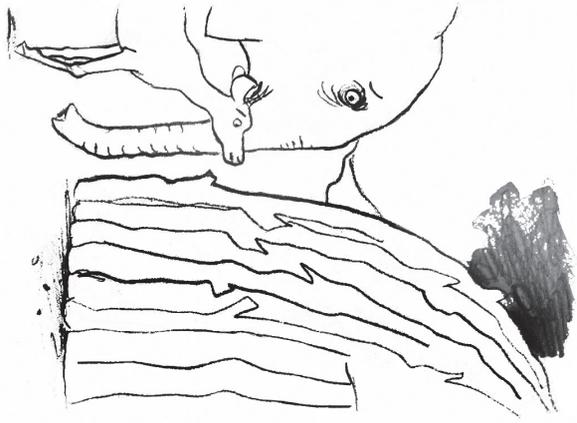
Wordworks
Changing lives through literacy

African Storybook.org

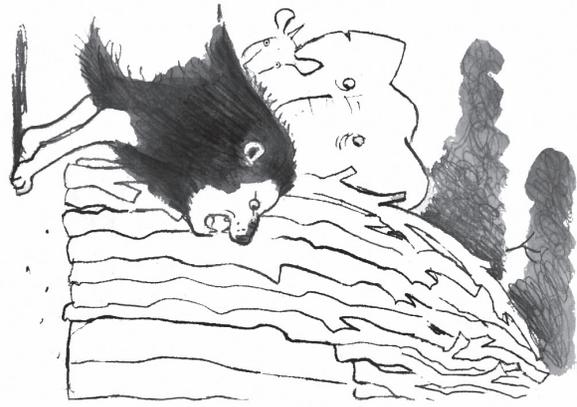
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3



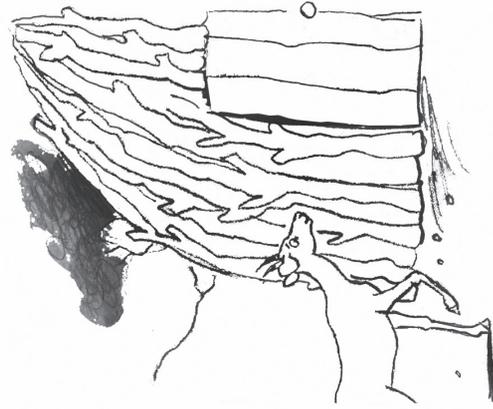
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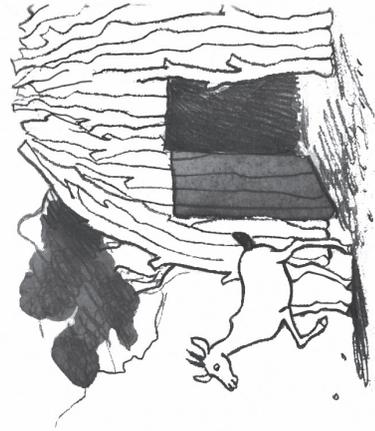
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6

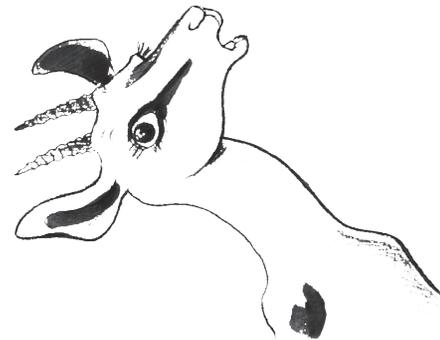


2



1

Bushbuck's
visitor



Wordworks
Creating the Words in Your World

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belongs to:

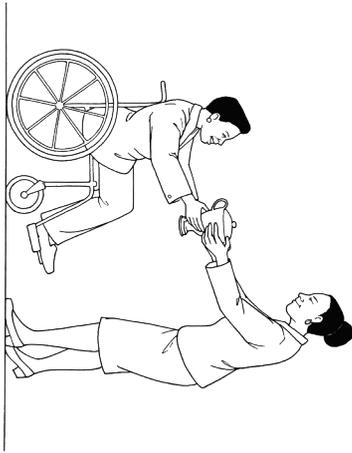
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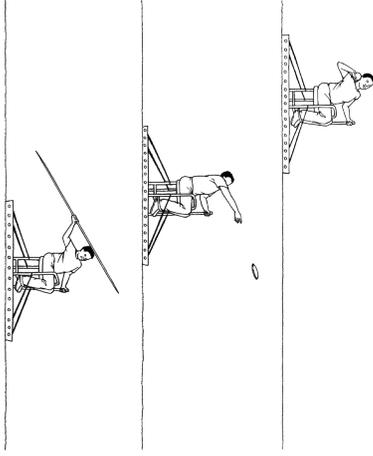
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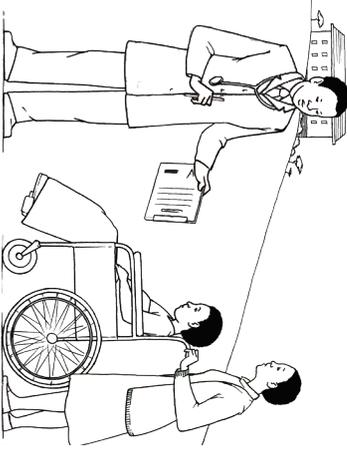
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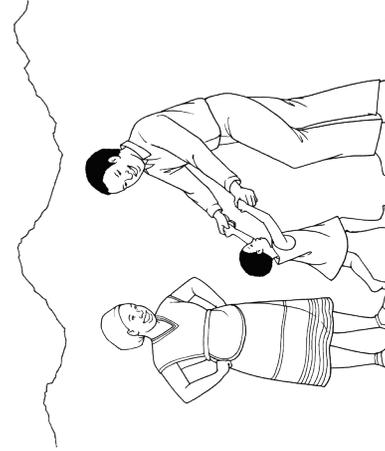
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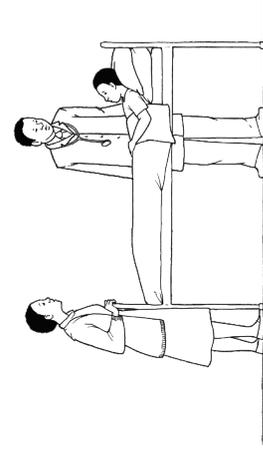
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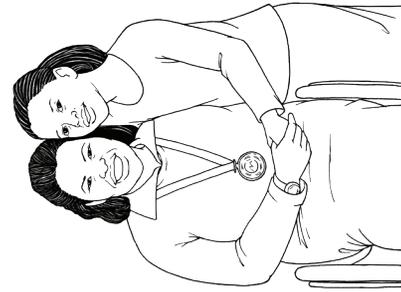


2



2

Zanele's story

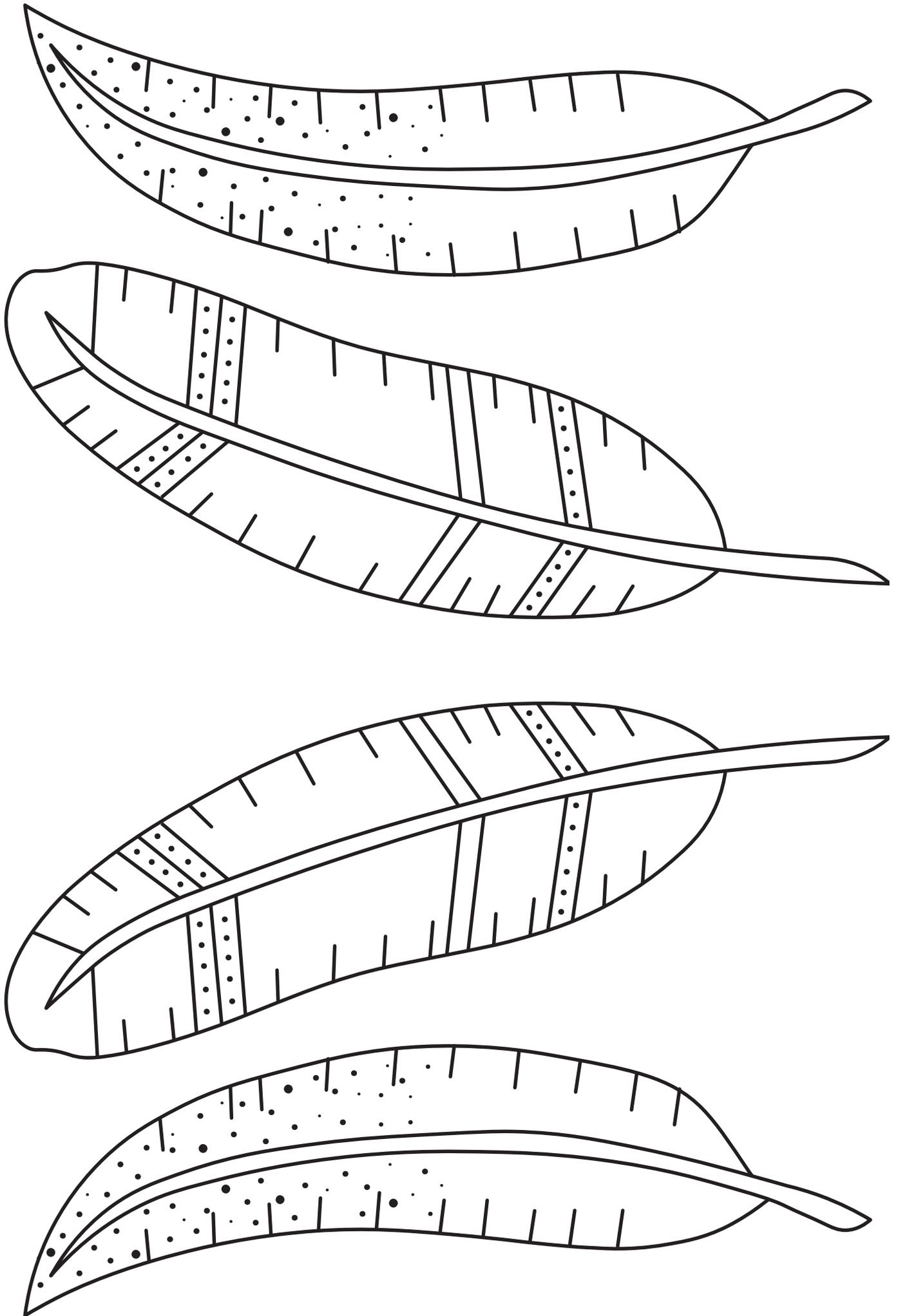


book
dash



This book belongs to:

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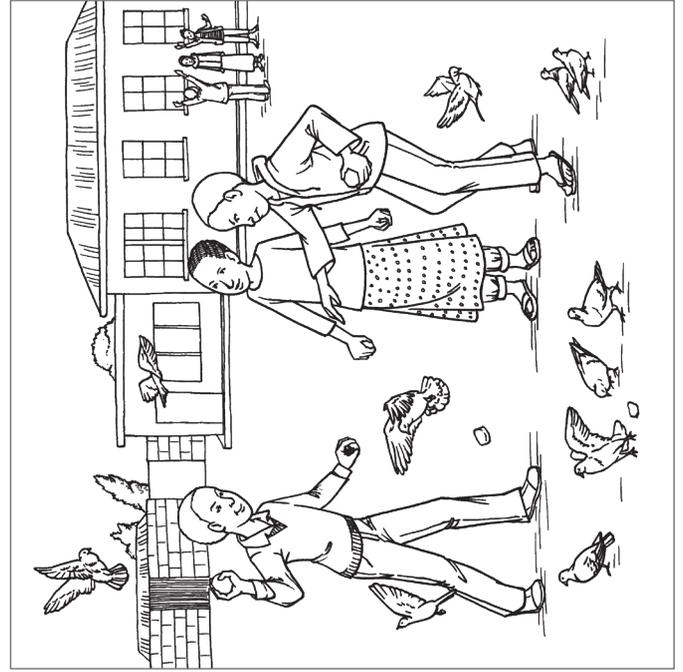
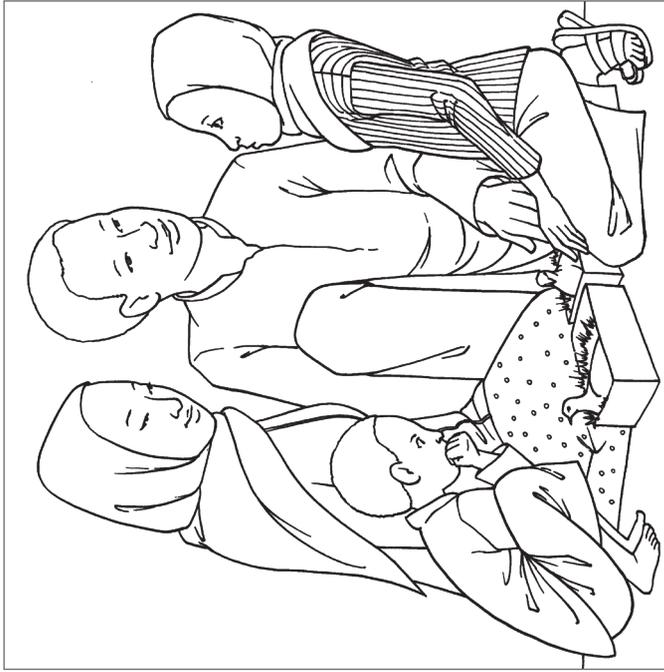


Dina and her animals: Feather activity page





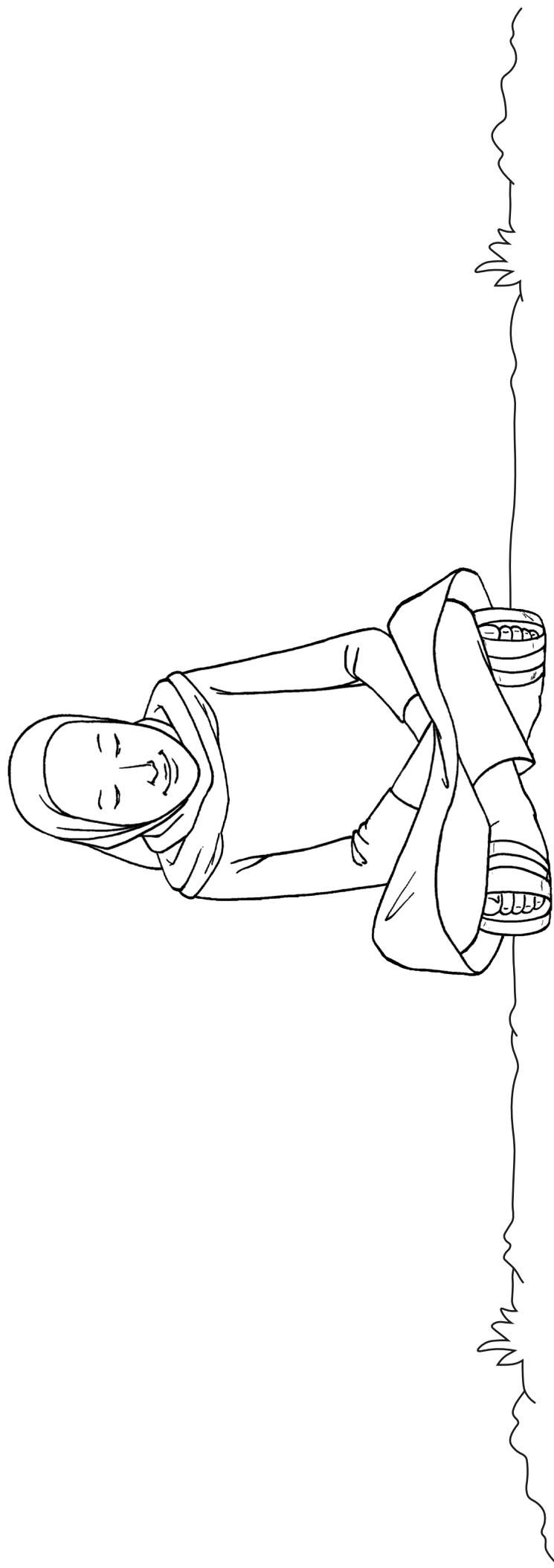
Dina and her animals: Black and white sequence pictures

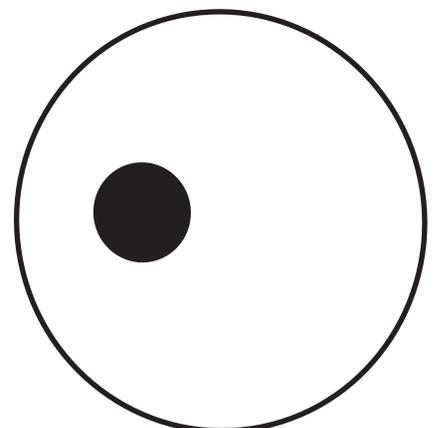
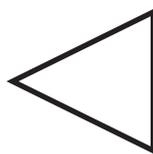
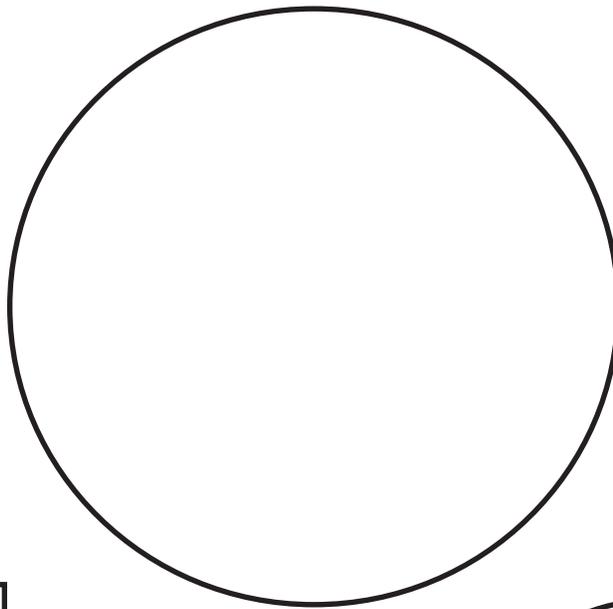
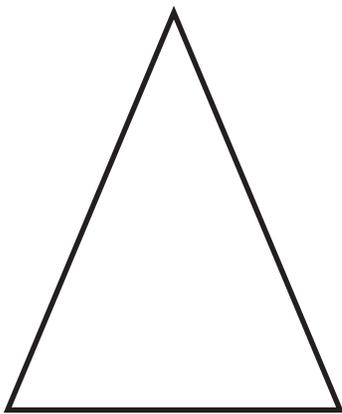
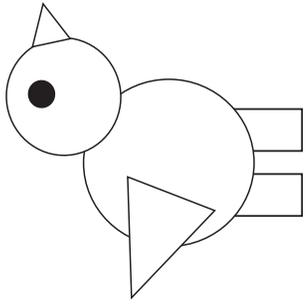




Dina and her animals: Read and do activity page

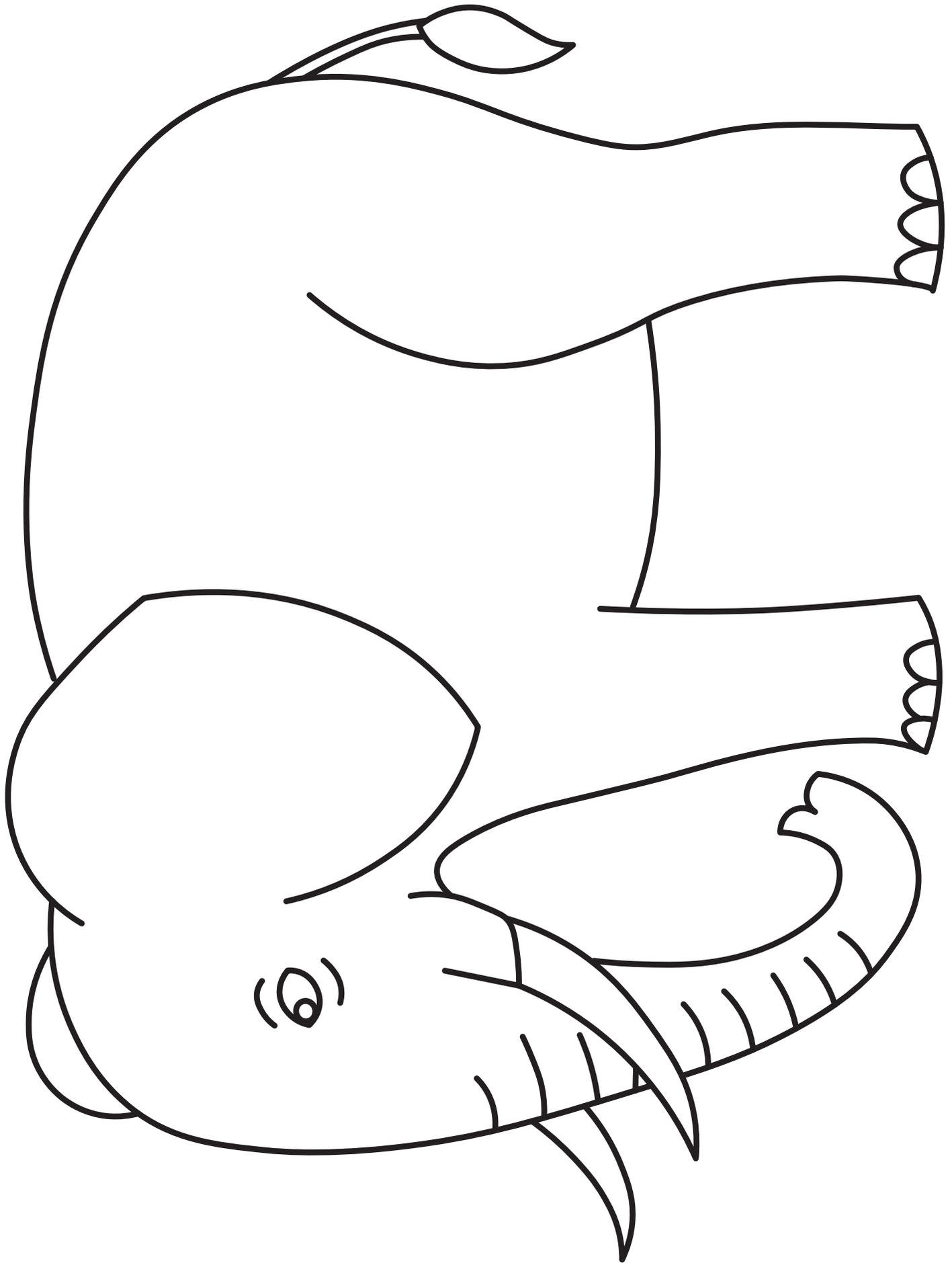
	2		friends
	3		birds
	1		hat
	1		swing
	2		hens





Dina and her animals: Bird shape activity page





Keeper and his nursery: Elephant activity page





Keeper and his nursery: Read and do activity page 1



5 herbivores  

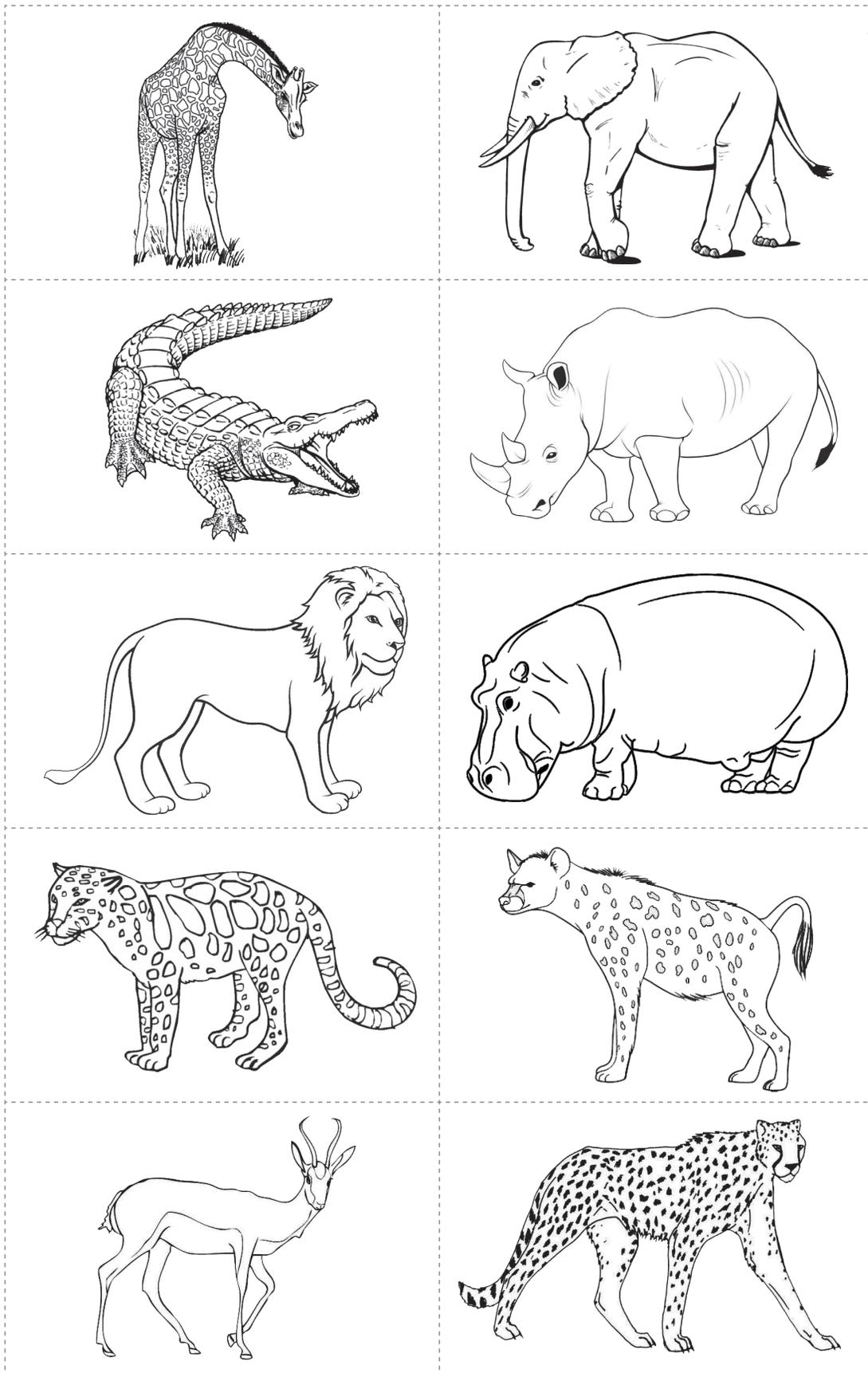


5 carnivores 



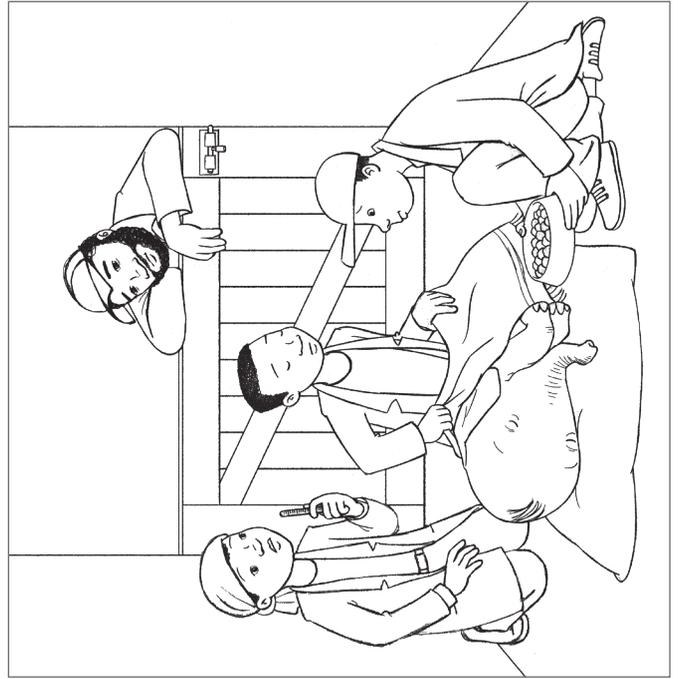
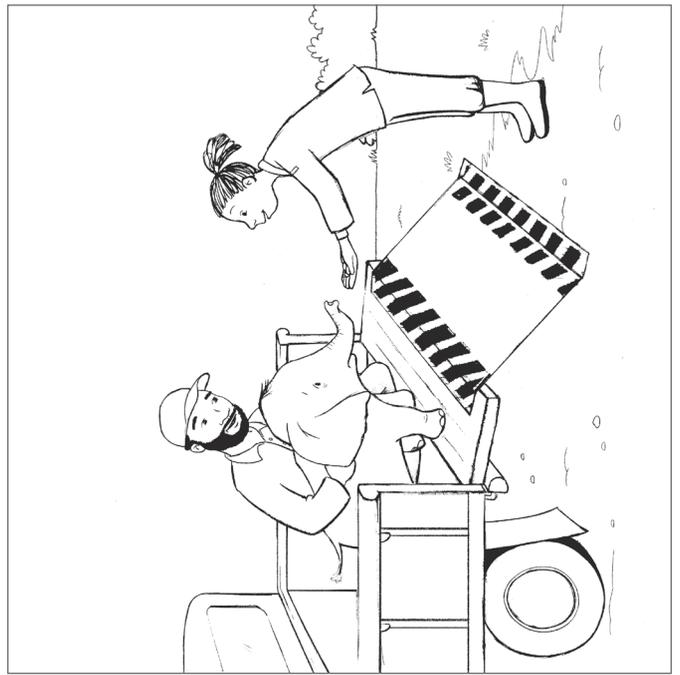
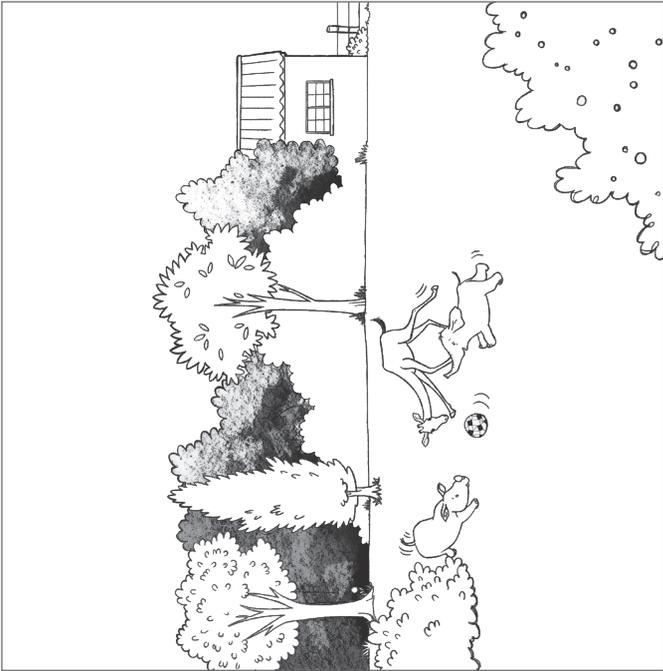


Keeper and his nursery: Read and do activity page 2



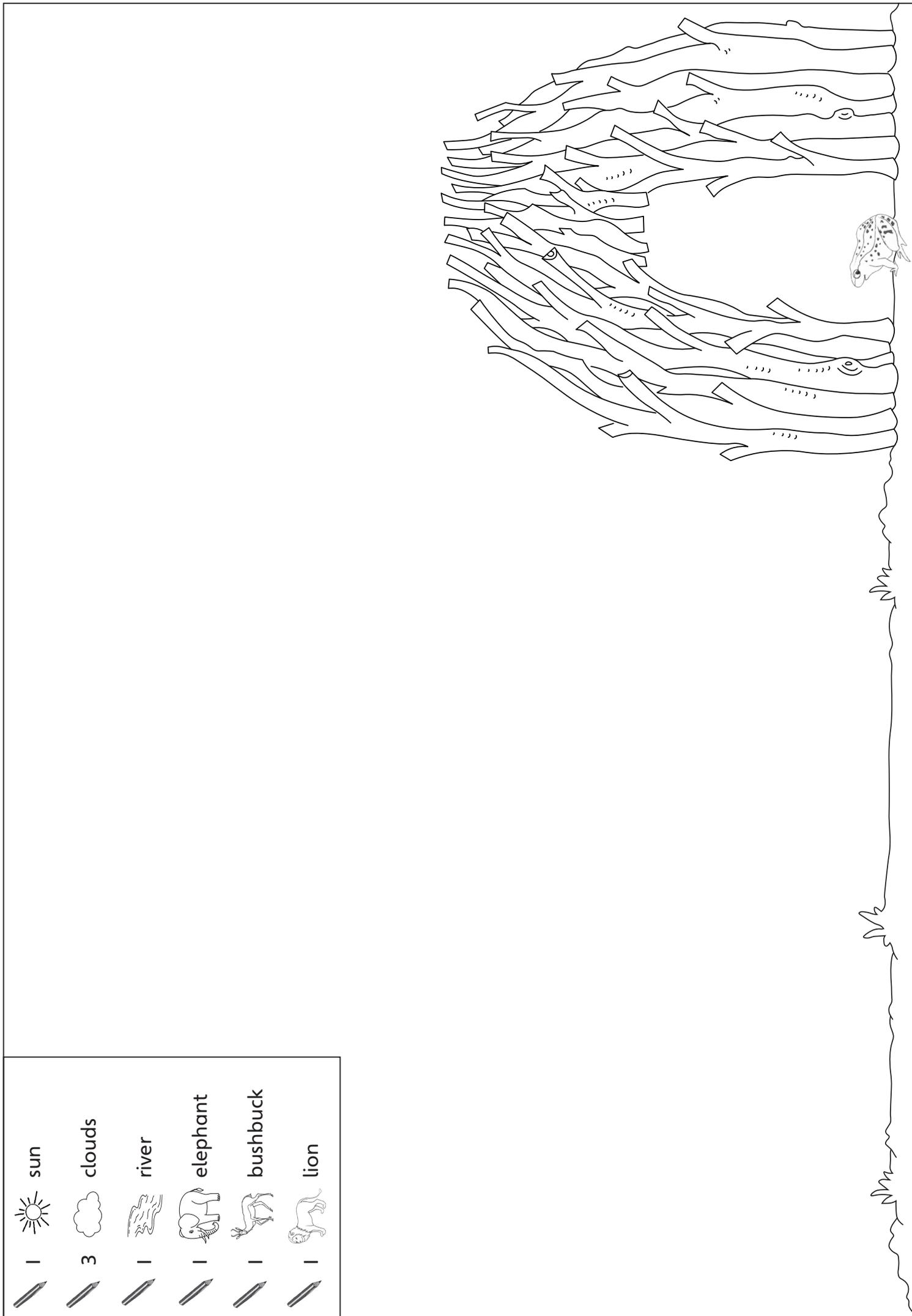


Keeper and his nursery: Black and white sequence pictures



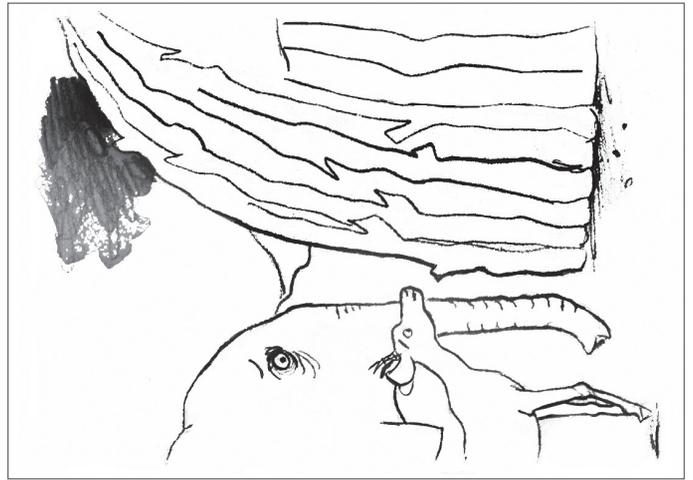
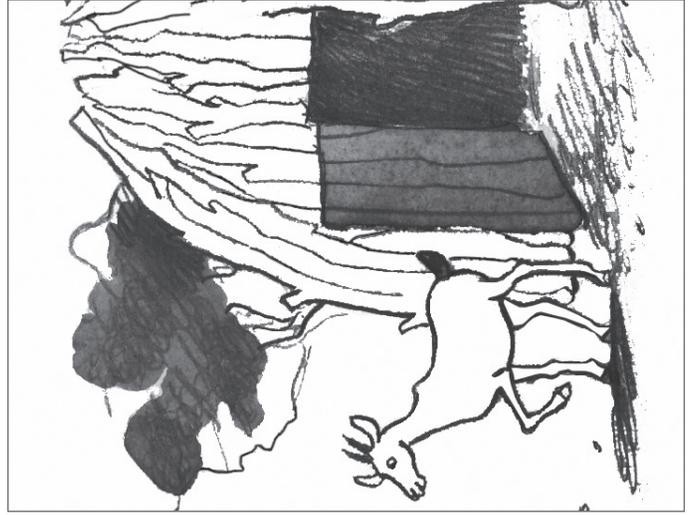
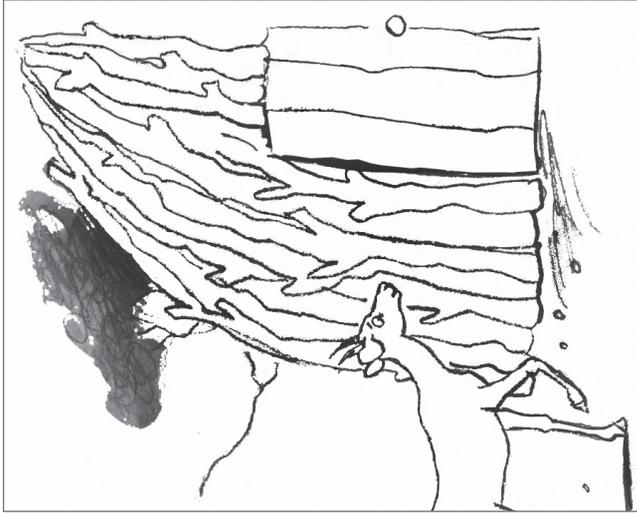


Bushbuck's visitor: Read and do activity page



	1		sun
	3		clouds
	1		river
	1		elephant
	1		bushbuck
	1		lion



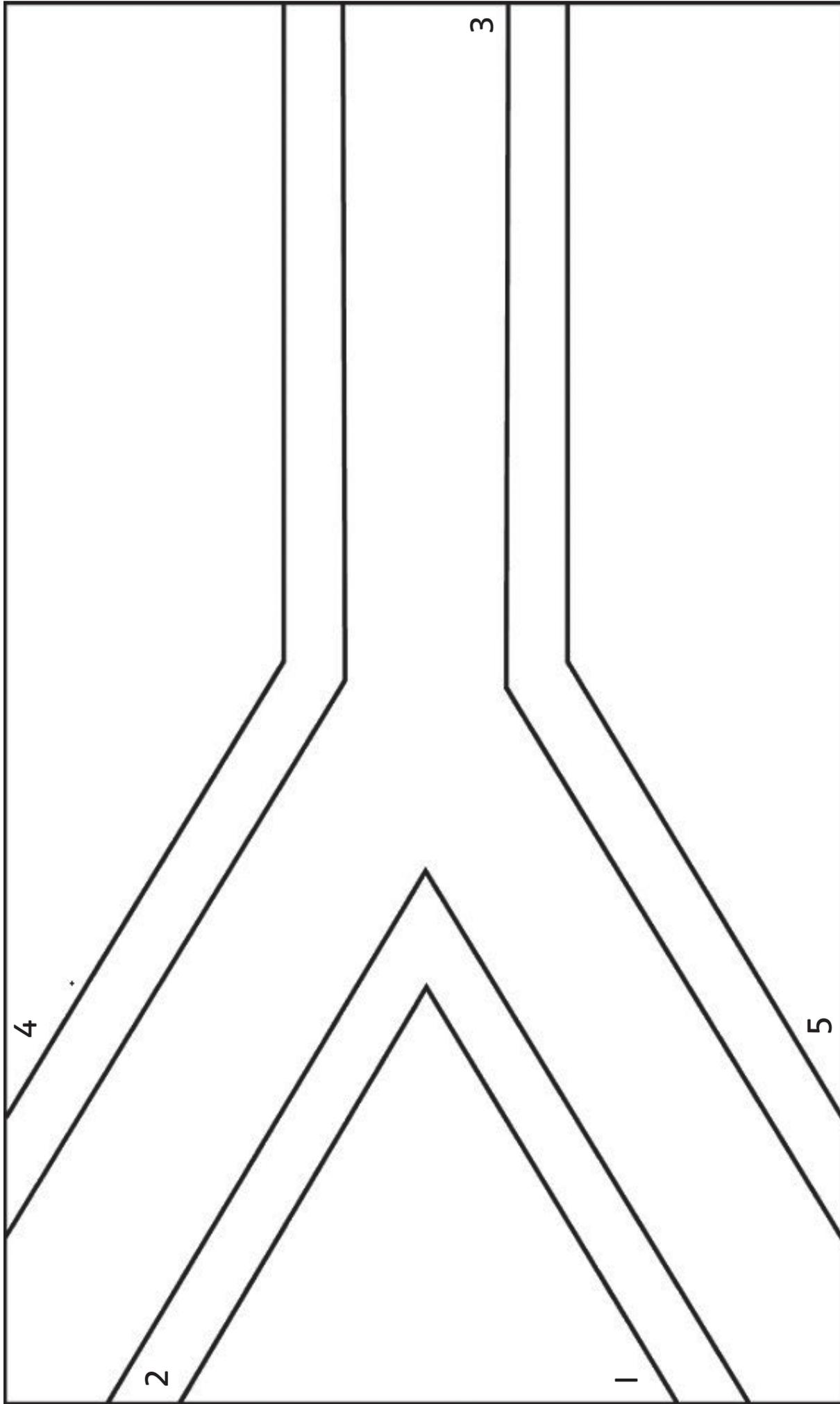


Bushbuck's visitor: Black and white sequence pictures





Zanele's story: Read and do activity page



1 black



2 yellow



3 green



4 red



5 blue





Zanele's story: Black and white sequence pictures

