

Introduction

Reading is an essential skill to be mastered in the Foundation Phase. This is why 2 hours and 30 minutes per week are prescribed for **group guided reading**, and another 45 minutes for **shared reading**.

The *Meerkat* series for group guided reading comprises two class readers per grade for Grades 1 to 3. Each reader includes weekly reading lessons for two terms, along with text-related exercises and activities.

Group guided reading

Two types of group guided reading are used in the classroom:

- The entire class reads from the class reader.
- Learners are divided into smaller groups according to their reading ability and read from graded readers.

The class reader

The class reader is pitched at a level that makes it possible for the average learner to read the week's text fairly easily once it has been read and discussed with the class. All learners read from the same reader. The text is often used as a basis for reading and writing activities, and the phonics, sight words and oral and written work for the week are introduced. At least one text plus accompanying exercises should be completed per week. Reading lessons should be aligned with curriculum-prescribed topics.

This book provides guidance regarding the phonics, sight words and spelling words to be focused on during each reading lesson. Reading lessons also include text-based reading and writing exercises.

A weekly reading plan with detailed activities is included at the back of the book. Also included are step-by-step guidelines for teaching reading lessons, and games to practise word and sound recognition.

Graded readers for differentiated reading

Learners in a class have different reading abilities. Some may struggle to manage the class reader, while others master the contents with ease. To give all learners optimal reading practice, graded readers are available for differentiated-reading sessions. These readers have different reading levels to suit a range of skill levels and allow progress over time. In class, graded readers are allocated according to individual learners' reading abilities and do not necessarily correspond with curriculum topics.

Shared reading

During shared reading, the teacher reads with the class or group using a large story book that has big, bold print.

This reader is a class reader, and not a graded reader for differentiated reading. It also doesn't have enlarged text for shared reading

Types of reading

Each reading lesson should include different types of reading. For example:

Speed-reading: A learner needs only 250 words to understand 60–75% of all reading material. These high-frequency words – it, is, the, not, and, just, was, etc. – are called sight words. The faster learners can read sight words, the more time they have to decipher the rest of the sentence. Each reading lesson includes the opportunity to practise speed-reading of sight words, which are supplied. Speed-reading exercises can be fun – tips are provided at the back of this book.

Pre-reading: The learner uses pre-reading to predict what the text may be about. The learner is guided, for example, to find visual clues and, later on, to read the first sentence of each paragraph.

Search-reading: We use search-reading to find a word, name, telephone number, fact, etc., in a text. Learners are, for example, asked to look for words containing certain sounds and certain punctuation marks. Each reading lesson includes search-reading exercises. Search-reading techniques are explained at the end of the book.

Reading aloud and silent reading: Learners initially find it easier to read if they sound out the words, as they are able to see and hear the words at the same time. However, reading comprehension is closely linked to how fast one is able to read, and reading aloud is a slow process. Attention should therefore be paid to silent reading. This class reader clearly indicates when learners should do silent reading, and provides tips to encourage silent reading.

Reading with feeling: Reading aloud doesn't necessarily equate to reading with expression. The latter takes into account intonation and variations in tone, volume and speed. The learner learns this by mimicking the adult reader. Later on, the learner does it spontaneously. This reader facilitates reading with feeling. Clear guidelines are provided at the end of the book.

Enjoy the *Meerkat* series! We hope this class reader will provide you – and your learners – with hours of fun.

Mart Meij

Teaching a reading lesson

Beforehand

- Make flashcards of the prescribed sounds and sight words for the term. The cards will include single sounds, double sounds (ee, oo), vowel blends (ea, oa, ai, etc.) and consonant blends (sh, wh, th, spr, tch, etc.). The reading plan clearly indicates the different sounds and sound blends. The flashcards should be big enough, and the letters bold enough, that children at the back of the class can decipher them with ease.
- Divide the flashcards into sets containing the weekly words/sounds.
- Only use the flashcards required for a specific lesson. In Week 7, for example, you'll only use the sounds and sight words for Weeks 1-7.

The reading lesson

- ❖ It is advisable to do one double page (one chapter) per week.
- ❖ A reading lesson should last half an hour on average.
- ❖ Try to follow the same routine when teaching a reading lesson. We suggest the following:

Sounds, spelling and search-reading

- Begin by flashing familiar sounds. Have learners read the sounds as fast as possible. Turn it into a game (see suggestions below) so that the learners remain engaged. NB: Always introduce sounds in the order indicated in the reading plan.
- Speed-read sight words that have already been introduced.
- Introduce the new sight words. Flash a word and have the learners read the word and write it on their writing boards. Day 2 onwards: Flash new and familiar sight words together. Day 3 onwards: Use games to practise speed-reading of familiar sight words.

Search-reading

- Flash a sight word. Learners read the word and search for it in their reading lesson.
- Name a sound in the reading lesson. Who is the first to find a word containing the sound? Focus on the new sounds that are being introduced.
- Name a word in the reading lesson. Who finds it first?

Tips for search-reading

- During search-reading the text isn't read word for word. Show learners how to place their finger top left, at the start of the text, and to slide their finger in fluent S movements from left to right down the page while looking for a specific word/sound. The movement helps the eyes not to stop at each word.
- Only use the reading text for search-reading, not the accompanying exercises.

Reading to learners

- Introduce the content by reading the lesson to the learners. Pay attention to intonation, and vary reading speed, volume, etc. Learners follow in their class readers.

- Read the lesson again but stop every now and again and ask different learners to continue reading. This forces learners to not only listen, but to read along with you.
- ❖ **Important:** Don't read the text more than twice, or learners will remember the contents and do parrot reading.

Discuss the contents of the reading lesson

- Ask the learners to indicate punctuation marks and to explain how a particular punctuation mark affects a sentence.
- Ask some memory and comprehension questions. Remember that learners need to justify their answers.

Silent reading

Allow learners time to read the lesson without your support. Encourage silent reading.

Reading exercises

Explain the first two or three reading exercises. On each subsequent day of the week, explain one or more further exercises.

- ❖ **Important:** Don't expect Grade 2 learners to read the instructions themselves. And don't explain all the exercises at the same time – they will not be able to remember all the instructions.

Differentiated reading

While learners are busy with exercises in the class reader, ask smaller reading groups to read to you from their graded readers. Follow the same steps as for class guided reading from the class reader.

Reading games

- Learners stand in a line, a few metres away from you. Flash the sounds/sight words. The first learner to read the flash card correctly gives a shoe-size step towards you. Who can touch you first?
- ❖ Learners lose a turn if they shout out the answer.
- Same idea: Learners sit on their chairs. The first learner to answer correctly may stand on his/her chair, then on his/her table, then on his/her chair again. Once back on his/her chair, the learner has won and doesn't take part in the game any more.
- ❖ By eliminating fast readers, you encourage slower readers to keep trying.
- Can you read the word/sound with your hands above your head? Oh! You can! But can you read the word if you're standing on your chair with your hands above your head? Wow! You are clever! I'm sure you can't read the word standing on your table with your hands above your head and balancing a bean bag on your head, etc.
- Read the words in a squeaky voice/deep voice. Can you read the words without moving your lips/with a rounded mouth? etc.

Reading plan for Class Reader 1 Grade 2

| Term 1 | | | |
|--------------------------------------|--|--|---|
| Week | Page | Reading skills | Sounds & words |
| Story 1: A day at the dam | | | |
| 1 | 2,3 Chapter 1: The day begins | <p>Beforehand</p> <ul style="list-style-type: none"> How to hold a book correctly How to turn pages correctly Practise up and down eye movements Reading from front to back, top to bottom, left to right <p>Search-reading</p> <ul style="list-style-type: none"> Specific words from text <p>Speed-reading</p> <ul style="list-style-type: none"> Rote recognition of single sounds Week 1 sight words <p>Reading comprehension</p> <ul style="list-style-type: none"> Look at the pictures. What do you think the story is about? | <p>Phonics All single letters/sounds</p> <p>Spelling words cat, bad dog, hop sit, fin bus, run my, fly leg, wet</p> <p>Sight words a, at, am, as, had, has, but, cut, big, my</p> |
| 2 | 4,5 Chapter 2: Better safe than sorry! | <p>Beforehand</p> <ul style="list-style-type: none"> Large to-and-fro movements from left to right crossing the midline <p>Pre-reading</p> <ul style="list-style-type: none"> Predict the story based on the illustration Point out in text that sentences start with a capital letter and end with a full stop. Also point out the exclamation mark and question mark. <p>Search-reading</p> <ul style="list-style-type: none"> Specific single and double sounds Specific words with double sounds Count the number of exclamation marks and question marks <p>Speed-reading</p> <ul style="list-style-type: none"> Fluent recognition of single and double sounds All prescribed sight words with single and double sounds <p>Reading comprehension</p> <ul style="list-style-type: none"> How exclamation mark, question mark and full stop influence intonation Capital letters in names and simplex surnames, e.g. Smith | <p>Phonics All single sounds PLUS double sounds ee and oo</p> <p>Spelling words book, moon, cool, soon, food weep, heel, jeep, seed green</p> <p>New sight words good, look, book, room, soon good, look, book, room, soon see, keep, seen, week, sleep</p> <p>Spelling rule: Words ending on -ck/-k</p> |
| Story 2: All kinds of friends | | | |
| 3 | 6,7 Chapter 1: Friends at school | <p>Beforehand</p> <ul style="list-style-type: none"> Large to-and-fro movements crossing the midline with the eyes <p>Pre-reading</p> <ul style="list-style-type: none"> Look at the picture and predict the story <p>Search-reading</p> <ul style="list-style-type: none"> Look for specific words in the text, focusing on words with the sh sound Identify capital letters, full stops, exclamation marks, question marks PLUS commas in text Look for capital letters at the beginning of sentences, names and surnames <p>Speed-reading</p> <ul style="list-style-type: none"> Sight recognition of sight words for Weeks 1-3. Emphasise recognition of sight words with sh <p>Reading comprehension</p> <ul style="list-style-type: none"> Did you predict the story correctly? Why do you think so? Which child isn't a good friend? Why do you think so? How did the children in the story deal with the bully? How will you deal with a bully? Describe the main theme in the reading lesson <p>Reading memory</p> <ul style="list-style-type: none"> Give the names of the characters without looking Make a list of names, one below the other (no full stop after title/heading) | <p>Phonics All single and double sounds PLUS sh/s</p> <p>Spelling words sheep, shoot, shut, ship, shy push, fish, dash, bush, rush</p> <p>Sight words she, wash, wish, shall, he, has, had, her, him, his</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>Example:</i> Words with sh she wash shall wish</p> </div> |

| | | | |
|------------------------------------|--|--|---|
| 4 | 8, 9 Chapter 2: Friends at home | <p>Beforehand</p> <ul style="list-style-type: none"> Large up/down movements and S movements and to-and-fro movements with eyes alternately covered <p>Pre-reading</p> <ul style="list-style-type: none"> Book education: cover, front page, title Predict what will happen in the story Introduce pre-reading using whisper reading <p>Search-reading</p> <ul style="list-style-type: none"> Specific words in text. Focus on sight words and words with th. Discuss different ways to pronounce th, e.g. in thin/this Identify capital letters, full stops, exclamation marks, question marks, commas in text Capital letters at beginning of sentences, names, surnames PLUS street and town names <p>Speed-reading</p> <ul style="list-style-type: none"> Sight words, familiar single and double sounds, focus on sight words with sh and th <p>Reading comprehension</p> <ul style="list-style-type: none"> Describe key theme in reading lesson Introduce concept of “dialogue” by means of speech-bubble text Make a second type of list, with words next to each other: title/ heading without full full stop, items divided by a comma | <p>Phonics</p> <p>Fluent recognition of all single and double sounds, sh PLUS th</p> <p>Spelling words</p> <p>then, three, thin, thumb, thank, thick bath, teeth, moth, path, tooth, smooth</p> <p>Sight words</p> <p>that, the, them, this, then, with, both</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>Example:</i> Words with soft th: thank, tooth, moth, bath</p> </div> |
| 5 | 10, 11 Chapter 3: Friends next door | <p>Beforehand</p> <ul style="list-style-type: none"> Large circle, zigzag and hopping movements with eyes crossing midline <p>Pre-reading</p> <ul style="list-style-type: none"> Study the picture. What is the story about? Do you think all children in the picture are behaving themselves? Emphasise importance of pre-reading <p>Search-reading</p> <ul style="list-style-type: none"> Search-read words with ch, selected sight words <p>Speed-reading</p> <ul style="list-style-type: none"> Sounds and sight words that have been introduced <p>Reading comprehension</p> <ul style="list-style-type: none"> Point out punctuation marks in text and demonstrate how they influence intonation Point out inverted commas in text, explain what they mean Learner indicates capital letters and explains why a word has a capital letter Identify key details of events in reading text and arrange them in the correct order | <p>Phonics</p> <p>Fluent recognition of single and double sounds, sh, th PLUS ch</p> <p>Spelling words</p> <p>chop, chap, chat, cheek, chip rich, patch, fetch, clutch, match</p> <p>New sight words</p> <p>much, child, such, did, in, is, got, for</p> |
| Story 3: Fun in Wood Street | | | |
| 6 | 12, 13 Chapter 1: All's well that ends well | <p>Beforehand</p> <ul style="list-style-type: none"> Large circle, zigzag and hopping movements crossing the midline, with eyes alternately covered <p>Pre-reading</p> <ul style="list-style-type: none"> Use visual clues (cover, title, pictures) to predict the story Interpret story by looking at the pictures Encourage silent reading when pre-reading <p>Search-reading</p> <ul style="list-style-type: none"> Look for specific words and sounds in text Look for question words in text <p>Speed-reading</p> <ul style="list-style-type: none"> Sounds and sight words that have been introduced <p>Reading comprehension</p> <ul style="list-style-type: none"> Identify characters in reading lesson Express an opinion about the text/characters in the text Select keywords in each sentence and draw a board diagram illustrating the course of events Point out the difference between speech-bubble text and ordinary dialogue. Point out the correct use of inverted commas | <p>Phonics</p> <p>Fluent recognition of single and double sounds, sh, th, ch PLUS wh</p> <p>Spelling words</p> <p>whip, wheel, whisk</p> <p>wine/whine</p> <p>whip/wipe wheel/well whole/hole</p> <p>New sight words</p> <p>what, when, who, why, which</p> |

| | | | |
|------------------------------------|--|---|---|
| 7 | 14, 15 Chapter 2: Many hands make light work | <p>Beforehand</p> <ul style="list-style-type: none"> Large Lazy 8 movement with eyes crossing the midline while learner is standing on a rope/brick on the ground <p>Pre-reading</p> <ul style="list-style-type: none"> Study the picture. What will happen in the story? Learners attempt silent reading or whisper reading by themselves Learners then say if they predicted correctly <p>Search-reading</p> <ul style="list-style-type: none"> Look for specific words in text. Emphasise question words Point out punctuation marks and how they influence intonation Learners indicate capital letters and justify their use <p>Speed-reading</p> <ul style="list-style-type: none"> Sounds and sight words that have been introduced <p>Reading comprehension</p> <ul style="list-style-type: none"> Indicate the keywords in each sentence and relate the course of events using the keywords What do you think of the text/characters? Learners change speech-bubble text into dialogue and use inverted commas | <p>Phonics Revision ch, wh, sh, th</p> <p>Sight words much, why, wash, them</p> <p>Building word families cop, chop, hop, shop d-ip, h-ip, l-ip, n-ip, p-ip, r-ip, s-ip, t-ip, wh-ip, ch-ip, sh-ip b-ell, f-ell, h-ell, t-ell, s-ell, w-ell, sh-ell c-at, m-at, s-at, f-at, r-at, h-at, ch-at, wh-at, th-at</p> |
| Story 4: Camping at the dam | | | |
| 8 | 16, 17 Chapter 1: Making plans | <p>Beforehand</p> <ul style="list-style-type: none"> Familiar eye exercises while learner is standing on a rope/brick <p>Pre-reading</p> <ul style="list-style-type: none"> Predict the story by looking at the illustration Whisper read the text independently - was the prediction correct? <p>Reading technique</p> <ul style="list-style-type: none"> Read lesson aloud to learners. Emphasise intonation and volume. Learners read along with you <p>Search-reading</p> <ul style="list-style-type: none"> Specific words, sounds and punctuation marks in reading lesson <p>Speed-reading</p> <ul style="list-style-type: none"> Prescribed sounds and sight words <p>Reading comprehension</p> <ul style="list-style-type: none"> Do you feel you can go camping without your parents/teacher? Is it safe to do so? Count paragraphs. Why do we use paragraphs? | <p>Phonics Words ending in -ll and -ss, and in -k and -ck</p> <p>Spelling words bull, pill, tall, doll, bell grass, dress, miss, mess, less</p> <p>Words to emphasise shook/shock peek/peck look/lock</p> <p>Sight words all, ball, pull, sell</p> |
| 9 | 18, 19 Chapter 2: The best part of camping | <p>Pre-reading</p> <ul style="list-style-type: none"> Study the illustration and predict the story. Whisper read. Was the prediction correct? <p>Reading technique</p> <ul style="list-style-type: none"> Whisper read with pencil between lips Read aloud emphasising intonation. Once again discuss whether prediction was correct <p>Search-reading</p> <ul style="list-style-type: none"> Specific words, sounds and punctuation marks <p>Speed-reading</p> <ul style="list-style-type: none"> Revise all single sounds, double sounds and 2-letter vowel sounds Practise speed-reading of high-frequency sight words on a daily basis. Use games to keep learners engaged <p>Reading comprehension</p> <ul style="list-style-type: none"> Where did the boys pitch their tent? Was it a safe place to sleep? | <p>Phonics Revise all single sounds, double sounds and ch, wh, sh, th, ph</p> <p>Build word families bath/bash; thin/shin; third/shirt; she/the; sip/ship; sell/shell; sore/shore; sow/show; sack/shack; ship/chip; thin/chin; shop/chop; chin/shin</p> <p>Revise the prescribed sight words daily in packets of 15-20</p> |
| 10 | 20, 21 Chapter 3: Here come the girls | <p>Round off:</p> <ul style="list-style-type: none"> Fluent recognition of prescribed letters/sounds Fluent reading and writing of prescribed sight words Fluent reading and writing of prescribed spelling words <p>Start assessment</p> | |

- You now have a good idea of how to proceed. Complete guidelines will no longer be given but the sounds, spelling words and sight words for each week will still be provided.
- At this age, children still tend to sound out words when they read, in order to hear what has been written. As silent reading is faster, learners should ideally be able to read without sounding out words. From now on, you should pay particular attention to silent reading. Turn it into a game and ask learners to keep a pencil lightly pinched between their lips. They try to read the text without letting the pencil fall from their lips. After the learners have read the text, ask some memory questions to ensure that the text has been read and to determine to what extent learners understand and remember the contents. Should a learner remember little of the contents, first read the text together with the learner, then ask the learner to read the lesson again by him-/herself, silently. Do this week after week, until the learner has mastered independent silent reading.

Story 5: Bree Bee and Franny Fairy

| Week | Chapter | Page | Phonics | Spelling words | Sight words |
|------|--|--------|--|--|---|
| 11 | Chapter 1: Spring, and Bree Bee has to work | 22, 23 | 3-letter consonant blends at the beginning of words 3-letter consonant blends at the end of words | scr- spr- str- spl- scream, screech, scratch, scrub spring, sprout, spray, spread stream, strong, stretch, stress split, splash -tch -nch match, patch, fetch, hitch, scratch bench, lunch, crunch, munch, stench | Revise all sight words of Term 1 PLUS these new words: his, him, he, her, we, me, be, you, she, us, me |
| 12 | Chapter 2: Summer, and problems are looming | 24, 25 | oa oa/ow | slow, throw, grow, glow, snow, mow boat, road, groan, toast, boast, throat | Familiar sight words PLUS blow, own, grow, show, know no, old, hold, go, or, so, do |
| 13 | Chapter 3: Winter is on its way | 26, 27 | ai as in rain | plain, sail, snail, tail, paint, hail, gain, stain, grain, train | Familiar sight words PLUS again, wait, fail, if, of, they |

From Week 14 onward you should, in addition to silent reading, also pay attention to reading with feeling. This is different from reading aloud. Reading aloud simply means that one is reading loud enough for others to hear. You'll find that even learners who are reading fluently will fall back on reading aloud if they cannot decipher a word. Reading with feeling/ expression means varying your intonation, tone, speed and volume. Children learn to read with feeling by mimicking adult readers. The learners have listened to you reading with feeling for nearly two terms now, and you can start expecting from them to decide for themselves how to apply variations in intonation, tone, reading speed and volume.

| | | | | | |
|----|--|--------|--|--|---|
| 14 | Chapter 4: Bree and Franny move to the farm | 28, 29 | ay as in pray when to use ai/ay | pray, tray, sway, clay, stay, gay, spray | Familiar sight words PLUS say, way, away, day, may, play, today, stay |
| 15 | Chapter 5: A time to work and a time to sleep | 30, 31 | Revise and assess. Can the learner read the text silently by him-/herself? How well does the learner remember what he/she has read? Can the learner recount the story? | | |

Story 6: The Stream of Sweet Dreams

| | | | | | |
|----|---|--------|---|---|--|
| 16 | Chapter 1: The owner of The Stream of Sweet Dreams | 32, 33 | ea as in sea | bean, feast, heap, clean, mean, read, sea, tea, steal, dream | Familiar sight words PLUS read, eat, clean, be, sell |
| 17 | Chapter 2: The day of the odd bird | 34, 35 | ea as in bean and ea as in bread | head, bread, instead, dead, tread, sweat, dread, spread | Familiar sight words PLUS head, from, help, just |
| 18 | Chapter 3: A creepy deed | 36, 37 | ee/ea | meet/meat sweet/sweat see/sea heel/heal been/bean | Familiar sight words PLUS need, meet, green |

Stories from Africa

| | | | | | |
|----|--|--------|---|--|--|
| 19 | Story 1: Rabbit and Jackal | 38, 39 | Rote recognition of prescribed letters/sounds/sight words | | |
| 20 | Story 2: Tapping Beetle goes to a dance | 40, 41 | Round off and begin with assessment | | |