





**GRADE 1**

# **English First Additional Language**

Teacher Toolkit:  
CAPS Aligned Lesson Plans  
and Resources

**TERM 2**

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The Programme to Improve Learning Outcomes (PILO)  
The Shed, The Pines, 9 Gordon Hill Road, Parktown, 2193  
Tel: + 27 10 880 2431  
Email: admin@pilo.co.za

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The National Education Collaboration Trust  
Ground Floor, Block D, Lakefield Office Park, 272 West Avenue, Centurion, 0163  
Tel: +27 12 752 6200  
Email: info@nect.org.za  
Web: www.nect.org.za

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# A. ABOUT THE LESSON PLANS

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The lesson plans in this book give you, the teacher, detailed information about how to teach a CAPS-aligned lesson every day. By following the lesson plans, you will ensure that you cover the curriculum and give your learners the best possible chance of developing the knowledge and skills required for English First Additional Language in this grade.

The lesson plans have been designed for a ten-week term. Should you use the lesson plans in a term that is longer or shorter than this, you will need to adjust your plans.

There are lessons for every day for ten weeks. You might miss some days because of public holidays or unforeseen school activities, but you should have enough days in the second term to make up any missed days.

The lesson plans are part of the teacher toolkit for English First Additional Language. The rest of the toolkit comprises a lesson and assessment planner and tracker; posters and graded readers which you will receive for your class; and *Printable Resources* (flashcard templates and A4-sized posters) provided in Section F after the lesson plans in this book. Details of the resources needed for the term are given in Section C *Resource List*, in the lesson plans themselves and in the planner and tracker.

## 1. Links to the CAPS

These lesson plans are CAPS compliant. Each lesson has been carefully designed to align with the CAPS requirements. These requirements can be found in the CAPS document for Foundation Phase First Additional Language Grade R–3.

The CAPS content, concepts and skills that are being focussed on in each lesson are noted in the information about the lesson.

Section E of this document gives a record of the key English vocabulary and language structures in the lesson plans this term.

The maximum time allowed for First Additional Language (i.e. three hours) has been used.

All the components for teaching and learning the First Additional Language as required by the CAPS are

included in the lesson plans. Information about these components and about assessment is given below.

### *Listening and Speaking*

Listening and Speaking (L&S) lessons develop the learners' understanding and use of English vocabulary, concepts and grammatical structures. Learners need to practise speaking English and this is the focus of the Listening and Speaking component. Six themes are covered using the posters, readers and DBE workbook. These themes are: *Shopping, Food and Healthy Living, Farm Animals, Colours, Fruit, and Classroom Objects*.

Note the following general points about Listening and Speaking lessons:

- Every lesson begins with greetings. How to teach greetings is explained in detail in Section B *Methodology Guidelines*. Learners were taught how to greet in Grade 1 Term 1.
- When learners learn songs, rhymes, poems, and practise following and giving instructions, the teacher and learners combine language with a physical activity. All songs taught in the lesson plans can be found on the EFAL CD. This CD is for your use only. It is not meant to be played to the learners.
- Poster work forms an important part of the weekly Listening and Speaking lessons. Each term different posters are used and these form part of the theme for that term. In Term 2 all grades use the *Shopping* and *Healthy Living* posters. A4-sized *Shopping* and *Healthy Living* posters can be found in the *Printable Resources* section, and large wall posters, in full colour, are provided as part of the toolkit. How to teach a poster lesson is explained in the *Methodology Guidelines* section and in the lesson plans.

### *Reading and Phonics*

**Shared Reading:** In Grade 1, Shared Reading falls under the Reading and Phonics component and has been allocated 75 minutes every week. Learners should be familiar with this component as it is also taught in Home Language. Listening to stories read by the teacher develops learners' language and literacy skills. Big Books are used for Shared Reading. In most weeks learners listen to the story and answer

questions related to it. The detailed methodology of how to teach Shared Reading is given in the lesson plans.

**Phonics:** Phonemic awareness is an important skill for reading and spelling. Learners need to be able to hear the different sounds in a word and separate one sound from another sound. Learners learn the letter-sound relationships of their home language and also how to decode in their home language. In EFAL, in this term, learners learn to identify different initial sounds in words, segment oral sentences, clap out syllables in words and identify rhyming words. Most of this work is done in Shared Reading and Listening and Speaking lessons. They also learn how to recognise common words in their everyday environment. The methodology for each activity is given in detail in the lesson plans. Learners have to listen to the different words and say what sounds these words begin with. In Grade 1 they don't need to recognise the different letters that correspond with these sounds. This is because it is important that learners first learn how to read and write letters in their home language before they learn how to read and write in EFAL.

There are no Group Guided Reading lessons in Grade 1 because learners first need to learn how to read in their home language before reading in EFAL. Once the skills of reading have mostly been established in their home language, learners can be expected to transfer these skills to EFAL and learn the phonics of English to help them decode English words.

## Writing

It is very important that learners have plenty of time to practise writing in English. This is a difficult skill for many learners to grasp. In Grade 1 they need, with the teacher's help, to be able to write a caption for their drawings and read back what they have written. The methodology for teaching the necessary skills in writing activities is in the lesson plans. Sometimes learners will be writing in their writing books and at other times they will write in their DBE workbooks. Should your learners complete these activities, they could complete the work on an additional DBE workbook page.

## Assessment

The programme of assessment in the lesson plans meets the requirements of Circular S1 as developed for the first additional language in the foundation phase by the DBE, and distributed in October 2017.

The DBE's assessment programme for EFAL for the second term is published in the planner and tracker.

It shows that some activities are assessed using a rubric, while others are assessed using a checklist. The required rubrics and checklists are also provided in the planner and tracker.

The lesson plans make it very clear when assessments using a rubric should take place, and what should be assessed. This information is also provided in the *Programme of Assessment in the Lesson Plans* in the planner and tracker. Assessments using the rubric take place during Weeks 6 and 7 in the times normally allocated to the component being assessed.

Exemplars of assessment activities are described in detail in the planner and tracker. For some activities, the whole class completes an assessment activity at the same time (such as in Writing). However, in Listening and Speaking and Shared Reading activities, while learners must all be assessed on the same materials in the same way, they cannot all be assessed at the same time. You will need to assess about a quarter of the class in different lessons. Which group should be assessed is clearly stated in the assessment lessons. While one group is being assessed, the other learners will have an activity which they can work on independently.

No specific lessons are allocated for assessment of skills that need to be assessed using the checklist. However, lessons in which learners are working on these skills are noted in the *Programme of Assessment in the Lesson Plans* given in the planner and tracker. You can use these lessons to assess each learner according to the checklists provided.

All assessment activities are taught in the lesson plans, and no skill is assessed that has not been taught. Many skills have been taught in at least two activities before they are assessed. You should ensure that all assessment activities are completed and marks recorded as required.

An assessment record sheet for you to copy and complete for all the learners in your class is provided in the planner and tracker that accompanies these lesson plans.

## 2. Broad guidelines for using the lesson plans

1. All the **planning** has been done for your Term 2 EFAL lessons. You must, however, complete your daily **preparation**. This means that every day you must do the following preparation tasks:
  - Mark any work that the learners completed in their books that day.
  - Record the results of any assessment activities.

- Write down any comments/assessment notes.
  - Read through your lesson plan for the next day so that you know how to teach the lesson. Note the content, concepts and skills that are to be taught and the focus of each activity so that you are sure to direct your teaching toward these.
  - Identify any flashcards, pictures or objects that you will need for the next day and prepare them. These are always specified in each lesson plan, and are also given in the tracker.
  - Check that all your reading books and DBE workbooks are ready to be used.
  - Note the date of completing the lesson in your tracker.
  - Reflect on the lesson and make notes in your tracker if appropriate.
2. **The lesson plans must be used in conjunction with the following resources:**
- The prescribed Big Books.
  - *Shopping and Healthy Living* posters.
  - DBE workbooks: The lesson plans refer to the 2017 edition of these workbooks and as the workbooks change very little from year to year, the same pages are likely to be relevant in subsequent years. However, you should check that the page being referred to is still appropriate for the work being done.
  - Other resources as reflected in the lesson plans.
3. As far as possible, please ensure that your learners have the following **resources for written work** and please try and use 72-page books:
- **Two 17 mm lined A4 or A5 books – one for the first half of the year and one for the second half of the year.** Label these books as follows:
    - **Writing Book 1**
    - **Writing Book 2**
  - All books must be neatly covered and labelled.
  - If you have ordered different exercise books, you can use them for the writing activities.
4. **The content in each lesson has been carefully sequenced.** It is important that no lesson is skipped. Should you miss an EFAL lesson for any reason, the next time this component is done, you should continue from where you left off.
5. Generally, as shown in the table below, EFAL is allocated 30 minutes each day, but once in each week it is given an hour so that learners get the time specified in the CAPS for EFAL. You might have to adjust the day on which you have this extended time to fit in with your school's timetable.

You can use the information in this table to help you plan your daily timetable for each week of the term.

Day	Components	Time allocated
1	Listening and Speaking	30 minutes
2	Listening and Speaking	30 minutes
3	Reading and Phonics – Shared Reading	30 minutes
4	Reading and Phonics – Shared Reading Writing	45 minutes 15 minutes
5	Listening and Speaking	30 minutes

6. **Lesson pace:** Make sure that you cover all aspects of the lesson in the allocated time. Allow sufficient time for the learners to complete the activities. It is important to manage the pace of the lesson carefully, otherwise you may not cover all that is expected in the lesson.
7. **Homework:** Note that in Grade 1 Term 2, the learners are not given EFAL homework.
8. **Support and extension activities:** Identify learners that need additional practise to consolidate their learning. You may need to assist these learners before or after school, or during break. Don't keep the learners for more than 10 minutes of any break. If your class completes the written activities before the end of the allocated time, they could complete an additional DBE workbook page as indicated in the lesson plan.
- The DBE has published some excellent materials to support you in working with learners with learning barriers. Two such publications are:
- Directorate Inclusive Education, Department of Basic Education (2011) *Guidelines for Responding to Learner Diversity in the Classroom Through Curriculum and Assessment Policy Statements*. Pretoria. [www.education.gov.za](http://www.education.gov.za), [www.thutong.doe.gov.za/InclusiveEducation](http://www.thutong.doe.gov.za/InclusiveEducation)
  - Directorate Inclusive Education, Department of Basic Education (2010) *Guidelines for Inclusive Teaching and Learning. Education White Paper 6. Special Needs Education: Building an inclusive education and training system*. Pretoria. [www.education.gov.za](http://www.education.gov.za), [www.thutong.doe.gov.za/InclusiveEducation](http://www.thutong.doe.gov.za/InclusiveEducation)
9. **Lesson reflection:** Briefly write down **what worked well** and what **did not work so well**. You can use these daily notes to complete your weekly reflection in your tracker.

# B. METHODOLOGY GUIDELINES

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## 1. General points

- When learners are introduced to a First Additional Language it is important that they hear the vocabulary and grammar of that language repeatedly. This helps them to understand and use the language. For this reason, vocabulary and grammar are repeated in different ways throughout these lesson plans – the same vocabulary is used in the poster lessons, instructions and reading; whole lessons or parts of lessons are repeated twice or three times in a term; and work is revised during the first week of the term and during the last week of the term. There is also regular revision of the vocabulary, grammar, instructions, questions, phonic sounds and written activities to give the learners plenty of opportunity to learn to understand, use, read and write the First Additional Language.
- When you give an instruction for an activity that you think learners may not understand, try to demonstrate its meaning, or give it in the language of learning and teaching (LoLT) and then in English. It is important that they hear the same explanation in English as you give in the LoLT as this helps develop their understanding of English.
- It is important **not** to encourage parroting in the learners when they learn a First Additional Language. For this reason, for example, in each Listening and Speaking poster-based lesson, sentences are repeated only three times.
- Questions must be asked the way they are set out in each lesson plan so that the correct language structure is taught.
- It is important to have all the suggested resources for Listening and Speaking lessons as seeing an object, picture, poster or an action helps learners to link meaning to the word and/or sentence. The objects and/or pictures needed are clearly noted in each lesson.
- There are a number of **language games** that can be played when you have extra time in Listening and Speaking lessons. Examples of these are:
  - Simon says: **Put your hands in the air. Touch your head. Move your feet**, etc.

- Do this/Do that: Say: **Do this** (for example, put one hand in the air) and learners copy you. When you say **Do that** the learner must not do the action. Any learner who does the **Do that** action is out of the game.
- I spy with my little eye something beginning with ... .
- Eency, weency spider (on EFAL CD).
- Here is the church (on EFAL CD).
- Twinkle, twinkle, little star (on EFAL CD).

## 2. Guidelines for repeated activities

### *Listening and Speaking: Poster work*

- Prepare the learners for the lesson. They must be sitting facing the poster. They must all be able to see the poster.
- Say: **This poster is about the ...** .
- Ask: **What can you see in the poster?**
- Any learner can answer whatever they see.
- Point to the picture in the poster of the new vocabulary word and say this word.
- Point to the picture of the new vocabulary word again and ask: **Who/what is this?**
- The learners answer with the word.
- Follow the same procedure with all the new vocabulary words that are indicated in the lesson plans. Also do actions to explain the words where possible.
- Say the **first sentence** and point to the part of the poster illustrating that sentence.
- Repeat the **first sentence** and again point to the part of the poster illustrating the sentence.
- Ask **Question 1**.
- Answer with the learners.
- Again ask **Question 1**.
- All or some of the learners answer.
- Ask the same question for a third time.
- Select a few learners to answer the question.
- Repeat the same procedure for **Question 2**.
- Repeat the same procedure for the other sentences.

### *Listening and Speaking: Greetings*

- Settle the class. The learners should be standing quietly behind or next to their chairs.
- Say: **Good morning, learners.**
- Learners answer: **Good morning, Mrs/Mr/Miss ...** .

- Learners learn this part of the greeting first and the rest of the greeting is introduced to them later in the term.
- Say: **How are you, learners?**
- Learners answer: **I am fine, thank you. How are you?**
- Reply: **I am fine, thank you.**
- At the end of the lesson say: **Goodbye, learners.**
- Learners answer: **Goodbye, Mrs/Mr/Miss ... .**

## C. RESOURCE LIST

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The resources below are part of the toolkit provided with the lesson plans. You will also need various other resources as noted in the lesson plans.

- **Printable Resources** (See Section F)
  1. Flashcard templates: Words in the everyday environment
  2. A4 posters: *Shopping*  
*Healthy Living*
- **Posters:** Class-sized wall posters: *Shopping* and *Healthy Living*
- **CD:** *EFAL*
- **Big Books:** *We Use Colours, Look at the Animals, Fruit for the Class* and *My Friend*
- **Term 2 CAPS Planner, Tracker and Assessment Resources**

# D. WEEKLY LESSON PLANS

## WEEK 1

TOTAL TIME	3 hours
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### DAY 1

ACTIVITY 1	LISTENING AND SPEAKING
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> <li>Responds to simple greetings and farewells, using phrases</li> </ul>
RESOURCES	<ul style="list-style-type: none"> <li>None</li> </ul>
ACTIVITY DESCRIPTION	
<p><b>Focus of the lesson: How to greet and asks and answers the question <i>How are you?</i></b></p> <ul style="list-style-type: none"> <li>Settle the class. The learners should be standing quietly behind or next to their chairs.</li> <li>Say: <b>Good morning, children.</b> Learners answer: <b>Good morning Mrs/Ms/Mr... .</b></li> <li>Say: <b>How are you, children?</b></li> <li>Learners answer: <b>I am fine, thank you.</b></li> <li>Say at the end of the lesson: <b>Goodbye, children.</b></li> <li>Learners answer: <b>Goodbye, Mrs/Ms/Mr... .</b></li> </ul>	

ACTIVITY 2	LISTENING AND SPEAKING
TIME	30 minutes
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> <li>Responds physically to simple oral instructions</li> </ul>
RESOURCES	<ul style="list-style-type: none"> <li>None</li> </ul>
ACTIVITY DESCRIPTION	
<p><b>Focus of the lesson: Carries out instructions.</b></p> <ul style="list-style-type: none"> <li>Prepare the learners for the lesson. Their desks should be clear and they must be facing you.</li> <li>Explain to the learners that they must watch you and listen carefully.</li> <li>Revise the two instructions: <b>Stand up</b> and <b>Sit down.</b></li> <li>Stand in front of the class and say: <b>Be quiet, please.</b></li> <li>Ask a learner: <b>What does this mean you must do?</b> (I must not talk; I must be quiet.)</li> <li>Say: <b>Come here, please.</b> When you say the words, gesture to a learner to come to you.</li> <li>Repeat this three times, using a different learner each time.</li> <li>Get the learners to repeat the instruction.</li> <li>Tell the learners to repeat the instruction to the learner sitting next to them.</li> <li>Say to a learner: <b>Get a book, please.</b> (The learner can get any book in the classroom.)</li> <li>Once the learner has the book say: <b>Put the book on the table.</b> Gesture to the table showing the learner with your actions what you want her/him to do.</li> <li>Take the book and say again: <b>Put the book on the table</b> and put the book on the table.</li> <li>Ask the learners to say this with you: <b>Put the book on the table.</b></li> <li>Practise this three more times with different learners: <b>Get a book, please.</b> (The learner can get any book in the classroom.) Say: <b>Put the book on the table.</b> You and the learners say: <b>Put the book on the table.</b></li> <li>When you have practised these instructions say: <b>Be quiet, please.</b></li> <li>Repeat the instruction until all the learners are quiet because they have understood the instruction.</li> <li>If there is time practise the following instructions learnt in Term 1: <b>Shut the door; Open the door; Jump up and down.</b></li> <li>Reflect on the lesson.</li> </ul>	

## DAY 2

ACTIVITY 1	LISTENING AND SPEAKING
<b>TIME</b>	30 minutes
<b>CONTENT/CONCEPTS/ SKILLS</b>	<ul style="list-style-type: none"> <li>• Sings simple songs and does actions</li> <li>• Joins in action rhymes and songs, doing the actions</li> </ul>
<b>RESOURCES</b>	<ul style="list-style-type: none"> <li>• <b>Songs</b> Head and shoulders knees and toes Knees and toes Head and shoulders knees and toes Knees and toes And eyes and ears And mouth and nose Head and shoulders knees and toes Knees and toes.  The Wheels of the Bus go round and round, Round and round, round and round. The Wheels of the Bus go round and round, All day long.  The wipers on the bus go swish, swish, swish, Swish, swish, swish, swish, swish, swish. The wipers on the bus go swish, swish, swish, All day long.</li> <li>• DBE workbook (Term 1) pp. 4 and 35 (teacher only)</li> <li>• Toy bus or picture of a bus</li> </ul>

### ACTIVITY DESCRIPTION

#### **Focus of the lesson: Revises Term 1 songs.**

- Settle the learners. Their desks should be clear. Briefly do greetings. They can stand next to their desks or make a circle to sing the songs and do the actions.
- Explain to the learners in the LoLT that they are going to sing the songs *Heads and Shoulders* and *The Wheels of the Bus* that they learnt last term.
- Sing the first song, using actions to illustrate its meaning.
- Ask the learners to sing it with you, with the actions.
- Then ask a group of learners to sing it, with the actions.
- Sing the second song, using actions to illustrate its meaning and show them the toy bus or a picture of a bus.
- Ask the learners to sing it with you, with the actions.
- Then ask a group of learners to sing it, with the actions.
- Ask different groups of learners to sing the different songs, with the actions.
- The class sings both songs with the actions.
- Reflect on the lesson.

## DAY 3

DAY 3	
ACTIVITY 1	SHARED READING/PHONEMIC AWARENESS
TIME	30 minutes
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> <li>• After repeated readings, joins in choruses where appropriate</li> <li>• With the teacher's help, identifies some rhyming words in stories, songs, rhymes</li> </ul>
RESOURCES	<ul style="list-style-type: none"> <li>• <b>Poem</b> The dog is brown The cat is grey Our flag has many colours Flying high all day.</li> </ul>
ACTIVITY DESCRIPTION	
<p><b>Focus of the lesson: Listens to a poem and recognises rhyming words.</b></p> <ul style="list-style-type: none"> <li>• Settle the learners. Their desks should be clear. Briefly do greetings.</li> <li>• Say the poem to the learners. Explain the meaning of the poem in the LoLT.</li> <li>• Repeat the poem again.</li> <li>• Tell the learners that you are going to say the poem again but you are not going to say the last word in the sentence and they must try to remember what it was.</li> <li>• Say: <b>The dog is ...</b> (Learners say: <b>brown</b>); Say: <b>The cat is ...</b> (Learners say: <b>grey</b>); Say: <b>Our flag has many ...</b> (Learners say: <b>colours</b>); Say: <b>Flying high all ...</b> (Learners say: <b>day</b>).</li> <li>• Explain to the learners in the LoLT that rhyming words are words that sound similar; the end part of the word is the same, e.g. boy, toy; mat, fat.</li> <li>• Ask the learners: <b>What is the same in boy and toy?</b> Say <b>boy</b> again and separate the /b/ from the /oy/. Say: <b>b-oy</b>. Say <b>toy</b> again and separate the /t/ from the /oy/. Say: <b>t-oy</b>.</li> <li>• Tell the class the answer is /oy/ if they don't know. Say the words again separating the /b/ from /oy/ and the /t/ from /oy/.</li> <li>• Follow the same procedure with <b>mat</b> and <b>fat</b>.</li> <li>• Read the poem again.</li> <li>• Say that in this poem the words that rhyme are: <b>grey, day</b>.</li> <li>• Say the words again and separate the /gr/ from the /ay/ and the /d/ from the /ay/ so that the learners can hear the /ay/ sound.</li> <li>• Say in the LoLT: <b>Listen again to the poem and see if you can hear the words that sound similar, the end part of the word is the same.</b></li> <li>• Say the poem again emphasising the rhyming words. Repeat this twice.</li> <li>• Ask individual learners which two words rhyme.</li> <li>• Reflect on the lesson.</li> </ul>	

## DAY 4

ACTIVITY 1	SHARED READING
<b>TIME</b>	45 minutes
<b>CONTENT/CONCEPTS/ SKILLS</b>	<ul style="list-style-type: none"> <li>• Listens to a story or non-fiction text while following the teacher and looking at the pictures</li> <li>• Answers some simple questions with the support of the pictures</li> <li>• Identifies objects in the pictures</li> <li>• Learns some oral vocabulary</li> <li>• Develops emergent literacy such as concepts of print</li> </ul>
<b>RESOURCES</b>	<ul style="list-style-type: none"> <li>• Big Book: <i>We Use Colours</i></li> <li>• DBE workbook p. 47</li> </ul>

### ACTIVITY DESCRIPTION

**Focus of the lesson:** Listens to a story, answers questions and learns vocabulary.

- Settle the learners. Briefly do greetings. They must be facing you with nothing on their desks.
- Read the title of the book, pointing to each word as you read it. Tell the learners that this is the cover of the book. Ask a few learners to tell the class what they see on the cover. Read the story *We Use Colours* to them, showing them the pictures and pointing to different objects that will help them to understand the story.
- If you need to, explain any concept or word that the learners don't understand in the LoLT, e.g. you may need to explain to the learners what **colours** are.
- Read p. 4 again – *I use blue*. Tell the learners that this is a sentence made up of three words. Show them the three words. Tell them that, just like in isiZulu, English sentences begin with a capital letter (show them the capital letter) and end with a full stop (show them the full stop).
- Point to the whole of p. 4 and explain to the learners that this is a page. A book is made up of pages.
- Ask the following questions:
  - p. 2 – **Who uses colours?** (The children.)
  - pp. 4, 6, 8, 10, 12, 14 – **What colour is this?** (blue, red, green, white, black, yellow)
  - p. 16 – **Whose flag is this?** (It is ours, the South African flag.)
- Tell the learners to turn to p. 47 in DBE workbook. Show them the page.
- Point to the pencil and say: **The pencil is red.**
- Ask: **What colour is the pencil?**
- Learners answer.
- Follow the same procedure for the book and ruler.
- Reflect on the lesson.

ACTIVITY 2	WRITING
<b>TIME</b>	15 minutes
<b>CONTENT/CONCEPTS/ SKILLS</b>	<ul style="list-style-type: none"> <li>• With the help of the teacher writes a caption for a drawing</li> </ul>
<b>RESOURCES</b>	<ul style="list-style-type: none"> <li>• Crayons</li> <li>• Writing books</li> </ul>

### ACTIVITY DESCRIPTION

**Focus of the lesson:** Draws a blue crayon.

- Prepare the learners for the lesson. They should have a blue crayon and their writing books on their desks.
- Show the learners a blue crayon and ask a learner: **What colour is this?** Ask another learner: **What is it?**
- Learners answer: **Blue** and **Crayon**.
- Ask the learners to draw a blue crayon in their books.
- Walk around and help when necessary.
- Reflect on the lesson.

## DAY 5

DAY 5	
ACTIVITY 1	LISTENING AND SPEAKING: PHONEMIC AWARENESS
TIME	30 minutes
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> <li>• Sings simple songs and does actions</li> <li>• Joins in action rhymes and songs, doing the actions</li> <li>• With the teacher's help, identifies some rhyming words in stories, songs, rhymes</li> </ul>
RESOURCES	<ul style="list-style-type: none"> <li>• <b>Songs</b> Head and shoulders knees and toes Knees and toes Head and shoulders knees and toes Knees and toes And eyes and ears And mouth and nose Head and shoulders knees and toes Knees and toes.</li>   <li>The Wheels of the Bus go round and round, Round and round, round and round. The Wheels of the Bus go round and round, All day long.</li>   <li>The wipers on the bus go swish, swish, swish, Swish, swish, swish, swish, swish. The wipers on the bus go swish, swish, swish, All day long.</li>   <li>• DBE workbook (Term 1) pp. 4 and 35 (teacher only)</li> </ul>
ACTIVITY DESCRIPTION	
<p><b>Focus of the lesson: Revises Term 1 songs and identifies some rhyming words.</b></p> <ul style="list-style-type: none"> <li>• Settle the learners. Briefly do greetings. Their desks should be clear. They can stand next to their desks or make a circle to sing the songs and do the actions.</li> <li>• Explain to the learners in the LoLT that they are going to sing the songs <i>Heads and Shoulders</i> and <i>The Wheels of the Bus</i> that they learnt last term.</li> <li>• Ask the learners to sing the first song with you, with the actions.</li> <li>• Then ask a group of learners to sing it, with the actions.</li> <li>• Ask the learners if any learner can tell the class which two words rhyme. Tell the learners that nose and toes rhymes.</li> <li>• Ask the learners to sing the second song with you, with the actions.</li> <li>• Then ask a group of learners to sing it, with the actions.</li> <li>• Ask different groups of learners to sing the different songs, with the actions.</li> <li>• The class sings both songs with the actions.</li> <li>• Reflect on the lesson.</li> </ul>	

# WEEK 2

<b>TOTAL TIME</b>	3 hours
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## DAY 1

<b>ACTIVITY 1</b>	<b>LISTENING AND SPEAKING: PHONEMIC AWARENESS</b>
<b>TIME</b>	30 minutes
<b>CONTENT/ CONCEPTS/ SKILLS</b>	<ul style="list-style-type: none"> <li>• Understands and begins to use some simple language structures in context</li> <li>• Responds to simple questions</li> <li>• Begins to develop an oral (listening and speaking) vocabulary using themes or topics</li> <li>• Begins to identify different initial sounds in words</li> </ul>
<b>RESOURCES</b>	<ul style="list-style-type: none"> <li>• Poster (<i>Shopping</i>)</li> </ul>

### ACTIVITY DESCRIPTION

**Focus of the lesson:** Learns present tense/s, vocabulary and begins to identify initial sounds in words.

- Briefly do greetings. Prepare the learners for the lesson. They must be sitting facing the poster. They must all be able to see the poster.
- Say: **This poster is about shopping, going to the shops to buy food.**
- Ask: **What can you see in the poster?**
- Any learner can answer whatever they see.
- Point to the girl waiting and say: **Waits.** Emphasize the /s/ when you say **waits** so that the learners hear that **wait** has an /s/ at the end. Explain the word **waits** in LoLT.
- Point to the girl waiting again and ask: **What does the girl do?**
- The learners answer with you: **Waits.**
- Repeat this again.
- Follow the same procedure with the following words: **shouts** and **cries**. Also do actions to explain these words.
- Say: **The girl waits** and point to the poster showing the girl waits.
- Repeat the sentence and point to the poster showing this.
- Ask: **What does the girl do?**
- Answer with the learners: **The girl waits.**
- Ask: **What does the girl do?**
- All or some of the learners answer: **The girl waits.**
- Ask the same question for a third time.
- Select a few learners to answer the question.
- Repeat the same procedure for Question 2 and ask: **Who waits?**
- Repeat the same procedure for the other sentences.
- Ask the learners what sound **mom** and **man** begin with? (**m**) Emphasize the **m** when you say **mom** and **man**.
- Ask the learners what sound **girl** begins with? (**g**) Emphasize the **g** when you say **girl**.
- Reflect on the lesson.

Sentence	Question 1	Question 2
The girl waits.	What does the girl do? <i>The girl waits.</i>	Who waits? <i>The girl waits.</i>
The mom shouts.	What does the mom do? <i>The mom shouts.</i>	Who shouts? <i>The mom shouts.</i>
The girl cries.	What does the girl do? <i>The girl cries.</i>	Who cries? <i>The girl cries.</i>
Granny sits.	What does Granny do? <i>Granny sits.</i>	Who sits? <i>Granny sits.</i>
The man walks.	What does the man do? <i>The man walks.</i>	Who walks? <i>The man walks.</i>

## DAY 2

DAY 2	
<b>ACTIVITY 1</b>	<b>LISTENING AND SPEAKING</b>
<b>TIME</b>	30 minutes
<b>CONTENT/CONCEPTS/ SKILLS</b>	<ul style="list-style-type: none"> <li>• Sings simple songs and does actions</li> <li>• Joins in action rhymes and songs, doing the actions</li> </ul>
<b>RESOURCES</b>	<ul style="list-style-type: none"> <li>• <b>Song</b> Happy Birthday to you Happy Birthday to you Happy Birthday dear friend (or name) Happy Birthday to you.</li> <li>• CD (EFAL) (teacher only)</li> </ul>
<b>ACTIVITY DESCRIPTION</b>	
<p><b>Focus of the lesson: Learns a song.</b></p> <ul style="list-style-type: none"> <li>• Settle the learners. Briefly do greetings. They can stand next to their desks or stand in a circle to learn the new song.</li> <li>• Explain to the learners in the LoLT that they are going to learn a song. Say the song in the LoLT so that they understand it. Tell the learners this is a song we sing every time someone has a birthday.</li> <li>• Sing the whole song in English, using actions to illustrate its meaning.</li> <li>• Tell the learners that you are going to sing one line and they must repeat it after you, copying your actions.</li> <li>• Repeat the first line three times. Learners sing it after you, copying any action you make.</li> <li>• Repeat the second line three times. Learners sing it after you, copying any action you make.</li> <li>• Then repeat the first and second lines together and the learners repeat the first and second lines. Do the actions each time you repeat the lines.</li> <li>• Repeat the third line three times. Learners repeat it after you.</li> <li>• Repeat the fourth line. Learners repeat it after you.</li> <li>• Then repeat all four lines and the learners repeat all four lines.</li> <li>• Sing the whole song.</li> <li>• Reflect on the lesson.</li> </ul>	

## DAY 3

ACTIVITY 1	SHARED READING/PHONEMIC AWARENESS
TIME	30 minutes
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> <li>• Begins to develop an oral vocabulary</li> <li>• Points to objects in the classroom or in a picture in response to teacher's instructions</li> <li>• Names some objects in the classroom or in a picture in response to teacher's questions</li> <li>• Responds to simple questions</li> <li>• Begins to identify different initial sounds in words</li> </ul>
RESOURCES	<ul style="list-style-type: none"> <li>• Big Book: <i>We Use Colours</i></li> </ul>

### ACTIVITY DESCRIPTION

**Focus of the lesson:** Answers questions, learns vocabulary and begins to identify initial sounds in words.

- Settle the learners. Briefly do greetings. They must be facing you with nothing on their desks.
- Read the story *We Use Colours* to them, showing them the pictures and pointing to different objects that will help them to understand the story.
- Point to the colours on pp. 4, 6, 8, 10, 12, 14 and ask individual learners: **What colour is this?** (blue, red, green, white, black, yellow)
- Ask individual learners to point to the person/people on p. 2 as you say a word: **boy, girl, children.**
- Ask individual learners the following questions for the different pages:
  - p. 7: **What is this girl doing?** Point to the girl sitting. Learner answers: **Sitting** or **She is sitting.**
  - p. 16: **What are the children doing?** Point to the children standing. Learner answers: **Standing** or **They are standing.**
- Explain to the learners, in the LoLT, that they are going to listen very carefully to the words that you say and try to tell you what sound they hear first in the word – the beginning sound. Tell the learners you are going to show them how to do it before they have to tell you.
- Point to the boy on p. 2. Say: **Boy.** Say **boy** again, but this time emphasise the **b** at the beginning of **boy.**
- Ask: **Did you hear the b at the beginning of boy?** Say: **Boy starts or begins with b.**
- Point to the boy again. Say: **Boy.** Ask the learners what sound they hear at the beginning of **boy?** They answer **b.** Choose a few individual learners and ask them.
- Follow the same procedure for: **girl.** It begins with **g.**
- Follow the same procedure for: **sitting.** It begins with **s.**
- Follow the same procedure for: **red, white** and **yellow.** **Red** begins with **r;** **white** begins with **w;** **yellow** begins with **y.**
- Reflect on the lesson.

## DAY 4

ACTIVITY 1	SHARED READING/PHONEMIC AWARENESS
<b>TIME</b>	45 minutes
<b>CONTENT/CONCEPTS/ SKILLS</b>	<ul style="list-style-type: none"> <li>• Begins to develop an oral vocabulary</li> <li>• Points to objects in the classroom or in a picture in response to teacher's instructions</li> <li>• Names some objects in the classroom or in a picture in response to teacher's questions</li> <li>• Responds to simple questions</li> <li>• Segments oral sentences into individual words by clapping on each word</li> <li>• Begins to identify different initial sounds in words</li> <li>• Develops emergent literacy such as concepts of print</li> </ul>
<b>RESOURCES</b>	<ul style="list-style-type: none"> <li>• Big Book: <i>We Use Colours</i></li> </ul>
ACTIVITY DESCRIPTION	
<p><b>Focus of the lesson: Answers questions, learns vocabulary, segments oral sentences into individual words by clapping on each word and begins to identify initial sounds in words.</b></p> <ul style="list-style-type: none"> <li>• Settle the learners. Briefly do greetings. They must be facing you with nothing on their desks.</li> <li>• Read the story <i>We Use Colours</i> to them, showing them the pictures and pointing to different objects that will help them to understand the story.</li> <li>• Read the sentence <b>We use colours.</b> again on p. 2. Ask a learner: <b>What do we call this?</b> Point to the sentence. (a sentence) Ask another learner: <b>What are these?</b> Point to the words. (words) Point to the capital letter and full stop and ask another two learners: <b>What do we call these?</b> (capital letter, full stop)</li> <li>• Point to the whole of p. 2 and explain to the learners that this is a page. A book is made up of pages.</li> <li>• Explain to the learners in the LoLT and in English that each time they hear a word in a sentence that you say they must clap. Tell them you are going to show them how to do it before they have to do it.</li> <li>• Read p. 4: <b>I use blue.</b> Read it again but this time clap every time you say a word.</li> <li>• Repeat the sentence and the learners clap with you.</li> <li>• Follow the same procedure for pp. 6, 8 and 16.</li> <li>• Point to the colours on pp. 4, 6, 8, 10, 12, 14 and ask individual learners: <b>What colour is this?</b> (blue, red, green, white, black, yellow)</li> <li>• Explain to the learners, in the LoLT, that they are going to listen very carefully to the words that you say and try to tell you what sound they hear first in the word – the beginning sound. Tell the learners you are going to show them how to do it before they have to tell you.</li> <li>• Point to the boy on p. 2. Say: <b>Boy.</b> Say <b>boy</b> again, but this time emphasise the <b>b</b> at the beginning of <b>boy</b>.</li> <li>• Ask: <b>Did you hear the b at the beginning of boy?</b> Say: <b>Boy starts or begins with b.</b></li> <li>• Point to the boy again. Say: <b>Boy.</b> Ask the learners: <b>What sound do you hear at the beginning of boy?</b> They say <b>b</b>. Choose a few individual learners and ask them.</li> <li>• Follow the same procedure for: <b>girl</b>. It begins with <b>g</b>.</li> <li>• Follow the same procedure for: <b>sitting</b>. It begins with <b>s</b>.</li> <li>• Follow the same procedure for: <b>red, white</b> and <b>yellow</b>. <b>Red</b> begins with <b>r</b>; <b>white</b> begins with <b>w</b>; <b>yellow</b> begins with <b>y</b>.</li> <li>• Reflect on the lesson.</li> </ul>	

ACTIVITY 2	WRITING
TIME	15 minutes
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> <li>• With the help of the teacher, writes a caption for a drawing and reads back what is written</li> </ul>
RESOURCES	<ul style="list-style-type: none"> <li>• Writing books, blue crayon</li> </ul>
<b>ACTIVITY DESCRIPTION</b>	
<p><b>Focus of the lesson: Draws a blue crayon, writes and reads the word <i>blue</i>.</b></p> <ul style="list-style-type: none"> <li>• Prepare the learners for the lesson. They should have their writing books and crayons on their desks.</li> <li>• Tell the learners to open their books to where they drew a blue crayon. Remind them that this is a blue crayon and point to a blue crayon when you say <b>blue crayon</b>.</li> <li>• Draw a blue crayon on the board and write the word <b>blue</b> next to it.</li> <li>• Read the word <b>blue</b> to the learners. Point to the word when you read it.</li> <li>• Tell the learners to copy the word <b>blue</b> from the board.</li> <li>• When the learners are drawing, walk around the class and when a learner has written the word <b>blue</b> ask them to read it to you. Help them if they are not sure.</li> <li>• Reflect on the lesson.</li> </ul>	

DAY 5	
ACTIVITY 1	LISTENING AND SPEAKING
TIME	30 minutes
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> <li>• Understands and begins to use some simple language structures in context</li> <li>• Begins to develop an oral (listening and speaking) vocabulary</li> </ul>
RESOURCES	<ul style="list-style-type: none"> <li>• Chair</li> </ul>
<b>ACTIVITY DESCRIPTION:</b>	
<p><b>Focus of the lesson: Understands and learns prepositions.</b></p> <ul style="list-style-type: none"> <li>• Prepare the learners for the lesson. Briefly do greetings. They must be sitting quietly facing you.</li> <li>• Stand <b>behind</b> the chair and say: <b>Behind</b> (point to behind the chair). <b>I am behind the chair.</b></li> <li>• Say: <b>Stand behind your chairs and say behind my chair.</b></li> <li>• Learners stand behind their chairs and say with you: <b>Behind my chair.</b></li> <li>• Do this twice.</li> <li>• Put your hand <b>above</b> the chair and say: <b>Above. My hand is above the chair.</b></li> <li>• Say: <b>Put your hand above your chair and say above my chair.</b></li> <li>• Learners put their hands above their chairs and say with you: <b>Above my chair.</b></li> <li>• Do this twice.</li> <li>• Stand <b>in front of</b> the chair and say: <b>In front</b> (point to in front of the chair). <b>I am in front of the chair.</b></li> <li>• Say: <b>Stand in front of your chairs and say in front of my chair.</b></li> <li>• Learners stand in front of their chairs and say with you: <b>In front of my chair.</b></li> <li>• Do this twice.</li> <li>• Put your hand <b>under</b> the chair and say: <b>Under. My hand is under the chair.</b></li> <li>• Say: <b>Put your hand under your chair and say under my chair.</b></li> <li>• Learners put their hands under their chairs and say with you: <b>Under my chair.</b></li> <li>• Do this twice.</li> <li>• Give one of the instructions, e.g. <b>Stand behind your chair</b> to an individual learner and ask her/him to repeat the words with you.</li> <li>• Practise this with as many individual learners as you have time for.</li> <li>• Reflect on the lesson.</li> </ul>	

# WEEK 3

<b>TOTAL TIME</b>	3 hours
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## DAY 1

<b>ACTIVITY 1</b>	<b>LISTENING AND SPEAKING</b>
<b>TIME</b>	30 minutes
<b>CONTENT/CONCEPTS/ SKILLS</b>	<ul style="list-style-type: none"> <li>Understands and begins to use some simple language structures in context</li> <li>Responds to simple questions</li> <li>Begins to develop an oral (listening and speaking) vocabulary using themes or topics</li> </ul>
<b>RESOURCES</b>	<ul style="list-style-type: none"> <li>Poster (<i>Healthy Living</i>)</li> </ul>

### ACTIVITY DESCRIPTION

**Focus of the lesson: Learns the structure present tense/s.**

- Prepare the learners for the lesson. Briefly do greetings. They must be sitting facing the poster. They must all be able to see the poster.
- Say: **This poster is about healthy living, what we should do to help us not get sick and to stay well and healthy.**
- Ask: **What can you see in the poster?**
- Any learner can answer whatever they see.
- Point to the girl eating and say: **Eats** (emphasize the /s/ when you say **eats** so that the learners hear that **eat** has an /s/ at the end. Explain the word **eats** in LoLT and do the action for eating.
- Point to the girl eating again and ask: **What does the girl do?**
- The learners answer with you: **Eats.**
- Repeat this again.
- Follow the same procedure with the following word: **runs**. Also do actions to explain this word.
- Say: **The man walks** and point to the poster showing the man walks.
- Repeat the sentence and point to the poster showing this.
- Ask: **What does the man do?**
- Answer with the learners: **The man walks.**
- Ask: **What does the man do?**
- All or some of the learners answer: **The man walks.**
- Ask the same question for a third time.
- Select a few learners to answer the question.
- Repeat the same procedure for Question 2: **What walks?**
- Repeat the same procedure for the other sentences.
- Reflect on the lesson.

Sentence	Question 1	Question 2
The man walks.	What does the man do? <i>The man walks.</i>	Who walks? <i>The man walks.</i>
The girl runs.	What does the girl do? <i>The girl runs.</i>	Who runs? <i>The girl runs.</i>
The woman walks.	What does the woman do? <i>The woman walks.</i>	Who walks? <i>The woman walks.</i>
The girl eats.	What does the girl do? <i>The girl eats.</i>	Who eats? <i>The girl eats.</i>
The boy eats.	What does the boy do? <i>The boy eats.</i>	Who eats? <i>The boy eats.</i>

## DAY 2

ACTIVITY 1	LISTENING AND SPEAKING
TIME	30 minutes
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> <li>• Understands and begins to use some simple language structures in context</li> <li>• Responds to simple questions</li> <li>• Begins to develop an oral (listening and speaking) vocabulary using themes or topics</li> </ul>
RESOURCES	<ul style="list-style-type: none"> <li>• Posters (<i>Healthy Living; Shopping</i>)</li> </ul>

### ACTIVITY DESCRIPTION

#### Focus of the lesson: Learns the structure present tense/s.

- Prepare the learners for the lesson. Briefly do greetings. They must be sitting facing the poster. They must all be able to see the poster.
- Say: **This poster is about healthy living, what we should do to help us not get sick and to stay well and healthy.**
- Ask: **What can you see in the poster?**
- Any learner can answer whatever they see.
- Say: **The man walks** and point to the poster showing the man walks.
- Repeat the sentence and point to the poster showing this.
- Ask: **What does the man do?**
- Answer with the learners: **The man walks.**
- Ask: **What does the man do?**
- All or some of the learners answer: **The man walks.**
- Ask the same question for a third time.
- Select a few learners to answer the question.
- Repeat the same procedure for Question 2: **Who walks?**
- Repeat the same procedure for the other sentences.
- Reflect on the lesson.

Sentence	Question 1	Question 2
The man walks.	What does the man do? <i>The man walks.</i>	Who walks? <i>The man walks.</i>
The girl runs.	What does the girl do? <i>The girl runs.</i>	Who runs? <i>The girl runs.</i>
The woman walks.	What does the woman do? <i>The woman walks.</i>	Who walks? <i>The woman walks.</i>
The girl eats.	What does the girl do? <i>The girl eats.</i>	Who eats? <i>The girl eats.</i>
The girl waits.	What does the girl do? <i>The girl waits.</i>	Who waits? <i>The girl waits.</i>
The mom shouts.	What does the mom do? <i>The mom shouts.</i>	Who shouts? <i>The mom shouts.</i>
The girl cries.	What does the girl do? <i>The girl cries.</i>	Who cries? <i>The girl cries.</i>
Granny sits.	What does Granny do? <i>Granny sits.</i>	Who sits? <i>Granny sits.</i>
The man walks.	What does the man do? <i>The man walks.</i>	Who walks? <i>The man walks.</i>

## DAY 3

DAY 3	
ACTIVITY 1	SHARED READING
TIME	30 minutes
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> <li>• Listens to a story or non-fiction text while following the teacher and looking at the pictures</li> <li>• Answers some simple questions with the support of the pictures</li> <li>• Identifies objects in the pictures</li> <li>• Learns some oral vocabulary</li> <li>• Develops emergent literacy such as concepts of print</li> </ul>
RESOURCES	<ul style="list-style-type: none"> <li>• Big Book: <i>Fruit for the Class</i></li> </ul>
ACTIVITY DESCRIPTION	
<p><b>Focus of the lesson:</b> Listens to a story, answers questions and learns vocabulary.</p> <ul style="list-style-type: none"> <li>• Prepare the learners. Briefly do greetings. They should all be able to see the Big Book <i>Fruit for the Class</i>.</li> <li>• Show the learners the cover of the Big Book and ask a learner: <b>What do we call this?</b> (a cover) Then point to the fruit and say: <b>These are fruit.</b></li> <li>• Ask: <b>What fruit can you see?</b> (orange, pear, apple, bananas, grapes)</li> <li>• Ask: <b>Who is in the picture?</b> (the boys, the girls)</li> <li>• Read the title pointing to the words: <i>Fruit for the Class</i>.</li> <li>• Read pp. 2–8.</li> <li>• Read the sentence <b>Here is one pineapple.</b> again on p. 2. Ask a learner: <b>What do we call this?</b> and point to the sentence. (a sentence) Ask another learner: <b>What are these? and</b> point to the words. (words) Point to the capital letter and full stop and ask another two learners: <b>What do we call these?</b> (capital letter, full stop)</li> <li>• Point to the whole of p. 2 and explain to the learners that this is a page. A book is made up of pages.</li> <li>• Ask the following questions, pointing to the pictures:               <ul style="list-style-type: none"> <li>– p. 2: <b>What fruit is this?</b> (pineapple) <b>How many pineapples are there?</b> (There is one pineapple.) Count 1.</li> <li>– p. 4: <b>What fruit are these?</b> (pears) <b>How many pears are there?</b> (There are two pears.) Count 2.</li> <li>– p. 6: <b>What fruit are these?</b> (oranges) <b>How many oranges are there?</b> (There are three oranges.) Count 3.</li> <li>– p. 8: <b>What fruit is this?</b> (bananas) <b>How many bananas are there?</b> (There are four bananas.) Count 4.</li> </ul> </li> <li>• Reflect on the lesson.</li> </ul>	

## DAY 4

ACTIVITY 1	SHARED READING/PHONEMIC AWARENESS
TIME	45 minutes
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> <li>• Listens to a story or non-fiction text while following the teacher and looking at the pictures</li> <li>• Answers some simple questions with the support of the pictures</li> <li>• Identifies objects in the pictures</li> <li>• Learns some oral vocabulary</li> <li>• Begins to identify the initial sounds in words</li> </ul>
RESOURCES	<ul style="list-style-type: none"> <li>• Big Book: <i>Fruit for the Class</i></li> </ul>

### ACTIVITY DESCRIPTION

**Focus of the lesson:** Listens to a story, answers questions, learns vocabulary and identifies the beginning sound in words.

- Prepare the learners. Briefly do greetings. They should all be able to see the Big Book *Fruit for the Class*.
- Point to the fruit on the cover and ask: **What do we call these? (fruit)**
- Ask: **What fruit can you see?** (orange, pear, apple, bananas, grapes)
- Ask: **Who is in the picture?** (the boys, the girls)
- Read the title pointing to the words: *Fruit for the Class*.
- Read pp. 2–18.
- Ask the following questions, pointing to the pictures:
  - p. 2: **What fruit is this?** (pineapple) **How many pineapples are there?** (There is one pineapple.) Count 1.
  - p. 4: **What fruit are these?** (pears) **How many pears are there?** (There are two pears.) Count 2.
  - p. 6: **What fruit are these?** (oranges) **How many oranges are there?** (There are three oranges.) Count 3.
  - p. 8: **What fruit is this?** (bananas) **How many bananas are there?** (There are four bananas.) Count 4.
  - p. 10: **What fruit is this?** (paw-paw) **How many paw-paws are there?** (There are five paw-paws.) Count 5.
  - p. 12: **What fruit are these?** (peaches) **How many peaches are there?** (There are six peaches.) Count 6.
  - p. 14: **What fruit are these?** (naartjies) **How many naartjies are there?** (There are seven naartjies.) Count 7.
  - p. 16: **What fruit are these?** (apples) **How many apples are there?** (There are eight apples.) Count 8.
- Explain to the learners that they are going to listen very carefully to the words that you say and try to tell you what sound they hear first in the word – the beginning sound. Tell the learners you are going to show them how to do it before they have to tell you.
- Point to the pineapple on p. 2. Say: **Pineapples**. Say **pineapples** again, but this time emphasise the **p** at the beginning of **pineapples**.
- Ask: **Did you hear the p at the beginning of pineapples?** Say: **Pineapples starts or begins with p.**
- Point to the pineapples again. Say: **Pineapples**. Ask the learners what sound they hear at the beginning of **pineapples?** They answer: **p**. Choose a few individual learners and ask them.
- Follow the same procedure for: **pear**. It begins with **p**.
- Follow the same procedure for: **oranges**. It begins with **o**.
- Follow the same procedure for: **bananas, peaches, paw-paws, naartjies** and **apples**. **Bananas** begin with **b**; **peaches** begin with **p**; **paw-paws** begin with **p**; **naartjies** begin with **n** and **apples** begin with **a**.
- Reflect on the lesson.

ACTIVITY 2	WRITING
TIME	15 minutes
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> <li>• With the help of the teacher writes a caption for a drawing and reads back what is written</li> <li>• Begins to identify initial sounds in words</li> </ul>
RESOURCES	<ul style="list-style-type: none"> <li>• Writing books, red crayon</li> <li>• Big Book: <i>Fruit for the Class</i></li> </ul>
ACTIVITY DESCRIPTION	
<p><b>Focus of the lesson: Draws a red apple.</b></p> <ul style="list-style-type: none"> <li>• Prepare the learners for the lesson. They should have a red crayon and writing books on their desks.</li> <li>• Tell the learners that today they are going to draw a red apple. Point to the apple in the Big Book <i>Fruit for the Class</i> when you say <b>apple</b>.</li> <li>• Ask the learners to draw a red apple in their books.</li> <li>• As the learners are drawing go around the class and ask individual learners: <b>What sound does red begin with?</b> (r) Ask: <b>What sound does apple begin with?</b> (a)</li> <li>• Reflect on the lesson.</li> </ul>	

DAY 5	
ACTIVITY 1	LISTENING AND SPEAKING
TIME	30 minutes
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> <li>• Understands and begins to use some simple language structures in context</li> <li>• Begins to develop an oral (listening and speaking) vocabulary</li> </ul>
RESOURCES	<ul style="list-style-type: none"> <li>• Chair</li> </ul>
ACTIVITY DESCRIPTION:	
<p><b>Focus of the lesson: Understands and learns prepositions.</b></p> <ul style="list-style-type: none"> <li>• Prepare the learners for the lesson. Briefly do greetings. They must be sitting quietly facing you.</li> <li>• Stand <b>behind</b> the chair and ask: <b>Where am I?</b></li> <li>• Learners answer: <b>Behind the chair</b> or <b>You are behind the chair.</b></li> <li>• Ask all the learners to say: <b>You are behind the chair.</b></li> <li>• Then ask individual learners to say: <b>You are behind the chair.</b></li> <li>• Put your hand <b>above</b> the chair and ask: <b>Where is my hand?</b></li> <li>• Learners answer: <b>Above the chair</b> or <b>Your hand is above the chair.</b></li> <li>• Ask all the learners to say: <b>Your hand is above the chair.</b></li> <li>• Then ask individual learners to say: <b>Your hand is above the chair.</b></li> <li>• Stand <b>in front of</b> the chair and ask: <b>Where am I?</b></li> <li>• Learners answer: <b>In front of the chair</b> or <b>You are in front of the chair.</b></li> <li>• Ask all the learners to say: <b>You are in front of the chair.</b></li> <li>• Then ask individual learners to say: <b>You are in front of the chair.</b></li> <li>• Put your hand <b>under</b> the chair and ask: <b>Where is my hand?</b></li> <li>• Learners answer: <b>Under the chair</b> or <b>Your hand is under the chair.</b></li> <li>• Ask all the learners to say: <b>Your hand is under the chair.</b></li> <li>• Then ask individual learners to say: <b>You hand is under the chair.</b></li> <li>• Reflect on the lesson.</li> </ul>	

# WEEK 4

TOTAL TIME	3 hours
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## DAY 1

ACTIVITY 1	LISTENING AND SPEAKING
TIME	30 minutes
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> <li>Understands and begins to use some simple language structures in context</li> <li>Responds to simple questions</li> <li>Begins to develop an oral (listening and speaking) vocabulary using themes or topics</li> </ul>
RESOURCES	<ul style="list-style-type: none"> <li>Poster (<i>Shopping</i>)</li> </ul>

### ACTIVITY DESCRIPTION

**Focus of the lesson:** Learns quantity/number and vocabulary.

- Prepare the learners for the lesson. Briefly do greetings. They must be sitting facing the poster. They must all be able to see the poster.
- Say: **This poster is about shopping.**
- Ask: **What can you see in the poster?**
- Any learner can answer whatever they see.
- Point to the picture of the trolley and say **trolley** Explain the word **trolley** in LoLT.
- Point to the picture of the two trolleys and say: **Trolleys**. Explain that there are two of them, not one and we say **trolleys**.
- Point to the picture of the two trolleys and ask: **What are these?**
- The learners answer with you: **Trolleys**.
- Repeat this again.
- Follow the same procedure with the following words: **girls, babies** and **people**.
- Say: **There is one baby** and point to the poster showing the one baby.
- Repeat the sentence and point to the poster showing this.
- Ask: **How many babies are there?**
- Answer with the learners: **There is one baby.**
- Ask: **How many babies are there?**
- All or some of the learners answer: **There is one baby.**
- Ask the same question for a third time.
- Select a few learners to answer the question.
- Repeat the same procedure for the other sentences.
- Reflect on the lesson.

Sentence	Question
There is <b>one</b> baby.	How many babies are there? <i>There is one baby.</i>
There is <b>one</b> granny.	How many grannies are there? <i>There is one granny.</i>
There are <b>two</b> trolleys.	How many trolleys are there? <i>There are two trolleys.</i>
There are <b>two</b> babies.	How many babies are there? <i>There are two babies.</i>
There are <b>two</b> people.	How many people are there? <i>There are two people.</i>
There are <b>three</b> girls.	How many girls are there? <i>There are three girls.</i>

## DAY 2

ACTIVITY 1	LISTENING AND SPEAKING
<b>TIME</b>	10 minutes
<b>CONTENT/CONCEPTS/ SKILLS</b>	<ul style="list-style-type: none"> <li>• Sings simple songs and does actions</li> <li>• Joins in action rhymes and songs, doing the actions</li> </ul>
<b>RESOURCES</b>	<ul style="list-style-type: none"> <li>• <b>Song</b> Happy Birthday to you Happy Birthday to you Happy Birthday dear friend (or name) Happy Birthday to you.</li> <li>• CD (EFAL) (teacher only)</li> </ul>
ACTIVITY DESCRIPTION	
<p><b>Focus of the lesson: Learns a song.</b></p> <ul style="list-style-type: none"> <li>• Settle the learners. Briefly do greetings. They can stand next to their desks or stand in a circle to learn the new song.</li> <li>• Explain to the learners in the LoLT that they are going to practise singing the song that they learnt last week, <i>Happy Birthday</i>. Remind them that we sing it every time someone has a birthday.</li> <li>• Sing the whole song in English, using actions to illustrate its meaning.</li> <li>• Sing the song with the actions with the learners.</li> <li>• Ask the class to sing the song.</li> <li>• Ask different groups to sing the song with the actions.</li> <li>• Reflect on the lesson.</li> </ul>	

ACTIVITY 2	LISTENING AND SPEAKING/PHONEMIC AWARENESS
<b>TIME</b>	20 minutes
<b>CONTENT/CONCEPTS/ SKILLS</b>	<ul style="list-style-type: none"> <li>• Names some objects in a picture or in the classroom in response to teacher's questions</li> <li>• Responds to simple questions</li> <li>• Begins to develop an oral (listening and speaking) vocabulary using themes or topics</li> <li>• Claps out syllables in familiar words</li> </ul>
<b>RESOURCES</b>	<ul style="list-style-type: none"> <li>• DBE workbook pp. 56, 57</li> </ul>
ACTIVITY DESCRIPTION	
<p><b>Focus of the lesson: Learns sport and classroom vocabulary and claps out syllables in words.</b></p> <ul style="list-style-type: none"> <li>• Ask the learners to turn to pp. 56, 57 in DBE workbook. Show them the pages.</li> <li>• Explain to them in the LoLT and then in English that these are different sports.</li> <li>• Point to the boy playing soccer and say: <b>Soccer</b>.</li> <li>• Learners say: <b>Soccer</b>.</li> <li>• Follow the same procedure for <b>netball, tennis, hockey, cricket, running and swimming</b>.</li> <li>• Ask the learners the question: <b>Do you like soccer?</b></li> <li>• Learners answer.</li> <li>• Ask individual learners.</li> <li>• Follow the same procedure with all the different sports.</li> <li>• Learners stick stickers in from the back of the book.</li> <li>• Explain to the learners in the LoLT that words are divided into parts and that we are going to clap for each part of the word. Tell them you are going to show them how to do it before they have to do it.</li> <li>• Point to the boy playing soccer and say: <b>soccer</b> and clap <b>soc cer</b>. Repeat this. Repeat it again with the learners.</li> <li>• Follow the same procedure for: <b>netball – net ball; tennis – ten nis; hockey – hoc key; swimming – swim ming; running – run ning</b>. Repeat three times with the learners.</li> <li>• Ask the class and then individual learners to clap the parts of the words.</li> <li>• Point to the window and say: <b>window</b> and clap <b>win dow</b>. Repeat this. Repeat it again with the learners.</li> <li>• Follow the same procedure for: <b>poster – pos ter; teacher – tea cher; crayon – cray on; pencil – pen cil</b>. Repeat with the learners.</li> <li>• Reflect on the lesson.</li> </ul>	

## DAY 3

ACTIVITY 1	SHARED READING
TIME	30 minutes
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> <li>• Talks about the pictures using Home Language when necessary</li> <li>• Identifies objects in the pictures</li> <li>• Answers some simple questions</li> <li>• Learns some oral vocabulary</li> <li>• Develops emergent literacy such as concepts of print</li> </ul>
RESOURCES	<ul style="list-style-type: none"> <li>• Big Book: <i>Look at the Animals</i></li> </ul>

### ACTIVITY DESCRIPTION

**Focus of the lesson:** Talks about the pictures, learns vocabulary, answers questions and develops concepts of print.

- Prepare the learners for the lesson. Briefly do greetings. They must be able to see the Big Book.
- Show the learners the cover of the Big Book and read **Look at the Animals**. Point to each word.
- Point to each animal and say: **cow, horse, pig, goat** and **chicken**.
- Ask the learners to name the animals. Practise three times.
- Ask individual learners to name the animals when you point to them.
- Read **The cow says 'Moo'**. again on p. 4. Ask a learner: **What do we call this?** and point to the sentence. (a sentence) Ask another learner: **What are these? and** point to the words. (words) Point to the capital letter and full stop and ask another two learners: **What do we call this?** (capital letter, full stop)
- Point to the whole of p. 4 and ask a learner: **What do we call this?** (a page)
- Show the learners the picture on p. 3 and ask any learner to tell the class what they can see.
- Discuss the picture with the learners. Show them the farmer digging and say: **The farmer is digging; he is planting vegetables**. Show them the bird in the tree and say: **The bird is in the tree**.
- Follow the same procedure with the **animals; the stable; the tractor** and the **house**.
- Reflect on the lesson.

## DAY 4

ACTIVITY 1	SHARED READING
TIME	45 minutes
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> <li>• Listens to a story or non-fiction text while following the teacher and looking at the pictures</li> <li>• Answers some simple questions with the support of the pictures</li> <li>• Identifies objects in the pictures</li> <li>• Learns some oral vocabulary</li> <li>• Recognises some common words in our everyday environment</li> </ul>
RESOURCES	<ul style="list-style-type: none"> <li>• Big Book: <i>Look at the Animals</i></li> <li>• DBE workbook pp. 72, 73</li> <li>• Flashcards: STOP, SCHOOL, MEN, WOMEN, CLINIC, TUCKSHOP</li> </ul>

### ACTIVITY DESCRIPTION

**Focus of the lesson: Listens to a story, answers questions, learns vocabulary and reads common words.**

- Prepare the learners for the lesson. Briefly do greetings. They must be able to see the Big Book.
- Show the learners the cover of the Big Book and read **Look at the Animals**. Point to each word.
- Point to each animal and say: **cow, horse, pig, goat** and **chicken**.
- Ask individual learners to name the animals.
- Read pp. 2, 4, 6, 8, and 10. Discuss each picture after you have read the words.
- Ask individual learners to point to:
  - p. 3 – **tree, man, dog**
  - p. 5 – **cow, flowers**
  - p. 7 – **goat, tap, bucket**
  - p. 9 – **horse, house**
  - p. 11 – **pig, grass**
- Read pp. 2–10 again. This time ask the learners to say what the animal says, e.g. moo. Help them when necessary. When you read p. 4: **The cow says**, the learners must say **moo**. Let the learners say what each animal says.
- Ask the learners to turn to pp. 72, 73 in DBE workbooks. Show them the page.
- Point to the cow, horse, pig, goat, chicken, sheep, duck and rabbit.
- Say the words as you point to the animals.
- Point to the animals and ask the learners to say the names of the animals.
- Ask groups of learners to say the names as you point to the animals.
- Explain to the learners in the LoLT and in English that each time they hear a word in a sentence that you say they must clap. Tell them you are going to show them how to do it before they have to do it.
- Read p. 2: **Look at the animals**. Read it again but this time clap every time you say a word.
- Repeat the sentence and the learners clap with you.
- Follow the same procedure for pp. 4, 6 and 8.
- Show the learners the flashcard **STOP** and say **stop**. Explain the meaning of the word to the learners (use HL if necessary).
- Read the word with the learners twice.
- Show the learners the flashcard for **MEN** and say **men**. Explain to the learners that **men** means two or more of a **man**. Explain, in the LoLT, and tell them they will see this sign at toilets.
- Read the word with the learners three times.
- Follow the same procedure with **WOMEN**.
- Ask individual learners to read the following flashcards: **SCHOOL, MEN, WOMEN, STOP, TUCKSHOP** and **CLINIC**.
- Reflect on the lesson.

ACTIVITY 2	WRITING/PHONEMIC AWARENESS
TIME	15 minutes
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> <li>• With the help of the teacher writes a caption for a drawing and reads back what is written</li> <li>• Begins to identify initial sounds in words</li> </ul>
RESOURCES	<ul style="list-style-type: none"> <li>• Writing books, red crayon</li> </ul>
ACTIVITY DESCRIPTION	
<p><b>Focus of the lesson: Draws a red apple, reads back what is written and identifies initial sounds.</b></p> <ul style="list-style-type: none"> <li>• Prepare the learners for the lesson. They should have a red crayon and writing books on their desks.</li> <li>• Tell the learners to turn to the page where they drew the red apple.</li> <li>• Draw a red apple on the board and write <b>A red apple</b> next to it. Read the words with the learners.</li> <li>• Ask the learners to write <b>A red apple</b> next to their pictures.</li> <li>• As the learners are writing go around the class and ask individual learners to read the words (help them when necessary) and ask: <b>What sound does red begin with? (r) What sound does apple begin with? (a)</b></li> <li>• Reflect on the lesson.</li> </ul>	

## DAY 5

ACTIVITY 1	LISTENING AND SPEAKING
TIME	30 minutes
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> <li>• Understands and begins to use some simple language structures in context</li> <li>• Responds to simple questions</li> <li>• Begins to develop an oral (listening and speaking) vocabulary using themes or topics</li> </ul>
RESOURCES	<ul style="list-style-type: none"> <li>• Poster (<i>Shopping</i>)</li> </ul>

### ACTIVITY DESCRIPTION

#### Focus of the lesson: Learns quantity/number and vocabulary.

- Prepare the learners for the lesson. Briefly do greetings. They must be sitting facing the poster. They must all be able to see the poster.
- Say: **This poster is about shopping.**
- Ask: **What can you see in the poster?**
- Any learner can answer whatever they see.
- Say: **There is one baby** and point to the poster showing the one baby.
- Repeat the sentence and point to the poster showing this.
- Ask: **How many babies are there?**
- Answer with the learners: **There is one baby.**
- Ask: **How many babies are there?**
- All or some of the learners answer: **There is one baby.**
- Ask the same question for a third time.
- Select a few learners to answer the question.
- Repeat the same procedure for the other sentences.
- Reflect on the lesson.

Sentence	Question
There is <b>one</b> baby.	How many babies are there? <i>There is one baby.</i>
There is <b>one</b> granny.	How many grannies are there? <i>There is one granny.</i>
There are <b>two</b> trolleys.	How many trolleys are there? <i>There are two trolleys.</i>
There are <b>two</b> babies.	How many babies are there? <i>There are two babies.</i>
There are <b>two</b> people.	How many people are there? <i>There are two people.</i>
There are <b>three</b> girls.	How many girls are there? <i>There are three girls.</i>

# WEEK 5

<b>TOTAL TIME</b>	3 hours
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## DAY 1

<b>ACTIVITY 1</b>	<b>LISTENING AND SPEAKING</b>
<b>TIME</b>	30 minutes
<b>CONTENT/CONCEPTS/ SKILLS</b>	<ul style="list-style-type: none"> <li>• Understands and begins to use some simple language structures in context</li> <li>• Responds to simple questions</li> <li>• Begins to develop an oral (listening and speaking) vocabulary using themes or topics</li> </ul>
<b>RESOURCES</b>	<ul style="list-style-type: none"> <li>• Posters (<i>Healthy Living; Shopping</i>)</li> </ul>

### ACTIVITY DESCRIPTION

**Focus of the lesson:** Learns present tense verb with plural nouns and vocabulary.

- Settle the learners. Briefly do greetings.
- Ask: **What can you see in the posters?**
- Any learner can answer whatever they see.
- Point to the picture of the people and say: **People**. Explain the word in LoLT, if necessary.
- Point to the picture of the people and ask: **Who are they?**
- The learners answer with you: **People**.
- Repeat this again.
- Point to the picture of the people carrying and say: **Carry**. Explain the word in LoLT, if necessary.
- Point to the picture of the people carrying and ask: **What do the people do?**
- The learners answer with you: **Carry**.
- Repeat this again.
- Follow the same procedure with the following word: **Wave**. (The boys wave.)
- Say: **The granny and the girl wait** and point to the poster showing the granny and the girl waiting.
- Repeat the sentence and point to the poster showing this.
- Ask: **What do the granny and the girl do?**
- Answer with the learners: **The granny and the girl wait.**
- Ask: **What do the granny and the girl do?**
- All or some of the learners answer: **The granny and the girl wait.**
- Ask the same question for a third time.
- Select a few learners to answer the question.
- Repeat the same procedure for the other sentences.
- Reflect on the lesson.

Sentence	Question 1	Question 2
The granny and the girl wait.	What do the granny and the girl do? <i>The granny and the girl wait.</i>	Who waits? <i>The granny and the girl wait.</i>
The people carry.	What do the people do? <i>The people carry.</i>	Who carries? <i>The people carry.</i>
The man and woman walk.	What do the man and woman do? <i>The man and woman walk.</i>	Who walks? <i>The man and woman walk.</i>
The granny and the girl talk.	What do the granny and the girl do? <i>The granny and the girl talk.</i>	Who talks? <i>The granny and the girl talk.</i>
The man and woman eat.	What do the man and woman do? <i>The man and woman eat.</i>	Who eats? <i>The man and woman eat.</i>
The people walk.	What do the people do? <i>The people walk.</i>	Who walks? <i>The people walk.</i>
The boys wave.	What do the boys do? <i>The boys wave.</i>	Who waves? <i>The boys wave.</i>

## DAY 2

ACTIVITY 1	LISTENING AND SPEAKING
<b>TIME</b>	15 minutes
<b>CONTENT/CONCEPTS/ SKILLS</b>	<ul style="list-style-type: none"> <li>Sings simple songs and does actions</li> <li>Joins in action rhymes and songs, doing the actions</li> </ul>
<b>RESOURCES</b>	<ul style="list-style-type: none"> <li><b>Song</b> If you're happy and you know it, clap your hands (clap, clap) If you're happy and you know it, clap your hands (clap, clap) If you're happy and you know it, your face will surely show it If you're happy and you know it, clap your hands. (clap, clap)</li> <li>CD (EFAL) (teacher only)</li> <li>DBE workbook p. 59</li> </ul>

### ACTIVITY DESCRIPTION

#### **Focus of the lesson:** Learns a song.

- Settle the learners. Briefly do greetings.
- Explain to the learners in the LoLT and English that they are going to sing the song: *If you're happy*.
- Sing the song, using actions to illustrate its meaning.
- Tell the learners that you are going to sing one line at a time and they must repeat the line after you, copying your actions.
- Repeat one line at a time with actions.
- Learners repeat the line with actions.
- Sings the whole song with the learners. Practise until they can sing it and do the actions.
- Reflect on the lesson.

ACTIVITY 2	LISTENING AND SPEAKING
<b>TIME</b>	15 minutes
<b>CONTENT/CONCEPTS/ SKILLS</b>	<ul style="list-style-type: none"> <li>Understands and begins to use some simple language structures in context</li> <li>Begins to develop an oral (listening and speaking) vocabulary</li> </ul>
<b>RESOURCES</b>	<ul style="list-style-type: none"> <li>Chair, book</li> </ul>

### ACTIVITY DESCRIPTION:

#### **Focus of the lesson:** Understands and uses prepositions.

- Prepare the learners for the lesson. They must be sitting quietly facing you.
- Stand **behind** the chair and say: **Behind** (point to behind the chair). **I am behind the chair.**
- Say: **Stand behind your chairs and say behind my chair.**
- Learners stand behind their chairs and say: **Behind my chair.**
- Put your hand **above** the chair and say: **Above. My hand is above the chair.**
- Say: **Put your hand above your chair and say above my chair.**
- Learners put their hands above their chairs and say: **Above my chair.**
- Stand **in front of** the chair and say: **In front** (point to in front of the chair). **I am in front of the chair.**
- Say: **Stand in front of your chairs and say in front of my chair.**
- Learners stand in front of their chairs and say: **In front of my chair.**
- Put your hand **under** the chair and say: **Under. My hand is under the chair.**
- Say: **Put your hand under your chair and say under my chair.**
- Learners put their hands under their chairs and say: **Under my chair.**
- Stand **next to** the chair and say: **Next to** (point to next to the chair). **I am next to the chair.**
- Say: **Stand next to your chairs. Say next to my chair.**
- Learners stand next to their chairs and say: **Next to my chair.**
- Put a book **on** the chair and say: **On. The book is on my chair.**
- Learners put a book on their chairs and say: **On my chair.**
- Reflect on the lesson.

## DAY 3

DAY 3	
ACTIVITY 1	SHARED READING
TIME	30 minutes
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> <li>• Listens to a story or non-fiction text while following the teacher and looking at the pictures</li> <li>• Answers some simple questions with the support of the pictures</li> <li>• Identifies objects in the pictures</li> <li>• Learns some oral vocabulary</li> </ul>
RESOURCES	<ul style="list-style-type: none"> <li>• Big Book: <i>Look at the Animals</i></li> </ul>
ACTIVITY DESCRIPTION	
<p><b>Focus of the lesson:</b> Listens to a story, answers questions and learns vocabulary.</p> <ul style="list-style-type: none"> <li>• Prepare the learners for the lesson. Briefly do greetings. They must be able to see the Big Book.</li> <li>• Show the learners the cover of the Big Book and read <b>Look at the Animals</b>. Point to each word.</li> <li>• Point to each animal and ask individual learners to tell the class what the animals are called: <b>cow, horse, pig, goat</b> and <b>chicken</b>.</li> <li>• Read pp. 2, 4, 6, 8, and 10. Discuss each picture after you have read the words.</li> <li>• Ask individual learners to point to:               <ul style="list-style-type: none"> <li>– p. 3 – <b>tree, man, dog</b></li> <li>– p. 5 – <b>cow, flowers</b></li> <li>– p. 7 – <b>goat, tap, bucket</b></li> <li>– p. 9 – <b>horse, house</b></li> <li>– p. 11 – <b>pig, grass</b></li> </ul> </li> <li>• Ask individual learners the questions <b>What is this?</b> and <b>What noise does it make?</b> and point to the animals on the page:               <ul style="list-style-type: none"> <li>– p. 5 – <b>cow, moo</b></li> <li>– p. 7 – <b>goat, meh, meh</b></li> <li>– p. 9 – <b>horse, neigh</b></li> <li>– p. 11 – <b>pig, grunt</b></li> <li>– p. 13 – <b>chicken, cluck</b></li> <li>– p. 15 – <b>dog, woof</b></li> <li>– p. 16 – <b>farmer, shhh</b></li> </ul> </li> <li>• Read the book again. This time ask the learners to say what the animal says, e.g. moo. Help them when necessary. When you read p. 4 <b>The cow says</b>, the learners must say <b>moo</b>. Let the learners say what each animal says.</li> <li>• Reflect on the lesson.</li> </ul>	

## DAY 4

ACTIVITY 1	SHARED READING/PHONEMIC AWARENESS
TIME	45 minutes
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> <li>• Listens to a story or non-fiction text while following the teacher and looking at the pictures</li> <li>• Answers some simple questions with the support of the pictures</li> <li>• Identifies objects in the pictures</li> <li>• Learns some oral vocabulary</li> <li>• Recognises some common words in our everyday environment</li> <li>• Begins to identify different initial sounds in words</li> </ul>
RESOURCES	<ul style="list-style-type: none"> <li>• Big Book: <i>Look at the Animals</i></li> </ul>

### ACTIVITY DESCRIPTION

**Focus of the lesson:** Listens to a story, answers questions, learns vocabulary, identifies initial sounds in words and reads common words.

- Prepare the learners for the lesson. Briefly do greetings. They must be able to see the Big Book.
- Show the learners the cover of the Big Book and read **Look at the Animals**. Point to each word.
- Point to each animal on the cover and ask individual learners: **What is this?** (cow, horse, pig, goat and chicken)
- Ask individual learners what sound the words begin with (help them when necessary) – **cow** (c); **horse** (h); **pig** (p); **goat** (g).
- Read pp. 2, 4, 6, 8 and 10.
- Point to the following objects and ask individual learners the question: **What is this?**
  - p. 3 – **tree, man, dog, bird, farmer, vegetables**
  - p. 5 – **cow, flowers**
  - p. 7 – **goat, tap, bucket**
  - p. 9 – **horse, house**
  - p. 11 – **pig, grass**
  - p. 13 – **chicken**
- Show the learners pp. 16 and 17 and ask individual learners to tell the class what is happening in the picture. Encourage the learners to use sentences when possible.
- Read the book again. This time ask the learners to say what the animal says, e.g. moo. Help them when necessary. When you read p. 4 **The cow says**, the learners must say **moo**. Let the learners say what each animal says.
- Reflect on the lesson.

ACTIVITY 2	WRITING/PHONEMIC AWARENESS
TIME	15 minutes
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> <li>• With the help of the teacher, writes a caption for her/his drawing and reads back what is written</li> </ul>
RESOURCES	<ul style="list-style-type: none"> <li>• Writing books, pencils, crayons</li> </ul>

### ACTIVITY DESCRIPTION

**Focus of the lesson:** Writes a caption.

- Prepare the learners for the lesson. They should have a crayon, pencil and writing books on their desks.
- Point to the cow walking in the Big Book, *Look at the Animals*. Say: **The cow walks**.
- Tell the learners to draw a cow walking.
- As the learners are drawing go around the class and ask individual learners: **What sound does cow begin with? (c) What sound does walks begin with? (w)**
- Reflect on the lesson.

## DAY 5

DAY 5		
ACTIVITY 1	LISTENING AND SPEAKING	
TIME	30 minutes	
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> <li>Understands and begins to use some simple language structures in context</li> <li>Responds to simple questions</li> <li>Begins to develop an oral (listening and speaking) vocabulary using themes or topics</li> </ul>	
RESOURCES	<ul style="list-style-type: none"> <li>Posters (<i>Healthy Living; Shopping</i>)</li> </ul>	
ACTIVITY DESCRIPTION		
<p><b>Focus of the lesson:</b> Learns present tense verb with plural nouns and vocabulary.</p> <ul style="list-style-type: none"> <li>Settle the learners. Briefly do greetings.</li> <li>Ask: <b>What can you see in the posters?</b></li> <li>Any learner can answer whatever they see.</li> <li>Say: <b>The granny and the girl wait</b> and point to the poster showing the granny and the girl waiting.</li> <li>Repeat the sentence and point to the poster showing this.</li> <li>Ask: <b>What do the granny and the girl do?</b></li> <li>Answer with the learners: <b>The granny and the girl wait.</b></li> <li>Ask: <b>What do the granny and the girl do?</b></li> <li>All or some of the learners answer: <b>The granny and the girl wait.</b></li> <li>Ask the same question for a third time.</li> <li>Select a few learners to answer the question.</li> <li>Repeat the same procedure for the other sentences.</li> <li>Reflect on the lesson.</li> </ul>		
Sentence	Question 1	Question 2
The granny and the girl wait.	What do the granny and the girl do? <i>The granny and the girl wait.</i>	Who waits? <i>The granny and the girl wait.</i>
The people carry.	What do the people do? <i>The people carry.</i>	Who carries? <i>The people carry.</i>
The man and woman walk.	What do the man and woman do? <i>The man and woman walk.</i>	Who walks? <i>The man and woman walk.</i>
The granny and the girl talk.	What do the granny and the girl do? <i>The granny and the girl talk.</i>	Who talks? <i>The granny and the girl talk.</i>
The man and woman eat.	What do the man and woman do? <i>The man and woman eat.</i>	Who eats? <i>The man and woman eat.</i>
The people walk.	What do the people do? <i>The people walk.</i>	Who walks? <i>The people walk.</i>
The boys wave.	What do the boys do? <i>The boys wave.</i>	Who waves? <i>The boys wave.</i>

# WEEK 6

TOTAL TIME	3 hours
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## DAY 1

ACTIVITY 1	LISTENING AND SPEAKING
TIME	30 minutes
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> <li>Understands and begins to use some simple language structures in context</li> <li>Responds to simple questions</li> <li>Begins to develop an oral (listening and speaking) vocabulary using themes or topics</li> </ul>
RESOURCES	<ul style="list-style-type: none"> <li>Posters (<i>Healthy Living; Shopping</i>)</li> </ul>

### ACTIVITY DESCRIPTION

**Focus of the lesson: Understands and uses pronoun *she*.**

- Settle the learners. Briefly do greetings.
- Ask: **What can you see in the posters?**
- Any learner can answer whatever they see.
- Point to the pictures of the girl watching and say: **Watches.** Explain the word in LoLT, if necessary.
- Point to the picture of the girl watching and ask: **What does the girl do?**
- The learners answer with you: **Watches.**
- Repeat this again.
- Follow the same procedure with: **Points.**
- Explain to the learners that when we want to speak about a girl or woman we say **she**. When we speak about a boy or man we say **he**.
- Ask the learners: **What word do we use when we speak about a girl or woman?**
- Answer with the learners: **She**
- Ask individual learners: **What word do we use when we speak about a boy or man?**
- They must answer: **He**.
- Say: **She jumps** and point to the poster showing the girl jumping.
- Repeat the sentence and point to the poster showing this.
- Ask: **What does she do?**
- Answer with the learners: **She jumps.**
- Ask: **What does she do?**
- All or some of the learners answer: **She jumps.**
- Ask the same question for a third time.
- Select a few learners to answer the question.
- Repeat the same procedure for the other sentences.
- Reflect on the lesson.

Sentence	Question 1	Question 2
<b>She</b> jumps.	What does she do? <b>She</b> jumps.	Who jumps? <b>She</b> jumps.
<b>She</b> eats.	What does she do? <b>She</b> eats.	Who eats? <b>She</b> eats.
<b>She</b> watches.	What does she do? <b>She</b> watches.	Who watches? <b>She</b> watches.
<b>She</b> carries.	What does she do? <b>She</b> carries.	Who carries? <b>She</b> carries.
<b>She</b> sits.	What does she do? <b>She</b> sits.	Who sits? <b>She</b> sits.
<b>She</b> waits.	What does she do? <b>She</b> waits.	Who waits? <b>She</b> waits.
<b>She</b> looks.	What does she do? <b>She</b> looks.	Who looks? <b>She</b> looks.
<b>She</b> points.	What does she do? <b>She</b> points.	Who points? <b>She</b> points.

## DAY 2

ACTIVITY 1	LISTENING AND SPEAKING
<b>TIME</b>	10 minutes
<b>CONTENT/CONCEPTS/ SKILLS</b>	<ul style="list-style-type: none"> <li>• Sings simple songs and does actions</li> <li>• Joins in action rhymes and songs, doing the actions</li> </ul>
<b>RESOURCES</b>	<ul style="list-style-type: none"> <li>• <b>Song</b> If you're happy and you know it, stomp your feet (stomp, stomp) If you're happy and you know it, stomp your feet (stomp, stomp) If you're happy and you know it, your face will surely show it If you're happy and you know it, stomp your feet. (stomp, stomp)</li> <li>• CD (EFAL) (teacher only)</li> <li>• DBE workbook p. 59</li> </ul>
ACTIVITY DESCRIPTION	
<p><b>Focus of the lesson: Learns a song.</b></p> <ul style="list-style-type: none"> <li>• Settle the learners. Briefly do greetings.</li> <li>• Practise the first verse that was learnt last week. Do the actions. Then teach the second verse.</li> <li>• Sing the second verse, using actions to illustrate its meaning.</li> <li>• Tell the learners that you are going to sing one line at a time and they must repeat the line after you, copying your actions.</li> <li>• Repeat one line at a time with actions.</li> <li>• Learners repeat the line with actions.</li> <li>• Sings the whole song with the learners. Practise until they can sing it and do the actions.</li> <li>• Reflect on the lesson.</li> </ul>	

ACTIVITY 2	LISTENING AND SPEAKING/PHONEMIC AWARENESS
<b>TIME</b>	20 minutes
<b>CONTENT/CONCEPTS/ SKILLS</b>	<ul style="list-style-type: none"> <li>• Points to objects in the classroom or in a picture in response to the teacher's instructions</li> <li>• Names some objects in a picture or in the classroom in response to the teacher's questions</li> <li>• Claps out syllables in familiar words</li> </ul>
<b>RESOURCES</b>	<ul style="list-style-type: none"> <li>• Objects: window, desk, poster, door, girl, boy, teacher, crayon, book, chair, chalk, chalkboard, eraser, pencil</li> <li>• DBE workbook pp. 46, 47</li> </ul>
ACTIVITY DESCRIPTION	
<p><b>Focus of the lesson: Learns classroom vocabulary and claps out syllables in words.</b></p> <ul style="list-style-type: none"> <li>• Prepare the learners for the lesson. Briefly do greetings. They must be sitting quietly facing you. Learners must have their DBE workbooks on their desks.</li> <li>• Point to the <i>window</i> and say: <b>This is a window. Window.</b></li> <li>• Ask: <b>What is this?</b></li> <li>• Learners answer: <b>A window.</b></li> <li>• Follow the same procedure for all the objects: <b>desk, poster, door, girl, boy, teacher, crayon, book, chair, chalk, chalkboard, eraser and pencil.</b></li> <li>• Repeat the activity.</li> <li>• Tell the learners to turn to p. 46 in DBE workbook. Show them the page.</li> <li>• Ask the learners to name the objects that fell out of Jabu's bag.</li> <li>• Ask the learners to turn to p. 47 in DBE workbook. Show them the page.</li> <li>• Learners must name these objects – <b>pencil, book, ruler, bag, glue, scissors and pen.</b></li> <li>• Explain to the learners in the LoLT that words are divided into parts and that we are going to clap for each part of the word. Tell them you are going to show them how to do it before they have to do it.</li> <li>• Point to the window and say: <b>Window</b> and clap <b>win dow</b>. Repeat this. Repeat it again with the learners.</li> <li>• Follow the same procedure for: <b>poster – pos ter; teacher – tea cher; crayon – cray on; pencil – pen cil.</b> Repeat with the learners.</li> <li>• Ask individual learners to clap the parts of the words.</li> <li>• Reflect on the lesson.</li> </ul>	

### DAY 3

#### ACTIVITY 1

#### READING AND PHONICS: ASSESSMENT GROUP 1

This assessment activity can be found in the planner and tracker

### DAY 4

#### ACTIVITY 1

#### READING AND PHONICS: ASSESSMENT GROUP 2

This assessment activity can be found in the planner and tracker

#### ACTIVITY 2

#### WRITING/PHONEMIC AWARENESS

#### TIME

15 minutes

#### CONTENT/CONCEPTS/ SKILLS

- With the help of the teacher writes a caption for a drawing and reads back what is written
- Begins to identify initial sounds in words

#### RESOURCES

- Writing books, red crayon

#### ACTIVITY DESCRIPTION

**Focus of the lesson:** Draws a cow walking, reads back what is written and identifies initial sounds.

- Prepare the learners for the lesson. They should have crayons and writing books on their desks.
- Tell the learners to turn to the page where they drew the cow walking.
- Draw a cow walking on the board and write **The cow walks** next to it. Read the words with the learners.
- Ask the learners to write **The cow walks** next to their pictures.
- As the learners are writing go around the class and ask individual learners to read the words (help them when necessary) and ask: **What sound does cow begin with?** (c) **What sound does walks begin with?** (w)
- Reflect on the lesson.

### DAY 5

#### ACTIVITY 1

#### LISTENING AND SPEAKING: ASSESSMENT GROUP 1

This assessment activity can be found in the planner and tracker

# WEEK 7

<b>TOTAL TIME</b>	3 hours
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## DAY 1

<b>ACTIVITY 1</b>	<b>LISTENING AND SPEAKING: ASSESSMENT GROUP 2</b> This assessment activity can be found in the planner and tracker
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## DAY 2

<b>ACTIVITY 1</b>	<b>LISTENING AND SPEAKING: ASSESSMENT GROUP 3</b> This assessment activity can be found in the planner and tracker
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## DAY 3

<b>ACTIVITY 1</b>	<b>READING AND PHONICS: ASSESSMENT GROUP 3</b> This assessment activity can be found in the planner and tracker
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## DAY 4

<b>ACTIVITY 1</b>	<b>READING AND PHONICS: ASSESSMENT GROUP 4</b> This assessment activity can be found in the planner and tracker
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<b>ACTIVITY 2</b>	<b>WRITING: PHONEMIC AWARENESS</b>
<b>TIME</b>	15 minutes
<b>CONTENT/CONCEPTS/ SKILLS</b>	<ul style="list-style-type: none"> <li>• With the help of the teacher writes a caption for a drawing and reads back what is written</li> <li>• Begins to identify initial sounds in words</li> </ul>
<b>RESOURCES</b>	<ul style="list-style-type: none"> <li>• Writing books, yellow crayon</li> </ul>
<b>ACTIVITY DESCRIPTION</b>	
<p><b>Focus of the lesson: Draws a yellow book and identifies initial sounds.</b></p> <ul style="list-style-type: none"> <li>• Prepare the learners for the lesson. They should have a yellow crayon and writing books on their desks.</li> <li>• Show the learners a yellow crayon and ask them what colour it is. Show them a book and ask them what it is.</li> <li>• Ask the learners to draw a picture of a yellow book in their writing books.</li> <li>• As the learners are drawing go around the class and ask individual learners: <b>What sound does yellow begin with? (y) What sound does book begin with? (b)</b></li> <li>• Reflect on the lesson.</li> </ul>	

## DAY 5

<b>ACTIVITY 1</b>	<b>LISTENING AND SPEAKING: ASSESSMENT GROUP 4</b> This assessment activity can be found in the planner and tracker
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# WEEK 8

TOTAL TIME	3 hours
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## DAY 1

ACTIVITY 1	LISTENING AND SPEAKING
TIME	30 minutes
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> <li>Understands and begins to use some simple language structures in context</li> <li>Responds to simple questions</li> <li>Begins to develop an oral (listening and speaking) vocabulary using themes or topics</li> </ul>
RESOURCES	<ul style="list-style-type: none"> <li>Poster (<i>Healthy Living</i>)</li> </ul>

### ACTIVITY DESCRIPTION

**Focus of the lesson: Understands and uses pronoun *he*.**

- Settle the learners. Briefly do the greetings.
- Ask: **What can you see in the posters?**
- Any learner can answer whatever they see.
- Remind the learners that when we want to speak about a girl or woman we say **she**. When we speak about a boy or man we say **he**.
- Ask the learners: **What word do we use when we speak about a girl or woman?**
- Learners answer: **She**.
- Ask the learners: **What word do we use when we speak about a boy or man?**
- Learners answer: **He**.
- Say: **He stands** and point to the poster showing the boy standing.
- Repeat the sentence and point to the poster showing this.
- Ask: **What does he do?**
- Answer with the learners: **He stands**.
- Ask: **What does he do?**
- All or some of the learners answer: **He stands**.
- Ask the same question for a third time.
- Select a few learners to answer the question.
- Repeat the same procedure for the other sentences.
- Reflect on the lesson.

Sentence	Question 1	Question 2
<b>He</b> stands.	What does he do? <b>He</b> stands.	Who stands? <b>He</b> stands.
<b>He</b> looks.	What does he do? <b>He</b> looks.	Who looks? <b>He</b> looks.
<b>He</b> digs.	What does he do? <b>He</b> digs.	Who digs? <b>He</b> digs.
<b>He</b> watches.	What does he do? <b>He</b> watches.	Who watches? <b>He</b> watches.
<b>He</b> jumps.	What does he do? <b>He</b> jumps.	Who jumps? <b>He</b> jumps.
<b>He</b> eats.	What does he do? <b>He</b> eats.	Who eats? <b>He</b> eats.
<b>He</b> carries.	What does he do? <b>He</b> carries.	Who carries? <b>He</b> carries.

## DAY 2

ACTIVITY 1	LISTENING AND SPEAKING: PHONEMIC AWARENESS
TIME	30 minutes
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> <li>• Names some objects in a picture or in the classroom in response to teacher's questions</li> <li>• Responds to simple questions</li> <li>• Begins to develop an oral (listening and speaking) vocabulary using themes or topics</li> <li>• Begins to identify initial sounds in words</li> </ul>
RESOURCES	<ul style="list-style-type: none"> <li>• 2 apples, 3 oranges, 2 bananas</li> <li>• Poster (<i>Healthy Living</i>)</li> <li>• DBE workbook pp. 62, 63, 64, 65</li> </ul>

### ACTIVITY DESCRIPTION

**Focus of the lesson: Learns vocabulary and quantity (number).**

- Prepare the learners for the lesson. Briefly do the greetings. They must be sitting quietly facing the poster. They must have their DBE workbooks on their desks.
- Explain to them that they must watch you and listen carefully.
- Ask: **What is this?** and hold up an **apple**; then an **orange**; then a **banana**.
- Answer with the learners.
- Say to the learners: **How many apples?** and hold up two apples. Do the same with the three oranges and two bananas.
- Ask individual learners the same questions.
- Tell the learners to open their DBE workbooks to pp. 62, 63. Show them the pages.
- Point to the watermelon, tomatoes, carrots, potatoes and pumpkin. Ask: **What is this?**
- Answer with the learners.
- Practise this three times.
- Ask individual learners the same questions.
- Point to the **milk** in the *Healthy Living* poster and say: **This is milk. Milk.**
- Ask: **What is this?** Answer with the learners: **Milk.**
- Practise this three times.
- Follow the same procedure for: **cheese, bread, glass.**
- Ask the learners again to tell you what the objects are.
- Ask the learner to open their DBE workbooks to pp. 64, 65.
- Point to the following objects one at a time and say the name of the object: **chips, sweets, sugar, mealie meal and orange juice.**
- Ask the learners to tell you what the objects are when you point to each one.
- Repeat three times.
- Say the following words one at a time and ask individual learners what sound these words begin with: **apple, orange, milk, sugar, mealie meal, orange, banana.**
- Reflect on the lesson.

## DAY 3

ACTIVITY 1	SHARED READING
TIME	30 minutes
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> <li>• Listens to a story or non-fiction text while following the teacher and looking at the pictures</li> <li>• Identifies objects in the pictures</li> <li>• Learns some oral vocabulary</li> <li>• Talks about pictures, using HL where necessary</li> <li>• Segments oral sentences into individual words by clapping on each word</li> </ul>
RESOURCES	<ul style="list-style-type: none"> <li>• Big Book (<i>My Friend</i>)</li> </ul>

### ACTIVITY DESCRIPTION

**Focus of the lesson:** Listens to a story, answers questions, learns vocabulary and segments oral sentences into words.

- Settle the learners. Briefly do the greetings. They must be facing you with nothing on their desks.
- Read the story *My Friend*.
- Point to the pictures on each page and ask individual learners to tell you about the picture. Encourage the learners to use sentences.
- Read pp. 2–8 and ask the following question after reading each page:
  - **What does the girl or boy do with her/his friend?** (S/he reads/writes/draws/counts with her/his friend.)
- Explain to the learners in the LoLT and in English that each time they hear a word in the sentences that you say, they must clap. Tell them you are going to show them how to do it before they have to do it.
- Read p. 2. Repeat the sentence and every time you say a word, clap.
- Repeat the sentence and the learners clap with you.
- Follow the same procedure for pp. 10, 12, 14, 16 and 20.
- Ask groups and individual learners to clap on each word when you say the sentences.
- Reflect on the lesson.

## DAY 4

DAY 4	
ACTIVITY 1	SHARED READING
TIME	45 minutes
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> <li>• Listens to the story while following the teacher and looking at the pictures</li> <li>• Identifies objects in the pictures</li> <li>• Learns some oral vocabulary</li> <li>• Answers some simple questions with the support of the pictures</li> <li>• Begins to identify the initial sound in words</li> <li>• Recognises some common words in the everyday environment</li> </ul>
RESOURCES	<ul style="list-style-type: none"> <li>• Big Book (<i>My Friend</i>)</li> </ul>
ACTIVITY DESCRIPTION	
<p><b>Focus of the lesson:</b> Listens to the story, identifies objects, learns vocabulary, answers simple questions, identifies the initial sounds in words and reads common words.</p> <ul style="list-style-type: none"> <li>• Settle the learners so that you have their attention. Briefly do the greetings.</li> <li>• Show the learners the book <i>My Friend</i>.</li> <li>• Say: <b>This book is about two friends.</b></li> <li>• Point to the boy and girl on p. 2 and ask the learners: <b>What is this?</b> (This is a boy. This is a girl.)</li> <li>• Read p. 2, pointing to each word: <b>I read with my friend.</b></li> <li>• Ask the learners to say the words again as you read them: <b>I read with my friend.</b> Remind the learners that when I talk about myself I use the word <b>I</b>. The girl/boy is telling us all the things s/he does with her/his friend.</li> <li>• Point to the book and say: <b>This is a book.</b> Ask the learners: <b>What is this?</b> Together with the learners say <b>book</b>. Ask an individual learner: <b>What sound is at the beginning of book (b) and at the beginning of read? (r)</b></li> <li>• Read p. 8, pointing to each word: <b>I count with my friend.</b> Ask the learners: <b>What sound is at the beginning of count? (c)</b></li> <li>• Read p. 9, pointing to each word: <b>I dig with my friend.</b> Ask the learners: <b>What sound is at the beginning of dig? (d)</b></li> <li>• Read p. 14, pointing to each word: <b>I jump with my friend.</b> Ask the learners: <b>What sound is at the beginning of jump? (j)</b></li> <li>• Read p. 16, pointing to each word: <b>I sing with my friend.</b> Ask the learners: <b>What sound is at the beginning of sing? (s)</b></li> <li>• Read p. 20, pointing to each word: <b>I like my friend.</b> Ask the learners: <b>What sound is at the beginning of like? (l)</b></li> <li>• Show the learners the flashcards: <b>SCHOOL, MEN, WOMEN, STOP, TUCKSHOP</b> and <b>CLINIC</b>.</li> <li>• Explain the meaning of the words to the learners (use HL if necessary).</li> <li>• Read the word with the learners twice.</li> <li>• Ask individual learners to read the flashcards: <b>SCHOOL, MEN, WOMEN, STOP, TUCKSHOP</b> and <b>CLINIC</b>.</li> <li>• Reflect on the lesson.</li> </ul>	

ACTIVITY 2	WRITING/PHONEMIC AWARENESS
TIME	15 minutes
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> <li>• With the help of the teacher writes a caption for a drawing and reads back what is written</li> <li>• Begins to identify initial sounds in words</li> </ul>
RESOURCES	<ul style="list-style-type: none"> <li>• Writing books, yellow crayon</li> </ul>
ACTIVITY DESCRIPTION	
<p><b>Focus of the lesson:</b> Draws a yellow book, reads back what is written and identifies initial sounds.</p> <ul style="list-style-type: none"> <li>• Prepare the learners for the lesson. They should have crayons and writing books on their desks.</li> <li>• Tell the learners to turn to the page where they drew the yellow book.</li> <li>• Draw a yellow book on the board and write <b>A yellow book</b> next to it. Read the words with the learners.</li> <li>• Ask the learners to write <b>A yellow book</b> next to their pictures.</li> <li>• As the learners are writing go around the class and ask individual learners to read the words (help them when necessary) and ask: <b>What sound does yellow begin with? (y) What sound does book begin with? (b)</b></li> <li>• Reflect on the lesson.</li> </ul>	

## DAY 5

ACTIVITY 1	LISTENING AND SPEAKING
TIME	30 minutes
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> <li>Understands and begins to use some simple language structures in context</li> <li>Responds to simple questions</li> <li>Begins to develop an oral (listening and speaking) vocabulary using themes or topics</li> </ul>
RESOURCES	<ul style="list-style-type: none"> <li>Posters (<i>Shopping; Healthy Living</i>)</li> </ul>

### ACTIVITY DESCRIPTION

#### **Focus of the lesson: Understands and uses pronouns *she* and *he*.**

- Settle the learners. Briefly do the greetings.
- Ask: **What can you see in the posters?**
- Any learner can answer whatever they see.
- Ask an individual learner: **What word do we use when we speak about a boy or man?**
- Answer: **He.**
- Ask an individual learner: **What word do we use when we speak about a girl or woman?**
- Answer: **She.**
- Say: **He stands** and point to the poster showing the boy standing.
- Repeat the sentence and point to the poster showing this.
- Ask: **What does he do?**
- Answer with the learners: **He stands.**
- Ask: **What does he do?**
- All or some of the learners answer: **He stands.**
- Ask the same question for a third time.
- Select a few learners to answer the question.
- Repeat the same procedure for the other sentences.
- Reflect on the lesson.

Sentence	Question 1	Question 2
<b>He</b> stands.	What does he do? <b>He</b> stands.	Who stands? <b>He</b> stands.
<b>He</b> looks.	What does he do? <b>He</b> looks.	Who looks? <b>He</b> looks.
<b>He</b> digs.	What does he do? <b>He</b> digs.	Who digs? <b>He</b> digs.
<b>He</b> watches.	What does he do? <b>He</b> watches.	Who watches? <b>He</b> watches.
<b>He</b> jumps.	What does he do? <b>He</b> jumps.	Who jumps? <b>He</b> jumps.
<b>He</b> eats.	What does he do? <b>He</b> eats.	Who eats? <b>He</b> eats.
<b>He</b> carries.	What does he do? <b>He</b> carries.	Who carries? <b>He</b> carries.
<b>She</b> jumps.	What does she do? <b>She</b> jumps.	Who jumps? <b>She</b> jumps.
<b>She</b> eats.	What does she do? <b>She</b> eats.	Who eats? <b>She</b> eats.
<b>She</b> watches.	What does she do? <b>She</b> watches.	Who watches? <b>She</b> watches.
<b>She</b> carries.	What does she do? <b>She</b> carries.	Who carries? <b>She</b> carries.
<b>She</b> sits.	What does she do? <b>She</b> sits.	Who sits? <b>She</b> sits.
<b>She</b> waits.	What does she do? <b>She</b> waits.	Who waits? <b>She</b> waits.
<b>She</b> looks.	What does she do? <b>She</b> looks.	Who looks? <b>She</b> looks.
<b>She</b> points.	What does she do? <b>She</b> points.	Who points? <b>She</b> points.

## WEEK 9

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<b>TOTAL TIME</b>	3 hours
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### DAY 1

<b>ACTIVITY 1</b>	<b>LISTENING AND SPEAKING</b>
<b>TIME</b>	30 minutes
<b>CONTENT/CONCEPTS/ SKILLS</b>	<ul style="list-style-type: none"><li>• Responds physically to simple oral instructions</li></ul>
<b>RESOURCES</b>	<ul style="list-style-type: none"><li>• DBE workbook p. 55</li></ul>

#### ACTIVITY DESCRIPTION

**Focus of the lesson: Carries out instructions.**

- Prepare the learners for the lesson. Briefly do the greetings. They should be outside and have their DBE workbooks on the ground next to them.
- Tell them to turn to p. 55 and show them the page.
- Say: **I will say what the child is doing in the picture and then you will do the action. You can look at the picture and at me as I will also do the action as I say the words.** If necessary, repeat this in the LoLT.
- Say: **Sit and read. Do the action. Jump. Do the action. Skip. Do the action. Run. Do the action. Hop on one foot. Do the action.**
- Repeat the instructions and action.
- Then do these instructions and actions: **Walk slowly, sit down,** and then **stand up.**
- Learners can say these words as they do the actions.
- Repeat these instructions.
- Ask individual learners to do the actions and say the words.
- Ask individual learners to carry out the following instructions and say the words as they do them:
  - **Sit and read your book. Then stand up and walk.**
  - **Hop on one foot. Then skip.**
  - **Run slowly and then jump.**
- Reflect on the lesson.

## DAY 2

ACTIVITY 1	LISTENING AND SPEAKING
TIME	30 minutes
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> <li>Understands and begins to use some simple language structures in context</li> <li>Responds to simple questions</li> <li>Begins to develop an oral (listening and speaking) vocabulary using themes or topics</li> </ul>
RESOURCES	<ul style="list-style-type: none"> <li>Posters (<i>Shopping; Healthy Living</i>)</li> </ul>

### ACTIVITY DESCRIPTION

#### **Focus of the lesson: Understands and uses pronouns *she* and *he*.**

- Settle the learners. Briefly do the greetings.
- Ask: **What can you see in the posters?**
- Any learner can answer whatever they see.
- Ask an individual learner: **What word do we use when we speak about a boy or man?**
- Answer: **He.**
- Ask an individual learner: **What word do we use when we speak about a girl or woman?**
- Answer: **She.**
- Say: **He stands** and point to the poster showing the boy standing.
- Repeat the sentence and point to the poster showing this.
- Ask: **What does he do?**
- Answer with the learners: **He stands.**
- Ask: **What does he do?**
- All or some of the learners answer: **He stands.**
- Ask the same question for a third time.
- Select a few learners to answer the question.
- Repeat the same procedure for the other sentences.
- Reflect on the lesson.

Sentence	Question 1	Question 2
<b>He</b> stands.	What does he do? <b>He</b> stands.	Who stands? <b>He</b> stands.
<b>He</b> looks.	What does he do? <b>He</b> looks.	Who looks? <b>He</b> looks.
<b>He</b> digs.	What does he do? <b>He</b> digs.	Who digs? <b>He</b> digs.
<b>He</b> watches.	What does he do? <b>He</b> watches.	Who watches? <b>He</b> watches.
<b>He</b> jumps.	What does he do? <b>He</b> jumps.	Who jumps? <b>He</b> jumps.
<b>He</b> eats.	What does he do? <b>He</b> eats.	Who eats? <b>He</b> eats.
<b>He</b> carries.	What does he do? <b>He</b> carries.	Who carries? <b>He</b> carries.
<b>She</b> jumps.	What does she do? <b>She</b> jumps.	Who jumps? <b>She</b> jumps.
<b>She</b> eats.	What does she do? <b>She</b> eats.	Who eats? <b>She</b> eats.
<b>She</b> watches.	What does she do? <b>She</b> watches.	Who watches? <b>She</b> watches.
<b>She</b> carries.	What does she do? <b>She</b> carries.	Who carries? <b>She</b> carries.
<b>She</b> sits.	What does she do? <b>She</b> sits.	Who sits? <b>She</b> sits.
<b>She</b> waits.	What does she do? <b>She</b> waits.	Who waits? <b>She</b> waits.
<b>She</b> looks.	What does she do? <b>She</b> looks.	Who looks? <b>She</b> looks.
<b>She</b> points.	What does she do? <b>She</b> points.	Who points? <b>She</b> points.

### DAY 3

ACTIVITY 1	SHARED READING
<b>TIME</b>	30 minutes
<b>CONTENT/CONCEPTS/ SKILLS</b>	<ul style="list-style-type: none"> <li>• Listens to the story while following the teacher and looking at the pictures</li> <li>• Identifies objects in the pictures</li> <li>• Learns some oral vocabulary</li> <li>• Answers some simple questions with the support of the pictures</li> </ul>
<b>RESOURCES</b>	<ul style="list-style-type: none"> <li>• Big Book (<i>My Friend</i>)</li> </ul>
ACTIVITY DESCRIPTION	
<p><b>Focus of the lesson:</b> Listens to the story, identifies objects, learns vocabulary and answers simple questions.</p> <ul style="list-style-type: none"> <li>• Settle the learners so that you have their attention. Briefly do the greetings.</li> <li>• Show the learners the cover of the book <i>My Friend</i>.</li> <li>• Ask individual learners to tell the class what they see on the cover. Encourage them to use full sentences.</li> <li>• Read pp. 2–8 and then show the class pp. 2 and 3; 4 and 5; 6 and 7; 8 and 9 and ask individual learners to tell the class what the friends are doing.</li> <li>• Follow the same procedure with pp. 10–20.</li> <li>• Reflect on the lesson.</li> </ul>	

### DAY 4

ACTIVITY 1	SHARED READING
<b>TIME</b>	45 minutes
<b>CONTENT/CONCEPTS/ SKILLS</b>	<ul style="list-style-type: none"> <li>• Listens to the story while following the teacher and looking at the pictures</li> <li>• Learns some oral vocabulary</li> <li>• Acts out the story</li> </ul>
<b>RESOURCES</b>	<ul style="list-style-type: none"> <li>• Big Book (<i>My Friend</i>)</li> </ul>
ACTIVITY DESCRIPTION	
<p><b>Focus of the lesson:</b> Listens to the story, learns vocabulary and acts out the story.</p> <ul style="list-style-type: none"> <li>• Settle the learners so that you have their attention. Briefly do the greetings.</li> <li>• Put the learners in groups of four.</li> <li>• Read pp. 2–20 again and ask the groups to act out the story and to tell the group what they are doing, e.g. <b>I am counting with my friend; I am drawing with my friend; I sing with my friend.</b></li> <li>• Tell the learners that each child in the group must get a turn to be either the boy or the girl in the story.</li> <li>• Walk around and help when necessary.</li> <li>• Reflect on the lesson.</li> </ul>	

ACTIVITY 2	WRITING: PHONEMIC AWARENESS
<b>TIME</b>	15 minutes
<b>CONTENT/CONCEPTS/ SKILLS</b>	<ul style="list-style-type: none"> <li>• With the help of the teacher writes a caption for a drawing and reads back what is written</li> <li>• Begins to identify initial sounds in words</li> </ul>
<b>RESOURCES</b>	<ul style="list-style-type: none"> <li>• Writing books, crayons</li> </ul>
ACTIVITY DESCRIPTION	
<p><b>Focus of the lesson:</b> Draws a girl jumping and identifies initial sounds in words.</p> <ul style="list-style-type: none"> <li>• Prepare the learners for the lesson. They should have crayons and writing books on their desks.</li> <li>• Tell the learners to draw a girl jumping in their writing books.</li> <li>• While the learners are drawing go around the class and ask individual learners: <b>What sound does girl begin with? (g) What sound does jump begin with? (j)</b></li> <li>• Reflect on the lesson.</li> </ul>	

## DAY 5

ACTIVITY 1	LISTENING AND SPEAKING
TIME	30 minutes
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> <li>Understands and begins to use some simple language structures in context</li> <li>Responds to simple questions</li> <li>Begins to develop an oral (listening and speaking) vocabulary using themes or topics</li> </ul>
RESOURCES	<ul style="list-style-type: none"> <li>Posters (<i>Shopping; Healthy Living</i>)</li> </ul>

### ACTIVITY DESCRIPTION

#### **Focus of the lesson: Understands and uses pronouns *she* and *he*.**

- Settle the learners. Briefly do the greetings.
- Ask: What can you see in the posters?
- Any learner can answer whatever they see.
- Ask an individual learner: **What word do we use when we speak about a boy or man?**
- Answer: **He.**
- Ask an individual learner: **What word do we use when we speak about a girl or woman?**
- Answer: **She.**
- Say: **He stands** and point to the poster showing the boy standing.
- Repeat the sentence and point to the poster showing this.
- Ask: **What does he do?**
- Answer with the learners: **He stands.**
- Ask: **What does he do?**
- All or some of the learners answer: **He stands.**
- Ask the same question for a third time.
- Select a few learners to answer the question.
- Repeat the same procedure for the other sentences.
- Reflect on the lesson.

Sentence	Question 1	Question 2
<b>He</b> stands.	What does he do? <b>He</b> stands.	Who stands? <b>He</b> stands.
<b>He</b> looks.	What does he do? <b>He</b> looks.	Who looks? <b>He</b> looks.
<b>He</b> digs.	What does he do? <b>He</b> digs.	Who digs? <b>He</b> digs.
<b>He</b> watches.	What does he do? <b>He</b> watches.	Who watches? <b>He</b> watches.
<b>He</b> jumps.	What does he do? <b>He</b> jumps.	Who jumps? <b>He</b> jumps.
<b>He</b> eats.	What does he do? <b>He</b> eats.	Who eats? <b>He</b> eats.
<b>He</b> carries.	What does he do? <b>He</b> carries.	Who carries? <b>He</b> carries.
<b>She</b> jumps.	What does she do? <b>She</b> jumps.	Who jumps? <b>She</b> jumps.
<b>She</b> eats.	What does she do? <b>She</b> eats.	Who eats? <b>She</b> eats.
<b>She</b> watches.	What does she do? <b>She</b> watches.	Who watches? <b>She</b> watches.
<b>She</b> carries.	What does she do? <b>She</b> carries.	Who carries? <b>She</b> carries.
<b>She</b> sits.	What does she do? <b>She</b> sits.	Who sits? <b>She</b> sits.
<b>She</b> waits.	What does she do? <b>She</b> waits.	Who waits? <b>She</b> waits.
<b>She</b> looks.	What does she do? <b>She</b> looks.	Who looks? <b>She</b> looks.
<b>She</b> points.	What does she do? <b>She</b> points.	Who points? <b>She</b> points.

# WEEK 10

<b>TOTAL TIME</b>	3 hours
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DAY 1		
ACTIVITY 1	LISTENING AND SPEAKING	
<b>TIME</b>	30 minutes	
<b>CONTENT/CONCEPTS/ SKILLS</b>	<ul style="list-style-type: none"> <li>• Understands and begins to use some simple language structures in context</li> <li>• Responds to simple questions</li> <li>• Begins to develop an oral (listening and speaking) vocabulary using themes or topics</li> </ul>	
<b>RESOURCES</b>	<ul style="list-style-type: none"> <li>• Posters (<i>Healthy Living; Shopping</i>)</li> </ul>	
ACTIVITY DESCRIPTION		
<p><b>Focus of the lesson:</b> Revision of language structures taught in Term 2.  <b>See Methodology Guidelines: Listening and Speaking: Poster work</b></p> <ul style="list-style-type: none"> <li>• Reflect on the lesson.</li> </ul>		
Sentence	Question 1	Question 2
The granny and girl wait.	What do the granny and girl do? <i>The granny and girl wait.</i>	Who waits? <i>The granny and girl wait.</i>
He carries.	What does he do? <i>He carries.</i>	Who carries? <i>He carries.</i>
The man and woman walk.	What do the man and woman do? <i>The man and woman walk.</i>	Who walks? <i>The man and woman walk.</i>
There are two trolleys.	How many trolleys are there? <i>There are two trolleys.</i>	
She jumps.	What does she do? <i>She jumps.</i>	Who jumps? <i>She jumps.</i>
He stands.	What does he do? <i>He stands.</i>	Who stands? <i>He stands.</i>
The people walk.	What do the people do? <i>The people walk.</i>	Who walks? <i>The people walk.</i>
There is one baby.	How many babies are there? <i>There is one baby.</i>	
She points.	What does she do? <i>She points.</i>	Who points? <i>She points.</i>
There are three girls.	How many girls are there? <i>There are three girls.</i>	

## DAY 2

ACTIVITY 1	LISTENING AND SPEAKING
<b>TIME</b>	30 minutes
<b>CONTENT/CONCEPTS/ SKILLS</b>	<ul style="list-style-type: none"> <li>Makes simple requests</li> </ul>
<b>RESOURCES</b>	<ul style="list-style-type: none"> <li>Objects: apple, pencil, book, crayon, eraser</li> </ul>
ACTIVITY DESCRIPTION	
<p><b>Focus of the lesson:</b> Learns how to ask for something.</p> <ul style="list-style-type: none"> <li>Prepares the learners for the lesson. Briefly do the greetings. Each learner needs a pencil, book, crayon and eraser on their desk.</li> <li>Say in the LoLT: <b>Today we are going to learn how to ask for something in English.</b></li> <li>Give an apple to a learner and then say: <b>May I have the apple, please?</b></li> <li>The learner gives the apple to the teacher.</li> <li>Repeat this three times. Each time the learner gives the apple to the teacher.</li> <li>Follow the same procedure with a pencil.</li> <li>Then tell the learners to ask the learner sitting next to them: <b>May I have a pencil, please?</b></li> <li>Both learners get a chance to ask each other for a pencil.</li> <li>Then tell the learners to ask the learner sitting next to them: <b>May I have a book, please?</b></li> <li>Both learners get a chance to ask each other for a book.</li> <li>Follow the same procedure with a crayon.</li> <li>Then tell the learners to ask the learner sitting next to them: <b>May I have a crayon, please?</b></li> <li>Both learners get a chance to ask each other for a crayon.</li> <li>Follow the same procedure with an eraser.</li> <li>Then tell the learners to ask the learner sitting next to them: <b>May I have an eraser, please?</b></li> <li>Both learners get a chance to ask each other for an eraser.</li> <li>Walk around listening to the learners.</li> <li>Reflect on the lesson.</li> </ul>	

## DAY 3

ACTIVITY 1	SHARED READING
<b>TIME</b>	30 minutes
<b>CONTENT/CONCEPTS/ SKILLS</b>	<ul style="list-style-type: none"> <li>Listens to a story or non-fiction text while following the teacher and looking at the pictures</li> <li>Answers some simple questions with the support of the pictures</li> <li>Identifies objects in the pictures</li> <li>Learns some oral vocabulary</li> </ul>
<b>RESOURCES</b>	<ul style="list-style-type: none"> <li>DBE workbook p. 78</li> </ul>
ACTIVITY DESCRIPTION	
<p><b>Focus of the lesson:</b> Listens to a story, answers questions and learns vocabulary.</p> <ul style="list-style-type: none"> <li>Prepare the learners. Briefly do the greetings. They should have their DBE workbooks open to p. 78.</li> <li>Read the story of <i>the Munchy, munchy caterpillar</i> to the learners. Point to each picture as you read the sentences that go with that picture and the number.</li> <li>Ask the learners questions after every three numbered pictures.</li> <li>Read the story again.</li> <li>Reflect on the lesson.</li> </ul>	

## DAY 4

DAY 4	
ACTIVITY 1	SHARED READING
TIME	45 minutes
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> <li>• Listens to the story while following the teacher and looking at the pictures</li> <li>• Learns some oral vocabulary</li> <li>• Acts out the story</li> </ul>
RESOURCES	<ul style="list-style-type: none"> <li>• DBE workbooks p. 78</li> </ul>
ACTIVITY DESCRIPTION	
<p><b>Focus of the lesson: Listens to the story, learns vocabulary and acts out the story.</b></p> <ul style="list-style-type: none"> <li>• Settle the learners so that you have their attention. Briefly do the greetings.</li> <li>• Put the learners in groups of four. They must take their DBE workbooks to their groups with them so that they can see what the caterpillar ate.</li> <li>• Read p. 78 from DBE workbook again and ask the groups to act out the story and to tell the group what they are doing. For example: <b>On Monday the caterpillar ate a green leaf. On Thursday the caterpillar ate four grapes.</b></li> <li>• Tell the learners that each child in the group must get a turn to do something that the caterpillar did in the story.</li> <li>• Walk around and help when necessary.</li> <li>• Reflect on the lesson.</li> </ul>	

ACTIVITY 2	WRITING: PHONEMIC AWARENESS
TIME	15 minutes
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> <li>• With the help of the teacher writes a caption for a drawing and reads back what is written</li> <li>• Begins to identify initial sounds in words</li> </ul>
RESOURCES	<ul style="list-style-type: none"> <li>• Writing books, crayons</li> </ul>
ACTIVITY DESCRIPTION	
<p><b>Focus of the lesson: Draws a girl jumping, reads back what is written and identifies initial sounds in words.</b></p> <ul style="list-style-type: none"> <li>• Prepare the learners for the lesson. They should have crayons and writing books on their desks.</li> <li>• Tell the learners to turn to the page where they drew the girl jumping.</li> <li>• Draw a girl jumping on the board and write <b>A girl jumps</b> next to it. Read the words with the learners.</li> <li>• Ask the learners to write <b>A girl jumps</b> next to their pictures.</li> <li>• As the learners are writing go around the class and ask individual learners to read the words (help them when necessary) and ask: <b>What sound does girl begin with? (g) What sound does jump begin with? (j)</b></li> <li>• Reflect on the lesson.</li> </ul>	

## DAY 5

ACTIVITY 1	LISTENING AND SPEAKING
TIME	30 minutes
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> <li>• Names some objects in a picture or in the classroom in response to teacher's questions</li> <li>• Responds to simple questions</li> <li>• Begins to develop an oral (listening and speaking) vocabulary using themes or topics</li> </ul>
RESOURCES	<ul style="list-style-type: none"> <li>• 2 apples, 3 oranges, 2 bananas</li> <li>• Poster (<i>Healthy Living</i>)</li> <li>• DBE workbook pp. 62, 63, 64, 65</li> </ul>

### ACTIVITY DESCRIPTION

**Focus of the lesson:** Learns vocabulary and quantity (number).

- Prepare the learners for the lesson. Briefly do the greetings. They must be sitting quietly facing the poster. They must have their DBE workbooks on their desks.
- Explain to them that they must watch you and listen carefully.
- Ask: **What is this?** and hold up an **apple**; then an **orange**; then a **banana**.
- Answer with the learners.
- Say to the learners: **How many apples?** and hold up two apples? Do the same with the three oranges and two bananas.
- Ask individual learners the same questions.
- Tell the learners to open their DBE workbooks to pp. 62, 63. Show them the pages.
- Point to the **watermelon, tomatoes, carrots, potatoes and pumpkin**. Ask: **What is this?**
- Answer with the learners.
- Practise this three times.
- Ask individual learners the same questions.
- Point to the **milk** in the *Healthy Living* poster and say: **This is milk. Milk.**
- Ask: **What is this?** Answer with the learners: **Milk.**
- Practise this three times.
- Follow the same procedure for: **cheese, bread, glass.**
- Ask the learners again to tell you what the objects are.
- Ask the learner to open their DBE workbooks to pp. 64, 65.
- Point to the following objects one at a time and say the name of the object: **chips, sweets, sugar, mealie meal and orange juice.**
- Ask the learners to tell you what the objects are when you point to each one.
- Repeat three times.
- Reflect on the lesson.

# E. RECORD OF KEY VOCABULARY

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**By the end of Term 2, Grade 1 learners should know the following words and language structures:**

- **Nouns**

*Body parts:* face

*People:* farmer, man, woman, people

*Animals:* animals, cow, moo, goat, meh-meh, horse, neigh, pig, grunts, chicken, cluck, woof, sheep, duck, rabbit

*Vegetables:* carrots, beetroot, potatoes, tomatoes

*Fruit:* fruit, apple, banana, pineapple, pears, oranges, paw-paws, peaches, naartjies, apples

*Food:* milk, cheese, bread, chips, sweets, sugar, mealie meal, orange juice

*Sport:* soccer, netball, tennis, hockey, cricket, running, swimming

*Classroom objects:* glue, scissors

*General:* here, class, flag, day, trolley, money, basket, slipper, takkies, tuckshop, glass, a, all, high, Happy Birthday, pants

*Numbers:* one, two, three, four, five, six, seven, eight

- **Pronouns**

our, he, she, us

- **Prepositions**

behind, above, in front of, under

- **Colours**

colours, grey

- **Verbs**

carry, wave, wait, clap, watches, points, looks, digs, stomp, fly, runs, show, shouts, cries, stop, skip, hop, am, is

- **Instructions**

Get a book and put it on the table

## F. PRINTABLE RESOURCES

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### 1.FLASHCARD TEMPLATES: Words in the environment

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SCHOOL

CLINIC

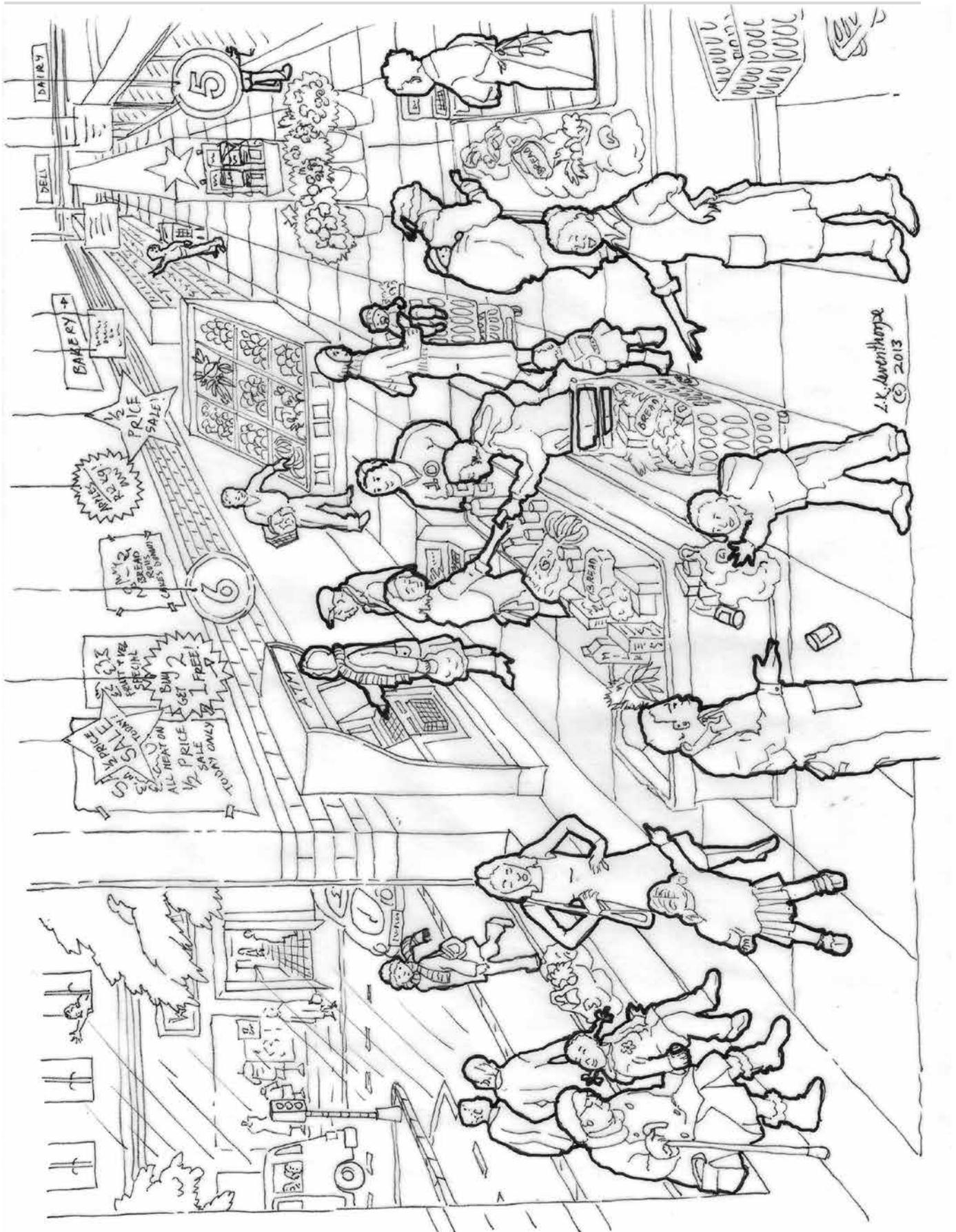
WOMEN

**MEN**

**STOP**

**TUCKSHOP**

## 2. LINE DRAWING OF THE POSTER: *Shopping*



## 2. LINE DRAWING OF THE POSTER: *Healthy Living*





**Jika iMfundo**  
what I do matters

Jik'iMfundo is a programme to improve learning outcomes, funded by the National Education Collaboration Trust, the KwaZulu-Natal Department of Education and others.

#### THE PROGRAMME TO IMPROVE LEARNING OUTCOMES

The Shed  
The Pines  
9 Gordon Hill Road  
Parktown  
2193

Tel: +27 10 880 2431

Email: [admin@pilo.co.za](mailto:admin@pilo.co.za)

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