

GRADE 1

English First Additional Language

Teacher Toolkit:
CAPS Aligned Lesson Plans
and Resources

TERM 3

Published in 2020 by Jika iMfundo.

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

© The National Education Collaboration Trust (NECT)
A partnership involving business, civil society, government and labour that strives to improve education outcomes.

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

No part of this publication may be reproduced without prior permission from the NECT.

ISBN: 978-1-990904-70-7

Materials development by the PILO team along with representatives from the districts and province.

Publishing management by The Word Horse, www.wordhorse.co.za
Design and typesetting by COMPRESS.dsl, www.compressdsl.com

These lesson plans were initially developed by the Gauteng Department of Education as part of the Gauteng Primary Literacy and Mathematics Strategy. They are being used in KwaZulu-Natal under a memorandum of agreement between the two provinces. They have been revised for the context of KwaZulu-Natal on the advice of district and provincial officials.

CONTENTS

| | |
|---|----|
| A. About the Lesson Plans | 2 |
| B. Methodology Guidelines | 5 |
| C. Resource List | 6 |
| D. Weekly Lesson Plans | 7 |
| Week 1 | 7 |
| Week 2 | 12 |
| Week 3 | 17 |
| Week 4 | 22 |
| Week 5 | 27 |
| Week 6 | 31 |
| Week 7 | 32 |
| Week 8 | 34 |
| Week 9 | 41 |
| Week 10 | 45 |
| E. Record of Key Vocabulary | 49 |
| F. Printable Resources | 50 |
| 1. Flashcard templates: Common words | 50 |
| 2. Line drawing of the poster: <i>The Zoo</i> | 53 |
| <i>The Hospital</i> | 54 |



A. ABOUT THE LESSON PLANS

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 third 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 the lesson plans help learners learn in 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. Four themes are covered using the posters, readers and DBE workbook. These themes are: *The Zoo*, *The Hospital*, *School Uniforms* and *Home*.

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 3 all grades use *The Zoo* and *The Hospital* posters. A4-sized *The Hospital* and *The Zoo* 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. Sometimes they act out the

story. 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 third 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 3 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.
 - *The Zoo* and *The Hospital* 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 3, 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, 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, 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

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

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: Common words
 2. A4 posters: *The Zoo*
The Hospital
- **Posters:** Class-sized wall posters: *The Zoo* and *The Hospital*
- **CD:** *EFAL*
- **Big Books:** *Time for School, I Can Draw* and *My Friend* (from Term 2) for Shared Reading.
- **Term 3 CAPS Planner, Tracker and Assessment Resources**

D. WEEKLY LESSON PLANS

WEEK 1

| | |
|------------|--------------------|
| TOTAL TIME | 2 hours 30 minutes |
|------------|--------------------|

| DAY 2 | |
|---|--|
| ACTIVITY 1 | LISTENING AND SPEAKING/PHONEMIC AWARENESS |
| TIME | 30 minutes |
| CONTENT/CONCEPTS/ SKILLS | <ul style="list-style-type: none"> Joins in action rhymes and songs, doing the actions With the teacher's help, identifies some rhyming words in stories, songs, rhymes |
| RESOURCES | <ul style="list-style-type: none"> Poem The sun is yellow The sky is blue Grass is green And the trees are too The dog is brown The cat is grey Our flag has many colours Flying high all day. |
| ACTIVITY DESCRIPTION | |
| <p>Focus of lesson: Joins in action rhymes, doing the actions and identifies rhyming words in the rhyme.</p> <ul style="list-style-type: none"> Brief greetings. Say the rhyme to the learners in English, using actions when possible, e.g. hands/arms make a circle for the sun. Discuss the meaning of the rhyme in the LoLT when necessary. Learners and teacher say the rhyme with the actions. 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. Tell learners that the rhyming words in this rhyme are: blue/too; grey/day. Say in the LoLT: 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. Say the rhyme again, emphasising the rhyming words. Repeat this twice. Learners say the rhyme, emphasising the rhyming words. Ask individual learners which two words rhyme. Reflect on the lesson. | |

DAY 3

| | |
|-----------------------------|---|
| ACTIVITY 1 | SHARED READING/EMERGENT LITERACY |
| TIME | 30 minutes |
| CONTENT/CONCEPTS/ SKILLS | <ul style="list-style-type: none"> • Listens to a story or non-fiction text while following the teacher and looking at the pictures • Talks about the pictures using home language where necessary • Answers some simple questions with the support of the pictures • Identifies objects in the pictures • Learns some oral vocabulary • Develops emergent literacy |
| RESOURCES | <ul style="list-style-type: none"> • Big Book (<i>Time for School</i>) |

ACTIVITY DESCRIPTION

Focus of lesson: Listens to a story, talks about the pictures, answers simple questions, identifies and learns vocabulary and learns the words *cover*, *title* and *words*.

- Settle the learners. They must be facing you with nothing on their desks.
- Show the learners the cover of the book and say: **We call this the cover of the book. What do you see on the cover of the book?** (A picture and some writing.) **The picture tells us what the book is going to be about. What do you think this book is about?**
- **The writing is called the title of the book. This is the name of the book. This book is called *Time for School*.** Point to the words as you read the title.
- Show the learners the **words** on p. 2 and tell them that these are called **words**.
- Read pp. 2–10 in *Time for School* to them, showing them the pictures and pointing to different objects that will help them to understand the story.
- Ask the following questions:
 - p. 2 – **What do the boys put on?** (They put on shirts.) **What colour are they?** (White.)
 - p. 4 – **What do the boys put on?** (They/the boys put on shorts.) **What colour are they?** (Grey.)
 - p. 6 – **What do the boys put on?** (They/the boys put on socks.) **What colour are they?** (Brown.)
 - p. 8 – **What do the boys put on?** (They/the boys put on shoes.) **What colour are they?** (Black.)
 - p. 10 – **What do the boys put on?** (They put on jerseys.) **What colour are they?** (Red.)
- Reflect on the lesson.

DAY 4

| DAY 4 | |
|---|---|
| ACTIVITY 1 | SHARED READING/EMERGENT LITERACY |
| TIME | 30 minutes |
| CONTENT/CONCEPTS/ SKILLS | <ul style="list-style-type: none"> • Listens to a story or non-fiction text while following the teacher and looking at the pictures • Identifies objects in the pictures • Learns some oral vocabulary • Recognises some common words in our everyday environment • Develops emergent literacy |
| RESOURCES | <ul style="list-style-type: none"> • Big Book (<i>Time for School</i>) • Flashcards: SCHOOL, STOP, CLINIC, MEN, WOMEN, TUCKSHOP |
| ACTIVITY DESCRIPTION | |
| <p>Focus of lesson: Listens to a story, talks about the pictures, answers simple questions, identifies and learns vocabulary, learns the words <i>cover</i>, <i>title</i> and <i>words</i> and recognises some common words.</p> <ul style="list-style-type: none"> • Settle the learners. They must be facing you with nothing on their desks. • Show the learners the cover of the book and ask an individual learner: What do we call this? (The cover of the book.) • Show the learners the writing on the cover and ask an individual learner: What do we call this? (The title.) • Show the learners a word on p. 2 and ask an individual learner: What do we call this? (A word.) • Ask the learners to read the title of the book with you: Time for School. • Read the story <i>Time for School</i> to them, showing them the pictures and pointing to different objects. • Ask individual learners the following questions (try to get the learners to answer in full sentences): <ul style="list-style-type: none"> – p. 2 – What do the boys put on? (They put on shirts.) – p. 4 – What colour are the shorts? (The shorts are grey.) – p. 6 – What do the boys put on? (They/the boys put on socks.) – p. 8 – What colour are the shoes? (The shoes are black.) – p. 10 – What do the boys put on? (They put on jerseys.) – p. 12 – Why did they put their jerseys on again? (They put on the wrong jersey, each other's jerseys.) – p. 14 – Where did they go? (They went to school.) • Ask individual learners to point to the pictures and say the words: <ul style="list-style-type: none"> – p. 2 – shirts – p. 4 – shorts – p. 6 – socks – p. 8 – shoes – p. 10 – jerseys • Show the learners the flashcard SCHOOL. Remind the learners of the meaning of the word. • The learners read the word twice. • Follow the same procedure with flashcards for STOP, CLINIC, MEN, WOMEN, TUCKSHOP • Remind the learners of the meanings of the words. • Ask individual learners to read the flashcards. • Reflect on the lesson. | |

| ACTIVITY 2 | WRITING/PHONEMIC AWARENESS |
|---|--|
| TIME | 15 minutes |
| CONTENT/CONCEPTS/ SKILLS | <ul style="list-style-type: none"> • With the help of the teacher writes a caption for her/his drawing and reads back what is written • Begins to identify different initial sounds in words |
| RESOURCES | <ul style="list-style-type: none"> • Writing books, crayons • Big Book (<i>Time for School</i>) |
| ACTIVITY DESCRIPTION | |
| <p>Focus of lesson: Writes a caption for their drawing, reads back what was written and identifies the initial sound in a word.</p> <ul style="list-style-type: none"> • Prepare the learners for the lesson. They should have a crayon and exercise book on their desks. • Say: Today you are going to draw the brown socks. Point to the brown socks in the book. • Draw the brown socks on the board and write the words the brown socks next to it. • Tell the learners to draw the brown socks and then copy the words the brown socks from the board. • Walk around the class and when a learner has written the words ask them to read the words. Help them if they are not sure. • Also ask the learner: What sound does socks begin with? (s) • Reflect on the lesson. | |

DAY 5

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

ACTIVITY DESCRIPTION

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

- Brief 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 the zoo. A zoo is a place where we can go to see wild animals.**
- Ask: **What can you see in the poster?**
- Any learner can answer whatever they see.
- Point to the buck and say: **A buck.**
- Point to the buck again and ask the learners: **What is this?** They must answer: **A buck.**
- Follow the same procedure with: **food, elephant, bucket, photo.**
- Point to the buck eating and say **eats**. Emphasise the /s/ when you say eats so that the learners hear that eats has an /s/ at the end.
- Point to the buck eating again and ask: **What does the buck do?**
- The learners answer with you: **Eats.**
- Follow the same procedure with the following words: **feeds, waves, carries, picks up** and **takes**. Also do actions to explain these words.
- Say: **The buck eats its food** and point to the poster showing the buck eating its food.
- Repeat the sentence and point to the poster showing this.
- Ask: **What does the buck do?**
- Answer with the learners: **The buck eats its food.**
- Ask: **What does the buck do?**
- All or some of the learners answer: **The buck eats its food.**
- Ask the same question for a third time.
- Select a few learners to answer the question.
- Repeat the same procedure for **Question 2: Who eats its food?**
- Repeat the same procedure for the other sentences.
- Ask the learners what sounds **buck** and **bucket** begin with? (**b**) Emphasise the **b** when you say bucket and buck.
- Ask the learners what sounds **food** and **feeds** begin with? (**f**) Emphasise the **f** when you say food and feeds.
- Ask the learners what sound **elephant** begins with? (**e**) Emphasise the **e** when you say elephant.
- Reflect on the lesson.

| Sentence | Question 1 | Question 2 |
|----------------------------|--|---|
| The buck eats its food. | What does the buck do? <i>The buck eats its food.</i> | What eats its food? <i>The buck eats its food.</i> |
| He feeds the buck. | What does he do? <i>He feeds the buck.</i> | Who feeds the buck? <i>He feeds the buck.</i> |
| She waves at the elephant. | What does she do? <i>She waves at the elephant.</i> | Who waves at the elephant? <i>She waves at the elephant.</i> |
| She carries her baby. | What does she do? <i>She carries her baby.</i> | Who carries her baby? <i>She carries her baby.</i> |
| He picks up the bucket. | What does he do? <i>He picks up the bucket.</i> | Who picks up the bucket? <i>He picks up the bucket.</i> |
| She takes a photo. | What does she do? <i>She takes a photo.</i> | Who takes a photo? <i>She takes a photo.</i> |

WEEK 2

| | |
|------------|---------|
| TOTAL TIME | 3 hours |
|------------|---------|

| DAY 1 | |
|---|--|
| ACTIVITY 1 | LISTENING AND SPEAKING/PHONEMIC/PHONOLOGICAL AWARENESS |
| TIME | 30 minutes |
| CONTENT/CONCEPTS/ SKILLS | <ul style="list-style-type: none"> Makes simple requests Begins to identify different initial sounds in words Claps out the syllables in familiar words |
| RESOURCES | <ul style="list-style-type: none"> Pencil, eraser, book, crayon |
| ACTIVITY DESCRIPTION | |
| <p>Focus of lesson: Makes simple requests and begins to identify different initial sounds in words and claps out syllables in words.</p> <ul style="list-style-type: none"> Brief greetings. Prepare the learners for the lesson. They must each have a pencil, eraser and book on their desks. Explain to them in the LoLT that you are going to ask them for something, like a pencil. Explain that you want them to give you the pencil and then repeat the request. Say to a learner: May I have a pencil, please? Learner gives you a pencil. Learners repeat the request together: May I have a pencil, please? Learners turn to their friend and ask: May I have a pencil, please? Friend gives them a pencil. Friend then asks the same question. Follow the same procedure for: May I have an eraser, please? May I have a book, please? May I have a crayon, please? Explain to the learners that some words can be 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. Point to the pencil and say: pencil and clap pen-cil. Repeat this. Repeat it again with the learners. Follow the same procedure for eraser (e-ra-ser). Repeat three times with the learners. Follow the same procedure for crayon (cray-on). Repeat three times with the learners. Ask the class and then individual learners to clap the parts of the words. Reflect on the lesson. | |

DAY 2

| DAY 2 | |
|--|--|
| ACTIVITY 1 | LISTENING AND SPEAKING/PHONEMIC AWARENESS |
| TIME | 30 minutes |
| CONTENT/CONCEPTS/ SKILLS | <ul style="list-style-type: none"> • Sings simple songs and does the actions • Joins in action rhymes and songs, doing the actions • Begins to identify different initial sounds in words |
| RESOURCES | <ul style="list-style-type: none"> • Song 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) • If you're happy and you know it, stamp your feet (stamp stamp) If you're happy and you know it, stamp your feet (stamp stamp) If you're happy and you know it, your face will surely show it If you're happy and you know it, stamp your feet (stamp, stamp) • If you're happy and you know it, shout hurray (hurrray) If you're happy and you know it, shout hurray (hurrray) If you're happy and you know it, your face will surely show it If you're happy and you know it, shout hurray (hurrray). |
| ACTIVITY DESCRIPTION | |
| <p>Focus of lesson: Sings and joins in songs, doing the actions and identifies the initial sound in words.</p> <ul style="list-style-type: none"> • Brief greetings. • Explain to the learners that they are going to sing the song <i>If you're happy</i> that they learnt last term. • Sing the whole song, using gestures to illustrate its meaning. • Sing the whole song with the learners. • Ask different groups of learners to sing the song. • Learners sing the song. • Ask an individual learner what sound happy begins with? (h) Emphasise the h when you say happy. • Ask a different learner what sound hand begins with? (h) Emphasise the h when you say hand. • Ask a different learner what sound face begins with? (f) Emphasise the f when you say face. • Ask a different learner what sound feet begins with? (f) Emphasise the f when you say feet. • Ask a different learner what sound hurrray begins with? (h) Emphasise the h when you say hurrray. • Ask a different learner what sound show begins with? (sh) Emphasise the sh when you say show. • Reflect on the lesson. | |

DAY 3

| | |
|-----------------------------|---|
| ACTIVITY 1 | SHARED READING/PHONEMIC AWARENESS |
| TIME | 30 minutes |
| CONTENT/CONCEPTS/ SKILLS | <ul style="list-style-type: none"> • Listens to a story or non-fiction text while following the teacher and looking at the pictures • Learns some oral vocabulary • Draws a picture capturing the main idea of the story • Begins to identify different initial sounds to words |
| RESOURCES | <ul style="list-style-type: none"> • Big Book (<i>Time for School</i>) • Crayons |

ACTIVITY DESCRIPTION

Focus of lesson: Listens to a story and draws a picture showing the main idea of the story.

- Settle the learners. They should all be able to see the Big Book *Time for School*.
- Read the story to the learners again.
- Ask the learners to read the title of the book with you: *Time for School*.
- Explain to the learners in LoLT that the story is all about getting ready for school.
- Say: **This is the main idea of the story, what it is mainly about.**
- Explain this again in English.
- Tell the learners to draw the main idea of the story: getting ready for school. They must draw themselves or another child getting ready for school.
- Walk around the class to make sure they are doing the correct drawing.
- As you walk around ask different learners to tell you what sounds the words **get** and **ready** begin with? (**g; r**)
Emphasise the **g** and **r** when you say **get** and **ready**.
- Reflect on the lesson.

DAY 4

| ACTIVITY 1 | SHARED READING |
|-------------------------------------|--|
| TIME | 45 minutes |
| CONTENT/CONCEPTS/ SKILLS | <ul style="list-style-type: none"> • Listens to a story or non-fiction text while following the teacher and looking at the pictures • Learns some oral vocabulary • Acts out the story using some of the dialogue |
| RESOURCES | <ul style="list-style-type: none"> • Big Book (<i>Time for School</i>) |

ACTIVITY DESCRIPTION

Focus of lesson: Listens to a story and acts out the story using the learnt vocabulary.

- Settle the learners. They must all be able to see the Big Book *Time for School*.
- Ask the learners to read the title of the book with you: **Time for School**.
- Read the story. Learners can join in as you read.
- Put the learners into groups of three and ask them to act out the story. They must tell each other what they are doing.
- Walk around and help when necessary. Encourage the learners to use English when they are acting out, even if it is just a few words.
- Reflect on the lesson.

| ACTIVITY 2 | WRITING/PHONEMIC AWARENESS |
|-------------------------------------|--|
| TIME | 15 minutes |
| CONTENT/CONCEPTS/ SKILLS | <ul style="list-style-type: none"> • With the help of the teacher writes a caption for her/his drawing and reads back what is written • Begins to identify different initial sounds in words |
| RESOURCES | <ul style="list-style-type: none"> • DBE workbook pp. 4, 8 • Pencils and crayons |

ACTIVITY DESCRIPTION

Focus of lesson: Writes a caption for a drawing, reads back what was written and identifies the initial sound in words.

- Prepare the learners for the lesson. They should have a crayon or pencil and the DBE workbooks on their desks.
- Tell them to turn to p. 4 in the DBE workbooks. Show the learners the page.
- Tell the learners to fill in the letter **s** at the beginning of the words **sit**, **sun** and the beginning and end of the word **socks**.
- Ask the learners: **What sound does sit begin with? (s)**
- Repeat with the words **sun** and **sock**.
- Read the words with the learners and make them aware of the fact that the pictures are showing the girl sitting, the socks and the sun.
- Once they have completed this exercise, tell them to turn to p. 8 in their DBE workbook. Show the learners the page.
- Tell the learners to fill in the letter **a** at the beginning of the words **apple**, **ant**, **axe**, the middle of the word **cat** and the beginning and middle of the word **ambulance**.
- Ask the learners what sound **apple**, **axe** and **ant** begin with. (**a**)
- Read the words with the learners and make them aware of the fact that the pictures are showing the apple, axe, ant, ambulance and cat.
- Reflect on the lesson.

DAY 5

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

ACTIVITY DESCRIPTION

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

- Brief 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 the zoo. A zoo is a place where we can go to see wild animals.**
- Ask: **What can you see in the poster?**
- Any learner can answer whatever they see.
- Point to the pelican and say: **A pelican.**
- Point to the pelican again and ask the learners: **What is this?** They must answer: **A pelican.**
- Follow the same procedure with: **dress, teddy-bear, tall** and **small**. If necessary explain what tall and small mean. You could show the learners a tall child and a small item – like a small book.
- Point to the girl wearing a white dress and say **wears**. (Emphasise the /s/ when you say **wears** so that the learners hear that **wears** has a /s/ at the end.
- Follow the same procedure with **looks at**. Also do an action to explain this word.
- Remind the learners that in English when we speak about a boy or a man we use the word **he**; when we speak about a girl or woman we use the word **she**.
- Say: **She looks at the tall pelicans** and point to the poster showing the girl looking at the tall pelicans.
- Repeat the sentence and point to the poster showing this.
- Ask: **What does she look at?**
- Answer with the learners: **She looks at the tall pelicans.**
- Ask: **What does she look at?**
- All or some of the learners answer: **She looks at the tall pelicans.**
- Ask the same question for a third time.
- Select a few learners to answer the question.
- Repeat the same procedure for **Question 2: What does she do?**
- Repeat the same procedure for the other sentences.
- Ask the learners what sound **look** begins with? (**l**) Emphasise the **l** when you say **look**.
- Ask the learners what sound **wave** begins with? (**w**) Emphasise the **w** when you say **waves**.
- Ask the learners what sound **teddy** begins with? (**t**) Emphasise the **t** when you say **teddy**.
- Ask the learners what sound **elephant** begins with? (**e**) Emphasise the **e** when you say **elephant**.
- Reflect on the lesson.

| Sentence | Question 1 | Question 2 |
|-----------------------------------|--|---|
| She looks at the tall pelicans. | What does she look at? <i>She looks at the tall pelicans.</i> | What does she do? <i>She looks at the tall pelicans.</i> |
| He picks up the bucket. | What does he pick up? <i>He picks up the bucket.</i> | What does he do? <i>He picks up the bucket.</i> |
| She wears a white dress. | What does she wear? <i>She wears a white dress.</i> | What does she do? <i>She wears a white dress.</i> |
| She waves at the elephants. | What does she do? <i>She waves at the elephants.</i> | Who waves at the elephants? <i>She waves at the elephants.</i> |
| She carries her small teddy-bear. | What does she carry? <i>She carries her small teddy-bear.</i> | What does she do? <i>She carries her small teddy-bear.</i> |
| He looks at the brown buck. | What does he look at? <i>He looks at the brown buck.</i> | What does he do? <i>He looks at the brown buck.</i> |

WEEK 3

| | |
|-------------------|---------|
| TOTAL TIME | 3 hours |
|-------------------|---------|

DAY 1

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

ACTIVITY DESCRIPTION

Focus of the lesson: Learns prepositions, present tense singular and plural, vocabulary and begins to identify initial sounds in words.

- Brief greetings.
- Prepare the learners for the lesson. They must be sitting facing the poster and must be able to see it.
- Ask: **What can you see in the poster?** Any learner can answer whatever they see.
- Point to the **arm** and say: **An arm.**
- Point to the arm again and ask the learners: **What is this?** They must answer: **An arm.**
- Follow the same procedure with: **fence, camel, lions** and **cage.**
- Point to the arm that is over the fence and say **over.** Put your own arm over your desk and tell the learners that your arm is over the desk.
- Follow the same procedure with the prepositions **through, on,** and **inside.** Use your own examples to show the learners the meaning of these prepositions.
- Say: **His arm is over the fence** and point to the poster showing the boy's arm over the fence.
- Repeat the sentence and point to the poster showing this.
- Ask: **Where is his arm?** Answer with the learners: **His arm is over the fence.**
- Ask: **Where is his arm?** All or some of the learners answer: **His arm is over the fence.**
- Ask the same question for a third time.
- Select a few learners to answer the question.
- Repeat the same procedure for **Question 2: What is over the fence?**
- Repeat the same procedure for the other sentences.
- Ask the learners what sound **is** begins with? (**i**) Emphasise the **i** when you say **is.**
- Ask the learners what sound **camel** begins with? (**c**) Emphasise the **c** when you say **camel.**
- Ask the learners what sound **door** begins with? (**d**) Emphasise the **d** when you say **door.**
- Ask the learners what sound **lion** begins with? (**l**) Emphasise the **l** when you say **lion.**
- Reflect on the lesson.

| Sentence | Question 1 | Question 2 |
|-----------------------------------|---|--|
| His arm is over the fence. | Where is his arm? <i>His arm is over the fence.</i> | What is over the fence? <i>His arm is over the fence.</i> |
| The camel comes through the door. | What does the camel come through? <i>The camel comes through the door.</i> | What comes through the door? <i>The camel comes through the door.</i> |
| The girl works at the zoo. | Where does the girl work? <i>The girl works at the zoo.</i> | Who works at the zoo? <i>The girl works at the zoo.</i> |
| They sit on the camel. | Where do they sit? <i>They sit on the camel.</i> | Who sits on the camel? <i>They sit on the camel.</i> |
| The lions are inside the cage. | Where are the lions? <i>The lions are inside the cage.</i> | What is inside the cage? <i>The lions are inside the cage.</i> |

DAY 2

| | |
|-----------------------------|---|
| ACTIVITY 1 | LISTENING AND SPEAKING |
| TIME | 30 minutes |
| CONTENT/CONCEPTS/ SKILLS | <ul style="list-style-type: none"> • Sings simple songs and does actions • Joins in action rhymes and songs, doing the actions |
| RESOURCES | <ul style="list-style-type: none"> • Song The wheels on the bus go round and round Round and round Round and round The wheels on the bus go round and round All day long The horn on the bus goes beep, beep, beep Beep, beep, beep Beep, beep, beep The horn on the bus goes beep, beep, beep All day long. |

ACTIVITY DESCRIPTION

Focus of lesson: Sings simple songs and does the actions.

- Brief greetings.
- Settle the learners. Their desks should be clear.
- Explain to the learners in the LoLT that they are going to sing the song *The wheels on the bus*.
- Sing the first verse of the song, using gestures to illustrate its meaning.
- Tell the learners that you are going to sing three lines and they must repeat them after you, copying your gestures.
- Repeat the three lines with the learners.
- Sing the next two lines, using the gestures.
- Sing these two lines with the learners.
- Sing the whole verse with the learners.
- Learners sing the verse twice.
- Sing the second verse of the song, using gestures to illustrate its meaning.
- Tell the learners that you are going to sing three lines and they must repeat these lines after you, copying your gestures.
- Repeat the three lines with the learners.
- Sing the next two lines with the gestures.
- Sing these two lines with the learners.
- Sing the whole verse with the learners.
- Learners sing the verse twice.
- Learners sing the two verses, using the appropriate gestures when they sing.
- Reflect on the lesson.

DAY 3

| DAY 3 | |
|--|---|
| ACTIVITY 1 | SHARED READING/EMERGENT LITERACY |
| TIME | 30 minutes |
| CONTENT/CONCEPTS/ SKILLS | <ul style="list-style-type: none"> • Listens to a story or non-fiction text while following the teacher and looking at the pictures • Answers some simple questions with the support of the pictures • Identifies objects in the pictures • Learns some oral vocabulary • Develops emergent literacy • Recognises some common words in our everyday environment |
| RESOURCES | <ul style="list-style-type: none"> • Big Book (<i>I Can Draw</i>) • Flashcards: OMO, TASTIC, NANDO'S • Advert from magazine of Nando's to show word NANDO'S |
| ACTIVITY DESCRIPTION | |
| <p>Focus of lesson: Listens to a story, answers simple questions, identifies and learns vocabulary, learns the words cover, title and words and recognises some common words.</p> <ul style="list-style-type: none"> • Settle the learners. They must all be able to see the Big Book <i>I Can Draw</i>. • Show the learners the cover of the book and ask an individual learner: What do we call this? (The cover of the book.) • Show the learners the writing on the cover and ask an individual learner: What do we call this? (The title.) • Ask the learners to read the title of the book with you: <i>I Can Draw</i>. • Show the learners a word on p. 2 and ask an individual learner: What do we call this? (A word.) Show the learners the cover of the Big Book and say: The girl draws. • Ask: What is she drawing? (house, flowers, door) and What is she using to draw the picture? (crayon) • Read the title pointing to each word: <i>I Can Draw</i>. • Read the story. • Ask the following questions: <ul style="list-style-type: none"> – p. 2 – What can the girl do? (The girl/she can draw.) – p. 4 – What can the girl draw? (The girl/she can draw walls.) Ask the learners to show you the walls in the classroom. – p. 6 – What can the girl draw? (The girl/she can draw a door.) Ask the learners to show you the door in the classroom. – p. 8 – What can the girl draw? (The girl/she can draw a roof.) – p. 10 – What can the girl draw? (The girl/she can draw a floor.) Ask the learners to show you the floor in the classroom. – pp. 12, 14, 16 – What can the girl draw? (The girl/she can draw flowers, trees and the sun.) • Tell the learners that they are going to learn to read some words that they will see when they walk in their communities and shops. • Show the learners the flashcard OMO. Show the learners the packet of Omo and the word Omo on the packet. • Read the word on the flashcard twice. • Learners read the word twice. • Follow the same procedure with the flashcard TASTIC. • Show the learners the advert for Nando's. Point to the word Nando's and read it. • Show the learners the flashcard NANDO'S and read it twice. • Learners read the flashcard twice. • Reflect on the lesson. | |

DAY 4

| | |
|-------------------------------------|--|
| ACTIVITY 1 | SHARED READING |
| TIME | 45 minutes |
| CONTENT/CONCEPTS/ SKILLS | <ul style="list-style-type: none"> • Listens to a story or non-fiction text while following the teacher and looking at the pictures • Learns some oral vocabulary • Acts out the story using some of the dialogue |
| RESOURCES | <ul style="list-style-type: none"> • Big Book (<i>I Can Draw</i>) |

ACTIVITY DESCRIPTION

Focus of lesson: Listens to a story and acts out the story using the learnt vocabulary.

- Settle the learners. They must all be able to see the Big Book *I Can Draw*.
- Ask the learners to read the title of the book with you: ***I Can Draw***.
- Read the story. Learners can join in as you read.
- Put the learners into groups of three and they must act out the story. They must tell each other what they are doing.
- Walk around and help when necessary. Encourage the learners to use English when they are acting out, even if it is just a few words.
- Ask a few groups who managed this task well (used English sentences and/or a number of words) to act out the story in front of the class.
- Reflect on the lesson.

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

ACTIVITY DESCRIPTION

Focus of lesson: Writes a caption for a drawing and reads back what was written.

- Prepare the learners for the lesson. They should have crayons, pencils and writing books on their desks.
- Tell them that today they are going to draw a pencil and a piece of paper. Point to a pencil and the piece of paper.
- Draw a pencil and a piece of paper on the board and write the words **my pencil, my paper** next to the pencil and paper.
- Tell the learners to draw a pencil and a piece of paper and then copy the words **my pencil, my paper** from the board.
- While the learners are drawing, walk around the class. When a learner has written the words, ask them to read them to you. Help them if they are not sure.
- 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"> • Understands and begins to use some simple language structures in context • Begins to develop an oral (listening and speaking) vocabulary using themes or topics • Points to objects in a classroom or in a picture in response to teacher's instructions |
| RESOURCES | <ul style="list-style-type: none"> • DBE workbook p. 6 |
| ACTIVITY DESCRIPTION | |
| <p>Focus of lesson: Understands and uses past tense, develops an oral vocabulary and points to pictures.</p> <ul style="list-style-type: none"> • Brief greetings. • Prepare the learners for the lesson. They must be sitting quietly facing you with their DBE workbooks on their desks. • Ask them to turn to p. 6. Show them the correct page. • Point to each picture and tell the learners what is happening in each picture: The mother saw that the boy had spots. He was sick. She took him to the doctor. The doctor examined (looked at) the boy. The doctor gave the boy some medicine. • Repeat the sentences again. • Say the first sentence and ask the learners to point to the picture that shows this sentence. • Point to the picture yourself to make sure that the learners are pointing to the correct picture. • Follow the same procedure for the other two pictures. • Ask individual learners to point to the following people or objects in the pictures and say the word when they point to the picture: spots, sick boy, mother, doctor, medicine. • Reflect on the lesson. | |

WEEK 4

| | |
|-------------------|---------|
| TOTAL TIME | 3 hours |
|-------------------|---------|

DAY 1

| | |
|---------------------------------|--|
| ACTIVITY 1 | LISTENING AND SPEAKING/PHONEMIC/PHONOLOGICAL AWARENESS |
| TIME | 30 minutes |
| CONTENT/CONCEPTS/ SKILLS | <ul style="list-style-type: none"> Identifies a person, animal or object from a simple oral description Claps the syllables in words |
| RESOURCES | <ul style="list-style-type: none"> Pictures: elephant, giraffe DBE workbook p. 11 |

ACTIVITY DESCRIPTION

Focus of lesson: Identifies animals from a description and claps syllables in words.

- Brief greetings.
- Prepare the learners for the lesson. Their desks should be clear and they must be facing you.
- Show the learners the picture of the elephant.
- Say: **This animal is an elephant. It is big.** (Show the learners the meaning of big.) **It is fat.** (Show the learners the meaning of fat.) **It has a trunk.** (Show the learners the trunk.) **It drinks lots of water.**
- Repeat the description of an elephant.
- Ask the learners: **What is this animal?**
- Learners answer: **Elephant** or **an elephant.**
- Repeat the description and question again.
- Learners answer: **Elephant.**
- Repeat the description. Ask individual learners the question.
- Show the learners the picture of the giraffe and tell them to look at the picture in their DBE workbooks.
- Say: **This animal is a giraffe. It is very tall.** (Show the learners the meaning of tall.) **It has a long neck.** (Show the learners the long neck.) **It eats leaves.** (Show the learners the leaves.)
- Repeat the description of a giraffe.
- Ask the learners: **What is this animal?**
- Learners answer: **Giraffe** or **a giraffe.**
- Repeat the description and ask the question again.
- Learners answer: **Giraffe.**
- Repeat the description and ask individual learners.
- Explain to the learners that some words can be 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.
- Point to the elephant and say: **elephant** and clap **e-le-phant**. Repeat this. Repeat it again with the learners.
- Follow the same procedure for **animal (an-i-mal)**. Repeat three times with the learners.
- Follow the same procedure for **water (wa-ter)**. Repeat three times with the learners.
- Ask the class and then individual learners to clap the parts of the words.
- Reflect on the lesson.

DAY 2

| | |
|-----------------------------|---|
| ACTIVITY 1 | LISTENING AND SPEAKING/PHONEMIC AWARENESS |
| TIME | 30 minutes |
| CONTENT/CONCEPTS/ SKILLS | <ul style="list-style-type: none"> Begins to develop understanding and ability to use simple language structures in the context of meaningful spoken language (adverbs, adjectives, prepositions) Responds to simple questions asked by the teacher Begins to develop an oral (listening and speaking) vocabulary using themes or topics Begins to identify initial sounds in words |
| RESOURCES | <ul style="list-style-type: none"> Poster (<i>The Zoo</i>) |

ACTIVITY DESCRIPTION

Focus of the lesson: Learns adverbs, present tense singular and plural, vocabulary and begins to identify initial sounds in words.

- Brief greetings.
- Prepare the learners for the lesson. They must be sitting facing the poster. They must all be able to see the poster.
- Ask: **What can you see in the poster?**
- Any learner can answer whatever they see.
- Point to the woman shouting and say **shouts**. Also do an action to explain this word.
- Follow the same procedure with **talks, fly** and **cries**. Also do actions to explain these words.
- Do the actions and ask individual learners to tell the class what you are doing.
- Point to the man picking up the bucket and say he picks up the bucket **slowly**. Pretend you are picking up a bucket slowly and say the word **slowly**.
- Ask the learners to pick up a bucket slowly and say the word **slowly**.
- Follow the same procedure with the adverbs **fast, quickly, quietly** and **loudly**.
- Say: **He picks up the bucket slowly** and point to the poster showing the man picking up the bucket slowly.
- Repeat the sentence and point to the poster showing this.
- Ask: **How does he pick up the bucket?**
- Answer with the learners: **He picks up the bucket slowly.**
- Ask: **How does he pick up the bucket?**
- All or some of the learners answer: **He picks up the bucket slowly.**
- Ask the same question for a third time.
- Select a few learners to answer the question.
- Repeat the same procedure for **Question 2: What does he do?**
- Repeat the same procedure for the other sentences.
- Ask the learners: **What sound does woman and walks begin with? (w)** Emphasise the **w** when you say **woman** and **walks**.
- Ask the learners what sound **picks** begins with. (**p**) Emphasise the **p** when you say **picks**.
- Ask the learners what sound **runs** begins with. (**r**) Emphasise the **r** when you say **runs**.
- Ask the learners what sound **shouts** begins with. (**sh**) Emphasise the **sh** when you say **shouts**.
- Reflect on the lesson.

| Sentence | Question 1 | Question 2 |
|--------------------------------------|--|---|
| He picks up the bucket slowly. | How does he pick up the bucket? <i>He picks up the bucket slowly.</i> | What does he do? <i>He picks up the bucket slowly.</i> |
| The woman shouts loudly. | How does the woman shout? <i>The woman shouts loudly.</i> | What does the woman do? <i>The woman shouts loudly.</i> |
| The woman talks quietly. | How does the woman talk? <i>The woman talks quietly.</i> | What does the woman do? <i>The woman talks quietly.</i> |
| The birds fly fast. | How do the birds fly? <i>The birds fly fast.</i> | What flies fast? <i>The birds fly fast.</i> |
| The girl runs quickly to her mother. | What does the girl do? <i>The girl runs quickly to her mother.</i> | How does the girl run to her mother? <i>The girl runs quickly to her mother.</i> |
| The big elephant walks slowly. | What does the big elephant do? <i>The big elephant walks slowly.</i> | How does the big elephant walk? <i>The big elephant walks slowly.</i> |
| The girl cries loudly. | What does the girl do? <i>The girl cries loudly.</i> | How does the girl cry? <i>The girl cries loudly.</i> |

DAY 3

| | |
|-------------------------------------|---|
| ACTIVITY 1 | SHARED READING |
| TIME | 30 minutes |
| CONTENT/CONCEPTS/ SKILLS | <ul style="list-style-type: none">• Listens to a story or non-fiction text while following the teacher and looking at the pictures• Identifies objects in the pictures• Learns some oral vocabulary |
| RESOURCES | <ul style="list-style-type: none">• Big Book (<i>I Can Draw</i>) |

ACTIVITY DESCRIPTION

Focus of lesson: Listens to a story and identifies objects/people in pictures and learns vocabulary.

- Settle the class. They must all be able to see the Big Book *I Can Draw*.
- Ask the learners to read the title of the book with you: ***I Can Draw***.
- Read the story. Learners can join in as you read.
- Ask individual learners to point to:
 - p. 2 – boy, girl, bed, crayon
 - p. 4 – walls
 - p. 6 – door
 - p. 8 – roof
 - p. 10 – floor
 - p. 12 – flowers
 - p. 14 – trees
 - p. 16 – sun
 - p. 18 – flowers, tree, sun, house, cat, mother, father.
- Then you point to the above words on the relevant pages and ask individual learners to name the objects or people.
- Reflect on the lesson.

DAY 4

| ACTIVITY 1 | SHARED READING/PHONEMIC/PHONOLOGICAL AWARENESS |
|---|---|
| TIME | 45 minutes |
| CONTENT/CONCEPTS/ SKILLS | <ul style="list-style-type: none"> • Listens to a story or non-fiction text while following the teacher and looking at the pictures • Identifies objects in the pictures • Learns some oral vocabulary • Claps syllables in words |
| RESOURCES | <ul style="list-style-type: none"> • DBE workbook p. 36 |
| ACTIVITY DESCRIPTION | |
| <p>Focus of lesson: Listens to a story and identifies objects/people in pictures, learns vocabulary and claps syllables in words.</p> <ul style="list-style-type: none"> • Prepare the learners for the lesson. They must be sitting quietly facing you with their DBE workbooks on their desks. • Ask them to turn to p. 36. Show them the correct page. • Point to each picture and tell the learners what is happening in each picture: The children walked to the bus stop. The bus drove away. It began to rain. They put up their umbrella. The rain stopped and the sun shone. They jumped in the puddles. • Repeat the sentences again. • Say the first sentence and ask the learners to point to the picture that shows this sentence. • Point to the picture yourself to make sure that the learners are pointing to the correct picture. • Follow the same procedure for the other three pictures. • Ask a few learners to tell the class what happened in each picture. • Ask individual learners to point to the following people or objects in the pictures and say the word when they point to the picture: children, rain, umbrella, bus, sun, puddles. • Explain to the learners that some words can be divided into parts and that they are going to clap for each part of the word. • Point to the children and say: children and ask the learners to clap the syllables. Clap child-ren. Repeat this. • Follow the same procedure for umbrella (um-brel-la). Repeat three times with the learners. • Follow the same procedure for puddles (pud-dles). Repeat three times with the learners. • Reflect on the lesson. | |

| ACTIVITY 2 | WRITING |
|---|--|
| TIME | 15 minutes |
| CONTENT/CONCEPTS/ SKILLS | <ul style="list-style-type: none"> • With the help of the teacher writes simple lists with headings |
| RESOURCES | <ul style="list-style-type: none"> • Poster (<i>The Zoo</i>) • Writing books, pencils |
| ACTIVITY DESCRIPTION | |
| <p>Focus of lesson: Writes a simple list with a heading.</p> <p><i>Before the lesson</i> write the date and the word Animals on the board.</p> <ul style="list-style-type: none"> • Prepare the learners for the lesson. They should have their pencils and writing books on their desks. • Tell them that today they are going to write a list of animals. • Ask the learners to give you the names of any animals they know. They can look at the poster for ideas and they can give you names of animals they may have at home. • As a learner says a name of an animal, e.g. cat, lion, elephant, dog, write it under the heading Animals. • Ask the learners to copy the list into their writing books under the heading Animals. • Read the words with the learners when they have copied the words. Point to each word as you read it. • Reflect on the lesson. | |

DAY 5

| | |
|-----------------------------|--|
| ACTIVITY 1 | LISTENING AND SPEAKING/PHONEMIC/PHONOLOGICAL AWARENESS |
| TIME | 30 minutes |
| CONTENT/CONCEPTS/ SKILLS | <ul style="list-style-type: none"> • Understands and begins to use some simple language structures in context • Responds to simple questions asked by the teacher • Begins to develop an oral (listening and speaking) vocabulary using themes or topics • Recognises plurals (s and es) aurally |
| RESOURCES | <ul style="list-style-type: none"> • Objects/pictures: boys, girls, books, pencils, erasers, poster, papers, apples, oranges, bananas |

ACTIVITY DESCRIPTION

Focus of lesson: Learns to use the plural **s** for words, responds to simple questions and learns vocabulary.

- Brief greetings.
- Prepare the learners for the lesson. Their desks should be clear and they must be facing you.
- Explain to the learners in the LoLT that in English, when there is more than one thing, the word has the **s** sound at the end.
- Say this again in English and give examples: **boy/boys**.
- Point to one boy and say **boy**. Point to two boys and say **boys**. Emphasise the **s** at the end of the word.
- Ask: **Did you hear s in boys?**
- Tell the learners to say: **One boy; two boys**. They must emphasise the **s**.
- Follow the same procedure for these words: **girl, book, pencil, eraser, paper, apple, orange** and **banana**.
- Point to the elephant in the poster *The Zoo* and say to an individual learner: **One elephant; two -----** . (elephants)
- Follow the same procedure with **lion/lions; bucket/buckets; dress/dresses; camel/camels; bird/birds**.
- Reflect on the lesson.

WEEK 5

| | |
|-------------------|---------|
| TOTAL TIME | 3 hours |
|-------------------|---------|

DAY 1

| | |
|---------------------------------|---|
| ACTIVITY 1 | LISTENING AND SPEAKING/PHONEMIC/PHONOLOGICAL AWARENESS |
| TIME | 30 minutes |
| CONTENT/CONCEPTS/ SKILLS | <ul style="list-style-type: none"> Identifies a person, animal or object from a simple oral description Claps out syllables in familiar words |
| RESOURCES | <ul style="list-style-type: none"> Pictures: elephant, giraffe DBE workbook p. 11 |

ACTIVITY DESCRIPTION

Focus of lesson: Identifies animals from a description and claps syllables in words.

- Brief greetings.
- Prepare the learners for the lesson. Their desks should be clear and they must be facing you.
- Show the learners the picture of the elephant.
- Say: **This animal is an elephant. It is big.** (Show the learners the meaning of big.) **It is fat.** (Show the learners the meaning of fat.) **It has a trunk.** (Show the learners the trunk.) **It drinks lots of water.**
- Repeat the description of an elephant.
- Ask an individual learner: **What is this animal?**
- Learner answers: **Elephant** or **an elephant.**
- Repeat the description and question again.
- Ask different individual learners the question.
- Show the learners the picture of the giraffe and tell them to look at the picture in their DBE workbooks.
- Say: **This animal is a giraffe. It is very tall.** (Show the learners the meaning of tall.) **It has a long neck.** (Show the learners the long neck.) **It eats leaves.** (Show the learners the leaves.)
- Repeat the description of a giraffe.
- Ask a learner: **What is this animal?**
- Learner answers: **Giraffe** or **a giraffe.**
- Repeat the description and ask the question again.
- Ask different individual learners.
- Explain to the learners that some words can be divided into parts and that they are going to clap for each part of the word.
- Point to the elephant and say: **elephant** and they must clap **e-le-phant**. Repeat this.
- Follow the same procedure for **animal (an-i-mal)**. Repeat three times with the learners.
- Follow the same procedure for **water (wa-ter)**. Repeat three times with the learners.
- Ask individual learners to clap the parts of the words.
- Reflect on the lesson.

DAY 2

| | |
|-----------------------------|--|
| ACTIVITY 1 | LISTENING AND SPEAKING/PHONEMIC AWARENESS |
| TIME | 30 minutes |
| CONTENT/CONCEPTS/ SKILLS | <ul style="list-style-type: none"> • Understands and begins to use some simple language structures in context • Responds to simple questions • Recognises plurals aurally |
| RESOURCES | <ul style="list-style-type: none"> • Real objects: boys, girls, shoes, jerseys, trees, flowers, stones, other outdoor objects that you can see |

ACTIVITY DESCRIPTION

Focus of lesson: Learns to use the plural **s** for words, responds to simple questions and learns vocabulary.

- Brief greetings.
- Take the learners outside. Make sure that they all listen to what you are saying. They must be quiet.
- Explain to the learners that in English when we have more than one thing the word has the **s** sound at the end, e.g. boy/boys.
- Point to one boy and say **boy**; point to two boys and say **boys**, emphasising the **s** at the end of the word.
- Ask: **Did you hear s in boys?**
- Tell the learners to say: **One boy; two boys**. They must emphasise the **s** sound.
- Follow the same procedure for these words: **girls, shoes, jerseys, flowers, stones, roofs** and any other objects that you can point to.
- Ask individual learners to point to one boy and say **boy** and point to two boys and say **boys**. Do the same with **girls, shoes, jerseys, trees, flowers, stones**.
- Reflect on the lesson.

DAY 3

| | |
|------------|--|
| ACTIVITY 1 | READING AND PHONICS: ASSESSMENT GROUP 1 <i>This assessment activity can be found in the planner and tracker</i> |
|------------|--|

DAY 4

| | |
|---------------------------------|---|
| ACTIVITY 1 | SHARED READING |
| TIME | 45 minutes |
| CONTENT/CONCEPTS/ SKILLS | <ul style="list-style-type: none"> • Listens to a story or non-fiction text while following the teacher and looking at the pictures • Identifies objects in the pictures • Learns some oral vocabulary • Acts out the story, using some of the dialogue |
| RESOURCES | <ul style="list-style-type: none"> • Big Book (<i>I Can Draw</i>) |

ACTIVITY DESCRIPTION

Focus of lesson: Listens to the story, identifies objects/people in the story, learns vocabulary and acts out the story.

- Settle the class. They must all be able to see the Big Book *I Can Draw*
- Ask the learners to read the title of the book with you: ***I Can Draw***.
- Read the story. Learners can join in as you read.
- Ask individual learners to point to:
 - p. 2 – boy, girl, bed, crayon
 - p. 4 – walls
 - p. 6 – door
 - p. 8 – roof
 - p. 10 – floor
 - p. 12 – flowers
 - p. 14 – trees
 - p. 16 – sun
 - p. 18 – flowers, tree, sun, house, cat, mother, father.
- In small groups get the learners to act out the story, saying what they are doing as they act it out, e.g. I draw the sun, I draw a door.
- Reflect on the lesson.

| | |
|---------------------------------|---|
| ACTIVITY 2 | WRITING/PHONEMIC AWARENESS |
| TIME | 15 minutes |
| CONTENT/CONCEPTS/ SKILLS | <ul style="list-style-type: none"> • With the help of the teacher writes a caption for her/his drawing and reads back what is written • Begins to identify different initial sound in words |
| RESOURCES | <ul style="list-style-type: none"> • DBE workbook pp. 18, 29 • Pencils |

ACTIVITY DESCRIPTION

Focus of lesson: Writes a caption for a drawing, reads back what was written and identifies the initials sound in words.

- Prepare the learners for the lesson. They should have their pencils and DBE workbooks on their desks.
- Tell them to turn to p. 18 in DBE workbooks. Show the learners the page.
- Tell the learners to fill in the letter **p** at the beginning of the words **plug, pan, pig**.
- Read the words with the learners and make them aware of the fact that the pictures are showing the plug, the pig and the pan.
- Ask the learners: **What sound does pan and pig begin with? (p)**
- Tell them to turn to p. 29 in DBE workbooks. Show the learners the page.
- Tell the learners to fill in the letter **n** at the beginning of the words **nest, net, nut, neck** and at the end of words **pin** and **pan**.
- Read the words with the learners and make them aware of the fact that the pictures are showing a nest, net and a nut.
- Ask the learners: **What sound does nest begin with? (n)**
- Repeat with the words **net, nut** and **neck**.
- Read the words with the learners.
- Reflect on the lesson.

DAY 5

| | |
|-----------------------------|---|
| ACTIVITY 1 | LISTENING AND SPEAKING/PHONEMIC AWARENESS |
| TIME | 30 minutes |
| CONTENT/CONCEPTS/ SKILLS | <ul style="list-style-type: none"> Begins to develop understanding and ability to use simple language structures in the context of meaningful spoken language (adverbs, adjectives, prepositions) Responds to simple questions asked by the teacher Begins to develop an oral (listening and speaking) vocabulary using themes or topics Begins to identify initial sounds in words |
| RESOURCES | <ul style="list-style-type: none"> Poster (<i>The Zoo</i>) |

ACTIVITY DESCRIPTION

Focus of the lesson: Learns adverbs, present tense singular and plural, vocabulary and begins to identify initial sounds in words.

- Brief greetings.
- Prepare the learners for the lesson. They must be sitting facing the poster. They must all be able to see the poster.
- Ask: **What can you see in the poster?**
- Any learner can answer whatever they see.
- Ask the learners to pick up a bucket slowly and say the word **slowly**.
- Follow the same procedure with the adverbs **fast, quickly, quietly** and **loudly**.
- Say: **He picks up the bucket slowly** and point to the poster showing the man picking up the bucket slowly.
- Repeat the sentence and point to the poster showing this.
- Ask: **How does he pick up the bucket?**
- Answer with the learners: **He picks up the bucket slowly.**
- Ask: **How does he pick up the bucket?**
- All or some of the learners answer: **He picks up the bucket slowly.**
- Ask the same question for a third time.
- Select a few learners to answer the question.
- Repeat the same procedure for **Question 2: What does he do?**
- Repeat the same procedure for the other sentences.
- Ask the learners: **What sound does woman and walks begin with? (w)** Emphasise the **w** when you say **woman** and **walks**.
- Ask the learners what sound **picks** begins with. (**p**) Emphasise the **p** when you say **picks**.
- Ask the learners what sound **runs** begins with. (**r**) Emphasise the **r** when you say **runs**.
- Ask the learners what sound **shouts** begins with. (**sh**) Emphasise the **sh** when you say **shouts**.
- Reflect on the lesson.

| Sentence | Question 1 | Question 2 |
|--------------------------------------|--|---|
| He picks up the bucket slowly. | How does he pick up the bucket? <i>He picks up the bucket slowly.</i> | What does he do? <i>He picks up the bucket slowly.</i> |
| The woman shouts loudly. | How does the woman shout? <i>The woman shouts loudly.</i> | What does the woman do? <i>The woman shouts loudly.</i> |
| The woman talks quietly. | How does the woman talk? <i>The woman talks quietly.</i> | What does the woman do? <i>The woman talks quietly.</i> |
| The birds fly fast. | How do the birds fly? <i>The birds fly fast.</i> | What flies fast? <i>The birds fly fast.</i> |
| The girl runs quickly to her mother. | What does the girl do? <i>The girl runs quickly to her mother.</i> | How does the girl run to her mother? <i>The girl runs quickly to her mother.</i> |
| The big elephant walks slowly. | What does the big elephant do? <i>The big elephant walks slowly.</i> | How does the big elephant walk? <i>The big elephant walks slowly.</i> |
| The girl cries loudly. | What does the girl do? <i>The girl cries loudly.</i> | How does the girl cry? <i>The girl cries loudly.</i> |

WEEK 6

| | |
|-------------------|---------|
| TOTAL TIME | 3 hours |
|-------------------|---------|

DAY 1

| | |
|-------------------|--|
| ACTIVITY 1 | LISTENING AND SPEAKING: ASSESSMENT GROUP 1 <i>This assessment activity can be found in the planner and tracker</i> |
|-------------------|--|

DAY 2

| | |
|-------------------|--|
| ACTIVITY 1 | LISTENING AND SPEAKING: ASSESSMENT GROUP 2 <i>This assessment activity can be found in the planner and tracker</i> |
|-------------------|--|

DAY 3

| | |
|-------------------|---|
| ACTIVITY 1 | READING AND PHONICS: ASSESSMENT GROUP 2 <i>This assessment activity can be found in the planner and tracker</i> |
|-------------------|---|

DAY 4

| | |
|-------------------|---|
| ACTIVITY 1 | READING AND PHONICS: ASSESSMENT GROUP 3 <i>This assessment activity can be found in the planner and tracker</i> |
|-------------------|---|

| | |
|-------------------|----------------|
| ACTIVITY 2 | WRITING |
|-------------------|----------------|

| | |
|-------------|------------|
| TIME | 15 minutes |
|-------------|------------|

| | |
|---------------------------------|--|
| CONTENT/CONCEPTS/ SKILLS | <ul style="list-style-type: none"> With the help of the teacher writes simple lists with headings |
|---------------------------------|--|

| | |
|------------------|--|
| RESOURCES | <ul style="list-style-type: none"> Poster (<i>The Hospital</i>) Writing books, pencils |
|------------------|--|

ACTIVITY DESCRIPTION

Focus of lesson: Writes a simple list with a heading.

Before the lesson write the date and the word **Hospital** on the board.

- Prepare the learners for the lesson. They should have pencils and writing books on their desks.
- Tell them that today they are going to write a list of people and things they see in the hospital.
- Ask the learners to name anything that we see in a hospital. They can look at the hospital poster.
- As a learner says a word, write it under the heading **Hospital**, e.g. doctor, nurse, baby, bed. Write about six things.
- Tell the learners to copy the list into their exercise books.
- Read the words with the learners when they have copied the words. Point to each word as you read it.
- Reflect on the lesson.

DAY 5

| | |
|-------------------|--|
| ACTIVITY 1 | LISTENING AND SPEAKING: ASSESSMENT GROUP 3 <i>This assessment activity can be found in the planner and tracker</i> |
|-------------------|--|

WEEK 7

| | |
|-------------------|---------|
| TOTAL TIME | 3 hours |
|-------------------|---------|

DAY 1

| | |
|-------------------|--|
| ACTIVITY 1 | LISTENING AND SPEAKING: ASSESSMENT GROUP 4 <i>This assessment activity can be found in the planner and tracker</i> |
|-------------------|--|

DAY 2

| | |
|-------------------|--|
| ACTIVITY 1 | LISTENING AND SPEAKING: ASSESSMENT GROUP 5 <i>This assessment activity can be found in the planner and tracker</i> |
|-------------------|--|

DAY 3

| | |
|-------------------|---|
| ACTIVITY 1 | READING AND PHONICS: ASSESSMENT GROUP 4 <i>This assessment activity can be found in the planner and tracker</i> |
|-------------------|---|

DAY 4

| | |
|-------------------|---|
| ACTIVITY 1 | READING AND PHONICS: ASSESSMENT GROUP 5 <i>This assessment activity can be found in the planner and tracker</i> |
|-------------------|---|

| | |
|--|--|
| ACTIVITY 2 | WRITING |
| TIME | 15 minutes |
| CONTENT/CONCEPTS/ SKILLS | <ul style="list-style-type: none"> With the help of the teacher writes a caption for her/his drawing and reads back what is written |
| RESOURCES | <ul style="list-style-type: none"> DBE workbook p. 30 Crayons, pencils |
| ACTIVITY DESCRIPTION | |
| <p>Focus of lesson: Writes a caption for a drawing and reads back what is written.</p> <ul style="list-style-type: none"> Prepare the learners for the lesson. They should have crayons, pencils and DBE workbooks on their desks. Tell them to turn to p. 30 in their DBE workbooks. Show them the page. Ask them to draw a picture of themselves in the block. Then they must write their name in the first block, which says <i>My name is...</i> Walk around and help any learner that needs help. Learners can read their names to a friend. Reflect on the lesson. | |

DAY 5

| | |
|-------------------------------------|---|
| ACTIVITY 1 | LISTENING AND SPEAKING |
| TIME | 30 minutes |
| CONTENT/CONCEPTS/ SKILLS | <ul style="list-style-type: none"> • Sings simple songs and does actions • Joins in action rhymes and songs, doing the actions |
| RESOURCES | <ul style="list-style-type: none"> • Song The money on the bus goes clink, clink, clink Clink, clink, clink Clink, clink, clink The money on the bus goes clink, clink, clink All day long The baby on the bus says "Wah, wah, wah Wah, wah, wah Wah, wah, wah!" The baby on the bus says "Wah, wah, wah!" All day long. |

ACTIVITY DESCRIPTION

Focus of lesson: Sings a song and does the actions.

- Brief greetings.
- Settle the learners. Their desks should be clear.
- Explains to the learners that they are going to sing the song *The wheels on the bus*.
- Sing the two verses together with the learners.
- Sing the new verse of the song, using gestures to illustrate its meaning.
- Tell the learners that you are going to sing three lines and they must repeat them after you, copying your gestures.
- Repeat the three lines with the learners.
- Sing the next two lines with the gestures.
- Sing these two lines with the learners.
- Sing the whole verse with the learners.
- Learners sing the verse twice.
- Learners sing all three verses.
- Then teach the learners the fourth verse the same way as the third.
- Ask half the class to sing the first two verses and then the other half of the class sings the last two verses.
- Reflect on the lesson.

WEEK 8

| | |
|------------|---------|
| TOTAL TIME | 3 hours |
|------------|---------|

DAY 1

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

ACTIVITY DESCRIPTION

Focus of the lesson: Learns present tense singular and plural, adjectives and vocabulary and begins to identify initial sounds in words.

- Brief 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 the hospital. A hospital is a place where we can go when we are sick.**
- Ask: **What can you see in the poster?**
- Any learner can answer whatever they see.
- Point to the nurse and say: **A nurse.**
- Point to the nurse again and ask the learners: **What is this?** They must answer: **A nurse.**
- Follow the same procedure with: **neck, doctor, coat, dishes, trolley, people.**
- Show the learners the tall man, two babies, dirty dishes, three papers and the white coat. Tell the learners that these words are telling us something more about the babies, dishes and coat. They are called describing words.
- Say: **The tall man reads a book** and point to the poster showing the tall man reading a book.
- Repeat the sentence and point to the poster showing this.
- Ask: **What does the tall man do?**
- Answer with the learners: **The tall man reads a book.**
- Ask: **What does the tall man do?**
- All or some of the learners answer: **The tall man reads a book.**
- Ask the same question for a third time.
- Select a few learners to answer the question.
- Repeat the same procedure for **Question 2: Who reads a book?**
- Repeat the same procedure for the other sentences.
- Ask the learners what sound **nurse** begin with? (**n**) Emphasise the **n** when you say **nurse**.
- Ask the learners what sounds **man** and **mother** begin with. (**m**) Emphasise the **m** when you say **man** and **mother**.
- Ask the learners what sound **on** begins with. (**o**) Emphasise the **o** when you say **on**.
- Reflect on the lesson.

| Sentence | Question 1 | Question 2 |
|--|--|--|
| The tall man reads a book. | What does the tall man do? <i>The tall man reads a book.</i> | Who reads a book? <i>The tall man reads a book.</i> |
| The nurse helps the old woman. | What does the nurse do? <i>The nurse helps the old woman.</i> | Who helps the old woman? <i>The nurse helps the old woman.</i> |
| The people wait quietly. | What do the people do? <i>The people wait quietly.</i> | Who waits quietly? <i>The people wait quietly.</i> |
| The mother carries two babies. | What does the mother do? <i>The mother carries two babies.</i> | Who carries the two babies? <i>The mother carries two babies.</i> |
| The doctor wears a white coat. | What does the doctor wear? <i>The doctor wears a white coat.</i> | Who wears a white coat? <i>The doctor wears a white coat.</i> |
| There are dirty dishes on the trolley. | What is on the trolley? <i>There are dirty dishes on the trolley.</i> | Note: There is no second question to be asked for this sentence. |
| There are three papers on the desk. | What is on the desk? <i>There are three papers on the desk.</i> | How many papers are on the desk? <i>There are three papers on the desk.</i> |

DAY 2

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

ACTIVITY DESCRIPTION

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

- Brief 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 the hospital. A hospital is a place where we can go when we are sick.**
- Ask: **What can you see in the poster?**
- Any learner can answer whatever they see.
- Point to the x-ray and say: **An x-ray.**
- Point to the x-ray again and ask the learners: **What is this?** They must answer: **An x-ray.**
- Follow the same procedure with: **jersey.**
- Point to the woman who is knitting and say **knit.**
- Show the learners the old woman. Tell the learners that **old** is telling us something more about the woman. It is called a describing word.
- Say: **She helps the old woman** and point to the poster showing a woman helping the old woman.
- Repeat the sentence and point to the poster showing this.
- Ask: **What does she do?**
- Answer with the learners: **She helps the old woman**
- Ask: **What does she do?**
- All or some of the learners answer: **She helps the old woman.**
- Ask the same question for a third time.
- Select a few learners to answer the question.
- Repeat the same procedure for **Question 2: Who helps the old woman?**
- Repeat the same procedure for the other sentences.
- Ask the learners what sounds **hurt** and **head** begin with. (**h**) Emphasise the **h** when you say **hurt** and **head**.
- Ask the learners what sounds **weighs** and **woman** begin with. (**w**) Emphasise the **w** when you say **weighs** and **woman**.
- Ask the learners what sound **jersey** begins with. (**j**) Emphasise the **j** when you say **jersey**.
- Reflect on the lesson.

| Sentence | Question 1 | Question 2 |
|--------------------------------|---|--|
| She helps the old woman. | What does she do? <i>She helps the old woman.</i> | Who helps the old woman? <i>She helps the old woman.</i> |
| The boy hurt his leg. | What did the boy do? <i>The boy hurt his leg.</i> | Who hurt his leg? <i>The boy hurt his leg.</i> |
| She feeds the baby. | What does she do? <i>She feeds the baby.</i> | Who feeds the baby? <i>She feeds the baby.</i> |
| The nurse looks at the x-ray. | What does the nurse do? <i>The nurse looks at the x-ray.</i> | Who looks at the x-ray? <i>The nurse looks at the x-ray.</i> |
| She knits a jersey. | What does she do? <i>She knits a jersey.</i> | Who knits a jersey? <i>She knits a jersey.</i> |
| The doctor looks at the x-ray. | What does the doctor do? <i>The doctor looks at the x-ray.</i> | Who looks at the x-ray? <i>The doctor looks at the x-ray.</i> |
| The man sweeps the floor. | What does the man do? <i>The man sweeps the floor.</i> | Who sweeps the floor? <i>The man sweeps the floor.</i> |
| She weighs the woman. | What does she do? <i>She weighs the woman.</i> | Who weighs the woman? <i>She weighs the woman.</i> |
| The man hurt his head. | What did the man do? <i>The man hurt his head.</i> | Who hurt his head? <i>The man hurt his head.</i> |

DAY 3

| | |
|-----------------------------|---|
| ACTIVITY 1 | SHARED READING |
| TIME | 30 minutes |
| CONTENT/CONCEPTS/ SKILLS | <ul style="list-style-type: none">• Listens to a story or non-fiction text while following the teacher and looking at the pictures• Identifies objects in the pictures• Learns some oral vocabulary |
| RESOURCES | <ul style="list-style-type: none">• DBE workbook p. 40 |

ACTIVITY DESCRIPTION

Focus of lesson: Listens to a story and identifies objects/people in pictures and learns vocabulary.

- Prepare the learners for the lesson. They must be sitting quietly facing you with their DBE workbooks on their desks.
- Ask them to turn to p. 40. Show them the correct page.
- Read each sentence, e.g. **I wash my clothes on Monday** and ask the learners to point to the picture that shows **I wash my clothes on Monday**.
- After they have found the picture, show them the correct picture and then tell them to draw a line from the first sentence to the correct picture.
- Follow the same procedure for the other six sentences.
- Point to a picture and ask a learner to tell the class what the child does.
- Say the following words and ask individual learners to point to that object or action: **clothes, pots, dusting, washing, sweeping, cake, baking, iron.**
- Reflect on the lesson.

DAY 4

| ACTIVITY 1 | SHARED READING |
|--|---|
| TIME | 45 minutes |
| CONTENT/CONCEPTS/ SKILLS | <ul style="list-style-type: none"> • Listens to a story or non-fiction text while following the teacher and looking at the pictures • Identifies objects in the pictures • Learns some oral vocabulary |
| RESOURCES | <ul style="list-style-type: none"> • DBE workbook p. 24 |
| ACTIVITY DESCRIPTION | |
| <p>Focus of lesson: Listens to a story and identifies objects/people in pictures and learns vocabulary.</p> <ul style="list-style-type: none"> • Prepare the learners for the lesson. They must be sitting quietly facing you with their DBE workbooks on their desks. • Ask them to turn to p. 24. Show them the correct page. • Read each sentence, e.g. I like netball and ask the learners to point to the picture that shows the girls playing netball. • Follow the same procedure for the other two sentences: I like soccer; I like tennis. • When you read I like swimming and I like rugby show the learners what these are by pretending to swim and play rugby. • Point to a picture and ask a learner to tell the class what the child does. They can say: The boys play soccer. • Say the following words and ask individual learners to point to that object or action: netball, soccer, tennis, , ball, throwing, hitting. Show the learners if they don't know. • Reflect on the lesson. | |

| ACTIVITY 2 | WRITING |
|--|--|
| TIME | 15 minutes |
| CONTENT/CONCEPTS/ SKILLS | <ul style="list-style-type: none"> • With the help of the teacher writes a caption for her/his drawing and reads back what is written |
| RESOURCES | <ul style="list-style-type: none"> • Poster (<i>The Hospital</i>) • Writing books, crayons, pencils |
| ACTIVITY DESCRIPTION | |
| <p>Focus of lesson: Writes a caption for a drawing and reads back what is written.</p> <ul style="list-style-type: none"> • Prepare the learners for the lesson. They should have a crayons, pencils and writing books on their desks. • Tell them that today they are going to draw a doctor. Point to the doctor in the poster. • Write the words the doctor on the board. • Tell the learners to draw a doctor and then copy the words the doctor from the board. • When the learners are drawing, walk around the class and ask them to read the words to you. Help them if they are not sure. • Reflect on the lesson. | |

DAY 5

| ACTIVITY 1 | LISTENING AND SPEAKING |
|--|--|
| TIME | 30 minutes |
| CONTENT/CONCEPTS/ SKILLS | <ul style="list-style-type: none"> • Sings simple songs and does actions • Joins in action rhymes and songs, doing the actions |
| RESOURCES | <ul style="list-style-type: none"> • Song You put your right foot in You put your right foot out You put your right foot in And you shake it all about You do the Hokey-Pokey And you turn yourself around That's what it's all about! You put your right hand in You put your right hand out You put your right hand in And you shake it all about You do the Hokey-Pokey And you turn yourself around That's what it's all about! |
| ACTIVITY DESCRIPTION | |
| <p>Focus of lesson: Sings a song and does the actions.</p> <ul style="list-style-type: none"> • Brief greetings. • Settle the learners. Their desks should be clear or you can take them outside. • Explain to the learners that they are going to sing the song, <i>Hokey-Pokey</i>. • Sing the first verse of the song, using gestures to illustrate its meaning. • Tell the learners that you are going to sing four lines and they must repeat them after you, copying your gestures. • Repeat the four lines with the learners. • Sing the next three lines with the gestures. • Sing these three lines with the learners. • Sing the whole verse with the learners. • Learners sing the verse twice. • Follow the same procedure for the second verse. • Learners sing both verses. • Reflect on the lesson. | |

WEEK 9

| | |
|-------------------|---------|
| TOTAL TIME | 3 hours |
|-------------------|---------|

DAY 1

| | |
|-------------------|-------------------------------|
| ACTIVITY 1 | LISTENING AND SPEAKING |
|-------------------|-------------------------------|

| | |
|-------------|------------|
| TIME | 30 minutes |
|-------------|------------|

| | |
|---------------------------------|--|
| CONTENT/CONCEPTS/ SKILLS | <ul style="list-style-type: none"> Sings simple songs and does actions Joins in action rhymes and songs, doing the actions |
|---------------------------------|--|

| | |
|------------------|--|
| RESOURCES | <ul style="list-style-type: none"> Song You put your left foot in You put your left foot out You put your left foot in And you shake it all about You do the Hokey-Pokey And you turn yourself around That's what it's all about! You put your left hand in You put your left hand out You put your left hand in And you shake it all about You do the Hokey-Pokey And you turn yourself around That's what it's all about! |
|------------------|--|

ACTIVITY DESCRIPTION

| |
|---|
| <p>Focus of lesson: Sings a song and does the actions.</p> <ul style="list-style-type: none"> Brief greetings. Settle the learners. Their desks should be clear or they can go outside. Explain to the learners that they are going to sing the song <i>Hokey-Pokey</i> from the previous lessons. Sing the verses with the learners. Sing the new verse of the song, using gestures to illustrate its meaning. Tell the learners that you are going to sing four lines and that they must repeat them after you, copying your gestures. Repeat the four lines with the learners. Sing the next three lines with the gestures. Sing these three lines with the learners. Sing the whole verse with the learners. Sing the verse twice. Follow the same procedure with the second verse. Learners sing all the verses. Reflect on the lesson. |
|---|

DAY 2

| | |
|-----------------------------|--|
| ACTIVITY 1 | LISTENING AND SPEAKING/PHONEMIC AWARENESS |
| TIME | 30 minutes |
| CONTENT/CONCEPTS/ SKILLS | <ul style="list-style-type: none"> • Understands and begins to use some simple language structures in context • Responds to simple questions • Recognises plurals aurally |
| RESOURCES | <ul style="list-style-type: none"> • Real objects: boys, girls, shoes, jerseys, trees, flowers, stones, other outdoor objects that you can see |

ACTIVITY DESCRIPTION

Focus of lesson: Learns to use the plural **s** for words, responds to simple questions and learns vocabulary.

- Brief greetings.
- Take the learners outside. Make sure that they all listen to what you are saying. They must be quiet.
- Explain to the learners that in English when we have more than one thing the word has the **s** sound at the end, e.g. boy/boys.
- Say and point to one boy and say **boy**. Point to two boys and say **boys**, emphasising the **s** at the end of the word.
- Ask: **Did you hear s in boys?**
- Tell the learners to say: **One boy; two boys**. They must emphasise the **s** sound.
- Follow the same procedure for these words: **girls, shoes, jerseys, flowers, stones, roofs** and any other objects that you can point to.
- Ask individual learners to point to one boy and say **boy** and point to two boys and say **boys**. Do the same with **girls, shoes, jerseys, trees, flowers, stones**.
- Reflect on the lesson.

DAY 3

| | |
|-----------------------------|---|
| ACTIVITY 1 | SHARED READING/EMERGENT LITERACY |
| TIME | 30 minutes |
| CONTENT/CONCEPTS/ SKILLS | <ul style="list-style-type: none"> • Listens to a story or non-fiction text while following the teacher and looking at the pictures • Learns some oral vocabulary • Draws a picture capturing the main idea of the story • Recognises some common words in our everyday environment |
| RESOURCES | <ul style="list-style-type: none"> • Big Book (<i>Time For School</i>) • Crayons • Flashcards: OMO, TASTIC, NANDO'S, SCHOOL, CLINIC, MEN, WOMEN, STOP, TUCKSHOP |

ACTIVITY DESCRIPTION

Focus of lesson: Listens to the story, draws the main idea of the story and recognises some common words.

- Settle the learners. They should all be able to see the Big Book *Time for School*.
- Read the story to the learners again.
- Ask a learner to tell the class what the main idea of the story is?
- Say: **The main idea of the story, what it is mainly about is the boys are getting ready for school.**
- Tell the learners to draw the main idea of the story, what it is all about: getting ready for school. They must draw one of the boys getting ready for school.
- Walk around to make sure they are doing the correct drawing.
- Show the learners the flashcard OMO and ask the learners to read the word.
- Follow the same procedure with the flashcards TASTIC, NANDO'S, SCHOOL, CLINIC, MEN, WOMEN, STOP, TUCKSHOP.
- Reflect on the lesson.

DAY 4

| ACTIVITY 1 | SHARED READING |
|-------------------------------------|--|
| TIME | 45 minutes |
| CONTENT/CONCEPTS/ SKILLS | <ul style="list-style-type: none"> • Listens to a story or non-fiction text while following the teacher and looking at the pictures • Learns some oral vocabulary • Acts out the story using some of the dialogue |
| RESOURCES | <ul style="list-style-type: none"> • Big Book (<i>Time for School</i>) |

ACTIVITY DESCRIPTION

Focus of lesson: Listens to a story and acts out the story using the learnt vocabulary.

- Settle the learners. They must all be able to see the Big Book *Time for School*.
- Read the story.
- Put the learners into groups of three and ask them to act out the story. They must tell each other what they are doing.
- Walk around and help when necessary. Encourage the learners to use English when they are acting out, even if it is just a few words.
- Reflect on the lesson.

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

ACTIVITY DESCRIPTION

Focus of lesson: Writes a caption for their drawing and reads back what has been written.

- Prepare the learners for the lesson. They should have crayons, pencils and writing books on their desks.
- Tell the learners that today they are going to draw a nurse. Point to the nurse in the poster.
- Write the words **a nurse** on the board.
- Tell the learners to draw a nurse and then copy the words **a nurse** from the board.
- When the learners are drawing, walk around the class and when a learner has written the words, ask them to read them to you. Help them if they are not sure.
- They can read the words to a partner.
- Reflect on the lesson.

DAY 5

| ACTIVITY 1 | LISTENING AND SPEAKING | |
|---|--|---|
| TIME | 30 minutes | |
| CONTENT/CONCEPTS/ SKILLS | <ul style="list-style-type: none"> • Understands and begins to use some simple language structures in context • Responds to simple questions • Begins to develop an oral (listening and speaking) vocabulary using themes or topics | |
| RESOURCES | <ul style="list-style-type: none"> • Poster (<i>The Hospital</i>) | |
| ACTIVITY DESCRIPTION | | |
| <p>Focus of lesson: Learns present tense s, pronouns, prepositions and vocabulary.</p> <ul style="list-style-type: none"> • Brief greetings. • See Methodology Guidelines: Poster Work. • Reflect on the lesson. | | |
| Sentence | Question 1 | Question 2 |
| She sits on a chair. | What does she do? <i>She sits on a chair.</i> | Who sits on a chair? <i>She sits on a chair.</i> |
| She waits for the doctor. | What does she do? <i>She waits for the doctor.</i> | Who waits for the doctor? <i>She waits for the doctor.</i> |
| She looks at the babies. | What does she do? <i>She looks at the babies.</i> | Who looks at the babies? <i>She looks at the babies.</i> |
| He sits on a chair. | What does he do? <i>He sits on a chair.</i> | Who sits on a chair? <i>He sits on a chair.</i> |
| He looks at the man. | What does he do? <i>He looks at the man.</i> | Who looks at the man? <i>He looks at the man.</i> |
| He sweeps the floor. | What does he do? <i>He sweeps the floor.</i> | Who sweeps the floor? <i>He sweeps the floor.</i> |
| He pushes the trolley. | What does he do? <i>He pushes the trolley.</i> | Who pushes the trolley? <i>He pushes the trolley.</i> |
| He talks to the man. | What does he do? <i>He talks to the man.</i> | Who talks to the man? <i>He talks to the man.</i> |
| He looks at the babies. | What does he do? <i>He looks at the babies.</i> | Who looks at the babies? <i>He looks at the babies.</i> |
| He carries the flowers. | What does he do? <i>He carries the flowers.</i> | Who carries the flowers? <i>He carries the flowers.</i> |

WEEK 10

| | |
|-------------------|---------|
| TOTAL TIME | 3 hours |
|-------------------|---------|

DAY 1

| | |
|-------------------------------------|---|
| ACTIVITY 1 | LISTENING AND SPEAKING |
| TIME | 30 minutes |
| CONTENT/CONCEPTS/ SKILLS | <ul style="list-style-type: none">• Responds physically to simple oral instructions |
| RESOURCES | <ul style="list-style-type: none">• Food, pencil, book, eraser |

ACTIVITY DESCRIPTION

Focus of lesson: Responds physically to instructions.

- Brief greetings.
- Prepare the learners for the lesson, their desks should be clear and they must be facing you.
- Explain to them that you are going to give them an instruction and you want them to do what you ask them to.
- Give these instructions one by one: **Stand up; Sit down; Be quiet; Come here, please; Shut the door; Open the door; Get your book; Get your food/sandwich; Get your eraser, please; Get your pencil, please; Jump up and down; Walk; Run; Throw.**
- Learners must carry out the instructions.
- Ask the learners to give each other the different instructions.
- Reflect on the lesson.

DAY 2

| ACTIVITY 1 | LISTENING AND SPEAKING/PHONEMIC/PHONOLOGICAL AWARENESS |
|--|---|
| TIME | 30 minutes |
| CONTENT/CONCEPTS/ SKILLS | <ul style="list-style-type: none"> Names some objects in a picture or in the classroom in response to teacher's questions Responds to simple questions Begins to develop an oral (listening and speaking) vocabulary using themes or topics Claps out the syllables in familiar words |
| RESOURCES | <ul style="list-style-type: none"> Poster (<i>The Zoo</i>) Objects/pictures: lion, elephant, ice-cream, pelican, duck, camel, rock, goat, bird Poster (<i>The Hospital</i>) Objects/pictures: doctor, nurse, computer, bandage, x-ray, glasses, bed, trolley, wheel chair |
| ACTIVITY DESCRIPTION | |
| <p>Focus of lesson: Names objects, develops an oral vocabulary, answers simple questions and claps syllables in words.</p> <ul style="list-style-type: none"> Brief greetings. Prepare the learners for the lesson. They must be sitting quietly facing the posters. Point to the elephant and say: This is an elephant. Elephant. Ask: What is this? Answer with the learners: An elephant. Practise this three times. Follow the same procedure for all the objects/pictures: lion, elephant, ice-cream, pelican, duck, camel, rock, goat, bird, doctor, nurse, computer, bandage, x-ray, glasses, bed, trolley, wheelchair. Say: Elephant and clap e-le-phant. Repeat this. Repeat it with the learners. Show them the pictures in the posters as you say the following words and ask them to clap the syllables in these words: giraffe – gi-raffe; pelican – pel-i-can; camel – cam-el; umbrella – um-brel-la; hospital – hos-pi-tal; people – peo-ple; doctor – doc-tor; jersey – jer-sey; nurse – nur-se; babies – ba-bies. Reflect on the lesson. | |

DAY 3

| ACTIVITY 1 | SHARED READING/EMERGENT LITERACY |
|--|--|
| TIME | 30 minutes |
| CONTENT/CONCEPTS/ SKILLS | <ul style="list-style-type: none"> Listens to a story or non-fiction text while following the teacher and looking at the pictures Learns some oral vocabulary Draws a picture capturing the main idea of the story Recognises some common words in our environment |
| RESOURCES | <ul style="list-style-type: none"> Big Book (<i>My Friend</i>) Crayons, writing books |
| ACTIVITY DESCRIPTION | |
| <p>Focus of lesson: Listens to the story, draws the main idea of the story and recognises some common words.</p> <ul style="list-style-type: none"> Settle the learners. They should all be able to see the Big Book <i>My Friend</i>. Read the story to the learners again. Ask a learner to tell the class what the main idea of the story is? Say: The main idea of the story, what it is mainly about is her friend and what she and her friend do. Tell the learners to draw the main idea of the story in their writing books, what it is all about: friends. They must draw a friend. Walk around to make sure they are doing the correct drawing. Show the learners the flashcard OMO and ask the learners to read the word. Follow the same procedure with the flashcards TASTIC, NANDO'S, SCHOOL, CLINIC, MEN, WOMEN, STOP, TUCKSHOP Reflect on the lesson. | |

DAY 4

| DAY 4 | |
|-----------------------------|--|
| ACTIVITY 1 | SHARED READING |
| TIME | 45 minutes |
| CONTENT/CONCEPTS/ SKILLS | <ul style="list-style-type: none"> • Listens to a story or non-fiction text while following the teacher and looking at the pictures • Learns some oral vocabulary • Acts out the story using some of the dialogue |
| RESOURCES | <ul style="list-style-type: none"> • Big Book (<i>My Friend</i>) |

ACTIVITY DESCRIPTION

Focus of lesson: Listens to a story and acts out the story using the learnt vocabulary.

- Settle the learners. They must all be able to see the Big Book *My Friend*.
- Read the story.
- Put the learners into groups of three and ask them to act out the story. They must tell each other what they are doing.
- Walk around and help when necessary. Encourage the learners to use English when they are acting out, even if it is just a few words. If groups are experiencing difficulty thinking of words give them a few words that they can use.
- Reflect on the lesson.

| | |
|-----------------------------|--|
| ACTIVITY 2 | WRITING |
| TIME | 15 minutes |
| CONTENT/CONCEPTS/ SKILLS | <ul style="list-style-type: none"> • With the help of the teacher writes a simple list with a heading |
| RESOURCES | <ul style="list-style-type: none"> • Writing books, crayons, pencils |

ACTIVITY DESCRIPTION

Focus of lesson: Writes a simple list with a heading.

Before the lesson, write the date and the words **Classroom objects** on the board.

- Prepare the learners for the lesson. They should have their pencils and writing books on their desks.
- Tell them that today they are going to write a list of classroom objects.
- Ask the learners to give you the names of any objects that they can see in the classroom.
- As a learner says an object write it under the heading, e.g. pen, pencil, chair, poster.
- Ask the learners to copy the list into their writing books under the heading **Classroom objects**.
- Read the words with the learners when they have copied the words. Point to each word as you read it.
- Reflect on the lesson.

DAY 5

| | |
|-------------------------------------|--|
| ACTIVITY 1 | LISTENING AND SPEAKING |
| TIME | 30 minutes |
| CONTENT/CONCEPTS/ SKILLS | <ul style="list-style-type: none"> • Sings simple songs and does actions • Joins in action rhymes and songs, doing the actions |
| RESOURCES | <ul style="list-style-type: none"> • Song You put your whole self in You put your whole self out You put your whole self in And you shake it all about You do the Hokey-Pokey And you turn yourself around That's what it's all about! |

ACTIVITY DESCRIPTION

Focus of lesson: Sings the song and does the action.

- Brief greetings.
- Settle the learners. Their desks should be clear or take them outside.
- Explain to the learners that they are going to sing the song *Hokey-Pokey* from the previous lessons.
- Sing the verses with the learners.
- Sing the new verse of the song, using gestures to illustrate its meaning.
- Tell the learners that you are going to sing four lines and that they must repeat them after you, copying your gestures.
- Repeat the four lines with the learners.
- Sing the next three lines with the gestures.
- Sing these three lines with the learners.
- Sing the whole verse with the learners.
- Sing the verse twice.
- Learners sing all the verses.
- Reflect on the lesson.

E. RECORD OF KEY VOCABULARY

By the end of Term 3, Grade 1 learners should know the following words and language structures as well as those from Term 1 and 2:

- **Nouns**

Clothes: shirt, shorts, jersey, socks, shoes, dress

Fruit: apple, orange, banana

Zoo: zoo, food, bucket, photo, cage, fence, pelican, buck, lion, elephant, giraffe, ant, camel, bird

Hospital: hospital, doctor, nurse, medicine, x-ray, trolley

Sports: soccer, netball, tennis, swimming, rugby

General: rain, umbrella, puddles, wheels, walls, door, roof, floor, flowers, sun, tree, trunk, leaves, coat, dishes, people, clothes, teddy-bear, right, left

Days of the week: Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday

- **Personal pronouns**

he, she

- **Numbers**

two, three

- **Adjectives**

tall, dirty, old, happy, small, long, fat

- **Prepositions**

over, through, on, in, inside, up

- **Adverbs**

loudly, quietly, slowly, fast, quickly

- **Verbs**

eats, feeds, waves, carries, picks up, takes, shouts, talks, wears, looks at, drove, shouts, stamps, claps, knits, hurt

- **Language structures**

present tense singular and plural; plural **s** and **es**; adjectives; adverbs; she/he; prepositions; adjectives

F. PRINTABLE RESOURCES

1. FLASHCARD TEMPLATES: Common words

STOP

TUCKSHOP

SCHOOL

MEN

WOMEN

OMO

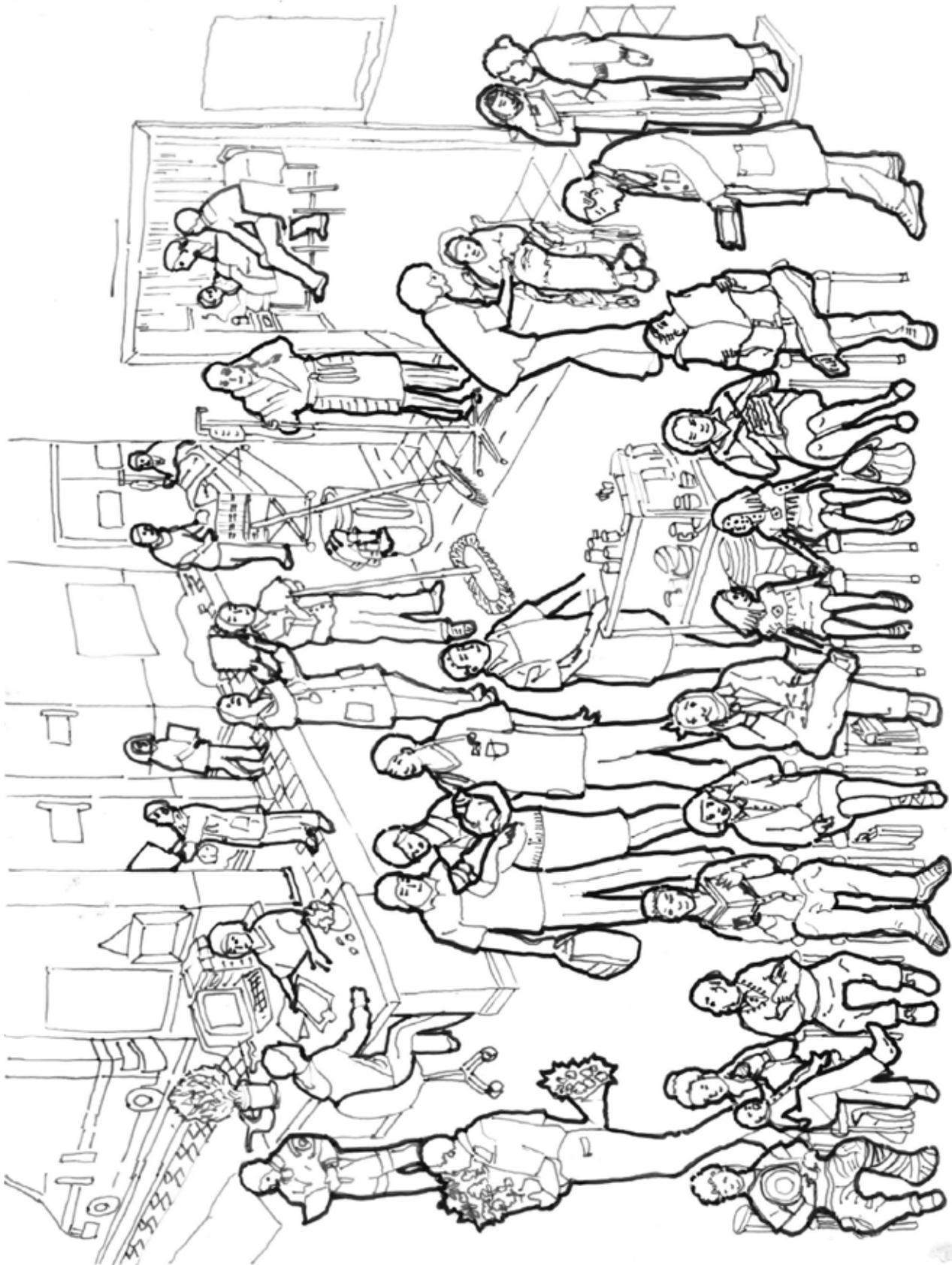
TASTIC

NANDO'S

2. LINE DRAWING OF THE POSTER: *The Zoo*



2. LINE DRAWING OF THE POSTER: *The Hospital*





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

ISBN: 978-1-990904-70-7