





**GRADE 1**

# **English First Additional Language**

Teacher Toolkit:  
CAPS Aligned Lesson Plans  
and Resources

**TERM 4**

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# A. ABOUT THE LESSON PLANS

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

The lesson plans have been designed for a nine 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. Three themes are covered using the posters, readers and DBE workbook. These themes are: *The Beach*, *The Seasons*, and *Family Members*.

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 4 all grades use *The Beach* poster. An A4-sized *The Beach* poster can be found in the *Printable Resources* section, and a large poster in full colour is 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.

However, learners need to practise reading the 31 familiar words that have been taught throughout the year. The reading sheet with these words can be found in the resources section and a copy should be given to each learner.

## 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 fourth 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 4, 5 and 6 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 Reading/Phonics 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 fifth 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 4 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 Beach* poster.
  - 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:** In Grade 1 Term 4, the learners are given EFAL homework. They need to practise reading the 31 familiar words that have been taught throughout the year. The reading sheet with these words can be found in the resources section and a copy should be given to each learner.
8. **Support and extension activities:** Identify learners that need additional practise to consolidate their learning. You may need to assist these learners before or after school, or during break. Don't keep the learners for more than 10 minutes of any break. If your class completes the written activities before the end of the allocated time, they could complete an additional DBE workbook page as indicated in the lesson plan.
- The DBE has published some excellent materials to support you in working with learners with learning barriers. Two such publications are:
- Directorate Inclusive Education, Department of Basic Education (2011) *Guidelines for Responding to Learner Diversity in the Classroom Through Curriculum and Assessment Policy Statements*. Pretoria. [www.education.gov.za](http://www.education.gov.za), [www.thutong.doe.gov.za/InclusiveEducation](http://www.thutong.doe.gov.za/InclusiveEducation)
  - Directorate Inclusive Education, Department of Basic Education (2010) *Guidelines for Inclusive Teaching and Learning. Education White Paper 6. Special Needs Education: Building an inclusive education and training system*. Pretoria. [www.education.gov.za](http://www.education.gov.za), [www.thutong.doe.gov.za/InclusiveEducation](http://www.thutong.doe.gov.za/InclusiveEducation)
9. **Lesson reflection:** Briefly write down **what worked well** and what **did not work so well**. You can use these daily notes to complete your weekly reflection in your tracker.

# B. METHODOLOGY GUIDELINES

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## 1. General points

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

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

## 2. Guidelines for repeated activities

### *Listening and Speaking: Poster work*

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

### *Listening and Speaking: Greetings*

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

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

## C. RESOURCE LIST

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

- **Printable Resources** (See Section F)
  1. Flashcard templates: **STOP, TUCKSHOP, SCHOOL, MEN, WOMEN, OMO, TASTIC, NANDO'S, COKE, SPRITE, TAB, FANTA**
  2. A4 poster: *The Beach*
- **Posters:** Class-sized wall poster: *The Beach*
- **CD:** *EFAL*
- **Big Books:** *I Read and Seasons* for Shared Reading
- **Term 4 CAPS Planner, Tracker and Assessment Resources**

# D. WEEKLY LESSON PLANS

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## WEEK 1

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TOTAL TIME	3 hours
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### DAY 1

ACTIVITY 1	LISTENING AND SPEAKING
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"><li>• Responds to simple greetings and farewells, using phrases</li></ul>
RESOURCES	<ul style="list-style-type: none"><li>• None</li></ul>
ACTIVITY DESCRIPTION	
<p><b>Focus of the lesson:</b> Responds to greetings and farewells</p> <ul style="list-style-type: none"><li>• Settle the class. The learners should be standing quietly behind or next to their chairs.</li><li>• Say: <b>Good morning, learners.</b></li><li>• Learners answer: <b>Good morning Mrs/Mr/Miss ... .</b></li><li>• Say: <b>How are you, learners?</b></li><li>• Learners reply: <b>I am fine, thank you. How are you?</b></li><li>• Say: <b>I am fine, thank you.</b></li><li>• Say at the end of the lesson: <b>Goodbye, learners.</b></li><li>• After you have said <b>Goodbye, learners</b>, add <b>See you tomorrow.</b></li><li>• Tell the learners to say <b>See you tomorrow</b> after they have said goodbye.</li><li>• Learners answer: <b>Goodbye, Mrs/Mr/Miss ... .</b></li></ul>	

ACTIVITY 2	LISTENING AND SPEAKING
TIME	30 minutes
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> <li>• Makes simple requests</li> <li>• Begins to develop understanding and ability to use simple language structures in the context of meaningful spoken language</li> </ul>
RESOURCES	<ul style="list-style-type: none"> <li>• Pencil, eraser, glass of water, sweet, chairs</li> </ul>
ACTIVITY DESCRIPTION	
<p><b>Focus of the lesson:</b> Makes simple requests and learns prepositions</p> <ul style="list-style-type: none"> <li>• Prepare the learners for the lesson. They must each have a pencil, eraser, book, glass of water and sweet on their desks.</li> <li>• Say to a learner: <b>May I have a pencil, please?</b> Learner gives you a pencil.</li> <li>• Learners turn to the learner sitting next to them and ask: <b>May I have a pencil, please?</b> Learner gives them a pencil. Friend then asks the same question.</li> <li>• Follow the same procedure for: <b>May I have an eraser, please?</b></li> <li>• Introduce a new request. Say: <b>This is a glass of water</b> and point to the glass of water. Repeat this twice.</li> <li>• Give the glass of water to a learner.</li> <li>• Say to this learner: <b>May I have a glass of water, please?</b> Learner gives you the glass of water.</li> <li>• Learners turn to the learner sitting next to them and ask: <b>May I have a glass of water, please?</b> Friend gives them a glass of water. Learner then asks the same question.</li> <li>• Introduce a new request. Say: <b>This is a sweet</b> and point to the sweet. Repeat this twice.</li> <li>• Say to a learner: <b>May I have a sweet, please?</b> Learner gives you a sweet.</li> <li>• Learners turn to the learner sitting next to them and ask: <b>May I have a sweet, please?</b> Learner gives them a sweet. Learner then asks the same question.</li> <li>• Explain to the learners that they must do what you tell them to do and what you do. They must copy what you do. They must listen carefully and do what you do.</li> <li>• Say: <b>Stand behind the chair.</b> Stand behind your chair.</li> <li>• Learners copy you and stand behind their chairs.</li> <li>• Say: <b>I stand behind the chair. Behind.</b> Point to behind the chair when you say the word.</li> <li>• Tell the learners, in LoLT if necessary, to point to behind their chairs and say: <b>Behind.</b></li> <li>• Learners point to behind their chairs and say: <b>Behind.</b></li> <li>• Say: <b>Stand in front of the chair.</b> Stand in front of your chair.</li> <li>• Learners copy you and stand in front of their chairs.</li> <li>• Say: <b>I stand in front of the chair. In front.</b> Point to in front when you say the words.</li> <li>• Tell the learners, in LoLT if necessary, to point to in front of their chairs and say: <b>In front.</b></li> <li>• Learners point to in front of their chairs and say: <b>In front.</b></li> <li>• Say: <b>Stand next to the chair.</b> Stand next to the chair.</li> <li>• Learners copy you and stand next to their chairs.</li> <li>• Say: <b>I stand next to the chair. Next to.</b> Point to next to when you say the words.</li> <li>• Tell the learners, in LoLT if necessary to point to next to their chairs and say the words.</li> <li>• Learners point to next to their chairs and say: <b>Next to.</b></li> <li>• Repeat the sentences (using these words: <b>behind, in front of, next to</b>).</li> <li>• Learners follow the instructions. Encourage the learners to say the words: <b>behind, in front of, next to</b> when they are standing behind, in front of, next to their chairs.</li> <li>• Reflect on the lesson.</li> </ul>	

## DAY 2

DAY 2	
ACTIVITY 1	LISTENING AND SPEAKING/PHONEMIC AWARENESS
TIME	30 minutes
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> <li>• With the teacher's help, identifies some rhyming words in stories, songs and rhymes</li> <li>• Joins in action rhymes and songs, doing the actions</li> </ul>
RESOURCES	<ul style="list-style-type: none"> <li>• <b>Rhyme:</b> Five little friends playing on the <b>floor</b> One got tired and then there were <b>four</b> Four little friends climbing in a <b>tree</b> One jumped down and then there were <b>three</b> Three little friends skipping to the <b>zoo</b> One went for lunch and then there were <b>two</b> Two little friends swimming in the <b>sun</b> One went home and then there was <b>one</b> One little friend going for a <b>run</b> Went to sleep and then there were <b>none</b></li> </ul>
ACTIVITY DESCRIPTION	
<p><b>Focus of the lesson:</b> Joins in action rhymes, doing the actions and identifies rhyming words in the rhyme</p> <ul style="list-style-type: none"> <li>• Brief greetings.</li> <li>• Settle the learners. Their desks should be clear.</li> <li>• Say the rhyme to the learners in English. Discuss the meaning of the rhyme in the LoLT and English.</li> <li>• Remind the learners that rhyming words are words that sound similar; the end part of the word is the same, e.g. boy/toy; mat/fat.</li> <li>• Tell learners that the rhyming words in this rhyme are: <b>floor/four; tree/three; zoo/two; sun/one; run/none.</b></li> <li>• Say: <b>Listen again to the rhyme and see if you can hear the words that sound similar. The end part of the word is the same.</b></li> <li>• Say the rhyme again, emphasising the rhyming words.</li> <li>• Say the rhyming words on their own: <b>floor/four; tree/three; zoo/two; sun/one; run/none.</b></li> <li>• Say the first two lines of the rhyme and ask different learners to tell the class the words that rhyme.</li> <li>• Follow the same procedure, saying two lines at a time and getting different learners to tell the class the words that rhyme until the end of the rhyme.</li> <li>• Reflect on the lesson.</li> </ul>	

## DAY 3

ACTIVITY 1	SHARED READING/EMERGENT LITERACY
TIME	30 minutes
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> <li>• Listens to a story or non-fiction text while following the teacher and looking at the pictures</li> <li>• Talks about the pictures using home language where necessary</li> <li>• Answers some simple questions with the support of the pictures</li> <li>• Identifies objects in the pictures</li> <li>• Learns some oral vocabulary</li> <li>• Develops emergent literacy such as concepts of print</li> </ul>
RESOURCES	<ul style="list-style-type: none"> <li>• Big Book (<i>I Read</i>)</li> <li>• A copy of the Reading sheet for each learner</li> </ul>
ACTIVITY DESCRIPTION	
<p><b>Focus of the lesson:</b> Listens to a story, talks about the pictures, answers simple questions, identifies and learns vocabulary and learns the words <i>cover</i>, <i>title</i> and <i>words</i></p> <ul style="list-style-type: none"> <li>• Settle the learners. They must be facing you with nothing on their desks.</li> <li>• Show the learners the cover of the Big Book, <i>I Read</i>, and point to the two words as you read <i>I Read</i>.</li> <li>• Ask a learner what this part of the book is called? (Cover.)</li> <li>• Ask another learner what the words <i>I Read</i> are called? (Title.)</li> <li>• Ask: <b>What is the girl doing?</b> (She is reading.) <b>Who is she reading to?</b> (Her grandmother.)</li> <li>• Read the story from pp. 2–10 to them, showing them the pictures and pointing to different objects that will help them to understand the story.</li> <li>• Point to the words on p. 2 and ask a learner what these are called? (Words.)</li> <li>• Ask the following questions:             <ul style="list-style-type: none"> <li>– Page 2 – <b>When does she read?</b> (She reads every day.)</li> <li>– Page 4 – <b>Who do I read to on Monday?</b> (She reads to her mother.) Point to the picture of her mother.</li> <li>– Page 6 – <b>Who does she read to on Tuesday?</b> (She reads to her father.) Point to the picture of her father.</li> <li>– Page 8 – <b>Who does she read to on Wednesday?</b> (She reads to her grandmother.) Point to the picture of her grandmother.</li> <li>– Page 10 – <b>Who does she read to on Thursday?</b> (She reads to her sister.) Point to the picture of her sister.</li> </ul> </li> <li>• Turn back to p. 4 and point to the mother and ask individual learners who this is.</li> <li>• Learners answer: <b>The girl's mother</b> or <b>Her mother</b>.</li> <li>• Follow the same procedure for pp. 6, 8 and 10.</li> <li>• Give each learner a copy of the Reading sheet. They must not lose these Reading sheets as they have to practise reading these words for the next few weeks.</li> <li>• Explain the homework to the learners and make sure they understand what to do.</li> <li>• Reflect on the lesson.</li> </ul>	
HOMEWORK	
<ul style="list-style-type: none"> <li>• Reading sheets: Learners must practise reading words aloud to someone at home or in the community.</li> </ul>	

## DAY 4

DAY 4	
<b>ACTIVITY 1</b>	<b>SHARED READING/EMERGENT LITERACY</b>
<b>TIME</b>	45 minutes
<b>CONTENT/CONCEPTS/ SKILLS</b>	<ul style="list-style-type: none"> <li>• Listens to a story or non-fiction text while following the teacher and looking at the pictures</li> <li>• Talks about the pictures using home language where necessary</li> <li>• Answers some simple questions with the support of the pictures</li> <li>• Identifies objects in the pictures</li> <li>• Learns some oral vocabulary</li> <li>• Develops emergent literacy such as concepts of print</li> </ul>
<b>RESOURCES</b>	<ul style="list-style-type: none"> <li>• Big Book (<i>I Read</i>)</li> </ul>
<b>ACTIVITY DESCRIPTION</b>	
<p><b>Focus of the lesson:</b> Listens to a story, talks about the pictures, answers simple questions, identifies and learns vocabulary and learns the words <i>sentence</i>, <i>full stop</i> and <i>capital letter</i></p> <ul style="list-style-type: none"> <li>• Settle the learners. They must be facing you with nothing on their desks.</li> <li>• Show the learners the cover of the Big Book, <i>I Read</i>, and point to the two words as you read <i>I Read</i>.</li> <li>• Ask: <b>What is the girl doing?</b> (She is reading.) <b>Who is she reading to?</b> (She is reading to her grandmother.)</li> <li>• Read the story from pp. 2–10 to them, showing them the pictures and pointing to different objects that will help them to understand the story. Learners can join in the reading when they can.</li> <li>• Ask individual learners the following questions:             <ul style="list-style-type: none"> <li>– Page 2 – <b>When does she read?</b> (She reads every day.)</li> <li>– Page 4 – <b>Who does she read to on Monday?</b> (She reads to her mother.)</li> <li>– Page 6 – <b>Who does she read to on Tuesday?</b> (She reads to her father.)</li> <li>– Page 8 – <b>Who does she read to on Wednesday?</b> (She reads to her grandmother.)</li> <li>– Page 10 – <b>Who does she read to on Thursday?</b> (She reads to her sister.)</li> </ul> </li> <li>• Read the sentence on p. 2 and then point to the words in the sentence and tell the learners that this group of words is called a sentence.</li> <li>• Ask the class what this group of words is called? (A sentence.)</li> <li>• Point to the capital letter at the beginning of the sentence and tell the learners that every sentence begins with a capital letter. This <b>I</b> is called a capital letter.</li> <li>• Point to the <b>I</b> and ask the class what this is called? (A capital letter.)</li> <li>• Point to the full stop at the end of the sentence and tell the learners that every sentence ends with a full stop. This dot is called a full stop.</li> <li>• Point to the full stop and ask the class what this is called? (A full stop.)</li> <li>• If there is time point to the sentence, capital letter and full stop and ask individual learners what these are called.</li> <li>• Reflect on the lesson.</li> </ul>	

ACTIVITY 2	WRITING/PHONEMIC AWARENESS
TIME	15 minutes
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> <li>• With the help of the teacher writes a caption for her/his drawing and reads back what is written</li> <li>• Begins to identify different initial sounds in words</li> </ul>
RESOURCES	<ul style="list-style-type: none"> <li>• Writing books, pencils, crayons</li> </ul>
ACTIVITY DESCRIPTION	
<p><b>Focus of the lesson:</b> 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"> <li>• Prepare the learners for the lesson. They should have a crayon and exercise book on their desks.</li> <li>• Say: <b>Today you are going to draw one boy.</b></li> <li>• Draw one boy on the board and write the words <b>one boy</b> next to it.</li> <li>• Tell the learners to draw one boy and then copy the words <b>one boy</b> from the board.</li> <li>• 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.</li> <li>• Ask the learner what sound <b>boy</b> begins with? (<b>b</b>)</li> <li>• Explain the homework and make sure they know what to do.</li> <li>• Reflect on the lesson.</li> </ul>	
HOMEWORK	
<ul style="list-style-type: none"> <li>• Reading sheets: Learners must practise reading words aloud to someone at home or in the community.</li> </ul>	

## DAY 5

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

### ACTIVITY DESCRIPTION

**Focus of the lesson:** Learns the main verb *is* structure, vocabulary, revises colours 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 beach.**
- Ask: **What can you see in the poster?**
- Any learner can answer whatever they see.
- Point to the sea and say: **The sea.**
- Point to the sea again and ask the learners: **What is this?** They must answer: **The sea.**
- Follow the same procedure with: **sand, bucket, spade, sea-weed.**
- Say: **The sea is blue** and point to the poster showing the sea is blue.
- Repeat the sentence and point to the poster showing this.
- Ask: **What colour is the sea?**
- Answer with the learners: **The sea is blue.**
- Ask: **What colour is the sea?**
- All or some of the learners answer: **The sea is blue.**
- 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 blue?**
- Repeat the same procedure for the other sentences.
- Ask the learners what sound **bucket** begin with? (**b**) Emphasize the **b** when you say **bucket**.
- Ask the learners what sounds **sea** and **sand** begin with? (**s**) Emphasize the **s** when you say **sand** and **sea**.
- Ask the learners what sound **red** begins with? (**r**) Emphasize the **r** when you say **red**.
- Reflect on the lesson.

The sea is blue.	What colour is the sea? <i>The sea is blue.</i>	What is blue? <i>The sea is blue.</i>
The sand is brown.	What colour is the sand? <i>The sand is brown.</i>	What is brown? <i>The sand is brown.</i>
The bucket is red.	What colour is the bucket? <i>The bucket is red.</i>	What is red? <i>The bucket is red.</i>
The spade is red.	What colour is the spade? <i>The spade is red.</i>	What is red? <i>The spade is red.</i>
The sea-weed is green.	What colour is the sea-weed? <i>The sea-weed is green.</i>	What is green? <i>The sea-weed is green.</i>

# WEEK 2

TOTAL TIME	3 hours
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## DAY 1

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

### ACTIVITY DESCRIPTION

**Focus of the lesson:** Learns present tense singular and plural, vocabulary, prepositions 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 beach.**
- Ask: **What can you see in the poster?**
- Any learner can answer whatever they see.
- Point to the radio and say: **The radio.**
- Point to the radio again and ask the learners: **What is this?** They must answer: **The radio.**
- Follow the same procedure with: **sand castle, fish** and **ice-cream.**
- Point to the girl listening to the radio and say: **Listens.**
- Point to the girl listening again and ask the learners: **What does she do?** They must answer: **She listens.**
- Follow the same procedure with: **digs, buy** and **swim.**
- Say: **The girl listens to the radio** and point to the poster showing the girl listening to the radio.
- Repeat the sentence and point to the poster showing this.
- Ask: **What does the girl do?**
- Answer with the learners: **The girl listens to the radio.**
- Ask: **What does the girl do?**
- All or some of the learners answer: **The girl listens to the radio.**
- Ask the same question for a third time.
- Select a few learners to answer the question.
- Repeat the same procedure for **Question 2: Who listens to the radio?**
- Repeat the same procedure for the other sentences.
- Ask the learners what sound **buy** begins with? (**b**) Emphasize the **b** when you say **buy**.
- Ask the learners what sounds **listens** and **look** begin with? (**l**) Emphasize the **l** when you say **listens** and **look**.
- Ask the learners what sound **radio** begins with? (**r**) Emphasize the **r** when you say **radio**.
- Ask the learners what sound **castle** begins with? (**c**) Emphasize the **c** when you say **castle**.
- Ask the learners what sound **fish** begins with? (**f**) Emphasize the **f** when you say **fish**.
- Ask the learners what sound **digs** begins with? (**d**) Emphasize the **d** when you say **digs**.
- Ask the learners what sound **children** begins with? (**ch**) Emphasize the **ch** when you say **children**.
- Reflect on the lesson.

<b>Sentence</b>	<b>Question 1</b>	<b>Question 2</b>
The girl listens to the radio.	What does the girl do? <i>The girl listens to the radio.</i>	Who listens to the radio? <i>The girl listens to the radio.</i>
The children make a sand castle.	What do the children do? <i>The children make a sand castle.</i>	Who makes a sand castle? <i>The children make a sand castle.</i>
The girl digs in the sand.	What does the girl do? <i>The girl digs in the sand.</i>	Who digs in the sand? <i>The girl digs in the sand.</i>
The children look at the fish.	What do the children do? <i>The children look at the fish.</i>	Who looks at the fish? <i>The children look at the fish.</i>
The children buy an ice-cream.	What do the children do? <i>The children buy an ice-cream.</i>	Who buys an ice-cream? <i>The children buy an ice-cream.</i>
The children swim in the sea.	What do the children do? <i>The children swim in the sea.</i>	Who swims in the sea? <i>The children swim in the sea.</i>

## DAY 2

ACTIVITY 1	LISTENING AND SPEAKING/PHONEMIC AWARENESS
<b>TIME</b>	30 minutes
<b>CONTENT/CONCEPTS/ SKILLS</b>	<ul style="list-style-type: none"> <li>• Joins in action rhymes and songs, doing the actions</li> <li>• Singing simple songs and does actions</li> <li>• Identifies some rhyming words</li> </ul>
<b>RESOURCES</b>	<ul style="list-style-type: none"> <li>• <b>Song:</b> <b>Me</b> (on the EFAL CD) Here are my fingers and here is my nose Here are my ears and here are my toes Here are my eyes that are open and wide Here is my mouth with my white teeth inside Here is my pink tongue that helps me to speak Here are my shoulders and here is each cheek Here are my hands that help me play Here are my feet that go walking each day  Here are my fingers and here is my nose Here are my ears and here are my toes Here are my eyes that are open and wide Here is my mouth with my white teeth inside Here is my pink tongue that helps me to speak Here are my shoulders and here is each cheek Here are my hands that help me play Here are my feet that go walking each day</li> </ul>
ACTIVITY DESCRIPTION	
<p><b>Focus of the lesson: Sings simple songs, does the actions and identifies some rhyming words</b></p> <ul style="list-style-type: none"> <li>• Brief greetings. Settle the learners.</li> <li>• Explain to the learners that they are going to sing the song called <i>Me</i>.</li> <li>• Sing the song, using gestures to illustrate its meaning. Show your fingers when you say <i>Here are my fingers</i> and point to your nose when you say <i>Here is my nose</i>, etc.</li> <li>• Tell the learners that you are going to sing two lines and then they must repeat them after you, copying your gestures.</li> <li>• Repeat the two lines with the learners.</li> <li>• Learners sing the two lines with the gestures on their own.</li> <li>• Follow the same procedure, singing two lines at a time and getting the learners to repeat them after you until you have sung the whole song.</li> <li>• Sing the whole song with the learners.</li> <li>• Ask different groups of learners to sing the song, using gestures as they sing.</li> <li>• Tell the learners the rhyming words in the song: <b>nose/toes; wide/inside; play/day; speak/cheek.</b></li> <li>• Ask individual learners to tell the class the rhyming words.</li> <li>• Explain the homework and make sure they know what to do</li> <li>• Reflect on the lesson.</li> </ul>	
HOMEWORK	
<ul style="list-style-type: none"> <li>• Reading sheets: Learners must practise reading words aloud to someone at home or in the community.</li> </ul>	

## DAY 3

DAY 3	
ACTIVITY 1	SHARED READING/PHONEMIC AWARENESS
TIME	30 minutes
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> <li>• Listens to a story or non-fiction text while following the teacher and looking at the pictures</li> <li>• Learns some oral vocabulary</li> <li>• Draws a picture capturing the main idea of the story</li> <li>• Begins to identify different initial sounds to words</li> <li>• Recognises some common words in our everyday environment</li> </ul>
RESOURCES	<ul style="list-style-type: none"> <li>• Big Book (<i>I Read</i>)</li> <li>• Crayons</li> <li>• Flashcards: COKE, SPRITE, TAB, FANTA</li> <li>• Coke, Fanta, TAB and Sprite tins</li> </ul>
ACTIVITY DESCRIPTION	
<p><b>Focus of the lesson:</b> Listens to a story, draws a picture showing the main idea of the story and identifies the initial sound in words</p> <ul style="list-style-type: none"> <li>• Settle the learners. They should all be able to see the Big Book <i>I Read</i>.</li> <li>• Read the story to the learners again.</li> <li>• Ask the learners to read the words <i>I Read</i> on the cover.</li> <li>• Explain to the learners in LoLT that the story is all about the girl reading.</li> <li>• Say: <b>This is the main idea of the story, what it is mainly about.</b></li> <li>• Explain this again in English.</li> <li>• Tell the learners to draw the main idea of the story: the girl reading. They must draw the girl reading.</li> <li>• Walk around the class to make sure they are doing the correct drawing.</li> <li>• As you walk around ask different learners to tell you what sounds the words <b>Wednesday</b> and <b>Sunday</b> begin with? (<b>w</b> and <b>s</b>)</li> <li>• This can be used as an informal assessment activity.</li> <li>• Show the learners the flashcard <b>COKE</b>. (Show the learners the Coke tin.)</li> <li>• The learners read the word twice.</li> <li>• Follow the same procedure with <b>TAB</b>, <b>SPRITE</b> and <b>FANTA</b>. (Show the tin each time you show a new word.)</li> <li>• Put the tins somewhere in the classroom so that the learners can read the words on the tins whenever they have time.</li> <li>• Explain the homework and make sure they know what to do.</li> <li>• Reflect on the lesson.</li> </ul>	
HOMEWORK	
<ul style="list-style-type: none"> <li>• Reading sheets: Learners must practise reading words aloud to someone at home or in the community.</li> </ul>	

## DAY 4

DAY 4	
<b>ACTIVITY 1</b>	<b>SHARED READING</b>
<b>TIME</b>	45 minutes
<b>CONTENT/CONCEPTS/ SKILLS</b>	<ul style="list-style-type: none"> <li>• Listens to a story or non-fiction text while following the teacher and looking at the pictures</li> <li>• Learns some oral vocabulary</li> <li>• Acts out the story using some of the dialogue</li> </ul>
<b>RESOURCES</b>	<ul style="list-style-type: none"> <li>• Big Book (<i>I Read</i>)</li> </ul>
<b>ACTIVITY DESCRIPTION</b>	
<p><b>Focus of the lesson:</b> Listens to a story and acts out the story using the learnt vocabulary</p> <ul style="list-style-type: none"> <li>• Settle the learners. They must all be able to see the Big Book, <i>I Read</i>.</li> <li>• Read the story. Ask the learners to read the words <i>I Read</i>. Learners can join in the reading when they can.</li> <li>• Put the learners into groups of three and ask them to act out the story. They must tell each other what they are doing.</li> <li>• 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.</li> <li>• Reflect on the lesson.</li> </ul>	
<b>ACTIVITY 2</b>	<b>WRITING</b>
<b>TIME</b>	30 minutes
<b>CONTENT/CONCEPTS/ SKILLS</b>	<ul style="list-style-type: none"> <li>• With the help of the teacher writes simple lists with headings</li> </ul>
<b>RESOURCES</b>	<ul style="list-style-type: none"> <li>• Pencils, crayons, writing books</li> <li>• Poster (<i>The Beach</i>)</li> </ul>
<b>ACTIVITY DESCRIPTION</b>	
<p><b>Focus of the lesson:</b> With the help of the teacher writes a simple list with a heading</p> <ul style="list-style-type: none"> <li>• Prepare the learners for the lesson. They should have crayons, pencils and writing books on their desks.</li> <li>• Tell the learners that today they are going to write a list of things found at the beach.</li> <li>• Write the date and the word <b>Beach</b> on the board.</li> <li>• Ask the learners to look at the poster and say things that they can see in <i>The Beach</i> poster.</li> <li>• As a learner says something, write it under the heading <b>Beach</b>, e.g. <b>spade, bucket, sea, sand</b> and <b>ice-cream</b>. Write a list of six things.</li> <li>• Read the words, pointing to each word as you read it.</li> <li>• Tell the learners to copy the list into their writing books. They must draw a picture next to each word, showing the meaning of that word. After they have written a word tell them to leave three lines so that they can draw a small picture showing the meaning of that word.</li> <li>• Explain the homework and make sure they know what to do.</li> <li>• Reflect on the lesson.</li> </ul>	
<b>HOMEWORK</b>	
<ul style="list-style-type: none"> <li>• Reading sheets: Learners must practise reading words aloud to someone at home or in the community.</li> </ul>	

## DAY 5

ACTIVITY 1	LISTENING AND SPEAKING
TIME	30 minutes
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> <li>• Begins to develop understanding and ability to use simple language structures in the context of meaningful spoken language</li> <li>• Responds to simple questions asked by the teacher</li> </ul>
RESOURCES	<ul style="list-style-type: none"> <li>• Chairs</li> </ul>
ACTIVITY DESCRIPTION	
<p><b>Focus of the lesson: Carries out instructions with prepositions and responds to simple questions</b></p> <ul style="list-style-type: none"> <li>• Brief greetings.</li> <li>• Prepare the learners for the lesson.</li> <li>• Explain to the learners that they must do what you tell them to do. They must listen carefully.</li> <li>• Say: <b>Stand behind the chair.</b></li> <li>• Learners stand behind their chairs. Show them if necessary.</li> <li>• Say: <b>Stand in front of the chair.</b></li> <li>• Learners stand in front of their chairs.</li> <li>• Say: <b>Stand next to the chair.</b></li> <li>• Learners stand next to their chairs.</li> <li>• Repeat the instructions and learners carry out the instructions.</li> <li>• Then ask the learners: <b>Can you jump?</b></li> <li>• Learners answer: <b>Yes. We can jump.</b></li> <li>• Say: <b>Show me.</b></li> <li>• Learners jump.</li> <li>• Show the learners what to do if they don't understand the meaning of the word.</li> <li>• Follow the same procedure with the following questions: <b>Can you walk? Can you talk? Can you smile? Can you hop? Can you dance? Can you touch your nose? Can you touch your hair?</b></li> <li>• Repeat the questions in a different order as often as possible.</li> <li>• Reflect on the lesson.</li> </ul>	

# WEEK 3

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

<b>ACTIVITY 1</b>	<b>LISTENING AND SPEAKING/PHONEMIC AWARENESS</b>
<b>TIME</b>	30 minutes
<b>CONTENT/CONCEPTS/ SKILLS</b>	<ul style="list-style-type: none"><li>• Points to objects in the classroom or in a picture in response to the teacher's instructions</li><li>• Begins to identify different initial sounds in words</li></ul>
<b>RESOURCES</b>	<ul style="list-style-type: none"><li>• Poster (<i>The Beach</i>)</li></ul>

### ACTIVITY DESCRIPTION

**Focus of the lesson: Points to objects in the poster and identifies different initial sounds in words**

- Brief greetings.
- Prepare the learners for the lesson. They must be sitting quietly facing the posters.
- Tell the learners that you are going to say a word and they must point to it in the poster.
- Call an individual learner to the poster and ask: **Point to the sea.**
- Learner points to the sea.
- Follow the same procedure for all the objects – sand, spade, sea-weed, sand castle, chair, surf board, fish, bucket and towel.
- Ask as many different learners as you can in the lesson. Repeat the objects to give all learners a chance.
- Ask individual learners what sound the following words begin with: **sand, castle, chairs, fish, bucket, towel.**
- Reflect on the lesson.

## DAY 2

DAY 2	
<b>ACTIVITY 1</b>	<b>LISTENING AND SPEAKING/PHONEMIC/PHONOLOGICAL AWARENESS</b>
<b>TIME</b>	30 minutes
<b>CONTENT/CONCEPTS/ SKILLS</b>	<ul style="list-style-type: none"> <li>• Understands and begins to use some simple language structures in context</li> <li>• Responds to simple questions asked by the teacher</li> <li>• Begins to develop an oral (listening and speaking) vocabulary using themes or topics</li> <li>• Recognises plurals (<b>s</b> and <b>es</b>) aurally</li> </ul>
<b>RESOURCES</b>	<ul style="list-style-type: none"> <li>• Objects/pictures: cats, dogs, balls, cups, books, rulers, chairs, spades, buckets, boats</li> </ul>
<b>ACTIVITY DESCRIPTION</b>	
<p><b>Focus of the lesson:</b> Learns to use the plural <b>s</b> for words, responds to simple questions and learns vocabulary</p> <ul style="list-style-type: none"> <li>• Brief greetings.</li> <li>• Prepare the learners for the lesson. Their desks should be clear.</li> <li>• Remind the learners that when there is more than one thing, the word has the <b>s</b> sound at the end. For example: <b>one boy, two boys</b>. Emphasise the <b>s</b> when you say the word <b>boys</b>.</li> <li>• Show the learners the picture of a cat and say <b>cat</b>. Point to two cats in the picture and say <b>cats</b>. Emphasise the <b>s</b> at the end of the word <b>cats</b>.</li> <li>• Show the pictures again and get the learners to say: <b>one cat; two cats</b>. They must emphasise the <b>s</b>.</li> <li>• Follow the same procedure for these words (at the same time showing the picture, the real object or the picture in the poster <i>The Beach</i>): <b>dogs, balls, cups, books, rulers, spades, buckets, boats, towels, balls, umbrellas, shoes, shirts, hands, legs</b>.</li> <li>• Show the pictures, real objects or the pictures in the poster and ask individual learners to say: <b>one cat; two cats</b>.</li> <li>• Explain the homework and make sure they know what to do.</li> <li>• Reflect on the lesson.</li> </ul>	
<b>HOMEWORK</b>	
<ul style="list-style-type: none"> <li>• Reading sheets: Learners must practise reading words aloud to someone at home or in the community.</li> </ul>	

## DAY 3

ACTIVITY 1	SHARED READING/PHONEMIC/PHONOLOGICAL AWARENESS
TIME	45 minutes
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> <li>• Listens to a story or non-fiction text while following the teacher and looking at the pictures</li> <li>• Identifies objects in the pictures</li> <li>• Learns some oral vocabulary</li> <li>• Claps syllables in words</li> </ul>
RESOURCES	<ul style="list-style-type: none"> <li>• DBE workbook p. 56</li> </ul>

### ACTIVITY DESCRIPTION

**Focus of the lesson:** Listens to a story and identifies objects/people in pictures, learns vocabulary and claps syllables in words

- 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. 56. Show them the correct page.
- Point to each picture and tell the learners what is happening in each picture:
  - The dog chased the cat up the tree.**
  - The cat can't get down from the tree.**
  - The fireman gets the cat down from the tree using a ladder.**
  - The girl is happy that her cat is safe.**
- 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: **dog, cat, tree, fireman, ladder.**
- 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 fireman and say: **fireman** and ask the learners to clap the syllables **fire man**. Repeat this.
- Follow the same procedure for **happy (hap py)**. Repeat three times with the learners.
- Follow the same procedure for **ladder (lad der)**. Repeat three times with the learners.
- Explain the homework and make sure they know what to do.
- Reflect on the lesson.

### HOMEWORK

- Reading sheets: Learners must practise reading words aloud to someone at home or in the community.

## DAY 4

<b>ACTIVITY 1</b>	<b>SHARED READING/EMERGENT LITERACY</b>
<b>TIME</b>	30 minutes
<b>CONTENT/CONCEPTS/ SKILLS</b>	<ul style="list-style-type: none"> <li>• Listens to a story while following the teacher and looking at the pictures</li> <li>• Identifies objects in the pictures</li> <li>• Learns some oral vocabulary</li> <li>• Recognises some common words in our everyday environment</li> </ul>
<b>RESOURCES</b>	<ul style="list-style-type: none"> <li>• DBE workbooks p. 42</li> <li>• Magazine pictures of: banks, e.g. ABSA; cell phone service providers, e.g. Cell C, Vodacom</li> </ul>

### ACTIVITY DESCRIPTION

**Focus of the lesson:** Listens to a story and identifies objects/people in pictures, learns vocabulary and recognises some common words in their environment

- 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. 42. Show them the correct page.
- Point to each picture and tell the learners what is happening in each picture:
  - The family worked in their vegetable garden.**
  - The goat jumped over the fence and came into the garden.**
  - The goat ate the vegetables.**
  - The boy and the dog chased the goat away.**
- 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.
- Then show the learners the magazine pictures one by one, e.g. all the banks first – ABSA, Standard Bank, Nedbank. Point to the words and read the words, e.g. **Nedbank**.
- Learners read the words twice with you.
- Show the learners the next set of pictures one by one, e.g. all the cell phone service providers – Cell C, Vodacom, MTN. Point to the words and read the words, e.g. **Cell C**.
- Learners read the words twice with you.
- Give different pictures to groups of learners and they read them to each other.
- Stick the pictures up on the classroom wall so that the learners can see the words. Whenever there is any spare time in EFAL lessons, get the learners to read the words.
- Reflect on the lesson.

<b>ACTIVITY 2</b>	<b>WRITING</b>
<b>TIME</b>	15 minutes
<b>CONTENT/CONCEPTS/ SKILLS</b>	<ul style="list-style-type: none"> <li>With the help of the teacher writes a caption for her/his drawing and reads back what is written</li> </ul>
<b>RESOURCES</b>	<ul style="list-style-type: none"> <li>Writing books, pencils and crayons</li> </ul>
<b>ACTIVITY DESCRIPTION</b>	
<p><b>Focus of the lesson:</b> With the help of the teacher writes a caption for a drawing and reads back what is written</p> <ul style="list-style-type: none"> <li>Prepare the learners for the lesson. They should have crayons, pencils and writing books on their desks.</li> <li>Tell them that today they are going to draw <b>two girls</b>.</li> <li>Draw two girls on the board and write the words <b>the two girls</b> next to your drawing.</li> <li>Ask the class to read the words with you: <b>the two girls</b>.</li> <li>Tell the learners to draw two girls and then copy the words <b>the two girls</b> from the board.</li> <li>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.</li> <li>Explain the homework and make sure they know what to do.</li> <li>Reflect on the lesson.</li> </ul>	
<b>HOMEWORK</b>	
<ul style="list-style-type: none"> <li>Reading sheets: Learners must practise reading words aloud to someone at home or in the community.</li> </ul>	

## DAY 5

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

### ACTIVITY DESCRIPTION

**Focus of the lesson:** Learns present tense singular and plural, vocabulary, prepositions 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 beach.**
- Ask: **What can you see in the poster?**
- Any learner can answer whatever they see.
- Say: **The girl listens to the radio** and point to the poster showing the girl listening to the radio.
- Repeat the sentence and point to the poster showing this.
- Ask: **What does the girl do?**
- Answer with the learners: **The girl listens to the radio.**
- Ask: **What does the girl do?**
- All or some of the learners answer: **The girl listens to the radio.**
- Ask the same question for a third time.
- Select a few learners to answer the question.
- Repeat the same procedure for **Question 2: Who listens to the radio?**
- Repeat the same procedure for the other sentences.
- Ask the learners what sound **buy** begins with? (**b**) Emphasize the **b** when you say **buy**.
- Ask the learners what sound **listens** and **look** begin with? (**l**) Emphasize the **l** when you say **listens** and **look**.
- Ask the learners what sound **radio** begins with? (**r**) Emphasize the **r** when you say **radio**.
- Ask the learners what sound **castle** begins with? (**c**) Emphasize the **c** when you say **castle**.
- Ask the learners what sound **fish** begins with? (**f**) Emphasize the **f** when you say **fish**.
- Ask the learners what sound **digs** begins with? (**d**) Emphasize the **d** when you say **digs**.
- Ask the learners what sound **children** begins with? (**ch**) Emphasize the **ch** when you say **children**.
- Reflect on the lesson.

Sentence	Question 1	Question 2
The girl listens to the radio.	What does the girl do? <i>The girl listens to the radio.</i>	Who listens to the radio? <i>The girl listens to the radio.</i>
The children make a sand castle.	What do the children do? <i>The children make a sand castle.</i>	Who makes a sand castle? <i>The children make a sand castle.</i>
The girl digs in the sand.	What does the girl do? <i>The girl digs in the sand.</i>	Who digs in the sand? <i>The girl digs in the sand.</i>
The children look at the fish.	What do the children do? <i>The children look at the fish.</i>	Who looks at the fish? <i>The children look at the fish.</i>
The children buy an ice-cream.	What do the children do? <i>The children buy an ice-cream.</i>	Who buys an ice-cream? <i>The children buy an ice-cream.</i>
The children swim in the sea.	What do the children do? <i>The children swim in the sea.</i>	Who swims in the sea? <i>The children swim in the sea.</i>
The sea is blue.	What colour is the sea? <i>The sea is blue.</i>	What is blue? <i>The sea is blue.</i>
The sea-weed is green.	What colour is the sea-weed? <i>The sea-weed is green.</i>	What is green? <i>The sea-weed is green.</i>

# WEEK 4

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

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

<b>ACTIVITY 1</b>	<b>LISTENING AND SPEAKING: ASSESSMENT GROUP 2</b> <i>This assessment activity can be found in the planner and tracker</i>
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## DAY 3

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

<b>ACTIVITY 1</b>	<b>READING AND PHONICS: ASSESSMENT GROUP 2</b> <i>This assessment activity can be found in the planner and tracker</i>
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<b>ACTIVITY 2</b>	<b>WRITING</b>
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<b>TIME</b>	15 minutes
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<b>CONTENT/CONCEPTS/ SKILLS</b>	<ul style="list-style-type: none"> <li>With the help of the teacher writes simple lists with headings</li> </ul>
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<b>RESOURCES</b>	<ul style="list-style-type: none"> <li>Writing books, pencils</li> </ul>
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### ACTIVITY DESCRIPTION

<p><b>Focus of the lesson:</b> With the help of the teacher writes a simple list with a heading</p> <ul style="list-style-type: none"> <li>Prepare the learners for the lesson. They should have their pencils and writing books on their desks.</li> <li>Tell them that today they are going to write a list of things that are in our classroom.</li> <li>Write the date and the words <b>Our classroom</b> on the board.</li> <li>Ask the learners to tell you anything that they can see in the classroom.</li> <li>As a learner says something that is in the classroom (e.g. chair, book, girl) you write it on the board under the heading <b>Our classroom</b>.</li> <li>Write six things under the heading.</li> <li>Read the heading and the six things to the learners, pointing to each word as you read it.</li> <li>Ask the learners to copy the list into their writing books under the heading <b>Our classroom</b>.</li> <li>Explain the homework and make sure they know what to do.</li> <li>Reflect on the lesson.</li> </ul>
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### HOMEWORK

<ul style="list-style-type: none"> <li>Reading sheets: Learners must practise reading words aloud to someone at home or in the community.</li> </ul>
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## DAY 5

<b>ACTIVITY 1</b>	<b>LISTENING AND SPEAKING: ASSESSMENT GROUP 3</b> <i>This assessment activity can be found in the planner and tracker</i>
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# WEEK 5

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

<b>ACTIVITY 1</b>	<b>LISTENING AND SPEAKING: ASSESSMENT GROUP 4</b> <i>This assessment activity can be found in the planner and tracker</i>
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## DAY 2

<b>ACTIVITY 1</b>	<b>LISTENING AND SPEAKING: ASSESSMENT GROUP 5</b> <i>This assessment activity can be found in the planner and tracker</i>
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## DAY 3

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

<b>ACTIVITY 1</b>	<b>READING AND PHONICS: ASSESSMENT GROUP 4</b> <i>This assessment activity can be found in the planner and tracker</i>
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<b>ACTIVITY 2</b>	<b>WRITING</b>
<b>TIME</b>	15 minutes
<b>CONTENT/CONCEPTS/ SKILLS</b>	<ul style="list-style-type: none"> <li>With the help of the teacher writes a caption for her/his drawing and reads back what is written</li> </ul>
<b>RESOURCES</b>	<ul style="list-style-type: none"> <li>DBE workbook p. 48</li> <li>Pencils</li> </ul>

### ACTIVITY DESCRIPTION

**Focus of the lesson:** With the help of the teacher writes a caption for her/his drawing and reads back what is written

- Prepare the learners for the lesson. They should have their pencils and DBE workbooks on their desks.
- Tell them to turn to p. 48 in DBE workbooks. Show the learners the page.
- Point to the picture of a dog and say: **dog**.
- Tell the learners to fill in the **o** in the word **dog**.
- Sound out the word, emphasizing the **o** sound.
- Follow the same procedure with the words **top** and **clock**.
- When the learners have filled in all the letters ask individual learners to read the words to the class.
- 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"> <li>• Understands and begins to use some simple language structures in context</li> <li>• Responds to simple questions asked by the teacher</li> <li>• Begins to develop an oral (listening and speaking) vocabulary using themes or topics</li> <li>• Begins to identify different initial sounds in words</li> </ul>
RESOURCES	<ul style="list-style-type: none"> <li>• Poster (<i>The Beach</i>)</li> </ul>

### ACTIVITY DESCRIPTION

**Focus of the lesson:** Learns present tenses, vocabulary, adjectives, pronouns 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 beach.**
- Ask: **What can you see in the poster?**
- Any learner can answer whatever they see.
- Point to the boat and say: **The boat.**
- Point to the boat again and ask the learners: **What is this?** They must answer: **The boat.**
- Follow the same procedure with **surf board.**
- Point to the girl carrying the bucket and say: **Carries.**
- Point to the girl carrying again and ask the learners: **What does she do?** They must answer: **She carries.**
- Follow the same procedure with: **paddles, kneels, lies, holds.**
- You can use the sentences below to help with these words.
- Say: **She walks in the blue sea** and point to the poster showing the girl walking in the blue sea. Repeat the sentence and point to the poster showing this.
- Ask: **What does she do?**
- Answer with the learners: **She walks in the blue sea.**
- Ask: **What does she do?**
- All or some of the learners answer: **She walks in the blue sea.**
- Ask the same question for a third time.
- Select a few learners to answer the question.
- Repeat the same procedure for **Question 2: Who walks in the blue sea?**
- Repeat the same procedure for the other sentences.
- Ask the learners what sound **she** begins with? (**sh**) Emphasize the **sh** when you say **she**.
- Ask the learners what sound **lies** begins with? (**l**) Emphasize the **l** when you say **lies**.
- Ask the learners what sound **towel** begins with? (**t**) Emphasize the **t** when you say **towel**.
- Ask the learners what sound **hold** begins with? (**h**) Emphasize the **h** when you say **holds**.
- Ask the learners what sound **boat** begins with? (**b**) Emphasize the **b** when you say **boat**.
- Ask the learners what sound **carries** begins with? (**c**) Emphasize the **c** when you say **carries**.
- Reflect on the lesson.

Sentence	Question 1	Question 2
She walks in the blue sea.	What does she do? <i>She walks in the blue sea.</i>	Who walks in the blue sea? <i>She walks in the blue sea.</i>
She carries a red bucket.	What does she do? <i>She carries a red bucket.</i>	Who carries a red bucket? <i>She carries a red bucket.</i>
She swims in the blue sea.	What does she do? <i>She swims in the blue sea.</i>	Who swims in the blue sea? <i>She swims in the blue sea.</i>
She lies on the big towel.	What does she do? <i>She lies on the big towel.</i>	Who lies on the big towel? <i>She lies on the big towel</i>
He holds a crab.	What does he hold? <i>He holds a crab.</i>	Who holds a crab? <i>He holds a crab.</i>
He paddles the boat.	What does he paddle? <i>He paddles the boat.</i>	Who paddles a boat? <i>He paddles a boat.</i>
He kneels in the brown sand.	Where does he kneel? <i>He kneels in the brown sand.</i>	Who kneels in the brown sand? <i>He kneels in the brown sand.</i>
He carries the surf board.	What does he carry? <i>He carries the surf board.</i>	Who carries the surf board? <i>He carries the surf board.</i>

# WEEK 6

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

<b>ACTIVITY 1</b>	<b>LISTENING AND SPEAKING</b>
<b>TIME</b>	30 minutes
<b>CONTENT/CONCEPTS/ SKILLS</b>	<ul style="list-style-type: none"> <li>Identifies a person, animal or object from a simple oral description</li> </ul>
<b>RESOURCES</b>	<ul style="list-style-type: none"> <li>Girl, boy, orange, banana, apple</li> </ul>

### ACTIVITY DESCRIPTION

**Focus of the lesson: Identifies a person or object from a simple oral description**

- Prepare the learners for the lesson. Their desks should be clear and they must be facing you.
- Say: **This child has black hair. She is tall. She wears a dress. Her name is ... Is she a boy or girl?** (She is a girl.) Show the learners black hair, tall girl, a dress.
- Say: **This child has short hair. He is short. He wears a shirt. He wears pants. His name is ... Is he a boy or a girl?** (He is a boy.) Show the learners short hair, short boy, shirt, pants.
- Repeat the descriptions again and ask individual learners to answer.
- Say: **This fruit is round. It has orange skin. We peel this fruit. Then we eat the pieces. What is this fruit?** Show them the orange – show them round, orange skin, peeling the orange.
- Learners answer: **Orange.**
- Say: **This fruit is long. It has a yellow peel. We peel it and then eat the long, white part. What is this fruit?** Show them the banana – show them the long, yellow peel, the long white part, peeling the banana.
- Learners answer: **Banana.**
- Say: **This fruit is red or green. It has small pips. It has a short stalk. We eat the peel and the inside. What is this fruit?** Show them the apple – show them a red or green apple, small pips, short stalk.
- Learners answer: **Apple.**
- Repeat this activity once more describing the children/objects and asking learners to identify the children/objects.
- Repeat this activity for the final time. This time do not show the object but see if the learners can identify the object just from listening to the description.
- Reflect on the lesson.

## DAY 2

ACTIVITY 1	LISTENING AND SPEAKING
TIME	30 minutes
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> <li>Sings simple songs and does actions</li> <li>Joins in action rhymes and songs, doing the actions</li> </ul>
RESOURCES	<ul style="list-style-type: none"> <li><b>Song:</b> <b>Old MacDonald</b> (on EFAL CD) Old MacDonald had a farm, E-I-E-I-O On his farm he had a cow, E-I-E-I-O With a 'moo-moo' here and a 'moo-moo' there Here a 'moo' there a 'moo' Everywhere a 'moo-moo' Old MacDonald had a farm E-I-E-I-O  Old MacDonald had a farm, E-I-E-I-O On his farm he had a pig, E-I-E-I-O With a 'snort-snort' here and a 'snort-snort' there Here a 'snort' there a 'snort' Everywhere a 'snort-snort' Old MacDonald had a farm, E-I-E-I-O</li> </ul>
ACTIVITY DESCRIPTION	
<p><b>Focus of the lesson: Sings a song and does the actions</b></p> <ul style="list-style-type: none"> <li>Brief greetings.</li> <li>Settle the learners. Their desks should be clear.</li> <li>Explain to the learners that they are going to learn to sing the song <i>Old MacDonald</i>.</li> <li>Sing the first verse to the learners, using any action you can to illustrate its meaning.</li> <li>Tell the learners that you are going to sing three lines and they must repeat them after you, copying your actions if you use any.</li> <li>Repeat the three lines with the learners.</li> <li>Sing the next three lines using any actions you can think of to illustrate the meanings of words.</li> <li>Sing these three lines with the learners.</li> <li>Sing the whole verse with the learners.</li> <li>Learners sing the verse twice.</li> <li>Follow the same procedure with the second verse.</li> <li>Ask the boys to sing the song and then the girls.</li> <li>Reflect on the lesson.</li> </ul>	

## DAY 3

ACTIVITY 1	<b>READING AND PHONICS: ASSESSMENT GROUP 5</b> <i>This assessment activity can be found in the planner and tracker</i>
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## DAY 4

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

### ACTIVITY DESCRIPTION

**Focus of the lesson:** Listens to a story, talks about the pictures, answers questions, identifies objects/people in pictures and learns vocabulary

- Settle the learners. They must be facing you with nothing on their desks.
- Show the learners the cover of the Big Book, *Seasons*. Point to the word as you read *Seasons*. Explain that the seasons are summer, spring, autumn and winter.
- Ask: **What do you see?** (The girl is on a bicycle.) **What season do you think she is dressed for?**
- Read the story on pp. 2–10 to them, showing them the pictures and pointing to different objects that will help them to understand the story. Learners can join in the reading when they can.
- Ask the following questions:
  - Page 3 – **Where does the girl live?** (She lives in Johannesburg.)
  - Page 4 – **Is it cold or hot in summer?** (It's hot.) **What are these children doing because it is hot?** (They are playing in the water.)
  - Page 6 – **What does she wear in summer?** (She wears t-shirts and shorts.) Point to the t-shirts and shorts.
  - Page 8 – **Is it windy in autumn?** (Yes it is.) **What are the children flying?** (They are flying kites.)
- **What season is it here now?**
- Turn back to p. 2 and point to the girl and ask individual learners: **Who is this?**
- Learners answer: **The girl.**
- Ask individual learners to tell you what they can see on pp. 5, 6 and 8.
- Reflect on the lesson.

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

### ACTIVITY DESCRIPTION

**Focus of the lesson:** With the help of teacher writes a caption for 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 **the boy digs**. Point to the boy digging in the poster and say: **The boy digs.**
- Draw a boy digging on the board and write the words **The boy digs** next to your drawing.
- Tell the learners to draw a boy digging and then copy the words **The boy digs** 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

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

### ACTIVITY DESCRIPTION

**Focus of the lesson:** Learns present tenses, vocabulary, adjectives and claps syllables in familiar words

- Brief greetings.
- **See Methodology Guidelines: Poster Work** and follow the guidelines for the sentences below.
- Remind the learners that words are divided into parts and that we are going to clap once for each part of the word.
- Say: **Bucket** and ask a learner to clap **buc-ket**.
- Follow the same procedure for the following words and ask different learners to clap the syllables: **umbrella – um-brel-la; people – peo-ple; babies – ba-bies; swimming – swim-ming; riding – ride-ing; lying – ly-ing; basket – bas-ket; standing – stand-ing; sitting – sit-ting; sailing – sail-ing**
- Reflect on the lesson.

Sentence	Question 1	Question 2
The man rides a big bike.	What does the man do? <i>The man rides a big bike.</i>	Who rides a big bike? <i>The man rides a big bike.</i>
The small girl has a spade.	What does the small girl have? <i>The small girl has a spade.</i>	Who has a spade? <i>The small girl has a spade.</i>
The girl takes a beautiful photograph.	What does the girl do? <i>The girl takes a beautiful photograph.</i>	Who takes a beautiful photograph? <i>The girl takes a beautiful photograph.</i>
The fat baby has a dummy.	What does the fat baby have? <i>The fat baby has a dummy.</i>	Who has a dummy? <i>The fat baby has a dummy.</i>
The tall man has a hat.	What does the tall man have? <i>The tall man has a hat.</i>	Who has a hat? <i>The tall man has a hat.</i>
The girl holds the long sea-weed.	What does the girl do? <i>The girl holds the long sea-weed.</i>	Who holds the long sea-weed? <i>The girl holds the long sea-weed.</i>
Mother reads the small book.	What does Mother do? <i>Mother reads the small book.</i>	Who reads a small book? <i>Mother reads the small book.</i>
The boy holds the small crab.	What does the boy do? <i>The boy holds the small crab.</i>	Who holds the small crab? <i>The boy holds the small crab.</i>
The short man has a net.	What does the short man have? <i>The short man has a net.</i>	Who has a net? <i>The short man has a net.</i>

# WEEK 7

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<b>TOTAL TIME</b>	3 hours
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DAY 1	
<b>ACTIVITY 1</b>	<b>LISTENING AND SPEAKING</b>
<b>TIME</b>	30 minutes
<b>CONTENT/CONCEPTS/ SKILLS</b>	<ul style="list-style-type: none"><li>• Responds to simple questions asked by the teacher</li></ul>
<b>RESOURCES</b>	<ul style="list-style-type: none"><li>• None</li></ul>
<b>ACTIVITY DESCRIPTION</b>	
<p><b>Focus of the lesson: Responds to simple questions</b></p> <ul style="list-style-type: none"><li>• Brief greetings.</li><li>• Take the learners outside.</li><li>• Ask the learners: <b>Can you sit?</b></li><li>• Learners answer: <b>Yes. We can sit.</b></li><li>• Say: <b>Show me.</b></li><li>• Learners sit.</li><li>• Show the learners what to do if they don't understand the meaning of the word.</li><li>• Follow the same procedure with the following questions: <b>Can you stand? Can you write? Can you shout? Can you kneel? Can you touch your leg? Can you skip? Can you run?</b></li><li>• Repeat the questions, in a different order as often as possible.</li><li>• Reflect on the lesson.</li></ul>	

## DAY 2

<b>ACTIVITY 1</b>	<b>LISTENING AND SPEAKING</b>
<b>TIME</b>	30 minutes
<b>CONTENT/CONCEPTS/ SKILLS</b>	<ul style="list-style-type: none"> <li>• Points to objects in the classroom or in a picture in response to the teacher's instructions</li> <li>• Understands and begins to use some simple language structures in context</li> <li>• Responds to simple questions</li> <li>• Begins to develop an oral (listening and speaking) vocabulary using themes or topics</li> </ul>
<b>RESOURCES</b>	<ul style="list-style-type: none"> <li>• Poster (<i>The Beach</i>)</li> </ul>
<b>ACTIVITY DESCRIPTION</b>	
<p><b>Focus of the lesson:</b> Points to objects in the poster, answers questions, develops vocabulary and understands and begins to use some language structures</p> <ul style="list-style-type: none"> <li>• Brief greetings.</li> <li>• Prepare the learners for the lesson. They must be sitting quietly facing the poster.</li> <li>• Tell the learners that you are going to say a word and they must point to it in the poster.</li> <li>• Call individual learners to the poster and say: <b>Point to the lighthouse.</b></li> <li>• Follow the same procedure for all the objects – <b>surf board, camera, crab, sand castle, flask, boat, life guard, rocks, sea gull.</b></li> <li>• Then point to the bucket on the poster and say to individual learners: <b>Try to make a sentence with bucket – tell me something about the bucket; tell me what is happening with the bucket.</b></li> <li>• Learners try to make a sentence with the word.</li> <li>• Give the learners feedback after they have tried to say a sentence. Tell them if their sentence is correct or not. If it is incorrect give them a simple sentence that they can repeat after you that uses the word correctly.</li> <li>• Follow the same procedure for all the objects: <b>lighthouse, surf board, camera, crab, sand castle, flask, boat, life guard, rocks, sea gull, spade, girl, boy and ice-cream.</b> Add anything else that can be seen in the poster.</li> <li>• Reflect on the lesson.</li> </ul>	

## DAY 3

ACTIVITY 1	SHARED READING/EMERGENT READING
TIME	30 minutes
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> <li>• Listens to a story or non-fiction text while following the teacher and looking at the pictures</li> <li>• Talks about the pictures using home language where necessary</li> <li>• Answers some simple questions with the support of the pictures</li> <li>• Identifies objects in the pictures</li> <li>• Learns some oral vocabulary</li> <li>• Recognises some common words in our everyday environment</li> </ul>
RESOURCES	<ul style="list-style-type: none"> <li>• Big Book (<i>Seasons</i>)</li> <li>• Flashcards: STOP, TUCKSHOP, SCHOOL, MEN, WOMEN, OMO, TASTIC, NANDO'S, COKE, SPRITE, TAB, FANTA</li> </ul>

### ACTIVITY DESCRIPTION

**Focus of the lesson:** Listens to a story, talks about the pictures, answers questions and identifies objects/people in pictures, learns vocabulary and recognises common words

- Settle the learners. They must be facing you with nothing on their desks.
- Show the learners the cover of the Big Book, *Seasons*, point to the word as you read *Seasons*. Explain that the seasons are summer, spring, autumn and winter.
- Read the story on pp. 2–10 to them, showing them the pictures and pointing to different objects that will help them to understand the story. Learners can join in the reading when they can.
- Ask individual learners the following questions:
  - Page 3 – **Where does the girl live?** (She lives in Johannesburg.)
  - Page 4 – **Is it cold or hot in summer?** (It's hot.) **What are these children doing because it is hot?** (They are playing in the water.)
  - Page 6 – **What does she wear in summer?** (She wears t-shirts and shorts.) Point to the t-shirts and shorts.
  - Page 8 – **Is it windy in autumn?** (Yes it is.) **What are the children flying?** (They are flying kites.)
- Read the common words on the flashcards with the learners: STOP, TUCKSHOP, SCHOOL, MEN, WOMEN, OMO, TASTIC, NANDO'S, COKE, SPRITE, TAB, FANTA.
- Reflect on the lesson.

## DAY 4

DAY 4	
<b>ACTIVITY 1</b>	<b>SHARED READING/EMERGENT LITERACY</b>
<b>TIME</b>	30 minutes
<b>CONTENT/CONCEPTS/ SKILLS</b>	<ul style="list-style-type: none"> <li>• Listens to a story or non-fiction text while following the teacher and looking at the pictures</li> <li>• Talks about the pictures using home language where necessary</li> <li>• Answers some simple questions with the support of the pictures</li> <li>• Identifies objects in the pictures</li> <li>• Learns some oral vocabulary</li> <li>• Recognises some common words in our everyday environment</li> </ul>
<b>RESOURCES</b>	<ul style="list-style-type: none"> <li>• Big Book (<i>Seasons</i>)</li> <li>• Flashcards: STOP, TUCKSHOP, SCHOOL, MEN, WOMEN, OMO, TASTIC, NANDO'S, COKE, SPRITE, TAB, FANTA</li> </ul>
<b>ACTIVITY DESCRIPTION</b>	
<p><b>Focus of the lesson:</b> Listens to a story, talks about the pictures, answers questions and identifies objects/people in pictures, learns vocabulary and recognises common words</p> <ul style="list-style-type: none"> <li>• Settle the learners. They must be facing you with nothing on their desks.</li> <li>• Show the learners the cover of the Big Book, <i>Seasons</i>, point to the word as you read <i>Seasons</i>.</li> <li>• Read the story from pp. 2–20 to them, showing them the pictures and pointing to different objects that will help them to understand the story. Learners can join in the reading when they can</li> <li>• Ask the following questions:             <ul style="list-style-type: none"> <li>– Page 10 – <b>What clothes does the girl wear in autumn?</b> (She wears tracksuits and takkies.) Point to these.</li> <li>– Page 12 – <b>Is it cold or hot in winter?</b> (It's cold.)</li> <li>– Page 14 – <b>What does she wear in winter?</b> (She wears a jacket and jeans.) Point to these.</li> <li>– Page 16 – <b>Is it warm in spring?</b> (Yes, it is.)</li> <li>– Page 18 – <b>What clothes does the girl wear in spring?</b> (She wears dresses and sandals.) Point to these.</li> </ul> </li> <li>• Ask individual learners to tell you what they can see on pp. 10, 12, 14, 16 and 18.</li> <li>• Show the learners the flashcards of the common words and read them with the learners: STOP, TUCKSHOP, SCHOOL, MEN, WOMEN, OMO, TASTIC, NANDO'S, COKE, SPRITE, TAB, FANTA.</li> <li>• Reflect on the lesson.</li> </ul>	

<b>ACTIVITY 2</b>	<b>WRITING</b>
<b>TIME</b>	15 minutes
<b>CONTENT/CONCEPTS/ SKILLS</b>	<ul style="list-style-type: none"> <li>• With the help of the teacher writes a caption for her/his drawing and reads back what is written</li> </ul>
<b>RESOURCES</b>	<ul style="list-style-type: none"> <li>• DBE workbook p. 65</li> <li>• Pencils</li> </ul>
<b>ACTIVITY DESCRIPTION</b>	
<p><b>Focus of the lesson:</b> With the help of the teacher writes a caption for her/his drawing and reads back what is written</p> <ul style="list-style-type: none"> <li>• Prepare the learners for the lesson. They should have their pencils and DBE workbooks on their desks.</li> <li>• Tell them to turn to p. 65 in DBE workbooks. Show the learners the page.</li> <li>• Point to the picture of a bus and say: <b>Bus</b>.</li> <li>• Sound out the word <b>bus</b>, emphasizing the <b>u</b> sound.</li> <li>• Tell the learners to fill in the <b>u</b> in the word <b>bus</b>.</li> <li>• Follow the same procedure with the words <b>sun</b> and <b>umbrella</b>.</li> <li>• When the learners have filled in all the letters ask individual learners to read the words to the class.</li> <li>• Reflect on the lesson.</li> </ul>	

## DAY 5

ACTIVITY 1	LISTENING AND SPEAKING
<b>TIME</b>	30 minutes
<b>CONTENT/CONCEPTS/ SKILLS</b>	<ul style="list-style-type: none"> <li>Sings simple songs and does actions</li> <li>Joins in action rhymes and songs, doing the actions</li> </ul>
<b>RESOURCES</b>	<ul style="list-style-type: none"> <li><b>Song:</b> <b>Old MacDonald</b> (on EFAL CD) Old MacDonald had a farm, E-I-E-I-O On his farm he had a duck, E-I-E-I-O With a 'quack-quack' here and a 'quack-quack' there Here a 'quack' there a 'quack' Everywhere a 'quack-quack' Old MacDonald had a farm E-I-E-I-O  Old MacDonald had a farm, E-I-E-I-O On his farm he had a horse, E-I-E-I-O With a 'neigh-neigh' here and a 'neigh-neigh' there Here a 'neigh' there a 'neigh' Everywhere a 'neigh-neigh' Old MacDonald had a farm E-I-E-I-O</li> </ul>
ACTIVITY DESCRIPTION	
<p><b>Focus of the lesson: Sings song and does actions</b></p> <ul style="list-style-type: none"> <li>Brief greetings.</li> <li>Settle the learners. Their desks should be clear.</li> <li>Explain to the learners that they are going to sing the song, <i>Old MacDonald</i>.</li> <li>Sing the first two verses of the song with the learners, using any actions that they learnt previously.</li> <li>Sing the new verse on your own, using any actions you can think of to illustrate its meaning.</li> <li>Tell the learners that you are going to sing three lines and they must repeat them after you, copying your actions.</li> <li>Repeat the three lines with the learners.</li> <li>Sing the next three lines with the gestures.</li> <li>Sing these three lines with the learners.</li> <li>Sing the whole verse with the learners.</li> <li>Learners sing the verse twice.</li> <li>Learners sing three verses.</li> <li>Follow the same procedure with the fourth verse.</li> <li>Reflect on the lesson.</li> </ul>	

# WEEK 8

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

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

**Focus of the lesson: Revision of Term 4 language structures and vocabulary**

- Brief greetings.
- See **Methodology Guidelines: Poster Work** and follow these guidelines for the sentences below.
- Reflect on the lesson.

Sentence	Question 1	Question 2
The man rides a big bike.	What does the man do? <i>The man rides a big bike.</i>	Who rides a big bike? <i>The man rides a big bike.</i>
The girl takes a beautiful photograph.	What does the girl do? <i>The girl takes a beautiful photograph.</i>	Who takes a beautiful photograph? <i>The girl takes a beautiful photograph.</i>
The boy holds the small crab.	What does the boy do? <i>The boy holds the small crab.</i>	Who holds the small crab? <i>The boy holds the small crab.</i>
The short man has a net.	What does the short man have? <i>The short man has a net.</i>	Who has a net? <i>The short man has a net.</i>
The small girl has a spade.	What does the small girl have? <i>The small girl has a spade.</i>	Who has a spade? <i>The small girl has a spade.</i>
The fat baby has a dummy.	What does the fat baby have? <i>The fat baby has a dummy.</i>	Who has a dummy? <i>The fat baby has a dummy.</i>
The tall man has a hat.	What does the tall man have? <i>The tall man has a hat.</i>	Who has a hat? <i>The tall man has a hat.</i>

## DAY 2

ACTIVITY 1	LISTENING AND SPEAKING
TIME	30 minutes
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> <li>Sings simple songs and does actions</li> <li>Joins in action rhymes and songs, doing the actions</li> </ul>
RESOURCES	<ul style="list-style-type: none"> <li>Term 4 songs: <b>Old MacDonald</b> (on EFAL CD) <b>Me</b> (on EFAL CD)</li> </ul>

### ACTIVITY DESCRIPTION

**Focus of the lesson: Sings songs and does actions**

- Brief greetings.
- Settle the learners. Their desks should be clear.
- Explain to the learners that they are going to sing the two songs, *Me* and *Old MacDonald*.
- Sing the first song, using any actions or gestures that they learnt previously with the learners.
- Learners sing the song.
- Girls sing the song and then boys sing the song.
- Then follow the same procedure with *Old MacDonald*.
- Reflect on the lesson.

## DAY 3

ACTIVITY 1	SHARED READING/PHONEMIC AWARENESS
TIME	30 minutes
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> <li>Listens to a story or non-fiction text while following the teacher and looking at the pictures</li> <li>Talks about the pictures using home language where necessary</li> <li>Answers some simple questions with the support of the pictures</li> <li>Identifies objects in the pictures</li> <li>Learns some oral vocabulary</li> <li>Identifies different initial sounds in words</li> </ul>
RESOURCES	<ul style="list-style-type: none"> <li>Big Book (<i>Seasons</i>)</li> </ul>

### ACTIVITY DESCRIPTION

**Focus of the lesson: Listens to a story, talks about the pictures, answers questions and identifies objects/people in pictures, learns vocabulary and identifies different initial sounds in words**

- Settle the learners. They must be facing you with nothing on their desks.
- Read the story on pp. 2–20 to them, showing them the pictures and pointing to different objects that will help them to understand the story. Learners can join in the reading when they can.
- Ask individual learners the following questions:
  - Page 10 – **What clothes does the girl wear in autumn?** (She wears tracksuits and takkies.)
  - Page 12 – **Is it cold or hot in winter?** (It's cold.)
  - Page 14 – **What does she wear in winter?** (She wears a jacket and jeans.)
  - Page 16 – **Is it warm in spring?** (Yes it is.)
  - Page 18 – **What clothes does the girl wear in spring?** (She wears dresses and sandals.)
- What season is it now? Why do you say that?**
- Ask individual learners to tell you what they can see on pp. 10, 12, 14, 16 and 18.
- Ask different learners to tell the class what sounds the following words begin with:  
**wear (w); cold (c); hot (h); jacket (j); sandals (s).**
- Reflect on the lesson.

## DAY 4

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

### ACTIVITY DESCRIPTION

**Focus of the 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, *Seasons*.
- Read the story. Learners can join in the reading when they can.
- 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.

<b>ACTIVITY 2</b>	<b>WRITING</b>
<b>TIME</b>	15 minutes
<b>CONTENT/CONCEPTS/ SKILLS</b>	<ul style="list-style-type: none"> <li>• With the help of the teacher writes a caption for her/his drawing and reads back what is written</li> </ul>
<b>RESOURCES</b>	<ul style="list-style-type: none"> <li>• DBE workbook pp. 55, 59</li> <li>• Crayons, pencils</li> </ul>

### ACTIVITY DESCRIPTION

**Focus of the lesson: With the help of the teacher writes a caption for her/his drawing and reads back what is written**

- Prepare the learners for the lesson. They should have pencils and DBE workbooks books on their desks.
- Tell them to open their DBE workbooks to p. 55.
- Point to each picture and say the word to the learners, e.g. point to the bottle of honey and say **honey**.
- Tell the learners that **honey** begins with the **h** sound.
- Ask the learners to fill in the letter **h** at the beginning of each word.
- Follow the same procedure with the other five words.
- When the learners have finished this, read each word with the learners.
- Then ask individual learners to read the words to the class.
- Tell them to open their DBE workbooks to p. 59 and follow the same procedure as above with these words.
- Reflect on the lesson.

## DAY 5

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

### ACTIVITY DESCRIPTION

**Focus of the lesson: Revision of Term 4 language structures and vocabulary**

- Brief greetings.
- **See Methodology Guidelines: Poster Work** and follow the guidelines with the sentences below.
- Reflect on the lesson.

Sentence	Question 1	Question 2
The sand is brown.	What is brown? <i>The sand is brown.</i>	What colour is the sand? <i>The sand is brown.</i>
The girl listens to the radio.	What does the girl do? <i>The girl listens to the radio.</i>	Who listens to the radio? <i>The girl listens to the radio.</i>
The children buy an ice-cream.	What do the children buy? <i>The children buy an ice-cream.</i>	Who buys an ice-cream? <i>The children buy an ice-cream.</i>
The girl digs in the brown sand.	What does the girl do? <i>The girl digs in the brown sand.</i>	Who digs in the brown sand? <i>The girl digs in the brown sand.</i>
The people sail the yachts.	What do the people do? <i>The people sail the yachts.</i>	Who sails the yachts? <i>The people sail the yachts.</i>
The girl carries a red bucket.	What does the girl carry? <i>The girl carries a red bucket.</i>	Who carries a bucket? <i>The girl carries a red bucket.</i>
The man rides a big bike.	What does the man do? <i>The man rides a big bike.</i>	Who rides a big bike? <i>The man rides a big bike.</i>

## WEEK 9

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

<b>ACTIVITY 1</b>	<b>LISTENING AND SPEAKING</b>
<b>TIME</b>	30 minutes
<b>CONTENT/CONCEPTS/ SKILLS</b>	<ul style="list-style-type: none"><li>Identifies a person, animal or object from a simple oral description</li></ul>
<b>RESOURCES</b>	<ul style="list-style-type: none"><li>Chair, desk, pencil</li></ul>
<b>ACTIVITY DESCRIPTION</b>	
<p><b>Focus of the lesson:</b> Identifies a person, animal or object from a simple oral description</p> <ul style="list-style-type: none"><li>Brief greetings.</li><li>Prepare the learners for the lesson. Their desks should be clear and they must be facing you.</li><li>Say: <b>This thing has four legs. It is made out of wood. We sit on it. What is it?</b></li><li>Learners answer: <b>A chair.</b></li><li>Show them the chair – show them the four legs, the wood and then sit on it.</li><li>Repeat the question and ask individual learners to answer.</li><li>Say: <b>This thing has four legs. It is made out of wood. We put books and pencils on it. What is it?</b></li><li>Learners answer: <b>A desk.</b></li><li>Repeat the question and ask individual learners to answer.</li><li>Say: <b>This thing is long. It has a point. It has lead inside it. We write with it. What is it?</b></li><li>Learners answer: <b>A pencil.</b></li><li>Repeat the question and ask individual learners to answer.</li><li>Reflect on the lesson.</li></ul>	

## DAY 2

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

### ACTIVITY DESCRIPTION

**Focus of the lesson: Revision of Term 4 language structures and vocabulary**

- Brief greetings.
- **See Methodology Guidelines: Poster Work** and follow the guidelines with the sentences below.
- Reflect on the lesson.

Sentence	Question 1	Question 2
The girl takes a beautiful photograph.	What does the girl do? <i>The girl takes a beautiful photograph.</i>	Who takes a beautiful photograph? <i>The girl takes a beautiful photograph.</i>
The boy holds the small crab.	What does the boy do? <i>The boy holds the small crab.</i>	Who holds the small crab? <i>The boy holds the small crab.</i>
The short man has a net.	What does the short man have? <i>The short man has a net.</i>	Who has a net? <i>The short man has a net.</i>
The small girl has a spade.	What does the small girl have? <i>The small girl has a spade.</i>	Who has a spade? <i>The small girl has a spade.</i>
The fat baby has a dummy.	What does the fat baby have? <i>The fat baby has a dummy.</i>	Who has a dummy? <i>The fat baby has a dummy.</i>
The tall man has a hat.	What does the tall man have? <i>The tall man has a hat.</i>	Who has a hat? <i>The tall man has a hat.</i>

## DAY 3

DAY 3	
ACTIVITY 1	SHARED READING/EMERGENT LITERACY
TIME	30 minutes
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> <li>• Listens to a story or non-fiction text while following the teacher and looking at the pictures</li> <li>• Learns some oral vocabulary</li> <li>• Recognises some common words in our everyday environment</li> </ul>
RESOURCES	<ul style="list-style-type: none"> <li>• DBE workbooks p. 42</li> <li>• Magazine pictures of: shops, e.g. Jet, Spar; fast food places, e.g. Chicken Licken, McDonald's; chocolates, e.g. Bar-One, Lunch Bar</li> </ul>
ACTIVITY DESCRIPTION	
<p><b>Focus of the lesson:</b> Listens to a story and identifies objects/people in pictures, learns vocabulary and recognises some common words in their environment</p> <ul style="list-style-type: none"> <li>• Prepare the learners for the lesson. They must be sitting quietly facing you with their DBE workbooks on their desks.</li> <li>• Ask them to turn to p. 42. Show them the correct page.</li> <li>• Point to each picture and tell the learners what is happening in each picture:               <ul style="list-style-type: none"> <li><b>The family worked in their vegetable garden.</b></li> <li><b>The goat jumped over the fence and came into the garden.</b></li> <li><b>The goat ate the vegetables.</b></li> <li><b>The boy and the dog chased the goat away.</b></li> </ul> </li> <li>• Repeat the sentences again.</li> <li>• Say the first sentence and ask the learners to point to the picture that shows this sentence.</li> <li>• Point to the picture yourself to make sure that the learners are pointing to the correct picture.</li> <li>• Follow the same procedure for the other three pictures.</li> <li>• Ask a few learners to tell the class what happened in each picture.</li> <li>• Show the learners the magazine pictures one by one, e.g. shops first – Jet, Spar. Point to the words and read the words, e.g. <b>Jet</b>.</li> <li>• Learners read the words twice with you.</li> <li>• Show the learners the next set of magazine pictures one by one, e.g. fast food places – Chicken Licken, McDonald's. Point to the words and read the words, e.g. <b>Chicken Licken</b>.</li> <li>• Learners read the words twice with you.</li> <li>• Continue this with all the pictures you have collected, e.g. chocolates.</li> <li>• Give different pictures to groups of learners and they read them to each other.</li> <li>• Swop the pictures so that the learners read as many of the words as possible to each other.</li> <li>• Reflect on the lesson.</li> </ul>	

## DAY 4

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

### ACTIVITY DESCRIPTION

**Focus of the lesson:** Listens to a story and draws a picture showing the main idea of the story and identify different sounds in words

- Settle the learners. They should all be able to see the Big Book *Seasons*.
- Read the story to the learners again.
- Explain to the learners in LoLT that the story is all about the different seasons.
- 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: one of the seasons. They must draw something that is happening in summer, spring, winter or autumn.
- 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 **summer** and **winter** begin with? (**s** and **w**)
- Reflect on the lesson.

ACTIVITY 2	WRITING
TIME	15 minutes
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> <li>• With the help of the teacher writes simple lists with headings</li> </ul>
RESOURCES	<ul style="list-style-type: none"> <li>• Poster (<i>The Beach</i>)</li> <li>• Writing books, pencils</li> </ul>

### ACTIVITY DESCRIPTION

**Focus of the lesson:** With the help of the teacher writes a simple list with a heading

- 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 people that are at the beach.
- Write the date and the words **People at the beach** on the board.
- Ask the learners to tell you the people they can see at the beach.
- As a learner tells you a person they can see at the beach (e.g. boy, baby, mother, father, man, woman, fisherman, ice-cream man) write it under the heading **People at the beach**.
- Write six things under the heading.
- Read the heading and the six things to the learners, pointing to each word as you read it.
- Ask the learners to copy the list into their writing books under the heading **People at the beach**.
- Reflect on the lesson.

## DAY 5

<b>ACTIVITY 1</b>	<b>LISTENING AND SPEAKING</b>
<b>TIME</b>	30 minutes
<b>CONTENT/CONCEPTS/ SKILLS</b>	<ul style="list-style-type: none"> <li>• Begins to develop understanding and ability to use simple language structures in the context of meaningful spoken language</li> <li>• Responds to simple questions asked by the teacher</li> </ul>
<b>RESOURCES</b>	<ul style="list-style-type: none"> <li>• Chairs</li> </ul>

### ACTIVITY DESCRIPTION

**Focus of the lesson: Carries out instructions with prepositions and responds to simple questions**

- Brief greetings.
- Prepare the learners for the lesson.
- Explain to the learners that they must do what you tell them to do. They must listen carefully.
- Say: **Stand behind the chair.**
- Learners stand behind their chairs. Show them if necessary.
- Say: **Stand in front of the chair.**
- Learners stand in front of their chairs.
- Say: **Stand next to the chair.**
- Learners stand next to their chairs.
- Repeat the instructions and learners carry out the instructions.
- Then ask the learners: **Can you jump?**
- Learners answer: **Yes. We can jump.**
- Say: **Show me.**
- Learners jump.
- Show the learners what to do if they don't understand the meaning of the word.
- Follow the same procedure with the following questions: **Can you walk? Can you talk? Can you smile? Can you hop? Can you dance? Can you touch your nose? Can you touch your hair?**
- Repeat the questions in a different order as often as possible.
- Reflect on the lesson.

# E. RECORD OF KEY VOCABULARY

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By the end of Term 4 the learners should know the following words and language structures as well as those from Term 1, 2 and 3:

- **Nouns**

sweet, glass of water, friends, floor, none, sentence, full stop, capital letter, sea, sand, beach, bucket, sea-weed, surfboard, towel, spade, sandcastle, fish, ice-cream, radio, nose, ears, eyes, shoulders, toes, mount, tongue, hands, feet, Coke, Tab, Sprite, Fanta, cow, farm, pig, duck, horse, fruit, summer, spring, autumn, winter, kites, dummy, net, lighthouse, camera, flask, sea gull, life guard

- **Numbers**

one, four, five

- **Adjectives**

small, short, beautiful, round

- **Prepositions**

behind, next to, in front of, up, down

- **Verbs**

run, sleep, climb, skip, swim, dig, buy, listen, smile, dance, touch, paddles, kneels, lies

- **Language structures**

present tense singular and plural; plural **s** and **es**; adjectives; prepositions; plurals

# F. PRINTABLE RESOURCES

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## 1. FLASHCARD TEMPLATES: Common words

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STOP

TUCKSHOP

SCHOOL

**MEN**

**WOMEN**

**OMO**

**TASTIC**

**NANDO'S**

**COKE**

**SPRITE**

**TAB**

**FANTA**

## 2. READING SHEET: Homework words

READING WORDS		
Grade: 1	Term: 4	EFAL
Read from left to right →		
STOP	FANTA	Read
TAB	SPRITE	VODACOM
TUCKSHOP	I	NEDBANK
SCHOOL	the	ABSA
MEN	Can	MTN
WOMEN	Beach	CELL C
OMO	for	CLINIC
TASTIC	boy	one
NANDO'S	girls	two
COKE	My	Draw
Time		

### 3. LINE DRAWING OF THE POSTER: *The Beach*







**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.

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