

# GRADE 1 SECOND ADDITIONAL LANGUAGE

## LESSON PLANS

### TERM 3

#### ***LISTENING AND SPEAKING***

##### ***Weekly activities***

At least two of the following activities should be done in each lesson:

- Begins to develop an oral (listening and speaking) vocabulary using themes or topics selected for this term
- Responds to simple greetings with confidence in pairs.
- Points to objects in the classroom or in a picture (e.g. 'Show me the chair'. 'Point to the ....')
- Recites simple poems and does actions with the teacher and in pairs.
- Follows simple classroom instructions (e.g. 'Clap your hands') with teacher and in pairs
- Responds to commands using language games (Simon says )
- Sings simple songs and does actions in pairs and small groups (e.g. songs related to chosen themes)
- Recites simple poems and does actions with guidance in small groups (e.g. simple poems related to the chosen themes)
- Listens to short stories told with enjoyment and joins in choruses at the appropriate time (e.g. It's Monday, it's Monday and Thandi goes to school, school, school!)
- Names some of the things in the pictures (e.g. 'Who-is this?' - pointing to the object in the picture.)

##### ***Development of concepts, vocabulary and language structures***

Through taking part in the above activities begins to develop some oral vocabulary

- Repeats and respond to language chunks
- Recites poems and sing songs
- Follows instructions and commands

## ***EMERGENT LITERACY***

### ***Phonological awareness***

- Hearing repeated sounds (in word play)
- Claps hands/ clicks fingers/ jumps/ stamp feet on syllables in words (song, poem, story)
- Claps words in short spoken sentences (rea leboga; ngiyathokoza; enkosi; ek skop die bal; etc.)
- Identifies the sounds at the beginning of spoken words

### ***Shared Reading***

- Listens to the story told while following the teacher and looking at the pictures
- Learns some oral vocabulary from visual text (Big Book, Poster etc.)
- Identifies objects in the pictures (e.g. 'Show me Thandi's teacher.')
- Talks about the pictures using home language where necessary
- Participates in story lessons by repeating key vocabulary and engaging with visuals in pairs and in small groups

## TERM 3 SAL TRACKER

LISTENING AND SPEAKING	CAPS CONTENT	WEEK									
		1	2	3	4	5	6	7	8	9	10
<i>Daily activities</i>											
	Begins to develop an oral (listening and speaking) vocabulary using themes or topics selected for this term										
	Responds to simple greetings with confidence in pairs.										
	Points to objects in the classroom or in a picture (e.g. 'Show me the chair'. 'Point to the ....')										
	Recites simple poems and does actions with the teacher and in pairs.										
	Follows simple classroom instructions (e.g. 'Clap your hands') with teacher and in pairs										
	Responds to commands using language games (Simon says )										
	Sings simple songs and does actions in pairs and small groups (e.g. songs related to chosen themes)										
	Recites simple poems and does actions with guidance in small groups (e.g. simple poems related to the chosen themes)										
	Listens to short stories told with enjoyment and joins in choruses at the appropriate time (e.g. It's Monday, it's Monday and Thandi goes to school, school, school!)										
	Names some of the things in the pictures (e.g. 'What is this?' - pointing to the object in the picture.)										
<i>Development of concepts, vocabulary and language structures</i>											
	Repeats and respond to language chunks										
	Recites poems and sing songs										
	Follows instructions and commands										

<b>EMERGENT LITERACY</b>	<i>Phonological awareness</i>										
	Hearing repeated sounds (in word play)										
	Claps hands/ clicks fingers/ jumps/ stamp feet on syllables in words (song, poem, story)										
	Claps words in short spoken sentences (realboga; ngiyathokoza; enkosi; ek skop die bal; etc.)										
	Identifies the sounds at the beginning of spoken words										
	<i>Shared Reading</i>										
	Listens to the story told while following the teacher and looking at the pictures										
	Learns some oral vocabulary from visual text (Big Book, Poster etc.)										
	Identifies objects in the pictures (e.g. 'Show me Thandi's teacher.')										
	Talks about the pictures using home language where necessary										
	Participates in story lessons by repeating key vocabulary and engaging with visuals in pairs and in small groups										

SUMMARY OF ACTIVITIES: TERM 3

WEEKS 1-5 THEME: FOOD				
WEEK	LESSON	INTRODUCTION	MAIN ACTIVITY	CLOSING ACTIVITY
1	1	Talk about the holidays	Revise the greetings	Sing a familiar action rhyme
	2	Introduce the theme of <i>Food</i>	Talk about: My favourite lunch	Sing a familiar song to revise vocabulary for the body
2	1	Listen to a simple recount	Talk about: Party food	Sing a different song to revise vocabulary for the body
	2	What fruit can you smell?	Teach vocabulary for different fruits	Tell a simple story from the DBE Anthology
3	1	Talk about: Growing vegetables	Tell a story from Big Book 2	Sing a song about keeping clean
	2	What vegetable is this?	Retell a story from Big Book 2	Play a simple action game
4	1	Play the game <i>Simon Says</i>	Mime a story from Big Book 2	Sing a song about travelling on the bus
	2	Talk about: Farm animals	Teach a new song: <i>Old MacDonald had a farm...</i>	Make animal voices
5	1	What do farm animals give us?	Teach more verses of the new song: <i>Old MacDonald had a farm...</i>	Make a noise!
	2	Where do we shop?	Talk about: Shopping	Sing the action song: <i>Old MacDonald had a farm</i>
WEEKS 6-10 THEME: CLOTHES				
6	1	Talk about clothes you wear	Talk about clothes learners wear to school	Play a guessing game: What am I wearing?
	2	Talk about the clothes you are wearing today	Talk about <i>Clothes</i> using a picture	What's this?
7	1	Introduce the colour <i>red</i>	Teach a new action song <i>This is the dress/shirt I wear to school...</i>	Identify the initial sound of familiar SAL words
	2	Introduce the colour <i>blue</i>	Discuss <i>Clothes</i> using a picture	Sing the new action song
8	1	Talk about the weather	Clothes for hot/cold weather	Identify the initial sound of familiar SAL words
	2	Talk about the cold weather clothes you are wearing today	Practise a dialogue: What are you wearing today?	Sing the new action song
9	1	My favourite clothes	Learners draw their favourite clothes	Sing the Family song
	2	Shopping for clothes	Learners talk about their pictures	Acting out wearing different clothes
10	1	Revise vocabulary for clothes, colours and weathers	Play a guessing game	Tell a simple story from the DBE Anthology
	2	Sing more verses of the song <i>The wheels on the bus</i>	Revise commands	Sing a birthday song

SUGGESTED INFORMAL ASSESSMENT ACTIVITIES: TERM 3

COMPONENT	CAPS CONTENT	WEEKS	ASSESSMENT TASKS
<b>LISTENING AND SPEAKING</b>	<b>Oral and/or practical / Observation</b> <ul style="list-style-type: none"> <li>Responds to simple greetings with confidence in pairs</li> </ul>	Week 1 Lesson 1	Use your observations of: <ul style="list-style-type: none"> <li>Learners responses to simple greetings in pairs</li> </ul>
	<b>Oral and/or practical / Observation</b> <ul style="list-style-type: none"> <li>Points to objects in the classroom or in a picture (e.g. 'Show me the chair'. 'Point to the ....')</li> </ul>	Week 5 Lesson 2 Week 6 Lesson 2	Use your observations of: <ul style="list-style-type: none"> <li>Learners pointing to objects in a poster or in the classroom</li> </ul>
	<b>Oral and/or practical / Observation</b> <ul style="list-style-type: none"> <li>Responds to commands using language games (Simon says...)</li> </ul>	Week 4 Lesson 1	Use your observations of: <ul style="list-style-type: none"> <li>Learners playing the game Simon says</li> </ul>
<b>EMERGENT LITERACY</b>	<b>Oral and/or practical / Observation</b> <ul style="list-style-type: none"> <li>Identifies the sounds at the beginning of spoken words</li> </ul>	Week 7 Lesson 1 Week 8 Lesson 1	Use your observations of: <ul style="list-style-type: none"> <li>Learners identifying the sound at the beginning of spoken words</li> </ul>
	<b>Oral and/or practical / Observation</b> <ul style="list-style-type: none"> <li>Talks about the pictures using home language where necessary</li> </ul>	Week 7 Lesson 2 Week 9 Lesson 1	Use your observations of: <ul style="list-style-type: none"> <li>Learners talk about the picture</li> </ul>
	<b>Oral and/or practical / Observation</b> <ul style="list-style-type: none"> <li>Identifies objects in the pictures (e.g. 'Show me Thandi's teacher.')</li> </ul>	Week 3 Lesson 2	Use your observations of: <ul style="list-style-type: none"> <li>Learners identifying objects in the Big Book pictures</li> </ul>

<b>WEEK 1 LESSON 1</b>	
<b>THEME: FOOD</b>	
<b>LEARNING OBJECTIVES</b>	<ul style="list-style-type: none"> <li>• Learners respond to simple greetings with confidence in pairs.</li> <li>• Learners sing an action rhyme, doing the actions.</li> </ul>
<b>NOTES</b>	<ul style="list-style-type: none"> <li>• After the July holidays learners may have forgotten the simple dialogues and some of the vocabulary they learned during the first two terms. Include revision activities during the first 2-3 weeks of this term. Begin by revising greetings on this day</li> <li>• Use stories from the DBE anthology where appropriate</li> </ul>
<b>RESOURCES</b>	<ul style="list-style-type: none"> <li>• 2 puppets</li> <li>• A familiar action rhyme</li> <li>• DBE Anthology</li> </ul>

**DAILY ACTIVITIES**

**GETTING STARTED**

**Talk about the holidays**

- After the greetings, use the SAL to ask learners what they did in the holidays. *Did you see your family during the holidays? Did you see your friends? Did you watch TV?*

**DAILY ACTIVITY**

**Revise the greetings**

- Use your puppets to revise the greetings, by letting them say “*Good morning teacher (or your name). Hello boys and girls. How are you today? I’m very well, thank you.*”
- Then let learners work in pairs to greet each other in a similar way. One can be the teacher and the other a learner. Reverse roles so both learners practise the greetings.
- Let learners change partners and repeat the greetings. Learners who are more fluent with the SAL can extend the greetings by asking about the holidays.

***Use the activity for informal assessment. Repeat during other lessons if necessary***

**CLOSING ACTIVITY**

**Finish by singing a familiar action rhyme**

- End by singing a familiar action rhyme with the learners (e.g. Term 1 Week 2 Lesson 1 or from the DBE Anthology).

**ASSESSMENT:**

Use the activity in which learners respond to simple greetings in pairs to assess learners against the following for LISTENING AND SPEAKING:

- Responds to simple greetings with confidence in pairs.





WEEK 1 LESSON 2	
THEME: FOOD	
<b>LEARNING OBJECTIVES</b>	<ul style="list-style-type: none"> <li>Learners build oral vocabulary (food).</li> <li>Learners sing a simple song and do actions.</li> </ul>
<b>NOTES</b>	<ul style="list-style-type: none"> <li>Introduce the theme of <i>Food</i>. Begin by teaching a 3-5 key words – <i>Food, lunch box</i> etc. Avoid introducing too many words in one lesson.</li> </ul>
<b>RESOURCES</b>	<ul style="list-style-type: none"> <li>A familiar song to revise vocabulary for the body e.g. from the DBE Anthology</li> </ul>

### DAILY ACTIVITIES

#### Routines: Greeting song

#### GETTING STARTED

##### Introduce the theme of *Food*

- Use the HL to explain to learners that this term they are going to be talking about Food. Teach the SAL word for *food*, clapping each syllable.

#### DAILY ACTIVITY

##### Talk about: My favourite lunch

- Begin by talking about lunch boxes. You could tell learners what food you like in your lunch box. Use the HL but teach key vocabulary i.e. *I like to eat...* and *lunch box*.
- Use the SAL and ask learners "*I like to eat.... What do you like to eat?*"
- Let learners respond using the HL but repeat their answers in the SAL.
- Choose not more than three popular choices and ask learners "*Who likes...? Yes. I can see Joe, Sam and Siphon like...*"

#### CLOSING ACTIVITY

##### Finish by singing a familiar song to revise vocabulary for the body

- End by practising a familiar song with the learners (e.g. Term 1 Week 3 Day 1 or from the DBE Anthology). First revise the vocabulary for the body and then sing the song, doing the actions

#### **Suggestions for extension:**

If you have learners who already speak the SAL:

- Read and talk about a story from the Anthology.

WEEK 2 LESSON 1	
THEME: FOOD	
<b>LEARNING OBJECTIVES</b>	<ul style="list-style-type: none"> <li>Learners build oral vocabulary (food).</li> <li>Learners sing a simple song and do actions.</li> </ul>
<b>NOTES</b>	<ul style="list-style-type: none"> <li>Use a dialogue between your puppets and the learners to introduce vocabulary for favourite foods.</li> </ul>
<b>RESOURCES</b>	<ul style="list-style-type: none"> <li>2 puppets</li> <li>A familiar song to revise vocabulary for the body</li> <li>DBE Anthology</li> </ul>

### DAILY ACTIVITIES

#### GETTING STARTED

##### Listen to a simple recount

- Give learners a simple recount of your weekend, focussing on buying and cooking food. You could say, *"I had a busy weekend. My grandmother came to visit. We went to the shops to buy food. My grandmother loves to eat \_\_\_\_\_. Do you also like \_\_\_\_\_? So we bought \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_. At home my grandmother and I cooked \_\_\_\_\_. It was fun."*

#### DAILY ACTIVITY

##### Talk about: Party food

- Use your two puppets for a simple dialogue about favourite foods. After the puppets have greeted each other, you and then the class they could say,

*Puppet 1: Sue, please help me. It is my birthday on Saturday. I want to have a party. What food must I give?*

*Puppet 2: I like to eat chicken. But I also love cake. What do you like to eat Pule?*

*Puppet 1: I like chips and sweets. Children, tell me what food must I give at my party?*

Let learners respond using the HL. The puppets can repeat using the SAL.

(at the end) *Puppet 2: Pule, will you invite us to your party?*

#### CLOSING ACTIVITY

##### Finish by singing a different song to revise vocabulary for the body

- End by practising a different song with the learners (e.g. Term 1 Week 3 Lesson 1). First revise the vocabulary for the body and then sing the song, doing the actions.

<b>WEEK 2 LESSON 2</b>	
<b>THEME: FOOD</b>	
<b>LEARNING OBJECTIVES</b>	<ul style="list-style-type: none"> <li>• Learners build oral vocabulary (fruit).</li> <li>• Learners play a simple memory game.</li> <li>• Learners listen to a simple story.</li> </ul>
<b>NOTES</b>	<ul style="list-style-type: none"> <li>• Learners will have learned the majority of single sounds in the HL by this time in Grade 1. Begin asking learners to identify the initial sound of some words.</li> </ul>
<b>RESOURCES</b>	<ul style="list-style-type: none"> <li>• Fruit e.g. An orange, a banana and an apple</li> <li>• DBE Anthology</li> </ul>

**DAILY ACTIVITIES**

**Routines: Greeting song, Repeat familiar action song/poem that was already taught**

<b>GETTING STARTED</b>
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**What fruit can you smell?**

- Hide an orange in a bag and ask a few learners to smell and then feel what's inside the bag. Then show them the fruit and teach the SAL word for an orange. *Do you like to eat oranges?*

<b>DAILY ACTIVITY</b>
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**Teach vocabulary for different fruits**

- Introduce 2-3 other fruits e.g. an apple and a banana in the same way.
- Then talk about the colour of the fruits, introducing the words for orange, green and yellow. Clap the syllables for the words and then ask learners what sound they can hear at the beginning of the words.
- End by asking learners which fruit they prefer – an apple, a banana or an orange. Then they can vote. You could say, *If you like oranges best stand up.* Counting the votes will revise the numbers.
- If the learners have been well behaved you could cut up and share the fruit among them.

<b>CLOSING ACTIVITY</b>
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**Tell a simple story from the DBE Anthology**

- End the lesson by telling learners a story from the DBE Anthology e.g. *The ant and the grasshopper.*

<b>WEEK 3 LESSON 1</b>	
<b>THEME: FOOD</b>	
<b>LEARNING OBJECTIVES</b>	<ul style="list-style-type: none"> <li>• Learners listen to a story using pictures in the Big Book.</li> <li>• Learners sing a song, doing the actions.</li> </ul>
<b>NOTES</b>	<ul style="list-style-type: none"> <li>• Use a puppet and the pictures in the Big Book to tell a story using vocabulary familiar to learners</li> </ul>
<b>RESOURCES</b>	<ul style="list-style-type: none"> <li>• A puppet</li> <li>• Big Book 2</li> <li>• DBE Anthology</li> <li>• An action rhyme/song about keeping clean</li> </ul>

**DAILY ACTIVITIES**

**Routines: Greeting song**

<b>GETTING STARTED</b>
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**Talk about: Growing vegetables**

- Introduce the SAL word for vegetables and ask learners using the HL if they like vegetables. *Which vegetables do they like/don't like?* Then ask them if they grow vegetables at home or do they know someone who grows vegetables in their garden.

<b>DAILY ACTIVITY</b>
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**Tell a story from Big Book 2**

- Use a puppet and the story of *The goat eats Gogo's garden* on **pages 18-19 of Big Book 2** to tell a story about how Jabu's Gogo and her vegetable garden. Use the SAL, but speak slowly and clearly, using simple words, pointing to objects in the pictures, code-switching where necessary. You could say:

*I'm going to tell you a story.*

Picture 1: *This is Jabu. Do you remember the story of Jabu's school bag? Last weekend Jabu and his mother and father went to visit Gogo. Gogo grows vegetables in her garden. Jabu's mother and father helped Gogo weed the garden. Jabu picked vegetables – carrots, potatoes and tomatoes. Look at all the tomatoes and carrots growing in the garden.*

Picture 2: *Gogo cooked a lovely lunch for the family. But while they were eating lunch inside, look what jumped into Gogo's garden – a big, white goat. He jumped through the fence. Oh no! Bad goat.*

Picture 3: *Jabu heard the noise and ran outside. He saw the goat eating Gogo's vegetables. Bad goat.*

Picture 4: *Jabu and the dog ran towards the goat, shouting "Go away! Shoo! Shoo!" They chase the goat away. Bad goat. Good Jabu.*

Use the HL to ask learners why the goat was bad.

<p><b>CLOSING ACTIVITY</b></p>
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**Finish by singing a song about keeping clean**

- After working so hard in the garden Jabu needed to wash to get clean. Sing the song about keeping clean you taught the learners during the first term (Week 5 Lesson 1):

*This is the way we wash our hands, wash our hands, wash our hands,*

*This is the way we wash our hands, All day long.*

Repeat the song but substitute different parts of the body e.g. *This is the way we wash our feet/legs/arms/ fingers/eyes/ears/nose/mouth...*

Remind learners of the actions.

**Notes:**

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WEEK 3 LESSON 2	
THEME: FOOD	
<b>LEARNING OBJECTIVES</b>	<ul style="list-style-type: none"> <li>Learners listen to a story using pictures in the Big Book, point to objects in the pictures and repeat key vocabulary.</li> </ul>
<b>NOTES</b>	<ul style="list-style-type: none"> <li>Use the pictures in the Big Book to retell and ask questions about a simple story using vocabulary familiar to learners</li> </ul>
<b>RESOURCES</b>	<ul style="list-style-type: none"> <li>2-3 vegetables in a bag</li> <li>Big Book 2</li> <li>DBE Anthology</li> </ul>

### DAILY ACTIVITIES

Routines: Greeting song, Repeat familiar action song/poem that was already taught

**GETTING STARTED**

#### What vegetable is this?

- Hide a vegetable e.g. a potato in a bag and ask a few learners to feel what's inside the bag. Then show them the potato and teach the SAL word for it. *Do you like to eat potatoes?* Repeat this fun activity using 1-2 other vegetables.

**DAILY ACTIVITY**

#### Retell a story from Big Book 2

- Talk about the story of *The goat eats Gogo's garden* on **pages 18-19 of Big Book 2**, asking simple questions and retelling the story. Recap the meaning of the new words. You could say:

*Do you remember yesterday's story?*

*Look at the first picture. Who is this? This is Jabu. Where is he? He is in Gogo's garden.*

*Last weekend Jabu and his mother and father went to visit her.*

*What is Gogo growing in her garden? Vegetables carrots, potatoes and tomatoes. Point to the tomatoes...*

*Point to Jabu's mother and father. What are they doing in the garden? They are weeding the garden.*

*What is Jabu carrying? Jabu has picked vegetables – carrots, potatoes and tomatoes.*

*Picture 2: What happens while Jabu and his family are inside the house? A big, white goat has jumped into Gogo's garden. Point to the goat. He jumped through the fence. Oh no! Bad goat. (Let learners repeat the chorus.)*

*Picture 3: Jabu hears the noise and runs outside. What can he see? He sees the goat eating Gogo's vegetables. Bad goat. (Let learners repeat the chorus.)*

*Picture 4: What do Jabu and his dog do? They run towards the goat, shouting "Go away! Shoo! Shoo!" They chase the goat away. Bad goat. Good Jabu. (Let learners repeat the chorus.)*

**Use the activity for informal assessment**

**CLOSING  
ACTIVITY**

**Finish by playing a simple action game**

- Repeat a simple game to revise commands. Begin by giving learners three instructions and see who can do the actions in the correct order, e.g. *Clap your hands / Stamp your feet / Nod your head.*
- Increase the number of instructions to four once learners can cope with three instructions e.g. *Nod your head / Clap your hands / Stamp your feet / Shake your arms.*

**ASSESSMENT:**

Use the activity in which learners identify objects in picture to assess learners against the following for EMERGENT LITERACY:

- Identifies objects in the pictures (e.g. 'Show me Thandi's teacher.')

**Suggestions for extension:**

If you have learners who already speak the SAL:

- Introduce more new vocabulary into the story;
- Ask open-ended questions e.g. *What do you think Jabu and his family are eating for lunch?*

WEEK 4 LESSON 1	
THEME: FOOD	
<b>LEARNING OBJECTIVES</b>	<ul style="list-style-type: none"> <li>• Learners play a simple language game – <i>Simon says</i>.</li> <li>• Learners mime a story using pictures in the Big Book.</li> <li>• Learners sing a song, doing the actions.</li> </ul>
<b>NOTES</b>	<ul style="list-style-type: none"> <li>• Retelling the story of <i>The goat eats Gogo's garden</i> allows learners to mime parts of the story and helps to reinforce the new vocabulary in a fun way.</li> </ul>
<b>RESOURCES</b>	<ul style="list-style-type: none"> <li>• Big Book 2</li> <li>• DBE Anthology</li> <li>• An action song</li> </ul>

### DAILY ACTIVITIES

Routines: Greeting song

#### GETTING STARTED

#### Play the game *Simon Says*

- Jabu went to visit his Gogo. His mother wanted him to look good. Play the game *Simon says* to revise actions for getting ready for the visit. Remind the learners that *Simon says* is a game in which they obey an order only when it begins with "*Simon says*". If you don't say *Simon says* they mustn't do the actions. You could say *Simon says brush your teeth. Simon says brush your hair. Wash your ears... and so on.*

**Use the activity for informal assessment. (If you have not assessed all your learners repeat the activity at the end of the lesson.)**

#### DAILY ACTIVITY

#### Mime a story from Big Book 2

- Let learners mime the story of *The goat eats Gogo's garden* on **pages 18-19 of Big Book 2**. Retell the story and let the learners mime the actions. You could say:

*Do you remember the story of the goat that ate Gogo's vegetables? The story began with Jabu's mother and father helping in the garden. Show me how they dig and weed in the garden. Jabu collected vegetables. Collect tomatoes, potatoes and carrots for Gogo. Now put the vegetables in the bowl and give them to Gogo. Careful. Don't drop them. Gogo cooked a lovely lunch for the family. Sit down and eat the lunch Gogo cooked. Do you know what you are eating?*

*But while you are eating lunch inside, a big, white goat jumped through the fence into Gogo's garden. Show me how he jumped into the garden and started to eat the vegetables. No hands!*



*Jabu hears the noise and runs outside. He sees the goat eating Gogo’s vegetables. Point to the goat and say bad goat. Run towards the goat, saying “Go away! Shoo! Shoo!” Chase the goat away. Bad goat. Good Jabu.*

**CLOSING  
ACTIVITY**

**Finish by singing a song about travelling on the bus**

- After visiting Gogo Jabu and his mother and father go home. Sing one verse of the song about travelling on the bus you taught the learners during the second term (Week 7 Day 1): You could change the words slightly:

*The wheels on the bus go round and round, round and round, round and round,  
The wheels on the bus go round and round  
All the way back home.*

Remind learners of the actions.

**ASSESSMENT:**  
Use the activity in which learners responds to commands using a game e.g. *Simon Says...* to assess learners against the following for LISTENING AND SPEAKING:

- Responds to commands using language games (Simon says...).

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WEEK 4 LESSON 2	
THEME: FOOD	
<b>LEARNING OBJECTIVES</b>	<ul style="list-style-type: none"> <li>Learners build oral vocabulary (farm animals).</li> <li>Learners sing a simple song and do actions with guidance.</li> </ul>
<b>NOTES</b>	<ul style="list-style-type: none"> <li>Teach the first verse of a new song about farm animals.</li> </ul>
<b>RESOURCES</b>	<ul style="list-style-type: none"> <li>An action song about farm animals on the audio clip or from the DBE Anthology: <i>Old MacDonald had a farm</i></li> </ul>

### DAILY ACTIVITIES

#### Routines: Greeting song

**GETTING STARTED**

#### Talk about: Farm animals

- Ask learners where we can find goats – on a farm. Then talk about what other animals we can find on a farm. Use the HL but teach the SAL vocabulary for *farm, cow, horse, chicken*. Point out the initial sound in the words.

**DAILY ACTIVITY**

#### Teach a new song: *Old MacDonald had a farm...*

- Teach learners the first verse of *Old MacDonald had a farm...* Begin by letting learners listen to it on the **audio clip** or read it from the DBE Anthology. Then teach the words slowly, line by line, first saying them and then singing them and adding the actions. Make sure learners know the meaning of the words. You could clap for each word so learners hear the separate words.

**CLOSING ACTIVITY**

#### Make animal voices

- Tell learners the sound (voice) that some farm animals make and let learners practise each sound, for example: *A dog: woof woof / A cat: meow / A cow: moo moo / A chicken: cluck cluck*

**Note:** The **sound** an animal makes is **not** the same as the **word** for this sound.

In this short fun activity we are using the animal sounds.

WEEK 5 LESSON 1	
THEME: FOOD	
<b>LEARNING OBJECTIVES</b>	<ul style="list-style-type: none"> <li>Learners build oral vocabulary (farm animals and their food products).</li> <li>Learners sing a simple song and do actions with guidance.</li> </ul>
<b>NOTES</b>	<ul style="list-style-type: none"> <li>Teach more verses of a new song about farm animals.</li> </ul>
<b>RESOURCES</b>	<ul style="list-style-type: none"> <li>An action song about farm animals on the audio clip or from the DBE Anthology: <i>Old MacDonald had a farm</i></li> </ul>

### DAILY ACTIVITIES

#### GETTING STARTED

#### What do farm animals give us?

- After the greetings, talk briefly about what food products we get from farm animals. Use the HL but teach the SAL words for foods such as *eggs, milk, cheese, meat*. Point out the initial sound of each of the new SAL words.

#### DAILY ACTIVITY

#### Teach more verses of the new song: *Old MacDonald had a farm...*

- Teach learners more verses of *Old MacDonald had a farm...* First revise/teach the names of the farm animals in the new verses and the sounds they make in the song.
- Then let learners listen to it on the **audio clip**. Repeat the words for each new verse with the learners and teach the actions. You could clap for each word so learners hear the separate words.
- Finally sing all the verses of the new song.

#### CLOSING ACTIVITY

#### Make a noise!

- Divide the learners into 4-5 groups. Allocate each group a different animal and remind them of the sound that animal makes, e.g. *You are the cows. What sound do cows make? Yes. They moo. When I say Cows, you must moo*. Tell learners that when you clap your hands all the animals must be quiet.
- Repeat the names of the different animals, one at a time at first. Remember to clap your hands once each group has responded. You could then repeat the names of two or even three animals together for more fun!

WEEK 5 LESSON 2	
THEME: FOOD	
<b>LEARNING OBJECTIVES</b>	<ul style="list-style-type: none"> <li>Learners build oral vocabulary (buying food in a supermarket).</li> <li>Learners sing a simple song and do actions with guidance.</li> </ul>
<b>NOTES</b>	<ul style="list-style-type: none"> <li>Use the <i>Shopping</i> poster to introduce vocabulary for buying in a supermarket.</li> </ul>
<b>RESOURCES</b>	<ul style="list-style-type: none"> <li>The <i>Shopping</i> poster</li> <li>An action song about farm animals: <i>Old MacDonald had a farm</i> from the DBE Anthology</li> </ul>

### DAILY ACTIVITIES

#### Routines: Greeting song

<b>GETTING STARTED</b>	<p><b>Where do we shop?</b></p> <ul style="list-style-type: none"> <li>Talk about buying food at a supermarket. Introduce the word <i>Where...</i> and ask learners <i>Where do you buy food?</i> and the response <i>at the supermarket/at the shop</i>. Explain the use of the word <i>at</i>.</li> </ul>
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<b>DAILY ACTIVITY</b>	<p><b>Talk about: Shopping</b></p> <ul style="list-style-type: none"> <li>Show learners the <b><i>Shopping poster</i></b> and ask questions about what is happening in the picture. <i>Where is Pumla? What is she doing?</i> Pumla is in a supermarket. She is buying food. <i>What is in her trolley? What food can you see in the supermarket?</i> Use the poster to revise vocabulary that learners already know (<i>milk, apples, cheese, meat, oranges, carrots, bananas</i>). Teach words such as <i>trolley, bread</i> and <i>fish</i>. (Introduce vocabulary according to the level of your learners.) Point to the relevant part of the picture as you speak.</li> </ul>
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- Then recap and ask the learners to point to the foods in the picture. You could say, *"Show me the apples... Point to the bread..."*

**Use the activity for informal assessment**

<b>CLOSING ACTIVITY</b>	<p><b>Sing the action song: <i>Old MacDonald had a farm</i></b></p> <ul style="list-style-type: none"> <li>Then remind the learners of the words and actions for the new song. Sing as many verses as possible, depending upon the time left in the lesson.</li> </ul>
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**ASSESSMENT:**

Use the activity in which learners point to objects in the poster to assess learners against the following for LISTENING AND SPEAKING:

- Points to objects in the classroom or in a picture (e.g. 'Show me the chair'. 'Point to the ....')

***Suggestions for extension:***

If you have learners who already speak the SAL:

- Ask more difficult questions using a wider range of vocabulary and ensure those learners respond using the SAL;
- Introduce some words in the written form using flash cards and adding them onto the poster; you could also include them on a word wall for SAL in the classroom.

**Notes:**

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<b>WEEK 6 LESSON 1</b>	
<b>THEME: CLOTHES</b>	
<b>LEARNING OBJECTIVES</b>	<ul style="list-style-type: none"> <li>Learners understand and respond to simple questions (<i>What is this? / What are you wearing?</i>)</li> <li>Learners begin to develop an oral vocabulary (clothes).</li> </ul>
<b>NOTES</b>	<ul style="list-style-type: none"> <li>Teach the questions “<i>What is this?</i>” and “<i>What are you wearing?</i>” and vocabulary for clothes</li> </ul>
<b>RESOURCES</b>	<ul style="list-style-type: none"> <li>A few clothes you wear at school e.g. <i>jeans, dress, shirt, coat.</i></li> <li>A few clothes from the school’s Lost Property e.g. <i>dress, shirt, shorts/trousers, jersey, socks, shoes.</i></li> </ul>

**DAILY ACTIVITIES**

**Routines: Greeting song, Repeat familiar action song/poem that was already taught**

**GETTING STARTED**

**Talk about clothes you wear**

- Use the HL to explain to learners that they are going to be learning about clothes during these SAL lessons. Then use the SAL to talk about the clothes you wear to school. You could say, “*Today I am wearing a dress. Do you like my dress?*”

You can make it fun by pretending to model your dress around the class, asking different learners the same question. They can answer *Yes* or *No*.

- Then show learners the other clothes you brought to school and ask learners “*Do you like my jeans/shirt/coat?*” They can again answer *Yes* or *No*. Make sure learners know the words for these clothes.

**DAILY ACTIVITY**

**Talk about clothes learners wear to school**

- Then use the SAL to talk about the school clothes. You could talk about what learners are wearing and also the extra clothes you brought from Lost Property. You could ask, “*What is this?*” and “*What are you wearing?*” to introduce the vocabulary for school clothes.

- Ask individual girls and boys “*Do you wear this?*” and hold up one item of clothing. They can answer *Yes* or *No*. Point out the initial sounds of some of these words.

**CLOSING ACTIVITY**

**Play a guessing game: What am I wearing?**

- Explain to learners that you want them to guess what you are wearing. Mime putting on different clothes, putting your arms in the armholes, doing up the buttons etc. Ask learners *What am I wearing? Am I wearing a dress/pants/shirt/hat?* Learners can answer *Yes* or *No*.

WEEK 6 LESSON 2	
THEME: CLOTHES	
<b>LEARNING OBJECTIVES</b>	<ul style="list-style-type: none"> <li>Learners begin to develop an oral vocabulary (clothes).</li> <li>Learners name some things in a picture (e.g. <i>scarf, t-shirt, track suit, cap</i>).</li> </ul>
<b>NOTES</b>	<ul style="list-style-type: none"> <li>Use the <i>Clothes</i> poster and <i>realia</i> to introduce more vocabulary for clothes</li> </ul>
<b>RESOURCES</b>	<ul style="list-style-type: none"> <li>The <i>Clothes</i> poster</li> <li>Different clothes from what you wore the previous day.</li> <li>A few clothes from the school's Lost Property e.g. <i>dress, shirt, shorts/trousers, jersey, socks, shoes</i>.</li> </ul>

### DAILY ACTIVITIES

Routines: Greeting song, Repeat familiar action song/poem that was already taught

#### GETTING STARTED

##### Talk about the clothes you are wearing today

- Use the SAL to talk about the clothes you are wearing to school today. You could say, "Today I am wearing a shirt and pants/trousers. Do you like my shirt/pants/trousers?"

Again make it fun by pretending to model your clothes around the class, asking different learners the same question. They can answer *Yes* or *No*.

- Ask learners what they are wearing, to recycle the vocabulary for school clothes.

#### DAILY ACTIVITY

##### Talk about **Clothes** using a picture

- Ask learners to look at **Clothes poster** and tell you what is happening in the picture – two children are hanging clothes on a washing line. Let the learners tell you using the HL if necessary but repeat what they say using the SAL.
- Ask learners to point to the different items of clothing in the picture Then point to different clothes and ask *Is this a dress?* Learners can respond *Yes* or *No*.

**Use the activity for Informal assessment.**

#### CLOSING ACTIVITY

##### What's this?

- End by recapping the vocabulary for clothes by asking simple questions. Use the clothes from Lost Property. Give them to different learners who must hold them up in front of the class. Ask learners to point to the different items of clothing.
- You could then say, "Is this a jersey...?" Learners can respond *Yes* or *No*.

**Use the activity for Informal assessment.**

**ASSESSMENT:**

Use the activity in which learners point to objects in the poster and in the classroom to assess learners against the following for LISTENING AND SPEAKING:

- Points to objects in the classroom or in a picture (e.g. 'Show me the chair'. 'Point to the ....')

***Suggestions for extension:***

If you have learners who already speak the SAL:

- Read and talk about a story from the Anthology.

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<b>WEEK 7 LESSON 1</b>	
<b>THEME: CLOTHES</b>	
<b>LEARNING OBJECTIVES</b>	<ul style="list-style-type: none"> <li>Learners sing a song, doing the actions.</li> <li>Learners identify the initial sound in familiar words.</li> </ul>
<b>NOTES</b>	<ul style="list-style-type: none"> <li>To introduce colours try to wear something <i>red</i> to school.</li> <li>Teach a new action song.</li> </ul>
<b>RESOURCES</b>	<ul style="list-style-type: none"> <li>An action song about clothes e.g. from the DBE Anthology</li> </ul>

**DAILY ACTIVITIES**

**Routines: Greeting song**

**GETTING STARTED**

**Introduce the colour red**

- Use the SAL to talk about the clothes you are wearing to school today. You could say, “*Today I am wearing a T shirt and skirt. Do you like them? What colour is my T shirt? It is red.*”

- Ask learners if they can see objects that are red around the classroom. Hold up or point to different objects and ask “*Is this pencil red?*” Learners can answer *Yes* or *No*.

**DAILY ACTIVITY**

**Teach a new action song**

- Sing to learners and do the actions for a new action song about clothes e.g.

*(Girls’ verse)*

*This is the dress I wear to school, wear to school, wear to school,*

*This is the dress I wear to school, wear to school, wear to school,*

*This is the dress I wear to school, wear to school, wear to school,*

*All day long.*

*(Boys’ verse)*

*This is the shirt I wear to school, wear to school, wear to school,*

*This is the shirt I wear to school, wear to school, wear to school,*

*This is the shirt I wear to school, wear to school, wear to school,*

*All day long.*

**CLOSING ACTIVITY**

**Identify the initial sound of familiar SAL words**

- End the lesson by asking learners to close their eyes, listen to different words and identify the sound they hear at the beginning of each word. You could say “*socks –say the word socks. Does it start with s or b?*” Learners must do an action e.g. fold their arms for the correct answer.

*Use the activity for informal assessment. There will be another opportunity to assess this in Week 8.*

**ASSESSMENT:**

Use the activity in which learners clap words from a song to assess learners against the following for EMERGENT LITERACY:

- Identifies the sounds at the beginning of spoken words

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WEEK 7 LESSON 2	
THEME: CLOTHES	
<b>LEARNING OBJECTIVES</b>	<ul style="list-style-type: none"> <li>Learners begin to develop an oral vocabulary (colours).</li> <li>Learners sing a song, doing the actions.</li> </ul>
<b>NOTES</b>	<ul style="list-style-type: none"> <li>Introduce more vocabulary for colours, recycling words for clothes at the same time.</li> </ul>
<b>RESOURCES</b>	<ul style="list-style-type: none"> <li>An item of clothing that is blue</li> <li>The <i>Clothes</i> poster and the <i>Colours</i> poster</li> </ul>

### DAILY ACTIVITIES

#### Routines: Greeting song

#### GETTING STARTED

##### Introduce the colour *blue*

- Use the SAL and hold up an item of clothing that is blue. You could say, "*What is this? It is a \_\_\_\_\_. What colour is it? It's blue. Do you like blue clothes? Is the sky blue today?*"

- Ask learners if they can see objects that are blue around the classroom. Hold up or point to different objects and ask "*Is this book blue?*" Learners can answer *Yes* or *No*.

#### DAILY ACTIVITY

##### Discuss *Clothes* using a picture

- Ask learners to look at ***Clothes poster*** again and ask learners if they can see any blue clothes on the line. Let the learners tell you using the HL if necessary but repeat what they say using the SAL e.g. "*The jeans are blue.*" Repeat this but ask if learners can see any red clothes. In this way you can revise both the names of the clothes and the colours.

- Then introduce 2-3 other colours by talking about other clothes on the line. You could use the ***Colours poster***.

##### *Use the activity for informal assessment*

#### CLOSING ACTIVITY

##### Sing the new action song

- Sing the previous day's action song about clothes. You could introduce a new verse e.g.

*These are the shoes I wear to school, wear to school, wear to school,  
 These are the shoes I wear to school, wear to school, wear to school,  
 These are the shoes I wear to school, wear to school, wear to school,  
 All day long.*



WEEK 8 LESSON 1	
THEME: CLOTHES	
<b>LEARNING OBJECTIVES</b>	<ul style="list-style-type: none"> <li>Learners begin to develop an oral vocabulary (weather).</li> <li>Learners identify the initial sound in familiar words.</li> </ul>
<b>NOTES</b>	<ul style="list-style-type: none"> <li>Introduce vocabulary for the weather, recycling words for clothes at the same time.</li> </ul>
<b>RESOURCES</b>	<ul style="list-style-type: none"> <li>The <i>Clothes</i> poster and the <i>Weather</i> poster</li> </ul>

### DAILY ACTIVITIES

**GETTING STARTED**

#### Talk about the weather

- Depending upon the weather say “*It’s hot/cold today so I’m wearing my \_\_\_\_\_*”. Teach the SAL words for hot/cold and ask learners “*Are you hot/cold?*”

**DAILY ACTIVITY**

#### Clothes for hot/cold weather

- Ask learners to look at **Clothes poster** again and ask learners if they can see any clothes for cold weather on the line. Let the learners tell you using the HL if necessary but repeat what they say using the SAL e.g. “*We wear jeans when it is cold.*”
- Use the **Weather poster** and talk about the clothes the children are wearing for different weathers. Introduce vocabulary for different weathers depending upon the level of your learners.

**CLOSING ACTIVITY**

#### Identify the initial sound of familiar SAL words

- End the lesson by asking learners to close their eyes, listen to different words and identify the sound they hear at the beginning of each word. You could say “*socks –say the word socks. Does it start with s or c?*” Learners must do an action e.g. fold their arms for the correct answer.

**Use the activity for informal assessment. There was an earlier opportunity to assess this in Week 7. If you do not complete this assessment in this lesson repeat the activity the following week.**

#### ASSESSMENT:

Use the activity in which learners clap words from a song to assess learners against the following for EMERGENT LITERACY:

- Identifies the sounds at the beginning of spoken words

**Suggestions for extension:**

If you have learners who already speak the SAL:

- Introduce more words for different weathers;
- Introduce the words in the written form using flash cards and include them on a word wall for SAL in the classroom.

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<b>WEEK 8 LESSON 2</b>	
<b>THEME: CLOTHES</b>	
<b>LEARNING OBJECTIVES</b>	<ul style="list-style-type: none"> <li>Learners understand and respond to simple questions (<i>What are you wearing today?</i>)</li> <li>Learners sing a song, doing the actions.</li> </ul>
<b>NOTES</b>	<ul style="list-style-type: none"> <li>Repetition simple dialogues while seemingly rather boring is very necessary, as it takes much practice to learn a new language. By practising dialogues as a class first, before saying them in groups or pairs, helps to ensure that learners hear and repeat the correct words and intonation.</li> </ul>
<b>RESOURCES</b>	<ul style="list-style-type: none"> <li>An action rhyme/song</li> </ul>

**DAILY ACTIVITIES**

**GETTING STARTED**

**Talk about the cold weather clothes you are wearing today**

- After the greetings, use the SAL to talk about the clothes you are wearing to school today. You could say, *“Today I am wearing a jumper and a long skirt because it’s cold. Do you like my jumper and my long skirt? I like this jumper because I like yellow clothes.”*
- Again make it fun by pretending to model your clothes around the class, asking different learners the same question. They can answer *Yes* or *No*.

**DAILY ACTIVITY**

**Practise a dialogue: What are you wearing today?**

- Ask two confident learners (a boy and a girl) to stand up and say *“What are you wearing today?”* They can answer in the HL if necessary. Repeat what they say in simple clear SAL, e.g. *“I’m wearing a dress/shorts/shirt.”*
- Repeat this same question to different learners and let them practise the response.
- Then divide learners into pairs (or groups of 4) and let them practise the same questions and answers. You could even let them walk around the classroom. When you clap your hands they must stop, get into pairs and repeat the dialogue.

**CLOSING ACTIVITY**

**Sing the new action song**

- Sing the previous week’s action song about clothes. You could introduce a new verse e.g.  
*This is the jersey I wear to school, wear to school, wear to school...*

WEEK 9 LESSON 1	
THEME: CLOTHES	
<b>LEARNING OBJECTIVES</b>	<ul style="list-style-type: none"> <li>Learners draw a picture of themselves</li> <li>Learners sing a song, doing the actions.</li> </ul>
<b>NOTES</b>	<ul style="list-style-type: none"> <li>Learners draw a picture of themselves wearing their favourite clothes and answer simple questions about their pictures</li> </ul>
<b>RESOURCES</b>	<ul style="list-style-type: none"> <li>Half a piece of A4 paper for each learner.</li> <li>DBE Anthology or an audio clip of the Family song</li> </ul>

### DAILY ACTIVITIES

#### Routines: Greeting song

#### GETTING STARTED

##### My favourite clothes

- Ask learners what are their favourite clothes to wear and why. Use the HL but repeat learners' choices in the SAL. For example you could say, "Faith likes to wear jeans."
- On the board, quickly draw a simple picture of yourself wearing your favourite clothes. As you draw, talk about the clothes you are drawing.

#### DAILY ACTIVITY

##### Learners draw their favourite clothes

- Give each learner half an A4 piece of paper and ask them to draw their favourite clothes. As learners work, go from group to group asking learners what they are drawing.

**Use the activity for informal assessment. Focus on the learners who still need to be assessed.**

**NB** Collect the pictures to use during the next lesson.

#### CLOSING ACTIVITY

##### Sing a familiar song for the Family

- Let learners listen to the **audio clip**, the *Family song: This is mother, this father ----, this brother, this sister* and then sing the song.

#### ASSESSMENT:

Use the activity in which learners talk about their pictures to assess learners against the following for EMERGENT LITERACY:

- Talks about the pictures using home language where necessary



<b>WEEK 9 LESSON 2</b>	
<b>THEME: CLOTHES</b>	
<b>LEARNING OBJECTIVES</b>	<ul style="list-style-type: none"> <li>Learners talk about a picture</li> <li>Learners build oral vocabulary (clothes/weather)</li> </ul>
<b>NOTES</b>	<ul style="list-style-type: none"> <li>Learners talk about a picture they drew of themselves wearing their favourite clothes</li> </ul>
<b>RESOURCES</b>	<ul style="list-style-type: none"> <li>Learners' pictures from the previous lesson</li> </ul>

**DAILY ACTIVITIES**

**Routines: Greeting song, Repeat familiar action song/poem that was already taught**

**GETTING  
STARTED**

**Shopping for clothes**

- Mostly use the HL to talk briefly about shopping for clothes, using the discussion to revise vocabulary for clothes, colours, different weathers and shopping.

**DAILY  
ACTIVITY**

**Learners talk about their pictures**

- Give learners the pictures they drew in the previous lesson. Ask one or two confident learners to stand up, show their pictures and tell the rest of the class what they drew. They can use the SAL to say. *"This is me. I am wearing\_\_\_\_\_."* Practise the sentences as a class.
- Learners can then turn to a partner or their group and repeat the sentences.

**CLOSING  
ACTIVITY**

**Acting out wearing different clothes**

- End the lesson by letting learners pretend they are wearing different clothes. For example you could say, *"Put on your jumper. Put on your jeans/pants. Now put on your boots. Walk around the classroom. It's cold. You are so cold. Now it's raining. It's raining on your head. You are so wet. Run indoors. Take off all your clothes and jump in the hot shower. Ah!"*

WEEK 10 LESSON 1	
THEME: CLOTHES	
<b>LEARNING OBJECTIVES</b>	<ul style="list-style-type: none"> <li>Learners play a simple language game.</li> <li>Learners listen to a simple story.</li> </ul>
<b>NOTES</b>	<ul style="list-style-type: none"> <li>Use <i>realia</i> for a guessing game to practise asking/answering questions</li> </ul>
<b>RESOURCES</b>	<ul style="list-style-type: none"> <li>3-5 items of clothing of different colours</li> <li>5 bags</li> <li>DBE Anthology</li> </ul>

### DAILY ACTIVITIES

#### GETTING STARTED

#### Revise vocabulary for clothes, colours and weathers

- After the greetings, show learners the different items of clothes you have brought to the classroom. For each item use the SAL to ask learners, *What is this? It is a \_\_\_\_\_ . What colour is it? It is \_\_\_\_\_ . Is it for hot/cold weather?*

#### DAILY ACTIVITY

#### Play a guessing game

- Take the five items of clothing and hide one in each of the five bags. Don't let the learners see what is in each bag. Call five learners who can speak the SAL fairly well to come to the front of the class. Give one bag to each of the learners.
- The rest of the class must ask these learners questions so that they can guess what is in each of the bags. They can only ask *Yes/No* questions such as, *"Is it red/blue/green...? Is it a dress/pants/jersey...? Is it for cold/hot weather?"*

#### CLOSING ACTIVITY

#### Tell a simple story from the DBE Anthology

- End the lesson by telling learners a story from the DBE Anthology e.g. *How the zebra got its stripes.*

<b>WEEK 10 LESSON 2</b>	
<b>THEME: CLOTHES</b>	
<b>LEARNING OBJECTIVES</b>	<ul style="list-style-type: none"> <li>Learners sing a song, doing the actions.</li> <li>Learners respond to simple commands.</li> </ul>
<b>NOTES</b>	<ul style="list-style-type: none"> <li>Revise vocabulary for the family and the body using a song and simple commands.</li> </ul>
<b>RESOURCES</b>	<ul style="list-style-type: none"> <li>An action rhyme/song</li> </ul>

**DAILY ACTIVITIES**

**GETTING STARTED**

**Sing the song *The wheels on the bus***

- After the greetings, sing more verses of *The wheels on the bus* song from Term 2. Remind learners of the words and the actions before they sing each verse.

**DAILY ACTIVITY**

**Revise commands**

- Use vocabulary for the body and different action words and ask learners to do different actions using various parts of their body; for example *Wiggle your head, wiggle your fingers, wiggle your toes, shake your legs, shake your head, clap your hands, stamp your feet...*

**CLOSING ACTIVITY**

**Sing a birthday song**

- End the lesson by singing a birthday song to the learners who will have a birthday in the holidays.

**Suggestions for extension:**

If you have learners who already speak the SAL:

- Read and talk about a story from the Anthology.