

GRADE 1 SECOND ADDITIONAL LANGUAGE

LESSON PLANS

TERM 4 REQUIREMENTS

LISTENING AND SPEAKING

Weekly activities

Two or more of the following activities to be done in each lesson:

- Begins to develop an oral (listening and speaking) vocabulary using themes or topics from HL and FAL
- Responds to simple greetings and farewells (e.g. 'Good bye.' 'Go well.' 'Good afternoon.')
- Points to and names objects in the classroom or in a picture (e.g. Show me the ... in the poster. Point to the)
- Follows simple instructions (e.g. Waves goodbye.)
- Uses some formulaic language (e.g. 'please', 'thank you')
- Sings simple songs and does actions with guidance in pairs and small groups.
- Recites simple poems and does actions with guidance in pairs and small groups
- Role play greetings (2 sentences) in pairs and in small groups (e.g. Good Morning Thando, How are you? Good morning Thando I am fine.)
- Listens to short stories with enjoyment and joins in choruses at the appropriate time (e.g. theme related stories)
- Names some of the things in the picture (e.g. Who is this? - pointing to the object/animal 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 responds to language chunks
- Responds to instructions and commands.
- Uses some formulaic language.

EMERGENT LITERACY

Phonological awareness

- Claps hands/ clicks fingers/ jumps/ stamp feet on syllables in words in spoken sentences
- Identifies the sounds at the beginning of spoken words (inhloko; ikhanda; neus; etc.)
- Segments spoken words by clapping on each syllable (e.g. words from the story)

Shared Reading

- Listens to the story or non-fiction text while following the teacher and looking at the pictures
- Talks about the pictures in the story using the SAL as much as possible but the Home Language where necessary
- Identifies objects in the pictures (e.g. 'Show me ...'. 'Point to ...')
- Learns some oral vocabulary related to themes selected
- After repeated readings, joins in choruses and repeats language chunks where appropriate in pairs and small groups
- Participates in story lessons by responding to simple oral questions

TERM 4 SAL TRACKER												
	CAPS CONTENT	WEEK										
		1	2	3	4	5	6	7	8	9	10	
LISTENING AND SPEAKING	<i>Daily activities</i>											
	Begins to develop an oral (listening and speaking) vocabulary using themes or topics from HL and FAL											
	Responds to simple greetings and farewells (e.g. 'Good bye.' 'Go well.' 'Good afternoon.')											
	Points to and names objects in the classroom or in a picture (e.g. Show me the ... in the poster. Point to the)											
	Follows simple instructions (e.g. Waves goodbye.)											
	Uses some formulaic language (e.g. 'please', 'thank you')											
	Sings simple songs and does actions with guidance in pairs and small groups.											
	Recites simple poems and does actions with guidance in pairs and small groups											
	Role play greetings (2 sentences) in pairs and in small groups (e.g. Good Morning Thando, How are you? Good morning Thando I am fine.)											
	Listens to short stories with enjoyment and joins in choruses at the appropriate time (e.g. theme related stories)											
	Names some of the things in the											

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	picture (e.g. Who is this? - pointing to the object/animal in the picture)											
	<i>Development of concepts, vocabulary and language structures</i>											
	Through taking part in the above activities begins to develop some oral vocabulary.											
	Repeats and responds to language chunks .											
	Responds to instructions and commands.											
	Uses some formulaic language											

EMERGENT LITERACY	<i>Phonological awareness</i>									
	Claps hands/ clicks fingers/ jumps/ stamp feet on syllables in words in spoken sentences									
	Identifies the sounds at the beginning of spoken words (inhloko; ikhanda; neus; etc.)									
	Segments spoken words by clapping on each syllable (e.g. words from the story)									
	<i>Shared Reading</i>									
	Listens to the story or non-fiction text while following the teacher and looking at the pictures									
	Talks about the pictures in the story using the SAL as much as possible but the Home Language where necessary									
	Identifies objects in the pictures (e.g. 'Show me ...'. 'Point to ...')									
	Learns some oral vocabulary related to themes selected									
	After repeated readings, joins in choruses and repeats language chunks where appropriate in pairs and small groups									
Participates in story lessons by responding to simple oral questions										

SUMMARY OF ACTIVITIES: TERM 4

WEEKS 1-5 THEME: PEOPLE WHO HELP US				
WEEK	LESSON	INTRODUCTION	MAIN ACTIVITY	CLOSING ACTIVITY
1	1	Listening to a simple recount	What did you do in the holidays?	Revise the greetings
	2	Friends who help	Read a story from the DBE Anthology: e.g. <i>Pooh bear gets stuck</i>	Sing a familiar 'body' song
2	1	Going to a hospital or clinic	Talk about pictures from Big Book 2 (help when we are sick)	Sing a <i>Thank you</i> song
	2	Revise vocabulary for people who help us in hospital	Tell a simple story	Act out the story
3	1	Fire danger	Talk about pictures from Big Book 2 (the fireman)	Sing a <i>Thank you</i> song
	2	Sing a <i>Thank you</i> song	Tell a simple story	Repeat the story with the learners joining in
4	1	Clap syllables in familiar words	Talk about pictures from Big Book 2 (the police)	Would you like to be a nurse, a doctor, a fire fighter or a policeman/policewoman?
	2	Sing the <i>Thank you</i> song	Guess who this is	Talk about school uniforms
5	1	Teach a poem	Read a story from the DBE Anthology: e.g. <i>Chuck the truck</i>	What is this?
	2	Continue to teach a poem	Who can help me?	Getting dressed for work
WEEKS 6-10 THEME: CELEBRATIONS				
6	1	The postman helps us	Talk about how we celebrate birthdays	Sing the <i>Thank you</i> song
	2	Play the game <i>Simon Says</i>	Read a story from the DBE Anthology: e.g. <i>Shadow saves the day</i>	Sing a birthday song
7	1	Listen to a new song: <i>the balloon song</i>	Talk about a picture from Big Book 2 (a birthday party)	Sing a new song: <i>the balloon song</i>
	2	Talk about special clothes	Talk about a picture from Big Book 2 (an Eid celebration)	Teach a poem
8	1	Teach another verse of the poem	Talk about a picture from Big Book 2 (a Jewish celebration)	Identify the initial sound of familiar SAL words
	2	Sing a song about keeping clean	Talk about a picture from Big Book 2 (a Diwali celebration)	Tell a short story from the DBE Anthology
9	1	Are you happy or sad?	Talk about a picture from Big Book 2 (a Christmas celebration)	Sing a familiar song e.g. <i>When you're happy and you know it clap your hands..</i>
	2	Summer holidays	Tell a story from Big Book 2: <i>A very hot day</i>	Sing a new song for <i>Celebrations</i>

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10	1	Fun in the holidays	Read a story from the DBE Anthology: e.g. <i>The great escape</i>	Sing a familiar song
	2	Retell the story from the previous lesson	Act out the story	Sing a <i>Thank you</i> song

SUGGESTED INFORMAL ASSESSMENT ACTIVITIES: TERM 4

COMPONENT	CAPS CONTENT	WEEKS	ASSESSMENT TASKS
LISTENING AND SPEAKING	Oral and/or practical / Observation <ul style="list-style-type: none"> Sings action songs and poems with confidence 	Week 6 Lesson 1 and subsequent lessons	Use your observations of: <ul style="list-style-type: none"> Learners sing a familiar song
	Oral and/or practical / Observation <ul style="list-style-type: none"> Follows simple instructions (e.g. Touch your head. Touch your toes.) 	Week 3 Lesson 2 Week 6 Lesson 2	Use your observations of: <ul style="list-style-type: none"> Learners responding practically to simple instructions
	Oral and/or practical / Observation <ul style="list-style-type: none"> Role plays greetings (2 sentences) in pairs and in small groups (e.g. Good Morning Thando, How are you? Good morning Thando I am fine.) 	Week 1 Lesson 1 and subsequent lessons	Use your observations of: <ul style="list-style-type: none"> Learners roleplay greetings and farewells
EMERGENT LITERACY	Oral and/or practical / Observation <ul style="list-style-type: none"> Segments spoken words by clapping on each syllable 	Week 1 Lesson 2 Week 2 Lesson 1 Week 4 Lesson 1	Use your observations of: <ul style="list-style-type: none"> Learners segmenting spoken words by clapping on each syllable
	Oral and/or practical / Observation <ul style="list-style-type: none"> Recognises and names some objects in the pictures 	Week 4 Lesson 2 Week 5 Lesson 1	Use your observations of: <ul style="list-style-type: none"> Learners name objects in the pictures
	Oral and/or practical / Observation <ul style="list-style-type: none"> After repeated readings, joins in choruses and 	Week 2 Lesson 2	Use your observations of: <ul style="list-style-type: none"> Learners join in choruses and repeat language

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	repeats language chunks where appropriate in pairs and small groups		chunks as you tell a story
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WEEK 1 LESSON 1	
THEME: PEOPLE WHO HELP US	
LEARNING OBJECTIVES	<ul style="list-style-type: none"> • Learners respond to simple greetings and farewells with confidence in pairs. • Learners listen to a simple recount and answer simple questions about their holidays.
NOTES	<ul style="list-style-type: none"> • Give a simple recount of your holidays to revise vocabulary for family and simple activities. The purpose of teaching learners a language at the SAL level at this stage is to enable them to communicate with others around them at a practical level – exchanging greetings, using and responding to formulaic language and answering simple questions with one word answers. Encourage your learners to use their new language both at home and at school.
RESOURCES	<ul style="list-style-type: none"> • 2 puppets

DAILY ACTIVITIES

**GETTING
STARTED**

Listening to a simple recount

- After the greetings, give learners a simple recount of what you did in the holidays. You could say, for example, *“I had a good holiday. I went to see my sister in Port Elizabeth. She has a new baby girl. Her name is Susie. I went shopping and bought a new dress. It’s blue and yellow.”* Use the SAL but use the HL as well if necessary.

**DAILY
ACTIVITY**

What did you do in the holidays?

- Use your puppets to ask learners what they did in the holidays. *Did you visit your grandparents during the holidays? Did you play with your friends? Did you go shopping?* Ask questions that learners can respond using Yes/No or give one word answers. Repeat learners’ responses in a full sentence, for example, *Stan played with his friend Siphon during the holidays.*

**CLOSING
ACTIVITY**

Revise the greetings

- Use your puppets to revise farewell greetings, by letting them say *“Good bye teacher (or your name). Go well.”* or *“Good afternoon teacher.”*
- Then let learners work in pairs say farewell to each other in a similar way. One can be the teacher and the other a learner. Reverse roles so both learners practise the greetings.

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- 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

ASSESSMENT:

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

- Role plays greetings (2 sentences) in pairs and in small groups.

Notes:

WEEK 1 LESSON 2	
THEME: PEOPLE WHO HELP US	
LEARNING OBJECTIVES	<ul style="list-style-type: none"> Learners build oral vocabulary (People who help us). Learners sing a simple song and do actions.
NOTES	<ul style="list-style-type: none"> Introduce the theme of <i>People who help us</i> by telling a story from the DBE anthology.
RESOURCES	<ul style="list-style-type: none"> DBE anthology A familiar song to revise vocabulary for the body

DAILY ACTIVITIES

Routines: Greeting song

<p>GETTING STARTED</p>

Friends who help

- Use the HL to explain to learners that this term they are going to be talking about *People who help us*. Ask learners who helps them – their family, their teachers, their friends, policemen etc. Revise/teach the SAL words for some of these helpers, letting the learners clap (or click fingers/ jump/ stamp feet for) the syllables in each word.

Use the activity for informal assessment. Complete this assessment during later, similar lessons as necessary until the assessment is completed

<p>DAILY ACTIVITY</p>

Read a story from the DBE Anthology: e.g. *Pooh bear gets stuck*

- Ask learners if they like honey, teaching the SAL word for honey. Explain to the learners that you are going to read them a story about a bear named Pooh. Then read the story of *Pooh bear gets stuck* from **the DBE Anthology**. Use the SAL, but speak slowly and clearly, using simple words, pointing to objects in the pictures, code-switching where necessary.
- Then use the SAL to ask learners questions such as “*My baby daughter has a bear. His name is Sandy. Do you have a bear at home?*”
- Let learners respond using the HL if necessary but repeat their answers in the SAL.

<p>CLOSING ACTIVITY</p>

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). First revise the vocabulary for the body and then sing the song, doing the actions

ASSESSMENT:

Use the activity in which learners segment words by clapping the syllables to assess learners against the following for EMERGENT LITERACY:

- Segments spoken words by clapping on each syllable.

Notes:

WEEK 2 LESSON 1	
THEME: PEOPLE WHO HELP US	
LEARNING OBJECTIVES	<ul style="list-style-type: none"> • Learners listen to stories told from a Big Book. • Learners build oral vocabulary (People who help us when we are sick). • Learners sing a simple song.
NOTES	<ul style="list-style-type: none"> • Use an introductory discussion and the pictures in the Big Book to teach SAL vocabulary for people who help us in hospital.
RESOURCES	<ul style="list-style-type: none"> • Big Book 2 • A <i>Thank you</i> song

DAILY ACTIVITIES

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

GETTING STARTED

Going to a hospital or clinic

- Use the HL to ask learners if they have been to hospital or clinic and been helped by a nurse or doctor. Teach the SAL words for *nurse*, *doctor*, *ambulance* and *hospital* with the learners clapping the syllables in each word.

Use the activity for informal assessment. Complete this assessment during later, similar lessons as necessary until the assessment is completed

DAILY ACTIVITY

Talk about pictures from Big Book 2 (help when we are sick)

- Show learners the pictures on pages 8 and 9 of the **People who help us section in the Big Book** – people who help us in hospital. Ask learners “*Look, what can you see?*” Explain SAL words such as *paramedics* and *accident*. Guide the learners to see what has happened – a boy has fallen off his bicycle and broken his leg. The paramedics take him to hospital in the ambulance. Now his leg is in plaster.

- Ask questions such as:

Who had an accident?

How did he come to hospital? (by ambulance)

Where is he now? (in hospital)

Who are helping him? (the nurse and the doctor)

CLOSING ACTIVITY

Sing a *Thank you* song

- Teach learners a *Thank you* song such as:

Thank you, thank you, Doctor, Doctor,

Thank you, thank you, Doctor, Doctor,

All day long.

ASSESSMENT:

Use the activity in which learners segment words by clapping the syllables to assess learners against the following for EMERGENT LITERACY:

- Segments spoken words by clapping on each syllable.

Notes:

WEEK 2 LESSON 2	
THEME: PEOPLE WHO HELP US	
LEARNING OBJECTIVES	<ul style="list-style-type: none"> • Learners listen to stories told by the teacher. • Learners build oral vocabulary (People who help us when we are sick). • Learners act out a simple story, repeating the chorus.
NOTES	<ul style="list-style-type: none"> • Use your puppets to tell a simple story to revise SAL vocabulary for people who help us when we are sick. Repeat the choruses so learners can join in the choruses and repeat language chunks
RESOURCES	<ul style="list-style-type: none"> • 2 puppets

DAILY ACTIVITIES

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

GETTING STARTED

Revise vocabulary for people who help us in hospital

- Revise the SAL words for *nurse, doctor, ambulance, paramedics, accident* and *hospital*. Guide learners to identify the initial sound of each word and make sure learners understand the meanings.

DAILY ACTIVITY

Tell a simple story

- Use your two puppets to tell a simple story about Pule’s visit to the clinic, explaining the SAL word for *clinic*.

For example:

Pule: (acting sick and pretending to cough) Oh Mom. I’m feeling very sick today. My head hurts. My ears hurt. My eyes hurt. My nose hurts. My mouth hurts. My tummy hurts. My arm hurts. My finger hurts. (Pule points to each part of his body as he speaks.) I don’t want to go to school.

Mother: Oh dear. I’ll take you to the clinic to see the nurse.

Pule: (acting sick and pretending to cough) Oh nurse. I’m feeling very sick today. My head hurts. My ears hurt. My eyes hurt. My nose hurts. My mouth hurts. My tummy hurts. My arm hurts. My finger hurts. (Pule points to each part of his body as he speaks.) I don’t want to go to school.

Nurse: Oh dear. I’ll take you to see the doctor.

Pule: (acting sick and pretending to cough) Oh doctor. I’m feeling very sick today. My head hurts. My ears hurt. My eyes hurt. My nose hurts. My mouth hurts. My tummy hurts. My arm hurts. My finger hurts. (Pule points to each part of his body as he speaks.) I don’t want to go to school.

Doctor: (after examining Pule) Oh dear. Here are some pills. You must stay in bed for a week.

Pule: Oh no!! Not a week! Only two days! I'm playing soccer on Saturday. I can't be in bed on Saturday. I'm not very sick. I'm feeling better now. I'll go to school now!

- Use the HL to ask learners if they think Pule was really very sick and if not why he didn't want to go to school. Explain the SAL words for *very sick*.

Use the activity for informal assessment

**CLOSING
ACTIVITY**

Act out the story

- End the lesson by repeating the story while learners pretend to be Pule. They can work in pairs or small groups and pretend to be sick and cough, repeating what Pule says to his mother, then the nurse and lastly the doctor: *"I'm feeling very sick today. My head hurts. My ears hurt. My eyes hurt. My nose hurts. My mouth hurts. My tummy hurts. My arm hurts. My finger hurts."* (They must point to each part of their body as they speak.) *"I don't want to go to school."*

Use the activity for informal assessment

ASSESSMENT:

Use the activity in which learners join in choruses and repeat language to assess learners against the following for EMERGENT LITERACY:

- After repeated readings, joins in choruses and repeats language chunks where appropriate in pairs and small groups.

Suggestions for extension:

If you have learners who already speak the SAL:

- Read and talk about a story from the Anthology.

Notes:

WEEK 3 LESSON 1	
THEME: PEOPLE WHO HELP US	
LEARNING OBJECTIVES	<ul style="list-style-type: none"> • Learners listen to stories told from a Big Book. • Learners build oral vocabulary (fire fighters). • Learners sing a simple song.
NOTES	<ul style="list-style-type: none"> • Use an introductory discussion and the pictures in the Big Book to teach SAL vocabulary for fire fighters.
RESOURCES	<ul style="list-style-type: none"> • Big Book 2 • A <i>Thank you</i> song

DAILY ACTIVITIES

Routines: Greeting song

GETTING STARTED

Fire danger

- Use the HL to tell learners that your friend's house nearly caught on fire last night. She thought she might have to call a fire engine. Introduce the SAL words for *fire* and *fire engine*.

DAILY ACTIVITY

Talk about pictures from Big Book 2 (the fireman)

- Show learners the pictures **on pages 10 and 11 of the *People who help us* section in the Big Book 2** – the fireman and the firewoman. Ask learners "*Look, what can you see?*"
- Explain SAL words such as *fire hose*, *on fire* and *fire fighters*. Guide the learners to see what has happened – a house is on fire. The fire fighters have come in their fire engine to put out the fire. (Don't talk about the picture where the fire fighters rescue the cat as this is for the next lesson.) Ask questions such as:
 - What has happened? (A house is on fire.)*
 - Who are helping? (the firemen)*
 - What are the firemen holding? (hoses)*
 - What is coming out of the hoses? (water)*
- Finally use the HL to ask learners what work the fire fighters do to help us and if they have ever been helped by a fire fighter.

CLOSING ACTIVITY

Sing a *Thank you* song

- Teach learners a new verse for a *Thank you* song such as:
 - Thank you, thank you, Fireman, Fireman,*
 - Thank you, thank you, Fireman, Fireman,*
 - All day long.*

WEEK 3 LESSON 2	
THEME: PEOPLE WHO HELP US	
LEARNING OBJECTIVES	<ul style="list-style-type: none"> • Learners listen to stories told by the teacher, repeating the chorus. • Learners build oral vocabulary (fire fighters). • Learners sing a simple song.
NOTES	<ul style="list-style-type: none"> • Use a puppet to tell a simple story to revise SAL vocabulary for fire fighters.
RESOURCES	<ul style="list-style-type: none"> • A puppet • A <i>Thank you</i> song

DAILY ACTIVITIES

Routines: Greeting song

GETTING STARTED

Sing the *Thank you* song

- Sing the two verses of the *Thank you* song again.

Thank you, thank you, Mr Fireman...

Thank you, thank you, Doctor, Doctor...

DAILY ACTIVITY

Tell a simple story

- Use your puppet and the picture on **page 11 of Big Book 2** to tell a story about a fireman who rescues a cat trapped at the top of a tree. Use the SAL, but speak slowly and clearly, using simple words. You could say:

I'm going to tell you a story.

Sue has a pet cat at home, called Brownie. The cat has a brown back and a white tummy. Pat and John who live in the house next door have a white dog called Max.

One day Brownie jumped into Max's garden while he was sleeping and ate his food. Max woke up and saw Stripes eating his food. He growled loudly and chased Brownie. Brownie jumped over the fence. Max jumped after her, still growling. Brownie was in trouble. Max looked very, very angry. Brownie jumped up the tree, right to the top. She sat at the top of the tree, meowing. She was so scared.

Sue and her brother saw what happened. They tried to rescue Brownie. But Brownie was too scared.

"I know what we can do," said Sue. "We will phone the Fire Brigade." And she did. Soon a fire engine arrived at her house. A fireman got out of the fire engine and said to Sue, "How can we help?"

"My cat is up a tree. She is sitting at the top of the tree. She is too scared to come down," said Sue.

“Don’t worry,” said the kind fireman. “I can help you.”

The fireman took a ladder from the fire engine. He leant it against the tree. Then he climbed the ladder and picked up the cat. He carried the cat down the ladder and he gave it to Sue.

“Thank you so much,” said Sue. “I am so happy, now. I think Brownie has learned a lesson.”

- Point to the picture as you tell the story. Afterwards ask learners simple questions about the story and explain the SAL words for *ladder* and *kind*.
- Finally use the HL to ask learners what lesson the cat had learned – not to steal a dog’s food!

**CLOSING
ACTIVITY**

Repeat the story with the learners joining in where possible

- End the lesson by repeating the story with learners joining in where possible. For example tell learners to growl loudly like the dog and meow like the cat. Then they can join in repeating some of the dialogue.

Use the activity for informal assessment. Complete this assessment during later, similar lessons as necessary until the assessment is completed

ASSESSMENT:

Use the activity in which learners follow simple instructions to assess learners against the following for LISTENING AND SPEAKING:

- Follows simple instructions

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 include them on a word wall for SAL in the classroom;
- Write a sentence on the board about the story, pointing out how the sentence is segmented into separate words.

WEEK 4 LESSON 1	
THEME: PEOPLE WHO HELP US	
LEARNING OBJECTIVES	<ul style="list-style-type: none"> Learners clap syllables in familiar words Learners listen to stories told from a Big Book. Learners build oral vocabulary (policemen and policewomen).
NOTES	<ul style="list-style-type: none"> Use the pictures in the Big Book to teach SAL vocabulary for the work of the police.
RESOURCES	<ul style="list-style-type: none"> Flashcards for <i>doctor</i>, <i>fireman</i> and <i>ambulance</i> Big Book 2

DAILY ACTIVITIES

Routines: Greeting song

**GETTING
STARTED**

Clap syllables in familiar words

- Use the three flashcards you made - *doctor*, *fireman* and *ambulance* and ask learners to clap the syllables for each of these words. Say the words slowly so learners can hear the separate syllables and point to them on the flashcards so learners can see how to break up the written word into syllables.

Use the activity for informal assessment

**DAILY
ACTIVITY**

Talk about pictures from Big Book 2 (the police)

- Show learners the pictures **on page 12 of Big Book 2** – policemen and policewomen. Ask learners “*Look, what can you see?*” Introduce SAL words such as *police*, *burgled* and *thief* pointing out the initial sound of each word. Guide the learners to see what has happened – someone has smashed a window and broken into a house. The police have come in their police van.
- Ask questions such as:
 - “What has happened?”*
 - Who are helping? (the police)*
 - Who is in the shed? (the thief perhaps)*
- Finally use the HL to ask learners what work the police do to help us and if they have ever been helped by a policeman or policewoman.

**CLOSING
ACTIVITY**

Would you like to be a nurse, a doctor, a fire fighter or a policeman/policewoman?

- Use the HL and ask learners if they would like to be a nurse, a doctor, a fire fighter or a policeman/policewoman. They must give their reasons. Keep the discussion short.

ASSESSMENT:

Use the activity in which learners segment words by clapping the syllables to assess learners against the following for EMERGENT LITERACY:

- Segments spoken words by clapping on each syllable.

Notes:

WEEK 4 LESSON 2	
THEME: PEOPLE WHO HELP US	
LEARNING OBJECTIVES	<ul style="list-style-type: none"> Learners sing a song. Learners build oral vocabulary (uniforms). Learners name objects in pictures.
NOTES	<ul style="list-style-type: none"> Teach new vocabulary for people who help us by drawing pictures and talking about what you are drawing.
RESOURCES	<ul style="list-style-type: none"> A <i>Thank you</i> song

DAILY ACTIVITIES

Routines: Greeting song

GETTING STARTED

Sing the *Thank you* song

- Add a new verse to the *Thank you* song.
Thank you, thank you, Mr Policeman
Thank you, thank you, Mr Policeman
All day long.

DAILY ACTIVITY

Guess who this is.

- Explain to the learners that you are going to draw three people on the board. They must guess who you are drawing. First draw a stick figure of a policeman or policewoman dressed in uniform. As you draw talk about what you are doing using the SAL. Include vocabulary such as *cap, jacket, trousers, gun, cellphone, boots*.
- Once learners have guessed who the person is, name the different parts of the uniform and ask learners questions such as:
What is this? Do you wear trousers? Do you have a cellphone?
- Continue by drawing a nurse and then a fireman holding a fire hose, again asking learners to name the different parts of the uniforms.

Use the activity for informal assessment

CLOSING ACTIVITY

Talk about school uniforms

- Talk about what uniform learners wear to school. Ask questions such as: *Do you wear trousers to school? Do you wear boots on your feet?*

ASSESSMENT:

Use the activity in which learners name objects in the pictures to assess learners against the following for EMERGENT LITERACY:

- Recognises and names some objects in the pictures.

Notes:

WEEK 5 LESSON 1	
THEME: PEOPLE WHO HELP US	
LEARNING OBJECTIVES	<ul style="list-style-type: none"> Learners listen to a story, using the pictures to aid understanding. Learners name objects in pictures. Learners learn a simple poem.
NOTES	<ul style="list-style-type: none"> Tell a story from the DBE anthology that links to the theme.
RESOURCES	<ul style="list-style-type: none"> DBE Anthology

DAILY ACTIVITIES

Routines: Greeting song

GETTING STARTED

Teach a poem

- Choose one of the poems from the DBE anthology or one you think is appropriate and begin teaching it to learners, one line at a time. Speak slowly so learners can hear the separate words in each line.

DAILY ACTIVITY

Read a story from the DBE Anthology: e.g. *Chuck the truck*

- Use the HL to ask learners what they want to be when they grow up. Then explain to learners that you are going to read them a story about a little truck who wished he was big, teaching the SAL words for *truck*, *big* and *little*. Then read the story from **the DBE Anthology**. Use the SAL, but speak slowly and clearly, using simple words, pointing to objects in the pictures, code-switching where necessary.
- Then use the SAL to ask learners questions such as “*How did the truck help the boy?*”
- Let learners respond using the HL if necessary but repeat their answers in the SAL.

CLOSING ACTIVITY

What is this?

- Use the pictures from the DBE anthology story and ask learners to name objects: *What is this?*
- Use the activity for informal assessment**

ASSESSMENT:

Use the activity in which learners name objects in the pictures to assess learners against the following for EMERGENT LITERACY:

- Recognises and names some objects in the pictures.

WEEK 5 LESSON 2	
THEME: PEOPLE WHO HELP US	
LEARNING OBJECTIVES	<ul style="list-style-type: none"> Learners say a simple poem in pairs or groups. Learners answer simple questions.
NOTES	<ul style="list-style-type: none"> Revise vocabulary for uniforms by letting learners pretend to dress as a policeman or policewoman.
RESOURCES	<ul style="list-style-type: none"> DBE Anthology

DAILY ACTIVITIES

Routines: Greeting song

GETTING STARTED

Continue to teach a poem

- Continue to teach one of the poems from the DBE anthology or one you think is appropriate, one line at a time. Speak slowly so learners can hear the separate words in each line. Then let the learners repeat the poem in pairs or small groups.

DAILY ACTIVITY

Who can help me?

- Ask learners to tell you the names of the people who can help us, for example, the nurse, the fireman, our family... Then say to the class:
 - “Who can help me? I need someone to cook my dinner.” OR
 - “Who can help me? I have broken my leg.” OR
 - “Who can help me? My house is on fire” OR
 - “Who can help me? I am lost?” OR
 - “Who can help me? Who can read to me?” OR
 - “Who can help me? I am sick?” OR
 - “Who can help me? I forgot my lunch at home?”

Use the activity to revise vocabulary for people who help us and for family members.

CLOSING ACTIVITY

Getting dressed for work

- Explain to the learners in the HL that they must pretend to be a policeman/policewoman, getting ready for work. They must get dressed quickly. Then use the SAL to instruct the learners: *First put on your socks and then your trousers. Now put on the heavy boots, one foot at a time. Now put on your jacket and take your gun, cellphone and your cap.*

WEEK 6 LESSON 1	
THEME: CELEBRATIONS	
LEARNING OBJECTIVES	<ul style="list-style-type: none"> Learners sing a familiar song Learners build oral vocabulary (the postman). Learners name objects in pictures.
NOTES	<ul style="list-style-type: none"> Use the picture in the Big Book to teach SAL vocabulary for the work of the postman.
RESOURCES	<ul style="list-style-type: none"> Big Book 2 A familiar song or from the DBE anthology

DAILY ACTIVITIES

Routines: Greeting song

GETTING STARTED

The postman helps us

- Show learners the picture **on page 7 of Big Book 2** – the postman. Ask learners “*Look, what can you see?*” Introduce the SAL word for *postman* pointing out the initial sound of the word and clapping the syllables. Talk about the postman’s uniform, his bicycle and his bag.
- Then ask learners what the postman is bringing – a present and a birthday card. *Why?*

DAILY ACTIVITY

Talk about how we celebrate birthdays

- Use the HL to explain to learners that they are going to be learning about celebrations/special days during these SAL lessons for the rest of the term. Then use the SAL to talk about how learners celebrate their birthday. *Do they get presents? Do they have a party or a special meal?*

CLOSING ACTIVITY

Sing the *Thank you* song

- Add a new verse to the *Thank you* song.
Thank you, thank you, Mr Postman
Thank you, thank you, Mr Postman
All day long

Use this and subsequent similar activities for informal assessment

ASSESSMENT:

Use the activity in which learners sing a familiar song to assess learners against the following for LISTENING AND SPEAKING:

- Sings action songs and poems with confidence.

WEEK 6 LESSON 2	
THEME: CELEBRATIONS	
LEARNING OBJECTIVES	<ul style="list-style-type: none"> Learners respond to simple instruction by playing the game – <i>Simon says</i>. Learners listen to a story, using the pictures to aid understanding. Learners sing a familiar song.
NOTES	<ul style="list-style-type: none"> Tell a story from the DBE anthology that links to the theme.
RESOURCES	<ul style="list-style-type: none"> DBE Anthology

DAILY ACTIVITIES

Routines: Greeting song

GETTING STARTED

Play the game *Simon Says*

- Play the game *Simon says* to revise actions for getting ready for the birthday party. 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

DAILY ACTIVITY

Read a story from the DBE Anthology: e.g. *Shadow saves the day*

- Explain to learners that you are going to read them a story about a very unusual birthday party, teaching the SAL word for *superheroine*. Then read the story from **the DBE Anthology**. Use the SAL simplifying the language for your learners if necessary. Speak slowly and clearly pointing to objects in the pictures, code-switching where necessary.
- Then use the SAL to ask learners questions such as "*How did Lindi help Tania at the party?*"
- Let learners respond using the HL if necessary but repeat their answers in the SAL.

CLOSING ACTIVITY

Sing a birthday song

- End the lesson by singing a birthday song for the learners who have had a birthday recently.

ASSESSMENT:

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

- Follows simple instructions.

Notes:

WEEK 7 LESSON 1	
THEME: CELEBRATIONS	
LEARNING OBJECTIVES	<ul style="list-style-type: none"> Learners sing a song, doing the actions. Learners respond to simple questions using familiar vocabulary
NOTES	<ul style="list-style-type: none"> Use questions about a picture in the Big Book to revise vocabulary for birthdays.
RESOURCES	<ul style="list-style-type: none"> Big Book 2 An action song e.g. <i>the Balloon song</i> on the audio clip or from the DBE Anthology

DAILY ACTIVITIES

Routines: Greeting song

**DAILY
ACTIVITY**

Listen to a new song: *the balloon song*

- Let learners listen to the Balloon song on the **audio clip** or read it from the DBE Anthology. Ask learners when we see balloons – at a party or celebration.

**DAILY
ACTIVITY**

Talk about a picture from Big Book 2 (a birthday party)

- Show learners the picture of a birthday party **at the bottom of page 24 of Big Book 2**. Ask learners “*Look, what can you see?*” Teach/revise SAL words such as *birthday cake, candles, presents, balloons* and *presents* pointing out the initial sound of each word.

- Ask questions such as:
 - “What is happening?”*
 - How many candles are on the cake?*
 - What are the children eating?*
- Finally use the HL to ask learners to guess what are in the presents.

**DAILY
ACTIVITY**

Sing a new song: *the balloon song*

- Teach the words of the Balloon song from the **audio clip** or the DBE Anthology, 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.

WEEK 7 LESSON 2	
THEME: CELEBRATIONS	
LEARNING OBJECTIVES	<ul style="list-style-type: none"> Learners begin to develop an oral vocabulary (food and clothes for celebrations). Learners learn a poem.
NOTES	<ul style="list-style-type: none"> Bring one or more items of clothing you wear for a special celebration to show learners.
RESOURCES	<ul style="list-style-type: none"> <i>Realia</i>: clothes you wear for a special celebration Big Book 2 DBE Anthology

DAILY ACTIVITIES

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

GETTING STARTED

Talk about special clothes

- Show learners the clothes you have brought to school – the ones you wear for a special celebration. Use the SAL to talk about these clothes and when you wear them. Use the opportunity to revise vocabulary for clothes and colours.
- Ask learners if their mothers or sisters wear similar clothes.

DAILY ACTIVITY

Talk about a picture from Big Book 2 (an Eid celebration)

- Show learners the picture of an Eid celebration **on page 20 of Big Book 2**. Explain to learners using the HL that this family is celebrating a special day for them - Eid. Ask learners questions such as:
 - “What special days do you celebrate?”*
 - What clothes is this family wearing?*
 - Do you wear different clothes on these special days?*
 - What foods can you see?*
 - What do you think are in the presents?*
 - Do the children look happy or sad?”*
- Ask learners to point to the cakes and then the presents.

CLOSING ACTIVITY

Teach a poem

- Choose one of the poems from the DBE anthology or one you think is appropriate for the time of year and begin teaching it to learners, one line at a time. Speak slowly so learners can hear the separate words in each line.

WEEK 8 LESSON 1	
THEME: CELEBRATIONS	
LEARNING OBJECTIVES	<ul style="list-style-type: none"> Learners learn a poem. Learners begin to develop an oral vocabulary (celebrations). Learners identify initial sounds in words.
NOTES	<ul style="list-style-type: none"> Remember to adapt the theme of <i>Celebrations</i> so that it is relevant and meaningful to your learners.
RESOURCES	<ul style="list-style-type: none"> DBE Anthology Big Book 2

DAILY ACTIVITIES

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

GETTING STARTED

Teach another verse of the poem

- Practise the poem you taught learners during the last lesson and then let them repeat it in pairs or groups.
- If there is time, teach them another verse of the poem.

DAILY ACTIVITY

Talk about a picture from Big Book 2 (a Jewish celebration)

- Show learners the picture of a Jewish celebration **on page 21 of Big Book 2**. Explain to learners using the HL that this family is celebrating a special day by lighting candles. Ask learners questions such as:
*“Do you light candles on special days? If so, on which days?
 What clothes is this family wearing?
 How many candles can you see?
 Do the children look happy or sad?
 What do you think are in the presents?”*

- Ask learners to point to the candles and then the presents.

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 *“candles –say the word candles. Does it start with p or c?”*

WEEK 8 LESSON 2	
THEME: CELEBRATIONS	
LEARNING OBJECTIVES	<ul style="list-style-type: none"> Learners sing a familiar song. Learners begin to develop an oral vocabulary (celebrations). Learners listen to a simple story using the pictures to aid understanding.
NOTES	<ul style="list-style-type: none"> Continue to revise the vocabulary from the different themes taught this year by singing familiar songs and using the vocabulary in your questions and answers.
RESOURCES	<ul style="list-style-type: none"> Big Book 2 DBE Anthology

DAILY ACTIVITIES

Routines: Greeting song

GETTING STARTED

Sing a song about keeping clean

- Before we can dress for a special day we need to wash to get clean. Sing the song about keeping clean you taught the learners during the first term (Week 5 Lesson 1), reminding learners of the actions:

This is the way we wash our face, wash our face, wash our face,

This is the way we wash our face, 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...*

DAILY ACTIVITY

Talk about a picture from Big Book 2 (a Diwali celebration)

- Show learners the picture of a Diwali celebration **on page 22 of Big Book 2**. Explain to learners using the HL that this family is celebrating a special day with candles and fireworks and teach the SAL word for fireworks. Ask learners questions such as:

“Do you like fireworks?”

What clothes is this family wearing?

Do the children look happy or sad?

This family are lighting candles. How many candles can you see?”

- Ask learners to point to the candles, the presents and then the fireworks in the sky.

CLOSING ACTIVITY

Tell a short story from the DBE Anthology

- End the lesson by telling learners a short story from the DBE Anthology.

WEEK 9 LESSON 1	
THEME: CELEBRATIONS	
LEARNING OBJECTIVES	<ul style="list-style-type: none"> • Learners sing a familiar song. • Learners begin to develop an oral vocabulary (celebrations).
RESOURCES	<ul style="list-style-type: none"> • Big Book 2 • DBE Anthology

DAILY ACTIVITIES

Routines: Greeting song

GETTING STARTED

Are you happy or sad?

- The end of the year is coming. Use the HL and ask learners if they are happy or sad that school is ending and the holidays are coming. Most will be happy!
- Sing two verses of the song you taught learners during weeks 3 and 4 of the second term: *When you're happy and you know it clap your hands...* Remind learners of the words and actions for each verse before they sing it.

DAILY ACTIVITY

Talk about a picture from Big Book 2 (a Christmas celebration)

- Show learners the picture of a Christmas celebration **on page 23 of Big Book 2**. Explain to learners using the HL that this family is celebrating a special day by hanging decorations on a tree. Teach the SAL word for decorations and then ask learners questions such as:
*“Do you put up decorations in your home?
 What clothes is this family wearing?
 Do the children look happy or sad?
 Who is the man carrying a box of presents? What is he wearing?”*
- Ask learners to point to the tree, the presents and then Father Christmas.

CLOSING ACTIVITY

Finish by singing a familiar song

- End the lesson by singing two more verses of the song *When you're happy and you know it clap your hands...*

WEEK 9 LESSON 2	
THEME: CELEBRATIONS	
LEARNING OBJECTIVES	<ul style="list-style-type: none"> Learners listen to a story using pictures in the Big Book. Learners sing a song, doing the actions.
NOTES	<ul style="list-style-type: none"> Use a puppet and the pictures in the Big Book to tell a story using vocabulary familiar to learners
RESOURCES	<ul style="list-style-type: none"> A puppet Big Book 2 An action rhyme/song e.g. from the DBE Anthology

DAILY ACTIVITIES

Routines: Greeting song

GETTING STARTED

Summer holidays

- Use the SAL to tell learners in a simple way what you hope to do in the summer holidays. Teach the SAL words for *summer* and *holidays* and revise vocabulary for the family. You could say, *"In the holidays I hope to see my family. My husband, children and I are going to visit my mother on the farm. My brother and my sister will join us for Christmas. My mother will be so happy to see us all. I will take presents for all the family. I hope it will not be too hot."*

DAILY ACTIVITY

Tell a story from Big Book 2: A very hot day

- Use a puppet and the story of *A very hot day* on **pages 3-6 of Big Book 2** to tell a story about a very hot day in the summer holidays. Use the SAL, but speak slowly and clearly, using simple words, pointing to objects in the pictures, code-switching where necessary. Encourage learners to repeat the chorus *"I am so hot. I am too hot to play."* You could say:

I'm going to tell you a story.

Picture 1: It is the summer holidays. School has closed. All the children are on holiday. It is a very hot day. Phew! So the three friends go to play in the park. But the sun is so hot. It is too hot to play. Paul sits under the tree. "I am so hot. I am too hot to play." Pumla drinks lots of water. "I am so hot. I am too hot to play." Only Jenny wants to play on the swings.

Picture 2: Now it is even hotter. Mpho, Phil and Pam want to play a game but it is too hot. The sun is so hot. It is much too hot to play. They all say "I am so hot. I am too hot to play." "I have an idea," says Phil. "Let's go for a swim."

WEEK 10 LESSON 1	
THEME: CELEBRATIONS	
LEARNING OBJECTIVES	<ul style="list-style-type: none"> Learners listen to a story, using the pictures to aid understanding. Learners sing a simple song and do actions.
NOTES	<ul style="list-style-type: none"> Tell a story from the DBE anthology, simplifying the vocabulary depending upon the level of your learners..
RESOURCES	<ul style="list-style-type: none"> DBE anthology A familiar song

DAILY ACTIVITIES

Routines: Greeting song

GETTING STARTED

Fun in the holidays

- Use the SAL to ask learners what they hope to do in the summer holidays. Revise the SAL words for *summer*, *holidays* and *the family*. You could ask questions such as, “*Will you visit your grandparents during the holidays? Will you play with your friends? Will you go shopping?*” Ask questions that learners can respond using Yes/No or give one word answers.

DAILY ACTIVITY

Read a story from the DBE Anthology: e.g. *The great escape*

- Explain to learners that you are going to read them a story about the day the animals escaped from the zoo to have a party, teaching the SAL word for *escape* and *zookeeper*. Then read the story from **the DBE Anthology**. Use the SAL simplifying the language for your learners if necessary. Speak slowly and clearly pointing to objects in the pictures, code-switching where necessary.
- Then use the SAL to ask learners questions such as “*How did the elephant help? Why did the animals go back to the zoo?*”
- Let learners respond using the HL if necessary but repeat their answers in the SAL.

CLOSING ACTIVITY

Sing a familiar song

- End the lesson by singing a familiar song that learners enjoyed this year. Remind them of the words and the actions before they sing each verse.

WEEK 10 LESSON 2	
THEME: CELEBRATIONS	
LEARNING OBJECTIVES	<ul style="list-style-type: none"> Learners sing a song, doing the actions. Learners act out a simple story.
NOTES	<ul style="list-style-type: none"> Use the story from the DBE Anthology as the starting point for a simple role play.
RESOURCES	<ul style="list-style-type: none"> DBE Anthology A <i>Thank you</i> song

DAILY ACTIVITIES

Routines: Greeting song

GETTING STARTED

Retell the story from the previous lesson

- Retell the main points of the story from DBE Anthology that you read to the learners the previous lesson, using the pictures and asking simple questions.

DAILY ACTIVITY

Act out the story

- Then act out the story, letting the learners pretend to be the different animals. Remind the learners of how the animals move.

CLOSING ACTIVITY

Sing a *Thank you* song

- End the lesson by asking the learners to sing a new verse of the *Thank you* song to you e.g.

Thank you, thank you, Teacher, Teacher

Thank you, thank you, Teacher, Teacher

All year long