



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

GRADE 1 SECOND ADDITIONAL LANGUAGE (SAL) LESSON PLANS TERM 1

About the Lesson Plans and the Resources

The Lesson Plans have been written to support the Incremental Implementation of African Languages in Grade 1. The Plans break down the requirements of the **Second Additional Language Curriculum and Assessment Policy Statement (CAPS)** for Grade 1 into two half-hour weekly lesson plans, helping teachers to know:

- what to teach in each lesson;
- what, when and how to informally assess learners to meet the CAPS requirements; and
- how to use the resources provided –the posters, the Big Books, the audios and the Anthology.

Each week's Lesson Plan provides:

- a **bi weekly overview** with the term's CAPS requirements and a summary of the activities over two weeks;
- **two half-hour weekly plans** broken down into **(1) the Introduction Activity (starter activity), (2) the Actual Teaching Activity (the main activity), (3) the Consolidation Activity, (4) the Closing Activity (wrap-up) and (5) Independent Practice;** and
- informal assessment tasks as per CAPS.

USING THE SAL TOOLKIT (LESSON PLANS, BIG BOOKS, AUDIOS, CONVERSATION POSTERS AND ANTHOLOGY)

The two **DBE Big Books** provide 2-3 stories per term. The Lesson Plans explain how to use the stories and provide exemplar questions for the teacher to use. Schools are also being provided with Conversation Posters, Audios and an Anthology to further support IIAL.

PACING

The Lesson Plans help teachers to pace their teaching so that the requirements for the grade are covered by the end of the year. Try to keep pace with the Lesson Plans as they ensure that the year's work is covered developmentally and sequentially. The work will then progress from easy to more difficult.

However, avoid skipping a Week's Lesson Plan activities because you are falling behind. The activities in the Lesson Plans are designed to build on the skills and vocabulary taught each week. Missing out a section of work will result in learners having gaps in their vocabulary and skills and can result in weaker learners being unable to cope. If you find that you have fallen behind, you may be able to condense two days' activities into one and, in this way, you can catch up.

Remember that, although the Lesson Plans are presented as four separate terms, they represent a continuum from Week 1 of Term 1 to Week 10 of Term 4. The activities should generally be used

sequentially. Weeks should not be missed out, even if the term is less than 10 weeks. For example, if the first term has only 8 weeks, begin the second term by finishing the last two weeks of the first term. Similarly, if the first term has more than 10 weeks, begin Term 2 at the end of the first term. If you don't do this you will not complete all 40 weeks' activities by the end of the year.

MANAGING A CLASS WITH LEARNERS AT DIFFERENT LEVELS

Many classes contain learners with different levels of proficiency in the SAL language. In some classes there will be some learners for whom the language offered at SAL level is their Home Language (mother tongue). While in some classes the learners may all be new to the SAL language, and in others all the learners may even already speak the SAL, Many classes will contain a mix of learners.

How does the teacher manage learners at very different levels? The teacher of the SAL will have to plan activities to accommodate the Home Language speakers and the SAL learners. Teachers should use Home Language speakers as models and support them to take the lead in peer teaching sessions. In such cases, the teacher will usually teach to the level of the majority of learners, while making special time to work with the smaller group, to provide enrichment or extra support. .

IDEAS FOR HELPING LEARNERS NEEDING EXTRA SUPPORT

You can help less proficient learners by:

- using learners who already speak the language to assist;
- working with a small group to reinforce vocabulary and ask simple questions; in a small group you can guide the learners to respond using a full sentence, repeating after you the correct response, if necessary;
- giving revision activities while you extend other learners.

EXTENSION ACTIVITIES FOR LEARNERS WHO ALREADY SPEAK THE LANGUAGE

In classes where there are learners whose Home Language is the SAL that is being taught; the question arises as to how to manage the lesson so that these learners also benefit from the lessons, since they can already demonstrate the skills they are expected to acquire by the end of the year. Here are some ideas for extending these learners:

- When you ask the class questions at a SAL level make sure the HL learner responds in a full sentence and not just with one word;
- Ask learners questions at a HL level; in Grade 1 the questions in SAL will be simple, literal questions requiring either Yes/No or one word answers. At a Home Language level, however,

you can ask learners *Why* questions that require them to explain their feelings or give reasons for an action.

- Give them a SAL word and ask them to make up a sentence using it;
- Code-switch to LoLT to reinforce the new SAL vocabulary and sentences;
- Work with a group of HL learners to introduce more formal reading of words, sentences and simple stories using flashcards, sentence strips or simple Grade 1 readers.

Note: It is usually best to avoid teaching the phonics in the SAL early in the year, even if the learners speak it as their HL, as it can cause confusion with the phonics being taught in the HL classes.

THE FIRST TERM

Children come to school being able to speak their home language fluently. This is not the case with an additional language. The teacher therefore has to start teaching a new language from scratch. In addition, while learners have their home language reinforced by parents at home, this may not happen with an additional language. The school is therefore often solely responsible for teaching a child an additional language.

Becoming fluent in a new language takes a long time. The first stage is the development of listening and speaking skills. Children cannot start the formal learning of reading and writing in a second language until they can understand and speak it. Children cannot learn to read or write in a language they do not understand. Grade 1 therefore focuses on developing oral skills.

The lesson plans for **Term One** begin by introducing ways of **greeting people**, and the use of certain everyday phrases such as '**please**' and '**thank you**'. As the term progresses, vocabulary for talking about **oneself (Theme: Me)** and **one's family (Theme: My Family)** are taught. Different themes are introduced through the use of essential vocabulary. Because it is important for learners to hear the words in a meaningful sentence and not in isolation, words are introduced through short stories or related to the learners' real life situations. Visual clues are very helpful in the early stages. Understanding must go hand in hand with learning a new word. Children will not remember words that they do not understand.

Our attitude towards learning a new language influences the success of our learning. It is important that the early days of learning a language are made exciting and fun. Children will want to learn when they are motivated and enjoying the lessons. If learners come to associate these lessons with anxiety and a fear of failure their learning will be inhibited. Continually encourage and praise all the efforts learners make to respond or speak the language – avoid criticizing or humiliating learners at all costs. We would never have learnt to speak our home language if our mothers had shouted at us when we said the wrong word!

So have fun introducing learners to a whole new world of language and share their excitement and joy when they say those first words!

ADAPTION OF LESSON PLANS TO SUIT TIMETABLING OPTIONS

Although the lesson plans are for half hour lessons, they can be adapted to suit the various timetabling options namely 3x 20 minute lesson (1x 20 minute lesson on 3 days of the week (Monday to Wednesday) or 4x 15 minute lesson (1 x15 minute lesson on 4 days of the week(Monday to Thursday).

TRACKING PROGRESS ACROSS THE TERMS

A table containing the CAPS content for each term for each component is included at the beginning of each term. You could use the tables to keep track of what you have covered during the terms. This will help you to ensure that all the content is adequately covered each term.

SUGGESTED THEMES AND RESOURCES PER TERM

TERM	WEEK	THEME	RESOURCES
TERM 1	Weeks 1-5	Me	Greeting song Head and Shoulders song Birthday song Action rhymes (Body movements – <i>Wiggle, wiggle...</i>) Action rhymes (Body parts – <i>Here is Me/I wiggle my fingers</i>) Counting action rhyme (<i>One two buckle my shoe</i>) Action song about keeping clean Puppets Grade 1 Big Book 1 <i>Body</i> poster <i>Number</i> poster Poster <i>I am clean</i> Audio clips Soap, wash cloth or sponge
	Weeks 6-10	My Family	Greeting song Birthday song Puppets Grade 1 Big Book 1 <i>Family</i> poster <i>My Home</i> Poster Audio clips Broom, washing up liquid and dish cloth

TERM	WEEK	THEME	RESOURCES
TERM 2	Weeks 1-5	Friends	Greeting song Birthday song Song <i>When you're happy and you know it clap your hands...</i> Songs/action rhymes from Term 1 Puppets Grade 1 Big Book 1 DBE Anthology <i>Let's play</i> poster Audio clips Balls
	Weeks 6-10	At School	Greeting song Birthday song Song <i>The wheels on the bus</i> Songs/action rhymes from Term 1 Puppets Grade 1 Big Book 1 Grade 1 Big Book 2 DBE Anthology <i>At School</i> Poster <i>I can do</i> poster Flashcards for the days of the week Audio clips

TERM	WEEK	THEME	RESOURCES
TERM 3	Weeks 1-5	Food	<p>Greeting song</p> <p>Birthday song</p> <p>Songs/action rhymes from Terms 1 and 2</p> <p>Farm animal song: <i>Old MacDonald had a farm</i></p> <p>Puppets</p> <p>Grade 1 Big Book 2</p> <p>DBE Anthology</p> <p><i>Shopping</i> poster</p> <p>Audio clips</p> <p>Fruit e.g. An orange, a banana and an apple</p> <p>2-3 vegetables in bags</p>
	Weeks 6-10	Clothes	<p>Greeting song</p> <p>Birthday song</p> <p>Clothes song (e.g. <i>This is the dress I wear to school, wear to school, wear to school...</i>)</p> <p>Songs/action rhymes from Terms 1 and 2</p> <p>Puppets</p> <p>Grade 1 Big Book 2</p> <p>DBE Anthology</p> <p><i>Colours</i> poster</p> <p><i>Clothes</i> poster</p> <p><i>Weather</i> poster</p> <p>Audio clips</p> <p>A few clothes you (the teacher) wear at school e.g. jeans, dress, shirt.</p> <p>A few clothes from the school's Lost Property e.g. dress, shirt, shorts/trousers, jersey, socks, shoes</p> <p>5 bags (for the clothes)</p>

TERM	WEEK	THEME	RESOURCES
TERM 4	Weeks 1-5	People who help us	Greeting song Birthday song A <i>Thank you</i> song Songs/action rhymes from Terms 1, 2 and 3 Puppets Grade 1 Big Book 2 DBE Anthology Audio clips Flashcards for <i>doctor, fireman</i> and <i>ambulance</i>
	Weeks 6-10	Celebrations	Greeting song Birthday song A <i>Thank you</i> song Songs/action rhymes from Terms 1, 2 and 3 Puppets Grade 1 Big Book 2 DBE Anthology Audio clips <i>Realia</i> : clothes for a special celebration

TERM 1 REQUIREMENTS
<i>LISTENING AND SPEAKING</i>
<i>Weekly activities</i>
<p>At least two of the following activities should be done in a lesson in a week</p> <ul style="list-style-type: none"> • Responds to simple greetings using phrases (e.g. 'Good morning', Molo, Sawubona) • Sings simple songs and does actions with guidance (e.g. Head and shoulders...) • Recites simple poems and does actions with guidance (e.g. I touch my head, I touch my toes, I touch my knees, I touch my nose. Head, toes, knees, nose!) • Plays language games (e.g. Simple Simon Says: Touch your head, etc.)
<i>Development of concepts, vocabulary and language structures</i>
<p>Through taking part in the above activities:</p> <ul style="list-style-type: none"> • Responds to greetings and commands
<i>EMERGENT LITERACY</i>
<i>Phonological awareness</i>
<ul style="list-style-type: none"> • Claps out words in actions songs and poems • Claps hands/ clicks fingers/ jumps/ stamp feet on syllables in words e.g. Si- ya-bon-ga
<i>Shared Reading</i>
<ul style="list-style-type: none"> • Engages with visuals in Big Book/ Conversational posters with the teacher. • After repeated visual engagements, repeats key vocabulary (look hear, say and do) • Story telling (simple stories linked to the theme where possible) with resources such as Big Book, visuals, puppets, etc. • After repeated storytelling, joins in choruses where appropriate repeating language chunks.

TERM 1 SAL TRACKER											
LISTENING AND SPEAKING	CAPS CONTENT	WEEK									
		1	2	3	4	5	6	7	8	9	10
	<i>Daily activities</i>										
	Responds to simple greetings using phrases (e.g. 'Good morning', Molo, Sawubona)										
	Sings simple songs and does actions with guidance (e.g. Head and shoulders...)										
	Recites simple poems and does actions with guidance (e.g. I touch my head, I touch my toes, I touch my knees, I touch my nose. Head, toes, knees, nose!)										
	Plays language games (e.g. Simple Simon Says: Touch your head, etc.)										
	<i>Development of concepts, vocabulary and language structures</i>										
	Responds to greetings and commands										

EMERGENT LITERACY	<i>Phonological awareness</i>									
	Claps out words in actions songs and poems									
	Claps hands/ clicks fingers/ jumps/ stamp feet on syllables in words e.g. Si- ya-bon-ga									
	<i>Shared Reading</i>									
	Engages with visuals in Big Book/ Conversational posters with the teacher.									
	After repeated visual engagements, repeats key vocabulary (look hear, say and do)									
	Story telling (simple stories linked to the theme where possible) with resources such as Big Book, visuals, puppets, etc.									
	After repeated storytelling, joins in choruses where appropriate repeating language chunks.									

SUMMARY OF ACTIVITIES: TERM 1

WEEKS 1-5 THEME: ME				
WEEK	LESSON	INTRODUCTION	MAIN ACTIVITY	CLOSING ACTIVITY
1	1	Introduce the new language to learners	Teach Greetings	Sing a Greeting song
	2	Revise the previous lesson's greetings	Teach <i>My name is...</i>	Sing a Greeting song
2	1	Revise the introductions	Teach a simple action rhyme <i>"Wiggle, Wiggle, Wiggle, Shake, Shake, Shake."</i>	Play a simple game
	2	Practise last week's action rhyme	Introduce vocabulary about the body	Sing a Greeting song
3	1	Revise the greetings, the introductions and the action songs	Teach a new body rhyme about parts of their body	Play the <i>Head and Shoulders</i> song
	2	Practise last lesson's action rhyme/song	Introduce numbers 1-5	Play a simple game
4	1	Revise vocabulary for my body	Revise numbers 1-5	Sing a simple counting rhyme e.g. <i>One, two, buckle my shoe</i>
	2	Teach the dialogue <i>How old are you?</i>	Introduce the pronouns <i>my, her</i> and <i>his</i>	Sing a birthday song
5	1	Recap <i>How old are you?</i>	Keeping clean: Introduce a new action song	Play an action game
	2	Introduce Big Book 1	Talk about keeping clean	Sing another verse of the action song
WEEKS 6-10 THEME: MY FAMILY				
6	1	Introduce a friend	Introduce a family	Practise clapping (or clicking fingers for) the words for the family
	2	Draw a family on the board	Learners draw their family	Sing a Family song
7	1	Talk about brothers and sisters	Tell a simple story about a family	Act out different family members
	2	Talk about the Finger Family	Teach the Finger Family song	Name the Finger Family
8	1	Teach the phrase <i>"I'm very well, thank you."</i>	Use a puppet to tell a story about a family	Talk about: What TV do you like to watch?
	2	Sing the Finger Family song	Clap out syllables in words	Play a game to revise vocabulary for the body
9	1	Use commands such as <i>"Stand up!"</i> and <i>"Sit down!"</i>	Talk about: Me at home	Act out helping at home
	2	Talk about: Ways of helping at home	Use a puppet to tell a story about helping at home	Talk about: How do you help at home?
10	1	Practise different commands	Talk about: Families	Sing a familiar song
	2	Play a short game to revise the giving of instructions	Talk about: Rooms in the home	Sing a familiar song

SUGGESTED INFORMAL ASSESSMENT ACTIVITIES: TERM 1

COMPONENT	CAPS CONTENT	WEEKS	ASSESSMENT TASKS
LISTENING AND SPEAKING	<i>Oral and/or practical / Observation</i> <ul style="list-style-type: none"> Responds to simple greetings 	Week 2 Lesson 1	Use your observations of: <ul style="list-style-type: none"> Learners greeting each other in pairs.
	<i>Oral and/or practical / Observation</i> <ul style="list-style-type: none"> Participates in singing simple action songs 	Week 5 Lesson 2	Use your observations of: <ul style="list-style-type: none"> Learners participating in singing a simple action song
EMERGENT LITERACY	<i>Oral and/or practical / Observation</i> <ul style="list-style-type: none"> Claps out words in actions songs and poems 	Week 4 Lesson 1	Use your observations of: <ul style="list-style-type: none"> Learners clapping out words in an action song/rhyme
	<i>Oral and/or practical / Observation</i> <ul style="list-style-type: none"> Claps out syllables in words from a story that is told after repeated telling 	Week 8 Lesson 2	Use your observations of: <ul style="list-style-type: none"> Learners clapping out words from a story (family members)
	<i>Oral and/or practical / Observation</i> <ul style="list-style-type: none"> Responds to visuals by pointing to objects in the pictures in response to instructions from the teacher (e.g. Point to the ...) 	Week 6 Lesson 2	Use your observations of: <ul style="list-style-type: none"> Learners pointing to family members in a picture

WEEK 1 LESSON 1	
THEME: ME	
SKILL	<ul style="list-style-type: none"> • Listening and Speaking
LEARNING OBJECTIVES	<ul style="list-style-type: none"> • Learners will be able to greet and respond to basic greeting expressions such as “hello, good morning, good afternoon, good evening, good bye, and how are you?” in the target language. • Learners will sing a greeting song, doing the actions in the target language.
RESOURCES	<ul style="list-style-type: none"> • Flash cards with greeting expressions • A greeting song e.g. from the audio clip • A puppet
NOTES	<ul style="list-style-type: none"> • On this first day introduce the learners to learning a new language and teach basic greeting expressions by using a puppet. The CAPS document suggests: ... a puppet, which can be given a name in the additional language, for example, Pule the Puppet. In the first lesson, the teacher introduces the puppet and tells the learners that Pule can't speak their home language; he can only speak, e.g. Setswana, so they will have to speak Setswana to Pule. • Include cultural traits that are observed during greetings as they differ from one language to the other.
VOCABULARY	<ul style="list-style-type: none"> • Hello, good morning, good afternoon, good evening, good bye
PLANNING FOR DIVERSITY	<ul style="list-style-type: none"> •
TIME	<ul style="list-style-type: none"> • 30 Minutes

LESSON PRESENTATION

GETTING STARTED ACTIVITY	<p>Introduce the basic greeting expressions of a new language to learners</p> <ul style="list-style-type: none"> • Talk to the learners about how they are going to start learning a new language. Explain why this is exciting and why it is important to be able to know another language (e.g. to be able to speak to other children, make new friends, greet people they don't know, read notices in shops, learn new things, watch more TV programmes!) • Tell learners that there are 11 languages (officially) used in South Africa. Their Home Language is one of them. On this day they are going to begin to learn how to greet one another in a new language.
ACTUAL TEACHING ACTIVITY	<p>Greet the learners</p> <ul style="list-style-type: none"> • Explain the way we greet one another using this new language. Greet different learners by saying an equivalent of “hello” in the target

language, e.g. “Sawubona / Sanibonani, Molo / Molweni, *Lotjhani*, Dumelang, Avuxeni, Molo, Ndaa / Aa, ”“*Good morning Mpho, good morning Michelle*” etc. Repeat “*Good morning*” in a natural way but slow enough for them to hear the individual sounds and the rhythm of the words. Practise this as a class a few times.

- Introduce your puppet and ask learners to greet the puppet.
- Then ask learners to greet the learner sitting next to them. Ask them to greet other learners around them and then walk around the class greeting one another. Model this.
- Introduce the word *teacher* and say the greeting “*Good morning teacher*”. Practise by saying “*Good morning children*” followed by the learners responding “*Good morning teacher* (or use your name)”. Exchange the same greetings with some individual learners who you think can respond to you with confidence. By the end of this lesson all the learners should be able to understand the greeting and respond to you.

Note: *This way of introducing simple phrases has been explained in detail in this lesson. Use a similar, non-threatening approach in later lessons.*

**CONSOLIDATION
ACTIVITY**

Finish by singing a greeting song

Sing the Greeting song to the learners. Repeat it a few times with the learners joining in by doing the actions. (Don’t expect them to sing the words at this stage.)

- At the end of the lesson dismiss learners by saying *Goodbye Pule. Goodbye children*. They can respond by saying *Goodbye Pule. Goodbye teacher (or your name)*.

**CLOSING
ACTIVITY**

Finish by singing a greeting song

- Sing the Greeting song to the learners. Repeat it a few times with the learners joining in by doing the actions. (Don’t expect them to sing the words at this stage.)

- At the end of the lesson dismiss learners by saying *Goodbye Pule. Goodbye children*. They can respond by saying *Goodbye Pule. Goodbye teacher (or your name)*.

**INDEPENDENT
PRACTICE
ACTIVITY**

Finish by singing a greeting song

- Sing the Greeting song to the learners. Repeat it a few times with the learners joining in by doing the actions. (Don’t expect them to sing the words at this stage.)

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- At the end of the lesson dismiss learners by saying *Goodbye Pule. Goodbye children.* They can respond by saying *Goodbye Pule. Goodbye teacher (or your name).*

Suggestions for extension:

If you have learners who already speak the SAL:

- use them to greet other learners; and
- encourage them to sing the greeting song with you.

Notes:

[illegible]

WEEK 1 LESSON 2	
THEME: ME	
SKILL	<ul style="list-style-type: none"> • Listening and Speaking
LEARNING OBJECTIVES	<ul style="list-style-type: none"> • Learners will be able to ask and respond to basic introduction phrases such as understand and begin to use some simple language structures in context (<i>What's your name...? My name is...</i>). • Learners will be introduced to • Learners sing a greeting song, doing the actions.
RESOURCES	<ul style="list-style-type: none"> • The previous lesson's greeting song • A puppet
NOTES	<ul style="list-style-type: none"> • Revise greetings and introductions and teach learners to say their name in a full sentence. • Introduce simple language structures like nouns (proper nouns (names, pronouns – my, you, your), verb - is
VOCABULARY	<ul style="list-style-type: none"> • name, what, who, me, you, your, is
PLANNING FOR DIVERSITY	<ul style="list-style-type: none"> •
TIME	<ul style="list-style-type: none"> • 30 Minutes

LESSON PRESENTATION

GETTING STARTED ACTIVITY	<p align="center">Revise the previous lesson's greetings</p> <ul style="list-style-type: none"> • Greet the class by saying "<i>Good morning children. Good morning Pule</i>". Prompt learners to respond by saying, "<i>Good morning teacher (or your name). Good morning Pule</i>".
	<ul style="list-style-type: none"> • Greet several individual learners by name, e.g. "<i>Good morning Thabo</i>" and let them respond to you. • Tell them that today's lesson is focusing on basic introduction phrases of a targeted language.
ACTUAL TEACHING ACTIVITY	<p align="center">Teach <i>My name is...</i></p> <ul style="list-style-type: none"> • Tell learners to put on their listening ears and introduce the question, "<i>What's your name?</i>" and the response "<i>My name is...</i>" • Ask your puppet the question, "<i>What's your name?</i>" and model the response "<i>My name is...</i>" again in a natural way but slow enough for them to hear the individual sounds and the rhythm of the words.
	<ul style="list-style-type: none"> • Ask learners to say "<i>My name is...</i>" in response to your question "<i>What's your name?</i>" Practise this as a class a few times and then ask them to repeat the sentence "<i>My</i>"

name is...” to the learner sitting next to them. Then ask them to repeat the sentence to other learners around them.

**CONSOLIDATION
ACTIVITY**

Finish by singing a greeting song

- Allow learners to walk around introducing themselves, using saying phrases such as:
 - What is your name?
 - My name is...
 - My mother is...
- At the end of the lesson dismiss learners by saying *Goodbye Pule. Goodbye children*. They can respond by saying *Goodbye Pule. Goodbye teacher (or your name)*.

**CLOSING
ACTIVITY**

Finish by singing a greeting song again

- First say the words of the greeting song, line by line. Then sing it with the class joining in. The girls can sing the song to the boys and vice versa, clapping out the words as they sing.
- End the lesson by saying *Goodbye children*.

**INDEPENDENT
PRACTICE
ACTIVITY**

Finish by singing a greeting song

- Sing the Greeting song to the learners. Repeat it a few times with the learners joining in by doing the actions. (Don't expect them to sing the words at this stage.)

WEEK 2 LESSON 3	
THEME: ME	
SKILL	<ul style="list-style-type: none"> • Listening and Speaking
LEARNING OBJECTIVES	<ul style="list-style-type: none"> • As part of revision, learners will respond to simple greetings and basic introduction phrases learned from the two previous lessons. • Learners will be able to sing a rhyme, as well as doing the actions.
RESOURCES	<ul style="list-style-type: none"> • An action rhyme (Body movements) • A puppet
NOTES	<ul style="list-style-type: none"> • Revise the daily greeting. • Teach a simple action rhyme and a game. Choose a rhyme with only a few action words and much repetition. You will need to use the same action words for another song in the next lesson. • As learners will not know the language your explanations will need to be in the Home Language (HL).
VOCABULARY	<ul style="list-style-type: none"> • Learners begin to develop an oral vocabulary (e.g. <i>wriggle, shake, jump, clap, stamp</i>).
PLANNING FOR DIVERSITY	<ul style="list-style-type: none"> •
TIME	<ul style="list-style-type: none"> • 30 Minutes

LESSON PRESENTATION

GETTING STARTED ACTIVITY	Revise the introductions (briefly) <ul style="list-style-type: none"> • Use your puppet and greet the class by saying “<i>Good morning Pule. Good morning children</i>”. Prompt them to respond by saying, “<i>Good morning teacher (or your name). Good morning Pule</i>”.
	<ul style="list-style-type: none"> • Ask several individual learners “<i>Good morning. What’s your name?</i>” and let them respond to you by saying “<i>Good morning. My name is...</i>” Let learners practise the dialogue with a partner.

Use the activity for informal assessment

ACTUAL TEACHING ACTIVITY	Teach a simple action rhyme <ul style="list-style-type: none"> • Teach learners the words and actions for an action rhyme. For example: <i>“Wiggle, Wiggle, Wiggle, Shake, Shake, Shake. Wiggle, Wiggle, Wiggle, Jump, Jump, Jump. Wiggle, Wiggle, Wiggle, Clap, Clap, Clap. Wiggle, Wiggle, Wiggle, Stamp, Stamp, Stamp.”</i>
	<ul style="list-style-type: none"> • Make sure learners understand the meaning of the words and can say them correctly.

**CONSOLIDATION
ACTIVITY**

Finish by singing a greeting song

Sing the Greeting song to the learners. Repeat it a few times with the learners joining in by doing the actions. (Don't expect them to sing the words at this stage.)

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**CLOSING
ACTIVITY**

Finish by playing a simple game

- Use the same action words to make a simple game. Explain the game in the HL. Give learners two instructions and see who can do the correct actions, e.g. *Wiggle, Shake/ Wiggle, Clap/ Jump, Jump*.
- At the end of the lesson dismiss learners by saying *Goodbye Pule. Goodbye children*. They can respond by saying *Goodbye Pule. Goodbye teacher (or your name)*.

**INDEPENDENT
PRACTICE
ACTIVITY**

Finish by singing a greeting song

- Give learners a worksheet with basic introduction phrases to practice at home.

ASSESSMENT:

Use the activity in which learners greet each other to assess learners against the following for LISTENING AND SPEAKING:

- Responds to basic introduction phrases.

Notes:

[illegible]

WEEK 2 LESSON 4	
THEME: ME	
SKILL	<ul style="list-style-type: none"> • Listening and Speaking
LEARNING OBJECTIVES	<ul style="list-style-type: none"> • Learners say a rhyme, doing the actions. • Learners begin to develop an oral vocabulary for the body. • Learners respond to simple oral instructions.
RESOURCES	<ul style="list-style-type: none"> • An action rhyme • Grade 1 Big Book 1 and/or a poster on the body
NOTES	<ul style="list-style-type: none"> • Introduce vocabulary for the body (6-8 words). • Practise the vocabulary in a practical way.
VOCABULARY	<ul style="list-style-type: none"> •
PLANNING FOR DIVERSITY	<ul style="list-style-type: none"> •
TIME	<ul style="list-style-type: none"> • 30 Minutes

LESSON PRESENTATION

GETTING STARTED ACTIVITY	<p>Practise a simple action rhyme</p> <ul style="list-style-type: none"> • After the greetings, repeat the previous lesson's action rhyme, doing the correct actions. Then the learners can say the same rhyme to a partner.
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ACTUAL TEACHING ACTIVITY	<p>Introduce vocabulary about the body</p> <ul style="list-style-type: none"> • Use the body picture in the Grade 1 Big Book 1 and/or the poster on the body and introduce some words for the body e.g. <i>head, hands, arms, legs, fingers, feet</i> and <i>toes</i>. Point to each part and say, "<i>Point to your head...</i>" <ul style="list-style-type: none"> • Then use the same body words and yesterday's action words and ask learners to do the different actions using different parts of their body; for example <i>Wiggle your head, wiggle your fingers, wiggle your toes, shake your legs, shake your head, clap your hands, stamp your feet...</i>
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CONSOLIDATION ACTIVITY	<p>Finish by singing a greeting song</p> <p>Sing the Greeting song to the learners. Repeat it a few times with the learners joining in by doing the actions. (Don't expect them to sing the words at this stage.)</p>
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- At the end of the lesson dismiss learners by saying *Goodbye Pule. Goodbye children.* They can respond by saying *Goodbye Pule. Goodbye teacher (or your name).*

**CLOSING
ACTIVITY**

Finish by singing a greeting song again

- First say the words of the greeting song, line by line. Then sing it with the class joining in, clapping out (or clicking fingers for) the words of the song.
- End the lesson by saying *Goodbye children.*

Suggestions for extension:

If you have learners who already speak the SAL:

- Ask learners to sing another greeting song or a body song that they know in the SAL; or
- Teach them a more difficult song about the body.

**INDEPENDENT
PRACTICE
ACTIVITY**

Finish by singing a greeting song

- Sing the Greeting song to the learners. Repeat it a few times with the learners joining in by doing the actions. (Don't expect them to sing the words at this stage.)

WEEK 3 LESSON 5	
THEME: ME	
SKILL	<ul style="list-style-type: none"> • Listening and Speaking
LEARNING OBJECTIVES	<ul style="list-style-type: none"> • Learners say a rhyme, doing the actions. • Learners begin to develop an oral vocabulary for the body.
RESOURCES	<ul style="list-style-type: none"> • An action rhyme - Head and Shoulders e.g. from the Anthology • A puppet • Greetings on the audio clip
NOTES	<ul style="list-style-type: none"> • Use your puppet and another action rhyme to practise vocabulary for the body.
VOCABULARY	<ul style="list-style-type: none"> •
PLANNING FOR DIVERSITY	<ul style="list-style-type: none"> •
TIME	<ul style="list-style-type: none"> • 30 Minutes

LESSON PRESENTATION

GETTING STARTED ACTIVITY

Revise the greetings, the introductions and the action songs

- Let the puppet greet the class by saying “*Good morning teacher/your name. Good morning children.*” The learners respond by saying, “*Good morning Pule. Good morning teacher.* You can also use the Greetings on the audio clip.
- The puppet then asks the learners to sing a song they have learned.

ACTUAL TEACHING ACTIVITY

Teach a new body rhyme

- Explain to the learners that you are going to teach them a new rhyme about parts of their body. Say the rhyme to the learners, pointing to the correct body parts at the same time. Then repeat it with learners copying your actions. Make the rhyme fun by exaggerating the actions and making funny faces.

HERE IS ME	Alternative rhyme
Here are my ears.	I wiggle my fingers.
Here is my nose.	I wiggle my toes.
Here are my feet.	I wiggle my hands.
Here are my toes.	I wiggle my nose.

Here are my eyes.	
Here are my hands.	I shake my fingers.
Here are my fingers.	I shake my toes.
This is me!	I shake my hands.
Adapted Traditional	I shake my nose.

**CONSOLIDATION
ACTIVITY**

Finish by singing a greeting song

Sing the Greeting song to the learners. Repeat it a few times with the learners joining in by doing the actions. (Don't expect them to sing the words at this stage.)

- At the end of the lesson dismiss learners by saying *Goodbye Pule. Goodbye children.* They can respond by saying *Goodbye Pule. Goodbye teacher (or your name).*

**CLOSING
ACTIVITY**

Finish by playing the *Head and Shoulders* song using the Audio with the learners doing the actions

- Play the Audio of the *Head and Shoulders* song and teach learners the actions.

**INDEPENDENT
PRACTICE
ACTIVITY**

Finish by singing a greeting song

- Sing the Greeting song to the learners. Repeat it a few times with the learners joining in by doing the actions. (Don't expect them to sing the words at this stage.)

Notes:

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

WEEK 3 LESSON 6	
THEME: ME	
SKILL	<ul style="list-style-type: none"> • Listening and Speaking
LEARNING OBJECTIVES	<ul style="list-style-type: none"> • Learners say a rhyme, doing the actions. • Learners begin to develop an oral vocabulary (numbers 1-5). • Learners respond to simple oral instructions.
RESOURCES	<ul style="list-style-type: none"> • An action rhyme/song • A number poster
NOTES	<ul style="list-style-type: none"> • Introduce numbers 1-5, breaking the words down into different syllables so learners hear the word and can repeat it correctly. • Practise vocabulary in a practical way.
VOCABULARY	<ul style="list-style-type: none"> •
PLANNING FOR DIVERSITY	<ul style="list-style-type: none"> •
TIME	<ul style="list-style-type: none"> • 30 Minutes

DAILY ACTIVITIES

GETTING STARTED ACTIVITY	<p>Practise a simple action rhyme/song</p> <ul style="list-style-type: none"> • After the greetings, repeat the previous lesson's action rhyme/song, doing the correct actions. • Then point to different parts of your, or a learner's, body and ask, "What is this?" or "Is this my head?" teaching the responses Yes and No.
ACTUAL TEACHING ACTIVITY	<p>Introduce numbers 1-5</p> <ul style="list-style-type: none"> • Use the poster on numbers (or the fingers of one hand) to introduce numbers 1-5. Say each number slowly, letting the learners repeat it after you. Break each number into different syllables and clap each syllable, with the learners repeating it after you.
CONSOLIDATION ACTIVITY	<p>Finish by singing a greeting song</p> <p>Sing the Greeting song to the learners. Repeat it a few times with the learners joining in by doing the actions. (Don't expect them to sing the words at this stage.)</p>

- At the end of the lesson dismiss learners by saying *Goodbye Pule. Goodbye children.* They can respond by saying *Goodbye Pule. Goodbye teacher (or your name).*

**CLOSING
ACTIVITY**

Finish by playing a simple game

- Repeat the simple game from Week 2 Lesson 1. Begin by giving learners two instructions and see who can do the correct actions, e.g. *Wiggle, Shake/ Wiggle, Clap/ Jump, Jump.* Increase the number of instructions to three once they can cope with two instructions e.g. *Wiggle, Shake, Shake/ Wiggle, Wiggle, Clap/ Jump, Jump, Jump*

Suggestions for extension:

If you have learners who already speak the SAL:

- Introduce numbers 1-10;
- Ask learners to sing a familiar counting rhyme/song in pairs or groups.

**INDEPENDENT
PRACTICE
ACTIVITY**

Finish by singing a greeting song

- Sing the Greeting song to the learners. Repeat it a few times with the learners joining in by doing the actions. (Don't expect them to sing the words at this stage.)

WEEK 4 LESSON 7	
THEME: ME	
SKILL	<ul style="list-style-type: none"> • Listening and Speaking
LEARNING OBJECTIVES	<ul style="list-style-type: none"> • Learners sing a rhyme, doing the actions. • Learners begin to develop an oral vocabulary (the body/numbers 1-5). • Learners clap out words in actions songs and poems.
RESOURCES	<ul style="list-style-type: none"> • An number rhyme e.g. from the Anthology • A number poster
NOTES	<ul style="list-style-type: none"> • Teach numbers 1-5 in a practical way. Make sure learners hear the different syllables in each word.
VOCABULARY	<ul style="list-style-type: none"> •
PLANNING FOR DIVERSITY	<ul style="list-style-type: none"> •
TIME	<ul style="list-style-type: none"> • 30 Minutes

DAILY ACTIVITIES

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

GETTING STARTED ACTIVITY

Revise vocabulary for my body

- Greet the class and prompt learners to greet you in turn.
- Make sure the learners know and understand the meanings of words such as *head, feet, hands, legs, eyes, ears, nose, mouth*.
- Make a game of it, for example, by saying "*touch your head*" but touch your knee. The learners must do what you **say** not what you **do**.

ACTUAL TEACHING ACTIVITY

Revise numbers 1-5

- Use the **poster** on numbers (or the fingers of one hand) to revise numbers 1-5. Say each number slowly, letting the learners repeat it after you. Break each number into different syllables and clap each syllable, with the learners repeating it after you, holding up the correct number of fingers.
- Bring four learners to the front of the class and count them. Swap learners and add more and count again. Repeat this two or three times until all the learners have had a chance to stand in front and be counted.

CONSOLIDATION ACTIVITY

Finish by singing a greeting song

- Sing the Greeting song to the learners. Repeat it a few times with the learners joining in by doing the actions. (Don't expect them to sing the words at this stage.)
- At the end of the lesson dismiss learners by saying *Goodbye Pule. Goodbye children.* They can respond by saying *Goodbye Pule. Goodbye teacher (or your name).*

**CLOSING
ACTIVITY**

Finish by singing a counting rhyme

- Sing a simple counting rhyme to the learners e.g. *One, two, buckle my shoe etc.* First let learners clap while they listen to the rhyme. Then repeat it with the learners joining in, singing the words and clapping.

Use the activity for informal assessment

**INDEPENDENT
PRACTICE
ACTIVITY**

Finish by singing a greeting song

- Sing the Greeting song to the learners. Repeat it a few times with the learners joining in by doing the actions. (Don't expect them to sing the words at this stage.)

ASSESSMENT:

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

- Claps out words in actions songs and poems.

Suggestions for extension:

If you have learners who already speak the SAL:

- Read them a story from the Anthology.

Notes:

[illegible]

WEEK 4 LESSON 8	
THEME: ME	
SKILL	<ul style="list-style-type: none"> • Listening and Speaking
LEARNING OBJECTIVES	<ul style="list-style-type: none"> • Learners build oral vocabulary (numbers 1-10). • Learners understand and begin to use some simple language structures in context (pronouns <i>my/his/her</i>).
RESOURCES	<ul style="list-style-type: none"> • A birthday song (e.g. using the audio clip or the Anthology)
NOTES	<ul style="list-style-type: none"> • Revise the numbers by asking learners their age. • Introduce the pronouns <i>my/his/her</i> in a sentence.
VOCABULARY	<ul style="list-style-type: none"> •
PLANNING FOR DIVERSITY	<ul style="list-style-type: none"> •
TIME	<ul style="list-style-type: none"> • 30 Minutes

LESSON PRESENTATION

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

GETTING STARTED ACTIVITY

Teach the dialogue *How old are you?*

- Ask different learners: “*How old are you?*” and let them respond by holding up the correct number of fingers and saying only the numeral. Ask the girls and then the boys who are 5/6/7/8 years old to stand and then count each group. You can say, for example, “*There are 7 boys who are 6 years old.*”

ACTUAL TEACHING ACTIVITY

Introduce the pronouns *my, her* and *his*

- Ask learners “*What’s your name?*” and let them respond by saying “*My name is _____.*” Explain to the learners that when you say “*My name is Ms Moloji*” the word *my* refers to yourself, so point to yourself as you say it, i.e. “***My name is Ms Moloji.***”
- Now point to a girl and a boy in the class and say “***Her name is Nomsa.***” “***His name is Sello.***”
Explain in the Home Language the meaning of *her* and *his*.
- Practise as a class pointing to different learners and saying the two sentences, using the learners’ correct names. Learners repeat similar sentences to a partner. e.g. “***My name is Thabo.***” “***Her name is Liziwe.***” “***His name is Alan.***”

**CONSOLIDATION
ACTIVITY**

Finish by singing a greeting song

Sing the Greeting song to the learners. Repeat it a few times with the learners joining in by doing the actions. (Don't expect them to sing the words at this stage.)

- At the end of the lesson dismiss learners by saying *Goodbye Pule. Goodbye children.* They can respond by saying *Goodbye Pule. Goodbye teacher (or your name).*

**CLOSING
ACTIVITY**

Finish by singing a birthday song

- End by singing a **birthday song** in the SAL to the learners who have birthdays during the week. There is one on the **audio clip** and one in the **Anthology**.

Suggestions for extension:

If you have learners who already speak the SAL they can sing the birthday song with you.

**INDEPENDENT
PRACTICE
ACTIVITY**

Finish by singing a greeting song

- Sing the Greeting song to the learners. Repeat it a few times with the learners joining in by doing the actions. (Don't expect them to sing the words at this stage.)

WEEK 5 LESSON 9	
THEME: ME	
SKILL	<ul style="list-style-type: none"> • Listening and Speaking
LEARNING OBJECTIVES	<ul style="list-style-type: none"> • Learners build oral vocabulary (age/keeping clean). • Learners sing a simple song and do actions with guidance. • Learners play a simple game.
RESOURCES	<ul style="list-style-type: none"> • Soap, wash cloth or sponge • A simple, repetitive action song about keeping clean. (Or use the <i>Head and Shoulders</i> song on the audio clip or in the Anthology)
NOTES	<ul style="list-style-type: none"> • Teach learners to say how old they are using a full sentence. • Begin to talk about how we keep clean by singing an action song.
VOCABULARY	<ul style="list-style-type: none"> •
PLANNING FOR DIVERSITY	<ul style="list-style-type: none"> •
TIME	<ul style="list-style-type: none"> • 30 Minutes

LESSON PRESENTATION

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

GETTING STARTED ACTIVITY	<p>Recap <i>How old are you?</i></p> <ul style="list-style-type: none"> • Practise saying the numbers 1-10 by counting learners' fingers. • Then explain to the learners that they are going to learn to say how old they are. <ul style="list-style-type: none"> • Ask the learners who are 7 years old to stand up. Say the sentence, "<i>I am 7 years old</i>" with the 7 year olds and then repeat this for the 5 and 6 year olds or for older children in your class.
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ACTUAL TEACHING ACTIVITY	<p>Keeping clean: Introduce a new action song</p> <ul style="list-style-type: none"> • Show learners the soap and wash cloth (or sponge) you brought to school and ask learners what they think you use it for. Ask learners what parts of their body they wash. See if they can tell you the words in the SAL. <ul style="list-style-type: none"> • Then teach the learners the words and actions for a new song e.g. <i>This is the way we wash our hands, wash our hands, wash our hands,</i> <i>This is the way we wash our hands, All day long.</i> Repeat the song but substitute different parts of the body e.g. <i>This is the way we wash our feet/legs/arms/fingers/eyes/ears/nose/mouth...</i>
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Use the activity for informal assessment

**CONSOLIDATION
ACTIVITY**

Finish by singing a greeting song

Sing the Greeting song to the learners. Repeat it a few times with the learners joining in by doing the actions. (Don't expect them to sing the words at this stage.)

- At the end of the lesson dismiss learners by saying *Goodbye Pule. Goodbye children.* They can respond by saying *Goodbye Pule. Goodbye teacher (or your name).*

**CLOSING
ACTIVITY**

Play a short action game

- Begin the game by saying to one learner "*Nonhlanhla, wash your hands.*" Nonhlanhla mimes washing her hands and gives an instruction to another learner to wash a different part of their body, e.g. "*Thumsie, wash your face.*" Thumsie in turn mimes washing her face and gives another instruction to a third learner and so on.

**INDEPENDENT
PRACTICE
ACTIVITY**

Finish by singing a greeting song

- Sing the Greeting song to the learners. Repeat it a few times with the learners joining in by doing the actions. (Don't expect them to sing the words at this stage.)

ASSESSMENT:

Use the activity in which learners clap out words in a rhyme to assess learners against the following for LISTENING AND SPEAKING:

- Participates in singing simple action songs.

Notes:

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slight shadow on its right side, suggesting it's resting on a surface.

WEEK 5 LESSON 10	
THEME: ME	
SKILL	<ul style="list-style-type: none"> • Listening and Speaking
LEARNING OBJECTIVES	<ul style="list-style-type: none"> • Learners begin to develop an oral vocabulary (keeping clean). • Learners sing a simple song and do actions with guidance.
RESOURCES	<ul style="list-style-type: none"> • A simple, repetitive action song about keeping clean. • Big Book 1 and/or the Poster <i>I am clean</i>
NOTES	<ul style="list-style-type: none"> • Use a simple story to talk about keeping clean.
VOCABULARY	<ul style="list-style-type: none"> •
PLANNING FOR DIVERSITY	<ul style="list-style-type: none"> •
TIME	<ul style="list-style-type: none"> • 30 Minutes

LESSON PRESENTATION

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

GETTING STARTED ACTIVITY	<p>Introduce Big Book 1</p> <ul style="list-style-type: none"> • Introduce the book to the learners and show them the cover page. Ask learners, “<i>Look. What can you see?</i>” Let them tell you in the HL but then tell them the SAL word.
ACTUAL TEACHING ACTIVITY	<p>Talk about keeping clean</p> <ul style="list-style-type: none"> • Turn to the story <i>Cleanliness</i> and ask learners what is happening in the first picture. Use the SAL but let learners respond using the HL. Some children are playing. Some children are eating. Some children are painting. They are all getting dirty. • Then turn to the second picture and/or the Poster <i>I am clean</i>. You could ask questions such as: “<i>What can you see? What is he/she washing?</i>” Point to the relevant part of the picture as you speak. Respond to learners HL answers by using the SAL, e.g. “<i>He is washing his face...</i>” <p>Tip: Introduce new vocabulary depending upon the level of your learners.</p>

CONSOLIDATION ACTIVITY	<p>Finish by singing a greeting song</p>
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Grade 1 English Second Additional Language: First Term Lesson Plans

- Sing the Greeting song to the learners. Repeat it a few times with the learners joining in by doing the actions. (Don't expect them to sing the words at this stage.)
- At the end of the lesson dismiss learners by saying *Goodbye Pule. Goodbye children.* They can respond by saying *Goodbye Pule. Goodbye teacher (or your name).*

CLOSING ACTIVITY

Sing another verse of the action song

- Point to the boy who is brushing his teeth and teach learners another verse of the song: *This is the way we brush our teeth...*

Suggestions for extension:

If you have learners who already speak the SAL:

- Use more of the SAL for the discussion on the Big Book;
- Introduce more new vocabulary into the discussion.

INDEPENDENT PRACTICE ACTIVITY

Finish by singing a greeting song

- Sing the Greeting song to the learners. Repeat it a few times with the learners joining in by doing the actions. (Don't expect them to sing the words at this stage.)

WEEK 6 LESSON 11	
THEME: MY FAMILY	
SKILL	<ul style="list-style-type: none"> • Listening and Speaking
LEARNING OBJECTIVES	<ul style="list-style-type: none"> • Learners build oral vocabulary (family). • Learners understand and begin to use some simple language structures in context (<i>This is my friend. His/Her name is...</i>).
RESOURCES	<ul style="list-style-type: none"> • Two puppets • Families Poster or photograph
NOTES	<ul style="list-style-type: none"> • Use a photograph or a poster to introduce words for the family
VOCABULARY	<ul style="list-style-type: none"> •
PLANNING FOR DIVERSITY	<ul style="list-style-type: none"> •
TIME	<ul style="list-style-type: none"> • 30 Minutes

LESSON PRESENTATION

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

GETTING STARTED ACTIVITY	<p>Introduce a friend</p> <ul style="list-style-type: none"> • Introduce a second puppet and ask the first puppet to introduce his new friend. He can say, <i>"This is my friend. Her name is Sue."</i> Learners can practise the two simple sentences with a partner. Point out the use of <i>His...</i> and <i>Her...</i> • Then let learners introduce each other to others sitting near them using the similar words.
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ACTUAL TEACHING ACTIVITY	<p>Introduce a family</p> <ul style="list-style-type: none"> • Show learners a photograph (or the poster) of a family. Introduce each person (only mother, father, sister, brother at this stage) by saying, for example, <i>"This is my mother. This is my family. This is my father. This is my sister. Her name is _____. She is ____ years old. This is my brother. His name is _____. He is ____ years old."</i> • Then ask simple questions, asking learners to point to each family member.
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CONSOLIDATION ACTIVITY	<p>Finish by singing a greeting song</p>
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- Sing the Greeting song to the learners. Repeat it a few times with the learners joining in by doing the actions. (Don't expect them to sing the words at this stage.)
- At the end of the lesson dismiss learners by saying *Goodbye Pule. Goodbye children.* They can respond by saying *Goodbye Pule. Goodbye teacher (or your name).*

**CLOSING
ACTIVITY**

Practise clapping (or clicking fingers for) the words for the family

- End the lesson by clapping the syllables in each of the family words. Ask different learners to say and clap (or click fingers for) one of the words or point to the picture and ask learners to say the word / clap it.

Suggestions for extension:

If you have learners who already speak the SAL:

- Introduce more words for different family members;
- Introduce 1-2 of the words in the written form using flash cards and start a word wall for SAL in the classroom.

**INDEPENDENT
PRACTICE
ACTIVITY**

Finish by singing a greeting song

- Sing the Greeting song to the learners. Repeat it a few times with the learners joining in by doing the actions. (Don't expect them to sing the words at this stage.)

WEEK 6 LESSON 12	
THEME: MY FAMILY	
SKILL	<ul style="list-style-type: none"> • Listening and Speaking
LEARNING OBJECTIVES	<ul style="list-style-type: none"> • Learners draw a picture of their family and point to different family members • Learners listen to a simple song on a tape.
RESOURCES	<ul style="list-style-type: none"> • Half a piece of A4 paper for each learner. • Audio clip of a Family song
NOTES	<ul style="list-style-type: none"> • Learners draw a picture of their family. At the end of the lesson collect these pictures to use the following week
VOCABULARY	<ul style="list-style-type: none"> •
PLANNING FOR DIVERSITY	<ul style="list-style-type: none"> •
TIME	<ul style="list-style-type: none"> • 30 Minutes

LESSON PRESENTATION

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

GETTING STARTED ACTIVITY

Draw a family on the board

- Draw a simple picture of a family on the board - only mother, father, sister, brother at this stage. Draw stick figures, showing the different family members by size, hair and whether they wear a dress or pants. Revise each family word as you draw.

ACTUAL TEACHING ACTIVITY

Learners draw their family

- Give each learner half an A4 piece of paper and ask them to draw four members of their family. As learners work, go from group to group asking learners to point to their mother or another family member.

Use the activity for informal assessment

CONSOLIDATION ACTIVITY

Finish by singing a greeting song

Sing the Greeting song to the learners. Repeat it a few times with the learners joining in by doing the actions. (Don't expect them to sing the words at this stage.)

- At the end of the lesson dismiss learners by saying *Goodbye Pule. Goodbye children.* They can respond by saying *Goodbye Pule. Goodbye teacher (or your name).*

**CLOSING
ACTIVITY**

Sing a Family song

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

**INDEPENDENT
PRACTICE
ACTIVITY**

Finish by singing a greeting song

- Sing the Greeting song to the learners. Repeat it a few times with the learners joining in by doing the actions. (Don't expect them to sing the words at this stage.)

ASSESSMENT:

Use the activity in which learners point to family members to assess learners against the following for EMERGENT LITERACY:

- Responds to visuals by pointing to objects in the pictures in response to instructions from the teacher (e.g. Point to the ...).

WEEK 7 LESSON 13	
THEME: MY FAMILY	
SKILL	<ul style="list-style-type: none"> • Listening and Speaking
LEARNING OBJECTIVES	<ul style="list-style-type: none"> • Learners build oral vocabulary (family). • Learners understand and begin to use some simple language structures in context (<i>This is.../These are...</i>).
RESOURCES	<ul style="list-style-type: none"> • Families Poster • The pictures learners drew of their families in the previous lesson
NOTES	<ul style="list-style-type: none"> • Use the family poster to tell a simple story about a family
VOCABULARY	<ul style="list-style-type: none"> •
PLANNING FOR DIVERSITY	<ul style="list-style-type: none"> •
TIME	<ul style="list-style-type: none"> • 30 Minutes

LESSON PRESENTATION

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

GETTING STARTED ACTIVITY

Talk about brothers and sisters

- Give learners the pictures they drew of the family in the previous lesson. Tell learners about one of your brothers or sisters. You could say, for example, *"I have a big brother. His name is Sipho. Do you have a brother? What is his name?"* Help learners to point to their brother and/or sister in their pictures and at least say their brother's or sister's name.

ACTUAL TEACHING ACTIVITY

Tell a simple story about a family

- Ask learners to look at the Family **poster** and tell you who they can see in the picture – mother, father and the children. *Who else is sitting at the table?*
- Use the picture to tell a short story. You could say *"This is the Galane family. This is Mrs Galane. This is Mr Galane. These are their children – Sello, Nomsa and Pumla. This is Mrs Galane's sister. She is having tea with the family. It is Sello's birthday. He is seven years old today. He has two friends for tea. Their names are Paul and Gill. Gill plays on the floor with Pumla who is only two years old. Look at baby Nomsa. She is sleeping on mother's back."* As you talk, point to the different people in the picture.

**CONSOLIDATION
ACTIVITY**

Finish by singing a greeting song

Sing the Greeting song to the learners. Repeat it a few times with the learners joining in by doing the actions. (Don't expect them to sing the words at this stage.)

- At the end of the lesson dismiss learners by saying *Goodbye Pule. Goodbye children.* They can respond by saying *Goodbye Pule. Goodbye teacher (or your name).*

**CLOSING
ACTIVITY**

Act out different family members

- End the lesson by asking learners to move around the classroom (or outside) and pretend to be different family members. You could say, for example, "*Be the father. He walks tall. He wears a hat on his head. Be the mother. She holds her baby in her arms. Be the baby. She is sleeping. Be Pumla. She is 2 years old. She is playing on the floor. Be Sello. He is seven years old. He is eating bread and drinking juice.*"

**INDEPENDENT
PRACTICE
ACTIVITY**

Finish by singing a greeting song

- Sing the Greeting song to the learners. Repeat it a few times with the learners joining in by doing the actions. (Don't expect them to sing the words at this stage.)

WEEK 7 LESSON 14	
THEME: MY FAMILY	
SKILL	<ul style="list-style-type: none"> • Listening and Speaking
LEARNING OBJECTIVES	<ul style="list-style-type: none"> • Learners begin to develop an oral vocabulary (family). • Learners sing a simple song and do actions with guidance.
RESOURCES	<ul style="list-style-type: none"> • Big Book 1
NOTES	<ul style="list-style-type: none"> • Use a simple song to talk about the family.
VOCABULARY	<ul style="list-style-type: none"> •
PLANNING FOR DIVERSITY	<ul style="list-style-type: none"> •
TIME	<ul style="list-style-type: none"> • 30 Minutes

LESSON PRESENTATION

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

GETTING STARTED ACTIVITY	<p>Talk about the Finger Family</p> <ul style="list-style-type: none"> • Show learners the picture of the Finger Family on Page 20 of Big Book 1. Use the picture to revise the vocabulary for father, mother, brother, sister and baby.
ACTUAL TEACHING ACTIVITY	<p>Teach the Finger Family song</p> <ul style="list-style-type: none"> • Teach learners the Finger Family on Page 20 of Big Book 1, the words and appropriate actions. • Once learners know the song let the boys sing the first line of each verse and the girls sing the second line.
CONSOLIDATION ACTIVITY	<p>Finish by singing a greeting song</p> <p>Sing the Greeting song to the learners. Repeat it a few times with the learners joining in by doing the actions. (Don't expect them to sing the words at this stage.)</p>

- At the end of the lesson dismiss learners by saying *Goodbye Pule. Goodbye children.* They can respond by saying *Goodbye Pule. Goodbye teacher (or your name).*

**CLOSING
ACTIVITY**

Name the Finger Family

- Learners can give a name for each Finger Family member to revise the phrase: *His name is.../ Her name is...*

Suggestions for extension:

If you have learners who already speak the SAL:

- Read and talk about a story from the Anthology.

**INDEPENDENT
PRACTICE
ACTIVITY**

Finish by singing a greeting song

- Sing the Greeting song to the learners. Repeat it a few times with the learners joining in by doing the actions. (Don't expect them to sing the words at this stage.)

WEEK 8 LESSON 15	
THEME: MY FAMILY	
SKILL	<ul style="list-style-type: none"> • Listening and Speaking
LEARNING OBJECTIVES	<ul style="list-style-type: none"> • Learners respond to simple greetings (<i>How are you today?</i>) • Learners listen to a story using visuals to aid understanding.
RESOURCES	<ul style="list-style-type: none"> • Puppet
NOTES	<ul style="list-style-type: none"> • Tell a simple story about a family using a puppet and drawing the story on the board. • When we start to learn a new language we often begin by learning common phrases to greet and say farewell to people and to thank them. These phrases use a formula or set way of speaking that we repeat each time (e.g. <i>I'm very well thank you.</i>). We learn to understand and speak them by hearing and then using them often. So use phrases such as "please" and "thank you" at different times during the school day, not just during the SAL lesson..
VOCABULARY	<ul style="list-style-type: none"> •
PLANNING FOR DIVERSITY	<ul style="list-style-type: none"> •
TIME	<ul style="list-style-type: none"> • 30 Minutes

LESSON PRESENTATION

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

GETTING STARTED ACTUAL TEACHING

Teach the phrase "*I'm very well, thank you.*"

- After the greetings, say to learners, "*I'm very well, thank you.*" Explain what this means and ask learners how they would say it in their HL.
- Say to the learners "*How are you today?*" and explain what this means. Learners respond as a class. Ask individual learners the same question. Let different learners ask the question, choosing another learner to respond.

ACTUAL TEACHING ACTIVITY

Use a puppet to tell a story about a family

- Use a puppet to tell a simple story about a family to revise the vocabulary for the family. Use the SAL but code switch when necessary.

The puppet could say: *Good morning boys and girls. How are you today? I'm very well, thank you. Can I tell you a story? It's about my family.*

We all love watching TV. Do you like watching TV? Here's our TV. (Draw a simple TV on the board.)

I like cartoons on TV. (Draw a stick figure of a learner in front of the TV.)

But my baby sister wants music on TV. (Draw a stick figure of the sister in front of the TV.) *Oh no!*

But my brother wants police stories on TV. (Draw a stick figure of the brother in front of the TV.) *Oh no!*

But my mother wants the news on TV. (Draw a stick figure of the mother in front of the TV.) *Oh no!*

But my father wants the soccer on TV. (Draw a stick figure of the father in front of the TV.) *Oh yes!*

**CONSOLIDATION
ACTIVITY**

Finish by singing a greeting song

Sing the Greeting song to the learners. Repeat it a few times with the learners joining in by doing the actions. (Don't expect them to sing the words at this stage.)

- At the end of the lesson dismiss learners by saying *Goodbye Pule. Goodbye children.* They can respond by saying *Goodbye Pule. Goodbye teacher (or your name).*

**CLOSING
ACTIVITY**

Talk about: What TV do you like to watch?

- End the lesson by asking learners what programmes they and their families like to watch on TV. Use the HL for the discussion but repeat what is said simply in the SAL.

Suggestions for extension:

If you have learners who already speak the SAL:

- Introduce more words for different family members and use more vocabulary in the story;
- Introduce 1-2 of the words in the written form using flash cards and include them on a word wall for SAL in the classroom.

INDEPENDENT
PRACTICE
ACTIVITY

Finish by singing a greeting song

- Sing the Greeting song to the learners. Repeat it a few times with the learners joining in by doing the actions. (Don't expect them to sing the words at this stage.)

Notes:

WEEK 8 LESSON 16	
THEME: MY FAMILY	
SKILL	<ul style="list-style-type: none"> • Listening and Speaking
LEARNING OBJECTIVES	<ul style="list-style-type: none"> • Learners sing a simple song and do actions with guidance. • Learners clap out (or click fingers, jump or stamp for) syllables in words from a story that is told after repeated telling. • Learners play a simple game.
RESOURCES	<ul style="list-style-type: none"> • Big Book 1
NOTES	<ul style="list-style-type: none"> • Clapping the syllables of familiar words helps learners to hear the different syllables in multi-syllable words, ensuring that they remember them correctly.
VOCABULARY	<ul style="list-style-type: none"> •
PLANNING FOR DIVERSITY	<ul style="list-style-type: none"> •
TIME	<ul style="list-style-type: none"> • 30 Minutes

LESSON PRESENTATION

GETTING STARTED ACTIVITY	<p>Sing the Finger Family song</p> <ul style="list-style-type: none"> • After the greetings, remind learners of the Finger Family on Page 20 of Big Book 1. Use the picture to revise the vocabulary for father, mother, brother, sister and baby. Sing the Finger Family song using the correct words and appropriate actions.
ACTUAL TEACHING ACTIVITY	<p>Clap out syllables in words</p> <ul style="list-style-type: none"> • Begin by clapping out the syllables in learners' names. First do it as a class and then let different groups clap some names. (Learners can also click fingers, jump or stamp for the syllables). • Then ask small groups to clap SAL words familiar to the learners vocabulary for the family. <p><i>Use the activity for informal assessment</i></p>
CONSOLIDATION ACTIVITY	<p>Finish by singing a greeting song</p> <p>Sing the Greeting song to the learners. Repeat it a few times with the learners joining in by doing the actions. (Don't expect them to sing the words at this stage.)</p>

- At the end of the lesson dismiss learners by saying *Goodbye Pule. Goodbye children.* They can respond by saying *Goodbye Pule. Goodbye teacher (or your name).*

**CLOSING
ACTIVITY**

Play a game to revise vocabulary for the body

- Play a game in which the learners have to touch or do an action with their heads, shoulders, knees, or toes when you say the words e.g. *shake your leg, nod your head, clap your hands...*

**INDEPENDENT
PRACTICE
ACTIVITY**

Finish by singing a greeting song

- Sing the Greeting song to the learners. Repeat it a few times with the learners joining in by doing the actions. (Don't expect them to sing the words at this stage.)

ASSESSMENT:

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

- Claps out syllables in words from a story that is told after repeated telling

WEEK 9 LESSON 17	
THEME: MY FAMILY	
SKILL	<ul style="list-style-type: none"> • Listening and Speaking
LEARNING OBJECTIVES	<ul style="list-style-type: none"> • Learners build oral vocabulary (the home). • Learners respond to simple commands.
RESOURCES	<ul style="list-style-type: none"> • <i>My Home</i> Poster
NOTES	<ul style="list-style-type: none"> • Use the <i>My Home</i> poster to introduce vocabulary for the home
VOCABULARY	<ul style="list-style-type: none"> •
PLANNING FOR DIVERSITY	<ul style="list-style-type: none"> •
TIME	<ul style="list-style-type: none"> • 30 Minutes

LESSON PRESENTATION

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

GETTING STARTED ACTIVITY

Use commands such as “*Stand up!*” and “*Sit down!*”

- Teach the commands “*Stand up!*” and “*Sit down!*” Make sure the learners understand the meaning of these words in their Home Language (HL).
- Play a game in which you give the learners a series of instructions in the Home Language and include these two SAL) commands. The learners must obey **only the SAL instructions**. Play this firstly as a class and then in pairs.

ACTUAL TEACHING ACTIVITY

Talk about: Me at home

- Show learners the ***My Home* poster** and ask learners what they can see in the picture. Use the SAL but let learners respond using the HL. It is a picture of a home. We can see four rooms. Teach the words *My home* and the words for the different rooms.
- Then ask learners questions such as “*What are they doing? Does your mother wash the dishes? Do you help?*” Respond to their HL answers by using the SAL, e.g. “*Nomsa’s mother washes the dishes...*”

CONSOLIDATION ACTIVITY

Finish by singing a greeting song

- Sing the Greeting song to the learners. Repeat it a few times with the learners joining in by doing the actions. (Don't expect them to sing the words at this stage.)
- At the end of the lesson dismiss learners by saying *Goodbye Pule. Goodbye children.* They can respond by saying *Goodbye Pule. Goodbye teacher (or your name).*

**CLOSING
ACTIVITY**

Act out helping at home

- End the lesson by asking learners to pretend to help at home. Use the HL alongside the SAL at first and then only the SAL, together with the appropriate actions. You could say, for example, "*Let's sweep the floor. Now let's wash the dishes. Now dry the dishes. Now lay the table. Now make the bed.*"

Suggestions for extension:

If you have learners who already speak the SAL discuss the *safety at home* poster.

**INDEPENDENT
PRACTICE
ACTIVITY**

Finish by singing a greeting song

- Sing the Greeting song to the learners. Repeat it a few times with the learners joining in by doing the actions. (Don't expect them to sing the words at this stage.)

WEEK 9 LESSON 18	
THEME: MY FAMILY	
SKILL	<ul style="list-style-type: none"> • Listening and Speaking
LEARNING OBJECTIVES	<ul style="list-style-type: none"> • Learners begin to develop an oral vocabulary (helping at home). • Learners listen to a story using two puppets and <i>realia</i> to aid understanding.
RESOURCES	<ul style="list-style-type: none"> • <i>Realia</i>: Broom, washing up liquid and dish cloth • 2 Puppets
NOTES	<ul style="list-style-type: none"> • Use two puppets and a simple dialogue to introduce vocabulary about helping at home.
VOCABULARY	<ul style="list-style-type: none"> •
PLANNING FOR DIVERSITY	<ul style="list-style-type: none"> •
TIME	<ul style="list-style-type: none"> • 30 Minutes

LESSON PRESENTATION

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

GETTING STARTED ACTIVITY	<p>Talk about: Ways of helping at home</p> <ul style="list-style-type: none"> • Show learners things we use in the home e.g. a broom, a dishcloth, washing up liquid and ask learners what we use them for. Use the HL but introduce the SAL words for <i>broom</i>, <i>sweeping</i>, <i>washing up</i> and <i>drying dishes</i>.
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ACTUAL TEACHING ACTIVITY	<p>Use a puppet to tell a story about helping at home</p> <ul style="list-style-type: none"> • Use two puppets to tell a simple story about helping at home. Use the SAL but code switch when necessary. You could use the following dialogue.
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Puppet 1 (mother): *Good morning boys and girls. How are you today? I'm very well, thank you. I'm Thoko.*

Puppet 2 (boy) *Good morning Mom. Good morning boys and girls. I'm Thami. This is my mother.*

Mother: *Thami, please can you help me. Please sweep the floor. Here is the broom.*

Thami: *Oh, no. I can't sweep the floor. My leg hurts.*

Mother: *Thami, please can you help me. Please wash the dishes.*

Thami: *Oh, no. I can't wash the dishes. My arm hurts.*

Mother: *Thami, please can you help me. Please dry the dishes.*

Thami: *Oh, no. I can't dry the dishes. My finger hurts.*

Mother: *Thami, please can you help me. Please lay the table.*

Thami: *Oh, no. I can't lay the table. My head hurts.*

Mother: *Oh dear. Then you can't eat supper. I cooked fried chicken.*

Thami: *Oh, yes. I'm fine now. I love fried chicken I can eat fried chicken any time.*

**CONSOLIDATION
ACTIVITY**

Finish by singing a greeting song

Sing the Greeting song to the learners. Repeat it a few times with the learners joining in by doing the actions. (Don't expect them to sing the words at this stage.)

- At the end of the lesson dismiss learners by saying *Goodbye Pule. Goodbye children.* They can respond by saying *Goodbye Pule. Goodbye teacher (or your name).*

**CLOSING
ACTIVITY**

Talk about: How do you help at home?

- End the lesson by asking learners how they help at home. Use the HL for the discussion but repeat what is said simply in the SAL.

Suggestions for extension:

If you have learners who already speak the SAL:

- Introduce more vocabulary in the story;
- Introduce 1-2 of the words in the written form using flash cards and include them on a word wall for SAL in the classroom.

**INDEPENDENT
PRACTICE
ACTIVITY**

Finish by singing a greeting song

- Sing the Greeting song to the learners. Repeat it a few times with the learners joining in by doing the actions. (Don't expect them to sing the words at this stage.)

Notes:

[illegible]

WEEK 10 LESSON 19	
THEME: MY FAMILY	
SKILL	<ul style="list-style-type: none"> • Listening and Speaking
LEARNING OBJECTIVES	<ul style="list-style-type: none"> • Learners build oral vocabulary (family). • Learners respond to simple commands.
RESOURCES	<ul style="list-style-type: none"> • Big Book 1
NOTES	<ul style="list-style-type: none"> • Use the pictures in Big Book 1 to revise vocabulary for the family and introduce more family members.
VOCABULARY	<ul style="list-style-type: none"> •
PLANNING FOR DIVERSITY	<ul style="list-style-type: none"> •
TIME	<ul style="list-style-type: none"> • 30 Minutes

LESSON PRESENTATION

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

GETTING STARTED ACTIVITY

Practise different commands

- Add new commands such as “*Jump!*”, “*Run!*” and “*Stop!*” to “*Stand up!*” and “*Sit down!*” which were taught the previous week.
- Introduce the commands two at a time, beginning with “*Run!*” and “*Stop!*” and give learners time to do the relevant actions. They must run on the spot when you say “*Run!*” until you call “*Stop!*”
- Next, include “*Jump!*” and finally “*Sit!*” and “*Stand!*” which they should already know. (If these are too many different commands for your learners reduce the number.)

ACTUAL TEACHING ACTIVITY

Talk about: Families

- Talk about the pictures of different families on **page 18 of Big Book 1** and the pictures to revise vocabulary for *mother*, *father*, *brother*, *sister* and introduce *grandmother* and *grandfather*. You could ask questions such as: “*Who is this? What is he/she doing?*” Point to the different people as you speak. Respond to learners HL answers by using the SAL, e.g. “*He is eating a cake...*”
- You could also talk about the different pets. *Introduce new vocabulary depending upon the level of your learners.*

**CONSOLIDATION
ACTIVITY**

Finish by singing a greeting song

Sing the Greeting song to the learners. Repeat it a few times with the learners joining in by doing the actions. (Don't expect them to sing the words at this stage.)

- At the end of the lesson dismiss learners by saying *Goodbye Pule. Goodbye children.* They can respond by saying *Goodbye Pule. Goodbye teacher (or your name).*

**CLOSING
ACTIVITY**

Sing a familiar song

- End the lesson by singing a song you have taught your learners this term. Say the words of each verse slowly before singing them.

**INDEPENDENT
PRACTICE
ACTIVITY**

Finish by singing a greeting song

- Sing the Greeting song to the learners. Repeat it a few times with the learners joining in by doing the actions. (Don't expect them to sing the words at this stage.)

WEEK 10 LESSON 20	
THEME: MY FAMILY	
SKILL	• Listening and Speaking
LEARNING OBJECTIVES	<ul style="list-style-type: none"> • Learners build oral vocabulary (the home). • Learners respond to simple commands.
RESOURCES	• <i>My Home</i> Poster
NOTES	• Use the <i>My Home</i> poster to introduce more vocabulary for the home
VOCABULARY	•
PLANNING FOR DIVERSITY	•
TIME	• 30 Minutes

LESSON PRESENTATION

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

GETTING STARTED ACTIVITY	<p>Play a short game to revise the giving of instructions</p> <ul style="list-style-type: none"> • Begin the game by saying to one learner “<i>Nonhlanhla, stand up.</i>” Nonhlanhla stands up and gives a similar instruction to another learner, e.g. “<i>Thumsie, stand up.</i>” Thumsie in turn stands up and gives an instruction to a third learner. All these learners remain standing until one learner gives them the instruction to sit down i.e. “<i>Thumsie, sit down.</i>” Make sure every learner has a turn.
ACTUAL TEACHING ACTIVITY	<p>Talk about: Rooms in the home</p> <ul style="list-style-type: none"> • Use the <i>My Home</i> poster to talk about the rooms in the home. Make sure learners know the words for the rooms – <i>kitchen, living room, bedroom, bathroom.</i> • Talk about each room in turn. You could say, “<i>Which room is this? It is the bedroom. How many children can you see? How many beds can you see?</i> Respond to learners HL answers by using the SAL, e.g. “<i>Yes, I can see three children.</i>”

CONSOLIDATION ACTIVITY	<p>Finish by singing a greeting song</p>
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- Sing the Greeting song to the learners. Repeat it a few times with the learners joining in by doing the actions. (Don't expect them to sing the words at this stage.)
- At the end of the lesson dismiss learners by saying *Goodbye Pule. Goodbye children.* They can respond by saying *Goodbye Pule. Goodbye teacher (or your name).*

**CLOSING
ACTIVITY**

Sing a familiar song

- End the lesson by singing a song you have taught your learners this term. Say the words of each verse slowly before singing them.

Suggestions for extension:

If you have learners who already speak the SAL:

- Read and talk about a story from the Anthology.

**INDEPENDENT
PRACTICE
ACTIVITY**

Finish by singing a greeting song

- Sing the Greeting song to the learners. Repeat it a few times with the learners joining in by doing the actions. (Don't expect them to sing the words at this stage.)