

GRADE 1 SECOND ADDITIONAL LANGUAGE (SAL)

LESSON PLANS

TERM 2

LISTENING AND SPEAKING

Weekly activities

At least two of the following activities should be done in a lesson in a week

- Begins to develop an oral (listening and speaking) vocabulary using themes or topics selected for this term
- Responds to simple greetings (e.g. 'Good morning ... How are you?') with the teacher and in pairs.
- Sings simple songs and does actions with guidance with the teacher and in pairs
- Responds to commands (e.g. Stand up, sit down.)
- Plays language games (e.g. Simple Simon Says) with teacher and in pairs
- Listens to short and simple stories told with enjoyment and joins in choruses or patterned language (repetition of language chunks) at the appropriate time

Development of concepts, vocabulary and language structures

Through taking part in the above activities:

- Begins to develop some oral vocabulary
- Responds and repeat language chunks e.g. How are you?
- Responds to commands

EMERGENT LITERACY

Phonological awareness

- Hearing repeated sounds (in word play)
- Claps out syllables key words in song, poem , story
- Claps out syllables in spoken words (Sa-wu-bo-na; Du-me-lang; Mo-lo; Goei-e-mô-re; etc.)

Shared Reading

- 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) with resources such as Big Book, visuals, puppets etc.
- After repeated storytelling, repeats key vocabulary with the teacher

TERM 2 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 selected for this term											
	Responds to simple greetings (e.g. 'Good morning ... How are you?') with the teacher and in pairs.											
	Sings simple songs and does actions with guidance with the teacher and in pairs											
	Responds to commands (e.g. Stand up, sit down.)											
	Plays language games (e.g. Simple Simon Says) with teacher and in pairs											
	Listens to short and simple stories told with enjoyment and joins in choruses or patterned language (repetition of language chunks) at the appropriate time											
	<i>Development of concepts, vocabulary and language structures</i>											
	Begins to develop some oral vocabulary											
	Responds and repeat language chunks e.g. How are you?											
Responds to commands												
EMERGE	<i>Phonological awareness</i>											
	Hearing repeated sounds (in word play)											
	Claps out syllables key words in											

song, poem , story											
Claps out syllables in spoken words (Sa-wu-bo-na; Du-me-lang; Mo-lo; Goei-e-mô-re; etc.)											
<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) with resources such as Big Book, visuals, puppets etc.											
After repeated storytelling, repeats key vocabulary with the teacher											

SUMMARY OF ACTIVITIES: TERM 2

WEEKS 1-5 THEME: FRIENDS				
WEEK	LESSON	INTRODUCTION	MAIN ACTIVITY	CLOSING ACTIVITY
1	1	Talk about the holidays	Introduce the theme of <i>Friends</i>	Sing a birthday song
	2	Play a short game to revise the giving of instructions	Play a game to revise introductions	Sing a greeting song
2	1	Play a simple game to revise commands	Talk about: We have fun in the park	Sing a song about the body
	2	Revise commands and vocabulary for the body	Talk about: We have fun in the pool	Sing another song about the body
3	1	Listen to a simple recount	Giving a simple recount	Sing the <i>Head and Shoulders</i> song
	2	Talk about: Are we happy?	Teach a new song: <i>When you're happy and you know it...</i>	Play a simple game
4	1	Talk about birthday parties	Tell a story using the pictures in Big Book 1	Sing the new song: <i>When you're happy and you know it...</i>
	2	Practise counting to 10	Teach more verses of the new song	Make happy and sad faces
5	1	Repeat the new song	Tell a story from Big Book 1	Sing more verses of the new song
	2	Talk about: Getting ready for school	Retell a story from Big Book 1	Sing the action song about keeping clean
WEEKS 6-10 THEME: AT SCHOOL				
6	1	Play the game <i>Simon says</i>	Mime a story from Big Book 1	Sing more verses of the action song about keeping clean
	2	Discuss: What's in Jabu's school bag?	Talk about: At school	Ask: What's this?
7	1	Listen to a simple recount	Teach a new song: <i>The wheels on the bus</i>	Listen to all the verses of the song <i>The wheels on the bus</i>
	2	Sing the first verse of the song <i>The wheels on the bus</i>	Tell a story from Big Book 1	Talk about: How do you come to school?
8	1	Sing the first two verses of the song <i>The wheels on the bus</i>	Retell a story from Big Book 1	Ask: Do you have a pet at home?
	2	Sing three verses of the song <i>The wheels on the bus</i>	Mime a story from Big Book 1	Make animal voices
9	1	Listen to a simple recount	Discuss: Days of the week	Tell a simple story from the DBE Anthology
	2	Introduce Sports Day	Tell a story from Big Book 2	Discuss: which sport would you like to play?
10	1	Ask: What can you do?	Retell a story from Big Book 2	Sing the song <i>The wheels on the bus</i>
	2	Tell a simple story from the DBE Anthology	Sing a familiar song <i>The wheels on the bus</i>	Sing a birthday song

SUGGESTED INFORMAL ASSESSMENT ACTIVITIES: TERM 2

COMPONENT	CAPS CONTENT	WEEKS	ASSESSMENT TASKS
LISTENING AND SPEAKING	Oral and/or practical / Observation <ul style="list-style-type: none"> Responds to simple greetings 	Week 1 Lesson 2	Use your observations of: <ul style="list-style-type: none"> Learners responses to simple greetings
	Oral and/or practical / Observation <ul style="list-style-type: none"> Responds appropriately to simple commands 	Week 2 Lessons 1 and 2 Week 3 Lesson 2	Use your observations of: <ul style="list-style-type: none"> Learners responses to simple commands
	Oral and/or practical / Observation <ul style="list-style-type: none"> Sings a simple song and does actions 	Week 4 Lesson 2 Week 7 Lesson 2 Week 8 Lesson 1	Use your observations of: <ul style="list-style-type: none"> Learners singing a simple song and doing the actions
EMERGENT LITERACY	Oral and/or practical / Observation <ul style="list-style-type: none"> Participates in word play by clapping out syllables in spoken words 	Week 9 Lesson 1	Use your observations of: <ul style="list-style-type: none"> Learners clapping the syllables of the days of the week.
	Oral and/or practical / Observation <ul style="list-style-type: none"> Engages with visuals in Big Book/Conversational posters with the teacher and repeats key vocabulary (<i>look, hear, say and do</i>) 	Week 4 Lesson 1 Week 5 Lesson 2 Week 6 Lesson 2	Use your observations of: <ul style="list-style-type: none"> Learners engaging with the Big Book pictures and posters and repeating key vocabulary

WEEK 1 LESSON 1	
THEME: FRIENDS	
LEARNING OBJECTIVES	<ul style="list-style-type: none"> • Learners understand and begin to use some simple language structures in context (<i>This is my friend. His/her name is... He/She is ___ years old.</i>) • Learners sing a birthday song, doing the actions.
NOTES	<ul style="list-style-type: none"> • Introduce the theme of <i>Friends</i> and revise vocabulary for family and introductions. • Where appropriate tell a story from the DBE anthology during this term
RESOURCES	<ul style="list-style-type: none"> • A birthday song/audio clip/Anthology • 2 puppets • DBE anthology

DAILY ACTIVITIES

GETTING STARTED

Talk about the holidays

- After the greetings, use the SAL to briefly talk about what learners did in the holidays. Ask learners if they had a good holiday and then ask them “*Did you see your family during the holidays? Did you see your brothers and sisters or your grandfather and grandmother? Did you go to the shops with your mother and father?*” Use the discussion to revise the vocabulary for family members.

DAILY ACTIVITY

Introduce the theme of *Friends*

- Explain to the learners that during the next weeks they are going to be talking about their friends in these lessons. Show learners your first puppet and in the SAL introduce him again, as your friend. You could say, “*Do you remember my friend? His name is Pule. He is a boy. He is 7 years old.*”
- Then let Pule introduce your second puppet, Sue, in a similar way. Let the learners greet each puppet. Let the puppets ask different learners, “*What is your friend’s name? How old is he/she?*”

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 holidays. There is one on the **audio clip** and in the **Anthology**.

WEEK 1 LESSON 2	
THEME: FRIENDS	
LEARNING OBJECTIVES	<ul style="list-style-type: none"> Learners respond to instructions. Learners understand and begin to use some simple language structures in context (<i>What's your name...? How old are you?</i>).
NOTES	<ul style="list-style-type: none"> Play simple games outdoors. Then bring the learners inside and settle them by playing a greeting song using the audio clip.
RESOURCES	<ul style="list-style-type: none"> Balls (one for each group) Audio clip/Anthology with the birthday song

DAILY ACTIVITIES

GETTING STARTED

Play a short game to revise the giving of instructions

- Take the learners outside. Begin the lesson by playing a short game to revise instructions. Include “*Jump!*”, “*Run!*” and “*Stop!*” to “*Stand up*” and “*Sit down.*” You can say “*Girls Jump!*”, “*Boys Run!*” They must carry on the action until you give another instruction such as “*Boys Stop!*” or “*Girls Sit!*”

DAILY ACTIVITY

Play a game to revise introductions

- Divide learners into groups of 5 – 6. Give each group a ball. The learner holding the ball must greet the others and ask a question e.g. “*What's your name?*” or “*How old are you?*” throwing the ball to another learner who must answer the question.
- If the learner can respond correctly (e.g. “*My name is...*” or “*I am... years old.*”) he/she throws the ball to another learner and asks him/her a question, and so on. However if the learner who is asked the question cannot answer, the ball goes back to the person asking the question who then throws it to someone else to answer.

Use the activity for informal assessment

CLOSING ACTIVITY

Finish by singing a greeting song

- Take the learners back to the classroom.
- First listen to the Greeting song on the **audio clip** and then sing it as a class, doing the actions.

ASSESSMENT:

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

- Responds to simple greetings.

Notes:

WEEK 2 LESSON 1	
THEME: FRIENDS	
LEARNING OBJECTIVES	<ul style="list-style-type: none"> • Learners sing simple songs, doing the actions • Learners listen to short, simple stories.
NOTES	<ul style="list-style-type: none"> • Use a picture in Big Book 1 to talk about playing games in a park.
RESOURCES	<ul style="list-style-type: none"> • Big Book 1 • A song about the body from Term 1 • DBE Anthology

DAILY ACTIVITIES

GETTING STARTED

- Repeat the simple game from Term 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, Wiggle, Wiggle, Shake, Shake, Shake. Wiggle, Wiggle, Wiggle, Jump, Jump, Jump. Wiggle, Wiggle, Wiggle, Clap, Clap, Clap. Wiggle, Wiggle, Wiggle, Stamp, Stamp, Stamp.”*

Use the activity for informal assessment. (Assess a few learners in this activity. There will be other opportunities in later weeks.)

DAILY ACTIVITY

Talk about: We have fun in the park

- Turn to **page 4 of Big Book 1** *We have fun* and talk about what is happening in the picture. The children are playing in a park. Some children are playing on a jungle gym. Two children are playing on the swings. Some children are playing on the roundabout. Two children are playing on the seesaw. Two children are playing on the trampoline. Two children are playing ball. They are all having fun. Point to the relevant part of the picture as you speak.

- You could ask questions such as:
“Do you like to play on the jungle gym? Do we have a jungle gym at school? Do you go to the park? What do you like to play?” Respond to learners HL answers by using the SAL, e.g. *“John likes to play on the swings.”* Use the SAL but let learners respond using the HL.

**CLOSING
ACTIVITY**

Finish by singing a song about the body

- End the lesson by singing a song to revise vocabulary for the body (e.g. Term 1 Week 3 Lesson 1).
- Say the words first, pointing to the body part and then sing it as a class, doing the actions.

ASSESSMENT:

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

- Responds appropriately to simple commands.

Suggestions for extension:

If you have learners who already speak the SAL:

- Ask more difficult questions e.g. “*Why...*” and ensure those learners respond using the SAL.

Notes:

WEEK 2 LESSON 2	
THEME: FRIENDS	
LEARNING OBJECTIVES	<ul style="list-style-type: none"> Learners sing simple songs, doing the actions Learners listen to short, simple stories.
NOTES	<ul style="list-style-type: none"> Use a picture in Big Book 1 to talk about playing games.
RESOURCES	<ul style="list-style-type: none"> Big Book 1 A different song about the body from Term 1

DAILY ACTIVITIES

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

GETTING STARTED

Revise commands and vocabulary for the body

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

Use the activity for informal assessment. (Assess a few learners in this activity. There will be other opportunities in other weeks.)

DAILY ACTIVITY

Talk about: We have fun in the pool

- Turn to **page 5 of Big Book 1** *We have fun* and talk about what is happening in the picture. The children are playing in a pool. One boy is swimming. One girl is jumping into the water. One girl is sitting on a airbed. They are all having fun. Point to the relevant part of the picture as you speak.

- You could ask questions such as:
“Can you swim? Do you like to swim in a pool? Do you like to swim in the sea? What do you like to do in the water?” Respond to learners HL answers by using the SAL, e.g. *“John likes to play ball in the water.”*

CLOSING ACTIVITY

Finish by singing another song about the body

- End the lesson by singing a different song to revise vocabulary for the body (e.g. Term 1 Week 3 Lesson 1).
- Say the words first, pointing to the body part and then sing it as a class, doing the actions.

ASSESSMENT:

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

- Responds appropriately to simple commands.

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: FRIENDS	
LEARNING OBJECTIVES	<ul style="list-style-type: none"> Learners begin to develop an oral vocabulary for understanding a simple recount. Learners sing a song, doing the actions.
NOTES	<ul style="list-style-type: none"> Introduce simple recounts – “<i>own news</i>”, firstly by using the puppets to give news in a single, simple sentence in response to two simple questions. Then repeat the questions for learners to respond using a single word.
RESOURCES	<ul style="list-style-type: none"> Puppets An action song Head and Shoulders on the audio clip/Anthology

DAILY ACTIVITIES

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

GETTING STARTED

Listen to a simple recount

- Let the puppets greet each other and then the class. Ask each puppet what they did during the weekend. You could ask them, “*Did you play with your friends? Did you see your grandmother and grandfather?*” Keep the questions and the one sentence answers very simple, revising Yes, No and vocabulary for the family. Teach the SAL phrase for *at the weekend*.

DAILY ACTIVITY

Giving a simple recount

- Use the SAL and ask learners what they did during the weekend using the same questions you asked the puppets. If your learners have some prior knowledge of the SAL, then this will be easy. However, learners who are new to the SAL will need support and will only respond with one word answers.

CLOSING ACTIVITY

Finish by singing the *Head and Shoulders* song using the Audio

- Play the Audio of the *Head and Shoulders* song with the learners joining in. Remind learners of the actions.

WEEK 3 LESSON 2	
THEME: FRIENDS	
LEARNING OBJECTIVES	<ul style="list-style-type: none"> Learners sing a song, doing the actions. Learners respond to simple oral commands.
NOTES	<ul style="list-style-type: none"> Teach the first verse of a new song.
RESOURCES	<ul style="list-style-type: none"> The <i>Let's play</i> poster An action rhyme/song on the audio clip

DAILY ACTIVITIES

GETTING STARTED

Talk about: Are we happy?

- Ask learners if they are happy, explaining the meaning of *happy* in the SAL and drawing a happy face on the board.
- Then show learners the **Let's play poster** and ask learners to point to the children who look happy. *Are they with their friends?*

DAILY ACTIVITY

Teach a new song: *When you're happy and you know it...*

- Teach learners the first verse of *When you're happy and you know it clap your hands...* Begin by letting learners listen to it on the **audio clip**. Then teach the words, line by line, first saying them and then singing them and adding the actions. Make sure learners know the meaning of the words. You could clap for each word so learners hear the separate words.

CLOSING ACTIVITY

Finish by playing a simple game

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

Use the activity for informal assessment

ASSESSMENT:

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

- Responds appropriately to simple commands.

WEEK 4 LESSON 1	
THEME: FRIENDS	
LEARNING OBJECTIVES	<ul style="list-style-type: none"> Learners sing a song, doing the actions. Learners listen to a story about a picture in the Big Book and repeat key vocabulary.
NOTES	<ul style="list-style-type: none"> Use a puppet and the pictures in the Big Book to tell a simple story using vocabulary familiar to learners
RESOURCES	<ul style="list-style-type: none"> A puppet Big Book 1

DAILY ACTIVITIES

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

GETTING STARTED

Talk about birthday parties

- Ask learners in the HL what they like to do at a birthday party. The learners can respond in the HL but repeat what they say in the SAL. Use this to introduce vocabulary such as: *eat cake, drink juice, play soccer, play ball games...* Ask learners do they play *outside* or *indoors* to introduce these two words.

DAILY ACTIVITY

Tell a story using the pictures in Big Book 1

- Use a puppet and the pictures on **pages 6-7 of Big Book 1** to tell a story about friends playing at home. Use the SAL, but speak slowly and clearly, using simple words. You could say:

I'm going to tell you a story.

Last weekend it was Jane's birthday. She asked all her friends to a party at her house. Her mother made cakes to eat and bought juice to drink. Her friends came. Her brother and sister came. Her grandfather and grandmother came. But when everyone arrived it began to rain. There was thunder and lightning.

"Oh, no!" said Jane. What can we do? We can't play outside?"

"We will have to have fun indoors" said Jane's mother. And they did.

Look at the pictures. What did they do? Are they happy? Why was the dog bad?

- Then ask learners to tell you what the friends did. Respond to learners HL answers by using the SAL, e.g. *"Yes. These friends are watching soccer on TV."*

Use the activity for informal assessment

**CLOSING
ACTIVITY**

Finish by singing the new song

- End the lesson by singing the first verse of the previous lesson's action song.

ASSESSMENT:

Use the activity in which learners engage with the Big Book pictures and repeat key vocabulary to assess learners against the following for EMERGENT LITERACY:

- Engages with visuals in Big Book/Conversational posters with the teacher and repeats key vocabulary (*look, hear, say and do*).

Notes:

WEEK 4 LESSON 2	
THEME: FRIENDS	
LEARNING OBJECTIVES	<ul style="list-style-type: none"> Learners build oral vocabulary (numbers to 10). Learners sing a simple song and do actions with guidance.
NOTES	<ul style="list-style-type: none"> Teach more verses of the new song.
RESOURCES	<ul style="list-style-type: none"> Big Book 1 An action rhyme/song on the audio clip or use the DBE anthology

DAILY ACTIVITIES

GETTING STARTED

Practise counting to 10

- Use the previous lesson’s pictures in the Big Book and ask learners to count how many children, how many girls and how many boys they can see.” You could also ask “*How many shoes can you see?*”

DAILY ACTIVITY

Teach more verses of the new song:

- Begin by singing the first verse of the song *When you’re happy and you know it clap your hands...* and perhaps let learners listen to it on the **audio clip**.
- Then teach the words for more verses adding the appropriate actions. For example:
When you’re happy and you know it stamp your feet...
When you’re happy and you know it nod your head...
When you’re happy and you know it click your fingers...

Use the activity for informal assessment

CLOSING ACTIVITY

Make happy and sad faces

- Ask learners to show you a happy face and then a sad face, explaining the meaning of the word *sad*. Then ask one learner to show you a happy face. Then let that learner ask another learner to show a sad face and so on.

ASSESSMENT:

Use the activity in which learners sing a simple song and do the actions to assess learners against the following for LISTENING AND SPEAKING:

- Sings a simple song and does actions

WEEK 5 LESSON 1

THEME: FRIENDS	
LEARNING OBJECTIVES	<ul style="list-style-type: none"> Learners sing a song, doing the actions. Learners listen to a story using pictures in the Big Book.
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"> An action rhyme/song A puppet Big Book 1 DBE anthology

DAILY ACTIVITIES

GETTING STARTED

Repeat the new song

- After the greetings, sing the first two verses of the song you taught learners the previous week: *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

Tell a story from Big Book 1

- Use a puppet and the story of *Jabu's school bag* on **pages 14-17 of Big Book 1** to tell a story about how Jabu's friends help him. Use the SAL, but speak slowly and clearly, using simple words and include actions where appropriate (e.g. washing the face, cleaning the teeth and yawning). Explain the meaning of the words *quickly* and *slowly* and the phrases *He is tired* and *late for school*. You could say:

I'm going to tell you a story.

Picture 1: *This is Jabu. He loves to play soccer. He loves to watch soccer. He watched a soccer match late last night on TV. Now he is tired. His mother wakes him up and says, "Get up, Jabu. You must go to school. You will be late for school. Get up quickly. You will be late for school. Wash your face quickly. You will be late for school. Brush your teeth quickly. You will be late for school. Get dressed quickly. You will be late for school. Eat your breakfast quickly. You will be late for school."*

Jabu jumps out of bed slowly. He is tired. He washes his face slowly. He is tired. He brushes his teeth slowly. He is tired. He eats his breakfast slowly. He is tired.

His mother says, "You will be late for school Jabu. Run to the bus stop."

Picture 2: *Jabu is tired but he runs to the bus stop. Is he too late? No! The bus waits for him. His friends wave to him to run quickly.*

Picture 3: *He runs into the school. But he is late.*

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Picture 4: At last! Jabu gets to the classroom. He runs inside. Oh no! He trips over the mat. He drops his bag. All his things fall out onto the floor. He falls on the floor.

Picture 5: Look at how Jabu's friends help him. Pete helps him to stand up. Ella picks up his things.

Picture 6: Look at how happy Jabu and his friends are now.

- Use the HL and ask learners how they feel when they are late for school.

**CLOSING
ACTIVITY**

Sing the new song

- Now everyone is happy! End the lesson by singing two more verses of the song you taught learners the previous week: *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.

Suggestions for extension:

If you have learners who already speak the SAL:

- Introduce more new vocabulary into the story.

Notes:

WEEK 5 LESSON 2	
THEME: FRIENDS	
LEARNING OBJECTIVES	<ul style="list-style-type: none"> Learners sing a song, doing the actions. Learners listen to a story using pictures in the Big Book and repeat key vocabulary.
NOTES	<ul style="list-style-type: none"> Use the pictures in the Big Book to retell and ask questions about a simple story using vocabulary familiar to learners
RESOURCES	<ul style="list-style-type: none"> Big Book 1

DAILY ACTIVITIES

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

GETTING STARTED

Talk about: Getting ready for school

- Ask learners what they have to do to get ready for school. Use the SAL to ask them, “Do you wash your hands before you go to school? Do you wash your face before you go to school? Do you brush your teeth before you go to school? Do you brush your hair before you go to school? Do you dress before you go to school?” Learners can respond using Yes or No.

DAILY ACTIVITY

Retell a story from Big Book 1

- Talk about the story of *Jabu’s school bag* on **pages 14-17 of Big Book 1**, asking simple questions and retelling the story. Recap the meaning of the new words. You could say:

Do you remember yesterday’s story?

Look at the first picture. Who is this? This is Jabu. What does he love to watch on TV? He loves to watch soccer. In the story he watched a soccer match late at night. The next morning how does he feel? Now he is tired. Yawn! Show me how Jabu yawns.

*What does his mother say to him? “Get up, Jabu. You must go to school. You will be late for school. Get up quickly. You will be late for school. Wash your face quickly. You will be late for school. Brush your teeth quickly. You will be late for school. Get dressed quickly. You will be late for school. Eat your breakfast quickly. You will be late for school.” (Let the learners repeat each sentence as if they are Jabu’s mother, emphasising the word *quickly*.)*

*What does Jabu do? Jabu jumps out of bed slowly. He is tired. (Each time let the learners repeat *He is tired*.) He washes his face slowly. He is tired. He brushes his teeth slowly. He is tired. He eats his breakfast slowly. He is tired.*

His mother says, “You will be late for school Jabu. Run to the bus stop.”

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Let's look at the second picture. Jabu is tired but he runs to the bus stop. Is he too late? No! The bus waits for him. Who is waving to him from the bus? His friends.

Picture 3: He runs into the school. Is he late for school? Yes!

Picture 4: At last! Jabu gets to the classroom. He runs inside. Oh no! What happens? He trips over the mat. He drops his bag. All his things fall out onto the floor. He falls on the floor.

Picture 5: How do Jabu's friends help him? Pete helps him to stand up. Ella picks up his things.

Picture 6: Are Jabu and his friends happy now?

Use the activity for informal assessment

Tip: Introduce new vocabulary depending upon the level of your learners.

CLOSING ACTIVITY

Sing the action song about keeping clean

- Then remind the learners of the words and actions for the song they sang in Week 5 Day 1 of the first term about keeping clean e.g.

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

- Depending upon the time left in the lesson you could repeat the song but substitute different parts of the body e.g.

This is the way we wash our feet/brush our teeth...

ASSESSMENT:

Use the activity in which learners engage with the Big Book pictures and repeat key vocabulary to assess learners against the following for EMERGENT LITERACY:

- Engages with visuals in Big Book/Conversational posters with the teacher and repeats key vocabulary (*look, hear, say and do*).

WEEK 6 LESSON 1	
THEME: AT SCHOOL	
LEARNING OBJECTIVES	<ul style="list-style-type: none"> • Learners play a simple language game – <i>Simon says</i>. • Learners mime a story using pictures in the Big Book. • Learners sing a song, doing the actions.
NOTES	<ul style="list-style-type: none"> • Retelling the story of <i>Jabu's school bag</i> allows learners to mime parts of the story and helps to reinforce the new vocabulary in a fun way.
RESOURCES	<ul style="list-style-type: none"> • Big Book 1 • DBE anthology

DAILY ACTIVITIES

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

GETTING STARTED

Play the game *Simon says*

- Play the game *Simon says* to revise actions for getting ready for school. 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 wash your face. Simon says wash your feet. Wash your hands...* and so on.

DAILY ACTIVITY

Mime a story from Big Book 1

- Let learners mime the story of *Jabu's school bag* on **pages 14-17 of Big Book 1**. Retell the story and let the learners mime the actions. You could say:

Do you remember Jabu's story? Show me Jabu watching soccer on TV. He went to bed late at night. Show me how he feels the next morning. He is so tired. Yawn! Show me how Jabu yawns.

Show me Jabu getting ready for school – he washes his face slowly, he brushes his teeth slowly, he dresses slowly, he eats his breakfast slowly.

Then he runs to catch the bus. He is late. Show me how he runs to catch the bus (on the spot running).

Show me how he runs into school. He falls and drops his bag. Show me how he feels now – very sad.

His friends help him to pick up his things and put them into his bag. Show me how you pick up his things and put them into his bag.

Now show me how he feels now – so happy!

**CLOSING
ACTIVITY**

Sing more verses of the action song about keeping clean

- Then remind the learners of the words and actions for more verses of the song they sang about keeping clean e.g.
This is the way we wash our feet/legs/arms/fingers/eyes/ears/ nose/ mouth...

Suggestions for extension:

If you have learners who already speak the SAL:

- Let those learners repeat key phrases and sentences from the story as you tell it.

Notes:

WEEK 6 LESSON 2	
THEME: AT SCHOOL	
LEARNING OBJECTIVES	<ul style="list-style-type: none"> Learners build oral vocabulary (school). Learners understand and begin to use some simple language structures in context (<i>My.../Your...</i>).
NOTES	<ul style="list-style-type: none"> Use the <i>Jabu's school bag</i> story in Big Book 1 and the <i>At school</i> poster to teach vocabulary for the school and the classroom
RESOURCES	<ul style="list-style-type: none"> Big Book 1 <i>At School</i> Poster <i>Realia</i> in the classroom e.g. table, chair, board etc.

DAILY ACTIVITIES

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

GETTING STARTED

Discuss: What's in Jabu's school bag?

- Show learners the pictures of Jabu's school bag **on pages 16-17 in Big Book 1** and use the HL to ask learners to look carefully at the objects in his bag for one minute.
- Then close the book and ask learners what was in Jabu's bag. As learners tell you, say the SAL word for it and draw the object on the board. Let learners clap the syllables of each word.

DAILY ACTIVITY

Talk about: At school

- Show learners the **At school poster** and talk about what is happening in the picture. The children are in the classroom. The teacher is reading a story to them from a book. What can the learners see in the classroom? Introduce vocabulary for *table, board, mat* and *chair* and recap the words for the objects in Jabu's bag. Point to the relevant part of the picture as you speak.
- Then ask the learners to point to those same objects in their classroom. You could say, "*Touch your table/chair. Show me your pencil/book/ruler... Point to the board, my chair/table/ruler...*" Use this activity to point out the difference between *My...* and *Your...*
Use the activity for informal assessment

CLOSING ACTIVITY

Ask: What's this?

- End by recapping the vocabulary for objects in the classroom by asking simple questions. You could say, "*Is this a pencil...?*" Learners can respond Yes or No.

ASSESSMENT:

Use the activity in which learners engage with the *At school* poster and repeat key vocabulary to assess learners against the following for EMERGENT LITERACY:

- Engages with visuals in Big Book/Conversational posters with the teacher and repeats key vocabulary (*look, hear, say and do*).

Suggestions for extension:

If you have learners who already speak the SAL:

- Read and talk about a story from the Anthology.

Notes:

WEEK 7 LESSON 1	
THEME: AT SCHOOL	
LEARNING OBJECTIVES	<ul style="list-style-type: none"> Learners begin to develop an oral vocabulary for understanding a simple recount. Learners sing a song, doing the actions.
NOTES	<ul style="list-style-type: none"> Give a simple recount – “<i>own news</i>”, firstly by using the puppets to give news in a single, simple sentence in response to two simple questions. Then repeat the questions for 1-2 learners to respond using a single word. Teach the first verse of a new song.
RESOURCES	<ul style="list-style-type: none"> Puppets An action rhyme/song on the audio clip/from the DBE Anthology

DAILY ACTIVITIES

GETTING STARTED

Listen to a simple recount

- Let the puppets greet each other and then the class. Ask each puppet what they did during the weekend. You could ask them two questions, “*Did you play with your friends this weekend? Did you see your family?*” Keep the one sentence answers very simple, introducing the words *Saturday* and *Sunday*.
- Use the SAL and ask 1-2 learners what they did during the weekend using the same questions you asked the puppets. Learners who are new to the SAL will only be able to respond with one word answers.

DAILY ACTIVITY

Teach a new song: *The wheels on the bus*

- Teach learners the first verse of *The wheels on the bus*. Begin by letting learners listen to the first verse on the **audio clip**/from the **Anthology**. Then teach the words, line by line, first saying them and then singing them and adding the actions. Make sure learners know the meaning of the words. Clap for each word so learners can hear the separate words.

CLOSING ACTIVITY

Listen to all the verses of the song *The wheels on the bus* on the audio clip

- End the lesson by letting learners listen to all three verses of the new song on the **audio clip**/ from the **Anthology**.
As they listen explain the vocabulary and do the actions for them.

WEEK 7 LESSON 2	
THEME: AT SCHOOL	
LEARNING OBJECTIVES	<ul style="list-style-type: none"> • Learners sing a song, doing the actions. • Learners listen to a story using pictures in the Big Book.
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"> • An action rhyme/song on the audio clip/DBE Anthology • A puppet • Props e.g. masks • Big Book 1

DAILY ACTIVITIES

GETTING STARTED

Sing the first verse of the song *The wheels on the bus*

- After the greetings, sing with the learners the first verse of the song on **the audio clip**/from the Anthology that you have been teaching the learners, clapping your hands for every word.

Use this and other opportunities to sing this song for informal assessment

DAILY ACTIVITY

Tell a story from Big Book 1

- Use a puppet and the story of *No dogs allowed* on **pages 21-24 of Big Book 1** to tell a story about how Bongji’s dog goes to school. Use the SAL, but speak slowly and clearly, using simple words and include actions where appropriate. Explain the meaning of the words *No dogs allowed*. You could say:

I’m going to tell you a story. Use props (mask/puppets etc.)

Picture 1 (and inserts): *This is Bongji. She is getting ready for school. She wakes up and jumps out of bed. She brushes her teeth. She eats her breakfast. Now she packs her bag for school. Her dog watches her. His name is Tiny.*

Picture 2: *Bongji gets on the bus. But look! Her dog, Tiny, wants to come to school too. He wants to jump on the bus. Oh no! Bongji says to Tiny, “No, Tiny. You can’t come to school. No dogs allowed.”*

Picture 3: *Bongji gets off the bus outside the school. But look! Her dog, Tiny, wants to come to school too. He jumps off the bus with Bongji. Oh no! Bongji says to Tiny, “No, Tiny. You can’t come to school. No dogs allowed.”*

Picture 4: *So Tiny comes to school. He is so happy. He sits in front of the teacher. Poor teacher! She is not happy at all! The teacher says to Tiny, “No, Tiny. You can’t come to school. No dogs allowed.” But all the children love Tiny.*

Picture 5: Next day, all the children bring their pets to school. Tiny comes too. He loves school. Oh no! Poor teacher.

- Use the HL and ask learners if pets are allowed at school.

**CLOSING
ACTIVITY**

Talk about: How do you come to school?

- Use the HL and ask learners how they come to school – by bus, bicycle, taxi or car or do they walk to school. As learners respond repeat what they say in a simple SAL sentence to introduce the vocabulary for by *bus, bicycle, taxi* and *car*. As you introduce the words clap the syllables.

ASSESSMENT:

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

- Sings a simple song and does actions

Suggestions for extension:

If you have learners who already speak the SAL:

- Let those learners repeat key phrases and sentences from the story as you tell it.

Notes:

WEEK 8 LESSON 1	
THEME: AT SCHOOL	
LEARNING OBJECTIVES	<ul style="list-style-type: none"> • Learners sing a song, doing the actions. • Learners listen to and answer questions about a story using pictures in the Big Book and repeat key vocabulary.
NOTES	<ul style="list-style-type: none"> • Use the pictures in the Big Book to retell and ask questions about a simple story using vocabulary familiar to learners
RESOURCES	<ul style="list-style-type: none"> • An action rhyme/song on the audio clip • Big Book 1 • DBE anthology

DAILY ACTIVITIES

GETTING STARTED

Sing the first two verses of the song *The wheels on the bus*

- After the greetings, sing with the learners the first two verses of the song on **the audio clip** that you have been teaching the learners, clapping your hands for every word.

Use this and other opportunities to sing this song for informal assessment

DAILY ACTIVITY

Retell a story from Big Book 1

- Talk about the story *No dogs allowed* on **pages 21-24 of Big Book 1**, asking simple questions and retelling the story. Recap the meaning of the new words. Encourage learners to repeat key words and sentences that are repeated. You could say:

Do you remember last week's story?

Look at the first picture. Who is this? This is Bongji. She is getting ready for school. What does she do? She jumps out of bed. Do you jump out of bed in the morning? She brushes her teeth. Do you brush your teeth in the morning? She eats her breakfast. Do you eat breakfast in the morning? Now she packs her bag for school. Do you pack your bag in the morning? Who is watching her? Her dog, Tiny.

Picture 2: Now what is Bongji doing? She gets on the bus. Where is she going? She is going to school. But look! Who also wants to go to school? Her dog, Tiny, wants to go to school. What does Bongji say to Tiny? She says, "No, Tiny. You can't come to school. No dogs allowed."

Picture 3: Bongji gets off the bus outside the school. But who jumps off the bus too? Bong's dog Tiny. Bongji says to Tiny, "No, Tiny. You can't come to school. No dogs allowed."

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Picture 4: But look. Tiny comes to school. Does he look happy? He sits in front of the teacher. Poor teacher! Is the teacher happy? No! What does the teacher say to Tiny, “No, Tiny. You can’t come to school. No dogs allowed.”

Picture 5: What happens on next day? All the children bring their pets to school. Tiny comes too. He loves school. Oh no! Poor teacher.

**CLOSING
ACTIVITY**

Ask: Do you have a pet at home?

- End the lesson by asking learners if they have a pet at home. Use the HL for the discussion but repeat what is said simply in the SAL, emphasising the vocabulary for different pets.

ASSESSMENT:

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

- Sings a simple song and does actions

Suggestions for extension:

If you have learners who already speak the SAL:

- Introduce more words for different pets 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.

Notes:

WEEK 8 LESSON 2	
THEME: AT SCHOOL	
LEARNING OBJECTIVES	<ul style="list-style-type: none"> Learners sing a song, doing the actions. Learners mime a story using pictures in the Big Book.
NOTES	<ul style="list-style-type: none"> Retelling the story <i>No dogs allowed</i> allows learners to mime parts of the story and helps to reinforce the new vocabulary in a fun way.
RESOURCES	<ul style="list-style-type: none"> An action rhyme/song on the audio clip Big Book 1 DBE anthology

DAILY ACTIVITIES

GETTING STARTED

Sing three verses of the song *The wheels on the bus*

- After the greetings, sing with the learners three verses of the song that you have been teaching the learners from **the audio clip**.

DAILY ACTIVITY

Mime a story from Big Book 1

- Let learners mime the story *No dogs allowed* on **pages 21-24 of Big Book 1**. Retell the story and let the learners mime the actions. You could say:

Do you remember Bongji's story? Show me Bongji jumping out of bed. Brush your teeth like Bongji. Now eat your breakfast. Now pack your bag for school. Pick up your bag and walk to the bus stop. Climb on the bus. But your little dog, Tiny, wants to come to school too. Let's say to Tiny, "No, Tiny. You can't come to school. No dogs allowed."

The bus reaches school. Get off the bus carefully. Have you got your bag? Look behind you. Your dog, Tiny, wants to come to school too. Let's say to Tiny, "No, Tiny. You can't come to school. No dogs allowed."

Boys, show me how Tiny sits in front of the teacher. Poor teacher! She is not happy at all! Girls be the teacher and say to Tiny, "No, Tiny. You can't come to school. No dogs allowed." Next day, all the children bring their pets to school. So pick up your pet and carry it to school and show me your pet. Oh no! Poor me!

CLOSING ACTIVITY

Make animal voices

- Tell learners the sound (voice) that some pets make and let learners practise each sound, for example: *A dog: woof woof' / A cat: mieow / A lamb: baa baa / A bird: chirp chirp / A snake: sssss*

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

In this short activity we are using the animal sounds.

WEEK 9 LESSON 1	
THEME: AT SCHOOL	
LEARNING OBJECTIVES	<ul style="list-style-type: none"> • Learners begin to develop an oral vocabulary for understanding a simple recount. • Learners build oral vocabulary (days of the week), clapping the syllables of the words. • Learners listen to a simple story, using the illustrations to aid understanding.
NOTES	<ul style="list-style-type: none"> • Introduce the words for the days of the week. You can also show them the written words for the days so they can see that parts of the SAL words remain the same. In English, for example, the suffix <i>-day</i> comes at the end of each day of the week.
RESOURCES	<ul style="list-style-type: none"> • Puppets • Flashcards for the days of the week • DBE anthology

DAILY ACTIVITIES

GETTING STARTED

Listen to a simple recount

- Let the puppets greet each other and then the class. Ask each puppet what they did on Saturday and Sunday. You could ask them two questions, “*Did you play with your friends on Saturday? Did you see your family on Sunday?*” Keep the one sentence answers very simple, revising the words *Saturday* and *Sunday*.
- Use the SAL and ask 1-2 learners what they did on Saturday and Sunday using the same questions you asked the puppets.

DAILY ACTIVITY

Discuss: Days of the week

- Show learners the flashcards you made *Saturday* and *Sunday* and place them next to your HL chart of Days of the Week. Say each word again slowly, breaking it down into the different syllables, clapping each syllable. Then let the learners repeat the word and clapping the syllables.
- Then introduce the other five days of the week. First discuss in the HL what learners do on the day and then repeat each word slowly, breaking it down into the different syllables, clapping each syllable. Then let the learners repeat the word and clapping the syllables, first as a class and then in small groups (to allow for assessment).

Use the activity for informal assessment

**CLOSING
ACTIVITY**

Tell a simple story from the DBE Anthology

- End the lesson by telling learners a story from the DBE Anthology
e.g. *It's a dog's life*.

ASSESSMENT:

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

- Participates in word play by clapping out syllables in spoken words

Suggestions for extension:

If you have learners who already speak the SAL:

- Use the SAL for the discussion on the days of the week.

Notes:

WEEK 9 LESSON 2	
THEME: AT SCHOOL	
LEARNING OBJECTIVES	<ul style="list-style-type: none"> Learners listen to a story using pictures in the Big Book. Learners build oral vocabulary (school sports and games)
NOTES	<ul style="list-style-type: none"> Use a puppet and the pictures in the Big Book to tell a fun story
RESOURCES	<ul style="list-style-type: none"> A puppet/masks Big Book 2 DBE anthology

DAILY ACTIVITIES

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

GETTING STARTED

Introduce Sports Day

- Use the HL to talk about what happens on Sports Day at school and introduce the SAL words for *Sports Day*.

DAILY ACTIVITY

Tell a story from Big Book 2 (use puppet and masks. Make masks from recycled cardboard boxes etc)

- Use a puppet and the story of *Animal Sports Day* on **pages 13-17 of Big Book 2** to tell a fun story about how the animals have their own Sports Day. Use the SAL, but speak slowly and clearly, using simple words and include actions where appropriate. You could say:

I'm going to tell you a story.

Picture 1: *Once upon a time the wild animals came to school. It was Sports Day. They saw the children playing. Some children ran races. Some children swam races. Some children jumped. Some children played games with balls. The wild animals decided that they wanted to have an Animal Sports Day.*

The hippo said, "I can swim. I can swim quickly." So he swam in the pool.

Picture 2: *The rhino said, "I can run. I can run quickly." So he played soccer.*

Picture 3: *The giraffe said, "I can jump. I can jump high." So he jumped very high.*

Picture 4: *The lion said, "I can hit a ball. I can hit a ball hard." So he played cricket.*

Picture 5: *All the animals won a medal. What medal do you think the cheetah won?*

CLOSING ACTIVITY

Discuss: which sport would you like to play?

- End the lesson by asking learners which of the animal sports they would choose to do. Use the HL for the discussion but repeat what is said simply in the SAL to recap the vocabulary for the different sports.

WEEK 10 LESSON 1	
THEME: AT SCHOOL	
LEARNING OBJECTIVES	<ul style="list-style-type: none"> • Learners listen to and answer questions about a story using pictures in the Big Book and repeat key vocabulary. • Learners sing a song, doing the actions.
NOTES	<ul style="list-style-type: none"> • Use the pictures in the Big Book to retell and ask questions about a simple story using vocabulary familiar to learners
RESOURCES	<ul style="list-style-type: none"> • The <i>I can do</i> poster • Big Book 2 • An action rhyme/song • DBE anthology

DAILY ACTIVITIES

GETTING STARTED

Ask: What can you do?

- After the greetings, ask learners what they can do, explaining what this means in the HL. You could ask, “*Can you jump/hop/run...?*” You could use the *I can do poster*.

DAILY ACTIVITY

Retell a story from Big Book 2

- Talk about the story *Animal Sports Day* on **pages 13-17 of Big Book 2**, asking simple questions and retelling the story. Recap the meaning of the new words. Encourage learners to repeat key words and sentences that are repeated. You could say:

Do you remember last week’s story?

Look at the first picture. Who is this? It’s the hippo. What is he doing? He is swimming in the pool. Remember when the wild animals came to school. It was Sports Day. They saw the children playing. Some children ran races. Some children swam races. Some children jumped. Some children played games with balls. The wild animals decided that they wanted to have an Animal Sports Day.

What did the hippo say? “I can swim. I can swim quickly.” So he swam in the pool.

Picture 2: Who is this? It’s the rhino. What did the rhino say? “I can run. I can run quickly.” So he played soccer.

Picture 3: Who is this? It’s the giraffe. What did the giraffe say? “I can jump. I can jump high.” So he jumped very high.

Picture 4: Who is this? It’s the lion. What did the lion say? “I can hit a ball. I can hit a ball hard.” So he played cricket.

Picture 5: All the animals won. They all came first. They all won a medal. Point to the medal/cup the hippo/rhino/giraffe/lion won.

**CLOSING
ACTIVITY**

Sing the song *The wheels on the bus*

- End the lesson by, singing new verses of the song that you have been teaching the learners. For example:

The children on the bus go wiggle, wiggle, wiggle...

The babies on the bus go waaa, waaa, waaa...

The mothers on the bus go chatter, chatter, chatter...

Notes:

WEEK 10 LESSON 2	
THEME: AT SCHOOL	
LEARNING OBJECTIVES	<ul style="list-style-type: none"> Learners sing a song, doing the actions.
NOTES	<ul style="list-style-type: none"> Add additional verses to a familiar song to revise vocabulary
RESOURCES	<ul style="list-style-type: none"> DBE anthology

DAILY ACTIVITIES

GETTING STARTED

Tell a simple story from the DBE Anthology

- Tell learners a simple story from the DBE Anthology e.g. *Ben finds a new friend.*

DAILY ACTIVITY

Sing a familiar song *The wheels on the bus*

- Sing all the verses of ***The wheels on the bus song***. Before each verse remind learners of the words and actions for the verse. You could introduce new verses such as:

The fathers on the bus go smoke, smoke, smoke...

The grannies on the bus go knit, knit, knit...

The grandpas on the bus go snore, snore, snore...

CLOSING ACTIVITY

Sing a birthday song

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