

Grade 1 English First Additional Language: First Term Lesson Plan

FIRST TERM: WEEK 9 OVERVIEW

COMPONENT	CAPS CONTENT	ACTIVITIES
LISTENING AND SPEAKING (ORAL)	<p><i>Daily activities</i></p> <ul style="list-style-type: none"> Points to objects in the classroom or in a picture in response to teacher's instructions Names some objects in a picture in response to teacher's instructions Responds physically to simple oral instructions Responds to simple questions Understands and begins to use simple language structures in context Sings simple songs and does actions with guidance Plays language games <p><i>Focused listening and speaking activities</i></p> <ul style="list-style-type: none"> Listens to short stories told/read from a Big Book Understands and responds to simple questions Names some of the things in the picture in response to questions from the teacher <p><i>Development of concepts, vocabulary and language structures</i></p> <ul style="list-style-type: none"> Continues to build oral vocabulary, including conceptual vocabulary Begins to develop understanding and ability to use simple language structures in the context of meaningful spoken language, for example imperatives, 'present progressive tense, possessive pronouns and plural forms of countable nouns 	<p><i>Introductory activities</i></p> <ul style="list-style-type: none"> Sings an action song and does the actions e.g. a Transport song Plays language games Responds physically to oral and written stimuli <p><i>Development of listening and speaking skills</i></p> <ul style="list-style-type: none"> Answers questions by saying "Ndzi ya exikolweni hi" "lexi i _____" Asks a question by saying "Xana u vona yini? Xana wa swi kota ku ___? Xana u endla yini? Xana i swi ngani ___?" "Xana i xa muhlovo muni? ___" Names things in pictures <p><i>Development of concepts and vocabulary:</i> <i>Concepts/Phrases taught:</i></p> <ul style="list-style-type: none"> Plurals: e.g. mavhilwa, vana, tincece, meno, feet, vanhwanyana, vafana Pronoun: Hina/n'wina Joining words: na <p><i>Vocabulary taught:</i></p> <ul style="list-style-type: none"> Vocabulary for Transport and coming to school
READING AND PHONICS	<ul style="list-style-type: none"> Listens to the story while following the teacher and looking at the pictures Talks about the pictures using home language where necessary Identifies objects in the pictures Acts out the story Draws a picture capturing the main idea of the story 	<p><i>Shared reading using a Big Book story and a Class Reader</i></p> <ul style="list-style-type: none"> Listens to the telling and reading of a story from a Big Book Talks about the pictures using home language where necessary Mimes a simple story Draws a picture to capture the main idea of a song
WRITING	<ul style="list-style-type: none"> With the help of the teacher writes a caption for a picture he/she has drawn and reads back what is written 	<ul style="list-style-type: none"> With the help of the teacher copies a caption for a picture he/she has drawn of the story and reads back what is written Contributes to making Class Readers

This week:

- Sing a Transport song
- Read short stories from the Big Book
- Make Class Readers

Grade 1 English First Additional Language: First Term Lesson Plan

WEEK 9 DAY 1	
LEARNING OBJECTIVES	<ul style="list-style-type: none"> Learners sing simple songs and do actions with guidance. Listens to the story while following the teacher and looking at the pictures. Learners play language games.
NOTES	<ul style="list-style-type: none"> Use the <i>I am clean</i> story from the Big Book to revise vocabulary for keeping clean and as the basis for learners to mime a simple story.
RESOURCES	<ul style="list-style-type: none"> Big Book story: <i>I am clean</i>
DAILY ACTIVITIES	
GETTING STARTED	<p>Sing the action song about keeping clean</p> <ul style="list-style-type: none"> In Week 5 Days 1 and 3 learners sang a song about keeping clean. Remind the learners of the words and actions for the different verses of the song and sing them as a class: <p style="margin-left: 20px;"><i>Leyi i ndlela yo hlamba meno ya hina, yo hlamba meno ya hina, yo hlamba meno ya hina.</i></p> <p style="margin-left: 20px;"><i>Leyi i ndlela yo hlamba meno ya hina, yo hlamba meno ya hina yo hlamba meno ya hina.</i></p> <p style="margin-left: 20px;"><i>Leyi i ndlela yo hlamba meno ya hina, hlamba meno ya hina, yo hlamba meno ya hina, leyi i ndlela yo hlamba meno ya hina,,</i></p> <p style="margin-left: 20px;"><i>Masiku hinkwawo.</i></p> <p style="margin-left: 20px;"><i>Additional verses:</i></p> <p style="margin-left: 20px;"><i>Leyi i ndlela yo kama misisi ya hina, yo kama misisi ya hina yo kama misisi ya hina ...</i></p> <p style="margin-left: 20px;"><i>Leyi i ndlela yo hlamba xikandza xa hina, yo hlamba xikandza xa hina,yo hlamba xikandza xa hina ...</i></p> <p style="margin-left: 20px;"><i>Leyi i ndlela yo hlamba tindleve ta hina, yo hlamba tindleve ta hina, yo hlamba tindleve ta hina, leyi i ndlela yo hlamba tindleve ta hina...</i></p> <p style="margin-left: 20px;"><i>Leyi i ndlela yo sula mavoko ya hina, yo sula mavoko ya hina, yo sula mavoko ya hina, leyi i ndlela yo sula mavoko ya hina...</i></p> <p style="margin-left: 20px;"><i>Leyi i ndlela yo sula mikondzo ya hina, yo sula mikondzo ya hina, yo sula mikondzo ya hina, leyi i ndlela yo sula mikondzo ya hina... ni sin'wana ni swin'wana.</i></p>
DAILY ACTIVITY	<p>Presentation activity: Read a picture story from the Big Book</p>

Grade 1 English First Additional Language: First Term Lesson Plan

- Introduce the story *I am clean* by asking learners how they get ready to go to school. Guide learners to respond in their FAL, using the vocabulary in the song.
- Read the story to the learners. On each new page ask, “*Languta. Xana u vona yini?*” Use the FAL, but speak slowly and clearly, using simple words. Use the vocabulary that the learners know already – “*Xana u endla yini? Xana wa hlamba mavoko/xikandza...?*” Although there will be some new words for learners (e.g. shower, dirty, again) they will have an understanding as they will have the pictures to help. Avoid using the HL as otherwise learners may not concentrate on the story in the FAL.
- Use the HL to ask learners what their mother would say if they fell in a pool of mud and got dirty once they had washed.

Use the activity for Formal assessment.

Consolidation activity

- Mostly using the HL, explain to the learners that they are going to mime the actions for the story. You could take the learners outside or use the classroom. Tell the story slowly, using the FAL, and mime the actions as you speak. You could repeat the short sentences several times as learners do the actions. They can even repeat what you are saying.

CLOSING ACTIVITY

Play a game

Ask a group of four learners (or an individual learner) to stand in front of the class and mime one of the actions from the story of the song. The rest of the class must guess the action and say what they are doing using the FAL. The successful group (or learner) can mime another action for the class to guess, and so on.

ASSESSMENT: Formal Assessment.

Use the activity in which learners answer questions about the story to assess them against the following for LISTENING AND SPEAKING and READING:

- Responds to simple questions.
- Answers some simple oral questions about the story or non-fiction text.

Grade 1 English First Additional Language: First Term Lesson Plan

WEEK 9 DAY 2	
LEARNING OBJECTIVES	<ul style="list-style-type: none"> Learners sing simple songs and do actions with guidance. Learners begin to use simple language structures in context (<i>Xana movha/xithuthuthu/tekisi/bazi lowu/lexi/leyi/leri i wa/xa/ya/ra muhlovo muni? Xana u vona vanhwanyana/vafana va ngani?</i>) Learners listen to the story while following the teacher and looking at the pictures Learners talk about the pictures using home language where necessary Learners name some things in a picture (e.g. <i>xithuthuthu, movha, tekisi, bazi, xitimela</i>).
NOTES	<ul style="list-style-type: none"> Talk about the picture on pages 32-33 in the FAL DBE Workbook and sing a Transport song to introduce vocabulary for Transport.
RESOURCES	<ul style="list-style-type: none"> FAL DBE Workbook page 32-35. Make flashcards for <i>bazi, xithuthuthu, movha, tekisi, xitimela</i>
DAILY ACTIVITIES	
GETTING STARTED	<p>Talk about coming to school</p> <ul style="list-style-type: none"> Remind learners of the story you read to them the previous day and ask them to tell you, using the FAL, how they get ready for school (they wash their hands and face, brush their teeth etc.). <ul style="list-style-type: none"> Use the HL to talk about how learners come to school – do they walk, come by bike, car, taxi or bus?
DAILY ACTIVITY	<p>Presentation activity: Discuss Arriving at school using a picture</p> <ul style="list-style-type: none"> Ask learners to look at pages 32-33 of their Workbooks and tell you what is happening in the picture – children are arriving at school. <i>Can they see the teacher? What else can they see – a bike, a car, a bus, a taxi and a train.</i> Introduce the flashcards you made to teach the written words for <i>xithuthuthu, movha, tekisi, bazi</i> ni <i>xitimela</i>. Use the FAL to ask learners the different colours they can see in the picture, e.g. <i>“Xana movha lowu i wa/xithuthuthu lexi i xa/tekisi leyi i ya/bazi leri i ra muhlovo muni? Xana u vona vanhwanyana/vafana va ngani? Xana u ambarile yini?”</i> Display the words on the board (or on paper to make a chart) and ask different learners to draw the correct picture next to each word. <p>Use the activity for Formal assessment.</p> <p>Consolidation activity</p>

Grade 1 English First Additional Language: First Term Lesson Plan

- Learners paste the stickers in the correct spaces on **pages 32-33 in their Workbooks** and trace the words for bus, taxi, bike and car on **page 34**.

CLOSING ACTIVITY

Introduce a new action song

- Sing to learners and do the actions for the first verse of the new action song on **page 35 in the Workbook**.
- Teach learners the actions for the first verse and explain the meaning of the words. Sing the song again with the learners joining in by doing the actions.
- Point out to learners the repetition in each row of the song – it is only the last word that changes.

ASSESSMENT: Formal Assessment.

Use the activity in which learners answer questions about the picture to assess them against the following for LISTENING AND SPEAKING and READING:

- Demonstrates an understanding of some basic oral vocabulary by pointing to objects in the classroom or in a picture in response to instructions from the teacher.
- Identifies some people, animals and objects in the illustrations in the Big Book (or other text).

Grade 1 English First Additional Language: First Term Lesson Plan

WEEK 9 DAY 3	
LEARNING OBJECTIVES	<ul style="list-style-type: none"> Learners sing simple songs and do actions with guidance. With the help of the teacher, learners complete a sentence for a picture he/she has drawn and reads back what is written. Learners play language games.
NOTES	<ul style="list-style-type: none"> Use shared reading to read simple sentences from the Workbook about how learners come to school. Use a song and a simple game to reinforce vocabulary for types of transport.
RESOURCES	<ul style="list-style-type: none"> Flashcards from the previous day. FAL DBE Workbook pages 34-37.
DAILY ACTIVITIES	
GETTING STARTED	<p>Sing the song on page 35 of the Workbook</p> <ul style="list-style-type: none"> Sing with the learners the first verse of the song on page 35 of the Workbook that you taught learners the day before, clapping your hands for every word. <ul style="list-style-type: none"> Teach the second verse, making sure learners know the meaning of the new word <i>wiper</i>.
DAILY ACTIVITY	<p>Presentation activity: Shared reading from the Workbook</p> <ul style="list-style-type: none"> Use the flashcards you made the day before to revise the words for xithuthuthu, movha, tekisi, bazi ni xitimela. Hold up each flashcard and ask learners, “Xana u ya hi yini exikolweni - hi xithuthuthu/movha/tekisi/bazi/trxitimela? Xana i mani a fambaka hi milenge ku ya exikolweni?” Read the sentences on page 34 of the Workbook to the learners and let them repeat each sentence after you. Ask individual learners “Xana u yisa ku yini exikolweni?” and help them to respond using the FAL. You can reinforce what the learner said by saying, “Ina, Niko u ya exikolweni hi milenge...” <p>Consolidation activity</p> <ul style="list-style-type: none"> Learners must draw a picture on page 37 of their Workbooks of how they come to school and then complete the sentence. Then they can read their sentence to a partner.
CLOSING ACTIVITY	<p>Play a game to recycle the vocabulary for Transport</p> <ul style="list-style-type: none"> Use the same game you played on Week 6 Day 3 to revise the words for Transport.

Grade 1 English First Additional Language: First Term Lesson Plan

- Take the learners outside and line them up at one end of the playground. Explain to them that you are going to say the word for one type of Transport and hold up one of the flashcards you made. If the word you say and the flashcard are the same they can walk towards you BUT if they are not the same they must stand still. Anyone who is moving at the wrong time is out.
- Begin by holding up the **tekis** flashcard and saying **tekisi, tekisi, tekisi, tekisi**.. Then continue to hold up the **tekis** flashcard but say **bazi, bazi, xitimela, xitimela, xitimela**.. etc. Change the flashcard and continue with the game, repeating the words for the different types of transport.

Grade 1 English First Additional Language: First Term Lesson Plan

WEEK 9 DAY 4

LEARNING OBJECTIVES	<ul style="list-style-type: none">• Learners sing simple songs and do actions with guidance.• Learners talk about a picture using home language where necessary• Learners draw a picture capturing the main idea of a song
NOTES	<ul style="list-style-type: none">• Use a workbook picture to talk about Road Safety• Use the Transport song to teach vocabulary for parts of a bus
RESOURCES	<ul style="list-style-type: none">• FAL DBE Workbook pages 35-36

DAILY ACTIVITIES

GETTING STARTED

Sing the song on page 35 of the Workbook

- Sing with the learners the first two verses of the song on **page 35 of the Workbook** that you have been teaching the learners, clapping your hands for every word.
- Teach the third verse, making sure learners know the meaning of the new words.
- Draw a picture of a bus on the board and label the wheels, the wipers and the hooter. As you draw talk about the bus. You could say, *"I am drawing a bus. It is yellow. It has three windows and a door. Here are the wheels. They are black. They go round and round. Here is the hooter. It goes beep, beep, beep. Here are the wipers. They go swish, swish, swish."*

DAILY ACTIVITY

Presentation activity: Discuss Road Safety using a picture

- Ask learners to look at **page 36 of their Workbooks** and tell you what is happening in the picture – children are crossing the road. Talk about the safe way to cross a road – you can link this to Life Skills lessons.

Use the activity for Formal assessment.

Consolidation activity

- Ask learners the three colours of a robot – learners must colour the first light red, the next orange and the bottom light green and trace the words.
- Then learners copy the picture of the bus you drew on the board and label the wheels, the wipers and the hooter. Then they can talk about their picture to a partner.

Sing more verses of the song on page 35 of the Workbook

- Introduce more verses for the song:
The windows on the bus go up and down, up and down, up and

Grade 1 English First Additional Language: First Term Lesson Plan

CLOSING ACTIVITY

down...

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

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

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

The babies on the bus go Wah! Wah! Wah! Etc.

ASSESSMENT: Formal Assessment.

Use the activity in which learners answer questions about the picture to assess them against the following for LISTENING AND SPEAKING and READING:

- Demonstrates an understanding of some basic oral vocabulary by pointing to objects in the classroom or in a picture in response to instructions from the teacher.
- Identifies some people, animals and objects in the illustrations in the Big Book (or other text).

Grade 1 English First Additional Language: First Term Lesson Plan

WEEK 9 DAY 5	
LEARNING OBJECTIVES	<ul style="list-style-type: none"> • Learners listen to stories told from a Big Book with enjoyment. • Learners draw a picture to illustrate a phrase or sentence, to create Class Readers.
NOTES	<ul style="list-style-type: none"> • Use this day to make four <i>class readers</i>.
RESOURCES	<ul style="list-style-type: none"> • Big Book 1 story: <i>Family and friends</i> • Sheets of A3 paper (or two A4 sheets of paper selotaped together) with the phrases/sentences you have chosen for the Class Readers written in large letters using koki at the bottom of the sheets of paper.
DAILY ACTIVITIES	
<div style="text-align: center; padding: 10px;">GETTING STARTED</div>	<p>Read a picture story from the Big Book</p> <ul style="list-style-type: none"> • Introduce the story <i>Family and friends</i> by asking learners about what they can see in the first picture – a hand with a family of finger puppets. <ul style="list-style-type: none"> • Read the story to the learners. On each new page ask, “<i>Languta. Xana u vona yini?</i>” Use the FAL, but speak slowly and clearly, using simple words. Use the vocabulary that the learners know already – <i>tatana, manana, sesi, buti, n’wana</i>. Although there will be some new words for learners (e.g. <i>dyambu</i>) they will have an understanding as they will have the pictures to help. Avoid using the HL as otherwise learners may not concentrate on the story in the FAL. • Afterwards ask learners why the children ran home at the end. Do they run inside when it rains?
<div style="text-align: center; padding: 10px;">DAILY ACTIVITY</div>	<p>Presentation activity: Explain the task of making Class Readers.</p> <p>Remind the learners in the HL how they made their own class reading books in Week 7 and explain that today they are going to make four new Class Readers. Show learners the pages you have prepared and explain the task.</p> <p>Consolidation activity: Making the Readers</p> <ul style="list-style-type: none"> • Give each learner, or each pair of learners, one of the A3 sheets that you have prepared. Read with each pair the caption or short sentence written on the sheet and explain the picture they need to draw. For example:

Grade 1 English First Additional Language: First Term Lesson Plan

Buku ya hina ya mihandzu

apula ro tshuka

apula ra rihlaza

apula le ri kulu

apula le ri tsongo

lamula le ri tsongo

banana ra
xitshopana

Languta leswi ndzi kotaka ku swi endla

Ndzi nga tsutsuma

Ndzi nga tlanga

Ndzi nga hlaya

Ndzi nga tlula

Hi nga tshama

Ndzi nga hlambela

Hi rhandza ku dya...

Ndzi rhandza ku dya
machipisi

Ndzi rhandza ku dya
maapula

Ndzi rhandza ku dya
malamula

Ndzi rhandza ku dya
tihadidogo

Ndzi rhandza ku dya
swiwitsi

Ndzi rhandza ku dya
vurhombo

Hi rhandza ku nwa...

Ndzi rhandza ku nwa
tiya

Ndzi rhandza ku nwa
kofi

Ndzi rhandza ku nwa
namuneti ya
khokhakhola

Nzi rhandza ku nwa
namuneti ya fanta

Ndzi rhandza ku nwa
juzi

Ndzi rhandza ku nwa
namuneti ya sipurayiti

As the learners are working on their pictures, walk round the classroom asking different learners to read their captions. By the end of this lesson all the learners should have completed the task.

CLOSING ACTIVITY

Finish by putting the pages together to make the different books.

- Call the learner to the front who has the cover page of one of the books. Let them read it to the class. Ask all the learners who have a page for this book to come to the front of the class and let each read their page.
- Once all the pages for this book have been read, collect them and staple them together.
- Do the same for the other three books.
- Sing an action rhyme to end the lesson.

ASSESSMENT: No formal, recorded Assessment. However informally assess learners' ability to contribute to making class readers.

REFLECTIONS ON WEEK 9

Grade 1 English First Additional Language: First Term Lesson Plan

Grade 1 English First Additional Language: First Term Lesson Plan